



**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 [Redacted] **September 1, 2023 - August 31, 2024**

Pre-award costs permitted from [Redacted] **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 [Hempstead ISD] CDN [237902] Campus [001] ESC [4] UEI [V9Z1DWMA4QR7]

Address [PO Box 1007 / 1440 13th Street] City [Hempstead] ZIP [77884] Vendor ID [1746001076]

Primary Contact [Diana Wood] Email [woodd@hempsteadisd.org] Phone [9798263304]

Secondary Contact [Emily Vermeulen] Email [vermeulene@hempsteadisd.org] Phone [9798263304]

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 [Emily Vermeulen] Title [Executive Director Of Teaching & Learning]

Email [vermeulene@hempsteadisd.org] Phone [979-826-3304; 246]

Signature [Handwritten Signature] Date [07/13/2023]

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.

A) EAF Implementation Year 2 Grant Funding will allow Hempstead ISD to grow our successes from Implementation Year 1. This includes the creation of a career center at our middle school, the introduction of dual language career-focused family programming, increased visits to non-traditional post-secondary opportunities including manufacturing, trade schools, HBCUs, FAME chapters, and certificate programs in high-skill/high-wage areas in demand in the Gulf Coast region. The funding will also allow us to grow the areas identified in this year's end-of-year diagnostic. These include the continued identification and intervention for students in need of Tier 3 SEL intervention to reduce Tier 1 instruction time missed, an increased focus on individual advising of students (See B), communication with parents of student PGPs, strengthening the partnership between counselors and school administrators through trainings and coaching cycles with ESC4, and bringing HISD in line with the best practices of counselor evaluation and adopting the T-SCESS district wide.

B) Counselors are asking for more time. In lieu of funding time travel research, we are asking for money to pay a stipend to a part-time counseling intern during the Spring semester. This would allow funding for a graduate student who is working on their master's degree in counseling to work with our counselors and help them with the organization of special projects such as graduation, the career fair and awards night, allowing additional time for individual advising. We would also purchase a guidance office software system to streamline communications and scheduling between all stakeholders including a PGP communication tool.

C) Per our 2022 CLNA, there is a gap in performance in Perkins indicators 2S1 & 2S3. Based on a root cause analysis that the EAF committee completed in May of 2023 we believe that the absences of teachers due to CTSO events are one of the 5 major issues impacting student achievement and engagement in the classroom environment. Our agriculture teachers miss an average of one day a week and frequently miss multiple days due to fairs and competitions. Hempstead ISD fully supports CTSOs and understands their value to the student educational experience, however, we do not want this positive experience to come at the sacrifice of Tier 1 instruction. In order to maximize Tier 1 time we would like to create a position for a CTE Paraprofessional. The CTE Para would support teachers during hands-on activities and act as a substitute when teachers need to travel with CTSO groups. Their constant presence in classrooms and on campus would allow for seamless transitions between days when the teacher of record is on campus and when they are supervising a CTSO event.

D) Hempstead ISD meets 3 of the 4 CTE Criteria. Per the 21-22 District CTE Concentrators and Completers Enrollment document from TEA, Hempstead ISD has a 51% concentrators and completers enrollment. This indicates that Hempstead ISD is a high percentage LEA. Additionally, we have 229 CTE concentrators and completers in grades 9-12. This indicates that we are an LEA with high numbers of CTE concentrators and completers. Per our 2022 CLNA, there is a gap in performance in Perkins indicators 2S1 & 2S3, primarily in the EB, SPED, and African American populations. In addition to adding a CTE Paraprofessional the CTE department will be participating in academic language acquisition training in August 2023 and they will be participating in a CTE PLC this year.

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) Implementation Coach. LaShonda's role as the Counseling Education Specialist for Region 4 ESC, for the past 8 years has allowed her to have a unique impact on school counselors in the 40+ districts in the region. Prior to her time at Region 4 ESC, she served in Klein ISD as the Lead Counselor for a comprehensive high school and served on several district-level committees that created several improvements within the framework of the District Counseling department. She has an extensive background in advising best practices, master scheduling, graduation requirements, personal graduation plans, and providing counseling technical assistance to districts.

B) Project Lead: Diana Wood will serve as the Hempstead ISD EAF Project Lead. Diana is a district-level administrator for HISD and currently serves as the Coordinator of Advanced Academics and CTE. She holds an M.Ed. from the University of Arizona and has served as a science teacher for middle school and high school in addition to teaching CTE courses before joining the staff of HISD as the Gifted and Talented Specialist and in 2021 became the Advanced Academic Coordinator. Under her leadership, Hempstead High School has seen an exponential increase in IBC completion (14 in 2020-21, 41 in 2021-22, to 105 in 2022-23). As a district-level program coordinator, Diana is in the unique position to be able to serve all 3 campuses, provide overarching program management, data collection and analysis, and a proven track record for program implementation and leadership.

C) Steering Committee

- Project Lead: Diana Wood, M.Ed.: Coordinator of Advanced Academics and CTE :: 20% of time :: \$4,000
- Angela Butler :: District Lead Counselor :: 10% of time :: \$2,000
- Natasha Jackson :: CCMR Counselor :: 10% of time :: \$2,000
- Dr. Kimberly Harvey :: Director of SPED :: 5% of time :: \$1,000
- JoKeshia Campbell :: SEL Interventionist :: 10% of time :: \$2,000
- Angela Sanders, LSSP :: Elementary Counselor :: 10% of time :: \$2,000
- Leah Smith :: Middle School Counselor :: 10% of time :: \$2,000
- LaKasha Morgan :: HS Principal :: 5% of time :: \$1,000
- Amy Carter :: HISD CFO :: Consulting as needed, not stipend eligible

D) District Commitment: The EAF Planning Steering Committee was composed of personnel from the District level, campus administration, a counselor from each campus, CTE, and Special Education internal partners. This broad participation in the Steering Committee provided the HISD district leadership with multiple and frequent updates on the progress of the committee and its goals. HISD Leadership commits to the following in support of the EAF implementation:

- Lever 1: We will support the district-wide counseling PLC initiative by allowing adequate meeting time for counselors to participate in a PLC.
- Lever 2: We will support policies and practices to ensure that campuses have effective, well-supported school counselors through the implementation of T-SCESS district-wide.
- Lever 3: We support the integration of advising-related student supports and materials into the curriculum.
- Lever 4: We commit to support and actively engage in partnerships with institutions of higher education in our region.
- Lever 5: We commit to allocating sufficient and reasonable resources in annual budgets to invest in high-quality, data-backed tools and resources.

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.

Implementation Plan -Hempstead ISD will focus on growing our successes from Implementation Year 1. This includes the creation of a career center at our middle school, the introduction of dual language career-focused family programming, and increased visits to non-traditional post-secondary opportunities. We will also continue the identification and intervention for students in need of Tier 3 SEL intervention to reduce Tier 1 instruction time missed, an increased focus on individual advising of students, communication with parents of student PGPs, strengthening the partnership between counselors and school administrators, and bringing HISD in line with the best practices of counselor evaluation and adopting the T-SCCESS district-wide. In order to build our external partnerships we are looking to start a part-time counseling internship program during the Spring semester. We would also purchase a guidance office software system to streamline communications and scheduling between all stakeholders including a PGP communication tool.

EAF Priority #1: Caseload Management

-Grade Level:6-12 # of students impacted: 600 Developmental area addressed: Academic

-GLE From Planning Year: Students will meet with counselors annually before selecting classes

-Metrics to be monitored: The utilization of counseling software designed to facilitate scheduling, notes from meetings, PGP updates, rostering of students needing meetings, and communication between counselors, LSSPs and parents will streamline the advising process and allow counselors to meet with more students daily.

-Essential Actions: Our May 2023 Diagnostic lists EA 5.1 at a 0. While the counselors have improved technology there is no clear caseload management system. A software package that will allow them to fully utilize their technology is needed.

-Key Staff: HS and MS counselors, Diana Wood, Kristy Bowers (HISD Educational Technologist)

-Communication/PD needed: Training on the caseload management software for counselors and IT support while the system syncs with our SIS

-Quality Tools and Materials needed: Well-reviewed and vetted software package

-Student outcomes: Students will be able to request appointments with the counselors, receive reminders about appointments, and show teachers digital passes to appointments, parents can be directly sent signable PDFs of the updated PGPs or course requests.

-Outcome alignment to the metrics: 100% of students will have documented advising appointments with the counselors this school year.

EAF Priority #2: Confronting Unconscious Bias

-Grade Level:9-12 # of students impacted: 400 -Developmental area addressed: Academic

-GLE From Planning year: Students will complete FASFA/TAFSA or Waiver/Job application before graduation

-Metrics to be monitored: In order to counter unconscious bias we would like to take one non-traditional (non-CTE) teacher to each trade school tour.

-EAF Leavers or Essential Actions: As the steering committee identified in the May 2023 Diagnostic, Essential Action 3.2 only scored a 0.57.

-Key Staff: HS Counselors, HS Instructional Leadership Team, Steering Committee College Tour Coordinator

-Communication/PD needed: Professional development on Defeating deficit thinking and unconscious bias,

-Student outcomes: we would like to see a 10% increase in applications to trade schools and certificate programs.

-Outcome alignment to the metrics: 30% increase in applications to trade schools and certificate programs from 10 in 2023 to 13 in 2024.

Program Requirements, cont'd.**3. District Implementation Plan cont'd.****EAF Priority #3: Spanish Language Post-Secondary Family Programming**

- Grade Level:6-12 # of students impacted: 80 -Developmental area addressed: Career Development
- GLE From Planning year: Parents will be actively involved in their student's post-secondary advising process.
- Metrics to be monitored: in 2023 we held the first-ever HISD career fair. This year we would like to add a component to the fair and invite parents to a special presentation following the career fair. This would be presented in partnership with the HISD Bilingual and EL Education department and Blinn College Admissions.
- Essential Actions: EA 5.3 was identified as a critical need by the steering committee as was the overall need to engage the community in positive post-secondary conversations.
- Key Staff: HS and MS Counselors, Director of Bilingual Education, HISD PR Department, Blinn College Admissions
- Communication/PD needed: An engaging bilingual or Spanish-speaking presenter would need to be booked, new release and flier would need to be created
- Quality Tools and Materials needed: bilingual fliers and support materials.
- Student outcomes: By engaging parents in a targeted post-secondary education event we will increase the conversations for all stakeholders about post-secondary opportunities for students.
- Outcome alignment to the metrics: 200 people in attendance and 80 of those are students in grades 6-12 with their parents.

EAF Priority #4

- Grade Level: 9-12 # of students impacted: 340 -Developmental area addressed: Academic and Career
- GLE From Planning year: Students will receive rigorous instruction leading to industry-based certifications
- Metrics to be monitored: In order to maximize Tier 1 time we would like to create a position for a CTE Paraprofessional. The CTE Para would support teachers during hands-on activities and act as a substitute when teachers need to travel with CTSO groups. Their constant presence in classrooms and on campus would allow for seamless transitions between days when the teacher of record is on campus or off campus
- EAF Leavers or Essential Actions: Utilization of HS CTE Staff as advising support partners.
- Key Staff: New CTE Para, HS ILT, CTE Department Head
- Communication/PD needed: Clear job description would need to be created and expectations set prior to hiring.
- Quality Tools and Materials needed: Training on instructional practices for Paraprofessionals
- Student outcomes: CTE teachers will plan for absences with the CTE Para leading to increased time in high-quality Tier 1 instruction for students.
- Outcome alignment to the metrics: CTE Para will cover 85% of CTE teacher absences due to CTSO events.

EAF Priority #5

- Grade Level: 6-8 # of students impacted: 317 -Developmental area addressed: Personal and Social Development
- Metrics to be monitored: Post-Covid trauma is leading to a high number of ISS and DAEP placements (up to 19% of the student enrollment at one time in 2023) Steps need to be taken to reduce SEL-rooted disruptions to the learning environment. We are planning on 3 projects to address this issue at the middle school level. 1) Contracted therapists to work with Tier 3 SEL-identified students in individual and small group settings. 2) The creation of a career center at HMS. (Give them a chance to explore a positive future) and 3) an SEL cool-down space in the guidance office.
- EAF Leavers or Essential Actions: EA1.3 Identify external partners to fill gaps in advising
- Key Staff: MS Counselor, LSSP Contractors, MTSS Committee, SPED Director
- Communication/PD needed: MTSS referrals, Design consultation, LSSP Contracts
- Quality Tools and Materials needed: appropriate furniture for career and SEL center
- Student outcomes: Students will receive interventions for trauma and have fewer referrals, leading to fewer ISS/DAEP placements, leading to increased academic achievement.
- Outcome alignment to the metrics: 25% reduction in DAEP Placements in 2023-2024.

Priority #6: Exposure of students to Post-secondary options starting in 5th grade

Priority #7: T-SCESS Implementation

Priority #8: Partnership with PVAMU: Counseling Internship Placements at HISD

Priority #9: Principal and Counselor Partnership training from ESC4

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 following budget will provide the personnel, materials, and training necessary for HISD counselors and partners to implement the Priority Interventions listed in Section 3. The pay rate for the CTE Paraprofessional is based on the median rate for HISD of \$14.45 an hour, and Therapy amounts are based on proposed contracted rates from licensed therapists collected during an RFP process (averaging \$75 an hour).

Funds for leadership and planning

6119- Stipends for Steering Committee: \$16,000

6400- Funds for travel to professional development for steering committee: \$2,000

School counselors and advisors

6200- Other contracts and professional services, Professional development: \$5,000

6412- Field Trips- College and Trade School tours for students: \$6,500

6413- Stipend for graduate student intern in Spring 2024: \$3,200

6400- Funds for travel to professional development for counselors: \$3,000

Internal partners

6100-CTE Paraprofessional pay: \$20,266

6140- CTE Para benefits: \$3,848

6112- Substitute pay for non-CTE teachers to attend Tech School visits with students: \$500

External partners

6200- ESC4 EAF Coaching Contract: \$25,000

6200- Professional Therapy Services: \$12,000

6200- Design and Install of HMS Career and SEL Rooms: \$10,000

6200-: Speaker for Post-Secondary Family Night: \$2,000

High-quality materials and assessments

6300- Supplies and Materials: \$32,500

Includes: Spanish Language Post-Secondary materials for family outreach
Caseload Management Software

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

| | | | |
|-------|----------------------|---------|----------------------|
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

| | |
|-------------------------------------------------------------------------------------------------|----------------------|
| 1. LEA's student enrollment | <input type="text"/> |
| 2. Enrollment of all participating private schools | <input type="text"/> |
| 3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2) | <input type="text"/> |
| 4. Total current-year program allocation | <input type="text"/> |
| 5. LEA reservation for direct administrative costs, not to exceed the program's defined limit | <input type="text"/> |
| 6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5) | <input type="text"/> |
| 7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3) | <input type="text"/> |
| LEA's total required ESSA PNP equitable services reservation (line 7 times line 2) | <input type="text"/> |

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

| Amended Section | Reason for Amendment |
|----------------------|----------------------|
| <input type="text"/> | |
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