



**2023-2024 Effective Advising Implementation Grant Year 1
Letter of Interest (LOI) Application Due 11:59 p.m. CT, July 14, 2023**

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, July 14, 2023**.

Application stamp-in date and time

Grant period from **September 1, 2023 - August 31, 2024**

Pre-award costs permitted from **Pre-Award Costs Are Not Permitted**

Required Attachments (linked along with this form on the TEA Grants Opportunities page)

Excel workbook with the grant's budget schedules

Attachment 1: Program Agreement

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 UEI

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. **Check the box below if applying as fiscal agent.**

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 Effective Advising Implementation Grant Year 1 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Effective Advising Implementation Grant Year 1 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. 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.

Program Requirements

1. Summary of Program:

- a) Provide an overview of the program to be implemented with grant funds.
- b) Include how this program will support individual planning in the context of comprehensive school counseling.
- c) Include how this program will foster innovation in CTE programming and/or promote careers pathways aligned to high-skill, high-wage careers or industries.
- d) Explain in detail how the district met the CTE defined criteria listed in the Eligible Applications section of these Program Guidelines. Include information for each criterion met by the district.

The Effective Advising Implementation Plan and the work completed by the Effective Advising Grant Team were analyzed to prioritize the gaps and needs of Azle ISD ' s current individual planning system. Based on the teams ' work and all documents completed throughout the grant process, Azle ISD was able to determine a clear vision for continuous improvement of our Advising Framework.

First steps for the 2023-2024 school year are to establish a strong understanding of the importance of the Texas Model for School Counseling within district and campus administration to strengthen the program as a whole and enhance the design of the comprehensive school counseling program thereby fostering individual planning and innovative ideas to structure and promote career pathways. The Azle ISD Intervention Principal - EAF Project Lead role will be to coordinate and support the comprehensive school counseling program to further provide consistency in leadership and guidance specific to counseling in Azle ISD and continue to evaluate district needs to determine a specific professional development timeline for the 2023-2024 school year to include opportunities for training " in house " during monthly Counselor Meetings, through opportunities to attend professional learning through ESC11, and if funding sources are available, allow counselors to attend other school counseling conferences such as Lone Star State School Counseling, Texas Counselors Association Conference, American School Counselor Association Conference, or any other counseling focused opportunities for professional development. With the knowledge and insight counselors will receive through additional development of the four components of the Comprehensive School Counseling Program (CSCP), our students and families will be supported on a greater scale.

The intent for the 2023-2024 implementation plan is to better streamline, prioritize, and support the counseling department as a whole across the district and provide a clearer picture of the roles and responsibilities of campus counselors to campus and district leadership. With grant funds, our district would be able to further support opportunities for continued learning with participation of more counseling staff as well as other stakeholders who may impact individual development of career pathways, industry certifications, endorsements, and completion of College, Career, and Military Readiness (CCMR) standards. Funds would also provide the opportunity for supplemental resources, materials, and/or human capital to provide additional support of individual counseling and advising program at all grade levels to promote CCMR. The additional resources, materials, and/or human capital would include the following:

- The Texas Model of School Counseling training for district and campus administrators, ESC 11 coaching and advising for support of the comprehensive school counseling program, and ongoing support of initiatives and programs related to school counseling in Azle ISD. Dare to Lead training for key district staff members to build leadership capacity while supporting the district focus on building and sustaining a culture of supporting the power of positivity, self-reflection, and personal growth.
- A CCMR tracking program to enhance the 6-year individual planning documentation and portfolio development to ensure concentration and completion of CCMR standards.
- Texas School Procedures to provide protocols and regulations for school operations specific to counseling and legal policy requirements.
- Provisions to further encourage and support college and career readiness through focused presentations for juniors and seniors as well as parent support in preparation for applying for college, FAFSA, and scholarships, as well as preparations and incentives for college entrance exams (PSAT, TSI, SAT/ACT), endorsement verifications and performance acknowledgements, PGP reviews, required immunizations, college visits, and steps toward college and career readiness.
- The PBIS/Incentive program will foster opportunities for mentoring and advising through CTE teacher and counselor support by hosting evenings for family support and check-in points for progress toward completion of steps toward graduation readiness. The focused effort will target students at-risk of not meeting graduation and/or CCMR readiness standards who may need additional Tier 2 and 3 supports to ensure completion. The program will provide substitutes or extra duty pay for classroom/CTE teachers who will coach/foster completion of CCMR steps for students within their program.

Azle ISD ' s well-established Career and Technical Education (CTE) program provides career and technical opportunities for certifications, industry-based instruction, valuable knowledge, and real-world experiences in over 100 CTE course offerings, including the only commercial refrigeration certification program in the country. Our CTE program successfully reached a completion rate of 51% according to the most recent PEIMS report. The goal of the Azle ISD CTE program is to develop an educated, prepared, adaptable, and competitive workforce. Student achievements in the CTE program include State and National qualifiers in Agriculture, Auto Tech, Audio & Visual Arts, Business Education, Family and Consumer Science, Health Occupations, and Criminal Justice.

Program Requirements, cont'd.**2. Project Leadership:**

- a) **EAF Coach** - Who is the EAF Coach and what are their qualifications? What is the process the partner ESC undertook to ensure they have the appropriate time and capacity to provide the necessary support? What percentage of their time will be allocated specifically to the district to support implementation and what is the ESC fee for the contracted support? What other roles does the EAF Coach hold at the ESC and what is the amount of time allocated to other projects?
- b) **Project Lead** - Who is the Project Lead and what are their qualifications? What is the process the district undertook to identify them and ensure they have the appropriate time and capacity to provide the necessary support? What percentage of their time is allocated to this project? In addition, please include the district's strategy for supporting the Project Lead in obtaining the necessary support from the steering committee and all stakeholders to effectively lead this project. Include the stipend amount allocated for the Project Lead.
- c) **District Steering Committee** - Who will be the steering committee members as defined in the EAF and included below in the Description of Program? For each member, please answer the following: their role and/or qualifications to serve on the committee, and percentage of their time that will be allocated to this project. Include the stipend amount allocated for each steering committee member. Please include representatives from K-12. Consider including someone from the finance department to support this aspect of the grant.
- d) **District Commitment** - Outline the district's commitment to this project. Consider the District Commitments of the EAF in your response. Describe district leadership's involvement in the planning year and the evidence of support shown for this initiative. In addition, how will the district communicate this initiative to necessary stakeholders in this grant project to ensure buy-in and foster an internal culture of advising? Consider the Communication Plan in the district EAF Implementation Plan in your response.

The EAF Coaching Team from the Region 11 Education Service Center consists of Brittany Stroud partnered with other support partners including Dr. Danyetta Harrell, Lisa Harrison, and Chelsea Reeves who provide monthly EAF Coaching sessions. Brittany Stroud continues support through EAF Committee Meetings as the EAF Coach for Azle ISD. Brittany Stroud holds a B.S. in Interdisciplinary Studies, M.A. in Professional School Counseling, a License of Professional Counseling, and a National Board Certification in Counseling. Ten percent of Brittany Stroud ' s time allocation will be spent directly supporting the EAF process and implementation. The ESC 11 contracted coaching fee is \$14,000. Other remaining percentage of support from the ESC coach include crisis response to LEAs, school counseling technical assistance, contracted professional development, mental & behavioral health supports, coaching, and coordination of wrap-around services.

The Azle ISD Intervention Principal is Gina D. Lee who holds her B.S. in Interdisciplinary Studies and M.Ed. in Educational Leadership and Supervision, Principal Certification. Ten percent of the Intervention Principal ' s time allocation will be spent directly supporting the EAF process and implementation. The role of the EAF Project Lead will be to partner with District departments to ensure connection and communication of the EAF Implementation Plan through curriculum support, financial appropriations, data and research analysis, and technology support.

Azle ISD EAF Grant Steering Committee Members are: Project Lead / District Administration - Gina Lee - Lead work of EAF Team, serve as liaison with district central administration, Project Coordinator of CCMR - Heather Huffaker (High School Lead Counselor) - provide CCMR planning for educational and career goals and to facilitate the district process for tracking CCMR, Campus Administrators - Carly Case (Secondary) & Amy Rollmann (Elementary) - provide secondary and elementary administrator perspective, Counselors - Alisa Johnson (Elementary), Cheryl Conner (Junior High), & Kacie Suratt [Davis] (High School) -provide counseling perspective, CTE Director - Suzanne Murr - provide CTE perspective, School Social Worker - Jamie Westbrook - provides support and resources students and families, Special Populations/Secondary Special Services Coordinator - Shaunary Feller - provide programs perspective. Five percent of the EAF Committee Members ' time allocation will be spent directly supporting the EAF process and implementation. Stipends for committee members is \$3,500 and a stipend of \$7,500 for the CCMR Project Coordinator.

Administrative partners (indirect) for consultation during the implementation may include: Robin Tarpley - Director of Student Services, Jordan Thiem - Director of Secondary Education, Federal Programs, & Data/Research, Mark Kehoe - Director of Human Resources, Amanda Wimpee - Director of Curriculum & Instruction, Sheri Welch - Elementary Curriculum and District Bilingual Coordinator, & Matt Adams – Assistant Superintendent of Finance & Operations. Azle ISD is committed to the EAF Implementation Plan to better equip our district EAF Mission to educate, engage, and empower all students through academic planning for post-secondary college, career and military options and opportunities. Azle ISD ' s EAF Vision to prepare every student to achieve success by their choice of college, career or military to ensure they will be future-ready: not by chance, but by design.

EAF plans will be shared with district/campus administrators, district staff, community members, and parents through a robust communication plan to ensure all stakeholders know and understand the necessity for individual planning, gaining buy-in and support of the process.

Program Requirements, cont'd.

3. District Implementation Plan:

- a) **Implementation Plan** - What is the summary of the district's EAF Implementation Plan for Year 1 of implementation?
- b) **EAF Priorities** - Indicate the EAF Priorities for Year 2 of Implementation. Please include the following for **each EAF Priority**: a description of the identified EAF Priority to be implemented in Year 2, the targeted grade-level(s), number of students impacted, developmental area addressed (academic, career, personal and social, or financial literacy), alignment to grade-level expectation(s) developed in the planning year, the metrics to be monitored throughout implementation to demonstrate the impact of the EAF Priority (may include participation data, process data, or outcome data), the EAF levers or essential actions identified to support fidelity of implementation, the key staff (leadership, school counselors or advisors, internal partners, external partners) who will support implementation, the communication and/or professional development needed to address implementation of the priority, the quality materials and tools that will be utilized to support implementation, and the anticipated student outcomes and their alignment to the metrics. Consider your EAF Priority Map in your response.
- c) **Intervention Plan** - Consider the grade-level expectations that are aligned to your EAF Priorities. Describe the strategy for monitoring student progress toward indicated outcomes for each priority throughout the grant project. How will you monitor student progress? How will you communicate progress to all stakeholders? Describe the Tier 2 and 3 targeted supports for students in need of these levels of intervention.

Implementation of grade level expectations and/or priorities for Grades 5-12 **only** will be accepted for this grant application. **A minimum of three** EAF Priorities or grade level expectations connected to EAF Lever(s) and/or Essential Action(s) must be indicated to implement with grant funds for Year 1 of Implementation.

After completing the EAF Diagnostic and Gap Analysis Tool, the EAF Committee discovered that areas of weakness were tied to basic understanding of the effective advising framework by district and campus leadership. This gap in knowledge has resulted in unstructured leadership of the district counseling department as a whole, resulting in gaps in professional development and training for counseling staff. To address these fundamental needs the committee determined that first steps should include training and educating campus and district administrators to gain their buy-in to prioritize effective advising, planning, and counseling. The next priority was to utilize the Intervention Principal - Project Lead to gather feedback and analyze district needs to create a professional development plan for counselors in the district to increase their knowledge and skill set. Once administrator and counselor training are addressed, the committee felt the next step should include expanding the understanding of effective advising and its impact to other staff in the district who work directly with students.

As a support for individual planning, the comprehensive school counseling program will implement the following transition milestones:

-High School: Knowledge of the steps to go to college, trade school, or military - High school students continue to develop an awareness of themselves through personal social growth and their future career plans positioning themselves in the courses needed to pursue their post-secondary education plans in either college, trade school, or the workforce including military service with continued development of a Graduation Portfolio. Financial Literacy will be taught through coursework in economics, statistics and business decisions, employability skills, and specialty nights involving FAFSA, TASFA, and college days. Student field trips and practicum opportunities expose students to post-secondary opportunities. Students with transition services receive support from a partnership with Texas Workforce Commission.

-Middle School: Continued awareness of career options and programs of study as well as learning how high school functions - Middle school students will continue to learn character traits and develop personal social skills useful in the workforce, such as conflict resolution. They will grow a deeper understanding of endorsements, programs of study and how they relate to future career outcomes. Students also learn more about developing a personal graduation plan, GPA calculations, pursuing courses linked to their future career plans, such as advanced mathematics and science courses, developing a plan for high school graduation, and creating a Graduation Portfolio. Financial Literacy will be taught through classroom curriculum and counselor support.

-Elementary School: Awareness of different career options and programs of study - Elementary students will develop an awareness of goal setting and character trait development while exploring a variety of career options for their future. Financial literacy will be taught through classroom curriculum and supported with the implementation of Junior Achievement age appropriate lessons, games, and experiences. High school CTE students will be involved in elementary Career Days to expand knowledge of career opportunities and course availability at the high school supporting career readiness.

Progress of milestones will be tracked through documentation of elementary career days and guidance lessons related to careers and programs of study, documentation of middle school students who gain awareness of high school programs and endorsement options, college, career and military readiness, personal graduation plans, and industry-based certification options, documentation of high school yearly check-ins of 4-year plans, documentation of high school college and career presentations and dates to accomplish tasks such as PSAT, college applications, and discuss course of study planning for high school related to future aspirations and courses of study in college, technical schools, or military.

Program Requirements, cont'd.**3. District Implementation Plan cont'd.**

Within the Priority mapping from our EAF process, Azle ISD would focus on three main priorities:

Priority 1: Train all district and campus administrators in the effective implementation of a comprehensive school counseling program. Within this priority, training district and campus administrators in the effective implementation of a comprehensive school counseling program will ensure that all district administration understands the importance and components of a complete counseling program so that they can support campus counselors as they work to impact 100% of the district students and prepare them for college, career, or military. When district counselors are better trained to support student academic and career development, students across the district will be better supported to meet CCMR criteria. The Intervention Principal overseeing the counseling coordination will meet with the elementary and secondary lead counselors to determine the biggest needs for training and professional development based on district data. They will then create a PD calendar for the 2023-2024 school year, including training opportunities during monthly Counselors' Meetings, courses offered through ESC11, and possible Counseling Conferences scheduled during the school year. Launch Communication was initially discussed with lead elementary and secondary counselors in May/June 2023 and will be followed up with communication to all of the district counselors during August PD. Ongoing communication will be sent through email updates and discussions during monthly counselor meetings by the Intervention Principal and supported by the lead elementary and secondary counselors. The main goal is to bring understanding of district specific strengths and needs of counseling staff to further meet the needs of the students with whom they work as well as providing possible learning opportunities to bring into the district or to provide for counselors to best address their continued learning and professional development.

Priority 2: Create a district professional development plan for school counselors to build their knowledge and expertise of advising skills to support student academic and career development. Creating a district professional development plan for school counselors will impact all students in the district by helping their counselors to be better prepared to support them in all areas of the comprehensive school counseling program to prepare them for college, career, or military. When district counselors are better trained to support student academic and career development, students across the district will be better supported to meet CCMR criteria. The Intervention Principal will meet with the elementary and secondary lead counselors to determine the biggest needs for training and professional development based on district data to then create a PD calendar for the 2023-2024 school year, including training opportunities during monthly Counselors' Meetings, courses offered through ESC11, and possible Counseling Conferences scheduled during the school year. Launch Communication was initially discussed with lead elementary and secondary counselors in May/June 2023 and will be followed up with communication to all of the district counselors during August PD. Ongoing communication will be sent through email updates and discussions during monthly counselor meetings.

Priority 3: Build leadership capacity with continuation of Power of Positive Leadership and addition of Dare to Lead training for key district staff including district and campus leadership, counselors, teachers, and student groups. Continuing the district focus on building and sustaining the district culture supporting the power of positivity, self-reflection, and personal growth will encourage, motivate and equip staff and students to develop social/emotional skills for future success. Research shows that the culture of a school, district, or company impacts the success of the organization. Culture is dynamic and not static, so intentional efforts and focus and necessary to continue, sustain, and build a strong culture, which will lead to greater success in all areas (including improving CCMR criteria) with all staff and students of Azle ISD. Key messages include the focus on the district mission and vision, and how the Power of Positivity (POP) and Daring to Lead strengthen leadership from the top down leading to a stronger culture and greater student success. Staff need to understand the impact (negative or positive) of their words and actions and how they impact the culture of their work environment and the students in the school. The POP and Dare to Lead training should be introduced in the beginning of the year professional development dates and emphasized throughout the school year when possible.

MTSS strategy to track progress toward college and career readiness will include RTI documentation and progress monitoring, testing for all students in TSIA, SAT, and ACT, providing college information and entrance exams by the COOL Advisor, OnRamps instruction/support through the Curriculum Department, ASVAB information provided by counselors and military recruiters, work-based learning opportunities and practicums through CTE, Texas Workforce Commission presentations by STEP and TWC staff, college/university presentations by the high school counselors, and TASFA/FAFSA. The Azle ISD Intervention Principal - Project Lead and Student Services Director met with the Elementary and Secondary Lead Counselors in May 2023 to discuss professional development needs for the counseling department staff and to map out a plan for the 2023-2024 school year.

Program Requirements, cont'd.

4. Budget:

- (a) How will the proposed budget meet the goals of the proposed program? Include the following: how the budget aligns to the Implementation Plan and Year 1 EAF Priorities, justification for the specific funding allocations in the proposed budget, and explanation of pay rates and hours expected for services rendered.
- (b) Organize the proposed budget breakdown into the following categories: funds for leadership and planning, school counselors and advisors, internal partners, external partners, and high-quality materials and assessments. Indicate the budget code(s) for each category aligned to payroll, professional and contracted services, supplies and materials, and other operating costs.

With grant funds, the EAF Committee would begin implementing the identified supports as defined in the Azle ISD 22-23 District EAF Implementation Plan to address areas of needed support as defined in the Azle ISD EAF Priority Goals:

Formative Goal 1 - Increase all staff, including administration, counselors, teachers, and support staff, knowledge on the fundamentals of advising through professional development.

Formative Goal 2 - Increase counselors' knowledge and expertise on the comprehensive school counseling program and service delivery components of Guidance Curriculum, Responsive Services, System Support, and Individual Planning through ongoing professional development that focuses on examining and mitigating unconscious bias as well as deepening advising skills to support academic and career development.

Formative Goal 3 – Train District and Campus administrators in the effective implementation of a comprehensive school counseling program as required by TEC21.054 to ensure that counseling and advising is reflected in district and campus goals.

Summative Goal - By the end of the 2025 - 2026 school year, 100% of district staff who work directly with students are informed and aware of their role as advising support partners, career related milestones for students in their grade level, and basic college and career readiness concepts.

The EAF budget breakdown focuses on the following: Payroll (6100) funds for leadership and planning, school counselors and advisors, internal partners, external partners, and high-quality materials and assessments. The leadership and planning include stipends for the district lead, steering committee membership (8 total members), and the CCMR lead as well as funds for substitutes and/or extra duty pay totaling \$53,000. The district partnerships and collaboration within departments will foster the holistic implementation of the grant funds through curriculum, special programs, guidance and counseling, finance, human resources, and data/research departments. Through Professional and Contracted Services (6200), the district will benefit from training in the Texas Model of School Counseling, Dare to Lead training for key district staff, and continued support for the new lead for the EAF implementation and year one implementation. The professional and contracted services total \$44,500. The Supplies and Materials (6300) budget totaling \$99,500 include ensuring calculator access through purchasing a durable supply of TI84 calculators to be used in the district sponsored college entrance exam testing sessions, a CCMR tracking tool to better identify and support students who are not yet meeting the expected criteria for college and career readiness, the Texas Schools Procedures resource to provide forms and guidance for current expectations and programs, and focused support nights for juniors and seniors to ensure graduation completion, college applications, financial aid applications, and scholarship applications. The Other Operating Costs (6400) of \$41,000 will provide tier 2/3 PBIS incentives for completion of CCMR readiness steps to aid in motivating students to complete steps toward college and career readiness. Operating costs will support the continued professional development and training of our counseling staff to be better prepared to provide guidance and quality advising to our students for individual graduation plans including support check-ins using substitutes to allow CTE support staff to meet with students within their pathways/career clusters/endorsement areas. The budget also includes the direct administrative cost to partner with the Azle ISD finance department for monthly check-ins and facilitation of grant expenditures.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

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

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

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

You may duplicate this page

Amended Section

Reason for Amendment