



2021-2022 Teacher Leadership Cycle 2

Letter of Interest (LOI) Application Due 11:59 p.m. CT, December 7, 2020

NOGA ID

Authorizing legislation

ESSA, Title II, Part A

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, December 7, 2020**.

Application stamp-in date and time

Grant period from

March 1, 2021 - July 31, 2022

Pre-award costs permitted from

Pre-Award costs are not permitted for this grant.

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Refer to the Program Guidelines for required attachments by Pathway.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are NOT PERMITTED for this grant.

Pathway Selection: Please select ONE pathway.

Pathway 1: Teachers as Instructional Leaders

Pathway 2: National Board Candidacy Cohorts

Pathway 3: Teacher Policy Fellowships

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
6. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The goals and needs of Terrell ISD are in perfect alignment with the intent and purposes of the Teacher Leadership Grant, Pathway 1. The mission of Terrell ISD is to provide an exceptional learning experience in a safe, nurturing environment - challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society. However, there exists disproportionate achievement gaps among student populations. Additionally, the teacher turnover rate of Terrell ISD is 28%, well above state average (16%), and the number of beginning teachers and teachers with less than 5 years' experience (46%) is also above state average. These needs are addressed in Terrell ISD's District Improvement Plan as well as relevant Campus Improvement Plans. Teacher turnover not only impacts student achievement and campus continuity, it is a financial hardship as monies are spent to recruit, hire, and develop teachers. When a teacher leaves the district, the cost is not only lost but is duplicated in recruiting, hiring, and developing a replacement.

The goal of Terrell ISD in implementing the Teacher Leadership Grant, Cycle 2, is to increase the retention of highly-effective classroom teachers and improve the instructional effectiveness of teachers through campus-based distributed leadership. In doing so, student achievement will be positively impacted. By implementing the Teacher Leadership Grant teachers will be afforded opportunities to meaningfully work toward student equity, teacher effectiveness, and student success. Grant teachers will benefit from participation in the Texas Instructional Leadership (TIL) program focusing on classroom observations and feedback and developing student culture routines. This training and ongoing support will allow teachers of Terrell ISD to develop as instructional leaders and support their fellow classroom teachers. They will become empowered to support and coach teachers while gaining a deeper grasp of how instructional decisions, interpersonal relationships, and collaboration with different perspectives to influence student outcomes.

TISD believes in distributive leadership as a way to grow, lead, and sustain. Through recognition as an excellent teacher and being provided the opportunity to serve other teachers in the profession, teacher leaders will find new challenge and opportunities for growth. This program will allow TISD to establish norms of learning from others, continual improvement, and retain trained/effective classroom teachers.

To ensure highly effective teachers with a minimum of three years' experience serve on the school's Instructional Leadership Team, Terrell ISD will identify and recruit teacher leaders through a formal selection process. Once selected, teachers will learn specific instructional leadership practices and become trained leaders for their campuses. In partnership with Texas Instructional Leadership (TIL), teacher leaders will be trained to engage in leadership activities such as classroom observations, coaching, collaboration, and developing other teachers on campus.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Teacher Leader	New position. 3 years teaching experience. Proven track record of improving student outcomes. Exhibit strong interpersonal skills and leadership potential. Expressed interest in leadership opportunities. Respected among peers.
Executive Director of Leading & Learning	3 years teaching. 3 years administrative leadership. Master's Degree. Vast knowledge of effective instructional practices/strategies. Adult learning models.
Deputy Superintendent of Leading & Learning	3 years teaching. 3 years administrative leadership. Master's Degree. Vast knowledge of effective instructional practices/strategies. Admin supervision.
Region 10 - Teacher Instructional Leadership Program	Approved provider by Texas Education Agency

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The goal of Terrell ISD in implementing the Teacher Leadership Grant, Cycle 2, is to increase the retention of highly-effective classroom teachers thereby improving the instructional effectiveness of teachers through campus-based distributed leadership. A minimum of three to four teacher leaders per campus will be selected to serve on the campus' Instructional Leadership Team, not exceeding the allowable 20:1 ratio. Teacher Leaders will participate in Texas Instructional Leadership Training. Specific job descriptions will be created for the Teacher Leaders clearly outlining their roles and responsibilities. Professional development supporting Teacher Leaders will be provided in order to grow and expand the supports available to our teachers. To the extent possible, Teacher Leaders will mirror the faces of our student population. Terrell ISD will ensure that Teacher Leaders are provided at minimum 5 hours per month within the school day to support other teachers on TIL training content. Additionally, through the PLC at Work process, each leader will have regular access to campus teacher teams through common planning times and focus on instructional practices.

Through the Teacher Leader positions and support by the approved provided partner, classroom teachers will receive regular coaching and support to increase their level of instructional efficacy and, thus, lead to an increase of teacher retention/support and decrease district turnover rate. This process will also increase student success. Experienced and effective classroom teachers will be selected and recruited to participate in the grant program as Teacher Leaders. TISD will provide substitute teachers to give Teacher Leaders sufficient release time to accomplish district goals and will ensure that Teacher Leaders receive additional compensation of \$3,000. Since collective efficacy is a building block of retention, Teacher Leaders will know that being part of the Teacher Leadership Program is bring part of the future of Terrell ISD.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

To review student outcomes and campus culture, comparisons of the following will be made from beginning of year, middle of year, and end of year: (1) Teacher perceptions surveys (outcomes and completion rate); (2) Teacher performance based on walkthroughs and formal evaluations; (3) Student progress measure data (Measures of Academic Progress [MAP], Developmental Reading Assessment [DRA2], and other diagnostics); (4) Student performance data (STAAR/EOC, unit assessments, student work); and, (5) Teacher effectiveness based on the district's teacher evaluation system and the Teacher Leadership Instructional Rubric.

Data will be collected and reported on the number and ratio of teachers/leaders per campus and the number of teacher leader observations and coaching conversations with other teachers on campus throughout the course of the year. Additionally data will be collected regarding the extent to which teacher leaders reflect TISD's student population, the number of Teacher Leader applicants by demographic, and the number of Teacher Leaders selected to participate in the grant; and the number and percent of Teacher Leaders and other instructional leaders having completed all training dates for the Texas Instructional Leadership program.

Teacher retention data will be collected by campus and demographic subgroups indicating: (1) which teachers remain on their campus and in what position and which teacher move to another campus with the district and in which positions; (2) the number of and which teachers leave the district; and (3) which teachers demonstrated growth in their effectiveness (i.e. moved from Tier II to Tier I level teachers).

The Terrell ISD Leadership Team will review the program quarterly with the approved provider to analyze collected data and determine the level of progress of the Teacher Leadership Grant milestones. In the event that progress was not made in multiple areas, the district and school administration will work with the selected provider to create and/or modify the existing support plan for implementation. The ongoing analysis and modification of the support plan for the schools and teacher leaders will strengthen coaching and support for teachers and allow progress toward our goal of retaining highly effective teachers.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Terrell ISD has selected 4 campuses to participate in Pathway 1: Teachers as Instructional Leaders. Pathway 1 will allow 13 Teacher Leaders to grow and lead through distributed leadership. Participating Campuses include:
 Long Elementary = 3 participating teacher leaders; Wood Elementary = 3 participating teacher leaders
 Willie Elementary = 3 participating teacher leaders; Furlough Middle School = 4 participating teacher leaders

Budget:

Teacher Leader Additional Compensation - \$39,000

Substitutes for Release Time - \$10,400

External Partnership/TIL through Region 10 - \$40,000

NIET Teacher Leader Resources \$6,000

Total Direct Grant Program Costs \$94,400

Allowable Indirect Cost \$3,505

Total Program Cost \$98,905

The budget was developed using the following:

Additional Compensation = \$3,000 stipend per teacher leader

Substitutes = \$800 per Teacher Leader

External Partnership with Texas Instructional Leadership (TIL) = \$10,000 per campus

NIET Teacher Leader Resources = \$6,000

Total of \$7,269 per teacher leader

Needs and Goals:

By implementing the Teacher Leadership Grant, teachers will be afforded opportunities to meaningfully work toward student equity, teacher effectiveness, and student success. This training and the ongoing support provided will allow the 13 Teacher Leaders of Terrell ISD to develop as instructional leaders. Teacher Leaders will benefit from participation in the Texas Instructional Leadership (TIL) program which will focus on classroom observations and feedback and developing student culture routines. Teacher Leaders will become empowered to coach and support their fellow classroom teachers, while developing interpersonal relationship skills, observing and providing constructive feedback, and collaborating with different perspectives to influence student outcomes. Teachers who feel valued, supported, and compensated are most likely to stay in their assignments, thereby improving teacher retention rates.

All program funds will supplement and increase the level of services currently provided. State/local funds will not be decreased or diverted for other purposes merely because of the availability of grant funds. All services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any required services or activities. Currently, TISD utilizes Teacher Mentor Allotment for beginning teachers but this does not assist all teachers and many of our most "in need" teachers will benefit from coaching. Title 2 funds are utilized for professional development and teacher recruitment and Title 1 finances a Reading Interventionist at each elementary campus.

The Terrell ISD District Leadership Team is committed to Teacher Leadership and will monitor, adjust, and make necessary changes for long-term sustainability. Initially, the grant funding will allow Terrell ISD to build internal capacity for training, professional development, and coaching. To sustain the momentum and ensure sustainability, TISD may use federal Title funds and reassign local dollars as decisions are made to grow this effort based on the results. Opportunities to check for progress and support of financial sustainability will be maintained through the life of the grant. Should additional funding be needed, the district will examine other funding sources, to determine what options are available.

Terrell ISD is dedicated and excited about the journey to improve teacher effectiveness and retain effective teachers.

Program Requirements

1. **Teacher Leader Recruitment & Selection:** Consider the degree to which the diversity of your LEA's leadership mirrors that of the student population in your district. Describe the following: a) how you will recruit and select a diverse group of teacher leaders representative of the LEA's student population; b) research-based best practices you will use related to recruitment and selection; c) how you will ensure teacher leaders have a demonstrated track record of excellence improving student outcomes, exhibit strong interpersonal skills and leadership potential, and demonstrate an interest in the teacher leadership model of the pathway you have chosen.

Student demographics include 23.4% white, 22.1% African American, 49.8% Hispanic with the remainder consisting of other ethnicities. Of the 290 staff members 74.2% are white, 15.4% are African American and 8.4% are Hispanic. Fourteen campus leaders are comprised of nine white (64%), three African American (21%) and two Hispanic (14%). Therefore, teacher and student demographics do not mirror. Realizing that an ethnically diverse teacher workforce provides important benefits to all students, Terrell ISD is proactively recruiting from universities with historically diverse populations in an effort to increase its minority representation among its staff and leadership and has begun professional development focusing on student equity and culturally responsive teaching. In developing the Instructional Leadership teams TISD will strive for ethnic diversity while also considering teacher effectiveness, years of experience, breadth of subject area/grade level experiences, and selecting a heterogenous group of diverse leaders.

TISD utilizes research based best practices in forecast our staffing needs, identifying underrepresented workforce populations, and extends outreach beyond individual networks. Creating marketing campaigns that appeal to candidates of color and highlighting the benefits the district has to offer such as professional development, competitive compensation and benefits, a systemwide commitment to meeting the education needs of students of color, mentorship of first-yr teachers, and an understanding of the importance of having positive role models for those students are strategies used. Additionally for recruitment, Terrell ISD has developed strategic institutional relationships with universities with historically diverse populations and hosts local job-fairs.

To show Teacher Leaders have a track record of excellence in improving student outcomes, exhibit strong interpersonal skills and leadership potential, and demonstrate an interest in teacher leadership, Terrell ISD will recruit teachers to apply for the Teacher Leader position as well as open the process to all. As part of the application process, Teacher Leader candidates will provide a portfolio evidencing multiple sources of student data that demonstrate improved student performance (e.g. STAAR/EOC Reports, District Assessments, Classroom Assessments, Student Work, Progress Monitoring Data, Observation/Performance Data as appropriate). They will share specific examples of teacher and student goal setting and monitoring student progress, include evidence of the last 3 years' teacher evaluations, student data/results, information observation/walk-through data, and include a video of their classroom instruction. The portfolio must also include evidence of supporting and coaching other teachers, participating in teacher/campus/district level leadership opportunities, and involvement with community/campus/district events. The interview rubric will include principals' input regarding the candidates ability to influence, motivate, and lead colleagues.

2. **Teacher Leader Role & Responsibilities:** Describe in detail the following: a) the main role and responsibilities of teacher leaders in your grant pathway, b) the main activities in which teacher leaders will engage each month of the school year and approximate time commitments for each month, and c) how you will measure the success of teacher leaders in their respective roles.

The main roles and responsibilities will be supporting and coaching campus teachers to improve their instructional efficacy. The specific roles & responsibilities will include: (1) Being knowledgeable regarding district and campus goals, procedures, and rules, (2) Engage in professional development activities (3) Modeling professional behavior, (4) Developing skills as a teacher leader including establishing rapport, building trust, engaging in reflective questioning, establishing open lines of communication (5) Developing effective teaching skills of campus teachers through coaching. Specific activities of Teacher Leaders will include: (1) Conducting informal classroom observations (2) Providing specific, non-judgmental feedback and suggestions (3) Demonstrate model lessons (4) Team teaching with colleagues (5) Lesson planning (6) Data-analysis (7) Sharing instructional strategies and materials, (8) Meeting regularly with colleagues to encourage, support, and guide teachers (8) Conducting learning walks with teachers to observe effective teaching practices of others, (9) Providing peer assistance and coaching to improve and enhance classroom instruction and/or climate, (10) Encourage other to self-assess, problem solve, develop self-reliance, self-reflection, and growth.

Program Requirements (Cont.)**2. Teacher Leader Role & Responsibilities (Cont.):**

April - August: Terrell ISD will establish a Teacher Leader Selection Committee and engage in a rigorous selection process for Teacher Leaders. TISD will recruit Teacher Leaders that mirror the student population. TISD will post, interview and hire the required number of Teacher Leaders and coordinate a training/planning meeting with approved provider. Teacher Leaders will participate in Summer training that will be scheduled in accordance with the district calendar. Spring Needs Assessments will be conducted by the approved provider to identify a specific support plan for supporting Teacher Leaders through professional development, coaching, and support for teachers.

August - October: Teacher Leaders will participate in professional development activities including TIL training. Teacher Leaders will begin conducting informal classroom observations, providing feedback, sharing instructional strategies, and provide peer assistance and coaching. Teacher Leaders will actively participate in Professional Learning Communities (PLCs) and provide modeling of instruction, when necessary. Terrell ISD will collect baseline student data through both formal and informal observation/tracking, reviewing of data from unit assessments, beginning-of-year MAP, and beginning of year teacher perception surveys. Follow-up professional development will be provided to Teacher Leaders to increase their knowledge in supporting classroom teachers.

November - February: Teacher leaders will continue supports and training noted above. Terrell ISD will analyze both informal and formal instructional observation data to show progress of classroom teachers with Tier 1 instruction. Middle-of-year (MOY) data reviews will be compared to BOY to measure teacher impact on learning. Teacher support will be prioritized based on student data/progress toward school goals.

To measure of success, Terrell ISD will review: (1) Teacher Leader effectiveness as defined by Evaluation scores, (2) Teacher Leader Instructional Leadership Rubric, (3) The number of campus teachers moving from Tier 2 to Tier 1, (4) Student performance/growth, (5) Campus retention of teachers.

3. Teacher Leader Training & Support: Indicate whether you will partner with an external entity to provide training and teacher leader support specific to your pathway (required for pathways one and three). Describe in detail the following: a) the content, frequency, duration (total hours), and measures of success of your teacher leader training over the course of school year, which may include summers, b) additional supports your LEA, campus leadership, and external partner (if applicable) will provide teacher leaders to ensure a strong onboarding process and success in this program, and c) the qualifications you and your external partner, if applicable, have to provide these supports.

Terrell ISD will partner with Region 10 Educational Service Center to provide Teacher Instructional Leadership Training and ongoing teacher leader support. Region 10 ESC is an approved TIL provider of the Texas Education Agency. District leaders will provide onsite support and coaching for Teacher Leaders alongside their campus principal.

Terrell ISD will focus on two TIL strands: (1) Observation and Feedback, and (2) Student Culture and Routines. Observation and Feedback will guide administrators and Teacher Leaders in developing strong systems and routines for regular support of teachers through short-cycle observation and feedback. It provides a strong framework for developing teacher skills in feedback meetings, as well as tools that enable consistent follow-through. The training of Student Culture & Routines allows administrators and Teacher Leaders to create student culture routines in order to establish a positive student culture. Participants will also learn how to create monitoring systems to ensure a consistent and supportive learning environment for all.

The district commits to 4 days (24 hours) of content training through face-to-face professional development. This will be comprised of 2 days for a summer intensive kickoff and 1 day follow-up in the fall and another in the winter/spring. There will be a minimum of six monthly coaching visits (approximately 2-3 hours each) throughout the school year that will include PD sessions on how to support the work as a Teacher Leader. Throughout the implementation of the grant, Teacher Leaders will participate in distributive leadership while conducting peer observations, participating in learning walks, providing feedback, model, sharing videos of coaching and/or PD, and reviewing data and/or artifacts of student work.

Program Requirements (Cont.)**3. Teacher Leader Training & Support (cont.)**

Teacher Leaders will regularly receive guidance and support from their campus principal and district administration alike. These campus and district administrators will engage in developing Teacher Leaders as coaches and will regularly conduct learning walks with Teacher Leaders to ensure the integrity of the observation process and ensure the implementation of effective practices that target the goals of the district are observed. Quarterly reviews of the Teacher Leaders will be conducted based on specified criteria. Areas of strength and opportunities to grow will be addressed.

Measures of success include reviewing the classroom efficacy of teachers supported by Teacher Leaders based on student outcomes and teacher evaluation instruments and comparing the year's teacher turnover rate to prior years. It is expected that through coaching and ongoing supports, the number of highly effective classroom teachers will increase. Teachers will then be fulfilled and retain their positions leading to sustainable improvements within the school organization.

4. Highly Effective Teacher Retention Strategies: Describe how you will use this grant to increase the retention of highly effective teachers that are representative of your LEA's student population. Describe: a) your LEA goals related to the retention of highly effective teachers that are representative of your student population, b) the retention strategies will you implement to achieve these goals, including action steps, owners, and timelines, and c) how the design and implementation of this grant program will align to the retention strategies you list in your response.

Terrell ISD has been proactive not only recruiting highly effective teachers that are representative of the student population, but in training all teachers in culturally responsive teaching and classroom equity methodologies. To increase the diversity in the workstaff and retain highly effective teachers, Terrell ISD will create marketing campaigns that appeal to candidates of color and highlight the benefits the district has to offer such as job-embedded coaching and support, professional development, competitive compensation and benefits, mentorship of first-year teachers, a systemwide commitment to meeting the education needs of underserved students, and an understanding of the importance of having positive role models for those student.

August - Beginning teachers are assigned a specific mentor to assist and support them. Teacher leaders will meet all campus teachers and begin to establish rapport and comradery.

September - April

--Weekly/Daily PLCs provide classroom teachers an opportunity to collaborate and collectively develop lesson plans. This is ongoing throughout the school year and is led by the campus Principals in concert with Teacher Leaders.

--Teacher Leaders team teach, model lessons, coach peers, participate in collaborative discussions, set goals.

--Beginning teachers attend a Tiger Academy led by the Terrell ISD Leading & Learning Team and designed to specifically meet the needs of teachers new to the profession. This Academy meets once a month throughout the school year.

--Beginning teachers are assigned mentor teachers to answer questions and support their daily needs.

--Teacher Leaders begin conducting informal classroom observations and provide feedback and coaching support to classroom teachers. This too is ongoing throughout the school year.

--Faculty Learning sessions led by campus Principals are conducted monthly emphasizing instructional pedagogy and effective strategies.

October - November

--Teacher Leaders and administrators add in learning walks

Terrell ISD's retention strategy is based on providing classroom teachers numerous opportunities for support and growth within their craft and providing leadership opportunities to classroom teachers. Attaining school goals requires individual and shared efforts and distributing leadership throughout allows Teacher Leaders to infuse their instructional know-how across the entire faculty, mobilize their energy and capacities, and lead school change from the classroom. By training and supporting Teacher Leaders, they will feel empowered, valued, challenged, respected, and part of the true collaborative process of school improvement. By providing classroom teachers opportunities to lead and receive additional compensation, many will choose to remain in the classroom rather than seeking administrative or other job opportunities. This will increase the number of highly effective classroom teachers retained and contribute to sustainable improvements within the school organization.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text" value="4,804"/>
2. Enrollment of all participating private schools	<input type="text" value="240"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="5,044"/>
4. Total current-year program allocation	<input type="text" value="98,905"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="3,505"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="95,400"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="18.91"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="4,538"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment

Dropdown menu for Amended Section

Text area for Reason for Amendment

Dropdown menu for Amended Section

Text area for Reason for Amendment

Dropdown menu for Amended Section

Text area for Reason for Amendment

Dropdown menu for Amended Section

Text area for Reason for Amendment

Dropdown menu for Amended Section

Text area for Reason for Amendment