



**2023-2024 Effective Advising Implementation Grant Year 2
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 **WINTERS ISD** CDN **200904** Campus **WINTERS SEC** ESC **15** UEI **UQVUCANT5Q74**

Address **603 HEIGHTS STREET** City **WINTERS** ZIP **79567** Vendor ID **75-6002796**

Primary Contact **SEAN LEAMON** Email **SEAN.LEAMON@WINTERSISD.ORG** Phone **325-754-5574**

Secondary Contact **MANDIE ENGLAND** Email **MANDIE.ENGLAND@WINTERSISD.ORG** Phone **325-754-5516**

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 **SEAN LEAMON** Title **SUPERINTENDENT**

Email **SEAN.LEAMON@WINTERSISD.ORG** Phone **325-754-5574**

Signature  Date **6/27/23**

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 2 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 2 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.

Winters ISD's vision, mission, goals, and values incorporate specific references to students' postsecondary success in college and career, including careers in the military. WISD is committed to providing a comprehensive school counseling program that meets the academic, career, personal/social, and financial developmental needs of all students through individual planning, curriculum, responsive services with internal and external partners, and system support. By prioritizing these areas of implementation, district and campus leaders support integration of advising-related student supports, and materials into curriculum, facilitating consistent collaboration between teachers, school counselors and advisors. WISD has considered our 22-23 Sustainability Plan and SY22-23 budget. We have updated our previous Sustainability Plan narrative and budget to appropriately plan for SY23-24. Winters ISD's five-year plan to implement the EAF includes redistributed responsibilities of our Dual Credit/EAF Coordinator. The coordinator will collect and disaggregate data as outlined in the EAF diagnostic tool and vertically align the EAF across the district to minimize random acts of advising. Winters ISD is also making a change to the Steering Committee by adding the elementary Assistant Principal and will work to engage the fifth and sixth grade teachers in career awareness activities. We anticipate a more involved presence by the elementary school due to increased interest and availability of the assistant principal. We have adjusted the committee stipends according to the new grant budget. The analysis of the Diagnostic Tool data paired with results from student, faculty, parent, and external partner pre- and post-surveys guided our decision for planning additional priorities for the 2023-2024 Year 2 Implementation Grant. They include: 1) continued progress and printing of a graduation course guide to further improve PGP planning for enhanced academic development; 2) more significant involvement from the elementary school through career investigation; and 3) continuing and/or improving student development in the areas of career investigation, social and personal development, and financial literacy. The Winters ISD EAF steering committee will focus on these priorities in Year 2.

Effective advising should begin in elementary grades and continue through middle school, high school, postsecondary and into a career to support students. In terms of academic development and career exploration, a graduation guide would allow all students and their caregivers to frequently engage with high-quality advising materials and assessments that support them in identifying postsecondary options as well as planning and preparing for postsecondary success. Aligning information for publication would allow a more uniformed delivery by counselors to staff and external partners, as well as parents and students, and furthermore, diminish the opportunity for bias in planning. In addition, we anticipate that increased elementary involvement with career exploration will allow for a more vigorous involvement at the junior high level. Effective advising systems emphasize integration rather than addition by organizing and connecting academic and career services. Developing career awareness at the elementary level is vital to continued career exploration and better understanding the knowledge and resources needed to prepare students for life after high school. Career investigation, personal and social development, and financial literacy will be addressed in conjunction with and in addition to (academic) classroom lessons (particularly in the Business/CCR English (seniors), Technology (freshmen-seniors), and Economics (seniors) classrooms). TSI prep will be taught in English III and CCR Math classes (primarily juniors). WISD partners with the West Central Workforce Board to acquire data on state, regional and local labor markets. Also, we are actively pursuing student externship opportunities within the community to establish a mentor program to support WISD graduates enrolled in postsecondary education. One of our strengths is our district's commitment to promote active engagement in partnerships with institutions of higher education within and outside of our region, regional employers, workforce boards, and community organizations. WISD is open to engaging students with military, community members, employers, colleges, and other outside organizations to fill the gaps in our daily instruction.

Winters ISD is located in rural West Texas and has a local career and technical education (CTE) program. WISD also has a CTE program with high percentages of CTE concentrators or completers with 49%.

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.

Region XV CTE/Federal & State Programs Coordinator Traci Terrill will serve as Winters ISD's EAF Coach. Traci is employed at ESC Region 15 and completed the initial EAF Planning Pilot grant in 21-22 and the Implementation grant in 2022-23. She is the ESC 15 CTE Specialist and has willingly accepted the coaching responsibilities, contingent upon receiving the grant. One day per month has been allocated towards her coaching, with a yearly stipend of \$6500. Mandie England, Winters High School Counselor, will serve as Project Lead. Mandie holds a master's degree and is a certified high school counselor who has been advising students for the past seven years. At least 50% of her time in the counseling role encompasses the goals of this project and will be a natural fit for the necessary support. An established EAF steering committee, with England as a member, will effectively lead this project. The committee consists of three administrators representing the needs of all three campuses, the WISD Business Manager, two counselors (England and the District Counselor), and two CTE faculty members. WISD is making a change to the Steering Committee by adding the elementary Assistant Principal (instead of the principal) and will work to engage the fifth and sixth grade teachers in career awareness activities. We anticipate a more involved presence by the elementary school due to increased interest and availability of the assistant principal. One of the CTE teachers will take on redistributed responsibilities of our Dual Credit/EAF Coordinator and will collect and disaggregate data as outlined in the EAF diagnostic tool and vertically align the EAF across the district to minimize random acts of advising. The other CTE teacher is the department head and represents all CTE programs. While the steering committee works collectively to develop programs, resources, and experiences through grant implementation, each member contributes selected areas of expertise, as evidenced by Year 1's implementation. The EAF steering committee will meet twice monthly (6-7 hours each), once with the EAF coach, and is dedicated to the implementation of this program through promotion, external partnership development, data collection and analysis, and measured progress. It is anticipated at least another 8-10 hours will be recorded by members monthly. We have designated \$8000 stipends for all steering committee members, except the elementary principal, whose stipend is set at \$5000. Winters ISD's commitment was evident in the diagnostic tool, and further demonstrated by the vast improvements in effective advising for students through the work of the first year of EAF Implementation. WISD provides resources, professional development, and other support systems to implement the vision of this project. The district pledges to continue the work of the EAF Steering Committee by providing resources to students and their families to ensure equity of access to information about postsecondary options and pathways. Faculty will be trained in a professional development program on the Effective Advising Framework processes for Winters ISD and the EAF grant plan to increase involvement with external partners, guest speakers, and programs. The training will include explanations of the planned activities and Implementation Grant II. (Lever 3.2) to ensure informed staff and support from faculty. An information night will be planned to include parents in the implementation.

Program Requirements, cont'd.

3. District Implementation Plan:

- a) **Implementation Plan** - What is the summary of the district's EAF Implementation Plan for Year 2 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 2 of Implementation.

A) Upon analyzing data from WISD's EAF Diagnostic Tool (Year 1), along with stakeholder feedback, lowest identified performing scores in Levers: 1, 4, and 5. This information guided our decision for planning priorities for the 23-24 Year 2 Implementation Grant. 1) continued progress and printing of a graduation course guide to further improve PGP planning for enhanced academic development; 2) more significant involvement from the elementary school through career investigation; and 3) continuing and/or improving student development in CCMR readiness. The WISD EAF steering committee will focus on these priorities in Year 2. B) 1) WISD is continuing to pursue our long-term goal of producing a graduation guide, including graduation requirements, a Course Catalog, and more. The guides are for grades 8-12, involving 150 students. A course guide would allow all students and caregivers to frequently engage with high-quality advising materials that support them in identifying postsecondary options and preparation for postsecondary success. It would allow a more uniformed delivery by counselors to staff and external partners, as well as parents and students, and diminish the opportunity for bias in planning. 8th graders and their families would use the guide to create PGPs, while high school students (and their caregivers) use the guide to stay abreast of meeting course and graduation requirements. Metrics to be monitored will include a pre- and post- implementation survey of students and parents, completed PGPs, progress checks of high school students' guides, and data of seniors completing readiness tasks. The identified EAF levers or essential actions include Lever 3 and Lever 5, (3.4) (3.5) (5.3) (5.5) The key staff supporting implementation includes administrators, counselors, the Workforce Solutions liaison, other external partners, the EAF Steering Committee, and WISD faculty. School counselors will create and gather material for the guide. Faculty will be trained on the course guide and the EAF processes for WISD. It is anticipated that surveys will show increased knowledge of graduation planning and better satisfaction with the academic advising at WHS. 2) A second priority would be to increase elementary school involvement. WISD is making a change to the Steering Committee by adding the elementary Assistant Principal who will work to engage teachers in career awareness activities. Elementary plans being considered include: 1) Parent Career Day 2) HEB field trip 3) School Play for career investigation 4) Careers on Wheels Day 5) Career Walk/Parade. In conjunction with the activities, the goal of the committee is to include classroom lessons involving the experiences. 5th and 6th grades are the targeted grade levels, involving approximately 80 students. The career investigation developmental area will be primarily addressed; however, students will also grow academically, personally, and socially. The metrics to be monitored throughout implementation will include a pre- and post- implementation survey of students and parents. Students will be monitored from 5th-12th grade to measure increased knowledge about career options and the planning for college, military, and/or the workforce. The primary levers and essential actions identified would be Lever 3.5 and 5.4. The key staff supporting implementation includes administrators, school counselors, external partners, the EAF Steering Committee, and WES faculty. The elementary assistant principal will be the lead for these activities and projects. Faculty will be trained in the EAF processes and the grant plan to increase elementary involvement and will include explanations of the planned activities. An information night will be planned to include parents. The English department (districtwide) will discuss possible lesson planning options to coincide with the career exploration activities. Some of the quality materials and tools that will be utilized to support implementation include the purchase of School Play materials, signage, and name tags. There will be some travel cost and hospitality for external partner involvement. The anticipated student outcomes are for 100% of 5th and 6th grade students to participate in the career exploration activities with full support of the elementary faculty. Surveys from students, faculty, and parents will indicate increased knowledge about careers. It is also anticipated that incoming junior high students will begin thinking about professions that might be of interest. 3) The third priority to be implemented would be the continuation and improvement of opportunities for CCMR readiness, initially introduced in Year 1, to include quest sneakers, business tours, an enhanced Career Day, and more parental involvement. Stakeholder feedback will be

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

taken into consideration for better scheduling to avoid overlapping audiences and to coincide with classroom lessons. An event schedule will be established at the request of faculty. Test prep will be integrated into the classroom, using materials purchased in Year 1. The Ramsey Financial Literacy program (purchased with Year 1 funds) will be utilized, and financial literacy speaker programs will continue. Improvements are planned for the continuation of the Senior Business Dinner. WHS will continue a partnership with the Workforce Solutions liaison, to further develop plans, as well as encourage college and military visits. The targeted grade levels include grades 7-12, involving approximately 240 students. The developmental areas to be addressed include all four interventions and will be addressed in conjunction with classroom lessons (in the Business/CCR English, BIM I & II, and Economics classrooms). TSI prep will be taught in English III and CCR Math. An intentional effort is being made to incorporate EAF priorities into the classroom and daily planning of lessons, reinforcing instruction to meet/exceed grade-level expectations. The metrics to be monitored include pre- and post- surveys of all stakeholders. Built in metrics for programs, such as Paxton & Patterson (P&P) and MajorClarity will be utilized. The lever/essential action identified is Lever 4. (4.2) WISD is open to engaging students with military, community members, employers, colleges, and other outside organizations to fill the gaps in our daily instruction. Key staff that will support implementation includes administrators, counselors, external partners, the EAF Steering Committee, and WISD faculty. Partnership with West Central Workforce Solutions has expanded and plays a pivotal role in the development and planning of postsecondary opportunities for students. Faculty will be trained on the EAF processes and grant plan to ensure staff are informed and support the efforts. An information night will be planned to include parents. Teachers will discuss lesson planning options to coincide with the career exploration, social/personal and financial development activities. This summer, two staff members will attend extensive training for the P&P modules. Programs purchased with Year 1 grant funds will be utilized again. Funding is primarily needed for guest speakers, portfolios, travel, lodging, fees for career exploration and college visitation field trips, room rental and a speaker, signage, name tags, and other supplies. Since this is a continuation of plans from Year 1, the anticipated student outcomes and their alignment to the metrics would be that Winters ISD meets or exceeds all outcomes from 22-23.

C. 1. Course/Graduation Guide: After the course guide has been fully developed, counselors and administrators will use the guides to monitor graduation plans for adherence to the students' program of study. They will be checked at a minimum of twice a year, to ensure that students are still on the projected track, at the beginning of the year and at mid-year when students may need schedule changes for second semester classes. Progress will be monitored during these times by aligning the students' schedules to graduation plans and post-secondary goals and be communicated to stakeholders by counselors in individual meetings. Counselors will outline the progress that has or has not been made and adjust any future planning as needed. Every effort will be made to involve parents in this process. Any students not passing or gaining credit will be given Tier II interventions such as student/counselor meetings once every three weeks. Counselors will also do SEL check-ins with the students to make sure outside issues are not contributing to the lack of student success at school. If further intercession needs addressed, Tier III interventions such as schedule changes, program of study changes or alternative education plans will be implemented by a team of stakeholders.

2. Pre-WHS Involvement: A focus will be more involvement of career exploration tools and activities at the elementary and junior high level. We feel this will help make connections for students and peak interest in career exploration in junior high. Counselors will ensure that all eighth-grade students complete a PGP by the time they leave junior high. Counselors will meet with students and parents to ensure all are aware and have a full understanding of the program of study students will follow for the next four years. To monitor all the activities in the years prior to a student entering high school, surveys will be used to evaluate student knowledge before and after each activity. Metrics used in P&P are built into the modules and will be monitored. Anyone not meeting the expectation of 70% or higher in each module will be retaught and reassessed before moving on to the next module. Tier II interventions will consist of more intensive instruction using the MajorClarity software for students that seem reluctant to the material in P&P. Tier III interventions will continue along with the Tier I and II interventions but will add parental involvement meetings to direct students in a more positive direction and attitude.

3. Continued CCMR Readiness: The steering committee feels it is very important to build on the Year 1 Implementation goals. We look forward to offering more guest speakers, business tours, an enhanced Career Day, more parental involvement and an overall better understanding of the advising framework and model. We will continue to monitor student progress in these activities with pre- and post- surveys. After analyzing survey results, adjustments will be made for future activity planning to better fit the needs of students. Continued communication with all stakeholders is a main priority this year. More parental, business, and community involvement is our goal in all activities. The steering committee will continue to add to our database of contacts we have networked thus far, which is valuable to our mission and vision.

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 2EAF 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 intended outcome of this program is to improve the district's individual student planning system and to measure the impact of individual student planning. Upon analyzing data from WISD's EAF Diagnostic Tool (Year 1), along with stakeholder feedback, the lowest identified performing scores are in Levers: 1, 4, and 5. This information guided our decision for planning priorities for the 23-24 Year 2 Implementation Grant. Objectives include continued progress and printing of a graduation course guide to further improve PGP planning for enhanced academic development; more significant involvement from the elementary school through career investigation; and continuing and/or improving student development in CCMR readiness.

Budget funds will be utilized for the following priorities: 1) WISD is continuing to pursue our long-term goal of producing a graduation guide, including graduation requirements, a course guide, and more. 2) A second priority is to increase elementary school involvement. WISD is making a change to the Steering Committee by adding the elementary Assistant Principal who will work to engage teachers in career awareness activities. Elementary plans being considered include: 1) Parent Career Day 2) field trip 3) career investigation solution 4) Enhanced Career Day for Elementary 5) Career Walk/Parade. In conjunction with the activities, the goal of the committee is to include classroom lessons involving the experiences. 3) The third priority to be implemented would be the continuation and improvement of opportunities for CCMR readiness, initially introduced in Year 1, to include guest speakers, business tours, an enhanced Career Day, and more parental involvement.

Stipends are based on daily average rate as identified by Winters ISD. Time spent monthly is dependent upon the number of students engaged in Year 2. The elementary assistant principal is adjusted to reflect time spent with grades 5 and 6. Other steering committee members work with grades 7-12. A bulk of the student-facing work will be with grades 7-12.

- (b) The proposed budget of \$150,000 details funding in the following categories:
- (Payroll 6100) \$75,600 for leadership, planning/school advisors, and substitutes
 - (Professional and Contracted Services 6200) \$34,500
 - (Other Operating Costs 6400) \$20,500
 - (Supplies and Materials 6300) \$19,400

Leadership and Planning

- (6100 Payroll): Steering Committee Stipends
- (6100 Payroll): Sub pay
- (6100 Payroll): School Counselors and Advisors
- (6100 Payroll): Steering Committee Stipends
- (6100 Payroll): Sub pay

Internal Partners

- (6100 Payroll): CCMR Readiness Continuation and Improvement
- (6400 Other Operating Costs): Field trips
- (6100 Payroll): Sub pay

External Partners

- (6200 Contracted Services): Speakers, Business Connections, EAF ESC Coach
- (6300 Supplies and Materials): Career fair supplies and field trip materials

High-quality Materials and Assessments

- (6200 Contracted Services): Graduation Guide (Grade 8-12): printing graduation guide
- (6300 Supplies and Materials): CCMR Test Prep
- (6300 Supplies and Materials): Subscription renewals
- (6300 Supplies and Materials): Career fair supplies and field trip materials

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

