



**2023-2024 Effective Advising Implementation Grant Year 2  
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
- 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 2 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 2 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.

Jacksboro ISD has set goals to continue implementation of the Effective Advising Framework by building working relationships with local businesses. Through fostering these partnerships, we plan to find more ways to introduce students at JISD to workforce needs in our community. Jacksboro High School is looking for areas to expand the CTE programs of study, and has recently added Clinical Certified Medical Assistant to extend the Health Science POS. This is in addition to Applied Agricultural Engineering (welding), Carpentry, and Animal Science. For a high school with an average of 320 students, these offerings are varied and provide a vast amount of knowledge-base for students. Our community is one with several types of industry, from oil and gas, to farming/ranching, food service, healthcare, and even metal fabrication. One focus for the upcoming year 2 of implementation is to create a 'job shadow' day for students to observe jobs in all of these industries, and more. This project will be minor in terms of financial needs, but will hopefully allow students to see beyond the education they receive at JISD and find ways they could stay in, or return to, Jacksboro and be contributing members to the community.

JHS continues to closely track students from the time they enter high school for courses of study, concentration and/or completion. The graduating class of 2022 had 68% of students as concentrators or completors, with the class of 2023 finishing the year with an even higher percentage. The unique size of JHS allows for several staff members to focus on student needs and plans beyond high school, and most have an opportunity to receive at minimum, basic preparation for their chosen post-secondary path.

The continued focus of academic development, financial literacy development, and social-emotional development will be where more financial needs are for year 2 implementation. Through stipends for teachers, counselors, and district staff, and the purchase of high-quality curriculum for character lessons, JISD will continue to prepare the whole student for future success.

**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.

EAF Coach: Lacy Murphey, School Counseling Specialist, ESC 9.  
 Lacy has been a valuable asset and worked with Project Lead building the effective advising framework for JISD. 3-5 hours weekly will be necessary for contact with project lead and emails to ensure alignment of work and goals, with a \$15,000 stipend.

Project Lead: Sara Mathis, Assistant Superintendent, JISD  
 Sara has spent time as a campus administrator at Jacksboro Middle School. She understands the importance of CTE and preparing students not only academically, but wholistically for post-secondary success. Approximately 15 hours each month will be needed for tracking progress of the goals and grant progress. \$8,000 stipend.

District Steering Committee:  
 Sara Mathis  
 Teresa Howard- JES Counselor. Teresa has been instrumental since the planning stages of Effective Advising began at JISD. She has had her own children go through the school system at JISD, and knows the importance of providing our students with as much information regarding possible future careers at an early age. She will continue to be a key role in gathering data at the elementary campus and planning with the EAF Coach and Project Lead, and will spend approximately 5 hours each month. Total stipend is \$7,500 (counseling- \$5,000 and project coordinator\$2,500.  
 Kelsey Weldon- JMS CTE/Technology teacher. Kelsey is also a certified school counselor, and has worked at the elementary and middle school level.  
 Natasha Nicholas- JES dyslexia and SpEd teacher. Natasha was a teacher in 5th grade last year, but has a special place in her heart for dyslexic students. She achieved impressive student growth in 5th grade with a group of struggling readers, and will be able to impace students throughout the elementary campus this year. Both will spend approximately 2 hours each month, by attending the meetings to address progress toward grant goals. \$1,000 stipend each.

District Commitment: JISD is fully committed to utilizing the effective advising framework developed this past year. Through the steering committee meeting monthly (virtual or in-person), and quartely via face-to-face, the team will evaluate progress and implementation essential actions laid out through the diagnostic tool.

**Program Requirements, cont'd.**

**3. District Implementation Plan:**

a) **Implementation Plan** - What is the summary of the district's EAF Implementation Plan for Year 2 of implementation?

b) **EAF Priorities** - Indicate the EAF Priorities for Year 2 of Implementation. Please include the following for **each EAF Priority**: a description of the identified EAF Priority to be implemented in Year 2, 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 2 of Implementation.

Jacksboro has been investigating high-quality counseling curriculum for implementation during the 2023-2024 school year. The plan for year 2 of EAF Implementation is to increase counseling lessons in classrooms for grades 1-8. Given the increase in student mental health needs, this has become a priority focus area for the entire district. Focusing on students from grades 1-8 will allow us to impact approximately 640 students. By high school, the goal will be to give students tools for more positive social interactions, and self-appreciation for their unique qualities. Jacksboro Elementary and Middle School will utilize Character Strong, which includes professional development for staff before school begins. The goal for implementation from grades 1-8 will be to have students complete at least 80% of the lessons for each grade level. Through utilizing non-instructional time at both campuses, students will have access to classroom lessons, as well as individual activities. JMS will use a study skills period of the day for implementation, and JES will work the lessons into classroom time and computer class. Staff needed to carry out the plan will be grade level teams, paraprofessionals, counselors, and administrators at each campus.

Jacksboro High School plans to purchase Can Do U, which is an online platform for student self-paced learning. This offers students an array of opportunities and guidance, with the confidentiality and privacy they desire. Staff needed to carry out the goal of 80% participation at least once during each grading period, will be classroom teachers, paraprofessionals, counselor, and campus administrators.

**Academic**

Grade 5: Students will be successful in the reading curriculum as shown through checkpoint assessments and the STAAR test. 70% will show full readiness of the grade-level expectations, and the ability to be prepared for the next grade level, without remediation. Students after checkpoint 2 and 3 who are not showing 70% understanding of the material, but above 50% will receive Tier 2 support by intervention staff. Tier 3 will be for students below 50% mastery at these same checkpoint times.

**Social-Emotional Readiness:**

Grade 6: Students will complete at least 80% of courses in the Character Strong curriculum for grade 6. By the end of November 2023, a 40% completion will be the goal for staying on-track with the long-term vision. Students not at 40% completion by December 1 will use activity period time to receive additional support from campus counselor until completion of 40% is achieved. This group will be our Tier 2 group. Tier 3 students will be those who have not reached 20% completion by the end of November, and intervention for them will be addressed by the campus counselor, in a small group, or 1:1 ratio.

**Financial Literacy:**

Grade 8: Students will show mastery of the specific financial literacy TEKS by the end of year STAAR test, with 80% passing the final checkpoint given by April 1, 2024. There will be several checkpoints given during the school year, and students reaching 50-70% after the second assessment will be Tier 2, and will utilize MathIA tutoring during study skills. Tier 3 will be students not at 50% mastery for the second checkpoint, and they will be assigned tutorial time with the 8th grade math teacher during activity period.

**Career Development**

**Program Requirements, cont'd.**

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

Career Readiness:

JISD plans to form partnerships with at least 20 local businesses for a job shadowing experience each year. During the first year, the goal will be to place all 8th grade students in a local business for a minimum of 3 hours. This partnership will give students the opportunity to see first-hand careers that are available locally, and get feedback from experts in each field. Leading up to and following the event, students will be given certain tasks to complete, showing their readiness and commitment. Following the shadowing day, students will write a thank you note to the business and person who they shadowed for the day, adding to the academic and real-world connection.

**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 2EAF 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.

Funds for Leadership and Planning: Stipends are included for steering committee, since most meetings will need to take place outside of the school day.

School Counselors and Advisors: Funds have been requested for an additional counselor to share between the elementary and high school campuses, even on a part-time basis. Stipends for counselors are requested, as these duties will require additional hours outside of their contracted days.

Internal Partners: Teacher stipends have been included, for the additional time required for training on Character Strong curriculum and implementation.

External Partners: None for this phase of implementation.

High-Quality Materials and Assessment: Providing Character Strong curriculum for elementary and middle school, which includes professional development, and Can Do U access for high school students and staff.

**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**