



**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](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, June 17, 2022**.

Application stamp-in date and time

Grant period from **August 1, 2022 - August 31, 2023**

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  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.

Community ISD has formed an Effective Advising Steering Committee to implement the program district wide. CISD's mission is to provide advising and resources to all students through education, professional connections and programs that promote college, career and military readiness for all students. As a committee we developed milestones for CISD students to complete at each grade level that will lead to outcomes defined in our mission and goals. We created an organizational structure that included the steering committee, administrator, project lead, and internal and external partners. These roles will assist us in implementing the program with fidelity across the district. We created a professional development plan to ensure all district staff are trained and to ensure buy-in from all district staff and stake-holders. The EAF Steering Committee will work together to provide available PD for the year so administrators and teachers will be aware of great opportunities. We will utilize free training provided by vendors and contracted programs as well as incorporate any additional training into our professional development. Over the next five years, CISD will implement the EAF Program, implement Xello curriculum, Mastery Prep Curriculum, purchase promotional material, plan parent and student involvement nights, and hire EAF Coordinator and CCMR Facilitator with grant funds. CISD's high-level priorities will ensure our district is on track to meet our long-term EAF goals.

In the Implementation year of 2022-2023, CISD will Implement Xello curriculum across the district and implement 4 year plans. We will increase TSAI2 Completers by utilizing Mastery Prep Curriculum in Freshman Academy. CISD will hire a EAF Coordinator and CCMR Facilitator. Currently, our EAF team also receives stipends. These stipends are paid by the EAF grant and will continue to be given to EAF planning team, as well as all members of the steering committee for the 2022-2023 school year. The CISD Grant Facilitator will also receive a stipend.

In year 2 of the grant, 2023-2024, the EAF Coordinator implements curriculum in all grade levels per Comprehensive Counseling Guidance Program and will work with the CCMR Facilitator and other counselors on CCMR guidance in all schools. 75% Grant funded, 25% Outcome Bonus funded.

In year 3 of the grant, 2024-2025, increase outcome bonuses with graduating seniors by 25% with TSAI2 completers and IBC's offerings. 50% Grant Funded, 50% Outcome Bonus funded.

In year 4 of the grant, 2025-2026, Increase outcome bonuses with graduating seniors by an additional 25% with TSAI2 completers and IBC's offerings. 25% Grant Funded, 75% Outcome Bonus funded.

In year 5 of the grant, 2026-2027, CCMR Outcome bonus money is able to fund EAF Grant positions; CCMR Facilitator and Counseling Coordinator. 100% Outcome bonuses and CTE funding if needed.

As the EAF steering committee, we would ensure that our CCMR outcome bonus money meets the needs to fund the grant funded positions by the time the grant funding stream ends. The steering committee will implement the Effective Advising Plan district wide. The EAF lead will meet with the EAF steering committee and counseling support team members to ensure grade level milestones are being met.

**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?

Brandi Fennell is our Effective Advising Framework Coach role. She is the secondary counseling consultant for Region 10 Education Service Center. She has experience as a school counselor and also being familiar with The Texas Model, CCMR, and Career and Technical Education. Mrs. Fennell will be allocated 10-20% of her time to support district implementation depending on the level of support Community ISD needs.

Allison Tucker is the Project Lead for Community Independent School District. Allison serves as the Coordinator of Advanced Academics under the direction of the Executive Director of Advanced Academics. Allison has been in education for over seven years and just completed her second year in administration. The district appointed Allison because she was eager to take on the Project Lead role for the grant as she saw an abundance of opportunity that the framework and grant could do for the district. Allison also serves as the Grant Manager for the Advanced Academics Department. 20% of Allison's time is allotted to the grant, and additional time can be allotted, if needed. The district will support the Project Lead by attending all committee meetings, completing assigned tasks, and working with other district staff to ensure the framework is being implemented district wide.

1. The district and campus will support school counselors and district staff in the planning and implementation of the EAF.
2. The EAF leadership will provide ongoing professional development and support for academic and career development for the effective advising program staff.
3. The committee will ensure the program aligns with the district, campus and counseling goals, and ensures the program receives funding to implement with fidelity.
4. The EAF leadership will recruit, select, assign, induct, and retain highly qualified advising staff and support partners.
5. The EAF leadership will verify that support partners and staff receive the training and professional development specific to their advising role.
6. The EAF leadership will build advisor capacity and efficacy through frequent check-ins and committee meetings.
7. The EAF leadership will support school counselors and advisor growth through professional development.
8. The EAF leadership will partner with internal and external partners to provide training and learning related to college and career readiness.

Community ISD's Effective Advising Framework Committee during the planning year consisted of Community High School's Associate Principal, Advanced Academic Counselor, the Coordinator of Advanced Academics and the Executive Director of Advanced Academics. This committee met monthly to complete all EAF deliverables and plan for the implementation year. The Coordinator of Advanced Academics and members of the EAF staff will provide campus and district professional development to the district staff to ensure an internal culture of advising. The Coordinator of Advanced Academics will also provide presentations to stakeholders and district executives to communicate the plan, goals and to ensure buy-in district wide.

**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.

Key Staff: CCMR Facilitator, EAF Coordinator, Advanced Academic Counselor, Advanced Academic Advisor, Coordinator of Advanced Academic, Campus Counselors.

(CD)-Career Development (AD)- Academic Development (PD)-Personal and Social Development (FL)- Financial Literacy

12th Grade (204 students). EAF levers to support implementation: Lever 3. (CD) Students will create a career resume, attend military presentations, trade school presentations, CCMR Night. Intervention: CCMR Facilitator will assist students individually with resume building. (AD) Students attend Senior Summit which covers the college process, other next steps, Braves scholar, and scholarships. Intervention: Advanced Academics Department and CCMR Facilitator will hold Braves Scholar workshops to ensure students are getting the information needed to complete all CCMR tasks. (PD) Students will complete 15 hours of community service. Intervention: Students will present about community service during their Braves Scholar Presentation. (FL) Students will understand all things FAFSA Intervention: Collin College will be invited to CHS to host FAFSA completion nights.

11th Grade (254 students). EAF levers to support implementation: Lever 5 (CD) Students will earn their CTE Program of Study Industry Based Certification, attend CCMR Night at Community High School to learn about colleges, trades schools and meet military recruiters. Intervention: CTE Coordinator will ensure all students are receiving their IBC and CCMR status (AD) Students will attend Junior summits where counselors will discuss "next steps". Intervention: CHS Counselors plan junior summit and provide meaningful presentations to ensure student success. (PD) Students will attend Mock Interview day Intervention: Counselors plan and invite local business owners and community members to provide mock interviews to CHS students. (FL) Students will be introduced and learn about scholarships Intervention: CCMR Counselor plans presentations and workshops for students to complete tasks.

10th Grade (262 students)EAF levers to support implementation: Lever 4. (CD) Students will enter into a program of study and utilize Xello resources for additional career development and exploration. Intervention: Counselors ensure that students are in correct classes for students to begin their program of study. (AD) Students will revise 4 year plans on Xello based on their Program of Study selection and receive PSAT study tools through MasteryPrep.Intervention: Advanced Academic Advisor and Counselor meet with students individually to revise 4 year plans. (PD) Students will plan and attend up to three in person college and/or trade school visits. Intervention: Counselors and Advanced Academics Department will plan opportunities for students to attend the visits. (FL) Students will learn about the benefits of the FAFSA application and explore its requirements. Intervention: CCMR Facilitator provides information sessions to students about FAFSA.

9th Grade (255 students) EAF levers to support implementation: Lever 3 (CD) Students will complete a Career Exploration Test, select Program of Study and complete the "Chart Your Course". Intervention: Freshman Academy teachers and CHS counselors will present and assist in Program of Study selection (AD) Students receive monthly guidance from EAF members on in depth academic plans to discuss the importance of their GPA, Program of Study and endorsements.Students will create 4 year plans. Intervention: Students meet one on one with CHS Counselors, CCMR Facilitator, or Advanced Academic Advisor to discuss goals and 4 year plan. (PD) Students will set a college and career goal that will help them in successfully completing their 4 year plan. Intervention: Freshman Academy teachers and counselors will meet with students to discuss goals and steps needed to achieve the goals. (FL) Students will prepare for the TSI Test through Mastery Prep and take the TSIA2 test. Intervention: TSI Boot Camp and interventions will be provided through MasterPrep curriculum.

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

8th Grade (250 students). EAF levers to support implementation: Lever 1. (CD) Students complete College Career and Readiness Class and Chart your course with Middle School Counselors. Intervention: CTE Coordinator ensures middle school CTE teachers have effective curriculum that pipeline into the high school programs of study. (AD) Students will attend 8th grade Summit on "How High School Works" and be introduced to their Personal Graduation Plan. Intervention: Counselors meet with students individually to discuss high school goals and select classes that will help the student reach their goals. (PD) Students will evaluate their social and emotional learning skills. How does the student manage stress and coping? Intervention: Counselors discuss with students about the importance of managing stress when having a full workload. (FL) Students learn about dual credit courses and calculate the cost of dual credit courses to understand the benefit of taking dual credit courses Intervention: Students will complete this during their CCR Class and High School counselors/CCMR Facilitator will provide students with a presentation over dual credit costs.

7th Grade- (263 students). EAF levers to support implementation: Lever 1. (CD) Students will complete a career interest inventory and develop a presentation based on their results. Intervention: Teachers and counselors will meet with students to discuss results (AD) Students gain knowledge about different career clusters to pursue. Intervention: CTE Coordinator and Middle School Counselors provide presentation to students about Programs of Study offered at CHS. (PD) Students will evaluate their social and communication skills. Intervention: Counselors will provide personal and social development curriculum and activities to teachers and ensure it is implemented with fidelity. (FL) Students will plan for their desired lifestyle. Students will research the cost of living they want for their future and compare it to the salary of their desired career. Intervention: Middle School Counselors will ensure Xello is being implemented effectively.

6th Grade- (293 students) EAF levers to support implementation:Lever 1. (CD) Students visit CCMR Night at High School. Intervention: CCMR Counselor will plan CCMR Night. (AD) Importance of honors vs regular courses in order to select classes efficiently to align with goals. Intervention: Middle School counselors meet with students individually with students who are undecided on honors vs. regular courses. (PD) Students will evaluate their personal development using Capturing Kids Hearts SEL curriculum. Intervention: Counselors will meet with students to discuss their personal development. (FL) Students research and create a presentation about their desired career and the post secondary education needed to obtain the career. Intervention: CCMR Facilitator and EAF Coordinator works with teachers to ensure Xello lessons are implemented and benefiting students.

5th Grade (269 students) EAF levers to support implementation: Lever 1. (CD) Students attend CTE Programs of Study Roadshow. Intervention: CTE Coordinator works with CTE teachers to plan engaging activities for 5th grade students. (AD) Students enter middle school with an understanding of the programs of study they would like to explore while in CISD. Intervention: Middle School Counselors visit the elementary schools to discuss course options that lead to programs of study at the high school. (PD) Students will determine how self-disciplined they are and how this relates to the career they are interested in. Is the career a good fit for their personal work ethic and persistence? Intervention: Counselors will provide SEL curriculum and activities to teachers and ensure it is implemented with fidelity. (FL) Students will complete a research project over their desired career. Intervention: CCMR Facilitator meets with 5th grade teachers to demonstrate Xello components for students to research careers.

**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.

Students will be monitored through our CCMR Tracking Spreadsheet. This spreadsheet is used to track students progress in TSI, PSAT/SAT, AP, Industry-Based Certification, Dual Credit courses, FAFSA completion, College and Trade School acceptance and/or interest. A column on the spreadsheet will be added to track EAF intervention.

District Stakeholders and counselors will have access to CISD's tracking device and will be able to monitor, edit and make comments about students progress and will be able to note any other progress about students meeting their individualized goals.

Tier 2 intervention- Students will be assigned college and career planning lessons and activities through Xello to encourage and ensure the student is considering options for high school PGP and on track to meet postsecondary goals.

Tier 3 intervention- The Tier 3 Intervention Strategy will be a one on one meeting with the students counselor, CCMR Facilitator, Advanced Academics Advisor or Coordinator, and the students parents. During this meeting, the students goals will be discussed and a plan will be created to ensure the student meets the goals. The plan will then be executed and monitored by the CHS counselor.

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 \$50,000.00

EAF Lead Stipend \$10,000.00

Allison Tucker- Community ISD Coordinator of Advanced Academics

EAF Committee Members - Stipend \$5,000.00 each times 8 = \$40,000.00

1 district representatives

2 representatives from CHS

2 representatives from EMS

1 representatives from NES

1 representatives from MES

1 representative from RES

Grant Facilitator- \$7,000

College & Career Readiness Facilitator (New FTE) with benefits - Up to \$70,000

EAF Coordinator (New FTE) with benefits- Up to \$70,000

Professional and Contracted Services: Xello- Assist in college and career planning to ensure student success of meeting goals.\$20,000, MasteryPrep- Prepare students for TSIA2 completion and SAT/PSAT \$20,000

Supplies and Equipment: CCMR labs and equipment, career assessments, inventories, and curriculum, CTE/CCMR promotional materials, student and parent events and workshops, Mastery Prep Curriculum, Social and Emotional Learning curriculum \$45,500

Indirect costs: 17,500

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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>



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

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

*You may duplicate this page*

**Amended Section**

**Reason for Amendment**