



**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 **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):

**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
- General and application-specific Provisions and Assurances
- Debarment and Suspension Certification
- 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) Richland Springs ISD (RSISD) will use the EAF Implementation Grant Year One to create a framework for a scope and sequence to intentionally advise 100% 5th-12th students in the four development grade level expectations: personal and social development, financial literacy development, academic development, and career, college, or military pursuits after graduation from Richland Springs ISD. Personnel at the middle school and high school level will be provided the knowledge, resources, and time to develop and monitor individual career and academic plans with fidelity. 5th - 12th grade teachers will also be provided with the knowledge, resources, and time to meet grade level expectations developed during the planning phase of the grant in 2022-2023.

b) Richland Springs ISD will use The Texas Model for Comprehensive Counseling to approach advising with a holistic view of each student that encompasses guidance curriculum, individual planning, responsive services and system supports, with, specifically for this grant, an emphasis on academics, financial literacy, personal and social development and career development. This holistic approach will be implemented with equal opportunities for all students to participate in an individual advising program.

c) An goal of the Richland Springs ISD EAF program is to collaborate with all stakeholders to critically examine all RSISD CTE programs, foster innovative CTE programs, bolster existing programs, and reassess ineffective programs. The EAF steering committee will keep stakeholders apprised of industry and employment trends that inform best practice decisions for collaboration in this area. This goal will result in CTE programs and pathways that align to high-skill, high-wage careers for all RSISD graduates. Discussions about the district ' s advising plan will begin with families as students enter middle school, included in these discussions will be workforce trends for high-skill and high wage careers.

d) RSISD met the defined criteria for Eligible Applications by completing the EAF Planning Grant in 2022-2023; RSISD is defined as a rural district by TEA and rural/remote by NCES according to " Texas Public Schools Data Type " information.

**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) Lindsay Carr, School Leadership Specialist with ESC Region 15, is the RSISD 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 and is able to connect the work that teachers, administrators, and counselors do collectively to help students succeed. Lindsay is trained on Effective Schools Framework and will help RSISD align the vision, mission, and goals, CNAs, and CIPs in order to determine the highest leverage action steps to better their campus as a whole.

b) Project Lead is Rhonda Wyatt. Rhonda has been employed at the district for fourteen years as a teacher, Assistant Principal, District Testing Coordinator, and currently as K-12 Principal for the past four years. Rhonda was chosen for this role because of her knowledge of students, programs, curriculum, stakeholders, and her desire to implement innovative and timely programs that will have a positive impact on all students. Rhonda has extensive knowledge and experience at all levels, both elementary and secondary. Rhonda was Lead Administrator on the ESF audit and is leading all the instructional initiatives with the faculty and staff at Richland Springs. Rhonda understands CCMR and Graduation Requirements and is able to align ESF with the Effective Advising Framework. Rhonda was the Steering Committee Lead for the EAF Planning Grant 2022-2023 school year, and she has the knowledge of the deliverables, goals, and vision and mission for the District to move forward with implementation.

c) The steering committee for the EAF implementation includes project lead, Rhonda Wyatt, Brandy Eckermann, special population 's coordinator; Pam Starr CTE instructor and Technology Director, and DeeAnna Farris, counselor. The steering committee serves all students kindergarten through 12th grade at RSISD. Brandy Eckermann has spent 19 years in education. She is SBEC certified in SPED EC-12 and has served as the RSISD dyslexia instructor; Brandy has attended the Reading Academy and has served students PK-high school during her career. She has taught health, history, science, social studies, PE, inclusion, PK/KN, first grade and has coached basketball, track, and cross country. Brandy is new to the EAF team, her predecessor, Jennifer Brown moved from the district; Brandy took over Jennifer ' s role as Special Populations Coordinator. Pamela Starr has 41 years of teaching experience. Her roles have included career and technology teacher, business teacher, cheer sponsor and yearbook sponsor. She has coached basketball and track and is currently the Technology Director for RSISD. She has served as UIL Director, drill team sponsor and class sponsor. Pamela is an integral part of the RSISD school community with vast experiences in CTE and UIL events. Mrs. Starr received a \$3000.00 stipend for her EAF work during the 2023-2024 school year. DeeAnna Farris joined the RSISD school community in the 2023-2024 school year. She has worked with juveniles on probation, counselor with male inmates in the Texas prison system, has counseled individuals for drug and alcohol addiction, family counseling, motivational interviewing, counselor with K-12 students, and Cognitive Behavioral Therapy. DeeAnna is not a certified school counselor, she has, however, attended training on the Texas Model for Comprehensive School Counseling and training on the appraisal system for counselors under the Texas Model for Comprehensive School Counselors. Ms. Farris received a \$3000.00 stipend.

d)RSISD is committed to a successful launch of the EAF for year one in the 2023-2024 school year. RSISD prioritized the convening of a steering committee from the beginning of the planning grant process. The Superintendent, Clifton James Womack, knew that this grant aligned with his vision for the future of RSISD student outcomes for post-secondary goals. Mr. Womack has provided adequate time on task for the planning process and is committed to future support for monitoring the implementation of year one implementation priorities and objectives.

**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.

The goal of Richland Springs ISD for the EAF Year One Implementation Grant is to align advising goals and practices so that every student is empowered, encouraged, and educated to develop and monitor their individual career and academic plan; each student will be provided with the knowledge, resources and time needed to make the best individual career and academic decisions for positive academic, social/emotional, and employability skills. These foundational skills will pave the road for college, career, and military endeavors that are tailored for each RSISD student after their high school graduation. The guiding principle is to establish individual goal-setting, exploration of postsecondary options, and creating and monitoring individual career and academic plans that will begin no later than middle school, (6th-8th grade); with fifth grade also receiving individual planning through EAF implementation.

Priority 1: RSISD will implement career planning resources to support 5th-12 grade students focuses on implementing a career planning resource to support K-12 students. We will implement this priority starting with our fifth through twelfth graders in Year One. The steering committee, along with other stakeholders, will research career planning TEMPSC-III resources available to school district with the goal to find a product that aligns with the , TEA CCMR requirements, TEA CTE programs and pathways, and other components that target the career planning needs for fifth through twelfth grade students. This research will also include vetting products for ease of implementation, a component that allows students to take personal and learning style surveys, a component that allows year to year carry over of student information, and the ability for various stakeholders to access student information including teachers, counselors, administrators, and parents. Another important consideration is whether or not the program is user-friendly for students, teachers, and families. The ideal product would provide resources for teachers that include lessons and a timeline for successful implementation for individual advising on career planning. Teachers will be given a set requirement for use of the product, for example, students working through the planning resource twice a week for twenty minutes. The guideline for the time the product will be used in the classroom will be based on product specifications and recommendations and will be non-negotiable. The chosen product is designed to build skills and outcomes that increase in rigor and guidance through the years, with the culmination of a student in twelfth grade who has a clear and concise idea about career, college, military options that will best serve their future for work and earnings. This will target 5th-12th graders, a total of 60 students of the 140 enrolled students. In Year1 GLEs for 5th-12th include the completion of a career cluster survey aligned with TEA CTE Pathways, Career Day, a one-on-one meeting with parents, administrators, and counselor to discuss career cluster surveys and pathway, this also include academic planning, personal financial literacy addressed through classroom math TEKS instruction and personal and social expectations addressed through programs implemented by the counselor. Lever 1.2: The steering committee, with input from subject matter experts, will set 5th- 12th grade level benchmarks for academic development, career development, personal and social development, and financial. The school counselor will track and monitor all data for domains in a timely manner so that gaps in progress can be addressed through a multi-tiered support system. The counselor will implement interventions for students in tier 1 and tier 2. Lever 5.3 addresses parent and family engagement for individual planning. A continuum of scheduled checkpoints with parents will be used to communicate student expectations and any gaps that need to be addressed. A monthly newsletter for parents and families will be developed and sent via email, the district website, and other means of communication used by the district.5.3: Provide adequate time and training for fidelity of implementation: Lever 5.3 focuses on time and training for fidelity of implementation.. There will be a timeline for implementing and monitoring the professional development (PD) for staff and the implementation of the individual advising system. Rhonda will develop training for all staff that will be presented before school starts during teacher PD.

**Program Requirements, cont'd.**

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

Priority 2: Implement EAF training for staff and implement the Texas Model of Comprehensive School Counseling/TEMPSC-III Priority 2 is the implementation of training for staff in the EAF and the implementation of the TEMPSC-III. Communication will take place with the project lead, counselor, and special population ' s coordinator during the monthly EAF checkpoints. Anticipated student outcomes based on grade level expectations are: 8th grade-career interest orientation and surveys completed, career clusters presented, meeting with counselor and parent to go over personal graduation plan (PGP) and personal financial literacy skills covered through the math TEKS during classroom instruction. Select a pathway or CTE career cluster for pursuit of an industry based certificate (IBC), take the PSAT or PreACT and the ASVAB, continue to work through the academic and career exploration software chosen by the district to update career interests, keep track of community service and extra-curricular activities, and other tasks pertinent to EAF, revise four year plan if necessary, consider additional resources for career development, add to college and scholarship search skills; 11th grade – update career survey, practice mock job interviews, begin work on resume, investigate possible internships relevant to career goals, take the TSAI-2 for college readiness or enroll in a college readiness class for math and reading, enroll in dual credit classes, make three college visits, take the ACT or SAT college entrance exam, assess progress towards IBC, checkpoint for Industry Based Certification, CCMR Night - students attend Junior summit (gearing up for next steps); 12th grade – checkpoint in the fall with student and parents to be sure all are aware of deadlines for senior years tasks such as, FAFSA completion, college applications, completion on any internships; work with counselor to affirm graduation plan and any distinctions, retake ACT or SAT if needed, attend Senior Summit which covers the college process, military information, trade school presentations. Lever 1.4: The intended impact will be that 100% of Richland Springs High School seniors will graduate high school with a post-secondary plan. This will ensure all advising and EAF work is rooted in TEMPSC-III and reflects students' true areas of need. EAF project team, Superintendent, Campus Principal, and Counselor will have key roles in the implementation of this lever. Multiple trainings will take place throughout the school year. These stakeholders will be engaged all year. The EAF levers for Priority Two includes Lever 3.2: Training for staff on EAF will take place during the beginning of the year PD in August 2023. Staff will be given an overview of the framework and the expected student outcomes. Included in this training will be classroom implementation, timelines, grade level expectations, future PD dates, and expected student outcomes at set checkpoints. RSISD will implement the TEMPSC for counseling and will use the counselor appraisal system established by TEA. Part of the counselor ' s appraisal for the 2022-2023 school year will be the effectiveness of the EAF implementation: keeping in mind the 80/20 requirement for counselor duties. The counselor, along with the special population ' s coordinator, will be responsible for ensuring that equitable access to advising is attained by all population groups in the district. The lead point of contact for this lever in priority two will be Rhonda Wyatt. Barriers will be assessed at the six week ' s grading periods and adjustments will be made as necessary for fidelity of implementation.

SY 23-24 Priority 3: RSISD will implement new courses for 9th-12th graders to meet additional CCMR criteria. Priority 3 implement two new pathways for the 2023-2024 school year; Culinary Arts and Web Design. I RSISD will continue to offer pathways related to AG, AG Mechanics and Equine Science, for example. To better address the need for pathways that lead to high skill/high wage employment, RSISD will add Culinary and Web Design beginning for our 23-24 freshman class. Both of these pathways address a need for the job market in our area and surrounding areas, as well as student interests.

The EAF Levers for Priority Three includes Lever 1.4: Lever 1.4 focuses on the organization structure for implementation. This lever for RSISD is a continuum of Priority Two. Through successful implementation of Priority Two, the implementation of Priority Three unfolds. RSISD ' s plan to add new pathways to the current pathways being offered will require counselors and staff to be trained on the requirements and resources available for these pathways. Students and parents will also need to be informed of the new pathways and the way these new opportunities impact student success for obtaining post-secondary goals after graduation. The steering committee will continue to link the TEMPSC-III framework to the EAF for optimum and equal outcomes for all RSISD students throughout the implementation of new career pathways and IBCs. Lever 3.2: The essential actions for lever 3.2 Clear roles and responsibilities aligned to the components of TEMPSC-II and will support all students toward grade level benchmarks.

**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 for RSISD year one of implementation includes funds for professional development, salary for counselor and substitute teachers, stipends for summer planning, software for career exploration, and software for data analysis and tracking. Salaries are based on state pay rates and local pay rates for educators and support staff. It is expected that the counselor will spend 10% of their time on EAF duties, including planning, implementation and monitoring along with other key individuals on campus.

The RSISD proposed budget for Year One Implementation includes funds for leadership and planning, counselor pay, software, assessments, and other items.

The first is Payroll (6100) which includes counselor, substitute teacher pay (\$3,000) EAF Coach at ESC15 and staff extra duty pay. Total \$76,200

The next budgeted expense is Professional and Contracted Services (6200) for \$60,000, this includes professional development for all internal partners and equipping each with the ability to carry out the functions of EAF implementation; as well as travel, lodging, food, as well as tutoring services which supports student success for achieving grade level expectations.

The third budget category is Supplies and Materials (6300) which includes iPads, software, ICEV, interactive panel, platforms to increase parent and family engagement to support student achievement and increase ability to reach all stakeholders about EAF deliverables. This category also covers a student data tracking platform, such as On Data Suite, career exploration and planning resources, SEL resources, and caseload management systems. Testing materials for TSAI2, SAT, PSAT, ACT, PreACT to assess college readiness is also in this category. The total for Supplies and Materials is \$60000.

Other Operating Costs (6400) The proposed budget for Other Operating Costs is \$10,000 which includes field trips. The total proposed budget for the 2023-2024 school year is \$206,200 plus 5% 10,310 for a total of \$216,510.

**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**