



**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:**

- 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.

The CPCISD Effective Advising and Planning Committee has a vision to prepare every child to be successful in post-secondary education, career or military so they become confident, productive, responsible members of society. With the grant funds provided we would equip our district staff to begin focusing on individual advising services and activities for grades 5 through 12.

Throughout our planning year, we have created grade level expectations and milestones that will equip all students with a clear understanding of the choices they will encounter while they master each grade level. We aim to establish a solid foundation for their future endeavors preparing them for high-skill, high-wage careers and industries.

Como Pickton Consolidated Independent School District student advising steering committee has completed a plan for implementation in school years 2023-2024 to increase student knowledge of career, academic, personal and social development and financial literacy. We will do this with increased access to engaging developmental activities, local and statewide colleges, community members, trade schools, and industry partners. This will be done through guest speaker presentations, college and trade school field trips, attending college fairs and a specialized focus on grade level expectations and developmental milestones. We will secure a commitment of all stakeholders to foster long-term partnerships that will benefit both students and external stakeholders.

Our implementation plan is focused on providing social and emotional support for all students enabling 5th through 12th grade students to ultimately create a well thought out individual plan for post-secondary goals. We believe that for our students to have academic success, their social emotional skills must be developed, and every grade level is focused on providing activities supporting personal growth. We will also use funds for professional development to train teachers and faculty and equip them with the necessary skills and knowledge to guide students effectively, changing the culture of the school to adopt and foster growth in the effective advising plan. To be most effective it must be a group effort beginning in elementary to fully realize the benefit of advising as shared responsibility and not solely the school counselor. We have created a professional development plan for staff and school counselors to begin during Inservice and continue throughout the school year.

The school counselors will be attending LSSSCA and TCA conferences to gain additional information and guidance for the continued implementation of their comprehensive counseling plan. Schoollinks is a program we will purchase for the district to teach grade level expectations and monitor progress in all four components of learning. Additional curriculum to increase our TSIA2, ACT and SAT scores will also be purchased to continue improving our CCMR outcomes.

Stipends will be given to the Project Lead, Steering Committee members, and teachers that are devoting classroom time teaching grade level expectations. Since we are such a rural community, attracting additional certified school counselors is a struggle; therefore, meeting the recommended counselor to student ratio has been impossible. Utilizing staff to assist with advising activities will be a great benefit to our student advising program. In order to provide the best support for teachers in this role we will purchase additional technology and supplies for classroom use.

Bilingual interpreters will be brought in for events such as parent nights, parent meetings and FAFSA night. This service will benefit both students and non-English speaking parents and guardians to better understand opportunities available in industrial and technical programs, two-year and four-year college programs aligned to high-skill, high-wage careers or industries.

We met the CTE defined criteria listed in the Eligible Applications section of the Program, by being a district that is categorized as rural and having a high number of CTE concentrators or completers (see attached). We also make sure to track our students and have frequent meetings ensuring they are on track for success. During implementation year 1 we have planned a concise schedule for enhanced student support leading the way for even greater number of students to achieve success with determination of post-secondary goals.

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.

Cindy Stansell is our Effective Advising Coach contracted through Region 8 ESC. She has been a Certified School Counselor for many years with a true understanding of all the demands and responsibilities placed on a school counselor. She was previously employed at the ESC as School Counselor Specialist and provided various trainings necessary to fulfil the Comprehensive School Counseling Program. She has a great knowledge of the Texas Model for Comprehensive School Counselor Program and has facilitated trainings on this subject. She completed training through TEA as an EAF Planning Coach in July and led us through the Planning Grant with great success. The stipend to contract Region 8 ESC is \$20,000 and they will then contract Cindy Stansell to serve as EAF Coach for Implementation Year 1. The percentage of time allocated for the EAF Coach for Implementation Year 1 is estimated to be 20%.

Lou Colvin will continue as Project Lead for CPCISD and is the district lead Certified School Counselor. She has served 28 years in education, 20 of that as School Counselor and previously been a CTE teacher and understands well the need for planning and advising to in elementary. Time allocated to the implementation of this grant will be approximately 15-20%. She has positive rapport with all stakeholders and has complete support of district administration Lou Colvin's stipend is \$10,000. The Steering Committee members will also receive a stipend based on the amount of time they spend with implementing this grant and completing deliverables.

CPSISD's steering committee will be made up of Kelly Baird, High School Principal who has 30 years in education and a vast knowledge of what students need to be successful after high school. He is well respected and a great rapport with faculty and all stakeholders.

Blair Davis is the K-8 Certified School Counselor with one year in her role. She did an excellent job in planning and working with the committee on plans for during the Planning Grant. Her role on the SC is crucial as she focuses on elementary and junior high students learning and monitors progress toward completing the grade level expectations and milestones.

Julie Weir is our special populations representative and has over twenty years' experience with special population students and is a beloved teacher and advisor. This past year she directly worked with the Special Education Department on student's transition plans ensuring they were on target and meeting goals in their IEP.

Michael Bowen is our CTE Director and has a vast knowledge of Programs of Study, CCMR, concentrators and completers, as well as CTE funding. He is an asset to this committee and works closely with the School Counselors assuring all students have access to career, college and military advising. The CTE department has provided training and resources needed to provide the best outcomes for students.

District and campus administrators are trained in the Texas Model for Comprehensive School Counselor in and are on board with the district wide CSCP implementations. Training and professional development are always a priority, and the administrators have an open-door policy and willing to talk, advise and encourage anytime it is needed.

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.

Priorities that were identified to be implemented in year 1 are Lever 1 (1.3), Lever 3 (3.2), and Lever 5 (5.1). Through the planning year process, we discovered a gap in these areas, partly due to school counselors being spread thin and overwhelmed with counseling caseload, as well as lack of resources available for individual student advising. There are two counselors currently serving the district and both have many responsibilities leaving little time for advising.

Priorities 1,2: EAF Lever 1 Strong Program Leadership and Planning; and Lever 3 Internal School Culture of Advising: During year 1 implementation, we will train and utilize select teachers to instruct students in advising, social emotional, and career related lessons. This will serve as a great resource for caseload management enabling the school counselors to oversee the Tier I instruction and be able to focus on delivering Tiers II and III interventions which will help them more effectively advise students towards their CCMR goals.

Students will understand the importance of grades, attendance and behavior and how that relates to their career goals. The timeline for grade level activities will be managed by the campus counselor and professional development will be coordinated by campus principals and counselors. All stakeholders will be better informed of campus strengths and weakness, goals for improvement, and resources to support the specific needs of each campus.

Here are a few examples of grade level lessons and expectations supporting this lever for improvement. All 12th grade students will complete graduation requirement including completion of the FAFSA. All 12th grade students will have multiple opportunities to come to FAFSA informational night presented by Northeast Texas Community College and TAMU-Commerce. Translators will be present for non-English Speakers and help will be provided for those students needing to complete the TAFSA. Students who need intervention will meet individually with the Counselor and Financial Aid personnel from one of the above-named colleges to help them complete this requirement. We will monitor outcomes through Apply Texas Counselor Suite and expected student financial aid application completions are 85% with only 15% of students using the opt out option. 11th grade students will complete the Dollars and Sense course to satisfy the graduation requirement for Financial Literacy (FL). Students will have a working knowledge of applying for scholarships and cost of attendance of college. The estimated number of students participating in this course is 55 with metrics established to monitor grade expectations. Students will continue to access Going Merry applying for scholarships in which they meet criteria eligibility. The school counselor will oversee key staff member, Celeste Garcia, for the Dollars and Sense course. Students will use curriculum for Dollars and Sense, outside speakers and Going Merry. Students who fall behind on passing 6 weeks will get individualized tutoring to bring grades to passing. 9th Grade Students will complete a career interest inventory through Schoolinks and research careers that might be of interest to them (CD). When a potential career is identified, students will do research through Schoolinks to try and locate a college that might best support their career choice. They will begin the process of building a portfolio and resume of activities and milestones in their high school career.

Program Requirements, cont'd.

3. District Implementation Plan cont'd.

Priority 3: EAF Lever 5-High Quality Advising Materials and Assessments. The key staff who will implement advising for students are our high school Social Studies teachers. The expected student outcome will be that all 9th grade students will have the start of a portfolio and resume.

Student progress will be monitored by the classroom teachers and overseen by the high school counselor and CTE administrator. Students in grades 5th through 12th will be provided opportunities by external partners who will present grade level appropriate topics such as drug abuse, mental health concerns, dating violence, child abuse and trafficking. Approximately 500 students will be participating in these activities. (PS) We will monitor students in several ways using data gathered from our CCMR tracker, data from School Links, data from our teachers who will be implementing the advising and planning in their classrooms, student grades and progress levels from the Dollars and Sense course, participation from parent nights, Apply Texas Counselor Suite, pre and post assessments and questionnaires.

We will also use data from completed PGPs and 4-year plans, surveys from both students and parents, and beginning of year, middle of year, and end of year evaluations. Progress will be communicated through social media, newsletters, email communication, school website and face to face meetings with all stakeholders. Tier 2 interventions will include meeting with the student's school counselor, the SEL counselor, CTE director, and any extra help from classroom teachers to support each student's success. Tier 3 Interventions will include the students' parents, SEL Counselor, and CTE Director, and one on one weekly check in meetings with the counselor to fully support each student's success.

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 will provide CPCISD the opportunity to implement the EAF. It will help provide buy in from the administration and staff, it will provide needed training for staff and students and provide valuable tools to help our students plan for their future. The budget will also help with cost of travel to provide experiences for our students to see industry, colleges and trade schools. It will provide curriculum for advising and testing tutorials, to improve our ACT, TSIA2 and SAT scores. It will pay for contracted LPC services in order to address issues with TEIR 1 and TEIR 2 students.

- Region 8 ESC Coach-\$20,000.00
- EAF Lead Stipend-\$10,000.00
- EAF Committee Members-Stipend 2,750. 00 each times 5 (we added the business manager to the committee) \$13,750.00
- Contracted LPC -\$18,000.00
- Partial Salary of teachers completing GLE in their class, testing TSIA2, helping provide support to the counselors (clerk duties) and stipends -\$151,000.00
- Student travel-\$4,000.00
- On Data Suite-\$4,500.00
- School Links-\$8,000.00
- Texas School procedures-\$1500.00
- Counselor Professional Development and Travel -\$1500.00
- Testing Prep for TSIA2, ACT, SAT-\$1250.00
- Supplies-\$4,000.00
- Total-\$237,500.00

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

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