



**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 Jarrell ISD CDN 246907 Campus District ESC 13 DUNS 100850999

Address 108 E. Ave F City Jarrell ZIP 76537 Vendor ID 74-6001448

Primary Contact Laura Buckley Email laura.buckley@jarrellisd.org Phone 512-746-2124

Secondary Contact Gina Taber Email gina.taber@jarrellisd.org Phone 512-746-2188

**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 Norberto (Robert) Navarro Title Chief Financial Officer

Email norberto.navarro@jarrellisd.org Phone 512-746-2124

Signature *Norberto Navarro* Date 6/14/2022

**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.

With these grant monies, Jarrell ISD will create an environment that allows for personal advising, professional mentorship and career success that will empower students to partake in a comprehensive approach to planning for and achieving success both at Jarrell ISD and in an increasingly more global world. In partnership with academic and career readiness advising, students will explore their strengths and curiosities and be connected with relevant resources and experiential opportunities. This plan will guide counselors and advisors in developing and implementing a college and career advising continuum, using the identified student milestones along the continuum. The plan allows for assessment of students' progress, and support for students in developing and updating individualized plans. In addition, students will be given opportunities to learn about a range of college and career options, as well as, the education requirements linked to careers through advising and exploration. Although this plan will begin with career awareness and exploration in elementary school, grant funds will be used to fund the activities and supports necessary to implement comprehensive career advising in middle school and high school.

Full implementation calls for the following:

1. **PROFESSIONAL DEVELOPMENT:** Jarrell ISD recognizes the importance of professional development in both counseling and education as training is imperative to best support and guide students. Using grant funds JISD counselors and advisors will attend professional development such as Texas School Counseling Conference & SCUTA training.

2. **SCUTA: Program and Implementation costs**

To do best practices, keep accurate records and develop a data driven school counseling program, JISD advisors and counselors will use SCUTA to develop a data-driven, evidence based school counseling program. SCUTA follows the ASCA National Model® recommendations and offers confidential, comprehensive documentation and use of time analysis system.

3. **VALIDATE ME: Contracted Service**

To ensure Limited English Proficient students continue on a solid educational path towards a high school graduation and a post-secondary education and to assist with the transition of English Learners into our school systems, Jarrell ISD will use grant funds to contract with Validate Me. This tool will help to ensure proper reading of transcripts and will allow for accurate class placement.

4. **TRIPS/EXPLORATION ACTIVITIES:**

Visits will provide students with a more complete picture. College tours allow students to ask questions, meet other prospective students and understand the college on a deeper level. For these reasons, Jarrell ISD will use grant funds for college tours and other exploration activities.

5. **AT-RISK COUNSELOR: Salary**

To provide support for students who have been identified as at-risk and are being supported by MTSS, Jarrell ISD will use grant funds to hire an at-risk counselor. The mission of the At-Risk Counselor is to provide a comprehensive identification, prevention, and intervention process for students currently identified as at-risk of dropping out of school using the fifteen state-defined criteria.

6. **CTE COORDINATOR: Salary**

The Career and Technical Education (CTE) coordinator will have the chief responsibility to formulate and administer a comprehensive program of Career and Technical Education. This includes working collaboratively with administrators, student services personnel, and teachers to ensure the delivery of career development services. The CTE coordinator will also facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education and employment.

7. **SECRETARY/ADMIN ASSISTANT FOR COUNSELORS: Salary**

This staff member will assist counseling/advising staff with scheduling students and parents, greeting students and parents, managing and running data and reports, and posting ICAP data entry.

8. **SOCIAL/EMOTIONAL LEARNING COORDINATOR: Salary**

Incorporating SEL into academic curricula offers students essential skills for future career success. An SEL coordinator will oversee and evaluate our SEL program.

9. **STUDENT PLANNING/ORGANIZATION MATERIALS & STRESS RELIEF ITEMS**

To help reduce stress, JISD will purchase career planning and organization materials such as notebooks, calendars and stress toys.

**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 Charlotte Winkelmann is a certified School Counselor and currently serves as a Counseling Support Consultant with Region 13. Prior to this role, she has 50 years experience as a teacher, counselor, administrator and the Director of Counseling and College and Career Readiness in 3 school districts in Texas. As a certified school counselor, she has worked at all levels in K-12. She has a positive rapport with districts in the region and experience in coordinating, convening, and communicating on projects. She is the EAF Coach for the EAF Planning Pilot Grant for the 2021-22 school year with 3 school districts - Jarrell ISD being one of them. She is capable of engaging in statewide training opportunities, coaching our district alignment of the EAF Grant in implementing the identified interventions. and can report on key activities conducted on behalf of the district. Because the EAF Implementation Pilot was extended to July, 2022, she is awaiting her approval as an EAF Designated Coach. She works on other projects for Region 13 on a consultant basis, so she is capable of dedicating 25% of her time as the Designated Coach to Jarrell ISD.

b) Project Lead & District Representative Laura Buckley is the project lead. Laura is qualified for this position as she is currently the Executive Director of Student Services and Community Relations. In addition, Laura is a former school counselor with a Texas Certification. Based on her current roles and responsibilities which include providing support for guidance counselors, the CCMR Coordinator and CTE, Laura was chosen. Laura will spend approximately 10% of her time on this project.

**Steering Committee:**

- High School Counselors- Will collaboratively work to implement and monitor progress for interventions.
- JMS Counselors - Will collaboratively work to implement and monitor progress for interventions and will provide insight for the needs of students at the middle school level.
- Sped Representative - Will provide information for and ensure equity for students receiving special education services.
- CTE representative - Will collaboratively work to implement and monitor progress for interventions and will provide information about CTE courses and work based certifications
- CCMR representative - Will collaboratively work to implement and monitor progress for interventions and will provide information about College, Career, Military Readiness
- SEL Coordinator - Will collaboratively work to implement and monitor progress for interventions and will provide information pertaining to student wellness

c) District Commitment: The district and campus support school counselors and advisors in the planning, implementation, and evaluation of a comprehensive school counseling program, in alignment with the Texas Model for Comprehensive School Counseling Programs, that are led by a certified professional school counselor. In addition, the district provides school counseling program leaders with adequate funding and sufficient control over their budgets to ensure access to necessary resources for implementation of a school counseling program. This includes providing adequate support, staff, training, and a timeline for implementation. The district and campus leadership structure ensures that the school counseling program is represented on district and campus leadership team(s) to ensure alignment in counseling program and district/campus goals. The district and campus administrators reserve time for regularly scheduled meetings with school counseling program staff. The district and campus provide opportunities for ongoing support and professional development of school counseling program staff, especially in the areas of academic and career development for effective advising. District and campus administrators are trained on the Texas Model for Comprehensive School Counseling Programs and ensure that counseling and advising are reflected in district and campus goals.

**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.

\*By the end of 11th grade, all students will have completed the Dollars & Sense course (for financial literacy).

Intervention identified to be implemented: Course completion with a passing score

Targeted grade-level: 11th

Number of students: 160

Metrics to be monitored throughout implementation: 6 weeks grades and course completion

EAF levers: Lever 3: Internal School Culture of Advising

Key staff: Counselors, Administrators

Quality tools and resources: Ascender

Expected student outcomes: 100% passing rate/course completion

\*By the end of the 9th grade, students will have taken the PSAT, created a career goal based on interest and begun researching the salary of their desired career.

Intervention identified to be implemented: Career Goal and assessment completion to include utilizing services offered through College Board

Targeted grade-level: 9th grade

Number of students: 175

Metrics to be monitored throughout implementation: Xello.World data and PSAT reports

EAF levers or essential actions: Lever 5: High Quality Tools & Resources

Key staff: Counselors, CCMR Coordinator, Test Coordinator & CTE Teachers

Quality tools and resources: Xello.World and College Board

Expected student outcomes: 90% participation in PSAT and goal setting

\*8th grade students will create their ICAP (5 year) plan with their counselor after using the tools on Xello.World.

Intervention identified to be implemented: 5 year plan

Targeted grade-level: 6th Grade

Number of students: 190

Metrics to be monitored throughout implementation: Ascender Reports & Xello.World Reports

EAF levers or essential actions: Lever 3: Internal School Culture of and Lever 5: High Quality Tools & Resources

Key staff: Counselors, Dean of Students & Administrators

Quality tools and resources: Ascender & Xello.World

Expected student outcomes: 100% of students will have 5 year plan.

\*By the end of the 6th grade, students will have taken inventories and surveys utilizing Xello.World.

Intervention identified to be implemented: Social/emotional awareness & well-being

Targeted grade-level: 6th

Number of students: 200

Metrics to be monitored throughout implementation: Survey data

EAF levers or essential actions: Lever 3: Internal School Culture of and Lever 5: High Quality Tools & Resources

Key staff: Classroom Teachers, Counselors, At-Risk Counselors

Quality tools and resources: Xello.World

Expected student outcomes: 95% of students will have taken an inventory and data will be used for program design/ implementation in meeting the social and emotional needs of students.

**Program Requirements, cont'd.**

**3. Grade-Level Expectations cont'd.**

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**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.

\*Intervention identified: Dollars & Sense course completion with a passing grade

Teachers will use progress reports/monitoring of the understanding of assignments, & curriculum benchmarks to gauge student knowledge & skills of financial literacy. Students will also be prepared to complete the FAFSA/TAFSA as they enter 12th grade. Using tracking sheets, counselors will monitor transcripts for course completion of all students. Information will be captured in the SIS & shared with stakeholders prior to student's 11th grade. Also, parents will be informed of the purpose of the class via course selection guide. Students in Tier 2/3 intervention will be supported by the At-Risk Counselor.

\*Intervention identified: Students will have taken the PSAT, created a career goal based on interest and begun researching the salary of their desired career.

Using data provided by PSAT & Xello.World, CTE teachers & coordinator will monitor progress towards goal setting while CCMR Coordinator monitors PSAT participation. Test data reports and Xello.World reports will be shared with stakeholders. Parents, students and teachers will be trained to utilize College Board services after the completion of PSAT. Support will also be provided for Tier II/ III students in the way of PSAT course preparation classes. Make-up PSAT practice test will be administered. The date of the PSAT will be posted on the district assessment calendar and the website.

\*Intervention identified: 5 year plan

Students will complete their ICAP with their counselor/parents and these meetings will be documented on a spreadsheet.

\*Intervention identified: Social/Emotional Students will complete inventories and surveys. Data reports will be run for students completing interest/personality surveys. Results will be shared with parents, students & administrators as the students create their ICAP. Counselors will communicate with mental health provider for students at risk.

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.

Grant funds will allow for adequate staff to plan, implement, monitor and track student progress. Funds will be used to ensure students are completing expected courses, participating in PSAT opportunities and goal setting, creating 5 year plans and support mental wellness. In providing quality advising for students, funds will be used to support students not only in Tier I but also in Tier II and III by allowing for a designated At-Risk Counselor and an Social/emotional learning coordinator. Program planning, implementation, student monitoring and tracking will be possible when funds are spent according to the outline below.

Funds for leadership and planning:

Team Lead Stipend (\$3,000)

School counselors and advisors:

At-Risk Counselor (\$79,000)

CTE Coordinator (\$79,000)

EAF Steering Committee Stipends (\$15,000)

Secretary/Administrative Assistance (\$52,000)

Internal partners:

SEL Coordinator (\$79,000)

EAF Steering Committee Stipends: Special Education, SEL Coordinator & CTE Coordinator (\$9,000)

External partners:

Texas Counseling Association (\$1,900)

EAF Coach (\$25,000)

High-quality tools and resources:

SCUTA, Validate Me, College Visits & Exploration Activities, Stress Relief/Organization Materials (\$7,100)

**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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

**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	3,000
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	3,000
4. Total current-year program allocation	350,000
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	0
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	0
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<b>0</b>



**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"/>	
<input type="text"/>	
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