



**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.

a) Cleveland ISD will provide an Effective Advising Framework (EAF) across all grade levels that are developmentally appropriate. CISD 's EAF will provide each student a comprehensive, integrated support structure to ensure their continued success, academically, developmentally, and emotionally, throughout their academic career. A special focus for this framework will be on transitional milestones from elementary to middle school, middle to high school, and high school to postsecondary. By the end of 5th grade, students will be able to articulate the relationship between different careers and the training that is required to pursue the career of their choice. By the end of 8th grade, students will have identified a CTE program of study that they have researched and designated as their intended course of study on their graduation plan. By the end of 12th grade, students will have researched and implemented a postsecondary plan. To carry out the CISD EAF, CISD will utilize grant funds to hire additional staff and provide stipends to existing staff to support counseling and advising to develop the whole student (career development, academic development, personal and social development, and financial literacy). Grant funds will also be utilized to provide relevant professional development to staff in the areas of counseling, social emotional learning, junior achievement, CTE, CCMR, and student developed digital portfolios to support career development. CISD will also utilize grant funds to compensate the EAF steering committee for their time in developing and implementing the EAF, provide necessary technology to counselors, streamline CCMR tracking, and to host a district-wide Elementary Career Fair.

b) CISD EAF will support individual planning in the context of comprehensive school counseling by providing an extra layer of support to ensure students have the opportunity to make informed decisions regarding their personal graduation plans. The EAF encompasses all grade levels, therefore provides space for students to engage in more awareness activities starting in Elementary school and progress through each transitional milestone with continuous guidance and support from multiple stakeholders. The grade-level expectations identified in the EAF will help create seamless transitions between 5th and 6th grade, 8th and 9th grade, and 12th grade to postsecondary and provide more cohesive, intentional, and productive individual planning experiences.

c) CISD EAF will bring more focus to CTE programming. In Elementary school, students will be exposed to various careers and CTE programs through a district-wide Career Fair. Students will also engage in career based reading activities starting in Kindergarten, complete an age appropriate career inventory in 4th grade, and engage in Junior Achievement activities in 5th grade to foster career readiness. In 6th grade, students will explore CTE programs and careers more in depth by taking career and skills interest surveys, goal setting, and completing a personal graduation plan while taking the Career and College Exploration CTE course. 6th grade students will also begin developing a digital portfolio. By the end of 8th grade, students will have knowledge of every CTE program of study and aligned industry-based certifications that CISD offers and will have identified their intended course of study in collaboration with their teachers and counselors. 8th grade students will also understand the labor market, how CTE programs of study directly impact it. CISD EAF will help support the College and Career Team as students transition into high school and progress through their postsecondary plan. Students will develop digital portfolios to prepare for high-skill, high-wage careers. Students will participate in college and career fairs, career and technical student organizations, and work-based learning in Practicum and Career Preparation CTE courses. Students will complete a CTE program of study with an aligned industry-based certification. CISD EAF will support CCMR tracking, therefore assist with identifying CTE program and labor market trends and needs.

d) Per the Program Guidelines, the district must meet at least one of four of the CTE defined criteria. Cleveland ISD meets two of the four criteria. Per the Program Guidelines, the district must have a CTE program with 1) high numbers, or 2) high percentages, of CTE concentrators or completers. These are defined as an LEA with 200 or more, or 25 percent or more of the total student population in grades 9-12. According to the District Career and Technical Education (CTE) Concentrators and Completers, 2021-22, Cleveland ISD 's CTE concentrator and completer count is 1,230, and 43 percent of of the total student population in grades 9-12, therefore Cleveland ISD has a CTE program with high numbers and a high percentage of concentrators or completers.

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) LaShonda Evans, EAF Implementation Coach
 Cleveland ISD is partnering with ESC Region 4 and LaShonda Evans. Mrs. Evans serves as the Counseling and Guidance Education Support Specialist for ESC Region 4, which services some 48 public school, 40 + charter schools over eight counties. Prior to her time at Region 4 ESC, she was the Lead Counselor in Klein ISD and served on several district level committees, creating improvements to the Klein ISD Counseling Department. Her background also includes working in advising best practices, master scheduling, graduation requirements, personal graduation plans and providing counseling technical assistance to districts. In her current role, Mrs. Evans has served as the EAF coach for districts in both the planning and implementation phases. Cleveland ISD is proposing a fee of \$25,000 to be paid to Mrs. Evans for her continued role as the EAF Coach.

b) Dr. Tyra Hodge, Director of SEL
 Dr. Tyra Hodge has been in education for 18 years. She spent 11 years as a behavior classroom teacher that focused on students with Autism and students with emotional disturbances. She also spent time as a 4th-grade and 8th-grade ELAR teacher. Hodge has also been a district behavior specialist, assistant principal, SEL Coordinator, and now the SEL Director at Cleveland ISD. ESC Region 4 CTE staff identified Cleveland ISD as being an ideal district for the EAF grant due to the extreme growth the district has seen in such a short period of time. As the Project Lead, Dr. Hodge will allocate time to the EAF project based on priority and need. Cleveland ISD reinforces Dr. Hodge ' s dedication to the planning and implementation of the EAF by allocating time and resources to the steering committee. Cleveland ISD is proposing a stipend of \$45,000 to be split evenly between the Project Lead and the committee.

c) The Cleveland ISD EAF Steering Committee is comprised of: Dr. Tyra Hodge - Director of Social Emotional Learning, Marjorie Pineda - Dean of Instruction, Skye Howell - Director of Post-Secondary Education, Pamela Horace - High School Counselor, Rachel Burch - Middle School Gear Up Counselor, Kristin Fuller - Coordinator of Transition and Low Incidence Disabilities, Open - Elementary Counselor, Open - Finance Representative, Open - CTE Representative.

d) Cleveland ISD supports school counselors and advisors in the planning, implementation, and evaluation of a comprehensive school counseling program, in alignment with the Texas Model for Comprehensive School Counseling Programs, that are led by a certified professional school counselor. Cleveland ISD feels that the addition of the Effective Advising Framework will increase successful student outcomes. In order to implement the EAF with fidelity, Cleveland ISD agrees to: provide school counseling program leaders with adequate resources for implementation of a school counseling program, including adequate support, staff, training, and a timeline for implementation, ensuring that the school counseling program is represented on district and campus leadership team(s) to ensure alignment in counseling program and district/campus goals, provide opportunities for ongoing support and professional development of school counseling program staff, provide clear communication to all stakeholders of the goals and vision of the EAF and help cultivate a culture of equity and inclusivity for career, technical and social-emotional learning. The district and campus administrators and the EAF Steering Committee will reserve time for regularly scheduled meetings with school counseling program staff.

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.

A) **IMPLEMENTATION PLAN:** With the addition of new staff and training/professional development, the students of Cleveland ISD will have greater opportunities to access post-secondary readiness resources. EAF Implementation Year 1 Priorities include: Create, approve, and post job descriptions for 504 Coordinators, 504 Clerks, and LPC Counseling Coordinators. Develop and approve responsibilities for associated stipends. Hire (2) 504 coordinators, (2) 504 Clerks, (2) LPC Counseling Coordinators, and provide stipends for (2) Mental Health Liaisons. Restructure Cleveland ISD Counseling Structure. Develop a district EAF handbook that embeds Elementary and Secondary Counseling task calendars. Hire CTE Curriculum Specialist and CTE Secretary. Perform a CTE curriculum audit to determine gaps and needs. Continue developing district developed CTE Curriculum in alignment with Gear Up, EAF, certifications, and existing CTE curriculum supplements. Implement Junior Achievement into Elementary curriculum in the Spring of 2024. Rent Civic/Community Center (possibly North & South) to host Career Fair(s) for Elementary students. Perform audit of SIS System to determine program requirements, needs, and gaps for CTE/CCMR certification tracking and inventory. Utilize Eduthings or CoPilot for CTE certification tracking, inventory, and CCMR. District CTE and College and Career Teams will collaborate to merge CCMR trackers. Train new positions funded by this grant (Counseling, 504, and CTE). Coordinate professional development for existing staff in Counseling, CTE, CCMR, SEL, new teachers and/or Interim Assignment Teachers in the area of classroom management, and staff who will work with implementation of Bulb Digital Student Portfolio (Digital Learning and CTE Teachers).

B) **EAF PRIORITIES:** 1. Assess effectiveness of new counseling structure (new positions added from YR1). Provide workload calculator to determine level of support for 504 and LPC positions. (K-12, All, Personal & Social Development) GLEs: (5) Students will engage in age appropriate peer interactions including working in paired groups and practice conflict resolution, emotional management techniques, and project based learning. (6-8) Students will explore SEL themes including: Growth mindsets, Goal-Setting, Bullying & Harassment, Thoughts, Emotions & Decisions, Managing relationships and conflict resolution. (9-12) Students will participate in Career and Technical Student Organizations (CTSO) and other academic student organizations that are aligned with their CTE endorsement. Students will learn leadership skills and learn what it means to work as a team. Levers: 1.2, 1.4, 2.1, 2.2, 3.4. Staff: Principal, Dean of Instruction, Counselors, College & Career Center, CTE Coordinator, Teachers. Training on curriculum materials - SEL Curriculum (BASE), Classroom Management Curriculum (CHAMPS) With the addition of new staff, the student's social-emotional wellness will be intact and will have greater opportunity to access post-secondary readiness resources. The outcomes expected will increase job opportunities and choices. 2. Continued development of the district-developed CTE Curriculum aligned with Gear Up, EAF, certifications, and existing CTE curriculum supplements. Work with CTE teachers to ensure the curriculum is responsive to student needs and curriculum is aligned across campuses, grade levels, and programs. (6-12, All, Career & Academic Development) GLEs: (6-8) Students will explore career pathways, set goals and create a personal graduation plan and endorsement based on their goals and research. (9-12) Students will have numerous opportunities to research careers and complete hands-on coursework in a career-based field of study. As well, students will receive college exam preparation and course work preparation for industry-based certifications. Students will prepare for, attend, and participate in a College and Career Fair that includes mock interviews, a resume building workshop, and opportunities to make connections with local employers, college, technical, trade schools, and military representatives. Students will visit and apply to college, technical, and/or trade schools of interest. Students will complete a CTE program of study, earn an aligned industry-based certification, and apply for employment, college, or the military. Levers: 1.4, 2.1. Staff: Principal, Dean of Instruction, Counselors, College & Career Center, CTE Coordinator, Teachers. Training is needed on digital student portfolio (Bulb), CCMR Tracker (EduThings, CoPilot, and/or eSchool), and continued use of PGPs and test preparation materials. The

Program Requirements, cont'd.

3. District Implementation Plan cont'd.

The students will graduate being post-secondary ready. Enjoy greater job security throughout your life. Take advantage of the course variety offered at high schools, colleges, and universities. Continue the Junior 3. Achievement programs in K-5. Continue hosting the Annual Elementary Career Fair. (K-5, All, Financial Literacy and Aid) GLEs: (5) Students will participate in a job/career simulation activity such as Junior Achievement or a similar program-providing them with the experience of having a job, earning money, and making wise financial decisions about their money. Students will be able to identify the difference between spending, savings & interest. Levers: 1.2, 1.5, 4.1, 5.1. Staff: Principal, College & Career Center, District Elementary Director, Math Curriculum Specialists, Social Studies Curriculum Specialist, Instructional Coaches, Teachers. Staff need to be knowledgeable about the Junior Achievement program and how it impacts student learning. Junior Achievement will bring more career awareness to Elementary students which will strengthen the financial literacy knowledge they require to transition into middle school.

4. Track CCMR across Cleveland ISD using one shared resource (eSchool or Eduthings or CoPilot). Use data to determine trends and gaps to help inform decision making in regards to CCMR achievements. (6-12, All, Academic & Career Development) GLEs: (6-8) Students will explore career pathways, set goals and create a personal graduation plan and endorsement based on their goals and research. (9-12) Students will have numerous opportunities to research careers and complete hands-on coursework in a career-based field of study. As well, students will receive college exam preparation and course work preparation for industry-based certifications. Students will prepare for, attend, and participate in a College and Career Fair that includes mock interviews, a resume building workshop, and opportunities to make connections with local employers, college, technical, trade schools, and military representatives. Students will visit and apply to college, technical, and/or trade schools of interest. Students will complete a CTE program of study, earn an aligned industry-based certification, and apply for employment, college, or the military. Levers: 1.1, 1.2, 1.3, 3.2, 3.3, 5.1, 5.2, 5.3. Staff: Principal, Dean of Instruction, Counselors, College & Career Center, CTE Coordinator, Instructional Coaches, Teachers. Staff need to be knowledgeable about eSchool. Staff may need training on how to navigate eSchool and understand it's capability and process of how to build components needed. Staff need to be knowledgeable about navigating and capability of CCMR Tracking program and Bulb Student Digital Portfolio. By utilizing CCMR tracking programs and a student digital portfolio, campuses and students will be able to have real-time data on tracking student goal-setting progress, certification completion rates, and anticipate future needs when addressing gaps in college-career readiness and achievement for all students.

5. Continue ongoing training for all staff in Counseling, 504, CTE, CCMR, SEL, Classroom Management, and Bulb. (K-12, All, Career, Academic, Personal & Social Development) GLEs: All. Levers: 1.3, 1.5, 2.3, 5.1, 5.2, 5.3. Staff: Principal, Dean of Instruction, Counselors, Teachers, and Students. Training for materials and resources - CCMR Tracker, Bulb, CHAMPS, Frontline (504) Resources and training. Staff need to be aware of professional development opportunities that exist on an ongoing basis and who to contact to arrange for attendance. Monitoring student progress: During grades 6-12, students will continuously meet with school counselors to address academic, career and social development. Progress monitoring will be evidenced by progress reports, report cards, transcripts, personal graduation plans, student portfolios (Bulb), CCMR tracking data, and counseling logs.

C) INTERVENTION PLAN: During grades 6-12, students will continuously meet with school counselors to address academic, career and social development. Progress monitoring will be evidenced by progress reports, report cards, transcripts, personal graduation plans, student portfolios (Bulb), completion of college readiness exams and industry-based certifications, CCMR tracking data (eSchool-SIS, EduThings, and/or CoPilot), and counseling logs.

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.

Lever 2: Effective, Supported School Counselors and Advisors

\$180,000 - (2) Tier 3 EAF/ SEL Counselors - directly support advisement and resource management for Tier 2 and 3 students.

\$10,000 - 2 Mental Health Liaisons, Stipend for current CISD Teacher or Counselor

\$72,000 - CCMR/ CTE Advisor, Grades 5-12

Lever 3: Internal Culture of Advising

\$6,000 - Transportation Travel to Career Fair

\$4,725 - Elementary District-Wide Career Fair

Lever 4: Effective External Partnerships

\$30,000 - Contracted services

\$30,000 - Professional Development for EAF Advisors, counselors and personnel

Lever 5: High-Quality Tools and Resources

\$ 5,000 - CCMR- Tracker

\$ 22,750 - Digital Portfolios - Bulb (Track students from elementary to secondary)

\$ 42,000 - Expense: Laptops for (40)Counselors/Steering (7)Committee/Students/(7)Creative Cloud Software Cloud

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" value="11,820"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="11,820"/>
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