



## 2020-2021 CTE Perkins Reserve Grant

Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 20, 2020

NOGA ID

Authorizing legislation

**Strengthening Career and Technical Education for the 21st Century Act Section 112©(2)**

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 20, 2020**.

Application stamp-in date and time

Grant period from

**July 1, 2020 to August 31, 2021**

Pre-award costs are not permitted for this grant.

### Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Focus Area 1: Regional partnership agreement
3. Focus Area 2: Intermediary Partnership Agreement
4. Focus Area 2: Regional Partnership Agreement

### Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

NA

### Applicant Information

Organization  CDN  Campus  ESC  DUNS

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

**4-16-2020**

RFA #

SAS #

2020-2021 CTE Perkins Reserve Grant

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**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

**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 2020-2021 CTE Perkins Reserve Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 CTE Perkins Reserve Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- ☒ 6. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2020-2021 Perkins Formula Grant, which is incorporated by reference.
- ☒ 7. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.
- ☒ 8. Applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.



**Summary of Program**

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

ESC 10, local high schools, IHEs, employer partners, InterLink, and workforce development boards will develop a regional network of schools aligned with industry needs and certification standards by planning and implementing the Electrical Program of Study in Architecture and Construction pathway of Electrical (Focus Area 1). Partners will build-out a new regional Program of Study in the STEM pathway focusing on Electrical Engineering (Focus Area 2). The goal is to implement a Regional Electrical Pathway to meet and support demands for current and future jobs in the North Central Texas area through Focus Area 2. The partnership will concentrate on the Engineering Program of Study in the STEM pathway for coursework in Electrical Engineering so students pursue an AAS Degree to be employed as a technician or a four-year Electrical Engineering degree after high school.

**Goals, Objectives, and Strategies**

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Goal 1: Develop the pathway of Electrical during the planning year. Goal 2: Expand the STEM Program of Study to include Electrical Engineering pathway by 2020-21 school year. Activities: 1) The Advisory Committee will ensure CTE course offerings are aligned to graduation requirements; 2) MOUs and district approval will be secured. 3) Create a coherent sequence, graduation requirements and a crosswalk for the high school courses to align to college courses; 4) Teachers will be trained on content/equipment; 5) Collect baseline enrollment data/student demographics to set realistic goals; 6) Prepare students for rigorous mathematics and science content.

**Performance and Evaluation Measures**

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Trained staff from ESC 10 will conduct program evaluation that will include continuous monitoring and feedback. Scheduled monthly meetings with WIRED stakeholders will be held to discuss documentation, data collection and changes in implementing the project. Student demographic information will be collected and analyzed as required by Performance Measures (3,5) to ensure equitable representation of students. Quantitative measures collected will include number of students enrolled in pathways, the number of students participating in work-based learning, including internships, mentoring, job shadowing opportunities, work experience and student leadership organizations in the career pathway (PM1,2,6,7). Program/pathway enrollment, college credit hours attained and industry-based certificate completion data, and advanced academic credit earned per student will be collected to assess student academic achievement and program growth (PM 4). Changes to enrollment and sequencing will be monitored using public data sources. Qualitative evaluation methodologies such as interviews, surveys and focus groups will be utilized to determine if four-year plans have been aligned with secondary CTE course offerings to industry and post-secondary courses (PM 7). Data collection methodologies, i.e. evaluator observation and parent-teacher-student surveys will be used to determine if there has been an awareness of in-demand pathways. This data will be used to assess program/grant progress (PM 8) program updates.

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed budget will meet the needs and goals of WIRED by providing funds for Focus Area 1: a) \$100,000 for the Advanced Academic Program to ensure students have the necessary skills to be successful in the program of study; b) \$100,000 in equipment costs to ensure students have hands-on, practical experiences. Focus Area 2: \$925,000 for: a) dedicated personnel to provide intermediary support to foster partnerships and develop inter-district career and technical assistance; b) contracted services to campuses, IHE, and Intermediary to provide training specialists, labor market assistance, advanced academic support for students; equipment to IHE c) supplies for hands-on learning; d) travel from ESC 10 and the Intermediary to support campuses. The Advisory Committee will make all needed adjustments based on recommendations from industry partners, educators, and the IHE.



**TEA Program Requirements****1. Focus Area 1 - Texas Regional Pathways Network Planning Grant**

The applicant must identify --in partnership with all LEAs included in the application, a public institution of higher education, employer partners, and local workforce development board, economic development agency, and/or chamber of commerce --high-wage and in-demand occupations and TEA approved [statewide](#) or [regionally](#) approved CTE programs of study that lead to these occupations. Regional labor market information must be included in the application demonstrating how the CTE programs of study were identified. Applicants may use [LWDA Labor Market Information and Resources](#) from TEA to demonstrate labor market alignment.

ESC 10 in partnership with 6 local districts (DeSoto ISD, Duncanville ISD, Forney ISD, Lancaster ISD, Cedar Hill ISD, and Dallas ISD); 3 IHEs (Dallas County Community College District, Texas A&M Commerce, and University of Texas at Arlington); 6 employer partners (Texas Instruments, Amber Electric, Saber Power Services, National Services, Independent Electrical Contractors Assoc., Walker Engineering; Intex Electronic Contractors); InterLink (Intermediary); and Workforce Solutions for Greater Dallas, Workforce Solutions for Tarrant County, and Workforce Solutions for North Central Texas (additional points) will develop a regional network that is aligned with industry needs and certificate standards by implementing the Program of Study in Architecture and Construction pathway of Electrical. Projected 2026 Texas growth for Electricians is expected to increase 17.30%, faster than the average for all occupations. Nationwide, 94,600 openings for electricians are projected each year, on average, over the 2018–28 decade. The North Central Texas Region will provide 6% of that growth with a demand for 2,445 Electricians earning an average annual income of \$47,126. Source: BLS/Texas Career Check/ EMSI/InterLink Employer Survey.

**2. Focus Area 1 - Texas Regional Pathways Network Planning Grant**

The applicant must provide a sample crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the program of study can lead to a bachelor's degree.

DCCCD offers student pathways for an A) Electrician certificate, B) Associate's of Applied Science (AAS) in Electrical Engineering Technology, and an C) Associate's of Science (AS) with a concentration in Engineering. According to local, regional Workforce Board data, Industry leadership input, and Interlink research data, the post-secondary programs of study are aligned to high-wage and in-demand occupations. During the grant planning year, the pathway of Electrical Technology Level 1 certificate will be aligned to high school courses. (A) Crosswalk: Students have met the required high school courses required for graduation and in addition will take these college-credit courses: ELPT 1311 Basic Electrical Theory; ELPT 1329 Residential Wiring; ELPT 1370 Electrical Blueprint Reading; IEIR 1312 Distribution Systems ELPT 1341 Motor Control; ELPT 1345 Commercial Wiring; ELPT 1325 National Electric Code 1; ELTN 1380 Cooperative Education Electrician. (B) DCCCD offers an Associate's of Applied Science in Electrical Engineering Technology degree. According to local, regional Workforce Board data, Industry leadership input, and Interlink research data, the post-secondary programs of study are aligned to high-wage and in-demand occupations. All courses have been aligned to high school courses to ensure requirements for high school graduation are satisfied. Students will take the following college courses: First Semester: ENG1 1301 Composition 1; CETT 1403 AC Circuits; MUSI 1306 Music Appre; NRH 1314 College Algebra; MHN 1200 Beginning Machine Shop; Second Semester: ENGL 1302 Composition 11; CETT 1405 AC Circuits; CETT 1425 Digital Fund; MATH 1316 Plane Trig; SPCH 1311 Intro to Sp Comm; ITSC 1401 Intro to Computers; Third Semester: PHYS 1401 College Physics (Lecture & Lab); INTC 1457 AC/DC Motor Control; CETT 1429 Solid State Automation; HYDR 1445 Hydraulics & Pneumatics; Fourth Semester: CHEM 1411 Gen Chemistry 1 (Lecture & Lab); CETT 1457 Linear Integrated Circuits; INBMT 1417 Industrial Automation; PSYC 2301 General Psychology. C) AAS with a Concentration in Engineering is a 60 semester hour program that can be lead to a 4-year IHE for a Bachelor's degree with the following aligned courses: ENGL 1301, 1302, 2332; MATH 1314, 1316, 2412, 2413; HIST 1301, 1302; GOVT 2305, 2306; SPCH 1311; PHYS 1401, 1402; ENGR 1201 Intro to Engineering; PHED 1164; MUSI 1306; PSYC 2301.



**TEA Program Requirements (Cont.)****3. Focus Area 1 - Texas Regional Pathways Network Planning Grant**

The applicant must identify strategic partnerships already in place that provide an advantage in implementing the proposed project/initiative. Strategic partnership examples include, but are not limited to: JET Grant, Internship Challenge, Texas Industry Partnership, Jobs Ya'll, Talent Connection, P-20 Councils, TWC Career Specialists, 60x30TX Regional Target Advisory Groups, etc.

ESC 10 and DCCCD have strategic partnerships already in place that provides an advantage in implementing WIRED. These strategic partnerships have resulted in 40 P-Techs and Early Colleges, and 27,000 dual credit students for DCCCD. Both are members of the P-16 Council, Metroplex Higher Education Regional Council, Dallas Workforce Investment Board, WECM Advisory Committee, and the InterLink Board. Dallas County Promise, an organization that partners with DCCCD and high schools, covers the financial gap between need-based financial aid and the cost of tuition. Once students complete an AA degree, they are eligible to transfer to partner four-year universities. These partnerships provide strong alignment to CTE and employer networks. DCCCD provides pre-apprenticeship programs in electrical and participates in summer externship opportunities with Year-Up in which over 25 students were placed into employment with IT companies in the Dallas area.

**4. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must demonstrate how grant funds will be used to increase the number of participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved [statewide](#) or [regional](#) CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. Applicants may use [LWDA Labor Market Information and Resources](#) from TEA to demonstrate labor market alignment.

WIRED will use grant funds to implement the current Electrical Program of Study in the Architecture and Construction pathway and build-out a new regional Program of Study in the STEM pathway that focuses on Electrical Engineering (EE). WIRED will expand the number of CTE pathways offered at LEAs and ensure students have pathways that span secondary and postsecondary education with the appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by our local industry employers. According to data from the Bureau of Labor Statistics and EMSI projected 2026 Texas growth for Electricians is expected to increase 17.30%, earning an average annual income of \$47,126. The North Central Texas Region (NCTR) will provide 6% of that growth with a demand for 2,445 electricians. For EE the projected growth is 11.22% with NCTR to provide 3% of that growth with a demand for 4,452 EE Technicians earning an average annual income of \$73,950.

**5. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

[And/Or] The applicant must expand the number of CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board.

WIRED will increase the number of CTE programs of study by expanding the Engineering Program to have a focus on electrical engineering. Currently students in WIRED do not have access to the EE Program of Study at the post-secondary level. Students will take dual credit courses. The sequence is aligned with high-wage, in-demand occupations : ENGL 1301 Comp 1; CETT 1403 AC Circuits; MUSI 1306 Music Appre; NRH 1314 College Algebra; MHN 1200 Begin Mach Shop; ENGL 1302 Comp 11; CETT 1405 AC Circuits; CETT 1425 Digital Fund; MATH 1316 Plane Trig; SPCH 1311 Intro to Sp Comm; ITSC 1401 Intro to Comp; PHYS 1401 College Physics; INTC 1457 AC/DC Motor Control; CETT 1429 Solid State Aut; HYDR 1445 Hydraulics & Pneumatics; 4th Semester; CHEM 1411 Gen Chemistry 1; CETT 1457 Linear Integ Circuits; INBMT 1417 Industrial Auto; PSYC 2301 General Psys. AAS with a Con in Engineering is a 60 hour program leading to a 4-year IHE for a Bachelor's degree with these aligned courses: ENGL 1301, 1302, 2332; MATH 1314, 1316, 2412, 2413; HIST 1301, 1302; GOVT 2305, 2306; SPCH 1311; PHYS 1401, 1402; ENGR 1201 Intro to Engineering; PHED 1164; MUSI 1306; PSYC 2301.



**TEA Program Requirements (Cont.)****6. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must describe the capacity of the designated intermediary organization to carry out the functions related to this role, including --but not limited to --convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement.

InterLink has the vast experience needed to carry out the functions related to this role by providing regional, employer-driven labor market information to educators to meet the needs of employers, thus showcasing high skill/high wage career opportunities for students. Interlink represents the 16 county North Central Texas Region and is a bridge between business and education with a 75-member board of directors represented by half business and half secondary, post-secondary, workforce boards and other government entities, and a large number of advisory groups representing employer organizations. InterLink has previously acted as the Intermediary for the North Central Texas Aerial Robotics and STEM Initiative that is a partnership of 10 Tarrant County ISDs, local Aviation companies such as Bell (a Textron Company), American Airlines, Tarrant County College District, Tarrant County Workforce Solutions, and ESC 11 serving over 86,000 students. InterLink oversees highly qualified consultants that will support intermediary responsibilities such as convening and leading a regional pathways leadership group; establishing metrics for success; serving as a lead in planning for sustainability.

**7. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must provide, for all pathways, crosswalks that identify secondary and postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

DCCCD offers students pathways for an A) Electrician certificate, B) Associate's of Applied Science (AAS) in Electrical Engineering Technology, and an C) Associate's of Science (AS) with a concentration in Engineering. According to local, regional Workforce Board data, Industry leadership input, and InterLink research data the post-secondary programs of study are aligned to high-wage and in-demand occupations. A) Electrical Technology Level 1 certificate aligned to high school courses: Students have met the required high school courses required for graduation and in addition will take these college-credit courses: ELPT 1311 Basic Electrical Theory; ELPT 1329 Residential Wiring; ELPT 1370 Electrical Blueprint Reading; IEIR 1312 Distribution Systems ELPT 1341 Motor Control; ELPT 1345 Commercial Wiring; ELPT 1325 National Electric Code 1; ELTN 1380 Cooperative Educ Electrician. B) The DCCCD offers an Associate's of Applied Science in Electrical Engineering Technology degree. According to local, regional Workforce Board data, Industry leadership input, and Interlink research data the post-secondary programs of study are aligned to high-wage and in-demand occupations. All courses have been aligned to high school courses to ensure requirements for high school graduation are satisfied. Students will take the following college courses: First Semester: ENG1 1301 Composition 1; CETT 1403 AC Circuits; MUSI 1306 Music Appre; NRH 1314 College Algebra; MHN 1200 Beginning Machine Shop; Second Semester: ENGL 1302 Composition 11; CETT 1405 AC Circuits; CETT 1425 Digital Fund; MATH 1316 Plane Trig; SPCH 1311 Intro to Sp Comm; ITSC 1401 Intro to Computers; Third Semester: PHYS 1401 College Physics (Lecture & Lab); INTC 1457 AC/DC Motor Control; CETT 1429 Solid State Automation; HYDR 1445 Hydraulics & Pneumatics; Fourth Semester: CHEM 1411 Gen Chemistry 1 (Lecture & Lab); CETT 1457 Linear Integrated Circuits; INBMT 1417 Industrial Automation; PSYC 2301 General Psychology. C) AAS with a Concentration in Engineering is a 60 semester hour program that can be lead to a 4-year IHE for a Bachelor's degree with the following aligned courses: ENGL 1301, 1302, 2332; MATH 1314, 1316, 2412, 2413; HIST 1301, 1302; GOVT 2305, 2306; SPCH 1311; PHYS 1401, 1402; ENGR 1201 Intro to Engineering; PHED 1164; MUSI 1306; PSYC 2301.



**TEA Program Requirements (Cont.)****8. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must identify strategic partnerships already in place that provide an advantage in implementing the proposed project/initiative. Strategic partnership examples include, but are not limited to: JET Grant, Internship Challenge, Texas Industry Partnership, Jobs Ya'll, Talent Connection, P-20 Councils, TWC Career Specialists, 60x30TX Regional Target Advisory Groups, etc.

ESC 10 and DCCCD have strategic partnerships already in place that immediately provide an advantage in implementing the WIRED project. This includes secondary, post-secondary, community-based organizations, and employers. These strategic partnerships have resulted in 40 P-Techs and Early Colleges, and 27,000 dual credit students for DCCCD. ESC 10 and DCCCD are members of the P-16 Council, Metroplex Higher Education Regional Council, Dallas Workforce Investment Board, WECM Advisory Committee, and the InterLink Board. Dallas County Promise, an organization that partners with both DCCCD and high schools in the WIRED Project, covers the financial gap between need-based financial aid and the cost of tuition for up to a time limit, or the completion of a degree for students who graduate with a high school diploma or an Associate Degree. Once students complete an Associate's Degree, they are eligible to transfer to partner four-year universities with their last-dollar scholarship. These partnerships provide strong alignment to Career and Technical Education and employer partnerships across the North Texas region. DCCCD provides pre-apprenticeship programs in Electrical and participates in summer externship opportunities with Year-Up in which over 25 students were placed into employment with IT companies in the Dallas area. These strategic partnerships by way of pre-apprenticeships and internships provided students with practical knowledge that made their education studies come to life. Students' connections with professionals from these partnerships within industry broadened their exposure, strengthen their self-esteem, and validated in-class experiences through practical application.

**9. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must develop and submit a proposed sustainability plan to ensure that the applicant will continue to meet the goals of the grant after the end of the grant program.

The WIRED partners are committed to and confident of sustaining the Texas Regional Pathways Initiative once the grant period has passed and have assured stakeholders that the program will be implemented with fidelity. Since the fall 2019, the partners have reviewed all aspects of the program and extensive time and discussion have been given to sustaining this much-needed program. The Advisory Team studied the research done by The Finance Group (2017) and examined interviews with current Texas Regional Pathways Network groups that have had success with sustainability. The Advisory Team agrees that sustainability should be a focus and has identified factors that will be critical to sustainability: 1) Concentration on making the partners in the WIRED project truly collaborative via networking activities; 2) Leveraging funding from local district budgets, State Comp funds, and CTE funds. In addition, WIRED has been careful to choose sustainable activities for implementation through the Perkins Reserve Grant; 3) DCCCD will fund a teacher for dual credit courses after the grant ends and provide no-cost tuition for students enrolling in the program. ESC 10 Office of Grants & Research will lead the search for additional grant funding to support aspects of the project that require ongoing funding; 4) Seeking out "Champions" who are leaders in the community that will serve as advocates for the program by raising public awareness and leverage new sources of funding; 5) Celebrating successes of the program and publicizing these successes via area, regional, and state venues, showcasing districts, IHE's, and businesses in this model, so that citizens, and other LEAs, begin to understand the importance of the WIRED program and opportunities for students to earn postsecondary course credit and certificates; 6) Investing in a variety of professional development options for educators and support the implementation of content knowledge and skills, thus retaining and paying dividends in student achievement after the grant ends; 7) Providing Superintendents and Board of Trustees with up-to-date formative and summative status reports to keep them informed of all successes to guarantee that they are committed to institutionalizing the WIRED program in their districts.



**Equitable Access and Participation**

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

**PNP Equitable Services**

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

☒ Yes ☐ No

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

Are any private nonprofit schools participating in the program?

☐ Yes ☒ No

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

**5A: Assurances**

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

**5B: Equitable Services Calculation**

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



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

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

*You may duplicate this page*

Amended Section	Reason for Amendment
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