



2022-2023 Effective Advising Implementation
Letter of Interest (LOI) Application Due 11:59 p.m. CT, June 17, 2022

NOGA ID [REDACTED]

Authorizing legislation [REDACTED]

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, June 17, 2022**.

Application stamp in date and time

Grant period from **August 1, 2022 - August 31, 2023**

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): [REDACTED]

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

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 2022-2023 Effective Advising Implementation Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the xxx Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Program Requirements

1. Summary of Program: Provide an overview of the program to be implemented with grant funds.

Ector County Independent School District (ECISD)'s EAF (Effective Advising Framework) planning work began under the guidance of a Region 18 ESC coach in 2021-22 by creating mission and vision statements as well as short and long-term goals. The vision describes the intended impact on students, while the mission includes the role of the organization and the outcomes of our work to meet that vision. The goals are the outcomes for the coordinated effort and action. For the proposed 2022-23 implementation of the EAF, we propose specific levers and actions from the comprehensive plan developed in 2021-2022. The mission of the proposed EAF program is to: "support OUR students' post-secondary readiness goals by providing equitable access to learning pathway opportunities and by leading with inspirational, challenging, and successful college and career experiences for THE future." Our vision is: "to prepare OUR students with opportunities to discover and explore their interests and equip them with the knowledge, skills, and confidence necessary to accomplish post-secondary college, career, and military readiness goals, to achieve in THE future." As we move forward to meet the challenges of changing to a more comprehensive and holistic student planning system, we propose a model for 2022-2023 to address the essential needs of junior and senior level students. By beginning with students who are preparing to make the transition from high school to careers, college and/or military service, we can assess the student learning gaps and needs. This knowledge will assist ECISD in drilling down to lower grade levels in future years, gradually identifying and implementing strategically identified "best practices" aligned with the district's EAF implementation plan. As learning gaps and benchmarks are identified, the plan may be adjusted to include the key practices and actions needed at each grade level. Pursuant to our mission and vision, we propose the following EAF levers and Priority Essential Actions to assist us in meeting our mission & vision for the proposed EAF implementation grant for 2022-23:

Lever 2: Effective well supported school counselors and advisors. For this lever, we are focused on Priority Essential Action 2.2: Build advisor capacity and efficacy through frequent check-ins, and evaluation cycles with hired or contracted advising staff. Through implementation of the EAF program, we will be able to offer more frequent and more holistic advising, to assist the students in planning not only for graduation, but for overcoming obstacles and planning future career goals, college and/or military service. In addition, students will be offered services from the counselor and other staff to enable them to reach these goals, such as parent/student planning sessions, tutorials to pass critical exams and opportunities to participate in career planning and/or job/career exploration.

Lever 3: Internal School Culture of Advising. For level 3, we are focused on Priority Essential Action 3.2: Training on the fundamentals of advising is required of all district staff who work directly with students. Staff development for counselors and tutors is planned to increase the awareness of and commitment to holistic advising concepts, such as addressing the student needs for career, college, and military planning in relationship to financial literacy and financial planning, while helping students understand the role of TSIA (Texas Success Initiative Assessment) and other critical academic requirements for post-high school graduation plans. Additional advising-related training is required of other staff with specific advising support roles, such as teaching advising-related curriculum; and, partnering with Odessa College (OC) and The University of Texas Permian Basin (UTPB) for college advising events. This action will help build a blueprint for students to envision the pathway, supports, activities and achievement needed to pursue long-range goals from late adolescence through early adulthood.

Finally, Lever 4: Effective External Partnerships addresses the Priority Essential Action 4.3: Advising partners are consistently evaluated against program goals. For this lever, we propose the following outcomes consistent with our mission and vision statements.

1. Offer high quality college and career readiness programs to all students that lead to careers in high demand and high wage fields with a focus on increasing the percentage of the CTE (Career and Technical Education) students who complete by 2023.
2. Increase the percentage of ECISD annual graduates meeting TSI criteria by 20% in Reading, Writing and math through the SAT, ACT, TSIA or by earning credit for a college prep course by May of 2023.
3. To ensure that at least 64% of all ECISD graduates are college, career and military ready and are marketable in a global economy, as demonstrated by completing advising sessions and plans for the transition to work, college or military service, TSI requirements and receiving letters from military recruiters.
4. Increase 4-year federal graduation rates to at least 86% by May 2023.

A team of internal and external partners will be assembled to meet these goals, including the Guidance and Counseling department counselors, college and career advisors, the CTE department, the special education (SPED) department, the Bilingual and ESL department, as well as campus teachers and administrators, parents, community partners and program supports for students. Teachers and counselors will assist in the development of social emotional knowledge and skills through teaching required SEL lessons and implementing activities in this domain. Additionally, tutorials, academic services, and career exploration will be provided. Internal program partners will include AVID and Junior ROTC. External partners for this lever include Odessa College, The University of Texas of the Permian Basin, Angelo State University (ASU), New Tech Network (NTN), The University of Texas at Austin (UT Austin) local credit unions, and the ECISD Education Foundation.

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 in identifying them and ensuring they have the appropriate time and capacity to provide the necessary support? What percentage of their time will be allocated specifically to your district to support implementation? 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. c) **District Commitment** - Outline the district's commitment to this project. Consider the district commitments of the EAF 2.0 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?

A. **COACH:** Ryan Merritt, who is the coordinator of federal programs for the Region 18 ESC serves as the EAF Coach for ECISD. Mr. Merritt has served as a classroom teacher, district CTE director, and CTE director for the Texas Education Agency. He has successfully led major statewide initiatives including the development of the CTE State Plan for 2020-2024. Ryan has served on the Executive Board of the Career & Technical Association of Texas and the Board of Directors for the Pflugerville Chamber of Commerce. The ESC selected Mr. Merritt based on his qualifications to lead the effective advising effort for Region 18 schools. The ESC provided him with sufficient support, including time and effort release from regular duties to perform the duties needed for the Effective Advising Planning grant. Also, the ESC approved him to serve as the coach for the proposed implementation grant. He will devote approximately 9.6% of his time to the project. This is sufficient time to ensure he can devote approximately 100 hours to the training, meeting and coaching duties that will be required to ensure a successful project. B. **Project Lead:** Chelsea Reyes, Director of Guidance and Counseling for Ector County ISD has served as the project lead during the EAF Planning Project and will continue in this capacity for the proposed implementation grant. The district selected Ms. Reyes based on her qualifications and commitment to counseling, advising and continuous district improvement efforts. Ms. Reyes holds Texas Educator certifications in Principal as Instructional Leader (EC-12), School Counselor (EC-12), English as a Second Language Supplemental (EC-8), Generalist (4-8) and Generalist (EC-4). She has experience serving as a teacher, high school counselor, middle school assistant principal and Director of Guidance and Counseling. Ms. Reyes is well respected by her colleagues who serve on the Steering Committee. She was carefully selected to serve as the project lead by the Executive Director of Guidance and Counseling, the Assistant Superintendent of Student and School Support and the Superintendent. She was provided with sufficient time and compensation to work on the planning project & will devote approximately 8% of her time to the project. The district will provide her with sufficient release time, clerical, and other support to implement the EAF activities proposed. A Steering Committee was appointed during the planning year and was carefully composed to include key stakeholders in the district. The members include: The Executive Director of Accountability, The Executive Director of Guidance and Counseling, The Executive Director of Career and Technical Education, The Executive Director of Bilingual, ESL and Migrant Education, the AVID and To and Through Director, and a College and Career Advisor from each of the two comprehensive high schools. The Steering Committee members were compensated for their time and advising in their areas of expertise and preparing data for the planning project. They met regularly and communicated the intention of the EAF to colleagues reporting to them. The Steering Committee, school campuses, including teachers and counselors, planned for the proposed EAF implementation grant. The district priority for this work was to improve efforts in increasing student achievement, planning for students' successful transition to college, career, and military options by implementing effective, holistic advising for students' needs and interests. C. ECISD fully committed to the planning year as the EAF aligned with the goals and objectives of ECISD's plans to increase support for students preparing to go "to and through" college, military and/or career opportunities. The district's Project Lead & Steering Committee worked closely with the Region 18 ESC Coach to ensure that EAF goals for students meet statewide college, career, and military readiness standards and were aligned with the district's strategic plan. All Steering Committee members were fully engaged by the Project Lead and assisted in providing data, support, and commitment for pursuing the EAF implementation grant. The district completed its work on the planning document, which was submitted to the Coach at Region 18 for feedback and approval. ECISD's intention is to implement the EAF with juniors and seniors at its two comprehensive high schools in 2022-2023. Activities will address the greatest needs of students in planning for careers, college, and military service. The EAF plans have input from district counselors, shared through monthly meetings and individual feedback. The Steering Committee has committed to assisting in the implementation of the EAF by using their various stakeholder positions to communicate desired goals to district personnel, while at the same time providing feedback for continuous improvement. Stakeholders at the high schools will offer improved services to students and parents via announcements, district newsletters, email, social media, news releases and press releases.

Program Requirements, cont'd.

3. **Grade-Level Expectations** : What is the summary for implementation of the grade-level intervention for a) **academic development**, for b) **career development**, for c) **personal and social development**, and for d) **financial literacy**? Please include the following in your response for each intervention: the intervention identified to be implemented, the targeted grade-level, number of students, the metrics to be monitored throughout implementation, 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 quality tools and resources that will be utilized to support implementation, and the expected student outcomes. Only interventions for students in grades 5-12 will be accepted for this grant application. At least one intervention per area of development should be identified to implement with grant funds.

a) The intervention for academic development is the implementation of tutorials to assist students with passing the TSI (Texas Success Initiative) assessment. Juniors and seniors (11th and 12th graders) at Permian (PHS) and Odessa High School (OHS) will be targeted for this intervention. They will receive tutorials from certified teachers for the Math, Reading and Composition part of the exam. Approximately 2,000 students per campus (4,000 total) will be targeted for this intervention. The metric used to measure success will be the TSI assessment. The target is to increase the number of students who pass the exam by 20%. Lever 2, Effective, well supported school counselors and advisors will be implemented with Priority Essential Action 2.2: Build advisory capacity and efficacy through frequent check-ins and evaluation cycles with hired or contracted advising staff. The key staff for this initiative are school counselors, college and career advisors, teacher/tutors, and the Guidance and Counseling Department. Counselors and college and career advisors will refer students to the tutorials as needed and teacher/tutors will provide the intervention with students. The Guidance and Counseling Department will follow up through monthly counseling reports, and The Curriculum Department will provide examination of TSI passing rates for each school and benchmark Accuplacer tests. Resources that will be used are teacher/tutor lesson plans to address the areas of weakness on the TSI for targeted students, the Accuplacer tests for initial placement in tutorials, College Board Practice tests, The Princeton Review, and other review materials. The expected student outcome is to increase by 20% the number of students who pass the TSI by May of 2023. Teachers will be trained to use the tutorial models and content for the TSI to strategically plan their lessons & will learn to address the academic, social, and financial literacy needs of the students, also. b) The intervention that is planned for career development is to increase the number and quality of advising sessions for 1,000 juniors (11th grade) students at PHS and 1,000 at OHS (2,000 total) by providing more holistic, and frequent advising sessions and services by implementing strategic best practices in counseling and advising. The actions identified to support fidelity of implementation include providing students individualized resources to key career exploration, including an individualized "blueprint" for success. A key component will be the implementation of an assessment tool called "Career Cluster Finder," wherein a student will be able to identify specific careers that are suited to interests, abilities, and general life goals. Once the assessment is reviewed with the student, additional interventions will be individualized for each student, including use of software, activities and planned lessons taught using "Naviance: College and Career Readiness Technology Solution" and "ACCESS-for-Success" with support from key internal partners, such as teachers, school counselors & college advisors. Key planning blueprints leading to career pathways will comprise additional strategic practices for this intervention. External partners will support the implementation through local career professionals, online college exploration through Naviance & by hosting visits at Odessa College and The University of Texas of the Permian Basin. Virtual implementation and meetings with parents to provide career guidance and share individualized blueprints for success will be implemented. Intervention of key internal partners, such as district departmental and campus leadership, school counselors, college & career advisors and teachers will partner with external partners, such as admissions counselors from OC and UTPB to support students. The anticipated outcome is that there will be a 15% increase of students completing the junior year of high school while pursuing an Industry-Based Certification by May of 2023. Monthly counselor reports and student data will be monitored by counseling supervisors and college advisors to evaluate the individualized services and implementation of additional counseling sessions for juniors. This will help ensure that the quality of advising includes more career information as a part of advising the "whole student," while strategically addressing individual needs through additional meetings with students that can provide access to virtual tours, career discussions, and the exploration of specific jobs within career categories. c) The implementation of personal and social development is focused on parental engagement and selecting the best career and college program to meet the students' interests, wants and necessities. The personalization of the individualized blueprint will engage parents and students in working through options for careers, colleges, vocational schools, and technical schools that will prepare students for the world of work. Additionally, students will explore military readiness and options for the armed services. The Career Clusters program will help identify strengths, abilities, and interests of the students through its assessment. This intervention will target 4,000 students, both 11th and 12th grades at OHS and PHS. The metrics to be used

Program Requirements, cont'd.**3. Grade-Level Expectations cont'd.**

are the Naviance "Career Cluster Finder" and "College SuperMatch" which provides recommendations for future careers based on interest, abilities, and desires of the student. The program will match students to post-secondary preparation programs, including military training, community colleges, universities, as well as technical and vocational schools. Using the blueprints for success, students, along with their parents, will chart a clear pathway to post-secondary education and preparation for careers of their choosing. Parents will be engaged with students through parent trainings, invitations to visit area colleges with their teens, group meetings with counselors related to graduation and post-secondary options, FAFSA and TASFA workshops, financial planning, and college budgeting. A higher education professional association(s) will prepare counselors & teachers for the new, holistic advising model, admissions, social, career and financial literacy development for high school and college students. Counselors will learn to implement the academic, personal & social, career and financial literacy interventions, creating and following holistic blueprints for each student. Colleges will provide information on student engagement activities, such as student clubs and organizations, dorm life, study groups, mentoring, peer leaders, opportunities for student senate and other leadership activities, as well as available scholarships, financial services, faculty advisors, academic advising centers and personal counseling services available on campus. Additionally, they will explore athletics, campus gyms and workout rooms, intramural activities and opportunities for career development through internships, study abroad and fellowships. The efforts will be measured by parent sign in sheets at workshops and informational meetings, and student lesson and activity completion reports created through Naviance, along with monthly school counselor reports. D) Financial literacy lessons and workshops will be organized as a 12th grade intervention to increase the quality of holistic services by implementing strategic best practices in counseling and advising for approximately 2,000 seniors at OHS and PHS. EAF Lever 3: Internal School Culture of Advising was identified to support the fidelity and of implementation Priority Essential Action 3.2: Internal school culture of advising, which will be implemented directly with students and will require training on the fundamentals of advising. To support desired outcomes, advising-related training will be required of teacher/tutors with specific advising-related curriculum and college readiness assessment support roles. Counselors and teachers will be supported by advising training, key internal partners: including district departmental and campus leadership, Department of Guidance and Counseling, Accountability Department, as well as external partners, such as college admissions counselors from OC and UTPB. Financial literacy lessons and workshops will include bilingual (Spanish & English) FAFSA/TASFA workshops, financial aid lessons and informational meetings, national scholarship search lessons and workshops, career/salary exploration, expected entry level, and development of knowledge of midpoint salary for occupations in selected career pathways, my college budget lessons, and financial aid analyzer lessons and workshops. The quality tools and resources that will be utilized to support implementation will be Naviance: College and Career Readiness Technology Solution, ACCESSforSuccess, materials provided by UTPB and OC to prepare students for college, as well as college admissions and financial aid counselors and staff. Efforts will be measured by 100% of graduates completing the FAFSA/TASFA or waiver, completion of lessons through Naviance, completion of financial literacy activities from the "blueprint" and participation in scholarship searches, financial aid meetings, salary exploration of various careers and completion of college budget lessons. These efforts will be monitored through monthly school counselor reports as well as parent sign in sheets at workshops and informational meetings.

Program Requirements, cont'd.

4. **Intervention Strategy:** Describe the strategy for monitoring student progress toward outcomes throughout the grant project for each intervention. Include the following in your response: a) the process for monitoring all students participating in the intervention, b) the communication strategy amongst all stakeholders, c) the tier 2 intervention strategy for students in need of targeted supports, and d) the tier 3 intervention strategy for students in need of intensive supports.

A) 11th and 12th grade students will be monitored through advising files for completion of interventions. For the academic intervention (TSIA preparation), TSIA passing rates and benchmark Accuplacer tests will be used. For the career intervention, the number of 11th grade students progressing toward Industry based certification & career interventions completed will be monitored. For the personal and social development and financial literacy component, parent sign-in sheets from trainings, student lesson and activity completion reports through Naviance and Career Clusters will be reviewed. Monthly counselor reports will be monitored by counseling supervisors & Lead. B) The communication strategy amongst all stakeholders will be counseling supervisors guiding and monitoring high school counselors and communicating blueprint results to the Director of Guidance and Counseling. The Director will provide information to the Steering Committee and Coach, who will provide monthly feedback for continuous improvement. The Director will provide improvement ideas to high school counselors and advisors at monthly meetings. C) Tier two intervention strategies to be provided include small group tutorials for TSI using targeted lesson plans. For Career goals and activities & personal and social issues, counselors will provide a review of the blueprint with students in their individual meetings & will provide virtual career exploration, small group parent meetings to explain Naviance and Career Clusters, and assistance with completing applications for post-graduation preparation in the student's area of interest. Tier two interventions for Financial literacy will be addressed by working with families to complete the TASFA and FASFA through small group sessions provided by college partners. Tier three interventions will include individual tutorials, including lower prerequisite skills, for the TSIA. D) For tier 3 career interventions & personal-social interventions, more visual and hands on interventions with ACCESSforSuccess and discussions of blueprint goals during individual student-parent conferences will refocus students on positive outcomes for career plans. When needed, students and parents will be referred to individual, personal counseling. Financial literacy interventions for Tier 3 will consist of individual discussions looping knowledge of financial outcomes in life to academic success, career outcomes and personal and social growth and life implications.

5. **Budget:** How will the proposed budget meet the goals of the proposed program? Include details related to how funds align to the implementation of the identified grade-level expectations. 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 tools and resources.

1) Leadership and Planning: \$30,625--salaries and fringes for: Lead, \$8,750 for 14 hours per month to implement the entire project, communicate with Steering Committee, Coach, Counselors and Supervisors, \$3,125 for each Steering Committee member for 6-7 hours per month for guidance and input & participation. 2) School Counselors and Advisors: \$190,000--salaries and fringes for 2 counselors (or supplemental counselors) to reduce the student/counselor ratio and implement the blueprints and holistic advising model. They will provide interventions, student blueprints, additional counseling, parent meetings, interventions and holistic advising will implemented. 3) Internal Partners: \$65,310--Salaries & Fringes: \$13,500 for 2 tutorial coordinators at OHS & PHS at \$40 per hour for 15 hours per month to oversee the testing and placement of 4,000 students into TSI Tutorials & tier 2 and 3 interventions for small group and individual instruction; \$16,560--tutorials for 2 high schools for 4-5 certified teacher/tutors to provide TSI preparation in Reading, Composition and Math to 4,000 11th and 12th grade students. \$21,500 for A higher education professional association(s) to prepare counselors & teachers for the new, holistic advising model. \$3,000 to train teacher/tutors for TSIA intervention, using specialized methods; \$10,750 for salaries and benefits for teachers and counselors to attend the training. The training will be overseen by project lead, working in consultation with the Steering Committee and project Coach. 4) External Partners: Total cost is \$16,600, including the Region 18 ESC project coach at a cost of \$12,500 annually to provide 100 hours of service @\$125 per hour. Parent trainers will be hired at a cost of \$4100 to provide webinars and sessions at the two high schools on personal, social, career and financial literacy issues. 5) High Quality Tools and Resources. \$30,000 for both schools--\$5,000 Supplies for communications, printing and parent training; \$10,000 for testing and tutorial materials for TSI; \$5,000 for the blueprints and career education materials; and, \$10,000 for financial literacy materials and copies.

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