



**2025-2026 Effective Advising Framework Implementation Grant  
Informal Discretionary Grant (IDC) Application Due 11:59 p.m. CT, June 17, 2023**

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, June 17, 2025**.

Application stamp-in date and time

Grant period from **September 1, 2025 - August 31, 2026**

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: 2025-2026 Effective Advising Framework Implementation Grant Program Agreement

**Amendment Number**

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

**Applicant Information**

Organization Georgetown ISD CDN 246904 Campus ESC 13 UEI  
Address 507 E. University Avenue City Georgetown ZIP 78626 Vendor ID 174-6000975  
Primary Contact David Rainey Email raineyd@georgetownisd.org Phone 512-943-5000  
Secondary Contact Amy Rodriguez Email rodrigueza7@georgetownisd.org Phone 512-943-5000

**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 Dr. Devin Padavil Title Superintendent

Email padavild@georgetownisd.org Phone 512-943-5000

Signature Date June 4, 2025

**Shared Services Arrangements**☐ Shared services arrangements (SSAs) are NOT permitted for this grant. .**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 Effective Advising Framework District Planning Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 Effective Advising Framework District Planning Grant 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.

**Summary of Program**

1. How this program will support individual student planning in the context of comprehensive school counseling, and 2. How this program will foster innovation in CTE programming and/or promote career pathways aligned to high-skill, high-wage careers or industries.

Georgetown ISD's second year of the Effective Advising Framework Implementation Grant will support our individual student planning delivery component in a multitude of ways. Primarily, we take an individualized, student-centered approach with our priority goal areas to create impact directly at the student level in order to meet each individual's unique needs. We feel strongly that prioritizing individual advising conversations and practices with our students strengthens the connections to their learning while in our schools as well as connections to their future pathways after high school graduation. Secondly, the Effective Advising Framework promotes systemic and cohesive advising practices for all students and families across the district. It allows us to zoom out and create a scaffolded, developmentally appropriate approach to advising across the K-12 continuum.

Finally, our Effective Advising Framework grant implementation elevates and enriches the work of our school counseling and advising teams through professional learning, collaboration, as well as making connections to district, local, regional, and state data to adjust advising practices for students as the post-secondary landscape and occupational skill needs adjust.

Since we are focused on both individual student advising as well as systemic advising practices for all students across the K-12 continuum, we have been extremely intentional in incorporating career exploration and alignment to GISD CTE programs of study into our grant priority goals. Currently, our CTE program of study options in GISD are plentiful. Our Director of CTE is integral in bringing his knowledge of local and regional high-skill, high-wage careers into conversations with our EAF Steering Committee. This allows the EAF Steering Committee and by extension the school counseling and advising teams to review and update our advising materials as well as understand the many different options available for students during and after high school graduation.

## Qualifications and Experience of Key Personnel

1. **EAF Coach** - Who is the EAF Coach and what are their qualifications? What percentage of their time will be allocated specifically to the district to support implementation and what is the ESC fee for the contracted support?
2. **EAF Project Lead** - Who is the EAF Project Lead and what are their qualifications? What percentage of their time is allocated to this project? How will the district ensure the EAF Project Lead has the appropriate time and capacity to lead this project? How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? Include the stipend amounts allocated for the Project Lead and each steering committee member. (Total stipend amounts for Project Lead and steering committee members are not to exceed 20% of the total grant budget.)
3. **District Commitment** - Outline the district's commitment to this project. Reference the District Commitments from Lever 1 and Lever 3 of the EAF in your response. Describe district leadership's involvement in the EAF grant from the 2024-2025 school 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?
4. **Steering Committee** - Who are the steering committee members and how do they meet the required criteria outlined in the Program Elements below? How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? Include the stipend amounts allocated for the EAF Project Lead and each steering committee member. (Total stipend amounts for the EAF Project Lead and steering committee members are not to exceed 20% of the total grant budget.)

The designated EAF Coach for our district is Nanette Deaton, Counseling Services Education Specialist III at ESC Region 13. Mrs. Deaton holds the TEA "EAF Coach with Distinction" designation, reflecting her demonstrated expertise in supporting grant implementation, aligning advising systems to the Effective Advising Framework, and building sustainable, student-centered advising practices. Mrs. Deaton brings a wealth of field-based experience to her coaching role, having served as a campus counselor, administrator, and district-level counseling director. She has led the design and implementation of effective individual planning systems that prioritize postsecondary readiness and equitable advising access. The 2025-26 school year will mark her fourth year serving as an EAF Coach, during which she has supported multiple LEAs across diverse contexts through this grant. Her coaching is grounded in a collaborative, data-informed approach that aligns with TEA's EAF 2.0 priorities-strengthening district steering committees, leveraging TNTP tools and deliverables, and guiding districts in the development and execution of actionable advising implementation plans.

Georgetown ISD's EAF Steering Committee Lead is Amy Rodriguez, MA, LPC-Supervisor and GISD Coordinator for Counseling Services. This will be Amy's third year serving as EAF Steering Committee Lead and seventh year as the Counseling Services Coordinator in Georgetown ISD. She has been in education for 19 years, 14 of which have been in the school counseling field. She has a deep understanding of the Texas Model for Comprehensive School Counseling Programs as well the complexities of individual student planning across the K-12 continuum. She will lead the 25-26 EAF steering committee of 7 individuals and will be supported in carving out intentional time for this role; we are approximating about 8 hours per month. In order to prioritize grant monies, we are greatly reducing the steering committee stipends for next year. The Project Lead will earn \$1,000; the Academic Advisor(s) will earn \$750 each/ \$ 1500 total; the six remaining steering committee members will earn \$250 each/\$ 1500 total.

Georgetown Independent School District is fully committed to supporting the work of the Effective Advising Framework implementation for our students. During Implementation year 1, we learned quite a bit about the grant process. There was a dedicated focus on engaging district and community stakeholders to understand the Effective Advising Framework, various data points that informed the creation of our year 1 priority goals, progress measures throughout the year, and the introduction to the Academic Advisor position. We have made great strides in year 1 and are excited to continue this work. Georgetown ISD has been intentional to align the EAF grant work as well as the role of the academic advisor to our district Blueprint. Strategic Priority Area 1.3 in that Blueprint states, "GISD students are prepared for post secondary education and the workforce." The school counseling team has additionally incorporated the EAF Student Outcome Smart Goal into their campus Comprehensive School Counseling Goals for the 2025-2026 school year. Each level (elementary, middle, and high school) are vertically aligned in their Student Outcome goal aligned to Strategic Priority Area 1.3. Follow this link to the GISD School Counseling team's CSCP goal templates for a deeper understanding of this alignment. Lastly, the steering committee has been intentional about setting goals that continue the momentum in the foundational work we did this past year as well as broaden our partnerships with other district stakeholders outside of the counseling services team. Specifically, our 25-26 EAF Priority #3 (see below) focuses on partnering with Advanced Academics department leadership as well as English teachers to extend the advising work. We are hopeful that with the grant monies received we can hire a second Academic Advisor to expand impact for students and the culture of advising within Georgetown ISD.

We plan to have nine EAF Steering Committee members for the 25-26 year 2 implementation year. These members are as follows: The Director of CTE & Interim High School Principal, Director of Federal Programs, Coordinator for Counseling Services, Academic Advisor(s), two High School Counselors, a Middle School Counselor, an Elementary School Counselor

The Project Lead will ensure intentional time is carved out for the Steering Committee members to meet at least once a month. She will also communicate grant priorities progress, coordinate understanding of and input for grant deliverables, as well as develop resources to support the work over the course of the 2025-2026 school year. The Steering Committee stipend amounts are outlined above.



## Goals, Objectives, and Strategies

Indicate the four EAF Priorities the district will implement in the 2025-2026 school year that were developed with the support of the EAF Coach in spring 2025 using either the EAF Gap Analysis Tool or the SY25-26 EAF Priorities and Student Outcomes resource. For each EAF Priority, include the following: a description of the EAF Priority to be implemented, the aligned SMART student outcome goal, the targeted grade level(s), the targeted development area (academic, career, personal/social, or financial literacy and aid), the key staff who will lead and support implementation of this priority, and the strategy to support the priority. Include in the strategy the necessary staff training, communication to stakeholders, advising resources, and external partnerships.

1. Provide the information above for the district's first EAF Priority.
2. Provide the information above for the district's second EAF Priority.
3. Provide the information above for the district's third EAF Priority.
4. Provide the information above for the district's fourth EAF Priority.

### 1. GISD SY25-26 Priority 1 Focus: Strengthen 5th grade student transition to Middle School.

Student Outcome Smart Goal: By the end of the 2025-2026 school year, 70% of GISD 5th grade students will have a confidence level in transition to middle school of a 3 or higher on a scale of 1-5 (1 being least confident and 5 being most confident).

Development area(s): Academic & Personal-social, Grade-level(s): 5th grade, Key Staff Leading and/or supporting this goal: Elementary School Counselors will lead this work. Middle school counselors will support along with elementary campus teachers and administrators.

Strategy outline to accomplish this goal:

Lever 2-The elementary school counseling team will create a pre and post assessment with confidence in plan as well as a 5th grade transition guidance lesson. Campus Elementary and Middle School counselors will review the 5th grade transition lesson plan and make any necessary adjustments in the fall. A timeline with all pieces will be pushed out to 5th grade administrators and teachers. The pre-survey will be given prior to the lesson in January. The post-questionnaire will be given to students after course selection with the middle school counselors has occurred before Spring Break.

Lever 3-Surveying middle school staff/ to determine areas that they feel are the areas that are the most important areas to focus on for transition from 5th to 6th will occur in order to gauge the elements that need to be included. 5th grade teachers understanding the importance of supporting students in this work will help ease anxiety. Students need to see the direct correlation between the lessons and the transition so messaging to them throughout the transition process will also occur. Presenting this in January and then circling back each month to pieces of transition will help students, and parents, build their confidence in the transition process. Families will also benefit from communication on ways they can support their child at home with the transition to middle school.

Lever 4-Since transitioning to middle school from elementary includes two different campus' stakeholders, a lot of focus is on the partnership between elementary and middle school staff including intentional planning time for elementary and middle school counselors to map out all of the pieces in the timeline. The fine arts and athletics teams work in tandem at the elementary and middle school levels to create awareness for students of the many elective and extra curricular options they will have available to them in middle school.

Lever 5-The elementary school counseling team is creating a guidance lesson for students this summer in order to roll out during the 25-26 school year. This will include the pre-survey, post-survey, timeline, and communication to stakeholders throughout the year.

### 2. GISD SY25-26 Priority 2 Focus: Future Ready Learning & connection for success in middle school.

Student Outcome Smart Goal: By the end of the 2025-2026 school year, 70% of GISD 7th grade students will demonstrate a confidence level of 3 or higher in their future career path.

Development area(s): Academic & Career, Grade-level(s): 7th grade, Key Staff Leading and/or supporting this goal: Middle School Counselors will lead this work. They will extend this work that was started during the 24-25 EAF Grant Implementation year through collaboration with 7th grade teachers and campus administrators.

Strategy outline to accomplish this goal:

Lever 2-The Counseling Services team would like to continue vertical alignment of career exploration and future ready planning, starting prior to PGP creation in 8th grade. Therefore, middle school counselors will push out targeted learning throughout the academic school year for our 7th grade students that focuses on future readiness vocabulary, academic skills for success, career exploration, connection to planning in middle school and student's transition to high school. These lessons will incorporate the Eduthings interest profiler, career exploration, and awareness of the GISD programs of study. All of this was foundational work our teams led this year. There will be pre-surveys and post-surveys given to evaluate student growth. Our hope is to use this data to identify students who may need additional support in the future.

Lever 3-Data will be collected and reviewed throughout the year focusing specifically on future-ready skills and student confidence levels. Engagement with parents will be incorporated into campus events to foster collaboration and family involvement by providing guidance on how parents can reinforce organization, time management, and goal-setting skills at home.

## Goals, Objectives, and Strategies cont'd.

Lever 4-The district continues to partner with Eduthings in order to align their platform to our course offerings and career exploration pieces. This year, we hope to move into the Four Year Planning tool in Eduthings to start slowly building each student's Personal Graduation Plan (PGP) into Eduthings. The company offers on-demand training to support our counseling and advising staff as we develop the use of this platform to meet student needs. Awareness of Program of Study offerings is a critical component for 7th grade students to make connections from their coursework options to their future career aspirations. Therefore, we will work with our Director of CTE and the CTE department to continue providing opportunities for students to explore the many options in GISD.

Lever 5-A district 7th Grade Future Ready lesson has been created and will be rolled out in increments over the 25-26 academic year. The scope and sequence of the lessons will be built out to further support the ultimate goal. Additionally, we will continue to work with Eduthings to develop our use of this tool and incorporate this tool into our group and individual student planning and advising practices.

### 3. GISD SY25-26 Priority 3 Focus: Understanding the PSAT score report

Student Outcome Smart Goal: By the end of the 2025-2026 school year, 70% of ninth grade students will receive their PSAT Score Report and be provided with a classroom lesson to learn how to interpret scores.

Development area(s): Academic, Grade-level(s): 9th grade, Key Staff Leading and/or supporting this goal: The EAF grant-funded Academic Advisor(s) will lead this work. They will partner with the Advanced Academics Coordinator and 9th grade English teachers to support the communication to students and families.

Strategy outline to accomplish this goal:

Lever 2-The Academic Advisor(s) will work with the Advanced Academics Coordinator to curate resources that can be pushed out in the 9th grade English 1 classrooms once PSAT score reports are available. School Counselors will support Academic Advisors in the work as 9th graders transition to 10th grade within the course selection and advising process. All of these stakeholders were trained during the 24-25 school year on the College Board Suite of Assessments and AP potential data. 9th grade English teachers will receive training on the communication pieces and developed tools that will be pushed out to students and families.

Lever 3-Teachers and staff supporting in classrooms will need to understand the importance and value of students taking the PSAT and how to assist them with understanding score reports. 9th grade parents and students will receive communications about the importance of the PSAT, the timeline in which it will be administered, and an understanding of the PSAT 8/9 score report.

Lever 4-There is an Advanced Academics Coordinator who has been supporting foundational work during the 24-25 school year. This district liaison is partnering with the Counseling Services Team and Academic Advisor to extend the grant work and support current and future goals for this arena. The Academic Ambassador program was set up this past year as a connection point for students to their peers. These peer mentors have been empowered to support students and create marketing videos to share their own personal experiences with AP Potential and the importance of taking the PSAT/SAT. GISD has a partnership with the College Board and our representative will continue to support our efforts in this area.

Lever 5-The current Academic Advisor and Advanced Academics Coordinator will be working to curate resources this summer in order to roll out next year.

### 4. GISD SY25-26 Priority 4 Focus: Increasing Enrollment in College Credit Courses

Student Outcome Smart Goal: By the end of the 2025-2026, we will increase the percentage of 9th & 10th grade students who enroll in college credit level course (AP, On Ramps, ACC- rising 11th) from 45% to 50%

Development area(s): Academic, Grade-level(s): 9th & 10th grade, Key Staff Leading and/or supporting this goal: The Counseling Services team, along with the Academic Advisors will lead this work. They will work together to align their advising forms and individual student planning and advising conversations to empower 9th and 10th grade students to enroll in college credit bearing courses. Additionally, the counseling services team will collaborate with the Advanced Academics team to continue discussions on how to best support teachers and students in enrollment, retention, and completion of these courses.

Strategy outline to accomplish this goal:

Lever 2-The work of the 9th grade academic advisor is critical in transitioning students from 8th to 9th and then from 9th to 10th grade. Our hope is to have an advisor at each high school, through funding from this grant, to expand the advising process from this year, add capacity to both high school counseling teams, as well as support 8th grade transition at the middle school. The academic advisors(s) will be charged with identifying 9th grade students who will be empowered to enroll in college credit bearing coursework for the following school year. Current high school campus alpha counselors will be charged with identifying 10th grade students who will be empowered to enroll in college credit bearing coursework for the following school year.

Lever 3-Students will need to have access to EAF student experience survey and understand the importance of completing it. Work will be done over this summer to update that survey and create timeline and messaging for a smoother roll-out next fall. The high school campus Lead Counselor and Academic Advisor will work with the Associate Principal to push out this survey. Feedback from this survey will help our team understand students' awareness of course offerings. T

Lever 4-External Partnerships: We will utilize our teachers who are teaching advanced courses, Advanced Programming student ambassadors, CCMR Specialists, as well as targeted communication during the course selection and advising windows to support this goal.

Lever 5-Advising Materials: In November we will give the updated EAF Student Experience Survey to assess the student understanding of advanced coursework. We will modify our existing resources to create consistency in messaging across both high school campuses.

## Performance and Evaluation Measures

For each of the four EAF Priorities indicated above, describe how you will monitor progress throughout the year to ensure successful implementation so that student outcome goals are met. Include in your response the types of data used to monitor progress, the tools that will be used to collect and analyze data, and the process for reflecting on the data.

1. GISD SY25-26 Priority 1: We will look at growth in student confidence in transitioning to middle school (on a 1-5 scale, 1 being least confident, 5 being most confident) from the pre-survey (before all transition events) to the post-survey (after all transition events have occurred). We would like to see the "confidence in plan" grow for students transitioning to middle school. We will review this data in April once all transition events have occurred.
2. GISD SY25-26 Priority 2: We will look at growth in student confidence in their future career plan (on a 1-5 scale, 1 being least confident, 5 being most confident) from the pre-survey to the post-survey. Middle school campus counselors will map out when they plan to administer the pre-survey, the lessons, the Eduthings components, the GISD Program of Study exploration (with visit to the GISD Future Ready Complex), the post-FRC visit survey, and the end of year survey. Therefore, we will be able to reflect on the impact of the different touch-points throughout the school year. We will be able to pull reports from Eduthings to understand which students have completed their Interest Profiler, selected an occupation, and identified the GISD Program of Study that interests them the most. We would like to see student confidence in their future career plan grow throughout the year.
3. GISD SY25-26 Priority 3: We will create timeline check points to ensure communication has been sent out to students and families. We will create an internal measure that we will collect to ensure their score report was received and reviewed during individual student planning meetings in the spring semester. We will also pull AP potential data for students and families that will be pushed out through campus course selection conversations.
4. GISD SY25-26 Priority 4: Percentage of enrollment in college credit courses will be the first indicator. This will be pulled from Skyward, our Student Information System, in April and May. We would also like to see college credit earned in that coursework rise over the next few years, which will in turn raise the CCMR indicator percentages in the 3 targeted areas (AP, Dual Credit, and OnRamps). Additionally, we are hoping to see student awareness and perceived support in these programs increase in feedback gathered from the EAF Student Experiences Survey as well as our district Learner Profile survey.

## Budget Justification

Describe how the proposed budget will meet the goals of the proposed program. For each category below, include the following: How does this budget category align to one or more of the four EAF Priorities the district has identified? Provide a justification for the specific funding allocations in the proposed budget which may include explanation of pay rates and hours expected for services rendered.

Payroll, Professional and contracted services, Supplies and materials, Other operating costs

Due to the significant impact of the Academic Advisor role for the 2024-2025 EAF Grant Implementation Year, we are requesting a total grant award amount of \$119,150.00. The majority of these funds will go directly to the cost of funding the salary and benefits of 1.25 academic advisors. The remaining .75 of an academic advising position (salary and benefits) would be covered internally by our district as we create efforts to sustain these positions once EAF grant funding is no longer available, past year 4. We are estimating the cost of an advisor (plus benefits) to be around \$81,000 depending on years of service. We are asking for an additional \$17,000, \$13,000 in salary and \$4,000 in benefits for the district to cover a portion of our current Academic Advisor's position. These Academic Advisor positions are 187 days and on a teacher pay scale. They are an extension of the counseling services department and are integral to supporting students in their transition from 8th to 9th grade and support through the 9th grade year. During the 24-25 school year, our one Academic Advisor split between our two comprehensive high school campuses making her caseload around 1,054 students. Despite that large caseload and starting in late October, the impact was greatly felt and two out of three of our year 1 implementation grant goals were achieved. We have evidence that this was impactful and truly believe adding an additional advisor position will only extend this impact.

The remaining funds would go towards.

The EAF ESCI 3 Coach (\$12,000)

- Steering Committee stipends (\$4,000 total). This is a reduction from \$21,000 during the 24-25 school year. Steering committee stipends will be cut down significantly in order to prioritize the payroll funds for academic advisors.
- Indirect administrative costs which are required by our district payroll department in managing grant funds. This will be \$5,150.



**Equitable Access and Participation**

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

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

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**PNP Equitable Services**

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

☒ Yes ☐ No

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

Are any private nonprofit schools participating in the program?

☒ Yes ☐ No

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

**5A: Assurances**

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

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text" value="14,817"/>
2. Enrollment of all participating private schools	<input type="text" value="535"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="15,352"/>
4. Total current-year program allocation	<input type="text" value="110,000"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="110,000"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="7"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text" value="3,745"/>



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