



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

NOGA ID [Redacted]

Authorizing legislation [Redacted]

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 **September 1, 2023 - August 31, 2024**

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: Program Agreement

Amendment Number

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

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.

a.)Krum ISD will train teachers, counselors, and administrators to build capacity in the area of effective advising components that will include areas in each of the four domains: Academic development, college and career development, financial literacy, and personal and social development. The plan includes involvement from outside partners and internal capacity builders to ensure that the district's vision for an effective advising framework is well implemented.

Moreover, the budget encompasses strategic partnerships designed to amplify student engagement and facilitate effective communication with parents regarding college and career readiness. These partnerships create valuable opportunities for students to explore various educational and professional pathways, equipping them with the knowledge and resources needed to make informed decisions about their futures. By fostering collaboration between schools and external organizations, the district aims to broaden the scope of student experiences and provide a holistic approach to college and career preparation.

The district recognizes that there are disparities of gaps in student performance for CTE learners with disabilities and CTE English learners when compared to all CTE learners in the areas of reading, math, science, and post program placement. It is the aim of the program design to reach each student and provide tiered interventions early paired with frequent academic monitoring while also providing partnerships with the Texas Workforce Commission and Upward Bound to help connect students to relevant post secondary opportunities.

Through these initiatives, the district aims to cultivate a robust advising ecosystem that not only supports students academically but also nurtures their personal growth, self-confidence, and readiness to navigate the world beyond graduation. By investing in teacher training, bolstering counseling resources, and forging strategic partnerships, the district demonstrates its commitment to providing comprehensive support systems that empower students to make informed choices and succeed in their chosen paths.

b)Krum ISD is committed to individual student planning as part of the comprehensive school counseling program through the use of individual meetings, providing robust counseling and advising resources that are aligned to the college, career, military and academic outcomes, as well as providing personal and social development opportunities individualized for students. Krum ISD is committed to increasing individual academic plans created with students yearly and involving parents in these discussions and planning opportunities as students prepare for their future endeavors.

c)This program will provide to us the opportunity to address identified gaps in students' post-secondary readiness by gauging student career interests at an earlier age, thus creating programming to meet those areas of interests, or by providing focused guidance towards already established programs that will meet students' needs and interests. Additionally, by partnering with local industry, pathways can be better aligned to meet the needs of high-skill, high wage careers in our immediate area.

d)Krum ISD is eligible to apply for this grant because the district participated in the EAF Planning Grant cycle 2022-2023 and it meets the CTE criteria of having a student enrollment of 668 with a CTE concentrator/completer count of 347 or 52%, which exceeds the threshold in number and percentage. The final requirement that addresses disparities or gaps in performance from the CNLA is in the Summary of Program section

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.

Chelsea Reeves, M.A. Ed., will be the ESC Region 11 EAF Coach for Krum ISD. She has successfully supported one school district through the EAF Planning grant and two school districts through the EAF implementation grant in 2022-2023. Chelsea is awaiting notification of receiving designated distinction for EAF coaching services. She has extensive grant management experience and currently serves as the CTE Coach for ESC Region 11. The EAF Coach will allocate 5% of their time and effort to EAF Coach work, with the remaining time dedicated to other responsibilities within ESC Region 11. The contracted fee for EAF implementation services is \$14,000, and the EAF Coach will not exceed 100% of their allotted work week for grant requirements. ESC Region 11 will provide necessary resources for successful completion of the grant.

Nancy Shipley, M.Ed., and Sheila McCollum, M.Ed., are the Project Leads. Nancy led the EAF Planning grant for Krum ISD in partnership with Region IX in the 2022-2023 school year. She has been the Assistant Superintendent of Krum ISD for 10 years, overseeing various instructional programs and grant management. The Assistant Superintendent role has now been split, allowing Sheila McCollum to focus on secondary level CCMR and CTE. Sheila has 33 years of experience as an educator and has served as a school administrator and CTE Director. Both Nancy and Sheila will serve as co Project Leads, ensuring sufficient time for grant requirements. They will also regularly meet with the steering committee for alignment, progress review, and support. The stipend for these roles is \$7,500 each, and grant activities will require 10-15% of their monthly time.

Terry Rahn, M.Ed. Special Populations Representative for K-12. She served on the EAF Planning Committee in 2022-2023. Terry's main responsibility is working with students who are served through special education or 504 services. She is also the district's testing coordinator. She will spend between 5% of her time on grant activities. The stipend for this position is \$3,000.

Jason Lawson and Robert Butler are both secondary principals and will be instrumental in helping creating supportive atmospheres to launch the initiatives that are outlined in the grant proposal. They will spend approximately 5% pm their time on grant related activities and the stipend will be \$3,000/each.

Angela Borchardt, Nadalee Daves, and Michelle Vanzant are secondary school counselors and will support grant initiatives through implementing almost each area of the grant initiatives. It is estimated that their time with this grant will naturally flow within the normal scope of her job, but that between 10-15% of her time will be dedicated to portion of implementation. The stipend associated with this role is \$5,000 each.

Cheryl Hendrix, Sabrina Hendrickson, and Amy Roelser are elementary counselors. They will be a member of the steering committee to provide perspective on academic, career, financial and social/emotional development alignment for the district initiatives related to Effective Advising. This will ensure proper execution of initiatives and launch of 5th grade programming related to these areas. Her involvement in grant related activities is between 3-5%. The stipend for this role is \$2,000/each.

District Commitment: If the district provides efficient organizational structures, processes, and supports to ensure effective advising practices are in place along with providing effective external and internal partnerships that can help facilitate effective advising then students will increase completion rates of their programs of study and connected industry based certifications earned while in high school as well as leverage opportunities that await them in post secondary institutions and wage earning opportunities.

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) 1) Implementing career development software to help students and parents make informed choices about career development pathways available to students, and using that software to track progress toward completion of pathways, as well as identify gaps in students skills. 2) Implementing an overall systematic method to personal social development capacity building of students that provides an opportunity for students to develop skills that will help them navigate challenges as they pursue postsecondary endeavors and enhance employability skills. 3) Expand Industry-Based certification (IBC) opportunities as well as college entrance exam opportunities. 4) Completing individual career and academic plans (ICAP) that will provide students with the opportunity to track progress toward academic and career goals.

b) Priority 1: Krum ISD will continue the implementation of a career planning resource to support students in academic planning while in high school and leverage resources that tie to college, career, and military readiness associated with essential actions 1.3,3.3, 4.1, 4.2,5.1,5.2.6th-12th; Career, Academic, and Financial Literacy development. Refining the implementation of Majority Clarity software ensures all students have access to knowledge and skills for informed choices, parental involvement, and expanded scholarship opportunities. Increased student awareness leads to better decisions on industry-based certificates and CTE coursework. The Assistant Superintendent of Secondary Instruction, also the CCMR lead, will oversee software adoption, including internal communication and professional development. The lead high school counselor will manage day-to-day software utilization, and monthly data reviews will identify and address any issues. The middle school counselor will utilize the software for career interest inventories and exploration. The district's public information officer will promote the software through social media. Communication to staff and parents will be via email, in-person meetings, and Parent Square. Monthly reports will inform counseling/admin team discussions and guide adjustments. Priority 2: Krum ISD will continue partnerships for personal and social development and train any new teachers and counselors on the use of materials that coincide with essential actions 3.3,3.4,4.1,4.2,4.3,4.4.. This will impact students in grades 5-12. Refine the implementation of an overall systematic method to personal social development capacity building of students. Personal engagement is crucial for all students to navigate their future successfully. Developing skills in self-management, communication, drive, growth mindset, goal setting, and conflict resolution will enhance their employability and post-secondary pursuits. This personal and social growth will improve CCMR outcomes by connecting coursework to career goals and achieving CTE completer status. Implementation of Relationship Centered Learning (RCL) and HOPE Squad will continue, monitored by the Elementary & Secondary Assistant Superintendents using the Satchel Pulse platform. Timelines and professional development will be coordinated by the Assistant Superintendents, with campus administration communicating with teachers and gathering feedback. Parents and students will receive information about HOPE Squad through third-party vendors, social media, and regular communication channels. New teachers will receive training. Priority 3: Krum ISD will continue to expand test opportunities for industry based certifications and college entrance exams while in high school to give students the best opportunities as they pursue college, career, and military options after high school that corresponds to the 4.2,5.1,5.2. 9-12, Career and Academic development. The student impact of expanding IBC and college entrance exam opportunities is that it will positively position students to take advantage of their post secondary plans in career, college, or military without as many barriers. In the 2020-2021 the rate of that students exceeded the criteria for SAT/ACT for graduates of Krum High School was 27.5%.

Program Requirements, cont'd.**3. District Implementation Plan cont'd.**

By providing test preparation materials and increasing accessibility, we aim to raise the overall score by at least 15%. This will enhance earning power and financial benefits for students, whether immediately or during college studies. Increasing opportunities for Industry-Based Certifications (IBCs) and ACT/SAT testing will improve CCMR outcomes, reaching more indicators. The Assistant Superintendent of Secondary Instruction will oversee IBC testing, while secondary counseling staff, supported by high school administration, will focus on college entrance exams. Key messages will emphasize equal access to college entrance exams and highlight IBCs as valuable complements to program completion. Testing dates will be communicated early and frequently to parents and students, starting as early as 8th grade. CTE staff will coordinate calendars with administration to reserve optimal testing opportunities. Dates will be shared with students in syllabi, and a communication plan will involve stakeholders. Training will be provided for new staff members involved in test proctoring or administration. Priority 4: Krum ISD will ensure that 50% or more students have an Individual Career and Academic Plan (ICAP) at the high school level by the end of April 2024 and 100% by April 2025 that corresponds to EAF Levers 1.1, 1.2, 2.3, 3.1, 3.4, 5.1, 5.2. This will impact 700 students in grades 9-12, Career and Academic development. Completing the ICAP in Major Clarity will have a significant impact on students' goal tracking and CCMR outcomes. Research shows that clear goal intentions and commitment lead to positive student outcomes and increased learning. Utilizing Major Clarity for ICAP creation will streamline advising, program selection, certifications, and assessments, increasing CCMR outcomes and ensuring progress towards CTE completer status. The Assistant Superintendent of Secondary Instruction will launch Major Clarity, while secondary school counselors will set up students' ICAP. Progress will be reviewed monthly to address any issues promptly. Students, parents, and counselors will be most affected by the implementation, with information shared through communication platforms and systematic guidance by grade level cohorts. Ongoing counselor training will occur in 2024 to assess progress.

Intervention Plan: Middle school students will learn character traits, personal social skills, and gain a deeper understanding of endorsements and programs of study. They will develop personal graduation plans, learn about GPA calculations, and pursue courses aligned with their future career goals. Financial literacy will be taught, and students and families will be invited to college fairs. Progress monitoring will include documentation of guidance lessons, tiered support, and career exploration activities.

High school students will continue personal social growth and focus on future career plans. They will position themselves for post-secondary education in college, trade school, or the workforce, and financial literacy will be incorporated into their coursework. Field trips and partnerships with Texas Workforce Commission will provide support for students with transition services. Progress monitoring will involve annual meetings with students and parents, review of transcripts and goals, interest surveys, and program of study alignment. Documentation will encompass college fairs, career days, college entrance exams, military visits, and parent nights.

A comprehensive college readiness program will be implemented, providing resources for higher education preparation. Documentation will cover college entrance exam preparation, application procedures, financial aid, and scholarships.

Tiered interventions and supports will address disparities in student performance, including one-on-one meetings, peer support, and partnerships with Texas Workforce Commission and Upward Bound.

Krum ISD will launch a new website to enhance communication with parents and the community, ensuring language preferences are respected. Face-to-face meetings will also be conducted to foster relationships and involvement. The district values its engaged community and parents' support in encouraging and connecting students as they prepare for post-secondary options.

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 allocated budget effectively supports the objectives of the proposed program, providing necessary resources for time, materials, and priorities related to the grant initiatives. Adequate funding is designated for professional development, student resources aligned with CCMR outcomes and personal social development, and testing materials facilitating post-secondary education pursuits and college applications. Additionally, funds are allocated to support organizational leadership and advisors in building a comprehensive program aligned with the EAF, involving both internal and external partners as outlined in earlier sections.

Budget:**Leadership and Planning/6100**

- 1 Stipend Steering Committee Lead X2 \$ 15,000.00 (16-24 hrs/month) Organize team, manage and implement grant meet monthly
- 2 Stipend Steering committee Lead Member X 3 \$15,000.00 (Secondary Counselors) (16-24 hrs/month) responsible for implementation of grant activities; meet monthly
- Stipend Steering committee member (principals and Special Program Dir.) X 3 \$ 9,000.00 (8 hrs/month) responsible for implementation support and alignment, meet monthly
- 3 Stipend Steering committee member (Elem. Counselor) X 3 \$ 6,000.00 (8 hrs/month) responsible for implementation support and alignment, meet monthly
- 4 Stipend for extra duty pay associated with training outside of the school day \$ 24,000.00
- 5 Substitute pay for training needs \$ 500.00

Grand Total: \$69500 (6100)

- 1 Relationship Centered Learning (RCL) Train all teachers, counselors, and admin on RCL practices plus coaching during the year \$ 26,500
 - 2 HOPE Squad Training Personal/social: Peer to peer student training \$ 2,800
 - 3 Satchel Pulse MTSS Tier System with systematic aligned supports local Scholarship Informer \$ 16,900
 - 4 Used to help connect students and parents with scholarships \$2,000.00
 - 5 Certified EAF Coach \$14,000.00 (1 day/month) Grant technical assistance with regional partner
- Grand Total: \$ 62,200 (6200)

6300

- 1 ACT Testing for juniors and interested lower classment to use for college entrance testing \$ 12,675
 - 2 Supplies for a Go Room & HOPE Squad and RCL implement \$ 24,000
 - 3 Calculators TI84 X \$100 to use for college entrance testing \$ 13,900
 - 4 OntoCollege Preparation Materials for Entrance Exams @\$149/each \$ 22,500
- Grand Total: \$ 73,075

6400

- 1 LSSSCA Conference X 7 people Capacity building for all Sec.counseling & admin. \$ 1,225
 - 2 QPR training Assist in building capacity of counseling staff \$ 500
 - 3 RCL summer discipline/Special pop. conference Train some teachers and administrators \$ 14,000
 - 4 Business Office indirect cost \$ 11,650
- Grand Total: \$ 28,225 Grade total budgeted Costs \$232,150

Equitable Access and Participation

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

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

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

PNP Equitable Services

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

- Yes
- No

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

Are any private nonprofit schools participating in the program?

- Yes
- No

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

5A: Assurances

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

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
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