



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

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, June 17, 2022**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

Required Attachments (linked along with this form on the TEA Grants Opportunities page)

Excel workbook with the grant's budget schedules

Attachment 1: Program Agreement

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

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

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are **NOT** permitted for this grant. **Check the box below if applying as fiscal agent.**

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2022-2023 Effective Advising Implementation Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the xxx Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Program Requirements

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

Mission: JISD advising counseling mission is for all students to be provided a safe and collaborative learning community focused on preparing college and career-ready graduates.

Vision: JISD advising counseling vision is for all students to be provided exposure to and ability to explore many different avenues of career and college opportunities from Pre-K through graduation in order to prepare self-motivated, independent thinkers that will be a positive impact on their community.

Short-Term Goal: 90% of graduating students will be able to demonstrate career or college readiness as identified through TEA by the end of their 12th grade year.

Long-Term Goal: 90% of graduating students will be able to demonstrate career or college readiness as identified through TEA by the end of their 12th grade year. JISD will be able to offer an early college track or career certificates such as cosmetology, floral design, welding, and carpentry to students attending JHS by 2027.

Jacksboro EAF will ensure students at all campuses receive high-quality advising in the areas of college and career readiness. Campus counselors, teachers, and administrators will receive training in Xello, with plans to implement the program in grades 5-12. Through financial literacy units at each grade level, students will have an opportunity to explore career pathways and college readiness to fit their interests.

EAF steering committee will meet monthly through virtual or in-person meetings, and quarterly as a team face-to-face. The committee will evaluate progress of implementation of essential actions laid out through the diagnostic tool.

Program Requirements, cont'd.

2. **Project Leadership:** a) **EAF Coach** - Who is the EAF Coach and what are their qualifications? What is the process the partner ESC undertook in identifying them and ensuring they have the appropriate time and capacity to provide the necessary support? What percentage of their time will be allocated specifically to your district to support implementation? b) **Project Lead** - Who is the Project Lead and what are their qualifications? What is the process the district undertook to identify them and ensure they have the appropriate time and capacity to provide the necessary support? What percentage of their time is allocated to this project? In addition, please include the district's strategy for supporting the Project Lead in obtaining the necessary support from the steering committee and all stakeholders to effectively lead this project. c) **District Commitment** - Outline the district's commitment to this project. Consider the district commitments of the EAF 2.0 in your response. Describe district leadership's involvement in the planning year and the evidence of support shown for this initiative. In addition, how will the district communicate this initiative to necessary stakeholders in this grant project to ensure buy-in and foster an internal culture of advising?

a) EAF Coach: Lacy Murphey, School Counseling Specialist, ESC 9; Lacy has been a valuable asset and worked with Project Lead building the effective advising framework for JISD; 1 hour weekly

b) Project Lead: Teresa Howard, JES Counselor; 1.5 hours weekly. Mrs. Howard worked along with Lacy Murphey this past year leading the Effective Advising Framework committee. She has worked in the capacity of elementary teacher and counselor for many years. She is familiar with all 3 campuses in JISD, and has a positive working relationship with staff members.

c) District Commitment: JISD is fully committed to utilizing the effective advising framework developed this past year. Through the steering committee meeting monthly (virtual or in-person), and quarterly via face-to-face, the team will evaluate progress and implementation essential actions laid out through the diagnostic tool.

Program Requirements, cont'd.

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

Grade 12 Complete a high school resume. Students participate in 1-1 counselor visits to discuss grades and plan for the future Student participated in "Senior Day": topics concerning etiquette, food prep, mindfulness... Student complete at least one unit of their choice from the Financial Literacy program in Xello

Grade 11 Student complete a career research project (English III). Student reviews personal credit check from previous year and collaborated to plan goals for the current year. Students participate in college tour provided by the school and practice acceptable public behavior. "Attend the ""Real World"" program requiring the student to experience a budget and ""real-life"" demands based on an assigned career/income."

Grade 10 Explore careers pathways in elective classes. Students review personal credit check from previous year and collaborated to plan goals for the current year. Student attend the Teen Mental Health presentations to learn personal and social mental health information. Student complete unit on credit using the Financial Literacy program in Xello (Geometry).

Grade 9 Participate in an elective class that offers information on the career interest. Student attend the Tiger Nation presentation reviewing high school transcripts and the use of credits at the high school level. Students attend the Wise Hope Healthy Relationship classes. Student complete unit on debt using the Financial Literacy program in Xello (W. Geography/math)

Grade 8 Students are administered a formal career interest inventory by the Region 9 Educational Service Center. Students receive information about endorsements and high school classes that are offered. An individual meeting is held with each student and a parent about the student's plans and the four-year plan is signed by the student and parent. Students attend classes about Healthy Relationships that is presented by Wise Hope Crisis Center. solve real-word problems comparing how interest rate and loan length affect the cost of credit and analyze situations to determine if they represent financially responsible decisions.

Grade 7 Students take an informal interest inventory and using the results research a career and make a poster display. Students are presented lessons by the campus counselor on academic requirements for college/military/technical school and other various requirements. Students attend Leadership Classes presented by Jack County STOMP (Stand Together On Meth Prevention). Calculate the sales tax for a given purchase and be able to use a family budget estimator to determine the minimum household budget and average hourly wage needed for a family to meet its basic needs, financial literacy unit, 7th grade math.

Grade 6 Students are presented lessons by the campus counselor that emphasize responsibility and peer relationships and how that affects their academic goals. Students are presented lessons by the campus counselor on recognizing their positive characteristics and ways to work on the characteristics that could use enhancement. distinguish between debit cards and credit cards and be able to balance a check register that includes deposits, withdrawals, and transfers.

Grade 5 Students attend a career fair meet and greet. Students will be able to understand accountability and be able to manage timely assignments. Students will be able to work cooperatively in groups and maintain respect for others in that group. explain the difference between gross income and net income and balance a simple budget.

Program Requirements, cont'd.

3. Grade-Level Expectations cont'd.

Program Requirements, cont'd.

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

Each campus counselor will participate in Xello training, to better implement the program across grades 5-12. Counselors will report back to the steering committee at the first meeting after school begins, with the amount of time students have used Xello, and will use Google forms to survey students for program strengths and weaknesses.

Vertical math teams will meet twice with the EAF steering committee, to examine student growth in TEKs pertaining to financial awareness. Google sheets will be kept for each student, grade 5-12, to document progress, and examine who is in need of MTSS. The MTSS team at JHS will begin recommending interventions, and the process will work down from JHS to JES. After an appropriate time for intervention, math teachers and counselors will document the progress on shared Google sheets, for reporting to the steering committee at the next meeting.

JHS English teachers who assist in career research project and creating a resume will report this progress on these writing assignments. Sample works will be presented and the committee will provide feedback on level of professionalism shown.

After STEM speakers visit each campus, counselors will survey students using a Google form, gathering data on the extent of interest sparked from the guest speaker. The EAF committee will also examine extension activities, especially in areas with high student interest.

5. **Budget:** How will the proposed budget meet the goals of the proposed program? Include details related to how funds align to the implementation of the identified grade-level expectations. Organize the proposed budget breakdown into the following categories: funds for leadership and planning, school counselors and advisors, internal partners, external partners, and high-quality tools and resources.

The proposed budget will assist JISD in implementing the full vision of the EAF. Through purchasing laptops and mobile carts, students at all 3 campuses will be able to access technology to utilize Xello. JISD has also outlined how math and ELAR implementation related to financial literacy will guide students from grade 5-12. We have included stipends for these teachers, as the full depth of lessons and check for understanding will require additional planning time. External partners such as ESC 9 staff, and STEM speakers for each campus are included, for maximum value of the framework. The EAF steering committee will meet regularly to examine data pertaining to student growth, and will be able to suggest MTSS for each grade level.

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="1078"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="1078"/>
4. Total current-year program allocation	<input type="text" value="\$241,765"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="\$12,088"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="\$299,677"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="\$213.06"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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