



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

NOGA ID [Redacted]

Authorizing legislation [Redacted]

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, 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:

- Provide an overview of the program to be implemented with grant funds.
- Include how this program will support individual planning in the context of comprehensive school counseling.
- Include how this program will foster innovation in CTE programming and/or promote careers pathways aligned to high-skill, high-wage careers or industries.
- 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.

(a) The EAF grant funds will be used to implement a comprehensive counseling program that partners with all district personnel and external stakeholders. The EAF committee determined the major area of need is training for all staff members about the EAF program and the components of a comprehensive counseling program. Through the gap analysis, it was determined the counseling program/curriculum is primarily presented by counselors. Occasionally, campus-wide initiatives or specialty presentations will occur in classes but this is definitely the exception. The identified need is to incorporate advising into multiple areas including classroom curriculum and instruction. We will educate all counselors and administrators on the comprehensive counseling model and the EAF plan. Currently, our elementary and middle school counselors are not familiar with CCMR data, therefore training will be offered to increase understanding and knowledge. We will also provide EAF training to leaders at the district level, DSISD Board Members, parents, and external partners. It is critical that all stakeholders understand the role of a counselor, the comprehensive counseling program components, and the Effective Advising Framework. Next, we will train each department on the fundamentals of EAF and their roles in advising in the areas of career, academic, personal, and social development as well as financial literacy. Teachers will be surveyed to assess their knowledge levels of the content in each of the areas listed to provide strategic professional development, coaching, and advising needs for each campus. Our goal is to train 100% of all staff who will be providing advising as well as ensuring that the EAF program specific to DSISD is fully implemented by the end of the 25-26 school year. (b) The middle school counselors currently provide all support for students transitioning from 5th to 6th grade regarding the course selection process with a focus on student talents, interests, and choosing a potential career path. We will use our software, SchoolLinks, to administer career interest and personality inventories to help make informed decisions when selecting middle and high school courses. Secondary staff will be trained to use the SchoolLinks resources to advise students on appropriate course selections and opportunities. Additionally, the high school counseling program has been restructured to include two freshman counselors whose focus will be to work with the current freshmen as well as with middle school counselors and staff in the 8th to 9th-grade transition. All 9th-grade students and their families will meet with counselors to discuss and review their Personal Graduation Plans and four-year plans. The meetings will be intentional, personalized, and purposeful to facilitate effective advising with a focus on achieving desired post-secondary outcomes. High school students will meet with counselors regularly to ensure they are continuing toward the desired personalized outcomes using SchoolLinks. During these meetings, counselors will be assisting students with goal setting, financial literacy, CCMR Pathways to ensure each student is prepared and knowledgeable about post-secondary opportunities. Parent workshops will be provided to facilitate their student's progress in post-secondary planning. Teachers will become an integral part of the advising process by working with their students on academic and career planning as they have the closest relationships with students. Training teachers to be more engaged in the advising process is vital to success. At-risk students at every level will be identified, monitored, and tracked using MTSS and SchoolLinks. Freshman counselors and teachers will serve a critical role in early identification. Individualized plans for intervention will be in place for academic, behavior, attendance, or social-emotional needs with the support of counselors, administration, and faculty with specific skill sets for intervention and coaching potential. By implementing and utilizing these systems with intention and consistency, we will be positioned to meet our goals stated in the EAF Grant. (c) As a part of the grant implementation, teachers will be more involved in the advising process. This will allow our CTE department to have increased knowledge of the student's interests and potential career pathways. In 22-23 an internal CTE audit was completed. It was determined that certain areas needed to be updated to meet the new TEA standards to ensure more students attained completer status. SchoolLinks will provide the district with the ability to project future programs of study based on student data. For example, SchoolLinks lists nursing in Texas as one of the top-paying and most-needed positions. As a result, our CTE department offered more Health Science program options that will result in additional certifications beginning next year. The students will have the opportunity to earn industry-based certifications during their junior or senior year in various medical fields. Programming evaluations will continue annually to assess needs and review data. Furthermore, the high school administration restructured the CTE department leadership. Previously, the department chair served in multiple roles as a department leader, logistical coordinator, and instructional coach. Beginning with the 23-24 school year, these responsibilities will be divided between two staff members. This will ensure a more strategic focus on CCMR, budgets, industry-based certifications, and alignment with the current industry trends. The other staff member will be able to focus on coaching and supporting teachers. (d) DSISD qualifies as an eligible applicant for the EAF grant in the following areas of CTE. 1) DSISD has a total of 886 CTE completers/concentrators. 2) DSISD has a total population of 2,335 students enrolled in grades 9-12. With a total of 886 completers, this also qualifies DSISD as a district with a high completion percentage equal to 38%.

## 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.

(a) Nanette Deaton is the EAF Coach. She is an Education Specialist III with ESC 13. She coached DSISD through the EAF Planning Grant cycle for SY 22-23. She brings 30 years of work experience, specifically in the areas of campus counseling, administration, and district counseling service director. Having spent the last SY coaching DSISD through the EAF Planning Grant, Nanette understands the responsibilities associated with the role. She has worked with ESC leadership to determine a monthly time for TNTP/TEA and campus work, daily rate, travel mileage, etc. A chart of monthly costs was shared with DSISD to support the ESC 13 coaching role. Regarding the percentage of time allocated, please see the following: ESC 13 Daily Rate=\$1000 (6 hours of work);1.5 days (12 hours) per month Aug 2023- July 2024. \$18,000 TOTAL. ESC 13 Travel reimbursement of \$.585 per mile. 23-24 Salary percentages: Title IV Part A 70%; Title IV MHBH 15%; Title I Part D 10%; Counseling Local 5% (EAF Coaching) (b) In DSISD, the Steering Committee will continue the model of having two dedicated Leads to serve collaboratively. Retta Ary is the Coordinator of Counseling Services and previously served as the HS Lead Counselor for 10 years in DSISD. Her new position will support the implementation of the EAF Plan to ensure the plan is implemented with fidelity. Estimated work time will be 80% of her work week and her stipend will be \$8500 to compensate for hours worked beyond the traditional work day. She was previously the Co-Lead for the EAF Planning Grant. Tisha Kolek, Director of Counseling Services, will also be supporting the work and has been the Director of Counseling Services for 2 years in DSISD with 28 years of education and counseling experience. Her stipend will be \$8500 to compensate for hours worked beyond the traditional work day. (c) The District Steering Committee has been selected with input from the EAF Coach, Central Office, as well as the 22-23 Steering Committee. In addition to the Co-Leads for the Committee, the following members will be on the Committee for 23-24: Internal Advising Support Partners include: Sara Freeman, DSHS Instructional Coach; Caroline Rogers, Elementary Instructional Coach; Paula Matthews, Middle School Instructional Coach; Blake Barington, Communications Specialist; Melissa Gold, CTE Practicum Specialist; and Becky Hutson, Special Populations Rep. Direct Service Delivery Roles include: Josh Kaiser, HS Assistant Principal, Morgan Looney, CTE Instructional Coach, Darlene Hughes, Lead HS Counselor, LaDonna Caroselli, MS Counselor; Marsha Lippe, Elementary Counselor; Raynie McLaurin, Elementary Counselor. Each of the above members will be paid a \$3000 stipend, based upon an anticipated 3-6 hours/month in planning meetings beyond the school day responsibilities. Our steering committee will meet bi-monthly on average for 3 hours. All other supports are included in the school day and aligned to their current position. Additional Steering Committee Members, not being compensated with stipends, providing Indirect Service responsibilities include Gina Mitschke, Chief Financial Officer; Tina Carver, Austin Community College Liaison; and Jennifer Porter, OnRamps Liaison. (d) The district supports EAF for the 23-24 school year and has demonstrated this by creating the new position, Coordinator of Counseling with a clear commitment to Lever 1 & 2. On our Steering Committee for the 22-23 school year, our Assistant Superintendent of Learning and Innovation, Dr. Karen Kidd, was an active participant in the EAF planning process. The district believes that the 23-24 EAF Plan will foster innovation and promotion of promising and proven career and technical (CTE) programs, which may include nontraditional fields. This includes the development, implementation, and adoption of career pathways aligned to high-skill, high-wage, or in-demand careers and industries. The communication plan is robust and includes involvement from key stakeholders in a variety of methods including presentations, training, providing student programs such as SchoolLinks, aligned initiatives, social media posts, and regular newsletter communications and updates. The district prioritizes transparent communication, opportunities for key stakeholder feedback and involvement, as well as in-depth evaluation of the efficacy and efficiency of resources and impact on desired student outcomes as outlined in the District and Campus Improvement Plans.

### 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 1 of Implementation. Please include the following for **each EAF Priority**: a description of the identified EAF Priority to be implemented in Year 1, 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.

(a) The EAF grant funds will be used to implement a comprehensive counseling program that partners with all district personnel and external stakeholders. The EAF committee determined the major area of need is training for all staff about the EAF program and the components of a comprehensive counseling program. Through the gap analysis, it was determined the counseling program/curriculum is primarily presented by counselors. We will train all counselors and administrators on the comprehensive counseling model and how it aligns with the EAF program. Elementary and middle school counselors will be informed regarding CCMR, tracking, or the importance of its content. All DSISD campus administrators as well as other stakeholders will be trained regarding the importance of the comprehensive model and how this works within the EAF. Understanding the true role of a counselor and the EAF is critical to program success. Next, we will train each department on the fundamentals of EAF and their future roles in advising in the areas of career, academic, personal, and social development as well as financial literacy. A survey will be used to assess their knowledge levels of the content in each of the areas to better facilitate the necessary upcoming professional development, coaching, and advising needs for each campus. Our goal is to train 100% of all staff who will be providing advising as well as ensuring that the EAF program specific to DSISD is fully implemented by the end of the 25-26 SY. This will increase student opportunities to reach their post-secondary potential. Including staff in the advising process will ensure that students reach our grade-level expectations and milestones. Our professional development focus will allow the content to be delivered in a more organic and authentic setting, creating connections in content and application. (b) With the use of the diagnostic tool, the DSISD priorities were identified as follows: Priority 1 - Purchase a resource for all middle school students to do college, career, and military research. This priority supports the following levers: 1.3, 4.1, 5.1, 5.2, 5.3 and will focus on the areas of academic and career development. Grades 6-8 (approximately 2300 students) will be impacted the most. The grade level expectations for this group encompass students finding their identity, defining their voice, identifying a career cluster that aligns with their strengths, and setting post-secondary goals via student-led learning. This priority was selected because it will provide equitable access to CCMR information, thus improving more informed decisions regarding post-secondary options. Parents and staff who directly work with a student will be able to access information through SchoolLinks. An increased understanding and partnership amongst all stakeholders will directly impact the overall CCMR data for DSISD. Implementing SchoolLinks at the middle school, in partnership between the middle school and freshman counselors will occur in 23-24. We will train teachers on the various uses of SchoolLinks so that it can be integrated into classroom lessons that will support the advising process. The metric to be monitored throughout implementation will be our SchoolLinks data gathered on the participation percentages for each grade level as well as quantitative data tracking the information on areas of interest. Priority 2 - Implement Leader In Me (LIM). This priority supports levers 1.3, 1.4, 1.5, 3.1, 3.2, 4.1, 5.1, 5.3, and will focus on the areas of social and emotional development and financial literacy. All students will be impacted by the implementation of LIM - especially at the campuses that have not previously been LIM campuses, which includes all students grades 6-12, consisting of approximately 4800 students. The grade level expectations for this group of students encompass students finding their identity, defining their voice, basic career and budgeting concepts, identifying a career cluster that aligns with their strengths, and setting post-secondary goals via student-led learning. Through LIM, students will build a common vocabulary, character traits, leadership skills, and preparedness for leaving DSISD. Through this process, students find their voice, learn self-regulation, and become a contributing member of society. This helps students set goals, determine a necessary path of action, and prioritize post-secondary planning. Each campus principal is responsible for overseeing the implementation at the campus. As a district, we have committed to implementing this with fidelity. The overall goal is for students to learn, model, and take the traits with them as they leave DSISD. All staff will be

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

trained prior to the beginning of the 23-24 SY. LIM has a scope and sequence that will be shared with teachers to guide lessons and additional coaching days are scheduled throughout the year for each campus. Priority 3 - Build capacity within our counseling team K-12 in the areas of college, career, military and financial literacy. This priority supports the following levers: 1.4, 1.5, 2.1, 2.3, 3.2, 4.1, 5.1, 5.3 and will focus on the areas of academic and career development, social and personal development as well as financial literacy. The grades that will be impacted directly are grades 5-12 which encompasses approximately 5500 students across the district. The grade level expectations for this group support students in finding their identity, defining their voice, basic career and budgeting concepts, identifying a career cluster that aligns with their strengths, and setting post-secondary goals via student-led learning. The EAF committee selected this as a priority because it will ensure equitable access to CCMR information to all students regardless of the campus attended. The District Counseling Director and Coordinator will support the implementation of the coaching and learning opportunities that will occur throughout the year. An increased understanding and partnership amongst all stakeholders will curate more informed decisions regarding post-secondary opportunities, directly impacting the overall CCMR data for DSISD. As a monitoring metric, a feedback tool and professional development experience survey will be developed in order to assess the success of the current training plan while allowing the district leaders to build a greater understanding of future needs and areas of growth. Priority 4 - Introduce EAF components and applications to all district staff working with students in an advising setting. This priority supports the following levers: 3.1, 3.2, 5.1, 5.2, 5.3 and will focus on the areas of academic and career development, social and personal development as well as financial literacy. The grades that will be impacted directly are grades 5-12 which encompasses approximately 5500 students across the district. The grade level expectations for this group of students encompass students finding their identity, defining their voice, basic career and budgeting concepts, identifying a career cluster that aligns with their strengths, and setting post-secondary goals via student-led learning. The EAF committee selected this as a priority because it will provide equitable access to college, career, and military information to all students regardless of the campus attended. The District Counseling Director and Coordinator will ensure that the coaching and learning opportunities will occur throughout the year. Each presentation will focus on the specific target audience to create a greater sense of ownership and responsibility for their specific role. As a monitoring metric, a feedback tool and professional development experience survey will be developed in order to assess the success of the current training plan while allowing the district leaders to build a greater understanding of future needs and areas of growth. (c) Our strategy for monitoring progress toward the priorities would include data collection reviewed and analyzed from our MRA (Measurable Results Assessment), perception data gathered from teachers, students, and parents, SchoolLinks reports, and CCMR outcomes. All data would be compared to our baseline data gathered from the 22-23 school year. Included in our communication plan are scheduled updates and outcomes to all stakeholders to provide news, resources, and information specific to progress and services for advising. Our district will use social media, district/campus newsletters, presentations, and website resources to ensure all stakeholders are connected to available programming and resources. To ensure that students are meeting benchmarks and milestones, our advising program will include opportunities for small group support as well as individual planning such as 1:1 meetings. These interventions can occur in the classroom and also be counselor-led. Tier 1 & 2 interventions will include parent involvement and communication. Currently, parent communication is a required district MTSS practice for any Tier 2 or 3 student intervention. Our district and campus support and practices will ensure equitable and accessible programming is aligned across each DSISD campus.

**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.

(a) The 2023-24 EAF DSISD Grant budget is designed to help with the implementation of the EAF program across the district. The costs are designed to be either one year in length or to be continued at the expense of the district beyond the 2023-24 school year. This will allow the program to be implemented with fidelity and to create buy-in across the district at all levels, in the community, and with our external partners. DSISD has several programs already in place but the majority of the needs identified and prioritized are training both staff across the district and our external partners. The budget allotted will help fill the gaps in programming while empowering all stakeholders to become active members in the EAF work.

Lever 2.3: Build school counseling program staff knowledge and expertise through ongoing professional development that focuses on examining and mitigating unconscious bias as well as deepening advising skills to support student academic and career development. Lever 3.2: Require training on the fundamentals of advising for all district staff who work directly with students and include additional required advising-related training for staff with specific advising support roles. Lever 5.3: Provide adequate time and training for the fidelity of implementation. The pay rate for services rendered throughout the school year by the steering committee members is \$45/hour. With the exception of the co-leads, each member's anticipated monthly time commitment is 3-6 hours beyond the school day responsibilities.

(b) The DSISD 6100 budget includes the stipends for each 23-24 EAF Steering Committee member. We have expanded the list of members to include multiple counselors at each campus level, and instructional coaches/teachers to help create more understanding and buy-in by classroom teachers on each campus. Additionally, 80% of the salary of the Counseling Coordinator will be included in the grant application. This salary will be covered by local funds beginning in the 24-25 school year. For the 6200 Professional and Contracted Services budget, we have included the training for Leader In Me which will be implemented at each campus of DSISD. Additionally, SchoolLinks will be used at both middle schools and the high school for college and career exploration, college readiness tracking, and resume building. Finally, the cost of continuing consultation with our EAF coach is included for the 23-24 school year. DSISD has several resources already available to our students, parents, and staff. Expanding SchoolLinks from grades 8-12 to 6-12 will allow our students and their families to begin the exploration process sooner which will align with our DSISD course selection process. Jobs in Pawland is another program we would like to purchase to provide career exploration for our students at the elementary level. Additional resources needed are technology carts for our campuses that have counseling classrooms so that students have access to the curriculum for the career exploration lessons. Finally, we have budgeted for two iPad Pros to aid in the notes, presentations, and communication for the Director and Coordinator as they support the EAF program. One of our identified needs as determined in our GAP Analysis was to increase training and knowledge for counselors, administrators, teachers, parents, community members, and external partners. In the 6400 budget portion, we would like to purchase ten seats for the Advisory Workshops being hosted by Region 13. This would allow for teachers, counselors, administrators, district personnel, and others to attend the advising sessions to strengthen the overall understanding and abilities across the district. Additional training and membership dues will be paid for twelve members. This will cover annual dues as well as attendance for the TACAC and CTAT conferences.

**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	

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

**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**

