



**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.

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:

- Provide an overview of the program to be implemented with grant funds.
- Include how this program will support individual planning in the context of comprehensive school counseling.
- Include how this program will foster innovation in CTE programming and/or promote careers pathways aligned to high-skill, high-wage careers or industries.
- 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.

Robert Lee ISD is a small, rural school district who has limited resources available to students when developing a program to support all students for career readiness. Our district seeks funds to increase the level of service by implementing the Effective Advising Framework and could benefit from having a committee to implement this program with fidelity. We do not have extra funds to implement district goals that have been set by the Effective Advising Committee. Our initial goal at Robert Lee is to support all students K-12 by providing programs, field trips, speakers and other opportunities for students to gain knowledge and experiences related to career interests. RLISD would like 100% of students in grades K-12 to have access to tools and resources to be engaged in an individual college and career plan that develops the skills needed to be successful after graduation.

Robert Lee ISD would like to provide an opportunity to have individual support through advising and providing opportunities to meet the needs of all students. In order to provide advising for all students successfully, the district will search for an EAF Coordinator/CCMR Specialist and will use this grant for this position. Responsibilities will include coordinating speakers and field trips, data collection, organizing meetings, advising all students K-12 and monitoring all CCMR resources.

Students at the elementary do not have many resources available to explore careers. Robert Lee ISD would like to purchase programs such as MajorClarity for students in 5th grade with the grant funds. The 6th-12th grade students will use MajorClarity to complete interest inventories and explore careers options. Our district would also like to build upon books and resources available to all students in the library.

Students in 7th grade are all enrolled in an Exploring Careers course where they use different programs and resources to learn about many different job opportunities. We would like to bring in external partners and explore other resources available that would help gain knowledge and experiences for our 7th grade students. We would also like to provide professional development opportunities for our CTE teachers. Once students complete the 8th grade, they enter into high school with a personal four year graduation plan. This allows students to have an idea of what courses are offered in high school and to help prepare them for their future.

Robert Lee High School students will have more opportunities for career interests by providing guest speakers, providing more knowledge on financial literacy to help guide them in future decision making and an opportunity to utilize test practice materials in preparation for TSIA2, ACT and SAT assessments. All seniors take a course in high school called Money Matters in which the students work on Dave Ramsey curriculum, FAFSA, college applications and scholarships. With this grant, Robert Lee will be able to add resources for students to graduate high school with more knowledge and experiences needed to be successful whether entering college, a career or the military.

In conclusion, Robert Lee ISD is committed to excellence. We would like to continue improving on the latest developments and changes in college and career readiness through professional development and learning opportunities. Robert Lee is a small, rural community in West Texas and we struggle to provide career based experiences for our students and for that reason we are grateful for this opportunity. The experiences of this grant will benefit all students and staff at Robert Lee ISD.

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.

Lindsay Carr, Leadership Specialist at Region 15, will serve as Robert Lee ISD's EAF Coach. Lindsay has been at the ESC for 3 years and has teaching and administrator experience at the elementary and secondary levels. Lindsay has 13 years of experience working closely with campus and district counselors. She is able to connect the work teachers, administrators, and counselors do collectively to help students succeed. Lindsay is trained on Effective Schools Framework and has worked with opt-in districts to align the vision, mission, and goals, CNAs, and CIPs in order to determine the next highest leverage action steps to better their campus as a whole. Lindsay was the EAF Coach from ESC Region 15 for the 2022-2023 Planning Grant, and she is familiar with Robert Lee's staff, students, and goals.

Mandi McCown, Robert Lee K-12 counselor, will serve as Project Lead. Mandi holds a master's degree and is a certified school counselor who has been advising students at Robert Lee for the past three years. Mandi spends about 50% of her time in the counseling role that allows her the opportunity to establish the goals of this project with the support of the EAF team. Robert Lee ISD will look to hire an EAF Coordinator with the funds allotted from the grant in order for Mandi to better attain the 80% goal of time spent in her counseling role. The EAF Coordinator will take over as the Project Lead and advisor for all K-12 students.

The committee will also consist of three administrators, two CTE teachers and two SPED teachers. The EAF steering committee will meet once a month with the EAF Coach Lindsay Carr. The committee will also meet with the Project Lead throughout the year to make sure the EAF program is being implemented with fidelity. The administrators will oversee the program to make sure the teachers are implementing college and career readiness in their classrooms. The administrators will also make sure the funds are spent effectively and goals are being met. Robert Lee will be dedicated to the implementation of this program through promotion, external partnership development, data collection, analysis and measured progress. Our district will continue to provide resources, professional development and support systems to implement the vision of this project. The district pledges to continue the work of the EAF Steering Committee by providing resources to students and their families and continue to provide current information about postsecondary options and pathways for all students.

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.

ACADEMIC DEVELOPMENT - 8TH GRADE - APPROXIMATELY 16 STUDENTS

*Intervention: The Counselor/Advisor will establish Personal Graduation Plans (PGPs) for each 8th grade student using the program ASCENDER. The PGP will be developed based upon career exploration throughout the year using MajorClarity, students identifying academic courses that align with career interests and a knowledge of the programs of study offered at Robert Lee. Students will indicate their top career options and specific goals to help prepare for their future high school graduation plan.

*EAF Levers/Essential Actions: *Lever 1: With the help of internal partners, Robert Lee will develop clear advising goals to guide 8th grade students preparing for high school. The committee will develop a comprehensive manual of graduation requirements and options for Robert Lee High School. Academic benchmarks will be utilized throughout the year. We will also identify internal partners to develop responsibilities for effective advising for all junior high students. *Lever 2: RLISD will provide training for staff and students and provide resources as needed for the goals of the EAF grant to be met for every 8th grade student. *Lever 3: Robert Lee will adhere to the district EAF plan. RLISD will utilize Major Clarity and the most current graduation requirements from TEA. Teachers, administrators and the counselor will prioritize communication throughout the year. *Lever 5: The counselor/advisor will access current, developmentally appropriate tools and resources that align with grade-level benchmarks and promote effective 4-year planning. Quality tools and resources to be used are MajorClarity and the TEA Graduation Toolkit. Our goal is to have all 8th grade students enter high school with a PGP that will prepare them for their future goals in life and will also meet all graduation and accountability requirements set by the Texas Education Agency. Ideally, a developed four-year program will help encourage the students to complete their high school goals and pursue post-secondary dreams. The intended impact will be that 100% of Robert Lee High School seniors will graduate high school with a post secondary plan.

CAREER DEVELOPMENT - 7TH GRADE - APPROXIMATELY 30 STUDENTS

*Intervention: All 7th grade students will be enrolled in an Exploring Careers Course, in which students will be using specific software designed for career exploration and possibly attend a career day. EAF Levers/Essential Actions: *Lever 1: All 7th grade students will work through and complete lessons and assignments in MajorClarity, O*Net Interest Profiler, Texas Reality Check and iCEV Curriculum as it relates to career and life goals. These different tools are monitored through grading and progress checks on the careers, colleges, and technical schools researched by the students. All students are checked by projects instead of traditional testing. One major project that is completed by students is the Career Quadrama. It is a four step career research project. It includes high school courses and activities students can complete to get to the end goal of their career activity. Academic benchmarks will be utilized throughout the year. Robert Lee Jr. High will develop clear advising goals which relate to grade level learning. We will also identify internal partners to develop responsibilities for effective advising in the junior high. *Lever 3: RLJH will adhere to our district EAF plan. RLISD will provide training for our career development teacher to know our desired outcomes at the end of the year. Teachers, the counselor and administrators will effectively communicate with all stakeholders.

*Lever 5: RLJH will provide resources to the career development teacher. Extensive training opportunities will be planned at the beginning of the school year and periodically throughout the year as needed to ensure that programs are being used with fidelity. Tools and resources will be developmentally appropriate and align with grade-level expectations established by the district. Key staff includes the counselor, administrators, CTE teachers and external partners. Quality Tools and resources to be used are MajorClarity, O*NET Interest Profiler, Texas Reality Check, iCEV curriculum and external resources. Our goal is to have students leave 7th grade with knowledge to guide them to make decisions for the high school program of study and post-secondary plans/options available to them at Robert Lee High School and beyond.

Program Requirements, cont'd.**3. District Implementation Plan cont'd.****PERSONAL & SOCIAL DEVELOPMENT - 11TH and 12TH GRADE - APPROXIMATELY 40 STUDENTS**

*Intervention: Personal and Social Development - including communication, interview, dress for success, career exploration, and business connections. Metrics will be monitored during the 2023-2024 school year. Students will be engaged with guest speakers, projects, research and real-life experiences. Students will develop writing skills and participate in job and college applications, as well as practice interview skills and explore the appropriate attire for different job interviews. Students will create documents such as resumes and cover letters for after high school and develop and practice public speaking and communication skills. Students will explore their roles as future members of society through projects and real-life experiences.

In addition, juniors and seniors will utilize practice materials in preparation and improvement on the TSIA2, ACT and SAT exams to help them prepare for opportunities beyond high school. EAF Levers/Essential Actions: *Lever 1: RLHS will develop clear advising goals, identify personnel to develop clear responsibilities and continue to identify external partners to bring real life experiences to our students. *Lever 3: We will continue with our plan to have a variety of external partners, such as law enforcement, ADACCV and the YAM program who visit with our students about the importance of drug and alcohol prevention, how to handle stressful and emotional situations and also how to interact with others. The district staff will also be informed of their role as advising support for the classroom. *Lever 4: The school counselor/advisor will maintain MOUs with external partners and continue to build relationships and agreements to monitor and track goals for all students. Robert Lee ISD partners with Concho Valley Workforce Solutions who periodically visit our students, so they will have an awareness and opportunities to explore college and careers. We will continue to update MOU's with Angelo State University and Howard College. The Concho Valley Food bank has partnered with our school, as well as TCHAT who provides counseling services to our students through zoom. Quality Tools and Resources to be used are MajorClarity, Concho Valley Workforces Solutions as well as other external partners. Our goal is to ensure that every graduating student is prepared to enter real world experiences with acquired skills to help them be successful and productive members of society.

FINANCIAL LITERACY - 9TH-12TH GRADE - APPROXIMATELY 85

*Intervention: Financial Literacy instruction will be offered to all high school students upon course enrollment. Metrics to be measured in the 2023-2024 school year: Our goal is for all seniors to successfully complete and submit the FAFSA form. Robert Lee will partner with ASU to offer a FAFSA night for all high school seniors. Seniors will also be enrolled in a Money Matters course where they engage in a Dave Ramsey financial course. Most students at Robert Lee High School participate in the Texas Reality Check which informs students of real world financial decisions they will have to make.

*Lever 1: The EAF committee is committed to developing an organizational structure that can be utilized by the school counselor, advisors, and partners to implement advising services and identify gaps. All core subject teachers complete an academic benchmark appropriate to their subject area in order to make sure that students are on track to graduate. *Lever 3: Robert Lee and all stakeholders will create an advisory program that will equip all students with knowledge and experiences that will emphasize the importance of post secondary goals by delivering an enriching, student-centered learning opportunities for all students to develop skills needed to prepare for a successful future after graduation, developing skills needed for college, career, or the military. *Lever 5: Resources and training will be provided to the financial literacy teachers as needed throughout the 2023-2024 school year. Resources will be developmentally appropriate and align with grade-level standards. Key staff will include administrators, counselor/advisor, external partners and Financial Literacy teachers. Quality tools and resources to be used are Dave Ramsey, FAFSA, Texas Reality Check, and MajorClarity. At Robert Lee High School, our goal is to have students graduate with beneficial knowledge to help impact their future and guide them in making smart financial decisions in their future.

The Effective Advising Framework will be monitored through metrics described in each of the Grade-Level Expectations to ensure successful implementation of each area of the program. The program will be monitored through completion of the PGPs, FAFSA, exams and data analysis, evaluation of projects and surveys. Information will be communicated about the program to all stakeholders, family and community members through social media, school website, email, face-to-face meetings throughout the 2023-2024 school year as is appropriate for each grade level expectation.

Intervention strategies for Tier 2 students in need of targeted support include advising/counseling with individual students to ensure all accommodations and needs are being met. Students will be given opportunities to get extra support after school or times during the school day to get individual assistance as needed. Tier 3 intervention will include after school support and remediation courses as needed to ensure all work and needs are being met and completed successfully.

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.

The proposed budget of \$219K details funding in the following categories for the total direct costs: \$106K for payroll including leadership/advising for school counselor, administration and teachers, as well as data entry clerk and bookkeeper; \$26K for professional and contracted services; \$57K for supplies and resources and \$30K for operating costs. The total of all direct costs of the grant with the indirect costs added is a total of \$229,950.

To maximize the effectiveness of the grant we have budgeted a salary for an EAF Coordinator/CCMR Specialist to take the Lead of the EAF program and assist the K-12 counselor in advising goals for all students. Stipends have been allocated for the EAF committee for the time and effort necessary to implement this grant with fidelity. We have also included appropriate contracted funds for an EAF Coach from the Region XV Service Center to come to Robert Lee once a month to assure implementation of the grant and assist the EAF committee through advising and support.

In the grant we have requested \$57,000 for supplies and materials. With this money we have included funds for ongoing professional development opportunities for teachers and staff, guest speakers, and external partners/ professionals in specific fields for advising students. We also see a need for iCEV enrichment licenses for CTE courses, TSIA/ACT/SAT test preparation for students, CTE enrichment equipment and counseling center technology to assist with advising students. The \$30,000 operating cost includes field trips to allow students to experience a variety of careers and opportunities with hands-on experiences.

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