



**2023-2024 Effective Advising Implementation Grant Year 1  
Letter of Interest (LOI) Application Due 11:59 p.m. CT, July 14, 2023**

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto: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, July 14, 2023**.

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  UEI

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 2023-2024 Effective Advising Implementation Grant Year 1 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Effective Advising Implementation Grant Year 1 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:**

- a) Provide an overview of the program to be implemented with grant funds.
- b) Include how this program will support individual planning in the context of comprehensive school counseling.
- c) Include how this program will foster innovation in CTE programming and/or promote careers pathways aligned to high-skill, high-wage careers or industries.
- d) Explain in detail how the district met the CTE defined criteria listed in the Eligible Applications section of these Program Guidelines. Include information for each criterion met by the district.

a) Texas school districts are required to develop, review, and revise improvement plans at the district and campus levels to improve student performance of all students. These plans are developed through district and campus site-based committees that serve as an advisory team. At Mount Vernon ISD, these district and campus committees are comprised of classroom teachers, campus and district level professional staff, parents, community members, and business representatives.

The goals established by the Effective Advising Framework Steering Committee are in line with the CCMR goals that were established by our district improvement. These CCMR goals will guide our student advising framework as we prepare students for post-secondary readiness.

EAF Mission Statement-Together, through a tiered approach, MVISD will support the whole student as part of our ongoing commitment to engage and challenge every student to reach their fullest potential. EAF Vision Statement-Mt. Vernon ISD will empower every student to become college and career ready by making resources, tools, and supports available from K-12.

b) This program will help us to better prepare students for postsecondary success by exposing them to a variety of jobs, career planning, college/university/trade school awareness and financial literacy. We will work with students to help them complete Programs of Study as outlined by the Texas Education Agency and to complete Industry Based Certifications. We will also align our grade level expectations for all students to help them prepare for post-secondary success. We will focus on the academic development of students, personal/social/emotional needs of students, financial literacy, and career development. Also, as we work to vertically align our counseling character focus each month, the school counselors will create a monthly digital newsletter that will be sent to district families and students. The newsletter will include information about current program service opportunities available and will provide focused topics each month. The list of external partnership and community resources will be linked in the newsletter for easy access to families. The newsletter will also be posted monthly to the school website.

c) Through this program we will work to build our external partners and continue to keep current of high-skill jobs and high-wage careers. We will use our needs assessments to address areas of interest amongst the students and parents in the community. We will collaborate with Texas Workforce, colleges/universities/trade schools, career presentations and financial literacy workshops to help plan for their future. Each of the high school CTE courses have student organizations attached to them and are supported with the TEKS. As part of this, there will be presentations planned each month during the school year by those student organizations to present information about students in middle school and elementary school. Example presentations include the students in the Early Learning Pathway volunteering to read to elementary students, FFA students partnering to be lunch mentors to middle school students, and technology students creating short career spotlight videos for all grades.

Monthly, the CTE Director will publish a newsletter spotlighting events in the programs of study. This will be shared in a printed form for elementary students and parents and shared electronically for middle school and high school. In addition to the CTE newsletter, there will be two advisory meetings to involve stakeholders in the development and continuation of offered programs of study.

d) Mount Vernon ISD is a rural school with a CTE program that has reached a high level of concentrators and completers with a 74% rating in the 21-22 school year. We will continue to improve our ratings by making sure that students complete four year graduation plans that align with their Program of Study. These plans will be reviewed annually to make sure that students are gaining all required credits towards graduation but also towards completion of their program of study and that all programs of study align with an industry based certification.

**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 to ensure they have the appropriate time and capacity to provide the necessary support? 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? What other roles does the EAF Coach hold at the ESC and what is the amount of time allocated to other projects?
- 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. Include the stipend amount allocated for the Project Lead.
- c) **District Steering Committee** - Who will be the steering committee members as defined in the EAF and included below in the Description of Program? For each member, please answer the following: their role and/or qualifications to serve on the committee, and percentage of their time that will be allocated to this project. Include the stipend amount allocated for each steering committee member. Please include representatives from K-12. Consider including someone from the finance department to support this aspect of the grant.
- d) **District Commitment** - Outline the district's commitment to this project. Consider the District Commitments of the EAF 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? Consider the Communication Plan in the district EAF Implementation Plan in your response.

a)EAF Coach-Cindy Stansell, has attended all TEA trainings on EAF planning. She has provided the following supports to the committee: review of the Texas Comprehensive Counseling Model, the EAF Framework, goal planning and implementation interventions and grade level expectations supports, data collection, strategic planning for Year 1, additional professional development, technical support, and help with completing documents. Cindy Stansell will be a contracted service of \$20,000. b) Project Lead-Lacey Stephens, High School Counselor, works closely with students, parents, and staff in the advising process. Lacey Stephens has been with Mt. Vernon High School for seven years and worked with administrators to help align CTE programs, help students meet graduation requirements, implement financial literacy supports such as scholarship and FAFSA days, and work to help students to be college and career ready. Approximately 20% of Mrs. Stephens time is allocated to this project, however, in her role as school counselor, at least 80% of her time is allocated to helping students with post-secondary planning and responsive services. MVISD has allowed the EAF Steering Committee to attend trainings throughout the school year with our EAF Coach and to use time to meet together to plan grant implementation. The stipend amount for the Project Lead is \$10,000. c)District Steering CommitteeMembers include: Shelly Brown, CTE Director/District Testing Coordinator/District Media Specialist-Steering Committee Member, campus liaison for CTE Program, help facilitate discussion at campus level and gather data on campus needs for counseling program effectiveness and CTE. The stipend amount for committee members is \$2,750. Rebecca Russell, Special Education Teacher, School Counselor in Training-Steering Committee Member, campus liaison for special populations, help facilitate discussion at campus level and gather data on campus needs for counseling program effectiveness and special populations. The stipend amount for committee members is \$2,750. Donna Walker, Middle School Counselor-Steering Committee Member, campus liaison, help facilitate discussion at campus level and gather data on campus needs for counseling program effectiveness at the Middle School level, grades 5-8. The stipend amount for committee members is \$2,750. Sarah Long, Elementary School Counselor-Steering Committee Member, campus liaison, help facilitate discussion at campus level and gather data on campus needs for counseling program effectiveness at the Elementary level, grades K-4. The stipend amount for committee members is \$2,750. d)MVISD is very supportive and committed to the success of our students as they prepare to enter their postsecondary endeavors. District Superintendents and Campus Principals have allowed the EAF time to meet throughout the school year to work to vertically align our CCMR goals, complete the EAF Diagnostic, Grade Level Milestones, and to conduct needs assessments on effective advising. Campus Principals have also allowed time for the EAF to introduce new programs such as School Links to staff, as well as allowing time for the EAF to present professional development during the upcoming school year about effective advising. In order to communicate vision, mission, goals, news, updates, and outcomes to the school board, administration, internal and external partners, students and families, we will create several focused opportunities each month for the school counseling program to be highlighted. Each month, we will present a paragraph summary of services provided at each campus level for the counseling program to each campus administrator. This will include student data, highlights, needs, successes, and goals met. Counselors will also provide a time log of counseling duties vs. non-counseling duties to campus administrators. The principals at each campus will present the paragraph summary to the school board and community members present at each school board meeting held monthly. Principals on each campus will allow counselors to provide professional development that addresses effective advising and the Year1 implementation plan. Principals will allow School Links to be used in CTE classes and for career development and academic planning as well as be used as a check in tool with elementary students to address social and emotional wellness

**Program Requirements, cont'd.**

**3. District Implementation Plan:**

- a) **Implementation Plan** - What is the summary of the district's EAF Implementation Plan for Year 1 of implementation?
- b) **EAF Priorities** - Indicate the EAF Priorities for Year 1 of Implementation. Please include the following for **each EAF Priority**: a description of the identified EAF Priority to be implemented in Year 1, the targeted grade-level(s), number of students impacted, developmental area addressed (academic, career, personal and social, or financial literacy), alignment to grade-level expectation(s) developed in the planning year, the metrics to be monitored throughout implementation to demonstrate the impact of the EAF Priority (may include participation data, process data, or outcome data), 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 communication and/or professional development needed to address implementation of the priority, the quality materials and tools that will be utilized to support implementation, and the anticipated student outcomes and their alignment to the metrics. Consider your EAF Priority Map in your response.
- c) **Intervention Plan** - Consider the grade-level expectations that are aligned to your EAF Priorities. Describe the strategy for monitoring student progress toward indicated outcomes for each priority throughout the grant project. How will you monitor student progress? How will you communicate progress to all stakeholders? Describe the Tier 2 and 3 targeted supports for students in need of these levels of intervention.

Implementation of grade level expectations and/or priorities for Grades 5-12 **only** will be accepted for this grant application. **A minimum of three** EAF Priorities or grade level expectations connected to EAF Lever(s) and/or Essential Action(s) must be indicated to implement with grant funds for Year 1 of Implementation.

a) The Gap Analysis and the EAF Diagnostic Tool have demonstrated the need to implement a case management plan that will help us to more effectively advise students on college and career readiness. Campus leaders will work together to help effectively advise students in the areas of career readiness, academic development, personal and social development, and financial literacy. The high school counselor, principals, and CTE director will continue to collaborate to monitor student progress on reaching goals in the areas of industry based certifications, academic scores on TSIA2, SAT/ACT, and ASVAB, and IEP completion on the CCMR Tracker. Students without a point on the CCMR tracker will be reviewed annually, especially before the start of their senior year, in order to help them meet a CCMR goal that will benefit them in the future. Grade Level Expectations have been identified for grades K-12 that address the areas of career development, academic development, personal and social development, and financial literacy. Milestones include the following:

Elementary to Middle School Milestone: Elementary students will be exposed to a variety of career options available. Students will have a broad understanding of the different types of program of study available to them at the secondary level. Students will also know the requirements for honors classes available to them at the middle school level transitioning from 4th to 5th grade. Middle School to High School Milestone: Upon completion of 8th grade, middle school students will have knowledge of different post secondary options (college, trade, career, military). They will know how to research the critical points to make their decisions for their programs of study. They will also be versed in high school functions, graduation requirements, advanced academics (dual credit, honors), GPA and rank importance, and transcript analysis. High School to Post-Secondary Milestone: FAFSA requirements and how to apply/when to apply, college/trade school/military options and what should go into that decision, how their IBC can be used in the real world, how to sign up for needed accounts such as transcript, college portals, etc., scholarships (how to apply and where to look).

b) Priority 1: Implement a case management system (Lever 2.2). A caseload management system will impact all grade levels. This will help us to more effectively help advise students towards CCMR goals. Students will know that a campus leader is there for advising and guidance. Students will have a campus leader that is able to help them understand the importance of their grades, attendance and behavior and how that can be utilized in the workplace or helping them to reach their goals. Campus leaders will also learn more about the students' postsecondary goals and be able to provide materials that will support them in reaching their goals. Students will have a campus leader that is helping to keep them on track to reach their goals and desired career outcomes. Campus principals, assistant principals, CTE director, counselors, special program caseload managers, and communities in schools workers will own this initiative. The timeline will be managed by the campus counselor who will also support this initiative. Communications and professional development will be coordinated by campus principals and counselors. Campus leaders will meet prior to the start of school to discuss areas of focus for the case management/MTSS system. All students will benefit from this priority. By creating a plan for communication to all key stakeholders, more will be informed of each campus strengths and areas of improvement in order to set goals and focus on meeting the specific needs of each campus. Counselors would benefit from any feedback from stakeholders. Stakeholders should be engaged throughout the school year in order to effectively implement the comprehensive school counseling program. Campus leaders will meet each six weeks to discuss areas of concerns to address academics, behavior, attendance, and post-secondary planning for students. All students will benefit from this priority. By creating a plan for communication to all key stakeholders, more will be informed of each campus strengths and areas of improvement in order to set goals and focus on meeting the specific needs of each campus. Counselors would benefit from any feedback from stakeholders. Stakeholders should be engaged throughout the school year in order to effectively implement the comprehensive school counseling program.

**Program Requirements, cont'd.**

**3. District Implementation Plan cont'd.**

Priority 2: External Partnership Management System (Lever 4.2). All campuses will have access to a list of external partners. This list will help all campuses to see who we have access to services from in order to reach our CCMR goals. MOUs will be housed on each campus as well in case stakeholders wish to view a copy. This updated list of external partners will allow us to see areas needed for improvement in order to help address other needs that we discover from our needs assessments. This will also provide students with access to high quality advising materials that can help them reach their post-secondary goals. Students will have more access to college, career, and military advising materials through classroom presentations, field trips, and research. All EAF members will have access to the external partners spreadsheet and can update it regularly. This list be reviewed annually by EAF members. Professional development will be coordinated by campus principals, CTE director, and campus counselors. This priority will help campus leaders to establish partners with the community which will help develop stronger relationships within the community. Stakeholders will receive updates as external partners are added and removed. Campus needs assessments with parents, teachers, and students will allow us to determine the need for external partners. Stakeholders will be updated annually of the addition or removal of external partners. During staff development in August of 2023, staff will be informed about external partners and where to find this information in the counselor's office. Campus counselors and CTE Director will update staff as new partners are added or removed. The list of external partners will be available in a shared drive for each campus. Additional costs may include travel for field trips, meals, and lodging for students and staff. Each campus counselor will collaborate with each other and campus leaders to create a master list of external partners. This list will be updated as new partners are added and/or removed. This list will need to be reviewed annually prior to the start of the next school year.

Priority 3: Campus Counselors will work with campus teachers to implement effective advising curriculum into the classroom for all students to help them reach their career outcomes (Lever 1.4). Campus counselors will collaborate with campus teachers to implement effective advising curriculum into the classroom for all students to help them reach grade level benchmarks. The implementation of effective advising materials curriculum will affect all students, and expose them to their college, career, and military options as well as financial literacy. This will potentially increase student interest in attending college, learning a trade, or joining the military by making students aware of opportunities available to them. By providing students with materials that expose them to college and career options and possibilities, students are more likely to see the value of a post-secondary education. The CTE director, campus principal, and campus counselor will help with implementing School Links into the designated CTE courses. The campus principal, teachers, and campus counselor will coordinate to determine content areas that can be utilized to implement advising materials as well. This information will be coordinated by the CTE director, campus principal, and campus counselor. The key message to all stakeholders is the importance of post-secondary planning and how the choices we make daily can impact those post-secondary goals. Communications will be provided to parents and students via the school website, campus newsletters, and social media. Updates will be provided monthly about new areas of focus in effective advising as well through the means listed above. Prior to the start of the school year, each campus needs to be trained on School Links and its uses. CTE teachers will receive training on how to implement School Links into their curriculum periodically throughout the school year. Elementary teachers will implement the SEL features of School Links with the daily checkins for grades 2-4. These grade level teachers will be trained by the elementary counselor on how to utilize this feature in their classroom. Training will be provided by members of the EAF Team. Prior to the start of the second semester, a refresher professional development will be provided to all staff members that utilize School Links. A year end survey will be administered to all staff that have utilized School Links throughout the school year in order to obtain their feedback about how to effectively advise students with this tool. School Links is currently being purchased through the EAF grant funds and will cost the district, if continually used, \$8,000-\$13,000 annually. EAF Team members need to review the School Links tools and develop an implementation plan for School Links in the CTE classrooms and content specific areas.

**Program Requirements, cont'd.**

**4. Budget:**

(a) How will the proposed budget meet the goals of the proposed program? Include the following: how the budget aligns to the Implementation Plan and Year 1 EAF Priorities, justification for the specific funding allocations in the proposed budget, and explanation of pay rates and hours expected for services rendered.

(b) 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 materials and assessments. Indicate the budget code(s) for each category aligned to payroll, professional and contracted services, supplies and materials, and other operating costs.

a)Our proposed budget will address all four areas of the grant and helps with the first year implementation.  
6200-Professional and Contracted Services: Profesional Development for teachers and staff on social and emotional learning, Red Ribbon Week Speaker, Generation Texas Week Speaker, professional development for staff and teachers on effective advising practices and CTE Programs of Study and their role in helping students to reach their post-secondary goals, and other motivational speakers or career presentations

6300-Supplies and Materials: School Links entire platform to help with CCMR tracking, FAFSA tracking, career exploration, four year plans, and transcript requests; IPads and stands for each campus counselor to help with time tracker and student sign in for appointments with the counselor; 30 chromebooks and a charging cart per campus counselor to provide advising and planning with students, FAFSA completion, scholarships searches and SEL checkins; Core Essentials character education curriculum; view sonic boards to provide CTE and SEL information to students; SMORE Newsletters for teams for EAF team to create newsletters to update all stakeholders about CTE planning and EAF events; Mad City Money Event for students to gain knowledge in financial literacy; money for prizes and materials to host parent nights on four year plans, junior/senior parent meeting, dual credit meetings, and financial literacy and SEL informational meetings for parents;

6400-Other Operating Costs-transportation to college fairs, college visits, and work based learning. Stipends for the EAF Coach,EAF Project Lead and Steering Committee Members; Stipends for teachers and staff that provide Schoollinks Curriculum and Character Education Curriculum in their courses for the 23-24 SY.

6500 Debt Services and 6600 Capital Outlay are not applicable at this moment.

These budget items will allow us to complete our grade level expectations and provide effective advising materials to all students, teachers, staff, and parents.

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



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

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

*You may duplicate this page*

**Amended Section**

**Reason for Amendment**