



2020-2021 Bilingual Certification Preparation: Exam 190
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 19, 2020

NOGA ID

Authorizing legislation

Public Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA), Title III, 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, October 19, 2020**.

Application stamp-in date and time

Grant period from

December 07, 2020 to September 30, 2021

Pre-award costs permitted from

the date of award announcement

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

(List any attachments required to be submitted with this application - limited to 10 pages)

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.

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 2020-2021 Bilingual Certification Preparation: Exam 190 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 Bilingual Certification Preparation: Exam 190 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.

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.

Education Service Center - Region 19 (ESC R19) is committed to ensuring success for all students by providing quality services to all educational partners in the region through a continuous improvement process.

In order to support educators statewide, we intend to seamlessly integrate the Blackboard and Zoom platforms to provide an asynchronous program where educators across the state of Texas can log in at a time that is most convenient for them and complete education modules. The technology department, in collaboration with the Bilingual and ESL consultants, will work to develop web-based modules that will be housed in Blackboard. We will use the articulate platform to create web based responsive course modules. The modules will combine the four standards and four domains that are the focus of BLPT 190, and will present them in an interactive manner that will provide participants with immediate feedback. The Articulate platform will also provide us with a feedback system that will allow the facilitators and participants to communicate and get feedback that will drive their review and exposure to the content material. The material will incorporate all four competencies needed to pass the BLPT 190. This will include direct and explicit instruction in Listening Comprehension, Reading Comprehension, Oral Expression and Written Expression. The modules will allow educators to interact in a variety of manners including pre- and post-tests, matching exercises and opportunities for recording oral expression.

ESC R19 will also be creating a manual apart from the course modules. The manual will integrate the information of the course but will operate independently from the online course. By doing this, not only teachers preparing for the test will find the manual useful but also in-service teachers who are looking to continue to grow professionally. Because the manual will be in a pdf format, we will be able to hyperlink videos, infographics and have other online capabilities that will make it more interactive and can be updated as needed. The manual will be aligned to best practices for Spanish language education, provide scenarios for analysis, and lesson plan samples.

The entire document will be presented in Spanish as to best provide models for teachers as they prepare for the 190 examination and, more importantly, classroom practices. This will also call attention to that importance bi-literacy plays in a bilingual/ dual language classroom.

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.

The internal personnel working with content teachers for the grant have a current ESL supplemental certificate and experience writing curriculum. The ESC R19 team represents all areas of K-12 education within the four core content areas. Each consultant is certified to teach in the state of Texas under the content they are supporting in this grant initiative. One consultant has Special Education certification to support the varied spectrum of special population students. All team personnel has a minimum of five years experience in the classroom working with English Learner (EL) students.

In addition to the personnel consisting of the bilingual/ESL core content team, at least two consultants on the team hold a Texas principal certificate. and have experience in campus administration. The administrative perspective is extremely important for T-TESS perspective and integration. Personnel have a minimum of three years of administrative experience in a bilingual, dual language program. Collectively, the ESC R10 bilingual/EL team working on the deliverables of the grant hold seven ESL Supplemental certifications, two Bilingual certifications, two principal certificates, and 1 Special Education degree and certificate. Consultants range from 4 to 26 years of experience working with EL students and between 2 to 23 years working with teachers of EL students. This team provides an array of professional development offerings to support bilingual/ESL teachers to include the following:

- Translanguaging: Three key beliefs in translanguaging and what to expect in the classroom.
- Moving dual language teachers "to the left" to help T-TESS appraisers from across the region who are implementing dual language strategies on how to move dual language teachers on the T-TESS rubric. They will be given "look fors" that are aligned to the Guiding Principles of Dual Language Education developed by Center for Applied Linguistics.
- Building Oracy: Emergent Bilinguals need opportunities to develop and apply their language skills in meaningful contexts to make connections and develop the literacy needed to succeed.
- Diversity in children's literature. Multicultural children's literature offers representations and validation to/for groups that do not typically have a voice. This session will introduce a variety of titles that may be used in an elementary setting to build socio-cultural competence.

Consultants also play an active part in the classroom during instruction, planning, and Professional Learning Communities (PLCs). One of the grant leads has a strong background in implementing and overseeing a bilingual programs in a historically low-performing area of Region 19. Her tenure as the principal of the school established a model for other schools in the district. Another consultant played an instrumental part in creating curriculum documents for Kindergarten both for the RLA and SLAR newly adopted standards. She, as well as many other consultants at the service center, helped organize and review the K-6 SLAR standards (adopted 2017) with most of the recommendations made accepted and written into the TEKS.

Additionally, the Region 19 consultants have worked with LEAs planning with differentiated instruction for ELs in the areas of science, mathematics, history, reading language arts, and physical education. More specifically, consultants have worked within mathematics classrooms integrating reading and writing strategies necessary for problem solving success. Early childhood specialists have brought literacy work stations, guided reading, and balanced literacy with an EL lens. ESC R19 language arts and dyslexia specialist has provided classroom coaching as well as campus and district wide training on English Language Proficiency Standards (ELPS) and sheltered instruction.

Five members of the team are also a part of the LPAC committee that provides direct assistance to LEAs receive training from the state and disseminate information for the region. The entire team has been trained on the C6 Biliteracy Instructional Framework by Dr. Jose Medina as well as La Siembra to strengthen the understanding of best practices supporting a differentiated, inclusive, and validating classroom environment for ELs geared towards language development. Resumes for Mr. Jose Velazquez (Director), Ms. Anabel Tanabe and Ms. Linda Caudillo are attached. They are the primary lead consultants in bilingual education at ESC R19.

The consultants listed above are partnering with Information & Instructional Technology Services Department at ESC R19 with personnel well-equipped and experienced in blended learning, online instructional design, marketing and media services, software deployment, and overall technology support to assist in building and promoting the program. Additionally, ESC R19 is also joining forces with Education Northwest, a national non-profit specializing in equity learning systems and research and evaluation support. They will serve as the independent evaluators for this program initiative. Narratives speaking to the experience of Education Northwest as well as the resume of Information & Instructional Technology Services Director Angelica Haro and consultant Efren Tarango specializing in online instructional design are attached and included.

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 proposed program has two primary goals and several relevant objectives:

Goal One: Develop and offer tuition-free bilingual education certification preparatory supplemental supports to assist educators preparing for the Bilingual Target Language Proficiency Test (BTLPT) 190 exam.

Goal One Objectives:

- a) Design and develop virtual delivery of exam preparation supports that provide opportunities for practice and enhancement of elements foundational to BTLPT Domain 1-4: Listening, Comprehension Skills, Reading Comprehension Skills, Oral Expression Skills, and Written Expression.
- b) Design and distribute a manual in Spanish that aligns to best practices to support the academic and linguistic skills of teachers preparing to take the BTLPT 190.
- c) Design, train and host professional development on the Spanish language in the Spanish language.

Goal Two: Promote and facilitate access to these supplemental supports to assist targeted LEAs across the state of Texas who have a significant need for certified bilingual teachers who serve Spanish dominant English learners in the classroom.

Goal Two Objectives:

- a) Disseminate virtual links that provide program information, registration, and access to BTLPT exam preparation support to all ESC and IHE teacher preparation programs.
- b) Identify LEAs with highest concentration of Spanish dominant EIs and lowest number of certified bilingual educators as priority areas for marketing that leads to delivery of targeted support for teachers in their districts.
- c) Develop array of marketing strategies that include targeted use of social media (i.e. Facebook, Twitter, Instagram), conferences(AIE, TABE, TEXTESOL), and Constant Contact databases.
- d) Conduct market analysis that gages and explores interstate teacher recruitment potential.

Activities and Strategies:

The ESC R19 grant team will create a calendar of events and deadlines for each individual deliverable that will ensure the ongoing work towards completion of deliverables. Events and goals will include: research phase, technological housing phase, procurement of outside contracting, creation of grant committee (advisory panel) product outline, editing and reviewing phase, committee review phase, and final draft phase. This calendar will be completed with-in the first two weeks of grant awarding and be monitored by the grant committee.

In order to carry out the mission of the grant, the consultants, contractors and committee members will be working on individual projects that will come together after completion of each portion. Outlined below is the division of deliverables and sample responsibilities. A complete list will be created alongside the calendar. The deliverables will be divided as follows:

Team One: Research and review current literature and preparation documents

Team Two: Creation of interactive learning modules using synchronous and asynchronous modeling

Team Three: Website maintenance and LMS housing of all deliverables

Team Four: Editing and reviewing content for all deliverables

Team Five: Outreach and dissemination of marketing and informational materials

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.

Chapter 74.4 states that in order for ELs to be effective, there needs to be "classroom instruction that effectively integrates second language acquisition with quality area content instruction." Part of the program will require cohort teachers to provide LEA approved video recordings of their classroom instruction and share it with other cohort members. ESC R19 will collectively engage in an artifact analysis using lesson study protocols to identify and provide feedback on content delivery and student academic language proficiency.

Student outcomes will be at the forefront with a focus on enhancing the teacher's craft. The targeted area of development for students' learning will be academic language acquisition, through the analysis of their use of spoken language, written artifacts, reading comprehension integrated activities, and listening as seen in small group collaborative work. We will refer and anchor back to the use of T-TESS rubrics when guiding the discussions and focus the lesson development across observable and quantifiable student centered activities. Blackboard will serve as the primary Learning Management System (LMS) and will be used to monitor the progress of cohort members.

According to PEIMS data reports for Spring 2020, there are 1,113,518 identified ELs in Texas from pre-kindergarten to twelfth grade. ELs make up 20% of the total student population in Texas. The majority of identified ELs in Texas have a primary language of Spanish (89%). The next five prominent language backgrounds of ELs in Texas are: Vietnamese (1.5%), Arabic (1.2%), Urdu (0.5%), Mandarin (0.5%), and Telugu (0.4%). With this information at hand, the ESC R19 team will use data analysis gathered from the LMS to provide the necessary supports to individual teachers and/or modify the deliverables for the cohort participants. Knowing that translanguaging might not always be a viable option, ESC R19 will look at the student population and work with the partner Institution of Higher Education (IHE) to bring research backed strategies that will yield a rigorous learning experience for both the cohort participants and a replication of such strategies for students.

Education Northwest will provide us with an external evaluation diagnosis to assess progress of intended outcomes. The scope of work in the external evaluation process is attached.

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 proposed budget is intended to cover about thirty-percent of one consultant FTE and about forty-percent of one support staff FTE. These positions are critical in ensuring that internal grant deliverables and objectives are met in a timely manner. Supplies and materials allocation has been included to purchase Blackboard LMS licenses for cohort participants. A budget allocation within the supplies and materials category for IT support and infrastructure has been included. ESC R19 will use its existing servers and Blackboard LMS access and account used for its alternative certification program in order to minimize costs. Professional and contracted services has been allocated for marketing, media services, and promotional consulting services. This fund code also includes budget allocation for Education Northwest as the external evaluator on the performance measures and metrics of grant deliverables. ESC R19 business office has extensive experience managing grant expenditures. Although travel may not be feasible during the COVID-19 pandemic and most of the module curriculum, delivery, and instruction will be done online, funds have been allocated for travel in the event that more individualized support for cohort participants is necessary. Budget amendments are not expected as adjustments can be made using the twenty-five percent allowable for movement between fund codes. ESC R19 departments have undertaken competitive grant work in various other departments such as College, Career, and Military Preparation where budgets are set up in a similar manner and program timelines are continuously being met in a timely manner with successful reporting.

TEA Program Requirements

1. Explain your philosophy on instructional best practices for ELs and on-going preparation for bilingual teachers.

Bilingual education program models implemented with fidelity enhance opportunities for ELs to achieve academic success by meeting their unique cognitive, linguistic, and affective needs (Collier & Thomas, 2009). Research reveals that teachers are the single most significant variable regarding impact on student achievement - positive or negative (Habib, 2017). Considering that ELs are among the most vulnerable student populations, it is imperative that experienced, high-impact Bilingual/ESL certified teachers are assigned to provide instruction to ELs (International Literacy Association, 2019). ESC R19 philosophy is centered on this idea. When we empower the classroom teacher with viable research based strategies and provide a support system where they can use to reflect on their practice, they will become more successful in their implementation of strategies that will improve the academic experience and outcomes for all learners.

One of the biggest challenges in implementing effective bilingual programs is recruiting and retaining qualified teaching staff. Teachers must demonstrate proficiency in the partner language, have the ability to apply linguistics and second language acquisition theory, and the ability to design and deliver content in partner language and English using sheltered instruction techniques. They should also have a high level of content area knowledge, ability to differentiate instruction, pedagogical expertise, and a deep understanding of assessment practices (Howard, et al., 2018). The intent is to provide an experience to cohort members that will put them in a position to have continued success in their classroom. Just like the students, once teachers see their success and the implementation of their strategies producing more engaged learners, their classroom will be a laboratory for learning.

Instructional programs which maintain an equal balance of instruction between the two program languages are associated with positive student outcomes. Preparing teachers in the target language exam will positively impact the academic success of ELs, create a culture of retention, and enhance the social emotional atmosphere of each respective campus and community.

2. Describe your plan to review the current courses provided by TEA to provide accessible evidence-based preparatory courses for the Bilingual Target Language Proficiency Test (BTLPT) 190 exam.

The BTLPT exam is designed to assess the required knowledge of the Spanish language within the context of education for each language domain. The BTLPT preparation manual is very detailed and gives very good examples of test questions to experience the level of complexity and linguistic demand necessary to be successful in each of the tested domains. Unfortunately, there are a limited number of test prep questions that are free to access. Test manuals can cost upwards of \$50.00. ESC R19 will evaluate the current preparation manual and courses created by the State Board for Educator Certification/Texas Education Agency by looking analyzing different facets noted below:

- a) Question types- Currently, teachers are given multiple choice style questions with a few open ended tasks. ESC R19 would like to integrate matching activities, interactive videos among others to engage the learner.
- b) Depth of Rationale- ESC R19 will review rationale for authenticity and depth of research.
- c) Number of Questions- ESC R19 will review the number of questions and create bank that will allow teachers to review several times with different prompts.
- d) Updates- It is imperative that teachers have the latest information. ESC R19 plans to create modules and manuals that can be updated as needed.
- e) Interaction- ESC R19 will review the types of interactions offered. Items such as coaching scripts, hyper-linked documents and videos will be created to increase the interaction with the courses and manuals.
- f) Outside resources- Also reviewed will be the types of resources that are available for teachers to access that may help them succeed on the BTLPT exam. ESC R19 would like to ensure that there is a curated list of resources readily accessible to teachers.
- g) Use of formal and informal Spanish- Lastly, ESC R19 will review the percentage and amount of Spanish being used in the manuals and courses with the intent to have as much of the content available in both languages.

TEA Program Requirements (Cont'd.)

3. Describe your plan to develop a tracking system to follow up with LEAs who have had teachers successful in completing the preparatory course(s); successful in passing the exam, and successful in posting bilingual education certification to the teacher's existing certificate; successful in completing the preparatory course(s), but unsuccessful in passing the exam; and unsuccessful in completing the preparatory course(s). The plan may provide any prior sample data of completion of course, rate of passing the BTLPT, and rate of not passing the BTLPT, percentage per domain that was mastered and not mastered.

A tracking system for sessions will utilize both ESC Works (events management system) as well as an in-house created application created by ESC R19 web developer Jose Alvarado. Jose Alvarado has currently created and implemented a tracking application system for ESC R19 Alternative Certification Program. A similar system would be built and utilized alongside ESC Works and Blackboard to track participation in the program as whole, individual sessions, and subsequent programmatic follow up of success of cohort participants. The tracking system will also be used in tandem with Education Northwest independent evaluation with the intent of capturing the most comprehensive data for program improvement and continuation.

A member of the participant's campus leadership team will be asked to meet with the cohort teachers at the end of predetermined times throughout the duration of the course. The purpose of these meetings will be to review the progress made by cohort members and ensure that teachers continue to have the support of administration throughout the process. The assigned campus administrator will also collect data through an observation protocol. The administrators will be asked to observe a PLC and collect formative data that can demonstrate the impact of course enrollment on the campus as a whole. In summary, the data collection performed by the administrator will consist of the following:

- Interview of at least two students enrolled in the participant teacher's class.
- Observe a PLC that the participant teacher is a part of.
- Artifact analysis of students in content areas outside the participant teacher's area.

The data collected by the administrator will not and should not be considered simply as additional work. The data collected will be aligned to T-TESS components so that the administrator includes this as a comprehensive evaluation of the participant teacher.

The partnership with Education Northwest will yield a micro-credential for teachers who are successful in completing the preparatory course. The micro-credential, success in the 164 exam, and posting of bilingual education certification to the teacher's existing certificate will all be tracked through check-ins and the internally created system. The tracking system will involve merging the data provided by the LMS, Education Northwest independent evaluation, teacher/student created artifacts, and the assigned administrator's data collected. This data collection process by administrators described above will serve as an introduction for administrators to want to pursue a micro-credential and further their understanding of bilingual and dual language classroom instruction.

The data collected and described above will provide the necessary information to make decisions on how to proceed with supplemental supports for struggling cohort members. Should a cohort member be unsuccessful in course completion and/or the exam, a member of the ESC R19 team will be assigned as a point of contact and a mentor. The communication will begin with a review of exam results as applicable and develop a plan of action to provide the necessary support systems and one-on-one tutoring opportunities to retake the exam.

A future goal after program deliverables are met and sustained is to further expand training and materials to create a micro-credential for an administrator preparation course. Campus leaders should also have a thorough understanding of the intent of the 164 exam so that they are able to support their teachers through the T-TESS process and identify effective bilingual instruction. Through this grant opportunity, ESC R19 hopes to jump start a hub for bilingual and dual language instructional support for educators across the K-12 spectrum.

TEA Program Requirements (Cont'd.)

4. Explain your plan to develop an effective process to market the courses and to disseminate information to LEAs across the state regarding the purpose of the courses, how to access the courses, and what participants can expect from the courses.

The ESC R19 marketing and media services team continues to expand social media outreach and online communication as this has become a primary means of communication during the pandemic. The more traditional methods of disseminating information such as flyer distribution through email distribution lists to area district directors and campus personnel have not been abandoned, but have instead been combined with the use of programs such as Constant Contact™.

For this particular project, various social media platforms will serve as one of the main focus points when distributing information and recruiting teachers. The team concentrates its focus on four primary social media platforms- Facebook™, Twitter™, Snapchat™ and Instagram™. The reasoning behind this is that there are people that are active across all platforms and others that stay active on only one platform. When distributing the information across platforms, it increases the audience base and in turn assists in recruitment opportunities. Short recruitment videos will be produced to be distributed across the various platforms using the current (first) cohort to produce videos for recruitment in the upcoming cohorts.

The media services team at ESCR19 comprised of Sandra Valladolid- Coordinator, Laura Chaidez – Graphic Designer, and Carlos De La Torre- Video Production Specialist, have vast experience working on events such as Teacher of the Year recognition, various regional conferences, student summer camps, and promotional events for ESC R19 educator certification programs among many other events. Additionally, the program team has access to various employees within the Information & Instructional Technology Services department that have worked for migrant services. They have vast experience recruiting and translating documents and promotional materials from English to Spanish. This is definitely an edge that ESC R19 possesses along the border in serving, promoting, and recruiting from bilingual communities.

Below is a condensed marketing plan for the courses for further outreach and information across the state to multiple stakeholders:

Participant Marketing, Recruiting, and Persistence

Overarching Plan: Intentional and informed recruitment, engagement, and marketing that leads to improved participant success through educator knowledge and course availability for bilingual education preparation.

Philosophy: The need for a successful recruitment campaign

Recruitment and marketing set the stage for course enrollment, engagement and support. A successful campaign will increase participation and educator preparation. All materials will be in English and Spanish.

Goal 1: Pathway Messaging

The program will begin with clear marketing about course access and sequencing and what to expect by accessing the materials. One of the tools to be employed is the creation of a toolkit, updates to a designated landing website within the ESCR19 domain, and consideration of a PSA or commercial to include student success stories.

Goal 2: Collaboration & Communication

We are going to persuade different audiences of educators to participate. One of the ways intended for this to be accomplished is to set up a meeting with potential teachers and administration to ensure a thorough understanding of the program as well as any potential misconceptions. The objective is to have input from various stakeholders to determine how to best identify and support teachers entering and completing the courses.

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

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