

**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):

N/A

Applicant Information

Organization Tuloso-Midway CDN 178-912 Campus MS/HS ESC 2 UEI TNYHATZBKDH5

Address 9760 La Branch City Corpus Christi ZIP 78460 Vendor ID 1746000620

Primary Contact Steve VanMatre Email svanmatre@tmisd.us Phone 361-903-6400

Secondary Contact Kenna Moody Email kmoody@tmisd.us Phone 361-903-6400

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 Steve VanMatre

Title Superintendent of Schools

Email svanmatre@tmisd.us

Phone 361-903-6400

Signature *Steve VanMatre*

Date 6/9/2025

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.

At Tuloso-Midway ISD, we are committed to supporting the whole child by creating a safe environment and providing enriching experiences that help students thrive. We know this vision can only be achieved when students are given personalized guidance to explore their interests, set meaningful goals, and plan for their futures.

There is a clear need for stronger INDIVIDUAL STUDENT PLANNING /COMPREHENSIVE SCHOOL COUNSELING—especially for students who may be navigating college and career pathways for the first time. To meet this need, we will: To support individual student planning within our comprehensive school counseling program, we will: 1) Expand structured advising sessions to include students starting in 6th grade through 12th grade, ensuring every student develops and regularly updates a personalized graduation plan aligned with their academic strengths, career interests, and postsecondary goals; 2) Have the EAF Coach collaborate with counselors and advisors to analyze current advising practices, provide targeted training, and support the consistent use of academic data, career assessments, and regional labor market information—sharing this insight with both students and parents to help them make informed decisions; and 3) Implement regular progress monitoring and check-ins by counselors and supported by the EAF Coach to ensure students stay on track with their plans and adjust goals as needed, fostering stronger student ownership and engagement.

FOSTER INNOVATION/PROMOTE HIGH-SKILL, HIGH-WAGE CAREERS: During the planning year, “Career Development” emerged as our top priority in the Gap Analysis Tool. In Year 1, we made progress by increasing counselor-student meetings to every six weeks, delivering targeted counselor training, and introducing postsecondary planning as early as 6th grade. These were strong initial steps, but critical gaps remain.

In 2022, we received \$1.4 million through the JET Grant, allowing us to equip our Health Science and Welding programs with industry-grade tools—giving students real-world experience in careers such as LVNs, Medical Assistants, Welders, and Pipefitters. While the grant was designed to expand work-based learning, maintaining strong partnerships has been challenging over the last three years. If funded, we plan to use the resources to: 1) Provide financial incentives to local businesses to increase their participation in internships, job-shadowing, and hands-on training, addressing the “drop-in” partner engagement; 2) Support transportation services such as shuttles to off-site job locations, overcoming a major barrier that has prevented many students from accessing these opportunities; and 3) Begin career exploration activities in middle school, including interest surveys and guest speakers, to engage students earlier and build awareness of high-skill, high-wage career paths.

Qualifications and Experience of Key Personnel

- 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?
- 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.)
- 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?
- 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.)

EAF COACH & QUALIFICATIONS: Melody Pro-Smith served as the EAF Coach during the planning year, where she built strong relationships with district staff and gained firsthand insight into the district's strengths, challenges, and long-term goals. In addition to that foundation, Melody brings 34 years of experience in education, including 14 years as a high school lead counselor and 8 years as Director of Career and Technical Education (CTE) for the largest district in Region 2. Her career also includes helping to open a new high school, establishing district-wide student support systems, leading CTE and College, Career, and Military Readiness (CCMR) initiatives, and building partnerships with local industries, the Workforce of the Coastal Bend, and higher education institutions. Together, these experiences make her well-qualified to serve in this capacity. % OF TIME TO SUPPORT IMPLEMENTATION: Mrs. Pro-Smith will dedicate 20% of her time to supporting the implementation of the grant. Her year-long assistance will be compensated at \$13,000 (ESC FEE).

EAF PROJECT LEAD AND THEIR QUALIFICATIONS: Kenna Moody, Director of Instructional Programs at TMISD, will serve as the Project Lead (EXISTING). She holds a Master's in Education Leadership with an administrative certification. Beyond her academic credentials, Ms. Moody brings extensive experience in instructional leadership. She currently oversees districtwide initiatives, including the launch of TMISD's dual language program—the first in Region 2—which she designed and implemented. This program serves as a model for bilingual education in the region. Her work focuses on improving student achievement through strategic program development and cross-departmental collaboration. With this strong track record, Ms. Moody is well-equipped to guide the successful implementation of the Effective Advising Framework. **LEAD HAS APPROPRIATE TIME AND CAPACITY FOR PROJECT:** To ensure Ms. Moody has adequate time to serve as the project lead, the district will: 1) Allocate 20% of her work time exclusively to EAF tasks; 2) Schedule regular, protected blocks of time in her calendar for focused planning, collaboration, and meetings with campus teams and partners; and 3) Reassign oversight of lower-priority programs and day-to-day coordination tasks to support staff in our Curriculum and Instruction department.

HOW STEERING COMMITTEE PROVIDES SUPPORT TO THE PROJECT LEAD: The steering committee will include one certified professional school counselor, one administrator, one representative from Career and Technical Education, and one representative of special populations, all providing essential support to the project lead. Their roles and contributions include: • Certified Professional School Counselor (Existing): Jordan Garza, supports the EAF lead in designing and delivering student advising improvements across grade levels. • CTE & CCMR Representative (Existing): Alcario Alvarado, provides strategic insight into career readiness and ensures the EAF aligns with workforce pathways and CTE offerings. • Education and 504 Representative (Existing): Christian Hermes, ensures that all advising supports are accessible and inclusive for all students. • District-Wide School counselors (Proposed): Offers insight into student needs and support advising improvements. **STIPEND AMOUNTS:** For their contributions, the Project Lead will receive a stipend of \$3,000, and each steering committee member will receive \$2,500.

DISTRICT COMMITMENT: Our district shows strong commitment to the grant, aligned with Lever 1 and Lever 3 priorities. This was evident in the 24-25 school year, as leadership, counselors, and staff monitored CCMR outcomes using Eduthings and campus-level data. Additionally, three high school counselors and a Dual Credit/Continuing Education coordinator oversaw student progress, while partnerships with TRIO, TAMUK, and Del Mar College supported low-income students with college applications and FAFSA. Moreover, in line with Lever 1, counselors conducted semester and annual credit checks and offered multiple testing opportunities to ensure students meet grade-level expectations. For Lever 3, counselors lead advising groups with strong support from CTE teachers on course planning. They regularly meet with students for transcript reviews and credit checks, especially seniors. Due to this, over 560 students participated in Dual Credit and Continuing Education, showing solid counselor guidance.

COMMUNICATION TO STAKEHOLDERS: The district will use ParentSquare, Google Classroom, and its website to share timely updates with students, families, and staff. Regular parent trainings will support use of tools like Eduthings, and the Counseling Advisory Committee will provide ongoing family and community input to strengthen engagement and promote a culture of advising.

STEERING COMMITTEE MEMBERS AND HOW THEY MEET CRITERIA: The steering committee will include representatives from both the elementary and secondary levels to ensure a comprehensive perspective. Members will consist of a certified professional school counselor, an administrator, a Career and Technical Education (CTE) representative, and a representative for special populations (as required). Details on how each individual will SUPPORT THE PROJECT LEAD, along with their respective STIPEND AMOUNTS, are provided 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.

- **PRIORITY 1 DESCRIPTION TO BE IMPLEMENTED/TARGETED DEVELOPMENT AREA:** Our first priority, under the “Career Development” area, is to implement a career interest survey for 7th and 8th grade CCR students. Students will use the survey results to explore careers that match their interests and then develop a high school plan aligned with the programs of study offered at TMHS.
- **SMART STUDENT OUTCOME GOAL/TARGETED GRADE LEVEL(s):** By the end of the 2025-2026 school year, the district aims to increase the percentage of 7th-12th grade students completing career interest inventories from 5% to 50%.
- **KEY STAFF WHO WILL LEAD AND SUPPORT IMPLEMENTATION OF THIS PRIORITY:** Key staff leading and supporting implementation of this priority include central administration, with support from high school counselors.
- **STRATEGY TO SUPPORT THE PRIORITY:** Recognizing that the current inventory is not very comprehensive, the district plans to research and adopt a more robust career interest survey that better supports student exploration.
- **STAFF TRAINING:** Targeted professional development will be provided through ESC Regions 2 and 20, focusing on effective advising and College, Career, and Military Readiness (CCMR) strategies. Counselors and CTE staff will be trained to effectively use survey results and guide students through aligning interests with high school programs of study.
- **COMMUNICATION TO STAKEHOLDERS:** We will hold individualized meetings with students and parents to review career interest results and collaboratively align high school plans to support each student’s future goals.
- **ADVISING RESOURCES -** We will leverage Eduthings to create and track 4-year plans that reflect student interests and TMHS program options. Additionally, we will explore new features within the district’s Skyward Student Information System (SIS) to identify a more robust career interest inventory tool capable of auto-populating personalized graduation plans.
- **EXTERNAL PARTNERSHIPS:** We will continue to partner with Eduthings and ESC 2 to ensure ongoing training and support throughout implementation.
- **PRIORITY 2 DESCRIPTION TO BE IMPLEMENTED/TARGETED DEVELOPMENT AREA:** Our second priority, under the “Academic Development” area, is to develop comprehensive learning opportunities that ensure all students can access, understand, and effectively utilize their transcripts and graduation plans.
- **SMART STUDENT OUTCOME GOAL/TARGETED GRADE LEVEL(s):** By the end of the 2025-2026 school year, the district aims to increase the percentage of 9th-12th grade students completing student transcript audits from 22% to 50%.
- **KEY STAFF WHO WILL LEAD AND SUPPORT IMPLEMENTATION OF THIS PRIORITY:** High school counselors will lead this priority, guiding students through transcript audits and graduation planning.
- **STRATEGY TO SUPPORT THE PRIORITY:** The district will implement grade-level presentations—starting with 9th-grade students and parents at the beginning of the year—and conduct credit check presentations each semester for all high school grade levels to ensure students remain on track for graduation.
- **STAFF TRAINING:** Targeted professional development will be provided through ESC Regions 2 and 20 focused on graduation requirements and effective advising to enhance counselors’ ability to support student transcript audits.
- **COMMUNICATION TO STAKEHOLDERS:** School counselors will host annual parent meetings to discuss graduation requirements. Additionally, counselors will lead transcript and graduation plan audit lessons with students. Parents will be encouraged to meet individually with counselors to review their student’s progress and transcripts.
- **ADVISING RESOURCES:** The district will leverage Skyward’s transcript tools and counselor-developed presentations to facilitate transcript audits and graduation planning.
- **EXTERNAL PARTNERSHIPS:** We will maintain our partnership with Skyward and continue collaborating with ESC 2 for ongoing support and professional development.

- **PRIORITY 3 DESCRIPTION TO BE IMPLEMENTED/TARGETED DEVELOPMENT AREA:** Our third priority, under the “Personal & Social Development” area, is to implement the Character Strong SEL program for students in the 2025-2026 school year. Additionally, the district will pilot the Graduate Readiness Profile (GRP) during transitional years, measuring Academic, SEL, and Technical skills across grade levels.
 - **SMART STUDENT OUTCOME GOAL/TARGETED GRADE LEVEL(s):** By the end of the 2025-2026 school year, the district aims to increase the percentage of 9th-12th grade students completing student transcript audits from 22% to 50%.
 - **KEY STAFF WHO WILL LEAD AND SUPPORT IMPLEMENTATION OF THIS PRIORITY:** High school counselors and administrators will jointly lead and support the implementation of this priority.
 - **STRATEGY TO SUPPORT THE PRIORITY:** The district will purchase and provide access to the Character Strong SEL curriculum for all district counselors. Staff will be trained and supported to deliver SEL lessons effectively, and the Graduate Readiness Profile will be piloted at key transitional grade levels.
 - **STAFF TRAINING:** Professional development opportunities will be provided through a variety of consultants focused on SEL curriculum delivery. Additional PD will be sourced from partners such as Texas A&M Kingsville to enhance staff capacity
 - **COMMUNICATION TO STAKEHOLDERS:** Counselors and administrators will engage staff, students, and families by communicating the goals and benefits of the SEL program and GRP pilot. Regular updates and opportunities for feedback will be incorporated to ensure engagement and successful implementation.
 - **ADVISING RESOURCES:** The district will utilize the Character Strong curriculum materials as core advising resources to support students’ social-emotional learning and personal development.
 - **EXTERNAL PARTNERSHIPS:** The district will maintain its partnership with Character Strong and collaborate with ESC 2 and other educational partners for ongoing support and professional development.
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- **PRIORITY 4 DESCRIPTION TO BE IMPLEMENTED/TARGETED DEVELOPMENT AREA:** This priority falls under the “Financial Literacy and Aid Expectations” development area. The district will focus on increasing FAFSA and TASFA completion rates by expanding opportunities for students and families to receive direct support and resources during the financial aid application process.
 - **SMART STUDENT OUTCOME GOAL/TARGETED GRADE LEVEL(s):** By the end of the 2025-2026 school year, the district will increase the percentage of 12th-grade students completing the FAFSA/TASFA from 59% to 65%.
 - **KEY STAFF WHO WILL LEAD AND SUPPORT IMPLEMENTATION OF THIS PRIORITY:** High school counselors will lead this initiative, with support from administrative staff and college access partners.
 - **STRATEGY TO SUPPORT THE PRIORITY:** The district will expand the number of FAFSA/TASFA events offered throughout the year, including evening and weekend sessions to accommodate families. The events will be enhanced by inviting representatives from local colleges to provide hands-on assistance and guidance.
 - **STAFF TRAINING:** Counselors will participate in targeted professional development from various vendors such as ESC Regions 2 and 20, as well as financial aid trainings offered by Del Mar College, Coastal Bend College, and Texas A&M Kingsville
 - **COMMUNICATION TO STAKEHOLDERS:** The district will increase promotion of FAFSA/TASFA events through school websites, social media, email newsletters, and senior parent meetings. Students and families will be personally invited to attend and supported through follow-up communications.
 - **ADVISING RESOURCES:** Current FAFSA handouts and federal financial aid resources will be used, along with support tools provided by local higher education institutions. Counselors will also utilize guided checklists and FAFSA walkthroughs during senior advising sessions.
 - **EXTERNAL PARTNERSHIPS:** The district will continue and strengthen partnerships with Del Mar College, Coastal Bend College, and Texas A&M Kingsville, leveraging their financial aid experts during FAFSA events and counselor training opportunities.

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.

- **Priority 1: Career Development** - DATA USED TO MONITOR PROGRESS includes the percentage of 7th–12th grade students completing career interest inventories, CTE concentrator/completer counts, and completion of GLEs related to career planning. Data will be disaggregated by student subgroup and campus, with year-over-year trends tracked. TOOLS: Eduthings, Skyward SIS, student surveys, and the EAF Diagnostic Tool. PROCESS FOR REFLECTION: Progress will be reviewed quarterly by central staff and counselors to identify gaps and subgroup trends. Mid-year and end-of-year reviews will guide adjustments to advising practices and supports to stay on track toward the 50% completion goal.
- **Priority 2: Academic Development** - DATA USED TO MONITOR PROGRESS includes transcript audit completion rates, graduation plan alignment, and student understanding from survey responses. TOOLS: Skyward transcript tools, counselor logs, the Effective Advising Student Survey, and the EAF Diagnostic Tool. PROCESS FOR REFLECTION: Counselors and administrators will review data each semester to monitor audit completion and equity across groups. Findings will guide improvements in advising sessions, presentations, and family engagement to support the 50% completion goal.
- **Priority 3: SEL & Graduate Readiness** - DATA USED TO MONITOR PROGRESS includes Character Strong lesson implementation, Graduate Readiness Profile (GRP) results, and SEL-related student experience data. TOOLS: Character Strong platform, GRP assessments, student surveys, and the EAF Diagnostic Tool. Results are reviewed each quarter. PROCESS FOR REFLECTION: Counselors and administrators will analyze quarterly GRP and survey data to assess SEL impact. Adjustments to lesson delivery and SEL supports will be made based on student needs and GLE progress.
- **Priority 4: Financial Literacy (FAFSA/TASFA)** - DATA USED TO MONITOR PROGRESS includes FAFSA/TASFA completion rates (by subgroup, campus, and year), postsecondary enrollment data, and advising session documentation. TOOLS: THECB FAFSA portal, Skyward, counselor logs, and student surveys. Ongoing data review ensures timely support and outreach. PROCESS FOR REFLECTION: Completion data will be reviewed monthly to identify trends and gaps. Counselors will adjust outreach efforts as needed to help meet the 65% completion goal.

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

- **Payroll (\$15,500):** Payroll funds will cover stipends for the EAF Project Lead and steering committee members who will oversee implementation of the career interest survey and 4-year graduation plans (Priority 1) and the student transcript audit process (Priority 2). They will also support planning and data monitoring for SEL programming and GRP implementation (Priority 3) and help coordinate FAFSA/TASFA outreach (Priority 4).
- **Professional and Contracted Services (\$22,912):** Funding will support contracted services from the regional Education Service Center (ESC), providing an EAF Coach who will deliver technical assistance, as well as, those we will receive from vendors providing professional development. This directly supports Priority 1 (Career Development) and Priority 3 (SEL & Graduate Readiness) by ensuring fidelity in the rollout of the career interest survey, 4-year planning, and SEL curriculum.
- **Supplies and Materials (\$62,100):** Supplies will include printed CCR advising tools, career interest survey guides, and laptops for counselors to ensure they have dedicated devices to access advising platforms such as Skyward and Eduthings. (Priority 1), transcript audit checklists and graduation planning materials (Priority 2), SEL lesson supports such as Character Strong (Priority 3), and FAFSA walk-throughs and financial aid resources (Priority 4).
- **Other Operating Costs (\$15,000):** Operating costs will support student and parent engagement events such as career exploration fairs (Priority 1), transcript and graduation planning nights (Priority 2), and FAFSA/TASFA completion workshops (Priority 4).
- **Indirect Costs (\$4,488)** – This is based on the approved maximum indirect rate for TMISD and these funds will be used to cover oversight of all program activities (Priorities 1-4).

Equitable Access and Participation

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

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

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

PNP Equitable Services

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

- ☒ Yes ☐ No

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

Are any private nonprofit schools participating in the program?

- ☐ Yes ☒ No

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

5A: Assurances

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

5B: Equitable Services Calculation

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

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

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

You may duplicate this page

Amended Section	Reason for Amendment