



2021-2022 Teacher Leadership Cycle 2
Letter of Interest (LOI) Application Due 11:59 p.m. CT, December 7, 2020

NOGA ID

Authorizing legislation

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

Pre-award costs permitted from

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):

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.

Pawnee ISD strives to be the educational leader in their community and surrounding areas by providing a safe environment where Pre-K through 8th grade students thrive academically. In order to accomplish their mission, Pawnee ISD Board of Trustees adopted performance goals that already align with the Teacher Leadership Grant Program's two major goals of increasing the retention of highly effective teachers in Texas classrooms and the instructional effectiveness of teachers through campus-based distributed leadership models. One of the district's goals is to "provide the best educational environment" for the purposes of both teaching and learning, and although the district has created and submitted an ESSA Equity Plan for the 2020-2021 school year and put a District of Innovation Plan and ADSY grant program into action to maximize each student's potential, there are still specific needs that need to be addressed. For example, "economically disadvantaged" students account for roughly 85% of the district's total student population with 81% of the students coming from a minority ethnic background (per TEA's 2018-2019 TAPR Reports for Pawnee ISD). Out of the 20 teachers in the district, only 4 are Hispanic. Plus, the turnover rate for teachers is twice as high compared to the State's turnover rate (32.9% compared to 16.5%). Since the single district campus is defined as rural per NCEES, one of the drawbacks is that teachers often have to commute to get to work. Pawnee ISD's retention-related need can be further emphasized by comparing the average years of experience their teachers have (5.8 years) compared to the State's average (11.1), resulting in less-experienced campus leadership.

Through the grant, new processes will be put into place, such as a research-based, rigorous recruitment and selection process for the purpose of identifying and appointing Teacher Leaders representative of the district's high number of minority students. Additional resources will also be provided through the grant, like partnering with a TEA-approved Texas Instructional Leadership (TIL) partner for the purpose of supporting the growth of all Teacher Leaders and campus leadership in the program. Grant funds will allow for Teacher Leaders and campus leadership to attend TIL training contents throughout the course of the school year, as well as 10 hours (through reduced teaching responsibilities and consistent substitute coverage) for Teacher Leaders to apply new teaching and leadership models across their assigned teacher cohort. Pawnee ISD is confident that by implementing the Teacher Leadership Grant Program, the gaps described will be eliminated over the course of the program, producing the best educational environment for both teachers and students to thrive.

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

Existing - The Pawnee ISD Superintendent will serve as the district's educational leader and ensure district operations, activities, and needs are effectively met.

The Pawnee ISD Superintendent must have: a minimum of a Master's Degree in Education or related field, a Superintendent Certification, and at least 5 years experience in managing staff, budgets, and programs.

Proposed - Pawnee ISD Teacher Leaders will serve and support their assigned teacher cohort through TIL training and campus-based leadership models.

Pawnee ISD Teacher Leaders must have: at least 3 years experience being a teacher of record for the district and a demonstrated track record of excellence improving student outcomes.

Proposed - Pawnee ISD will assign a Program Director to lead and oversee the implementation of the Teacher Leadership Grant Program.

The Pawnee ISD Program Director must have: a minimum of a Bachelor's Degree in Education or related field and at least 3 years experience in overseeing programs, managing staff, and budgets.

Existing - The Pawnee ISD Business Manager will oversee school operating finances and also complete human resources duties such as hiring staff.

The Pawnee ISD Business Manager must have: a minimum of a Bachelor's Degree and at least 3 years experience in management, accounting, and human resource duties such as hiring staff and keeping school programs in compliance.

Proposed - Pawnee ISD will partner with a TEA-approved external partner for the purpose of providing additional support to Teacher Leaders.

Pawnee ISD's External Partner must have: at least 5 years experience in providing TIL-based instruction and preparing education leaders to meet their district's outline performance goals and specific needs.

Goals, Objectives, and Strategies

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

Pawnee ISD is prepared to meet the major goals of the proposed Teacher Leadership Grant Program as its Board of Trustees already adopted performance goals on par with the program's two major goals under Pathway 1: Teachers as Instructional Leaders. For example, Pawnee ISD's retention-related goal is to "seek and retain highly qualified, effective, and committed personnel in an environment that values staff and maximizes student achievement." The district's commitment to this goal will support one of the program's major goals of increasing the retention of highly effective teachers in Texas classrooms. Additionally, Pawnee ISD is dedicated to providing an innovative curriculum with instructional programs and services, which is tied to the grant program's second major goal of increasing the instructional effectiveness of teachers through campus-based distributed leadership models. With this grant, Pawnee ISD will implement various strategies from inception of the program, including an external partner to further support the district in reaching its overarching goals. Foremost, a rigorous recruitment and selection process will be administered for the purpose of identifying and appointing Teacher Leaders representative of the district's high number of minority students - accounting for 81% of the total district's student population. Once a Teacher Leader role is designated, each Teacher Leader will be granted 10 hours per month, through either reduced teaching responsibilities or consistent substitute coverage, for the purpose of engaging in their new role with their assigned teacher cohort. Teacher Leaders will also have the support of Region 2 Education Services Center, ensuring that the activities presented to their teacher cohort are in line with Texas Instructional Leadership (TIL) contents. Lastly, Pawnee ISD leadership will commit to fostering an inclusive and thriving space for diverse Teacher Leaders and continuous acknowledgment of positive performance, resulting in a higher retention rate for highly qualified teachers.

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.

As outlined in the Program Guidelines, there are six performance measures identified for this Teacher Leadership Grant Program that will help assess the program's progress at different intervals of the school year. The first performance measure will come at the conclusion of the Teacher Leader recruitment and selection process, and the district is mandated to report on a) the extent to which Teacher Leaders reflect the district's student population, b) the number of Teacher Leader applicants, and c) the number of Teacher Leaders appointed for participation in the grant. The ratio of Teacher Leaders to teachers they will support at the campus, as well as Teacher Leader effectiveness data, will also be reported by the district. In addition to the first two measures, the district will also report on the number of Teacher Leader observations and coaching conversations with other teachers on campus throughout the school year. As the academic year comes to an end, the final three performance measures will be evaluated, including: data on the retention of highly effective teachers and Teacher Leaders by demographic, the outcomes and completion rate of staff perception surveys provided by TEA, and the number and percent of Teacher Leaders and other instructional leaders having completed at least two of the four Texas Instructional Leadership training contents during the course of the year.

Pawnee ISD will select and use multiple, easily accessible tools for the purpose of effectively evaluating and reporting on the program's progress throughout the course of the year, such as a) Teacher Leader self-assessments at the inception of the program to gauge Teacher Leader confidence, needs, and questions, b) weekly classroom sit-ins to report on instructional strategies and student participation and behavior, c) monthly Teacher Leader observation and feedback from campus leadership, d) and student performance data, including benchmark test scores collected at the beginning, mid, and end of the academic year. To meet the program's two main goals and ensure the program is effectively put into place at Pawnee ISD, the district will emphasize specific processes. For example, since retention of highly effective teachers in Texas classrooms is identified as a main goal under Pathway 1, the district will implement key findings from TNTP publications related to retention and school culture during their rigorous recruitment and selection process. Pawnee ISD will also implement other TNTP resources like their "Student Experience" and "Teacher Talent" toolboxes for the purpose of creating new, effective learning opportunities and strategies for both students and 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.

To ensure the Teacher Leadership Grant Program budget meets the needs and goals of the program, the proposed budget below is designed for the single campus district of Pawnee ISD with proposed amounts for the selection of 6 Teacher Leaders total. Pawnee ISD is requesting \$100,000 to cover all reasonable and necessary items or this grant program as described below.

Payroll Costs: \$32,800

To meet the needs and goals of the program, Pawnee ISD is requesting \$4,800 for substitute coverage for each Teacher Leader selected for the program (6), up to \$800 per Teacher Leader, as predictable and consistent release time will be provided by the district for the purpose of having Teacher Leaders commit 10 hours per month to Teacher Leader activities or for when teachers are attending workshops with their Pathway 1 external partner, Region 2 Education Service Center. Pawnee ISD is also requesting funds for a Program Director for the purpose of overseeing the implementation of the Teacher Leadership Grant Program. The amount requested for Professional Staff Extra Duty pay to cover the Program Director who will lead and oversee this grant is \$10,000. Plus, \$18,000 is requested for Professional Staff Extra Duty pay as additional compensation for Pawnee ISD's 6 Teacher Leaders, up to \$3,000 per Teacher Leader.

Professional and Contracted Services: \$26,874

Pawnee ISD has chosen to partner with Region 2 Education Service Center as their TEA approved Texas Instructional Leadership (TIL) training provider and is requesting \$10,000 for contracted services by the TIL Partner. The amount requested for Consultant Trainings is \$16,874, which will cover additional campus-based training and personalized assistance for Teacher Leaders.

Supplies and Materials: \$17,841

Pawnee ISD is requesting \$17,841 in funds for necessary supplies for all staff to carry out on-going training and instructional materials for guidance and support under the grant program.

Other Operating Costs: \$18,0000

Additionally, Pawnee ISD is requesting \$18,000, up to \$3,000 per Teacher Leader (6) to attend TIL training and cover any registration fees and travel-related expenses. For Teacher Leaders to fulfill their responsibilities under the program, they must attend at least two of the four TIL training contents using Region 2 Education Service Center.

Total Indirect Costs: \$4,485

Lastly, Pawnee ISD is requesting \$4,485 for indirect costs, at the approved restricted indirect cost rate of 4.696% for the district.

Total of All Budgeted Costs: \$100,000

In the future, if adjustments are identified and required for Pawnee ISD to remain in compliance with the Teacher Leadership Grant Program, Pawnee ISD will meet to discuss any changes necessary to ensure the success and sustainability of the program. The district will make appropriate adjustments to meet program needs by notifying all parents/guardians, community, administrators, and board members of the intent to modify the program. Additionally, if needed, an amendment will be submitted to TEA to receive authorization for program modification.

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.

As per TEA's 2018-2019 TAPR Reports for Pawnee ISD, the single campus district's leadership does not accurately mirror that of the students' ethnically diverse distribution. Currently, teachers account for almost half of the district's total staff, and there are only 4 Hispanic teachers to represent 248 Hispanic students. That is why Pawnee ISD will make recruiting and selecting a diverse group of Teacher Leaders the highest priority at the program's inception and do this by implementing key findings from TNTP (The New Teacher Project) publications related to retention and school culture during their rigorous recruitment and selection process.

To aid in the development of the Teacher Leadership Program, Pawnee ISD will utilize research-based best practices from recent TNTP publications, as this non-profit organization's mission of ensuring that minority students get equal access to effective teachers is on par with the program's two major goals. Pawnee ISD will apply key findings from two of TNTP's prominent publications on retention and school culture: "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools" (2012) and "Perspectives of Irreplaceable Teachers" (2013).

Similar tools used to evaluate the program's effectiveness will be modified and used for the purpose of evaluating whether Teacher Leaders have a demonstrated track record of excellence improving student outcomes. For example, campus leadership will conduct classroom sit-ins to assess instructional strategies and student participation and behavior, as well as evaluate student performance data (both existing and new data over the course of the school year) for the most comprehensive look at a Teacher Leader's track record of improving student outcomes.

Pawnee ISD will apply key findings from "The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development" (2015) by TNTP to an initial interview and self-assessment administered to each Teacher Leader at the inception of the program. The interview presents an opportunity for interpersonal skills to be demonstrated, and the self-assessment will gauge Teacher Leader knowledge of "core instructional skills" from TNTP's publication. Based on the interview and results of the assessment, a personalized plan will be developed and carried out for each Teacher Leader to ensure growth in both instructional and leadership development throughout the course of the program.

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.

Every assigned Pawnee ISD Teacher Leader will be granted 10 hours per month through reduced teaching responsibilities and consistent substitute coverage for the main role of applying new teaching and leadership models across their assigned teacher cohort. Under the Teacher Leadership Grant Program, every Pawnee ISD Teacher Leader will be a teacher of record at the campus for at least half of the instructional day and use their allotted 10 hours per for Teacher Leader responsibilities. Teacher Leaders must attend at least two training dates of the four TIL training content presentations given throughout the course of the year using their Region 2 Education Service Center (ESC). At the TIL training, Teacher Leaders will learn one of the four training contents: Observation and Feedback, Data-Driven Instruction, Student Culture Routines, and Lesson Planning and Formative Assessments and apply these new leadership models across their teacher cohort. Lastly, Teacher Leaders take on the responsibility of serving on the school's broader instructional leadership team and committing to serve in their Teacher Leader role for the upcoming school year by signing an agreement to complete the two-year program.

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

Through reduced teaching responsibilities and consistent substitute coverage provided through this grant program, each appointed Teacher Leader will have sufficient time and resources to engage in various Teacher Leader activities, such as bi-weekly classroom observation of their assigned teacher cohort followed by one-on-one, instructional feedback and using weekly planning periods to conduct research and develop personalized plans for each teacher in their assigned cohort to implement in their day-to-day teaching. At a broader level, each Teacher Leader will also meet with campus leadership on a monthly basis to ensure the program runs smoothly and effectively, as well as to identify specific program needs and answer Teacher Leader questions and concerns.

To ensure the success of Pawnee ISD Teacher Leaders in their respective roles, as well as the success of the overall Teacher Leadership Grant Program, measures will be taken at multiple intervals throughout the course of the program. This measurement process will be the best at assessing areas of need and correcting any problems identified by campus leadership. For example, as previously described, an initial interview and self-assessment will be administered to each Teacher Leader at the inception of the program; this will create a starting point for the program and individualized pathways of success for each Teacher Leader based on their self-assessments. As the school year progresses, emerging student academic grades, test scores, and behavior will be reviewed by campus leadership for all Teacher Leaders and teachers in their assigned cohorts to determine if program objectives are effectively being met. Pawnee ISD will also send out three parent/student surveys at the beginning, middle, and end of the year to gain a better understanding of parent perception of the program's implementation and its effect on their children's grades, test scores, and behavior. On top of these measures, Pawnee ISD's external partner, Region 2 ESC, will also conduct their own assessment of the Teacher Leaders' ability to train and develop their teacher cohort and provide program-specific feedback to ensure further success of the overall program.

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.

Per Pathway 1: Teachers as Instructional Leaders, Pawnee ISD will partner with Region 2 Education Service Center to help support Teacher Leaders in their new instructional role and provide program specific feedback for overall program improvement. As part of their Teacher Leader responsibilities, Teacher Leaders must attend at least two training dates of the four TIL training presentations provided at different points of the year using their Region 2 ESC. The content of the TIL training they attend will be one of the following: Observation and Feedback, Data-Driven Instruction, Student Culture Routines, and Lesson Planning and Formative Assessments. In line with the measurement process previously described, a starting point will be determined by giving Teacher Leaders a survey after every training to identify strengths, weaknesses, and lessons learned from each training completed. Teacher Leaders will also create a plan of action for their teacher cohort by applying TIL training content and leadership models learned from each training. At the end of each year in the two-year program, a test will be administered to each Teacher Leader on the training content completed to assess TIL training content knowledge and application.

Pawnee ISD is committed to supporting their teacher staff and has proven their support through existing services, such as free Pre-K enrollment for their employees' children, and opportunities offered through their ADSY Grant for higher teacher salaries. The district is also committed to helping Teacher Leaders succeed in this grant program through additional conference and planning time, high engagement from campus leadership through one-on-one meetings and instructional feedback and guaranteed reduced teaching responsibilities and consistent substitute coverage. As additional, external support, Region 2 ESC will play an integral role as well by identifying and providing instructional guidance on how to meet

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

campus-based, program specific, and student outcome needs.

Pawnee ISD understands the importance of exploring new and diverse opportunities for the sole purpose of providing extra support to their staff. For example, Pawnee ISD recently created and implemented the Pawnee ISD District Innovation Plan, which allows traditional independent school districts to access most of the flexibilities available to Texas open enrollment charter schools. Plus, their ADSY Grant - created specifically to target very young students from low-income backgrounds - perfectly aligns with Pawnee ISD's mission and student population, further emphasizing the district's immense support towards student/teacher advancement. In addition, Region 2 ESC's mission is "to be a catalyst for change resulting in student improvement and efficiency," which is the exact role they will play in the program's implementation. Region 2 ESC will not only focus on student achievement but will also 1) provide relevant professional development for Teacher Leaders and campus leadership and 2) assist Pawnee ISD in key functions, such as providing support for data analysis, research development, evaluation, and dissemination of information to ensure programmatic success.

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.

Pawnee ISD's existing retention-related performance goal is to "seek and retain highly qualified, effective, and committed personnel in an environment that values staff and maximizes student achievement." To best achieve this goal, Pawnee ISD must increase the retention of highly effective teachers that appropriately represent the district's ethnically diverse student population accounting for 81% of the whole district. Currently, there are not enough Hispanic teachers at the single district campus to properly represent the district's 78% of Hispanic students. In addition to maximizing student representation and achievement, Pawnee ISD also plans to address their high teacher turnover rate (32.9%) and lack of campus leadership experience. With the Teacher Leadership Grant Program in place, new processes will be prioritized for the purpose of identifying and appointing Teacher Leaders representative of the district's high number of minority students which will ultimately result in a valuable environment for higher teacher retention and increased campus leadership experience.

Pawnee ISD will ensure the program has a strong start by implementing key findings from TNTP publications related to retention and school culture during their rigorous recruitment and selection process of Teacher Leaders. An initial interview and self-assessment will be administered by campus leadership for the purpose of developing a personalized plan for each Teacher Leader to ensure growth in both instructional and leadership development. Pawnee ISD leadership will also commit to fostering an inclusive and thriving space for diverse Teacher Leaders through additional conference and planning time, high engagement from campus leadership through one-on-one meetings and instructional feedback, and guaranteed reduced teaching responsibilities and consistent substitute coverage. Through the district's ADSY Grant, an opportunity was created for higher teacher salaries, and additional compensation of \$3,000 per Teacher Leader for the 2021-2022 school year through this grant program presents another financial retention opportunity. Lastly, Pawnee ISD already offers free Pre-K enrollment for their employees but hopes to offer free daycare services in the future, presenting a significant retention strategy for their rural community.

Pawnee ISD is in a unique position to make a lasting impact on their staff and students through the implementation of the Teacher Leadership Grant Program since their district is composed of Pre-K through 8th grade students - prime age groups for "cognitive exploration and learning" (Gopnik et al., 2015). Pawnee ISD is at the forefront of expanding their services for the purpose of providing an environment where their students and staff can thrive academically and socially, as is shown by the different programs and incentives in place currently. The district expects a smooth and successful implementation of this grant program since its design correlates with the district's performance goals, and its implementation will help address the district's significant needs related to student representation, teacher turnover rate, and campus leadership experience.

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" value="Students, Teachers"/>	Barrier	<input type="text" value="Cultural, Linguistic, or Economic Diversity"/>
Group	<input type="text" value="Teachers"/>	Barrier	<input type="text" value="Shortage of Qualified Personnel"/>
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

N/A