**TEA** Texas Education Agency®

**2023-2024 Principal Residency Grant Cycle 6**
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 28, 2022**

NOGA ID

| | |
|---|---|
| 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.**

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 28, 2022.**

Application stamp-in date and time

| | |
|---|---|
| Grant period from | **February 10, 2023 - August 31, 2024** |
| 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 2: Supplemental Narrative Question Responses
Attachment 3: Educator Preparation Program's Scope and Sequence
Attachment 4: Instructional Leadership Meeting
Attachment 5: District Coaching Tool

## Amendment Number

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

## Applicant Information

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Organization | Houston Independent School District | CDN | 101912 | Campus | N/A | ESC | 4 | UEI | 061292124 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Address | 4400 West 18th Street | City | Houston | ZIP | 77092 | Vendor ID | 746001255 |

| | | | | | |
|---|---|---|---|---|---|
| Primary Contact | John George | Email | John.George@houstonisd.org | Phone | 713-556-6881 |
| Secondary Contact | Angela A. Brooks | Email | Angela.Brooks@houstonisd.org | Phone | 713-556-6785 |

## 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
☒ General and application-specific Provisions and Assurances
☒ Debarment and Suspension Certification
☒ Lobbying Certification

| | | | |
|---|---|---|---|
| Authorized Official Name | Millard L. House II | Title | Superintendent of Schools |

| | | | |
|---|---|---|---|
| Email | HISDSuperintendent@houstonisd.org | Phone | 713-556-6300 |
| Signature | *[signature]* | Date | 10/19/2022 |

## 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 do not have 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 and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2023.

☒ 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 *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: 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 ebonylove@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 culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.

## Summary of Program

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

The Houston ISD (HISD), in partnership with the University of Houston (UH), will establish a one-year school leadership master's degree program which includes a full-time internship residency program for ten principal certification candidates. The program will be aligned to effective leadership practices based on Texas Principal Standards and the Houston ISD Global Leader Competencies.

Overall Mission
The mission of the HISD Principal Residency Program is to recruit and train an effective diverse pool of qualified internal principal candidates who have demonstrated instructional leadership capacity to meet the needs of diverse student population.

Needs / Program Action Plan
1. HISD needs to recruit and train an effective pool of qualified internal principal candidates who have demonstrated instructional leadership capacity to meet the needs of diverse student population. Through the Principal Residency grant funded program activities, HISD will actively recruit and train a minimum of 10 leadership candidates who have served as teacher and/or Tier II level leaders on campuses with diverse student populations. The focus of preparation will be preparing effective instructional leaders.
2. HISD needs to reduce the average search time required to fill vacancies caused by leadership turnover by 25%. Having a pool of vetted candidates will decrease time for recruitment/vetting candidates. Through the Principal Residency grant funded program activities, HISD will develop and implement effective succession planning, including the following: principal transitions to promote to another leadership level, principal requirements and reassignments to fill resulting vacancies of principal positions.
3. HISD needs to increase the number of bilingual principal candidates to mirror ethnic/racial trends in current student population: 62% Hispanic, 22% African American, 10% White, and 4% Asian. Through the Principal Residency grant funded program activities, HISD will include demographic parameters and language skills as components of the systematic process for selecting candidates for the residency program, thus ensuring alignment to current campus needs and student population trends.

## Goals, Objectives, and Strategies

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

By August 2024, Houston ISD (HISD) will optimize principal succession by recruiting and training a minimum of 10 exemplary leadership candidates into the Principal Residency Program. In order to increase diversity among district leaders, residency program candidates will mirror the trends found among racial/ethnic percentages of the student and address the district need for bilingual campus leaders (min. 6/10 will be bilingual). By the close of the program, 100% of the candidates will have successfully completed a one-year rigorous, authentic residency program offered during the 2023-2024 school year through an approved Educator Preparation Program conducted by UH. Candidates will demonstrate mastery of the Texas Principal Standards as evaluated by field observations, course objectives and site facilitator evaluations.

In addressing the changing/challenging student learning needs and in understanding the importance of effective hiring for quality leaders, Houston ISD has identified the need for rigorous training and preparation for the critical role of a campus principal. Over many years, the district has used vital data to refine its leadership "pipelines" and has successfully partnered with UH to prepare future school leaders. Unfortunately, the cost burden fell upon the participant limiting the program to those in a position to afford the program. Providing reimbursement through this grant will be an incentive for a wider range of applicants and increase the pool of diverse applicants.  In addressing this ongoing need, the residency program will be implemented in partnership with UH and will utilize project evaluation performance reviews conducted at four program levels: (a) course level, (b) student/intern, (c) residency/internship level, and (d) certification/degree. Course Level: Course content and emphasis of standards are adjusted based on residents' performance on evaluation.

## 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.

Through the Principal Residency grant funded program activities, HISD will actively recruit and train a minimum of 10 leadership candidates who have served as teacher and/or Tier II level leaders on campuses with diverse student populations. The focus of preparation will remain on instructional leadership, especially in the area of effective observation and feedback. The evaluation measures will include:

1. Coursework: Each resident will maintain a 3.0 GPA (4.0 scale), including courses with internship/residency requirements (ELCS 6302, Data Informed Decision Making for School Leaders; ELCS 6320, Instructional Supervision; and ELCS 6393, Practicum in the Principalship).

2. Intern Self-Reflection:  Each resident will indicate agree (4) or strongly agree (5) on at least 80% of all items of the Principal Standards Survey, measuring self-perception of abilities needed to implement identified Texas Principal standards.

3. Field Supervisor Observation:  Each resident will make sufficient progress toward mastery of the selected Texas Principal Standards, as documented using the required Field Supervisor Protocol.

4. Site Supervisor Evaluation:  Each resident will score 4+ average (on a 5.0 rating scale) on all residency components included on the semester evaluation conducted by his or her site supervisor, indicating the resident's proficiency in completing EPP components related to the Texas Standards for Principal Preparation and the goals of the residency program.

## 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 focus of this program is job-embedded training for 10 full-release Co-Principal Residents, and therefore the bulk of the funds ($750,000) are dedicated to the full-release salaries of these residents. This salary provides shows HISD's commitment to our resident Principals, by allowing them to take on substantial leadership opportunities on the campus on which they will serve as a senior member of the school's leadership team.

The principal mentors/supervisors are a key piece of the program and therefore each of the ten are receiving a $12,500 stipend (provided by HISD budget). It is only with their support and coaching that our residents will be able to see what campus leadership should look like and what a difference leveraged leadership can make on-campus culture and student achievement. Each resident will also have a Mentor Coach (Executive Director of Leadership Development) who will spend time observing and providing actionable feedback. Each Mentor Coach will spend at least 25% of their time providing this job embedded feedback (provided by HISD Budget).

Ongoing professional development is a key component of this program and therefore, requested funds will provide professional learning to residents ($10,000, cost covered by HISD). The resident principals will attend all required training and professional provided monthly to their mentor principal through HISD's Office of Schools and supported/delivered by the Office of Leadership Development. Through HISD's re-imagined Principal Pipeline work, the resident principals will be trained on the Leverage Leadership framework. They will also attend the HISD Summer leadership conference, New-Leader induction summer program, and all professional development required around HISD's Leadership competencies.

Providing support, coaching, short cycles of feedback, professional development, and a cohesive program all require support from both HISD and University of Houston (UH). To that end, both institutions provide in-kind support from 2 staff members. On the UH side, two faculty provide approximately 25% of their time to support and coach the residents as well as to design and deliver instruction in the Master's program. They closely collaborate with HISD staff to ensure a seamless experience for residents as they navigate a large urban district. On the HISD side, two staff provide 25% of their time coordinating with UH, mentor principals, coaches, as well as providing short cycles of observation and feedback directly to residents. HISD will also provide "real-world" practice labs aligned to the curriculum being taught at UH.

## 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.

The Houston ISD is Texas' largest district with approximately 200,000 students and is one of the most diverse districts in the nation. HISD currently has 280 campuses: 8 early childhood, 160 elementary, 39 middle, 37 high, and 36 combined/other, and three unique program campuses to address academic and vocational interests of students. The district continues to receive requests for bilingual candidates for all campus leadership positions, primarily English/Spanish speakers. HISD through the Principal Residency grant funded program activities, HISD will actively recruit and train a minimum of 10 leadership candidates whose capabilities reflect the district's leadership goals and objectives. The targeted recruitment and selection process will include the following:
• Applicants must provide evidence of successful classroom and campus student academic achievement and a summary of activities implemented at the classroom and school level to facilitate increases in student academic performance overall and by student group (English language learners, students receiving Special Education services, etc.).
• Applicants must have received positive evaluation appraisal for two or more years and must provide examples of how they have responded to effective observations and feedback procedures to improve their practice and increase student achievement.
•  Applicants must provide examples of school leadership that demonstrate how they have engaged in collaborative efforts to research and solve problems at classroom and campus level affecting teaching and learning.
• Applicants must demonstrate a commitment to educational equity.
• Applicants must provide evidence of a growth mind set to improve teaching and learning as well as evidence of the development of a student growth mind set to increase academic performance.
The district will: 1) gather recommendations from current principal/district administrators;  and 2) A committee will select applicants to interview, such that the finalists mirror ethnic proportions found in HISD and  represent a span of instructional levels (elementary, middle school, high school) and proficiency in working with diverse student populations.

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.

Principal candidates participate in a full-time, year-long (fall and spring school term) residency program and can have no more than two class periods of teaching or other job-related responsibilities. During the school year, interns engage in sustained and clinical learning in an authentic school setting and are provided with significant leadership responsibilities. During the year-long residency, interns complete the following course content and residency requirements:
● During ELCS 6302 (Data Driven Decision Making for School Leaders), interns identify, address, and resolve a significant problem or challenge that influences practice in order to improve student learning. Interns evaluate the effectiveness of the plan to resolve a significant problem or challenge affecting teaching and learning during ELCS 6370 (Research for School Leaders).
● In ELCS 6320 (Instructional Supervision), students develop school culture routines and ensure data-driven instruction. With assigned staff, interns guide the review of student performance data to determine professional development needs. The school team, led by the intern, determines, designs and implements needed professional development, addressing a specific data-driven need and which will improve teaching and learning. Students develop personal leadership skills and practice skills related to developing effective professional development and managing and leading change.
● ELCS 6350 (School Leadership, The Principalship) requires interns to evaluate and reflect on their ability to facilitate stakeholders' efforts to build a collaborative team within the school for the purpose of improving instructional practice, student achievement, and the school culture.

## 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.

Houston ISD campuses receive multiple layers of support to ensure data-driven instruction at every school level and for all types of academic instruction and programming. Campus leaders and faculty use a Data-Rich Year formative assessment calendar used to guide instructional planning, track student progress, and develop interventions. The Student Assessment team provides ongoing training on data analysis using two data-management systems, which collect data from formative and summative assessments administered in PK-12 (including a universal screener) and disaggregate it in multiple report formats (including lead4ward reports). Each system has teacher and campus administrator dashboards with role-specific report templates. Additionally, a team of DDI specialists support campuses with data disaggregation. The Curriculum Department provides standards-aligned interim assessments, such as snapshots, benchmark assessments, and "exit tickets" embedded in lesson planning/curriculum guides and master courses, and weekly walk-through guides for all subject areas to be used by leaders in classroom observations. Teacher Development Specialists are available to provide content and instructional support. The Office of Special Populations provides training and supports campuses with strategies to address the needs of English language learners, students receiving Special Education services, etc. in first instruction and intervention supports. Each campus uses weekly instructional planning sessions and PLC meetings to ensure horizontal and vertical alignment of standard-based instruction, analyze student achievement data, and make adjustments in response to identified student needs. PLCs use structured data driven analysis protocols, which analyze student progress by TEKS, groups of standards identified as most critical through campus-level data analysis, and students' individual learning goals. Action steps determined in PLCs include re-teaching in whole group and small groups, needed interventions per individual students, and additional instructional supports for teachers. Campus-level leaders are charged with facilitating PLC meetings and analyzing trends in student learning, both through classroom observations of instruction and analysis of formative assessment data. Furthermore, most campuses implement teacher and student data conferences as part of the instructional cycle. As indicated in Attachment 1, HISD can provide acceptable training and support for the principal candidates.

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.

The re-imagined Office of Leadership development in HISD has been charged with the creation of a sustainable principal pipeline initiative for HISD in collaboration with the Wallace Foundation. As part of this work we recognize that Observation & Feedback is a key lever in supporting sustained academic outcomes at any campus. As such all HISD Tier I and Tier II leaders started the 2022-23 school year with training on the district observation & feedback protocol. The leadership development department has created practice labs throughout the district to provide on-going training and support around this key lever. We have created a district crosswalk that combines the work of Paul Bambrick-Santoyo with the T-TESS rubric so that they are alignment around instructional and managerial expectations in all HISD classrooms.

Current Teacher Appraisal and Development System (T-TESS) provides a comprehensive framework for regular observations of classroom instruction and action steps for teachers' skills development and improved outcomes for students, complete with individual professional development plans and targeted professional development opportunities. Campus leaders develop expectations for instructional coaching on their campuses, including frequency of walk-throughs and observations, calibration walks, review of teachers' action steps following the observations, as well as trends in vertical and horizontal teams' observation data informing targeted PD. The T-TESS on-line tools allow for capturing coaching feedback and evaluative data aligned with the instructional rubric criteria, which can be monitored by campus principals and their supervisors for data trends, including the appraisers' needs for additional coaching and development. Recent updates to the appraiser certification stressed the importance of linking teacher appraisal ratings to student performance goals and also required campus leadership teams to develop action plans based on such comparative data (benchmark data) as part of school improvement planning. Observation feedback is delivered via multiple modes, including real-time feedback and composite reviews, and teachers are provided opportunities to practice new strategies and action steps in "at-bat" sessions. Peer mentors and peer observation are used for professional development, along with internal and external instructional rounds, involving content matter experts from multiple departments. As indicated in Attachment 1, HISD can provide adequate training and support for the principal candidates.

**Program Requirements (Cont.)**

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program.

To sustain the continuation of the Principal Residency Program, Houston ISD is collaborating with the institutions of higher education to implement hybrid or part-time year-long principal residency programs to provide selected candidates with the opportunity to engage in authentic, practice-based clinical experiences while completing master's degree programs in educational leadership. Releasing part-time resident interns from existing school leadership positions, such as instructional coach, for a portion of the day or work week to engage in practice-based clinical experiences will provide greater opportunities for candidates to master essential leadership standards.

HISD in collaboration with The Wallace Foundation, has begun the process of re-imagining what a sustainable principal pipeline strategy will look like launching 2023-24. Part of this pipeline work will include but not be limited to:
• Expanding the 1st Year Assistant Principal/Dean cohort from a one-year experience to two. The first year will be around the 8 professional development modules derived from leverage leadership. The second year is a Consultancy model with built in practice labs and real work practice around the professional development learned in year one.
• Expanding the 1st year principal cohort to a two-year experience. Mentors will no longer be retired principals but shifting to using "Lead Principals" that have gone through an extensive vetting, application process, and training.
• Creation of the LEAD Academy: This academy will be for Aspiring principals that have been approved into our district Principal Talent Pool. These candidates will get intentional PD, coaching, and support to best prepare them for placement at an HISD campus.
• Expanding our Tier II leader professional development opportunities to include all leaders that are assigned as an assistant principal or dean at any campus in HISD; currently we are only supporting one Tier II leaders per K-5, and two per 6-12.
• Creation on a Leader Tracker system what will better inform all stakeholders of professional development and supports needed in order to maintain a high quality "bench" of principal candidates.

6. The LEA must provide a clear description of a <u>proposed</u> communication system between the EPP team and key district players.

Houston ISD and UH will collaborate in the development of a Master's in Administration and Supervision degree program with principal certification. Elements of collaboration will include: course design; connecting course content to authentic leadership experiences; resident intern coaching, feedback and assessment; pathways for continuous communication; and schedules and timelines.

HISD and UH will collaborate to provide joint recruitment and program orientation sessions, as well site and field supervisor trainings. HISD and UH will participate in regularly scheduled meetings to ensure the success of each resident intern and ensure the success of the HISD Principal Residency Program. These meetings scheduled as needed, but held at least monthly, will take place in-person or virtually. These meetings will include the UH Principal Program Director and the Houston ISD Program Director and will include other educator preparation program (EPP) or district personnel as needed to ensure the success of the program. Meetings will follow a planned agenda and will outline the next steps needed for the EPP and HISD to ensure candidates are making progress towards successfully completing program requirements.

Each cohort member will get a 1:1 coaching session on sight (school based) once a month from the Executive Director of Leadership Development. These sessions will be based around the HISD Leadership competencies. Classroom visits will be incorporated into the visits to check for mastery around Observation/Feedback coaching implementation. The Executive Director will also provide opportunities for the resident principal cohort to visit exemplar demonstration schools within the district to provide real-world application to the coursework experienced at UH.

## 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 | | Barrier | |
|---|---|---|---|
| Group | | Barrier | |
| Group | | Barrier | |
| Group | | Barrier | |

## 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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year program allocation

5. LEA reservation for direct administrative costs, not to exceed the program's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

**LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)**

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

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

*You may duplicate this page*

| Amended Section | Reason for Amendment |
| --- | --- |
| [dropdown] | |
| [dropdown] | |
| [dropdown] | |
| [dropdown] | |
| [dropdown] | |

<span style="color:red">**IMPORTANT NOTICE:  Application Part 2 (these budget pages) is not compatible with Google Docs.**</span>

**Complete the supporting budget worksheets first,** i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets.  All budgeted amounts must be entered in whole dollar amounts.  ***Do not enter any cents.***

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total otherwise the field will change color to red indicating an error.  These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

**Payroll 6100**

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

**Professional and Contracted Services 6200**

Complete this worksheet to request professional services, consulting services, and contracted services.

**Supplies and Materials 6300**

Complete this worksheet to request supplies and materials.

**Other Operating Costs 6400**

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

**Capital Outlay 6600**

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at $5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

**Program Budget Summary**

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and  Pre-award Costs, if applicable.  There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds, Indirect Costs, Shared Services Arrangement,* or the *Administrative Cost Calculation.*

*Consolidate Administrative Funds* - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

*Indirect Costs* - Enter the current, approved restricted or unrestricted indirect cost rate in the percentage field on line 7.  Refer to the Maximum Indirect Cost Handbook to calculate the maximum indirect costs that may be claimed for the grant and enter the amount of indirect costs budgeted for this grant on line 7 under the Admin Cost column.
Maximum Indirect Cost Workbook link.

*Shared Services Arrangement* - If applicable, enter amount of payments to member districts on line 9.

*Administrative Cost Calculation* - Enter the Total Grant Amount Requested on line 10 to determine the maximum amount allowable for administrative costs, including indirect costs.