



**2024-2025 Principal Residency Grant Cycle 7**

**Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 27, 2023**

NOGA ID [Redacted]

Authorizing legislation ESEA of 1965, as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title II, Part A

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto: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, October 27, 2023**.

Application stamp-in date and time

Grant period from **February 12, 2024 - August 31, 2025**

Pre-award costs permitted from **Pre-award costs are not allowed.**

**Required Attachments**

Application Part 2: Budget Workbook, Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Attachment 1: Leverage Leadership Readiness Assessment

Attachment 4: Instructional Leadership Meeting

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

**Amendment Number**

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

**Applicant Information**

Organization Lockhart ISD CDN 028902 Campus [Redacted] ESC 13 UEI [Redacted]

Address 419 Bois D'Arc City Lockhart ZIP 78644 Vendor ID 746001635

Primary Contact Susan Fambrough Email susan.fambrough@lockhart.txed.net Phone 5123980041

Secondary Contact Stephaine Camarillo Email stephaine.camarillo@lockhart.txed.net Phone 5123980000

**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 Mark Estrada Title Superintendent

Email mark.estrada@lockhart.txed.net Phone 5123980000

Signature  Date 10/27/23

**Shared Services Arrangements**

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

**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 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 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 assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents have no more than two hours per day of significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals, district managers of the Principal Residency Grant, and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Summer 2024.
- 12. LEA assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- 13. LEAs and EPPs must utilize *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

**Statutory/Program Assurances, cont'd.**

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.

14. If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to [kyla.jaramillo@tea.texas.gov](mailto:kyla.jaramillo@tea.texas.gov) for approval.
15. LEA assures it will choose from the list of approved EPP providers. An approved provider list is posted on the [TEA Grant Opportunity page](#), with all documents pertaining to the RFA.
16. If preliminarily selected for award, LEA agrees that the full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements, including the following: a) Courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses differentiated methods to develop leader competencies.

**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.

OVERVIEW: In Lockhart ISD we continuously strive to effectively serve our diverse student population in our fast growth district. The growth in our student population has created some new challenges as we work to ensure we have adequate space and staffing each school year. In our pursuit of continuous growth for staff and leaders, LISD applied to become a part of the Holdsworth Center. As a current Holdsworth Center district we are working to build a pipeline of leadership within the school district to ensure excellence and equity for all Lions. As a learning organization, we are committed to continuous learning and improvements for ourselves, our teams, and especially our students. As we strive to grow in our effectiveness of serving students, we want to ensure that this is done through cultivating equitable opportunities for success across all student populations. The need and drive to continuously improve has fueled our efforts to build capacity in our staff, enhance both the quality and quantity of internal candidates who are eligible to serve in administrative roles, and provide opportunities for professional growth and advancement with our district. LISD strives to increase the diversity of candidates who apply for campus principal and assistant principal positions. Lockhart ISD needs to improve retention rates and create an administrative pipeline within the district to aid in retention. Principal retention in Lockhart ISD has improved significantly; however, most Assistant Principals are new this year to the campus, district, or role. One-third of all Lockhart ISD campuses have had the same principal for the past 5 years and another 44% have only had one principal transition. LISD only retained 36% of its Assistant Principals this past school year, causing instability in leadership at most campuses according to our Holdsworth Center data report. The LISD Principal Residency Program seeks to develop strong campus leaders and to support internal leadership pipelines through full-time, year-long residencies, Lockhart ISD Principal Residents are provided effective campus mentors and field supervisors. We plan to include strategies to actively recruit a diverse pool of candidates who reflect the student population. LISD will identify strong principal residents from current staff through a targeted recruitment and selection process. Residents will receive ongoing professional development and tuition assistance for coursework. Principal Residents will have the opportunity to embrace a model of continuous improvement through scheduled opportunities for reflection during weekly meetings with the site mentors and through formal meetings with their field supervisor.

We are a fast-growth district; in 2022-2023 we anticipated 2.5% growth and we exceeded that with over 5% growth in student enrollment. Our voters approved a bond election last fall of 2022, and this is allowing our district to open a brand new elementary campus in the fall of 2025, which will provide an excellent opportunity for a principal residency candidate to have an opportunity within the district to serve in an administrative role. We also have a large bilingual population, which is every-growing, and we hope to attract bilingual administrative candidates, which allows us to ensure equity with our hiring practices.

**Goals, Objectives, and Strategies**

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

**GOALS:** The goal of the Lockhart ISD 2023-2024 Principal Resident Program is to acquire and retain diverse instructional leaders available within the district for hiring internally through a sustainable leadership pipeline by establishing 3 full-time, year long principal residents to serve Lockhart ISD campuses and increase the number of well-prepared, ready now leaders within our district. Strong principal residents are identified from the current staff through a targeted recruitment of diverse candidates and a rigorous selection process. As a part of the program, the objectives include 100% of Principal Residents 1) completing coursework to obtain a Master’s Degree in Educational Leadership, 2) completing year-long residencies with authentic campus-based leadership experiences, 3) passing the Texas Principal as Instructional Leader 268 Exam, 4) meeting the requirements of PASL, and 5) obtaining Texas Principal as an Instructional Leader certification by August 2024.

**STRATEGIES:** Principal Residents will complete course work for their required master's degree with the Principal Certification program. All candidates will complete their practicum requirements. Principal Residents are assigned an effective mentor, who in most cases will be the campus Principal on the campus they are assigned to. Principal Residents have weekly meetings with their mentors to discuss observations, full-time residency experiences, T-PESS domains, professional goals, professional development opportunities, leadership responsibilities, and field and clinical experiences.

**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.

**PERFORMANCE MEASURES:** Principal residents will meet and collaborate with their mentor principal to review a problem of practice, something our leaders and principals have experience with during our learning with the Holdsworth 5-year collaborative program. The resident and mentor will identify student groups and areas of need based on the 2023-2024 Accountability Ratings. They will collaboratively develop a strategic plan to address the problem(s), during which time the intern will gain experience in acquiring the skills of problem and root cause analysis, learn the strategies to address identified areas of need. The resident will oversee the implementation of these strategies and offer guidance during weekly instructional leadership meetings as well as in PLC's in collaboration with our Lever Leaders, our district's Instructional Coach model, with the goal being to improve student outcomes. The resident will work with teachers to identify and provide professional development opportunities to ensure positive student outcomes and engaging teaching methods.

Principal residents and mentors will work collaboratively through the campus improvement planning process to address these targeted areas, develop SMART goals, and review formative and summative assessment data, including curriculum-based assessments, common assessments and state accountability assessments. Principal residents will participate in monthly principal and District Leadership Team meetings, complete T-TESS training during the internship. Principal residents will attend instructional coaching trainings to understand how to effectively coach and mentor teachers. Finally, principal residents will work with the Director of Special Services and behavior specialists as well as fellow district assistant principals to learn effective behavioral strategies when handling students. Campus mentors principals will conduct walkthroughs with principal residents, including calibrations, and practice by watching and conducting pre- and post-goal conferences with teachers.

Mandatory performance and evaluation measures will include: observations from the mentor principal based on a district created rubric, 2 teacher surveys and coaching notes from the mentor principal as well as district supervisors. The Cabinet team will meet quarterly to evaluate the progress of the residents based on observation data and benchmark data. Post residency placement information (completion and satisfaction rates) is gathered for principal residents and includes continued mentorship as a first year administrator and continued efforts to ensure equity.

**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.

The budget for this program emphasizes financial support for the graduate-level prpgram as well as capacity-building in the form of ongoing professional development and job-embedded coaching. This budget includes the principal resident salaries (\$45000 per resident / \$135,000 total) and the district will supplement the remaining payroll with benefits including insurance. The principal mentors will receive a stipend for the support of growing the principal resident (\$000 per mentor / \$12000 total). Also included will be Dallas Baptist University tuition, books and fees (DBU including Field Supervisor Fee - \$24801 per resident / \$74404 total). Each principal resident will be provided a membership to TEPSA (Texas Elementary Principals and Supervisors Association and/or Texas Association of Secondary School Principals (\$418/TEPSA and \$150), and this will provide resources and professional development for the prinicipal residents. There are many other offerings for the principal residents that do not require funds, such as Lockhart Lion Leadership Summer Institute, Instructional Leadership Academy Training, Leader In Me Training, PBIS Training, and campus management training. Finally, the principal resident will be provided principal certification costs (including DBU Review course, principal certification, TEA and PASL Fees - \$557/resident / \$1671 total). The grand total of the grant request is \$224075.00.

## Program Requirements

1. The LEA must provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. LEA must also provide their plan for considering the degree to which the diversity of the residents mirrors that of the student population in their recruitment and selection strategy.

**TARGETED RECRUITMENT AND SELECTION PROCESS:** The Lockhart ISD Principal Resident Program Committee, led by the Chief Human Resources Officer, will oversee the recruitment, selection and placement of qualified candidates. The Committee will consist of the Cabinet Team and campus administrators. The committee will be responsible for the design of the program as well as the development of strategies to identify and actively recruit potential candidates, which our district calls "high-potentials," who have demonstrated evidence of measurable student achievement, strong evaluation and appraisals, interpersonal leadership skills, effective response to feedback, evidence of strategic problem-solving and a growth mindset. The committee will utilize principal and campus leader input to identify and submit names of potential candidates for the principal residency program who meet the criteria of a high-potential, as well as letters of recommendation, which will include the candidate's teaching strengths, general job performance, leadership potential, growth mindset, problem-solving abilities and record of student achievement. The committee will also develop an open nomination process that allows district leaders, campus administrators and teachers to nominate potential candidates for the principal residency program. The information about the principal residency program will be shared with the District Leadership Team as well as in an email for all staff to be informed about the opportunity and will include information about the program, the application, instructions and job description. In addition to these three layers of recruitment, the committee will host an informational session in the Spring of 2024 for interested candidates that will include a general overview of the program, the application and interview process as well as admission to Dallas Baptist University. All of these efforts are used to attract and maintain a diverse pool of candidates, in particular bilingual candidates to mirror the 40% of our student population receiving bilingual supports. Finally we will have a rubric to ensure equity in screening, interviewing and selecting candidates to ensure an equitable process for selecting final candidates.

2. Provide a description of the year-long, full-time residency that includes the following opportunities for the resident: a) sustained and rigorous clinical learning in an authentic school setting; b) substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; c) the skills needed to establish and support effective and continuous professional development with assigned teaching staff; d) the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture, e) how the district and EPP will support the candidate's gradual release of responsibility, and f) provide frequent short cycle coaching related to intentionally designed learning experiences.

Lockhart ISD will partner with Dallas Baptist University to create the 2024-2025 Principal Resident Program. The Master's Degree in Educational Leadership at DBU provides coursework and practicum experiences to ensure that LISD principal residents have sustained, authentic and rigorous experiences in a school setting. This will include principal residents being supervised by an effective mentor principal, and experienced field supervisor and faculty at Dallas Baptist University. LISD principal residents will begin their coursework with DBU in the June of 2024 and complete a 30-hour Master's in Educational Leadership with Principal Certification program in August of 2025. During the 2023-2024 school year, Lockhart ISD will provide principal residents with a full-time residency that is at least one year in length to serve in three of our nine campuses. The district commits to providing the principal residents with coursework and a practicum through DBU which is designed to develop leader competencies including the preparation for the Texas Principal, communication with stakeholders, professional development, curriculum alignment, school vision and culture, data-driven instruction, observations and feedback, and problem-solving skills. The coursework and the practicum will provide the principal resident with job-embedded opportunities to ensure real-world experiences with built-in mentoring. The mentors will work with the principal resident to teach, and have a gradual release of responsibilities, similar to our Teacher Resident Program through Texas State University, which has been successful for the past three years. This will also assist in building knowledge and experience within the principal resident and mentor to live out the Shared Leadership Model. Lockhart ISD will provide a training program for the mentors, which will be the campus principal. The mentor and principal resident will meet weekly to document their efforts to, principal residents will maintain a weekly log of experiences/reflections.

**Program Requirements (Cont.)**

3. The LEA must provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

DESCRIPTION OF DATA-DRIVEN INSTRUCTION: Lockhart ISD is a Title I, Part A qualifying district. Under Title I, all campuses are expected to use data to determine campus needs and develop action plans for improved student achievement. Each campus has a site-based decision-making committee that includes a variety of stakeholders, and this committee conducts an annual campus needs assessment at the end of the school year using assessment results, survey data, demographic information, master schedule, curriculum resources and more to identify campus strengths and needs in the area of student learning, school processes, programs, perceptions and demographics. The committee develops a campus improvement plan that includes campus goals and strategies for improvement. All campuses utilize curriculum-based and common assessments as well as STAAR performance and observations to evaluate student progress and to make data-driven decisions regarding instruction and intervention. Lockhart ISD has a comprehensive assessment calendar for all benchmarks and assessments, including Amplify, Dream Box, RenLearn. Teachers meet regularly with the campus administrators and Lever Leaders (instructional coaches) to analyze data using reports from Eduphoria in their PLCs. The district assessment coordinator assists by compiling multiple forms of data in Eduphoria and on Google Drive to ensure teachers and administrators have access to data in a timely and usable manner.

4. The LEA must provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

DESCRIPTION OF OBSERVATION AND FEEDBACK SYSTEMS: All Lockhart ISD campuses use the three components of the T-TESS Goal Setting and Professional Development Plan, the evaluation cycle, which includes the pre-conference/observation/post-conference, and the student growth measure. The T-TESS rubric includes 4 Domains and 17 Dimensions, as well as descriptors of practices and 5 performance levels (Distinguished, Accomplished, Proficient, Developing and Needs Improvement). The goal-setting and professional development are ongoing throughout the school year with the goal of continuous improvement. Teachers reflect about their practice using student and teacher data, identify professional growth goals, establish and implement a professional development plan to attain those goals track progress towards those goals over the course of the school year. Campus administrators use both formal and informal observations throughout the year to provide teachers with actionable, timely feedback. Lockhart uses the Fundamental Five framework along with T-TESS to assist in measuring teacher growth and ensure positive student outcomes.

**Program Requirements (Cont.)**

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program beyond the 2024-25 school year.

DESCRIPTION OF SUSTAINABILITY PLAN FOR CONTINUATION BEYOND 2024-2025: Lockhart ISD plans to place three principal residents in the district. We have determined that with a new elementary campus opening in the fall of 2025, this will allow for sustainability for future years. With nine campuses, and a total of thirteen assistant principal positions and nine principal positions, it is likely that we will have retirements and turnover to allow for principal residents to be placed on a campus post principal residency program. A lower number of principal residents will provide a pipeline of experienced administrators without removing a high number of high-quality teachers from classrooms. A lower number of residents will also guarantee the likelihood of placements and reduces the chance we will lose the principal residents to other districts. Principal residents will have opportunities to be a member of the District Advisory Committee, which will provide them with a district-level committee as well as connections and collaborations with district leaders. Principal residents will attend the monthly assistant principal PLC meetings, which will also provide valuable connections and collaborations with fellow district administrators and ongoing professional learning. Our Lockhart ISD principal resident program will offer formal and informal meetings with the principal, mentor and field supervisor as well as DBU faculty to recommend and discuss any suggestions for program changes and enhancements. Our district uses the Problem of Practice model, and we plan on using this with principal residents to identify one area of growth for the campus and for the principal resident. We hope this will set the principal resident up for success not only in the principal residency experience but beyond the program year to secure an administrative role in the district. We want the principal residents to have an outstanding, rich and individualized principal residency experience that prepares them for a role as an administrator, while also assisting us with feedback to make improvements beyond the first year of the principal residency program.

6. The LEA must provide a clear description of a current or proposed communication system between the EPP team and key district personnel.

PROPOSED COMMUNICATION PLAN: The Lockhart ISD Principal Residents will join assistant principals in their monthly administrative PLC meetings, led by the Director of Curriculum, Assistant Superintendent of Curriculum and Instruction and Deputy Superintendent. These PLC meetings prioritize ongoing professional learning, data reviews and decision-making, as well as practices which align with our district Shared Leadership Model. The LISD Grant committee, comprised of the Cabinet team and DBU faculty, will work closely with principal residents, site mentors and campus administrators, as well as field supervisors to gather feedback and data regarding the program and the principal resident experience. The principal resident will serve in the campus instructional leadership team, meeting with that team weekly and engage in ongoing walkthroughs with calibrations with campus and district leaders. There will be quarterly check-ins with the Cabinet team to facilitate communication between principal residents and program evaluators. There will also be six scheduled meetings, where the site mentor and principal resident meet to check in, reflect on the experience, discuss upcoming goals with the field supervisor. Finally, the principal resident will be required to maintain a weekly log of activities and evaluate how these activities relate to the domains of the Texas Principal as an Instructional Leader Framework, as well as how these activities relate to personal, professional and program goals.



**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="6605"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="6605"/>
4. Total current-year program allocation	<input type="text" value="0"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="0"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text" value="0"/>

**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**