



2026-2027 Texas Regional Pathways Network (TRPN) Cohort 6 Informal Discretionary Competition (IDC) Due November 7, 2025

NOGA ID

Authorizing legislation

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, November 7, 2025**.

Application stamp-in date and time

Grant period from **March 31, 2026 - August 31, 2027**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_Cohort6_Budget.xls

2. TRPN Regional Partnership Agreement

NOTE: Must use FileName Convention: NAME_Cohort6_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 Seagraves ISD CDN 083901 Campus 001 ESC 17 UEI QMMHSMB7LP41

Address P.O. BX 577, 1801 AVE K City Seagraves ZIP 79359 Vendor ID 75-6000202

Primary Contact Bonnie Avey Email bonnie.avey@seagravesisd.com Phone 806-387-2035

Secondary Contact Daylan Sellers Email daylan.sellers@seagravesisd.com Phone 806-387-2035

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 Bonnie Avey

Title Superintendent

Email bonnie.avey@seagravesisd.com

Phone 806-387-2035

Signature

Date 11/07/2025

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 2026-2027 TRPN Cohort 6 Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2026-2027 TRPN Cohort 6 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 2026–2027 Texas Regional Pathways Network (TRPN) Cohort 6 project is a regional partnership among Seagraves ISD, Loop ISD, and Dawson ISD, with Collegiate Edu-Nation (CEN) serving as the Pathways Team Facilitator. Together, partners will design and sustain a Healthcare Pathway in Diagnostic and Therapeutic Services (DTS) that prepares students for high-demand, high-wage healthcare careers and strengthens the rural talent pipeline across West Texas.

Organizational Mission and Need

The partner districts share a mission to expand college and career readiness for rural students through high-quality, industry-aligned pathways. Each district serves a geographically isolated population with limited access to healthcare programs, work-based learning, and postsecondary credentialing. By leveraging the TRPN framework and CEN's P-20 System Model, the project will equip students with the academic foundation, hands-on training, and credentials needed for employment or continued study in the healthcare field.

a. Industry Target and Labor Market Justification

The targeted industry is Healthcare, with emphasis on the Diagnostic and Therapeutic Services program of study (CIP 51.0801 – Medical/Clinical Assistant). This aligns with occupations such as Medical Assistant (SOC 31-9092), Certified Nursing Assistant (CNA), and Patient Care Technician (PCT)—all identified as high-demand across the South Plains region. According to the Texas Workforce Commission and JobsEQ, healthcare support occupations are projected to grow more than 20% over the next decade, with median wages of \$16–\$23 per hour. The pathway prepares students for stackable credentials, ensuring alignment with evolving local workforce needs.

b. Career and Education Pathways

Students will follow a structured sequence—Principles of Health Science, Health Science I & II, and Practicum in Health Science—culminating in supervised clinical experiences. Through collaboration with South Plains College, students will access dual credit courses that apply toward a Medical Assistant Certificate or CNA program, earning college credit while in high school. Graduates may continue into allied health or nursing programs or enter the workforce with recognized credentials. The pathway provides multiple entry and exit points, ensuring flexibility for students' postsecondary goals.

c. Key Project Partners

The regional team includes a diverse set of partners who will collaboratively design, implement, and sustain the healthcare pathway: Pathways Team Facilitator: Collegiate Edu-Nation (CEN) — provides project leadership, cross-sector coordination, professional development, and evaluation.

Grant Administrator: Seagraves ISD — serves as the fiscal agent and lead district.

Participating LEAs: Seagraves ISD, Loop ISD, Dawson ISD — implement the pathway and ensure student participation.

Public IHE: South Plains College — delivers dual credit and certification programs aligned to the DTS pathway.

Regional ESC: ESC Region 17 — provides technical assistance, professional development, and data support.

Workforce Board: Workforce Solutions South Plains — offers labor market data, employer engagement, and career awareness activities.

Employer Partners: Covenant Hospital and Medical Arts Hospital — host clinical rotations, internships, and mentorships.

d. Grant Activity Overview

Grant funds will build a comprehensive and sustainable healthcare pathway that connects classroom learning with real-world clinical experiences. Key activities include:

- Expanding dual credit and credentialing opportunities aligned to regional workforce demand.
- Establishing work-based learning through internships, clinical rotations, and job shadowing.
- Providing advising interventions to guide students toward postsecondary and career success.
- Supporting industry-recognized certifications (CNA, PCT, Phlebotomy Technician) through exam fee coverage and materials.
- Offering teacher professional development in clinical safety, curriculum alignment, and student-centered instruction.
- Launching middle school health science modules to strengthen early career awareness.
- Convening quarterly leadership meetings facilitated by CEN to ensure alignment, data review, and sustainability planning.

Through these coordinated strategies, the project will prepare rural students for healthcare careers while creating a lasting, replicable model for regional workforce development.

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.

Identified Districts and Staff Commitment

The regional partnership includes Seagraves ISD, Loop ISD, and Dawson ISD, three rural districts committed to expanding postsecondary and workforce opportunities through career-connected learning. These districts were selected for their readiness to implement a healthcare pathway, prior collaboration with Collegiate Edu-Nation (CEN), and clear need for programs aligned to local workforce demand. Seagraves ISD serves as the Grant Administrator and Fiscal Agent, managing budgets, compliance, and coordination with TEA. A campus administrator and health science teacher will lead implementation with support from counselors and CTE staff. Loop ISD and Dawson ISD each commit 0.10 FTE of instructional and administrative time to oversee advising, dual credit, and work-based learning. All superintendents have affirmed participation, and district leads will meet quarterly with partners to review data and progress.

Key Personnel and Their Qualifications

The Pathways Team Facilitator, Collegiate Edu-Nation (CEN), brings extensive experience leading statewide college and career pathway initiatives across more than 30 rural Texas districts. Under the leadership of Dr. Kim Alexander, CEN provides expertise in P-TECH design, workforce alignment, and rural systems development. The facilitation team includes specialists in program design, dual credit implementation, and work-based learning partnerships. The Grant Administrator, led by Superintendent Bonnie Avey at Seagraves ISD, brings strong fiscal management and prior experience with Perkins and Texas Workforce Commission grants. Together, CEN and Seagraves ISD combine statewide facilitation expertise with local implementation capacity to ensure fidelity and compliance.

Collaboration and Roles

CEN and Seagraves ISD will maintain structured, ongoing collaboration through bi-monthly check-ins and quarterly regional convenings. CEN – Leads professional development, alignment with industry and postsecondary standards, data collection, and regional coordination. Seagraves ISD – Oversees budgeting, reporting, and TEA compliance. Loop ISD & Dawson ISD – Implement the pathway locally, managing student advising, credentialing, and clinical experiences. IHE, ESC 17, Workforce Board, and Employer Partners – Provide dual credit, technical assistance, labor market data, and clinical placements. This structure clarifies responsibilities, ensures efficient communication, and avoids duplication of effort.

Sustainability Strategy

Sustainability is integrated from the start. CEN and Seagraves ISD will co-develop a multi-year plan to maintain and scale the pathway beyond the grant term. Each district will build local capacity by training teachers, counselors, and administrators to sustain programming using existing staff and infrastructure. Long-term alignment will be ensured through formal dual credit and credentialing agreements with South Plains College and continued employer partnerships with Covenant Hospital and Medical Arts Hospital. Financial stability will be achieved through braided funding that leverages Perkins, district, and Workforce Board resources for credentialing fees, equipment, and advising. CEN will also produce a sustainability toolkit and transition plan, enabling the regional team to lead independently while maintaining access to periodic facilitation support. Through these efforts, Seagraves, Loop, and Dawson ISDs will sustain and expand the Diagnostic and Therapeutic Services pathway as a model for rural healthcare education in West Texas.

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.

Goals, Objectives, and Strategies

The goal of this project is to establish and sustain a regional healthcare pathway that prepares students in Seagraves ISD, Loop ISD, and Dawson ISD for high-wage, high-demand careers in the healthcare industry—specifically within the Diagnostic and Therapeutic Services (DTS) Program of Study. Through cross-sector collaboration, the initiative will expand access to dual credit, work-based learning, and industry-recognized credentials, building a stronger rural healthcare workforce across West Texas.

a. Workforce Development Region and Board Roles

This project is anchored in the Workforce Solutions South Plains region, which serves as the primary workforce partner and a key driver of education-to-employment alignment. The Board will provide current labor market data, wage information, and job projections for healthcare occupations, ensuring that training aligns with high-growth careers such as Medical Assistant (SOC 31-9092), Certified Nursing Assistant (CNA), and Patient Care Technician (PCT). Workforce Solutions will facilitate employer engagement by connecting districts with regional hospitals, clinics, and long-term care providers to expand clinical and internship opportunities. The Board will also support career awareness activities—including career fairs, industry panels, and mock interviews—and assist with resource mapping to braid Perkins, WIOA, and local employer funding for long-term sustainability. Through this collaboration, the project will stay aligned with evolving labor market priorities and ensure students graduate ready for in-demand healthcare careers.

b. Regional Strategy and ESC Role

Under the facilitation of Collegiate Edu-Nation (CEN), Seagraves, Loop, and Dawson ISDs will implement a shared Diagnostic and Therapeutic Services pathway to maximize quality and efficiency across districts. ESC Region 17 will provide: Technical assistance and data support to ensure fidelity and accurate reporting; Professional development for teachers and counselors to strengthen instruction and advising; Regional coordination to align Perkins funds, CTE resources, and shared training systems. This cooperative structure ensures that small rural districts access the same level of program quality and professional capacity as larger systems, creating a sustainable foundation for regional healthcare education.

c. Targeted Industry and Pathways

The targeted industry is Healthcare, focusing on the DTS pathway (CIP 51.0801 – Medical/Clinical Assistant). Students prepare for entry-level roles as Medical Assistants, CNAs, and PCTs—occupations projected to grow over 20% in the next decade, with more than 2,000 annual openings regionally and median wages between \$16–\$23/hour. The pathway includes Principles of Health Science, Health Science I & II, and Practicum in Health Science, culminating in supervised clinical experiences. Through dual credit partnerships with South Plains College, students will earn college credits toward healthcare certificates and degrees, positioning them for immediate employment or continued study in allied health and nursing programs.

d. Employer Engagement Strategy

Employer partnerships anchor this pathway in real-world relevance. Regional healthcare providers—such as Covenant Hospital, Medical Arts Hospital, and other South Plains facilities—will: Host clinical rotations, internships, and job shadowing experiences. Participate on a regional advisory council to guide curriculum and validate training standards. Support credentialing efforts and career mentorship activities, including panels and mock interviews.

These partnerships provide students with hands-on experience, professional exposure, and direct employment connections while helping local healthcare employers build a reliable pipeline of skilled, community-grown professionals.

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.

This project's evaluation strategy ensures measurable, student-centered results and continuous improvement. Data collection and analysis will be embedded throughout implementation, guided by clear performance indicators and alignment with regional workforce needs. The overarching goal is to increase the number of rural students graduating college-, career-, and credential-ready through completion of a high-quality healthcare pathway leading to employment in the Diagnostic and Therapeutic Services (DTS) sector.

a. Anticipated Project and Student Outcomes

Implementation will directly serve approximately 227 students across Seagraves ISD, Loop ISD, and Dawson ISD over the grant period. Project outcomes include: Launch of a fully implemented Medical Assistant/CNA pathway in each district. Expansion of dual credit and credentialing opportunities through the regional IHE. Development of clinical partnerships with at least four healthcare employers. Professional development for all health science instructors and counselors. Annual labor market needs assessment in partnership with Workforce Solutions South Plains to ensure relevance.

Projected student outcomes:

- 40 students completing one or more dual credit health science courses.
- 20 students earning an industry certification (CNA, PCT, or Medical Assistant).
- 40 students engaging in clinical or work-based learning experiences.
- 15 students transitioning into postsecondary healthcare programs or direct employment.

These measures will demonstrate improved readiness for postsecondary education and career entry while building a sustainable rural healthcare workforce.

b. Identified IHE Partners, Programs, and Dual Credit Opportunities

South Plains College (SPC) is the designated higher education partner, providing dual credit alignment, faculty support, and continuation pathways for students pursuing healthcare credentials. SPC offers a Medical Assistant Certificate and additional programs in Nursing, Allied Health, and EMT, which align directly with this project's goals. SPC will assign a faculty liaison and dual credit coordinator to work with districts on course delivery and advising. Approximately 45 students are projected to enroll in dual credit courses, with at least 20 students completing six or more college hours prior to graduation. SPC faculty will participate in curriculum alignment, site visits, and leadership meetings to ensure rigor and industry alignment.

c. Additional Grant Activities

To strengthen awareness, instruction, and student transitions, the project includes the following complementary activities: Middle School Career Awareness: Grades 6–8 students will participate in health science modules, guest speaker sessions, and virtual healthcare facility tours. Bridge Programming: Transition supports will guide students from middle to high school and into postsecondary study through advising, orientation, and mentorship. Educator Development: Health science instructors, counselors, and administrators will receive joint training from ESC Region 17 and CEN on curriculum alignment, credentialing, and work-based learning integration. Continuous Improvement: CEN will lead quarterly data reviews to assess progress, analyze dual credit and credentialing data, and integrate employer feedback to refine program delivery. Through these evidence-based activities and ongoing evaluation, the regional team will ensure that students in Seagraves, Loop, and Dawson ISDs are fully prepared to enter high-demand healthcare careers and that the pathway remains responsive, effective, and sustainable.

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. *d. Sustainability and Cost-Effectiveness* - Briefly explain how the budget supports long-term sustainability and efficient use of funds. Include strategies for maintaining key components beyond the grant period and leveraging shared resources or existing infrastructure.

a. Funding Allocations and Justification

The proposed budget aligns resources to meet program goals through strategic staffing, professional services, and instructional supports across all partner districts. Under 6100 (\$105,000), funds support key instructional and administrative personnel. A Nursing Teacher (\$60,000) will provide instruction across participating districts, supported by a \$5,000 stipend for extended coordination. A Business Manager (\$15,000) with a \$5,000 stipend will manage fiscal processes and ensure compliance, while a Project Coordinator (\$15,000) with a \$5,000 stipend will oversee local implementation and reporting. Under 6200 (\$134,000), contracted services maintain program alignment and quality. The Pathways Team Facilitator (\$80,000) provides centralized oversight and technical assistance, Professional Development (\$12,000) supports training in credentialing and program alignment, Dual Credit Access (\$12,000) ensures equitable opportunities across partner districts, and Project Coordinators (\$30,000) provide a minimum 0.10 FTE pass-through for district partners. 6300 (\$60,000) funds instructional materials and supplies essential for implementation. 6400 (\$10,000) supports allowable travel for TEA convenings and program-related meetings. 6600 (\$75,000) provides funding for equipment purchases to strengthen technical programs of study and enhance student learning opportunities.

b. Partner Support and FTE Allocation

The project operates under a Shared Service Arrangement (SSA) with one district serving as the fiscal agent and five partner districts receiving allocations to support local implementation. Each partner district receives a minimum 0.10 FTE pass-through to manage program activities, coordinate data collection, and serve as the local liaison for implementation. Districts were identified through an established rural network based on readiness to expand dual credit and pathway alignment. Each has demonstrated commitment through letters of participation and the designation of staff responsible for implementation and reporting.

c. Coordinated Funding Strategies

The project leverages state and local funding sources, including Texas Workforce Commission (TWC) programs and dual credit partnerships with South Plains College, to maximize resources and avoid duplication. These coordinated strategies ensure alignment of instructional, credentialing, and equipment supports across multiple funding streams, extending impact beyond the grant period.

d. Sustainability and Cost-Effectiveness

The budget emphasizes long-term sustainability through shared staffing, centralized facilitation, and efficient resource allocation. Oversight through the coordinating organization ensures consistent implementation while minimizing administrative burden for small rural districts. Investments in durable equipment, staff development, and district capacity ensure continuity after the grant term. Leveraging existing infrastructure and maximizing allowable indirect recovery promote cost-effective implementation and lasting impact across all participating 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)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

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

