



2023-2024 Effective Advising Implementation Grant Year 2
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 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.

Everman ISD and the steering committee have done great work with year 1 implementation. Receiving year 2 would help us continue with the work and be able to bring all our Levers up to the high standards we have set for the district. We know that Lever 2 is our most needed and frankly one of the most important to accomplish. Now that we have the vision of where, what, and when we need to spend time on the who! Our counselors and advising team are at the forefront of this initiative and need the tools to maintain an effective advising program for all students. We will use these funds to provide professional development for all counselors and those directly involved in preparing students for post-secondary success. At the high school level, we commit to taking students on tours of both colleges and trade schools. Advising sessions will become more meaningful once they see the possibilities. To get our middle school students on track we will use a new slogan "Pathways to Success", everyone's path is different, and we want our middle school students to understand they have choices and that the time to plan is NOW! A portion of the funds from this grant will go to exposing our students to the Pathways we offer; providing them with a college and career day at a local arena and allowing them to visit with the vendors that interest them to accomplish this goal. We will also host a CTE open house where students and their parents can come and see what career paths we offer in EISD and to get them excited about entering high school. This will in turn allow counselors to advise their students at a higher level.

As educators we must look at the student as a whole, not just parts. This is where the Comprehensive School Counseling Program and Effective Advising must work as one. We realize that students need must be met from several different aspects. Providing training for the counseling and advising staff will give them the tools needed to carry out individual planning with fidelity. Creating a district wide counseling and advising program will provide a quality program for our students, a guide for our advising staff and a roadmap to success for all!

When Perkins V was introduced into law, EISD took a hard look at all the programs of study that were being offered to our high school students. We gathered a committee of knowledgeable people, this included staff members from both secondary and elementary levels, community members, industry partners, students, and parents. What we realized is that we offered a lot of choices most of which were not in high demand and were not of high earning potential. The committee was charged with looking over the data that was collected from the workforce commission, approved TEA programs of study and information received by the city and surrounding area as to what their workforce needs are. At the completion Everman ISD decided on six strong programs of study that can potentially lead to careers upon graduation from high school and/or the student can pursue a Degree or Certificate from a post-secondary institution. All of Everman's programs of study fall under the high demand/high wage criteria set by the state. As we move into our 4th year of implementation each program will provide a practicum and an Industry Based Certification.

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

The ESC Region 11 EAF Coach for Everman ISD will be Lisa Harrison, M.Ed. Lisa successfully supported three school districts through EAF Planning Grant in 2021 – 2022, one school district through the EAF Planning grant in 2022-2023 and one school districts through the EAF implementation grant in 2022-2023, while supervising two additional ESC Coaches who were trained in EAF Coaching Model. Lisa received designated status for planning in 2022 and is awaiting notification of receiving designated distinction for EAF implantation coaching services. She has held positions as a CTE teacher, district administrator, adult education director, and currently serves as the Administrator Coach for CCMR and CTE at ESC Region 11. She has extensive grant management experience and is highly involved with supporting Career & Technical Education Programming as well as College, Career, and Military Readiness strategies at the campus, district, and regional level. ESC Region 11 will ensure the EAF Coach has the necessary resources to successfully complete all grant requirements. The EAF Coach will allocate 10% percent of their time and effort to EAF Coach work. The ESC fee for contracted services in relation to the EAF implementation Grant is \$9,000 dollars. They will dedicate the remaining time to Local Activities, CCMR, CTE Administration and Leadership, Perkins V and EAF grant work as aligned to their roles and responsibilities within ESC Region 11. The EAF Coach will not be allocated more than a 100 percent of their allotted work week to grant requirements on behalf of ESC Region 11.

Project lead:

Mrs. Susan Amara will be the project lead for Everman ISD for the year 2 implementation. Susan has a master's in School Counseling, has served EISD as an Elementary Counselor and Lead counselor prior to becoming the CCMR/CTE Coordinator. Mrs. Amara has extensive experience in Perkins V, CTE, CCMR, counseling and grant writing. Susan will serve the district as the Director of Innovation for the 23 - 24 school year, her duties include overseeing advanced academics, gifted and talented, CTE/CCMR and advising. With advising falling under her umbrella the district felt it was appropriate to have her lead the EAF implementation year two grant. Mrs. Amara will spend approximately 20% of her time working with the grant and steering committee, she will receive a \$10,000 dollar stipend.

District Steering Committee:

Everman ISD understands that one is never too young to begin learning about post-secondary opportunities, for this reason we will have school counselors from all grade levels participate. The following members have an impressive amount of experience in counseling and bring a wealth of knowledge. Each member will receive an \$5,250 stipend for successfully participating on the committee. Charlotte Parker, Sherika Collins, Sherletrice Johnson-Berry, Malisia DeGrate, Lusana Darnell, Andrea Hickman, and our newest counselor Brianna Moratto. We have two each from elementary, middle and high school. Ms. Moratto is a new counselor, and her input will be vital as we take a deep look into lever 2. Each one of these members will receive an \$5,250 dollar stipend. We will have an additional three members of the committee which include: Randi Simms from the finance department, Grace Otieno, she currently is our CCMR and Marketing Specialist and Sabrah Beaird, she will be our new CTE/CCMR Coordinator and has a wealth of experience as a former High School Counselor. Mrs. Martinez will receive a \$4,000 dollar stipend and will maintain the financial piece of the grant. Ms. Otieno and Ms. Beaird will each receive \$10,000 dollars. We understand that each of these members have a full-time-job that requires much of their time, that is why we will be asking each member to give us 10% of their time to ensure that the grant is implemented to fidelity.

District Commitment:

Everman ISD is committed to building and maintaining an Effective Advising Framework, we understand that all stakeholders will need to understand the goals. In order for this to be accomplished it is imperative that communication be a top priority. Publications will be provided as well as community events to explain and answer any questions they might have. The superintendent and assistant superintendent are committed to providing time and resources to the grant and committee and will meet regularly with the project lead to ensure progress is being made. Over the last two years the top leaders for the district have seen the importance of providing postsecondary advising to all students, not just those entering high school and with that we created the " Pathways to Success".

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.

To successfully implement high level advising, we must ensure that we hire, train and retain high quality counselors. Everman ISD will focus on Lever 2 during implementation year 2. Specifically, providing professional development, resources, and support to all counselors. With the creation of an Effective Advising Handbook that works in conjunction with a Comprehensive Counseling Program, this will ensure the counselors have the knowledge to prepare our students for post-secondary success.

Priority 1: Create and implement structures to support the retention of highly qualified advising and counselling staff (2.1). Currently EISD has 3,700 students in grades 5 - 12. Creation of the handbook has many benefits, such as information about the districts CCMR/CTE initiatives, Programs of Study offered at the high school, Schools of Choice for the Jr. High Schools and the districts commitment to providing students with advising opportunities. In order to be successful professional development must be conducted. EISD will have monthly counselor meetings that will include PD on EAF and self-care. We will also provide counselors with the opportunity to join counseling organizations and attend the conferences that are provided. The Director of Innovation will be overseeing this project and anticipates an increase in CTE completer status, currently 49% of our students fall under the concentrator or completer status. Everman anticipates this number growing continuously with the implementation of EAF. We believe that by the year 2030 we will have 90% of our students complete a program of study. The other 10% accounts for our special education students that have a sever disability and require constant care. With that being said, we ensure that all barriers are limited by providing CTE courses they can participate in with the assistance of an Aide. Retention of high-quality staff will create consistency for students across campuses. This will also create a seamless plan for students as they move throughout our district with all advising and counseling staff using the same language. With the same language and a seamless plan, students will more easily know what is required to complete CCMR criteria, ensuring greater student success. The Director of Innovation will create and carry out the plan to retain highly qualified staff including ongoing meetings, technical assistance, professional learning, and success monitoring. Advising and counseling staff will be impacted. The EAF and Counseling Handbook communicates best practices, and the organizational structure will help counselors have a voice and will therefore create the desire for them to stay. Advising and Counseling staff will be trained on the EAF plan and plans for self-care so they will want to stay in the district improving retention and to increase their knowledge on advising for greater student success.

Priority 2: Create and implement a plan for check-ins with all advising and counseling staff (2.2). Administrative staff will be trained on the EAF priorities and all other aspects of advising and counseling. Regular meetings will be held to ensure communication between administration and advising staff is maintained. This will ensure that all students are receiving information about post-secondary options in a timely manner. Working together not only benefits the district but most importantly it benefits the students. The Director of Innovation will create a check-in process and will train all stakeholders on how to utilize the plan. Monthly counselor meetings are conducted by the district to ensure the counselors feel supported. These meetings will have professional development opportunities as well as time to air any concerns they may have. It is important to EISD that counselors feel respected, heard, and valued, so they are they are more likely to stay. Administrative staff will be trained on the EAF priorities and all other aspects of advising and counseling. Regular meetings will be planned and held by administration with advising and counseling staff. By improving staff training and communication, we will provide timely, accurate, and complete information to students for access to knowledge, skills, and resources necessary to make informed post-secondary choices. When knowledge and communication are better, the outcomes for students will be better. Students will get the same messages from administrators, as well as advising and counseling staff, removing random acts of advising and ensuring consistent advising for all students. As more frequent and targeted check-ins are done with advising and counseling staff, it will be apparent what areas we need to continue to provide professional development for all stakeholders. As administrators are given more training, their capacity to aid in check-ins with advising and counseling staff will be built. Director of Innovation will create the plan for regular check-ins for advising and counseling staff. A plan will also be created and carried out regarding follow up from check-ins for the managers. The monitoring system will be on-going throughout the school year with an opportunity to adjust at each semester end as a continuous improvement cycle of the plan implementation. Communication for the training will happen through email and on-going communication will be through email reminders and face-to-face conversations. Professional development will happen in district at the time coordinated by the Assistant Superintendent and communicated in the Everman ISD Professional Development Plan. The professional development will build capacity and efficacy as laid out in the EAF and Counseling Handbook and the district.

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

Priority 3: Plan and carry out ongoing professional development or advising and counseling staff (2.3). Since the beginning of my tenure with Everman ISD I have been able to see many changes. One of those changes is the importance of professional development for counselors. When I started in 2008 there was no PD for counselors let alone new counselors. I felt alone and unsure of what to do and how to do. When I became the district lead counselor, I was able to use my experiences to encourage district leadership to have provide PD for counselors. Now as the Director of Innovation I have been challenged to create a plan that will provide all counselors with professional development on a consistent basis. As mentioned above we have monthly counselor meetings where a lot of our PD will take place. A plan will be created to allow all counselors to attend two conferences per year. Specific PD will be conducted on EAF several times a year and/or as needed to ensure we all know what the expectations are. Retaining advising and counseling staff, as well as ensuring this staff is up to date with current trends through professional development, will ensure that students have consistent advising across all grade levels and populations. Advising and counseling staff being highly qualified and having longevity in their positions, there will be improved and consistent advising for ALL students to improve CCMR success. This will make it possible for conversations to have vertical alignment from grade level to grade level for students leading to higher quality advising for all students to meet their goals. When students begin in 5th grade learning about all the opportunities that are available to them and revisit yearly, they will be able to make more informed decisions regarding their pathway, endorsement, industry-based certification, and ultimately their choice for College, Career, and Military plans post-secondary. Removing random acts of advisement, will ensure all students have greater CCMR success. Director of Innovation will plan professional development on advising. This professional development will be embedded in monthly counselor meetings, and provide access to professional learning through ESC 11, and CCMR/CTE/Counseling conferences and trainings throughout the year. Information will be communicated to advising and counseling staff through monthly counselor meetings regarding professional development. Some of the professional development will be embedded in these monthly meetings to ensure all staff have constant access. Continued training and understanding of the EAF priorities and impact on students will be necessary, additional support for new hires will be frontloaded in onboarding. Conferences that advising and counseling staff will attend will cost approximately \$20,000 for the conferences, memberships, and travel costs such as hotels, mileage, and food.

Interventions: All students situations are not created equal; therefore, it is extremely important to ensure that our students that fall into TIER II or III under the MTSS umbrella are served, tracked and supported to meet their needs. Everman ISD will provide students within TIER II approximately 25% of our population , small group advising services, more personalized attention and/or a tailored guidebook. With 15% of our students falling into TIER III, interventions are needed at a higher level. Students in TIER III will receive individual counseling on a regular basis, involving parents will be mandatory to ensure students are hearing the information at school and home. Many of these students will receive reading assistance, help completing their personal graduation plans, and will be assigned a paraprofessional for any assistance they might need.

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 2 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.

Funds received will be used to strengthen Lever 2, which is the top priority for Year 2 EAF. The budget needs for this initiative will be as follows, providing professional development, creation of the Effective Advising manual, creating a check-in process for administrators, providing field trips for students in grades 5 - 12 and our Region EAF coach. These areas will ensure that the counselors are up to date with Effective Advising and are all advising in the same manner, which will provide consistency throughout the grade levels. Providing professional development for all of the counseling and advising staff will require \$25,000 dollars, which includes memberships, travel cost and the cost of the conferences. A portion of the \$25,000 will be utilized to contract Region 11 and others for advising PD. Continuation of college trips and KidZania will cost \$20,000 dollars. This will include buses, bus drivers, and snacks for students on trips over 2 hours away.

The project lead and coordinator of CCMR/CTE will split a total \$25,000, these two individuals will be charged with leading and planning the project, ensuring all items are completed and turned in on time. We will have several counselors on our committee and the budgeted amount is \$66,000 for their time and effort. In order to bring our internal and external partners together we have in listed the help of our CCMR and Marketing Specialist. She will help in the creation of the high-quality materials that will be utilized by all.

6100 Payroll: \$76,000

6200 Contracted services: \$45,000

6300 Supplies & Materials: \$ 7,000

6400 Other Operating Costs: \$22,000

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	5,396
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	5,396
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)	0

CDN 2209004

Vendor ID

Amendment #

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