



2022-2023 Effective Advising Implementation
Letter of Interest (LOI) Application Due 11:59 p.m. CT, June 17, 2022

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, June 17, 2022**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

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 DUNS

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 2022-2023 Effective Advising Implementation Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the xxx 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: Provide an overview of the program to be implemented with grant funds.

Over the course of the 2021-22 school year, Farmersville ISD, in collaboration with Region 10 ESC, completed a planning year for implementation of the Effective Advising Program. The outcomes from this planning year have resulted in an implementation plan that includes the following Mission and Vision statements:

Mission: To systematically reach all students and provide them with the knowledge and skills to navigate their life choices after high school through academic achievement, skills attainment, and college and career exploration.

Vision: Farmersville ISD exists to compel, empower, and inspire all stakeholders to seek out their purpose by developing world-class programs, continual growth for all, and robust education for every student so that they can positively impact their community for future generations. Our explicit goals as educators include nurturing self-discovery that empowers students to identify and investigate their interests, values, strengths and skills to drive life choices; providing opportunities for students to visit and learn more about various college and career opportunities in Texas and surrounding areas; and, consistently communicating information on scholarships and grant opportunities so that students and parents can see that higher-education is a realistic option for all students. Overall, FISD plans to ensure that all graduates leave our schools with a sound plan for a successful future.

MILESTONES: EAF milestones will include specific outcomes in the areas of academic development, career development, and financial literacy with at least THREE milestones identified in elementary, middle, and high school. Five Key Levers to include : 1. Strong Program Leadership and Planning; 2. Effective, Well Supported Advisor; 3. Internal School Culture of Advising; 4. Effective External Partnerships; and 5. High Quality Tools and Resources. Details outlining this plan are included in the grade level expectations of this application.

ROLES & RESPONSIBILITIES: The ESC EAF Coach and the FISD Project Lead for EAF Implementation will continue training through Texas Education Agency (TEA) and TNTP as a technical assistance provider, throughout the 2022-2023 school year. FISD will also utilize a robust steering team to include two members from each of it's 4 campuses, and one representative from the special education department.

STRATEGY FOR COORDINATING EFFORTS: A bi-monthly meeting will be scheduled for the FISD steering committee. The ESC EAF Coach will serve as a touch point for data collection and the opportunity to demonstrate progress towards meeting specific scheduled milestones. It is important to plan for strategies that can assist staff and students to overcome barriers to effective advising and planning for individual career and academic plans.

COORDINATION WITH EAF ESC Coach: Farmersville is requesting optional, weekly office hours as needed with the ESC EAF Coach.

FACILITATION AND SUPPORT STRATEGIES: Tasks and activities will be aligned with the EAF mission vision, and goals. The EAF ESC Coach will assist the FISD Team with plans and strategies around data collection, sustainability, professional development, and a sound organizational structure for their program based on the LEA's current CCMR data and any identified gaps in their comprehensive CCMR program. Grant funds will assist FISD in providing financial support to members of the steering committee that aligns with the time commitment each is expected to make to the project. The budget submitted with this application demonstrates FISD's commitment and plan to provide stipends to staff members. We intend to fiscally plan to sustain this program.

COMMUNICATION STRATEGY: Farmersville ISD and the FISD Communications department are planning for a 22-23 school year CCMR social media campaign. This campaign will add to our existing communication plan. Goals are to inform and educate parents and all community stakeholders about the importance of college and career readiness, and the tools that are available to assist students in meeting the rigorous academic criteria and preparation for college and/or career readiness.

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 in identifying them and ensuring they have the appropriate time and capacity to provide the necessary support? What percentage of their time will be allocated specifically to your district to support implementation? 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. c) **District Commitment** - Outline the district's commitment to this project. Consider the district commitments of the EAF 2.0 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?

a. EAF Coach: Region 10 ESC - Brandi Fennell. Ms. Fennell is a ESC 10 Consultant in Teacher and Learning whose primary role is supporting counselors and academic and career advisors.

b. Project Lead: The project lead is Mr. Dave Warren. Mr. Warren was a committee member for the EAF Planning Pilot in the 21-22 school year. He will be moving into his role as the Farmersville High School Principal in the 22-23 school year. Thus, he will be taking over the project lead position. Mr Warren will work along side a new hire, College & Career Readiness Advisor (CCRA) to ensure implementation of a comprehensive effective advising program that addresses the district commitments in the EAF 2.0 developed in the planning year.

c. District Commitment: Farmersville ISD is committed to improving student outcomes across 5 key levers: 1. Strong Program Leadership and Planning; 2. Effective, Well Supported Advising; 3. Internal School Culture of Advising; 4. Effective External Partnerships; 5. High Quality Tools and Resources.

Strategy/Commitment 1: District implementation of the evidence-based approaches included in the Leader in Me program. Ongoing empirical research from over 30 institutions documents evidence of the significant impact Leader in Me can have in schools by creating the conditions to drive results and improve student outcomes overall. FISD intends to focus on Leadership (student behavior, staff teaching readiness, student leadership, and family involvement), Attendance (supportive school environment, student engagement, staff satisfaction), and Academics (reading/math proficiency, teaching efficacy, and student led achievement).

Strategy/Commitment 2: FISD plans to hire a full time college and career readiness advisor. This new FTE will be responsible for K-12 college and career readiness initiatives, community and parent engagement, and student support in the areas of career development, post-secondary opportunities, and creating a career-ready culture district wide. Award of this grant will provide the funding we need to offer this position. FISD is prepared to sustain payroll requirements for the position for year 2 and beyond.

Strategy/Commitment 3: FISD has outlined grade level expectations (5th - 12th grade). The CCRA, program lead, and steering committee will meet monthly to review progress and initiatives and determine if tier 2 or 3 intervention is warranted.

Strategy/Commitment 4: FISD plans to offer district-wide college and career readiness professional development. Our district believes that there is a critical need to ensure all staff members are on the same page when addressing our students.

Strategy/Commitment 5: Small Town - Big Talent: Farmersville ISD has spent significant time researching the challenges that exist for small, rural schools. According to a recent study (Lynn & Glynn, 2019), students in rural communities like FISD are more likely to graduate from high school, but less likely to go to college than their counterparts in the nation's cities and suburbs. This disconnect between K-12 achievement and postsecondary achievement further disadvantages communities like Farmersville and Collin County, Texas where industries are already struggling to attract new business and talent. The situation is immensely complex because rural students are also more likely than non-rural students to have some postsecondary education but no degree (Lynn & Glynn, 2019). FISD has already begun, and is committed to continuing, the real and very difficult work to better understand these complexities and to support more rural students in attaining postsecondary credentials with real value in the communities where they live. To this end, FISD has piloted a regional pathway network for engineering and advanced manufacturing and opened an academy that is open for enrollment for students within districts across a North Texas area. FISD believes that the addition of the CCRA will also help bridge the gap between academic achievement and successful future careers.

Lynn, R., & Glynn, J. (2019). Small town, big talent: Identifying and supporting academically promising students in rural areas. Jack Kent Cooke Foundation. Retrieved from <https://bit.ly/SMALLTOWNBIGTALENT>

Program Requirements, cont'd.

3. **Grade-Level Expectations** : What is the summary for implementation of the grade-level intervention for a) **academic development**, for b) **career development**, for c) **personal and social development**, and for d) **financial literacy**? Please include the following in your response for each intervention: the intervention identified to be implemented, the targeted grade-level, number of students, the metrics to be monitored throughout implementation, 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 quality tools and resources that will be utilized to support implementation, and the expected student outcomes. Only interventions for students in grades 5-12 will be accepted for this grant application. At least one intervention per area of development should be identified to implement with grant funds.

Career Development (CD) Academic Development (AD) Personal and Social Development Expectations (PS) Financial Literacy and Aid Expectations (FL) Grade-Level Milestone (GM) Farmersville ISD College & Career Readiness Advisor (CCRA)

Number of students: Estimated average of 150 students per grade level. The metrics that will be monitored will include participation, attendance, improvement in attendance, and community reach. FJSD utilizes DnDataSuite and monday.com to manage projects and outcome based measures.

Farmersville has made every attempt to address all 5 of the EAF levers in the expectations and actions at each grade level. Actions students take will address the following scenarios and outcomes.

5TH GRADE: (CD) How is academic success important to success in your future career? (AD) Establish and share personal short and longterm goals that connect academic success to future career success. (PS) Can you define how responsibility and self-discipline impact career and college opportunities? (FL) Determine the cost of a post-secondary education that will prepare you for a career that interests you today and find photos of items. (GM) Student will develop the first page in their digital portfolio and include information from all 4 areas of grade level expectations. The CCRA will monitor digital portfolios to ensure appropriate content and satisfactory student progress and understanding.

6TH GRADE: (CD) Can you locate and share reliable information about college and career options? (AD) Can you explain and provide examples pertaining to how elective courses can steer a student toward a career path? (PS) Are you accepting of differences between yourself and others? Explain.; (FL) Explore and share different ways to pay for college. Think specifically about how you might earn or raise the funds needed and how long it will take to fund the post-secondary education needed for your chosen career. (GM) Publish information about two different college and career options you are considering. Include information about the cost and other important requirements. The CCRA will monitor digital portfolios to ensure appropriate content and satisfactory student progress and understanding.

7TH GRADE: (CD) Complete a comprehensive career interest inventory followed by sharing your thoughts and opinions on the outcome of the assessment. Just for kicks, research one of the careers reported and develop a report explaining what the career is, what kind of education required, how many openings exist in your area; how much one might earn in their first year, and explain your level of interest in the career field. (AD) Can you explain the differences between academic and hors level courses and the demands of each? Of the honors level courses available in your school, which courses might assist you in preparing for your future career? (PS) Do you think you currently possess healthy communication skills? Explain health communication followed by also evaluating your social media presence. (FL) Do you participate in club or organization fundraising? How does fundraising for school clubs or other organizations prepare you for a successful future? (GM) After you complete the career interest inventory, use a graphic and short explanation to post the results in your portfolio. The CCRA will provide other details and tasks for adding to your portfolio at this stage and will monitor portfolios to ensure satisfactory progress and appropriate content.

8TH GRADE: (CD) Develop a detailed individual career and academic plan (ICAP) that defines a clear, multi-year sequence of courses through high school and post-secondary education, leading to entry in your chosen career field. (AD) Determine what courses offered in your school might allow you to earn post-secondary credit or a credential of value, such as an industry based certification, or better prepare you to score well on a college entrance assessment such as the TSIA. Add opportunities to your ICAP. (PS) Explore and define health conflict resolution and decision making skills.

Program Requirements, cont'd.**3. Grade-Level Expectations cont'd.**

CONT 8 TH GRADE: Use technology resources to devise an example of both with one or two of your classmates. (FL) Collaborate with your classmates to devise and execute a fundraising program to benefit a school or community organization. Utilize technology or a positive social media presence to expand reach of your campaign. (GM). The CCRA will share details about what information from your ICAP should be shared in your digital portfolio. Complete tasks as assigned. The CCRA will monitor digital portfolios to ensure appropriate content and satisfactory student progress and understanding.

9TH GRADE: (CD) Prior to the beginning of 9th grade, collaborate with your advisor and parents or guardians to develop your formal personal graduation plan. Make sure you utilize your ICAP to assist in formulating your graduation plan. (AD) Use your actual grades and projected grades to calculate your GPA according to your school districts formula and guidelines. (PS) Can you explain the following terms: equity, equality, diversity, and integrity. Define each term and explain the importance to your own personal social and emotional development. (FL) Apply what you know about real-world financial literacy skills through creating a student account online at QuickBooks. Work with your class groups to determine the usefulness of a tool such a QuickBooks in personal budgeting and finance. (GM) The CCRA will provide other details and tasks for adding to your portfolio at this stage and will monitor portfolios to ensure satisfactory progress and appropriate content.

10TH GRADE: (CD) Have you determined what your post-graduation educational plan will be? If you are attending college, what will your degree plan include? What will your major be? If you plan to enter the workforce directly after graduation explain your entry level wage and detail how you will use your wage to pay for your personal expenses. If you plan to continue your education at a trade school or technical option, define that plan including the costs and what courses you will enroll in. (AD) How have dual credit, AP, or honors courses affected your class rank and GPA? If you do not participate in advanced level courses, explain any effect, (positive or negative, this could have on your future plans. (PS) Plan two in-person college visits and two virtual college visits. Even if you do not plan to attend college, keep an open mind and explore! (FL) Calculate and compare post-secondary education requirements and costs. Explore the FAFSA application and explain the benefits and requirements. (GM) The CCRA will provide other details and tasks for adding to your portfolio at this stage and will monitor portfolios to ensure satisfactory progress and appropriate content.

11TH GRADE: (CD) Write a mock biography of your future, successful self! Include post-secondary information such as the school, opportunity, college you attended, your study focus or major, and how it prepared you for the success you are having in your career. (AD) Referring back to the mock biography, diagram the minimum GPA and assessment scores needed for the opportunity. Use the information from the biography and opportunity requirements to design a small profile poster advertising YOU! (PS) Use the biography poster to devise a personal and academic resume. Both will be used on a Mock Interview Day planned by your school. (FL) Explore post-secondary scholarships and grants that are available for application while you are in 11th grade and 12th grade. Make a list consisting of a minimum of 5 opportunities and set reminders for submitting your applications. (GM) The CCRA will provide other details and tasks for adding to your portfolio at this stage and will monitor portfolios to ensure satisfactory progress and appropriate content.

12TH GRADE: (CD) Evaluate the ICAP you developed years ago. Revise it to include as much detail as you can. Use this information to design and publish a digital portfolio. (AD) Include academic accomplishments on your digital portfolio. Include a "word-to-the-wiser" for future students explaining what you wish you could change or how you might do things differently today. As always, keep it professional and encouraging! (PS) Explore and define resiliency. Who do you know that sets a great example when it comes to self-reliance. Apply these considerations to scheduling and life after high school. Use this information to write a mock-cover letter for an anticipated employment position. (FL) Collaborate with your parent/guardian and advisor to complete the FAFSA. In the State of Texas, this is a graduation requirement. Even if you do not plan to pursue a post-secondary education, it is important to take this step now while you have assistance in order to keep all opportunities and options available to you later on. (GM) The CCRA will provide other details and tasks for adding to your portfolio at this stage and will monitor portfolios to ensure satisfactory progress and appropriate content.

Program Requirements, cont'd.

4. **Intervention Strategy:** Describe the strategy for monitoring student progress toward outcomes throughout the grant project for each intervention. Include the following in your response: a) the process for monitoring all students participating in the intervention, b) the communication strategy amongst all stakeholders, c) the tier 2 intervention strategy for students in need of targeted supports, and d) the tier 3 intervention strategy for students in need of intensive supports.

Monitoring Students: Student progress will be monitored through a learning management system and digital portfolio such as Career Prepped and Bulb. Each grade level (5-12) will have a task assigned through a core academic class that will be assessed and monitored by the FISD College and Career Readiness Advisor (CCRA). Communication Strategy. The CCRA will utilize all available communication tools throughout the district to provide information about college, career, or military readiness, and how the district is promoting student success through a variety of avenues. The CCRA will use a social media channel, website, digital newsletters, and systematic communication to keep all stakeholders informed. The CCRA will devise a schedule for celebrating student accomplishments at predefined milestones and times.

Intervention Strategies: FISD will utilize a multi-tiered intervention approach to assist students who are identified as needing remediation or supportive assistance. In tier 1, we will ensure that all students are screened, and provided high quality instruction including frequent monitoring and reassessment as needed. All students need to receive one-on-one college and career readiness advising to ensure buy-in for the effective advising process. Students who are identified as needing tier 2 intervention will need more focused instruction including remediation for identified deficits, opportunities to preview and review skills in tier one lessons, and multiple opportunities to practice and receive immediate corrective feedback. FISD will use an innovative approach to schedule tier 2 intervention. Tier 3 intervention for students who are served through the FISD Special Education department will include small group and individual instruction in focus on individualized goals. These goals may or may not be on grade level. Each tier 3 student will be guided by progress monitoring through more intense sessions that may last an extended amount of time. The desire for tier 3 intervention is high-quality, research-validated, instruction that has a lasting impact on a students future.

5. **Budget:** How will the proposed budget meet the goals of the proposed program? Include details related to how funds align to the implementation of the identified grade-level expectations. 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 tools and resources.

Budget:

Region 10 Education Service Center - EAF Coach - Up to \$52,500.00

EAF Lead Stipend \$10,000.00

Mr. Dave Warren - Farmersville High School

EAF Committee Members - Stipend \$5,000.00 each times 9 = \$45,000.00

2 representatives from FHS

2 representatives from FJHS

2 representatives from FIS

2 representatives from TES

1 representative from Special Education

College & Career Readiness Advisor (New FTE) with benefits - Up to \$100,000.00

Supplies and Equipment such as independent career and academic planning technology; college and career readiness labs, career assessments, parent and family materials, work-based learning materials, work-based learning or advising events or workshops for students and/or families, FAFSA completion workshops - Up to \$110,000

Consulting Services: \$15000.00

Indirect costs up to \$17,500.000

Total Requested: \$350,000.00

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

22-23 Effective Advising Implementation Grant Agreement

This agreement is written by and between:

Region 10 Education Service Center, hereinafter referred to as “ESC”, and
Farmersville Independent School District, hereinafter referred to as “District”,
regarding the 2022-2023 Effective Advising Implementation Grant.

This agreement provides the core functions required of the ESC and District within the Effective Advising Implementation Grant. By signing this document, the identified organization(s) commit to the roles and responsibilities as outlined below. This agreement will go into effect on the start date of the grant and will terminate at the end of the grant period.

Purpose of this grant program:

The Effective Advising Framework (EAF) supports the implementation of an individual student planning system within the context of a comprehensive school counseling program so that students’ academic, career, personal, and social developmental needs are met. This grant project supports school districts that successfully completed all requirements of the 2021-2022 Effective Advising Planning Pilot in the implementation of strategically identified grade-level benchmarks with support provided by an Effective Advising Framework Implementation Coach (EAF Coach). The EAF Coach will monitor and coach the district to support the implementation of grade-level benchmarks aligned to the Effective Advising Framework. The intended outcome of this program is to improve the district’s individual student planning system and to measure the impact of individual student planning when implemented with fidelity.

Effective Advising Implementation Grant Roles and Responsibilities

The ESC agrees to the following key functions:

1. Identify an EAF Implementation Coach to serve the school district as a coach and technical service provider through the grant project; and
2. Provide the identified EAF Implementation Coach with the necessary time and supports to successfully accomplish all grant deliverables.

EAF Implementation Coach agrees to the following key functions:

1. Support the district’s effective advising implementation and seek out opportunities to develop or connect districts to tools, resources, services, and programs as defined in the program guidelines;
2. Support the district in all identified interventions by encouraging key practices aligned to the EAF; and
3. Provide technical assistance and coaching to the district’s Project Lead to ensure they are equipped to successfully complete grant deliverables.

The District agrees to the following key functions:

1. Identify a school counselor or administrator staff person to serve as the Project Lead throughout the grant period who will be responsible for submission of grant deliverables;
2. Provide the Project Lead with the necessary capacity, support, and authority to convene and lead an Effective Advising Steering Committee; and
3. Foster an internal culture of advising and buy-in to support implementation of the grant project.

The Project Lead agrees to the following key functions:

1. Serve as the district's representative for effective advising in the context of the district's comprehensive school counseling program;
2. Convene and coordinate the work of an Effective Advising Steering Committee;
3. Coordinate with, and receive coaching from, the EAF Implementation Coach; and
4. Oversee, monitor, and track results of the implementation of identified grade-level interventions and completion of all required grant deliverables.

Effective Advising Planning Grant Staff Contact Sheet

ESC Information:


Name of ESC	___ Region 10 Education Service Center ___
Name of Authorized Representative	<u>Travis Longanecker</u>
Authorized Representative Title	<u>Director of Teaching & Learning</u>
Authorized Representative Email	<u>travis.longanecker@region10.org</u>
Authorized Representative Phone Number	<u>972-348-1700</u>
Name of EAF Coach	<u>Brandi Fennell</u>
EAF Coach Title	<u>Consultant - Teaching & Learning - Counseling</u>
EAF Coach Email	<u>brandi.fennell@region10.org</u>
EAF Coach Phone Number	<u>972-348-1700</u>


District Information:

Name of District	Farmersville Independent School District
Name of Authorized Representative	Dr. Jason Gomez
Authorized Representative Title	Deputy Superintendent
Authorized Representative Email	jgomez@farmersvilleisd.org
Authorized Representative Phone Number	972-782-6601
Name of Project Lead	Mr. Dave Warren
Project Lead Title	Farmersville High School Principal
Project Lead Email	dwarren@farmersvilleisd.org
Project Lead Phone Number	972-782-6601


By signing this agreement, the identified party agrees to the roles and responsibilities that are outlined on page 2 and understand the importance of their roles and responsibilities in the success of this grant project. If either party chooses to terminate this agreement prior to the end of the grant period, a written notice which meets the requirements set forth by the Texas Education Agency (TEA) must be provided with a minimum 30-day notice. If any staff person named on page 3 of this agreement changes, written notice will be provided to the other party with a minimum 30-day notice.

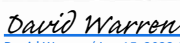
ESC Signatures

ESC Authorized Representative
Name Travis Longanecker ESC 10 Title Director of Teaching & Learning
Signature  Date June 15, 2022
Travis Longanecker (Jun 16, 2022 08:00 CDT)

EAF Coach
Name Brandi Fennell ESC 10 Title Consultant - Teaching & Learning
Signature  Date June 15, 2022
Brandi Fennell (Jun 15, 2022 16:24 CDT)

District Signatures

District Authorized Representative
Name Dr. Jason Gomez Title Deputy Superintendent
Signature  Date June 15, 2022

Project Lead
Name Dave Warren Title Principal - Farmersville High School
Signature  Date June 15, 2022
David Warren (Jun 15, 2022 18:16 CDT)





Effective Advising Framework Grant - Agreement for Signature

Final Audit Report

2022-06-16

Created:	2022-06-15
By:	Renda Songer (rsonger@farmersvilleisd.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAakhvEBCXndCAwyr9nMFSoeU6gwyQhpQk_

"Effective Advising Framework Grant - Agreement for Signature" History


-  Document created by Renda Songer (rsonger@farmersvilleisd.org)
2022-06-15 - 8:44:49 PM GMT
-  Document emailed to Jason Gomez (jgomez@farmersvilleisd.org) for signature
2022-06-15 - 8:50:46 PM GMT
-  Document emailed to dwarren@farmersvilleisd.org for signature
2022-06-15 - 8:50:46 PM GMT
-  Document emailed to Travis Longanecker (travis.longanecker@region10.org) for signature
2022-06-15 - 8:50:47 PM GMT
-  Document emailed to Brandi Fennell (brandi.fennell@region10.org) for signature
2022-06-15 - 8:50:47 PM GMT
-  Email viewed by Travis Longanecker (travis.longanecker@region10.org)
2022-06-15 - 8:50:51 PM GMT
-  Email viewed by Brandi Fennell (brandi.fennell@region10.org)
2022-06-15 - 8:50:53 PM GMT
-  Document e-signed by Brandi Fennell (brandi.fennell@region10.org)
Signature Date: 2022-06-15 - 9:24:25 PM GMT - Time Source: server
-  Email viewed by dwarren@farmersvilleisd.org
2022-06-15 - 9:31:32 PM GMT
-  Document e-signed by David Warren (dwarren@farmersvilleisd.org)
Signature Date: 2022-06-15 - 11:16:39 PM GMT - Time Source: server

 Email viewed by Jason Gomez (jgomez@farmersvilleisd.org)

2022-06-16 - 12:36:30 PM GMT

 Document e-signed by Jason Gomez (jgomez@farmersvilleisd.org)

Signature Date: 2022-06-16 - 12:37:50 PM GMT - Time Source: server

 Document e-signed by Travis Longanecker (travis.longanecker@region10.org)

Signature Date: 2022-06-16 - 1:00:40 PM GMT - Time Source: server

 Agreement completed.

2022-06-16 - 1:00:40 PM GMT