



**2025-2026 Texas Regional Pathways Network (TRPN) Cohort 5  
Informal Discretionary Competition (IDC) Due December 13, 2024**

NOGA ID [Redacted]

Authorizing legislation [Redacted]

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

The IDC 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, December 13, 2024**.

Application stamp-in date and time

Grant period from **February 17, 2024 - August 31, 2026**

Pre-award costs permitted from **Award Date**

**Required Attachments**

- 1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page).  
NOTE: Must use FileName Convention: NAME\_Cohort5\_Budget.xls
- 2. TRPN Regional Partnership Agreement  
NOTE: Must use FileName Convention: NAME\_Cohort5\_Agreement.pdf

**Amendment Number**

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

**Applicant Information**

Organization **McCamey Independent School** | CDN **231901** | Campus **McCamey Hig** | ESC **18** | UEI [Redacted]

Address **111 E. 11th Street** | City **McCamey** | ZIP **79752** | Vendor ID **1756002027**

Primary Contact **Michael Valencia** | Email **mvalencia@mcisd.esc18.net** | Phone **432-652-3666**

Secondary Contact **Sara Saleem** | Email **sara.saleem@educatepb.org** | Phone **432-994-1805**

**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 IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

- IDC application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name **Michael Valencia** | Title **Superintendent**

Email **mvalencia@mcisd.esc18.net** | Phone **432-652-3666**

Signature  | Date **12-12-2024**

## 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 2025-2026 TRPN Cohort 5 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 TRPN Cohort 5 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.
- 6. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.
- 7. Applicants provide assurance that they will work closely with the identified pathways team facilitator throughout the project and support the pathways team facilitator with the necessary resources to be successful throughout the project. This includes coordination with the assigned coach and assurance that the grant administrator and pathways team facilitator will meet frequently with the assigned coach throughout the project. In addition, the grant administrator will coordinate with the pathways team facilitator on all performance reporting requirements. The grant administrator will meet with the assigned coach and identified pathways team facilitator within the first month of the grant project to align on roles and responsibilities.
- 8. The applicant provides assurance that they will coordinate with their pathways team facilitator to identify and plan a work-based learning opportunity for all students across partner districts within the first three months of the grant project.
- 9. The applicant provides assurance that they will coordinate with their pathways team facilitator to identify and plan an advising interventions opportunity for all students across partner districts within the first three months of the grant project.
- 10. The applicant provides assurance that they will coordinate with their pathways team facilitator to identify and plan postsecondary opportunities for all students across partner districts within the first three months of the grant project.
- 11. The applicant provides assurances that they will engage in a fiscal mapping exercise as part of their grant activities, resulting in a resource that provides an analysis of funds that are currently directed toward their pathways efforts and can be leveraged in the future to support sustainability of the program. The applicant provides assurances that they will work with their assigned coach throughout the grant project to gain support on the fiscal mapping efforts.

## 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 of the organization. Also include the following: **a. Industry Target and Labor Market Justification** - Discuss the targeted industry, supported by regional labor market data such as wages, projected growth, and annual openings, highlighting why it qualifies as a targeted industry. **b. Career and Education Pathways** - Detail the career and education pathways, or specific programs of study, leading to the targeted industry that will be supported by the grant project. **c. Key Project Partners** - List and describe the key partners involved in the project, including the required partners: pathways team facilitator, grant administrator, a public institution of higher education, three LEAs, two employers, the regional education service center, and a workforce development board. **d. Grant Activity Overview** - Outline the grant-funded activities aimed at improving pathways from secondary to postsecondary education into the targeted industry. Highlight specific areas of focus such as work-based learning opportunities, advising interventions, dual credit participation and attainment, and middle school career awareness.

The Education Partnership of the Permian Basin (EPPB) and the Permian Basin Innovation Zone (PBIZ) are seeking funding to establish an Oil and Gas Academy to address the workforce needs of the Permian Basin's energy sector. Located at McCamey ISD, the academy will provide career pathways and specialized training for PBIZ students, equipping them with skills in the oil and gas field. This initiative aligns with EPPB's mission to improve educational outcomes and prepare students for high-value careers, contributing to the economic vitality of the Permian Basin.

The Mining, Quarrying, and Oil and Gas Extraction industry is the region's primary economic driver, employing 20% of the local workforce (54,859 workers) and projected to grow by 2,468 new jobs over the next five years. Average annual wages for this industry are significantly higher than regional averages, with employees earning \$126,410 compared to \$78,476 across all other industries (JobsEQ). Total demand in the sector is projected to reach 28,538 jobs over the next five years. Given the region's production—accounting for 40% of U.S. oil and 15% of natural gas—the need for a well-trained, locally-based workforce is essential to sustaining the sector's growth. This program targets the industry's demand for skilled workers in roles such as Rotary Drill Operators, Industrial Engineering Technicians, and Petroleum Engineers.

The Oil and Gas Academy will introduce students to a structured, four-year sequence of courses, preparing them for immediate employment or postsecondary education. The program of study includes: Level 1: Oil and Gas Production I; Level 2: Oil and Gas Production II; Level 3: Oil and Gas Production III; and Level 4: Oil and Gas Production IV.

Additionally, PBIZ's Welding Academy, hosted by Crane ISD, complements the Oil and Gas Academy by training students in welding, an essential skill for pipeline and infrastructure jobs within the energy sector. Together, these academies provide a comprehensive set of skills critical for entering high-demand fields in the Permian Basin.

### Key Project Partners:

- Regional Convener: EPPB serves as the regional lead, bringing together educational, industry, and community partners to ensure effective implementation and program alignment with workforce needs.
- Grant Administrator: McCamey ISD will act as the grant administrator, overseeing fiscal responsibilities and serving as the host training site for the Oil and Gas Academy.
- Higher Education Partner: Odessa College will provide dual credit and workforce training options, enabling students to earn college credits and certifications.
- LEA Partners: McCamey ISD, Crane ISD, and Grandfalls-Royalty ISD will participate, providing students access to the Oil and Gas and Welding Academies.
- Workforce Development Board: Workforce Solutions Permian Basin will support labor market alignment, provide career guidance, and connect students with local employment opportunities.
- Employer Partners: Premier Energy, Blakely Construction, Diamondback Energy, NextEra Energy, Air Compressor Solutions, and Plains All American Pipeline will offer work-based learning experiences; strengthening students' industry connections.

Grant funds will support a comprehensive approach to enhance secondary-to-postsecondary pathways in energy:

- Middle School Career Awareness: To spark interest early, we will introduce career exploration workshops, virtual tours, and curriculum modules focused on energy sector careers. This initiative will help middle school students connect with the regional economy and envision futures in energy.
- Work-Based Learning for High School Students: Structured internships, job shadowing, and mentorships will allow students to gain hands-on experience in the oil, gas, and renewable energy industries, supported by local employers who will provide real-world industry exposure.
- Dual Credit Opportunities: In collaboration with Odessa College, dual credit courses in energy technology, engineering, and environmental science will be expanded. Students will receive advising to ensure they meet eligibility requirements and can access these credits, which create a smooth transition to postsecondary education or certifications.

Through these activities, the Oil and Gas Academy will empower students with the skills and experiences necessary for success in the energy industry while addressing the workforce demands of the Permian Basin.

## Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed. Include the following in your response: **a. Identified Districts and Staff Commitment** - Identify the partner districts and the staff dedicated to this project on behalf of each district. Describe the process used to identify each partner district and demonstrate their commitment to the project. **b. Key Personnel and Their Qualifications** - Introduce the pathways team facilitator and grant administrator, including their organizations, qualifications, and relevant experiences related to this project. Indicate whether the position is existing or proposed. **c. Collaboration and Roles** - Describe how the pathways team facilitator and grant administrator will collaborate, outlining their clear roles and responsibilities to ensure the project's success and avoid duplication of effort. **d. Sustainability Strategy** - Explain how the grant administrator and pathways team facilitator will work with all key partners to develop a strategy for the project's sustainability beyond the grant period.

The Education Partnership of the Permian Basin (EPPB) and Permian Basin Innovation Zone (PBIZ) bring together experienced personnel to implement the Oil and Gas Academy. This team's expertise in regional collaboration across districts, industry, and higher education makes it well-suited to meet workforce needs in the Permian Basin.

### Identified Districts and Staff Commitment

PBIZ partner districts—McCamey ISD, Crane ISD, and Grandfalls-Royalty ISD—are fully committed to this project. McCamey ISD will host the academy and serve as fiscal agent. These districts were selected for their alignment with project goals and their commitment to preparing students for careers in energy. District leaders are actively involved in promoting and shaping the academy.

### Key Personnel and Their Qualifications

- Sara Saleem, Director, PBIZ (Pathways Team Facilitator): Since 2023, Ms. Saleem has launched career academies in fields like Education, Health Science, and Welding. Spending over 60% of her time on the academy support, she provides strategic oversight and leads implementation. Her role as an existing pathway facilitator, bringing expertise in partnerships and alignment with workforce needs, is essential.
- Michael Valencia, Superintendent, McCamey ISD (Grant Administrator): Alongside Assistant Superintendent Kalem McKay and Accounts Payable Specialist Nonita Brown, Mr. Valencia will ensure grant compliance and financial management. McCamey ISD's experience managing TEA grants and collaborating within PBIZ ensures smooth project management.

### Collaboration and Roles

The collaborative relationship between EPPB/PBIZ and McCamey ISD is a cornerstone of this project. Their prior work managing a School Action Fund grant exemplifies their shared commitment to achieving project goals through open communication and resource-sharing.

- EPPB/PBIZ Role: As regional convener/pathway team facilitator, EPPB/PBIZ will lead program implementation, coordinating with districts and stakeholders. Regular meetings will align activities and ensure clear communication.
- McCamey ISDs Role: As grant administrator, McCamey ISD will manage the budget, ensure compliance, and oversee reporting. This division of roles allows EPPB/PBIZ to focus on programmatic activities while McCamey ISD handles financial and compliance tasks.

### Sustainability Strategy

To ensure the academy's sustainability, EPPB/PBIZ and McCamey ISD will engage key partners, build local capacity, and create a sustainability plan:

1. Engagement of Key Partners: Continuous collaboration with local educational institutions, industry, and community groups will create shared responsibility, supporting program continuity.
2. Sustainability Plan Development:
  - Funding Diversification: Seek additional funds through private-sector partnerships and local grants.
  - Institutionalization: Integrate program activities into district and PBIZ core operations.
  - Capacity Building: Equip local partners through training to independently manage and expand the academy.
3. Local Ownership and Leadership: EPPB/PBIZ will leverage its advisory board to establish community champions invested in sustaining the academy.
4. Monitoring and Evaluation: An evaluation system will measure outcomes and enable informed decisions, with regular updates shared with partners.
5. Communication and Advocacy: A communication strategy will highlight the academy's successes to maintain ongoing support.

These steps will ensure that the Oil and Gas Academy's benefits extend beyond the grant period, contributing to the Permian Basin's workforce needs for years to come.

## Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives? Include the following in your response: **a. Workforce Development Region and Board Roles** - Identify the workforce development region where the project will be located and describe the regional workforce development board's role in the project. If the project spans multiple workforce development regions, name each region and explain the role of each board. **b. Regional Strategy and ESC Role** - Describe the regional strategy for leveraging programs and resources across multiple school districts, including the role the regional ESC will play. **c. Targeted Industry and Pathways** - Describe the targeted industry, including career and education pathways or programs of study that lead to meaningful employment within the industry. Justify with labor market data and local knowledge. **d. Employer Engagement Strategy** - Outline the strategy for engaging employers in the project.

The Permian Basin Innovation Zone (PBIZ), supported by the Education Partnership of the Permian Basin (EPPB), aims to expand student access to career and technical education (CTE) aligned with regional workforce needs, particularly in energy. Objectives include increasing Outcomes-Based Funding (OBF) by 25%, implementing new CTE pathways aligned to regional workforce needs, and boosting postsecondary enrollment and workforce placement among graduates. By 2025-2026, 75% of PBIZ students will be in a regionally aligned CTE course, and 80% of graduates will enter postsecondary education or aligned employment.

### Workforce Development Region and Board Roles

The project is based in the Workforce Solutions Permian Basin region, where the workforce board provides critical data on labor demands, wage trends, and projected job growth for key roles like Rotary Drill Operators and Welders. The board supports job placements and workforce recruitment, helping align the academy with the demands of the regional energy sector.

### Regional Strategy and ESC Role

PBIZ's regional strategy leverages shared resources to enhance CTE program quality across districts. Region 18 Education Service Center (ESC 18) provides professional development and technical assistance, equipping district staff to deliver workforce-aligned instruction. ESC 18 also supports collaborative teacher training and curriculum development, ensuring program quality and consistency.

With McCamey ISD, Crane ISD, and Grandfalls-Royalty ISD working under a unified CTE approach, PBIZ aims to offer hands-on, industry-relevant programs that prepare students for local careers.

### Targeted Industry and Pathways

The energy sector—particularly oil and gas—is the targeted industry, driving 20% of the region's economy with average wages of \$126,410 (JobsEQ). The industry is projected to add 2,468 jobs over five years, underscoring the need for skilled talent. The Oil and Gas Academy will offer a four-level curriculum: Level 1: Oil and Gas Production I; Level 2: Oil and Gas Production II; Level 3: Oil and Gas Production III; and Level 4: Oil and Gas Production IV.

PBIZ's Welding Academy, hosted by Crane ISD, complements this curriculum, preparing students for high-demand pipeline welding roles within energy. The Welding program coursework includes: Level 1: Introduction to Welding; Level 2: Welding I; Level 3: Welding II; and Level 4: Practicum in Manufacturing.

### Employer Engagement Strategy

PBIZ's employer engagement strategy integrates industry expertise and resources to enhance the program:

- Advisory Input: Local companies, including Premier Energy and Diamondback Energy, advise on curriculum content and credentials, ensuring alignment with workforce needs.
- Student Exposure and Workforce Recruitment: PBIZ organizes annual site visits, giving upperclassmen recruitment opportunities and younger students early exposure to energy careers.
- Sponsorship and Facilities Planning: Employers contribute to facility planning and equipment donations, creating learning environments that mirror real-world industry settings.

This strategy strengthens both student readiness and program relevance, helping PBIZ and EPPB prepare students for meaningful careers in the energy sector.

## Performance and Evaluation Measures

Describe the performance measures identified for this program that are related to student outcomes and consistent with the program's purpose. Include tools and processes that will be used to ensure effectiveness, such as annual labor market needs assessments and tracking project outcomes. Include the following in your response: **a. Anticipated Project and Student Outcomes** - Outline the anticipated outcomes for each grant activity and the projected student outcomes. Include the projected number of students from each partner school district that will participate in the activities related to this grant activity. **b. Identified IHE Partners, Programs and Dual Credit Opportunities** - Identify the IHE partner(s) and the staff dedicated to this project on behalf of the IHE. Describe the programs offered at the IHE that align with the targeted industry, including dual credit opportunities available at the IHE that can be embedded into a district's program of study, projected number of students that will participate in dual credit, and anticipated outcomes. **c. Additional Grant Activities** - Briefly mention other grant activities and interventions to be implemented with grant funds, such as middle school career awareness, career-focused curriculum, middle school to secondary bridge programming, secondary to postsecondary bridge programming, and educator professional development.

PBIZ will use specific performance measures to track student outcomes, including dual credit completion, certifications, and postsecondary or employment placement. Annual labor market assessments with Workforce Solutions Permian Basin will ensure alignment with regional industry demands.

### Anticipated Project and Student Outcomes

Key outcomes include increased student participation, dual credit attainment, and industry certifications:

- Student Participation: Current PBIZ academy enrollment includes 57 students at Crane ISD, 28 at Grandfalls-Royalty ISD, and 54 at McCamey ISD. With new energy pathways, enrollment is expected to reach 160 by Fall 2025.
- Dual Credit and Certification Attainment: Students in the Welding Academy can complete six dual credit courses through Odessa College, leading to a Level 1 Welding Certificate. Energy Technology and Automation pathways will offer similar dual credit options, preparing students for roles like instrumentation technicians. Expanded pathways are expected to increase the number of students earning certifications.
- Postsecondary Transitions and Workforce Placement: By 2025-2026, PBIZ aims for 80% of graduates to be in postsecondary education or career-aligned employment. Outcomes will be tracked annually through surveys and data on post-graduation placements.

### Identified IHE Partners, Programs, and Dual Credit Opportunities

Odessa College and Midland College are PBIZ's primary higher education partners:

- Energy Technology: Dual credit options support careers in instrumentation, engineering, and electrical technician roles.
- Automation (Instrumentation & Electrical): Leading to an A.A.S. degree, this pathway builds skills in automated systems for energy jobs.
- Welding: PBIZ's Welding Academy offers dual credit courses culminating in a Level 1 Certificate, meeting the demand for pipeline welding roles.

Odessa College also offers traditional dual credit in core subjects. Teacher/instructor credentialing for specialized courses poses a potential challenge, but PBIZ, Odessa College, and Midland College are committed to creative solutions to expand dual credit access in rural areas.

### Additional Grant Activities

Grant activities will support the following:

- Middle School Career Awareness: Career exploration workshops, fairs, and virtual tours will engage middle school students in the energy sector.
- Bridge Programming: Structured support will ensure smooth transitions from middle to high school and from high school to postsecondary education.
- Educator Professional Development: Training will focus on credentialing, industry-relevant teaching, and advising on energy career pathways.

These combined efforts will prepare students for careers in the Permian Basin's energy sector, supporting PBIZ's long-term workforce goals.

**Budget Narrative**

Describe how the proposed budget will meet the program's needs and goals, including staffing, project design, and resources needed to support the grant's implementation. Include the following in your response: **a. Funding Allocations and Justification** - Provide justification for the specific funding allocations in the proposed budget and describe how each item will support the team's needs beyond any one specific district partner. **b. Partner Support and FTE Allocation** - Detail the minimum 0.10 FTE dedicated as pass-through to each district partner involved in the grant project. Identify the partner districts and the staff dedicated to this project on behalf of each district. Describe the process used to identify each partner district and demonstrate their commitment to the project. **c. Coordinated Funding Strategies** - Outline the coordinated funding strategies the team will utilize to incorporate other funding sources to support the implementation of this project and future work.

The proposed budget is designed to ensure effective implementation of the Oil and Gas and Welding Academies by addressing staffing, project design, and essential resources. The budget allocations are crafted to meet program needs beyond any one district, fostering collaboration across PBIZ. The budget includes targeted allocations across key areas, ensuring that all aspects of program implementation are supported:

Payroll (6100) - \$192,050:

- Oil and Gas Instructor: \$45,000 allocated for a dedicated instructor to lead the new Oil and Gas Academy, ensuring high-quality program delivery and student engagement.

- Stipends for McCamey ISD Staff: \$6,000 for the HR Director, Business Manager, and PEIMS Specialist, providing essential support for academy administration and compliance.

- PBIZ Coordinator: \$6,000 for a .10 FTE stipend for a PBIZ Coordinator at McCamey ISD to manage local program logistics and coordination.

- PBIZ Director: \$110,000 allocated for the PBIZ Director, who oversees program development and maintains strategic alignment with regional workforce needs.

- Benefits Contributions: \$25,050 to cover benefits for essential program staff.

Contracted Services (6200) - \$157,000:

- EPPB Administrative Support: \$45,000 for general administration and convenings, ensuring effective communication and partnership engagement.

- CareerCraft: \$50,000 for data collection, analysis, technical assistance, and support for academy functions, enabling data-informed decisions.

- Steady State Impact Strategies: \$50,000 to support PBIZ governance and long-term sustainability planning.

- Stipends for Crane ISD and Grandfalls-Royalty ISD Coordinators: \$12,000 to fund .10 FTE stipends for PBIZ Coordinators in each district, supporting program coordination and student recruitment.

Supplies and Materials (6300) - \$20,419:

- Funding for materials essential to the Oil and Gas and Welding Academies, including instructional supplies and marketing materials to promote program awareness.

Other Operating Costs (6400) - \$10,000:

- Travel costs for Pathways to Prosperity and Texas Regional Pathways Network convenings and professional development for teachers, fostering best practices and enhancing instructional quality.

Capital Outlay (6600) - \$100,531:

- Investments in training equipment for the Oil and Gas Academy lab at McCamey ISD. Training equipment for Level 1 and Level 3 courses. (Training equipment for: Fluid systems, Pneumatics, AC/DC, Hydraulics)

Indirect Administrative Costs - \$20,000:

- Covers McCamey ISD's administrative costs as the grant administrator, including essential overhead expenses.

This structured budget supports sustainable program growth and capacity-building across PBIZ.

- Partner Support and FTE Allocation: Each PBIZ partner district has dedicated staff for this project. McCamey ISD, Crane ISD, and Grandfalls-Royalty ISD each receive a .10 FTE pass-through stipend to support local PBIZ Coordinators who will manage student recruitment, industry engagement, and day-to-day academy functions. Districts were selected based on their commitment to regional workforce goals and their capacity to support students in industry-relevant programs.

- Coordinated Funding Strategies: To sustain the academies long-term, PBIZ will leverage additional funding sources. As one of Texas's designated Rural Pathways Excellence Partnerships (R-PEP), PBIZ will generate additional revenue through the new R-PEP allotment as enrollment in shared pathways grows. This, along with potential private-sector and local government funding, will ensure the continued success and expansion of PBIZ programming beyond the grant period.

**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   | <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"/> |
| <b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>       | <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**