



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.

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.

The goal of the EAF Year 2 implementation will be to increase career awareness and exploration at the middle school level and increase CTE concentrator and completer by 10% at the high school level. In order to reach these goals, we have developed a plan to support effective advising:

CISD will purchase Paxton Patterson Career labs for Edge Middle School using EAF grant funds. The career labs provide career exploration to engage students in problem-based learning experiences as they discover their interests and aptitudes. The career labs will be used during CCR class and all 8th grade students will take the class. The CCR teacher will attend professional development and training to implement these labs with fidelity. By the end of the course, students should be able to understand the different career clusters and programs of study that will be available for them to choose during course selection.

The Advanced Academics department will host the Career Rodeo to provide hand-on learning experiences for 5th grade students. The rodeo will showcase six programs of study that correlate with the programs of study offered at CISD. During the summer of 2024, we will have a CTE Exploration camp for incoming 6th, 7th, and 8th grade camps. The CTE teachers will hold classes during these camps and students will choose which camps they would like to attend. We will have a Camp Lead who will organize the camp. These programs will increase awareness and exploration of the CTE programs we offer in CISD. Our CTE Programs of Study are aligned to high-need, high-wage careers in our area.

The Advanced Academics Department and the school counselors will attend the Lone Star State School Counselor Association Conference and the Annual Professional School Counselor Conference. Attending these conferences will assist in training for CTE/CCMR and effective implementation of the comprehensive school counseling program.

Community ISD met the CTE criteria listed in the eligible application section to the program guidelines by exceeding the concentrator and completer count. The district's concentrator/complete count is 405 and 46%.

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.

Our EAF Coach, Nickisha Fowler, is a counseling consultant for Region 10. During year 1 of implementation, Nickisha assisted the project lead and steering committee by conducting frequent check ins, attending steering committee meetings, and providing guidance for grant implementation. Five hours a month would be dedicated to the district to support implementation and Region 10 charges a \$15,000 fee.

The Project Lead will be CTE Coordinator, Megan Thomas. Megan is a CTE Administrator and certified school counselor. Megan has a vast amount of knowledge and experience of the comprehensive counseling program and CTE. 10 hours a month will be allotted to the EAF project and the stipend will be \$10,000. The district will support Megan by providing guidance and support to implement the project goals with fidelity. The Executive Director of Advanced and Academics will meet with Megan monthly to discuss the progress of the EAF goals.

The steering committee will consist of the following:
Allison Tucker- Grant Writer and Advanced Academics Coordinator. 10 hours a month will be dedicated to the EAF project. \$10,000 stipend
Stephanie Halverson- Special Populations representative and Middle School Counselor. 5 hours a month will be dedicated to the project. \$5,000 stipend.
Belinda Pruitt- College and Career Readiness/CTE Teacher. 5 hours a month will be dedicated to the project and the stipend amount will be \$5,000.

The CTE Coordinator and Advanced Academics Coordinator met with the Executive Director of Advanced Academics to discuss EAF program goals and commitments for the 2023-2024 school year. A steering committee was developed to ensure the EAF goals will be met and to monitor Year 2 of the individualized student planning system. The district identified Megan Thomas to lead the EAF Project because as a certified school counselor, she has a vast amount of experience and knowledge of the Texas Model for Comprehensive School Program. In the planning year, the district provided support by monitoring EAF implementation and providing guidance when needed. The district will continue to assist the EAF steering committee in reaching program goals by providing support and collaboration. The district will communicate and provide a program update monthly to ensure stakeholders receive necessary information regarding the project.

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.

a) The district's plan for Year 2 of EAF implementation is to increase CTE Program of study awareness, exploration, and increase program concentrators/completers by 10%. We will increase awareness and exploration by hosting our CISD Career Rodeo, Middle School CTE Summer Exploration Camps, and purchasing Paxton Patterson Career Labs for Edge Middle School. We want to increase CTE concentrators/completers and we will be providing our counselors with the opportunity to attend professional development to learn about the significance of CTE/CCMR. The counselors will attend the Lone Star State School Counselor Association Conference, and the Texas School Counselor Association Professional Conference.

b) EAF Priority #1- Paxton Patterson Career Labs will be purchased for 8th grade College and Career classes at Edge Middle School. The labs provide career exploration to engage students in problem based learning experiences as they discover their interests and aptitudes. The career labs will be used in 8th grade and impact 350 students. The career labs address their personal development by providing them the opportunity to explore their interests. The metrics will be monitored through process data by LMS as well as the percentage of students entering a program of study their sophomore year when they select their courses. This priority supports Lever 1.2 by setting grade level benchmarks to ensure all students are on-track to graduate prepared for post-secondary success. The key staff are: CTE Coordinator, Advanced Academics Coordinator, Edge Middle School Principal, College and Career Readiness Teacher and Middle School Counselor. The College and Career Readiness teacher will be completing Paxton Patterson Career Labs training during the summer of 2023. We anticipate that 90% of 8th grade students will select a program of study by the time they enter their sophomore year.

EAF Priority #2- CISD will host the CTE Summer Exploration Camp for incoming 6th, 7th, and 8th graders. The purpose of the camp is to provide CTE awareness and exposure to middle school students. The CTE Summer Camp address students' academic development and our goal is for 150 students to register and attend the 2024 camp. We will monitor implementation through student attendance. This aligns with Lever 1.1 by developing goals for an individualized planning system to graduate all students CCMR. The key staff for this EAF priority will be the CTE Coordinator, Advanced Academics Coordinator, CTE teachers, and the CTE Camp Lead. The Camp Lead is responsible for the organization and communication of the camp and will send out information through our Skyward system and social media. The CTE teachers will be responsible for ordering materials for the hands-on activities they provide the middle school students during the camp. The materials will be used with EAF grant funds and teachers will purchase supplies and materials through Amazon.

EAF Priority #3- The Advanced Academics Department will host the 2023-2024 Career Rodeo for 5th grade students. The rodeo will showcase six programs of study offered at CISD. The programs of study that will be showcased will be different from the ones they experienced during the 2022-2023 career rodeo. The target grade level will be 5th grade and our goal is for 90% of 5th grade students to attend the rodeo. This will address the career developmental area and we will monitor progress through attendance. The rodeo aligns to EAF Lever 1.3 by providing tools and resources to support the planning of the individual planning system. The key staff for the rodeo will be the CTE Coordinator, Advanced Academics Coordinator, Advanced Academics Administrative Assistant, and the elementary counselors. The rodeo will be located in a central location and the Advanced Academics Department will communicate to elementary campuses to invite them to the CISD rodeo.

Program Requirements, cont'd.

3. District Implementation Plan cont'd.

High School students will be trained to operate each "chute" that showcases a program of students and will teach students hands-on skills within each career cluster. We will purchase supplies and materials for the hands-on materials through Amazon and RealityWorks.

c) Intervention Plan- EAF Priority #1: We will monitor student progress through the CTE program entrance during course selection. Due to CISD transitioning to a 7 period school day, we will monitor this over a two year time frame due to some students not able to begin their CTE POS until their sophomore year. Our goal is for 90% of the class of 2028 will enter into a program of study by 2025. This will provide them the opportunity to complete their CTE program of study by the time they graduate. Progress will be communicated through quarterly check-ins with CTE data. Tier 2 Intervention- We will host a "CTE Day" for middle school students. During this day, students will visit the high school to see CTE classes in action and learn about the POS's offered at CISD. Tier 3 Intervention- The Advanced Academics Coordinators will present during 7th classes to discuss the advantages of taking courses for high school credit during middle school. The Coordinators will also visit 8th grade CCR classes to discuss different CTE opportunities available to them and answer any questions. Visiting these classes and presenting opportunities will ensure students are making the best decisions during course selection.

Intervention Plan- EAF Priority #2: We will monitor student progress for EAF Priority #2 through CTE Summer Camp Registration. Our goal is for 150 students to register and attend the 2023-2024 CTE Exploration Camp. We will communicate information to stakeholders by meeting with the Assistant Superintendent of Curriculum and Instruction to update him on the plan, progress, and outcome of the summer camp. Tier 2 Intervention- Camp information will be sent through the district's SIS system and social media platforms to promote registration. Tier 3 Intervention- If we do not reach the projected number of enrollees, the Advanced Academics Coordinators will visit middle school classes prior to the last day of school to promote and boost registration numbers for the CTE Summer Camp.

Intervention Plan- EAF Priority #3: We will monitor 5th grade student attendance for the 2023-2024 Career Rodeo. Our goal is for 90% of the 5th grade students to attend the rodeo. We will communicate progress to stakeholders through monthly check in meetings. Tier 2 Intervention- Advanced Academics Coordinators and elementary counselors will visit the 5th grade students during rotation time to introduce them to Xello and assist students in the career exploration portion for students who did not attend the career rodeo. Tier 3 Intervention- Students will complete the Paxton Patterson Discovery Labs through library rotations.

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.

The proposed budget will ensure that leadership and a steering committee area in place to execute the CTE initiatives for the district. Our goal is to increase CTE awareness and exploration as well as increase the percentage of CTE completers by 10%. EAF Leadership and Steering Committee Stipends reflect amounts given to members from 2021-2022 EAF Planning Grant, 2022-2023 Year 1 Implementation Grant, and will continue for the length of the project.

EAF Funds will be spent on the following:

Leadership and Planning (6100)

ESC Fee- \$15,000

Project Lead Stipend- \$10,000

Steering Committee Stipends- \$20,000

CTE Camp Organizer/Lead- \$3,000

-\$25 an hour for 3 week planning and implementation of summer camp

CTE Camp Teachers- \$4,000

-\$25 an hour

High Quality Materials (6300)

Paxton Patterson Career Labs- \$60,500

-Paxton Patterson CTE Labs for Edge Middle School to provide students with a hands-on CTE learning experience during CCR class. The labs that will be purchased will reflect the programs of study we offer at Community High School. All 8th grade students will be expected to complete course work and Paxton Patterson labs prior to selecting a program of study to complete in high school.

Career Rodeo Supplies- \$10,000

-Supplies will be purchased through Reality Works and Amazon

CTE Summer Camp Supplies-\$10,000

-Supplies will be purchased through Reality Works and Amazon

School Counselors and Advisors (6400)

Counseling/CTE Staff Professional Development- \$10,000

-Lone Star State School Counselor Association

-Annual Professional School Counselor Conference

Indirect Costs- \$7,500

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