



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 Jarrell ISD CDN 246907 Campus ESC 13 UEI

Address 108 E Ave F City Jarrell ZIP 76537 Vendor ID 74-6001448

Primary Contact Laura Buckley Email laura.buckley@jarrellisd.org Phone (512) 746-2124

Secondary Contact Laura Bicknell Email laura.bicknell@jarrellisd.org Phone (512) 746-2124

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 Robert Navarro Title Chief Financial Officer

Email robert.navarro@jarrellisd.org Phone (512) 746-2124

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 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.

Summary of Program

With these grant monies, Jarrell ISD will create an environment that allows for personal advising, professional mentorship and career success that will empower students to partake in a comprehensive approach to planning for and achieving success both at Jarrell ISD and in an increasingly more global world. In partnership with academic and career readiness advising, students will explore their strengths and curiosities and be connected with relevant resources and experiential opportunities. This plan will guide counselors and advisors in developing and implementing a college and career advising continuum, using the identified student milestones along the continuum. The plan allows for assessment of students' progress, and support for students in developing and updating individualized plans. In addition, students will be given opportunities to learn about a range of college and career options, as well as, the education requirements linked to careers through advising and exploration. Although this plan will begin with career awareness and exploration in elementary school, grant funds will be used to fund the activities and support necessary to implement comprehensive career advising in the 5th grade as the student transitions to middle school, and from middle school to high school. Two EAF Priorities for Lever 2 and 3 evolved through the scoring on the EAF Diagnostic and EAF Priority Map from the Planning year and Implementation Year 1. Jarrell intends to utilize strategic Professional Development and retain quality certified counselors to improve staff and counselor skills for quality individual advising and align programming with the Texas Comprehensive Counseling Model, strengthening CTE Programs of Study and improving the CCMR Outcomes.

Full implementation calls for the following:

- 1. PROFESSIONAL DEVELOPMENT: Jarrell ISD recognizes the importance of professional development as training is imperative to best support students. Using grant funds JISD counselors and advisors will attend more Region 13 Counselor workshops, conferences such as the Texas School Counseling Conference, one counselor to attend the CTAT Conference (Career and Technical Association of Texas) with the CTE Coordinator, Texas Association for College Admission Counseling, and SchoolLinks onboarding.
- 2. SCUTA: Program and Implementation costs for best practices based on data of quality time spent advising students, aligning with SB 179, keeping accurate records and developing a data driven school counseling program. SCUTA offers confidential, comprehensive documentation and a use-of-time analysis system.
- 3. VALIDATE ME: Contracted Service to ensure Limited English Proficient students continue on a solid educational path towards a high school graduation and a post secondary education by ensuring the proper reading of transcript and accurate class placement with Validate Me.
- 4. SCHOOLINKS: This software provides students in K-12 with a single platform for college and career planning that places equal access on career and college planning. Schoolinks will support the students, families and CTE and counseling staff in quality advising with real time progress for student work and planning.
- 5. SCUTA is the tool counselors will use to monitor the quality time spent advising students, aligning with SB 179 for 80% time spent with students, keeping accurate records and developing a data driven school counseling program. SCUTA follows the ASCA Model recommendations and offers confidential, comprehensive documentation and data for an effective advising program.
- 6. TSIA: Because TSIA compliance is necessary for college admissions, the district will cover the cost of the first full TSIA assessment. In the event the student does not pass, grant funding will cover the cost of additional assessments after remediation.
- 7. STUDENT PLANNING/ORGANIZATION MATERIALS & STRESS RELIEF ITEMS to help reduce student stress and support career planning and organization materials such as notebooks, calendars and stress aids .
- 8. CALENDLY: A scheduling platform for appointments for parents, college, career and military recruiters.
- 9. AVID Summer Institute - Many students do not truly have the opportunity to be college-ready because they are the first in their families to attend college and are from groups traditionally underrepresented in higher education. AVID Secondary equips teachers and schools with what they need to help these students succeed on a path to college and career success.

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.

EAF Coach

Charlotte Winkelmann will be Jarrell ISD ' s EAF Coach for the Implementation 2 Grant. She has over 50 years experience as a teacher, counselor, administrator, and Counseling Director. She was the EAF Coach for our EAF Planning Grant and the Implementation 1 Grant. She was able to support our district through our vision, mission and goals for a successful implementation for both grants to improve CCMR and CTE Outcomes. Because of her coaching success, she is a TEA EAF Designated Coach and will be a TEA Distinguished EAF coach by the end of the summer of 2023. She is a consultant at Region 13, meaning she leads professional development and is a mentor for the Counseling Coordinators and Directors in the Region 13 area. She is also the Secondary Counseling Support consultant and works with several Region 13 districts in maintaining strong Counseling Programs.

Project Lead

Laura Bicknell is the project lead. Laura is qualified for this position as she is currently the Coordinator of Health Services. In addition, Laura is a former school counselor with a Texas Certification. Based on her current roles and responsibilities which include providing support for counselors, the CCMR Coordinator and CTE Coordinator. Laura will spend approximately 10% of her time on this project.

District Steering Committee

The HS, MS and ES counselors will collaborate to align strategic milestones to implement and monitor progress for grade level expectations. A Sped Representative will provide information for and ensure equity for students receiving special education services. CTE Coordinator will collaboratively work to implement and monitor work based programs, Programs of Study and communicate any CTE updates.. A CCMR representative will collaboratively work on the committee to implement and monitor progress for interventions and will provide information about College, Career, Military Readiness. The Coordinator of Health Services will collaboratively work to implement and monitor progress for interventions and will provide information pertaining to student wellness.

District Commitment

The district and campus support 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. In addition, the district provides school counseling program leaders with adequate funding and sufficient control over their budgets to ensure access to necessary resources for implementation of a school counseling program. This includes providing adequate support, staff, training, and a timeline for implementation. The district and campus leadership structure ensures that the school counseling program is represented on district and campus leadership team(s) to ensure alignment in counseling program and district/campus goals. The district and campus administrators reserve time for regularly scheduled meetings with school counseling program staff. The district and campus provide opportunities for ongoing support and professional development of school counseling program staff, especially in the areas of academic and career development for effective advising. District and campus administrators are trained on the Texas Model for Comprehensive School Counseling Programs and ensure that counseling and advising are reflected in district and campus goals.

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.

District Implementation Plan for Grade Expectations and Essential Actions

Priority One: Lever 5: Quality Tools and Resources 5.2 Integrate materials into the individual planning system to support parent and family engagement. EA 5.1 and 5.3 could also be part of this priority focus area., Lever 3: Internal culture for Advising, and Lever 2: , Lever 5: Quality Materials and Assessment Resources, Lever 1: Strong Program Leadership and Planning.

Developmental Area for this Priority: Academic

Grade level Intervention identified to be implemented: By the end of the 9th grade, 90% of the students will take the PSAT 8/9, review the results and align their career goals with the results of Planning Assessments on Schoolinks and College Board resources (Khan Academy and Big Future). Making this a grade level expectation in 9th will allow students to review their PGP's they completed in 8th grade in the Implementation Year and make changes if necessary and complete their ICAP.

Targeted grade-level: 9th grade

Number of students: 245

Developmental Area Addressed: Academics.

Alignment to grade level expectations developed during the planning and Implementation year 1. By the end of the 9th grade, 100% students will have taken the PSAT 8/9, complete the Planning Assessments on Schoolinks and create a career goal.

Metrics to be monitored throughout implementation: SchoolLinks data and PSAT reports, Khan Academy and Big Futures access will also be monitored. Data will be collected on parents logins to Schoolinks and attendance in the one-on one conferences for HB 5. Data on parent logins and one on one conferences with parents will also be collected.

Key staff: Counselors, CCMR Coordinator, Testing Coordinator & CTE Coordinator and staff. Communication and/or Professional Development needed to address the implementation of the priority

Although District staff will own this initiative, counselors and trained staff will be leading this grade level expectation.

District will provide training for parents who will support students. District technology will collaborate and update as needed.

Quality tools and resources: PSAT 8/9 score results, Schoolinks Planning Assessments and College Board resources: Big Futures and Khan Academy, and usage reports from Schoolinks.

Expected student outcomes: 90% participation in PSAT 8/9 and goal setting. For those who did not take the PSAT, students will still participate in this grade level expectation..

Anticipated Student Outcomes and their alignment to the metrics: Students will utilize Schoolinks to make wiser choices in exploring, investigating, and selecting post-secondary program options in relation to their future goals and interests. As students plan their PGP's, moving towards their ICAP's, this will also build student self-ownership in their course selections, programs of study, and academic careers.

Grade Level Expectation 2: Developmental Area for this Priority: Career Planning and Financial Literacy

EAF Levers: Lever 1: Strong Program Leadership and Planning. Lever 2: Effective, well-supported school counselors and advisors , Lever 3: Internal Culture of Advising, Lever 4: Effective Outside Partnerships and Lever 5: Quality Materials and Assessment Resources.5.2 Integrate materials into the individual planning system to support parent and family engagement. EA 5.1 and 5.3 could also be part of this priority focus area.

Program Requirements, cont'd.

3. District Implementation Plan cont'd.

Grade level expectation Intervention identified to be implemented: 100% of 8th grade students will create their PGP that will be formalized with their ICAP in 9th grade with their counselor and staff after Find My Path on SchoolLinks to identify a career goal based on interest and begin researching the educational pathway of their desired career. The PGP will drive the student course selection process. The FAFSA/TASFA graduation requirement will be discussed in anticipation of submission in their Senior year. Many of the 8th grade students will be enrolled in leadership classes with AVID trained teachers, allowing for the collaboration and an external partnership for AVID training and staff support.

Intervention identified to be implemented Find My Path Assessment completion in Schoolinks. This will include a Financial literacy milestone of utilizing Texas Reality: Check

Targeted grade-level: 8th grade.

Number of students: 247.

Developmental Area Addressed: Career planning and financial literacy

Alignment to grade level expectations developed during the planning year: Students will create a PGP, moving towards their ICAP plan with their counselor.

Metrics to be monitored throughout implementation: SchoolLinks and <https://texasrealitycheck.com/>

Key staff: Counselors, CCMR Coordinator, & CTE Teachers. Professional Development will be needed to address the implementation of this grade level expectation.

District staff will own this initiative, though it will be guided by campus counselors and teachers trained in using these tools and materials. District will provide training for parents who will support students with Schoolinks and PGP conferences.

District technology will collaborate and update as needed.

Quality tools and resources: SchoolLinks and Texas Reality Check

Expected student outcomes: 100% of 8th graders will complete their PGP and Find My Path in Schoolinks.

Anticipated Student Outcomes and their alignment to the metrics: Students will utilize Schoolinks to make wiser choices in exploring, investigating, and selecting post-secondary program options in relation to their future goals and interests. As students plan their PGPs, moving towards their ICAPs, this will also build student self-ownership in their course selections, programs of study, and postsecondary options.

Essential Action/Grade Level Expectation 3 : Developmental Area for this Priority: Social/Emotional

EAF Lever 5: High Quality Tools & Resources and Lever 3: Creating an internal culture for advising.

Intervention identified to be implemented: 100% of students will complete their Personality Survey on SchoolLinks with their counselor and other staff to increase their familiarity, explore their social/emotional interests, and aid in the transition to middle school for course selection.

Targeted grade-level: 5th grade.Number of students: 256.

Developmental Area Addressed: This would support social/emotional learning as the students become aware of how their skills related to emotion, behavior, and mindset impacts success in and out of the classroom.

Alignment to grade level expectations developed during the planning year: 5th grade students will start earlier than Middle School in the exploration of personal/social emotional development for career awareness.

Metrics to be monitored throughout implementation: SchoolLinks data reports and usage, also parent engagement with the outcomes of the Personality assessment. .

Key staff: Counselors, CCMR Coordinator, & CTE Teachers.Professional Development needed to address the implementation of the priority grade level expectation.:

District staff will own this initiative, but will be guided by campus counselors and teachers trained in using these tools and materials.

District will provide training for parents for Schoolinks to support their students in their Personality Assessment. District technology will collaborate and update as needed.

Quality tools and resources: SchoolLinks

Expected student outcomes: 100% participation in Schoolinks career exploration through inventories of personal and social interests-Personality Assessment.

Anticipated Student Outcomes and their alignment to the metrics: Students will utilize Schoolinks to make wiser choices in exploring, investigating, and selecting post-secondary program options in relation to their future goals and interests. As students learn more about themselves, this will also build student self-ownership in their course selections, programs of study, and academic careers.

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.

The budget is based on JISDs EAF Priority Map, EAF Diagnostic and in Alignment with the EAF mission, vision and goals from the Planning Year and Implementation Year 1

Priority 1: EA 5.2 Integrate materials into the individual planning system to support parent and family engagement. Priority 2: EA 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. Priority 3: EA 2.1: Recruit, select, assign, induct, and retain highly qualified school counselors and advisors to lead the implementation of the individual student planning system. By the end of the 2023-2024 school year, all district staff who work directly with students will receive training on the fundamentals of advising through training and experiences that allows for more effective student advising. The district will select high qualified school counselors and then provide campus professional development and training as needed for job responsibilities. By recruiting, hiring, and retaining highly qualified counselors, all students will benefit from higher quality advising and implementation of the individual student planning system as well as improved relationships. In support of Lever 1, the school counseling program leadership ensures all school counselors, advisors, and advising support partners receive adequate training related to academic and career advising.

Funds for leadership and planning (Payroll 6100):

Team Lead Stipend (\$1,000) The district has an identified leader who ensures successful integration of effective advising into the overall comprehensive program organizational structure.

EAF Steering Committee Stipends (\$5,000) The EA Steering Committee evaluates school counseling staff roles and responsibilities to ensure an effective advising system.

EAF Steering Committee Stipends: Special Education/SEL Coordinator & CTE Coordinator (\$2,000) The steering committee collects student-level data to drive equitable practices.

External partners (Professional and Contracted Services 6200):

These expenditures support Lever 4 by providing funding for effective external partners. These external partners and professional contracted services have been strategically selected to support advising goals. Texas Counseling Association Dues (\$1600) 10 counselors. School counselor and advisor growth and learning through professional development.

TSCA Conference for one elementary and one secondary counselor (\$1,550)

EAF Coach (\$20,000) Identifies gaps in campus and district capacity to meet program goals

Texas Association for College Admission and Counseling (TACAC) membership for two high school counselors (\$230) and conference fees and travel for one counselor (\$1200)

Career and Technical Association of Texas (CTAT) for CTE Coordinator and Counselor (\$3,000)

TSIA (\$1500) for retests after intervention.

Region 13 High School Student Advising Cooperative for one counselor (\$500)

Seeds of Hope (\$10,000) 5th grade students will start earlier in the personal/social emotional development for career awareness as it relates to their personal and social exploration

Region 13 Counseling Cooperative for all counselors (\$2,000)

Region 13 New Counselor Institute for one counselor (\$900)

AVID Summer Institute Training 2024 (\$60,600) San Antonio- housing, stipend, travel allotment

CTE Fair for grades 6-8 (\$1500)

High-quality Materials and Assessments: (6300)

These expenditures support Lever 5 by creating advising efficiency with tools and resources that support college and career readiness, and align with grade-level benchmarks established in Lever 1.

Stress Relief/Organization Materials (\$700)

Adobe Docusign (\$480) For MOUs for External Partnerships, PGPs, HB 5 schedule changes

Validate Me (\$1,000)

Calendly (\$900)

SCUTA (\$2,250) Provides school counselors adequate time to ensure fidelity of implementation.

SchoolLinks (\$14,500)

6th Grade Cougar Camp (\$1500) Summer transition activity for incoming 6th grade students.

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="3500"/>
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="3500"/>
4. Total current-year program allocation	<input type="text" value="136,910"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="0"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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