



**2024-2025 Principal Residency Grant Cycle 7**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 27, 2023**

NOGA ID [REDACTED]

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

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

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

TEA must receive the application by **11:59 p.m. CT, October 27, 2023**.

Application stamp-in date and time

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

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

**Required Attachments**

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

Attachment 1: Leverage Leadership Readiness Assessment

Attachment 4: Instructional Leadership Meeting

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

**Amendment Number**

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

**Applicant Information**

Organization **CARROLLTON-FARMERS BRANCH ISD** CDN **057903** Campus [REDACTED] ESC **10** UEI [REDACTED]

Address **P O BOX 115186** City **CARROLLTON** ZIP **75011** Vendor ID **1756000328**

Primary Contact **Claudia Orta** Email **ortac@cfbisd.edu** Phone **972-968-6536**

Secondary Contact **Maggie De La Rosa** Email **delarosama@cfbisd.edu** Phone **972-968-6593**

**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 **Brian Moersch** Title **Deputy Superintendent**

Email **moerschb@cfbisd.edu** Phone **972-968-6156**

Signature  Date **10/27/2023**

**Shared Services Arrangements**

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

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents have no more than two hours per day of significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals, district managers of the Principal Residency Grant, and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Summer 2024.
- 12. LEA assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- 13. LEAs and EPPs must utilize *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

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

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

Check each of the following boxes to indicate your compliance.

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

**Summary of Program**

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

Carrollton Farmers Branch Independent School District (CFBISD) is committed to providing scholars with valuable knowledge, skills, and values that prepare them to succeed in the global market and contribute to their community for a lifetime. The district prioritizes academic excellence, innovation, educational equity, and data-driven decision-making. However, the district is facing unprecedented challenges with high administrative turnover rates, especially in high-need schools. The start of the 2023-2024 academic year, there were ten principal vacancies and 13 assistant principal vacancies. In addition, 29 out of 36 campuses have 50% or more Low SocioEconomic student population.

At present, despite serving a diverse student population, with 55% identifying as Hispanic, 18% identifying as African American, 11% Asian, 11% identifying as White, and 35% as Emergent Bilingual, CFBISD's principals identify as 13% Hispanic, 22% African American, and 61% White. The Assistant Principals identify as 12% Hispanic, 25% African American, 1% Asian, and 54% White. This lack of diversity highlights the need to increase the number of well-prepared, diverse instructional leaders who reflect the demographics of the CFBISD's student population. By doing so, CFBISD can build a sustainable pipeline of effective and diverse instructional leaders who positively impact student achievement, attendance, and teacher satisfaction retention.

CFBISD is proposing a partnership with Southern Methodist University (SMU) to implement a 30-hour degree program with a 13-month Principal Residency Program in an effort to increase the available internal leadership pipeline of well-prepared, diverse fellows that represent the students we serve. The goal is to have five Principal Fellows selected for the program, earning a Master of Education in Educational Leadership and principal certification. Fellows will complete the course curriculum in the graduate degree program that is designed in accordance with Texas principal certification requirements focusing on Texas Principal Standards and the Texas 268 Identified Integrated Pillars competencies. The curriculum will address self-identity as a leader, educational equity, school culture and student support systems, collaborative leadership, organizational change, instructional leadership with Literacy and STEM, developing human capital, legal and ethical aspects of leadership, and a Capstone experience. It is critical for CFBISD to staff strategically as we increase a diverse high quality applicant pool of highly trained instructional leaders who have extensive real-time experiences with high-quality principal mentors to guide the Fellows. In addition, district principal supervisors will coach and monitor progress. By implementing a robust Principal Residency program, our district will be able to support aspiring leaders who can pursue a Master of Educational Leadership at SMU, especially as they begin their residency alongside gaining authentic experiences through job-embedded leadership opportunities. These experiences will contribute to improving student achievement and teacher efficacy. It will be rewarding for the resident to put theory into practice.

### Goals, Objectives, and Strategies

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

CFBISD used the Leverage Leadership Readiness Assessment for Leading Data-Driven Culture and Observation Feedback to identify our strengths and challenges. The feedback that was provided was essential in identifying gaps between current and desired outcomes. This also helped us develop strategies, practices, and evidence-based interventions to address the identified gaps.

SMART GOAL - By the end of the 13-month residency period, 100% of the five CFBISD Principal Fellows will graduate with a Master of Education in Educational Leadership and a Texas Principal Certification.

Goal 1-Implement a partnership with SMU, resulting in Fellows earning a Master of Educational Leadership and Texas Principal Certification

Goal 2: Recruit Principal Fellows from backgrounds representative of the CFBISD student population

Goal 3: Cultivate and retain successful leaders

### 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, CFBISD will recruit and train 5 administrative candidates who have served as a teacher or in another non administrative leadership position to serve as administrative interns.

To measure performance:

1. The Principal Fellows will earn and maintain a 3.0 GPA or higher, in the 30 hours accelerated school leadership program through SMU.
2. Principal Fellows will be evaluated using multiple performance tools: TPESS performance indicators evaluated by the principal mentor, ESF school improvements indicators evaluated by principal supervisors and each resident will be evaluated using the Texas Principal Standards by the SMU field supervisor.
3. Survey campus teachers using the Balanced Leadership - 21 Principal Responsibilities (TPESS) competencies: BOY, MOY, EOY. Growth will be measured from the BOY to the EOY.
4. By March of 2025, residents will identify a subject and grade level that will be targeted for action planning to improve student performance on formative and summative assessments. Each resident will be responsible for monitoring student performance and leading a PLC data meeting using the PLC protocol to identify trends in student misconceptions, determine the root cause, and create action plans to respond.

## 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.

Carrollton-Farmers Branch ISD (CFBISD) proposes to enter into a partnership with Southern Methodist University (SMU) to implement the 2024-2025 Principal Residency Cycle 7 Grant. The district qualifies for a grant award of \$375,000 based on the selection of five Principal Residents.

Funding requests of the full \$375,000 are requested to meet program goals during the project period which extends from February 2, 2024 to August 31, 2025. Grant funds will be used to fund our resident's university tuition, books and required materials, as well as principal certification exams.

CFBISD understands the importance of the mentor role. Each candidate will be matched with a campus Principal who will serve as a mentor. Mentors will receive a stipend of \$3,000. The principal mentor will work collaboratively with the Southern Methodist University (SMU) to support the learning, provide on-site guidance and regular feedback. Additionally, grant funds will be used to pay for a \$500 stipend for each principal resident attending the program.

The district has committed to provide \$170,720 in matching funds to implement the initiative during the same time period. Funds are supplemental and will not supplant existing federal, state or local funds.

Total program costs include:

6100 - Personnel = \$264,780

6200 - Professional & Contracted Services = \$110,625

6300 - Supplies & Materials = \$4,500

Grant Funds:

6100

Salary for principal residents : \$46,356/resident x 5 residents = \$231,780

Stipends for supervising principals: \$3,000/mentor x 5 mentors = \$15,000

6200

SMU Tuition Costs: \$ 21,550/resident x 5 residents = \$107,750

PAIL/PASL Certification Exams: \$575/resident x 5 residents = \$2,875

6300

Textbooks: \$900/resident x 5 residents = \$4,500

Indirect Costs = \$13,095

Total Grant Funds = \$375,000

Matching funds:

CFBISD will provide a local match of \$34,144 towards each principal resident's year-long full-time salary plus benefits for a total match of \$170,720 (\$75,000 required).

## 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.

1. Open Online application to CFB teachers with minimum requirements:

- 3 years teaching experience
- Bilingual preferred (Spanish)
- T-TESS evaluation with a minimum of a 3.7 average (Domain 2 & 3) & no Needs Improvement, Developing score in any indicator
- Submit evidence of pre/post assessment data with a minimum of 55% growth measures; include evidence of working with at-risk student populations demonstrating student progress
- Submit evidence of a data-driven action plan
- Submit evidence of leadership roles with measurable campus impacts
- Submit evidence of community/parent engagement
- Two Supervisor letters of recommendation
- Must not have a principal certification or worked as a principal

2. Selection Process:

- Applicants will be required to undergo a rigorous interview process with High performing Principals as panelists:
  - a. 5-8 Verbal interview questions
  - b. Written response to a data set that will require the applicant to develop an action plan in response to the data
  - c. Role play a scenario requiring the applicant to provide teacher feedback
  - d. High performing Principal panelists will score the applicant's documents using a rubric
  - e. SMU faculty will conduct a final phase interview and review the CFB data collection on the applicants.
  - f. CFB in partnership with SMU will select five Principal Residents reflecting the diversity of CFB for the Cycle 7 program.

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.

In partnership with with SMU a collaborative approach will be taken to ensure Principal Residents are set up for success during a year-long full time residency program:

- a. Residents will be required to complete a weekly log of leadership activities and then identify T-PESS indicators, Texas 268 Identified Integrated Pillars, Principal Standards, and ESF Indicators that align with the activity.
- b. The Resident will identify a problem of practice that will impact student learning as a required SMU Capstone project
- c. The Resident will be assigned a subject and grade level to build teacher efficacy as needed based on the data (OBF & Student data) to ultimately influence student outcomes
- d. A strong start is needed in the first 9 weeks of school with weekly Principal mentor meetings and bi-weekly principal supervisor meetings to monitor the Resident's weekly log and leadership progress. SMU field supervisor will support the Resident and Principal Mentor with continuous feedback sessions. Based on the weekly logs and observations from the Principal Mentor, Principal Supervisor, and SMU Field supervisor, the Resident will be given autonomy and independence 2nd and 3rd nine weeks.
- e. Using SMU's curriculum scope and sequence to align leadership experiences, an observation tracker with a planned focus will be utilized for intentional coaching cycles with the Principal Mentor, Principal Supervisor, and SMU Field Supervisor.

**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.

In the Fall of 2019, CFBISD partnered with Relay GSE to pilot a systematic approach to build capacity with campus leaders, instructional coaches, principal supervisors and teachers. Through this partnership, Relay GSE coached and guided selected staff to build a strong foundation in Data-Driven Instructional (DDI) culture. In Fall 2020, CFBISD continued DDI in partnership with ESC Region 10's TIL's Team coaching principal supervisors and campus leaders alongside Solution Tree PLC training for the whole district.

Currently, CFBISD has established a district assessment calendar with Summative and Unit Assessments so campus leaders can plan data PLC meetings ahead of time, creating an instructional calendar for their individual campuses. As data becomes available, administrators lead a data analysis with teachers and instructional coaches. Using Paul Bambrick Santoyo's Weekly Data Meeting protocol, teams study the standard by unpacking the standard, completing a know/show chart, study student samples, identify the gap, plan the reteach, and then practicing. At the end of the meeting, the teachers create a reteach calendar (sessions). Mastery is then monitored by teachers, administrators, and instructional coaches.

Principal supervisors monitor the implementation of the campus action plans by conducting teacher classroom observations, monitoring student data and teacher action steps. Instructional Coaches guide and coach teachers with curriculum checks, identifying essential standards, and teacher classroom observations.

Using Bambrick's DDI model, CFB has seen academic improvement. The data is only as good as the action plans that are created around the data to close achievement gaps and build capacity with school administrators and teachers. Campuses have transformed hallways and classrooms to invest and own their data. This collaborative effort has morphed into students understanding their strengths and the gaps in their learning, pushing them to excel in every standard they are taught.

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.

CFBISD uses the Texas Teacher Evaluation and Support System (T-TESS) to maintain and establish a culture of continuous improvement through observation feedback cycle. The key points to observe in the feedback that we follow come from the work of Bambrick Santoyo and his work in *Leverage Leadership 2.0*. They are as follows:

- Observe frequently and consistently
- Identify the key actions (bite size)
- Give effective feedback
- Monitor and follow up.

Principal supervisors visit campuses to support their needs. Classroom teacher observations are included in campus visits. Principal supervisors follow the Paul Bambrick Observation Feedback Giving Effective Feedback model. Time is dedicated to observing classroom instruction, calibrating and identifying key action steps and providing bite-size actionable feedback. The principal supervisor will practice with the administrator or instructional coaches on providing feedback or modeling key action steps prior to the administrator giving teacher feedback. A follow-up calendar is then created to monitor progress. Campus leaders maintain an observation feedback tracker to monitor their own personal commitment and also to identify professional development for teachers as trends are being identified in the tracker. Principal Residents will benefit and gain exceptional learning and experience as observation feedback cycles are implemented.

**Program Requirements (Cont.)**

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

CFBISD's commitment to sustainability in the continuation of the Principal Residency Program beyond the 2024-2025 school year is marked by a strategic approach built on the valuable insights gleaned from SMU's curriculum scope and sequence model, Capstone experience, and Field Supervisor. Drawing inspiration from these established frameworks, CFBISD aims to build a principal pipeline by reinvigorating our existing Aspiring Principal Leadership Academy, a program currently catering to ten assistant principals. The redesign will harness the best practices and principles, ensuring that our emerging school leaders benefit from a cutting-edge educational experience. Notably, this redesigned Principal Residency program will also serve as a blueprint for CFB's Aspiring Assistant Principal Academy, an initiative supporting ten professional staff members aspiring to assume campus leadership roles. The overarching aim is to enable aspiring leaders to mirror the learning journey of the students they serve, ensuring a pedagogically sound and sustainable approach to educational leadership. In addition to drawing inspiration from SMU's framework, CFBISD recognizes the importance of merging and aligning this approach with existing educational standards. By harmonizing SMU's curriculum scope and sequence model with ESF and the Standards of Principal framework, CFBISD aims to create a robust foundation for building and supporting future educational leaders. This integrated approach ensures that aspiring principals are not only well-versed in the theoretical aspects of leadership but also adhere to the industry's recognized best practices and standards. Moreover, CFBISD is committed to constructing a robust district-wide data-driven instruction and observation feedback system. This initiative is designed to have a tangible impact on student outcomes. By leveraging data-driven insights, CFBISD will be empowered to make informed instructional decisions, ensuring that teaching practices are aligned with student needs and learning objectives. The implementation of this systematic approach to instruction and feedback will not only elevate the quality of education but will also foster a culture of continuous improvement, benefiting our educators, our students and enhancing the overall quality of education provided to the students in our community. Through these concerted efforts, CFBISD is poised to forge a pathway toward a sustainable principal pipeline that represents the community we serve and an impactful future for educational leadership within our district.

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

CFBISD has had direct access to SMU Leadership faculty through alumni. A significant development of our current partnership is the proposal to implement a Principal Residency Program. CFBISD has been working with SMU faculty members to develop and implement a Principal Residency Program. SMU Leadership professors are actively involved in designing and delivering this program, ensuring that it aligns to the CFBISD vision and with the latest research and best practices in educational leadership. The partnership between CFBISD and SMU's Simmons Leadership Department continues to evolve and grow stronger, thanks to the Principal Grant Process that has emphasized the importance of structured and intentional communication.

The Principal Grant Process has played a crucial role in deepening the collaboration between CFBISD and SMU. Through this process, CFBISD has recognized the importance of establishing an intentional communication system with SMU. This recognition has led to a commitment to intentionally establish frequent standing meetings with SMU's leadership staff. These meetings will serve as a platform for CFBISD to leverage SMU's expertise while also offering insights and experiences that can aid SMU in further enhancing its educational programs. Regular standing meetings ensure that the partnership remains dynamic and responsive to the evolving needs of educational leaders in CFBISD. These meetings are not only forums for the exchange of ideas, experiences, and knowledge but also avenues for defining how SMU's expertise can be directly applied to the specific challenges and opportunities faced by CFBISD.

Alongside structured agenda item meetings, communication efforts will consist of campus visits, feedback cycles, and virtual meetings to address support as needed. All feedback and communication will be documented through a google file to store a comprehensive timeline of events and documents.



**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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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**