



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

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, June 17, 2022**.

Application stamp-in date and time

Grant period from [REDACTED] **August 1, 2022 - August 31, 2023**

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] DUNS [003474210]

Address [1440 13th Street] City [Hempstead] ZIP TX [REDACTED] Vendor ID [1746001076]

Primary Contact [Erin Meadows] Email [meadowse@hempsteadisd.org] Phone [979-826-3304]

Secondary Contact [Diana Wood] Email [woodd@hempsteadisd.org] Phone [979-826-3304]

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 [Erin Meadows] Title [Chief Academic Officer]

Email [meadowse@hempsteadisd.org] Phone [979-826-3304]

Signature [Erin Meadows] Date [6/16/2022]

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.

Encompassing 190 square miles, Hempstead ISD has one early childhood center (PK3 & PK4), one elementary school (K-5), one middle school (6-8), one high school (9-12), and an alternative learning center (9-12). Hempstead is a community of approximately 7000 people located less than 50 miles northwest of Houston. The community has a friendly, small town atmosphere, yet all the conveniences of a big city are just a short drive away. Nature has provided a beautiful landscape for the area that is particularly known for its abundance of wildflowers. An advantage to the school district is that Hempstead is still a town which supports local education with many of our students representing second, third and fourth generation families that have resided in Hempstead for many years. Our district consists of 1,586 students. 62% Hispanic, 34% Emergent Bilingual, 25% African American, 99% Title 1 participation. The diverse population of the community also offers rich cultural experiences for students and staff alike.

After a successful EAF Planning Pilot Grant led by our EAF Coaches from Region 4 ESC the HISD Steering Committee has identified the following priority needs:

- Students are not graduating ready to enroll in post secondary courses of study or gain employment with IBCs
- Since COVID hit there has been a significant increase in the number of discipline issues requiring referrals. Students have experienced trauma. There is a need for highly qualified Tier 3 interventionists.
- Students are not receiving adequate advising on their academic options and PGPs are not being shared with parents
- Unclear roles inside of the counseling department
- No clear guidance or directives from administration on long term goals
- Counseling budget insufficient for needs -Counselors have not had adequate SEL or CCMR professional development opportunities
- Counseling PLC is needed to improve communication across the district and facilitate district advising initiatives.

In addition to the grade-level interventions outlined in the third section of this application we propose the following uses of the grant funding:

The creation of a Hempstead ISD Advising Handbook. This would be created by the counselors and guided by Ms. LaShonda Evans, Counseling Education Specialist for Region 4 ESC. The goal of this document would be to improve academic advising, establish procedures and protocols that follow the Texas Model for Comprehensive School Counseling, clarify departmental roles, establish a professional learning community and provide a reference guide for new counselors to the district. The due date for this project is August 2022.

The training of our counselors and teachers on CTE tracks, PGPs and graduation requirements provided by Ms. Monelle Rougeau, CTE Specialist for Region 4 ESC. By educating the teachers on the career tracks available they will be able to have better informed conversations with the students and help them make decisions about future career and educational choices.

The establishment of an Advising PLC. Ms. LaShonda Evans, Counseling Education Specialist for Region 4 ESC, will coach lead counselor, Angela Butler, on how to lead and guide other counselors on how to participate in a productive PLC. Training and modeling is needed. The district has committed to providing the time to allow the counselors time to meet monthly. Time in PLC will be spent in coordinating efforts and setting goals for advising projects.

Our counselors are in need of professional development for social and emotional learning, Texas Model for Comprehensive School Counseling, CCR, Apply Texas, MTSS and other best practices. We would like to allow our counselors to attend a professional development conference of their choice that relates to one to the levers or grade level expectations of this grant.

To continue our progress we would like to provide our steering committee the opportunity to attend a relevant professional development conference of their choice that relates to one to the levers or grade level expectations of this grant.

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?

Implementation Coach. LaShonda's role as the Counseling Education Specialist for Region 4 ESC, for the past 7 years has allowed her to have a unique impact upon 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.

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 a 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 a 192% increase in IBC completion (14 in 2020-21 school year to 41 in 2021-22 school year). As a district level program coordinator, Diana is in the unique position to be able to serve all 3 campuses, provide an overarching program management, data collection and analysis and a proven track record for program implementation and leadership.

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 creation and adoption of an HISD Advising Handbook.
Lever 3: We support integration of advising-related student supports and materials into 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 allocate sufficient and reasonable resources in annual budgets to invest in high-quality, data-backed tools and resources.

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.

Academic Development

Large scale TSIA2 testing of Juniors has not been offered before at Hempstead High School. In March 2023, we will host a series of TSIA2 test days where we will test 75% of the Junior Class (82 students). Students will complete the Pre-Assessment Activity in their English classes and parents will be informed about the test and its importance in advance of the test. Score reports will be sent home following testing by the campus testing coordinator. TSIA2 is a critical college course placement exam and a CCMR indicator. Key staff on this project are: Diana Wood, Natasha Jackson, Christine Herbert, Stephanie Piper and the English Department. Score reports can be monitored.

In order to provide our counselors with the ability to present to any classroom, we will outfit them with a laptop, cart and projector. This setup will be used at course selection time for the counselors to travel room to room to the 5th, 8th and high school English classes. Additionally, this mobility will allow the counselor to present on short notice to any class or to small groups regardless of the technology limitations of the classroom. Key personnel: Angela Butler, Natasha Jackson, William Morgan, Leah Smith, Angela Sanders

Financial Literacy

FAFSA and/or TAFSA completion are now required by the state of Texas. The burden of familial education is placed on the LEAs. Through our newly deepening partnership with Blinn College District (Lever 4) we plan on offering a FASFA night to our Senior students and their families in Fall 2022. Our goal is to assist 20 students in completing the FASFA or TASFA. The night would consist of a presentation by Blinn, and an open computer lab for applications with bilingual assistance available. Key Staff on this project are: Natasha Jackson, PFL Teacher, Vice Chancellor McBride, Samantha Mullens, HISD Technology Department. Attendance Rosters can be kept and FASFA confirmation emails can be collected.

Personal and Social Development

Our students are asking for mental health assistance. Our counselors and administrators are asking for help. We need highly qualified counselors to come into the schools and work with students identified with Tier 2 and Tier 3 behaviors. Their behaviors are disrupting the learning environment for other students and limiting their own academic success. Key Personnel: Kim Harvey, William Morgan, Rhonda Smith, HS Assistant Principal, High School LSSP and Natasha Jackson. Due to privacy concerns, logs of hours will be kept and appropriate documentation of student contact and successes will be made. Additionally, referral data from 2021-2022 will be compared to 2022-2023.

In an attempt to reduce feelings of isolation, build resumes and assist students with self discovery, Hempstead Middle School is going to promote 8th graders to get involved. Our goal is to document 85% of our 8th graders participating in an activity related to community service, fine arts or extra-curricular. Reports on their activities will be used as documentation and key personnel are: Dr. Rhonda Smith, Diana Wood, Alexandra Woodall, CTE Career Teacher

Program Requirements, cont'd.

3. Grade-Level Expectations cont'd.

Career Development

Visualization of the Future. This is a multi grade, multi-targeted intervention that our steering committee believes in very strongly. Many of our students never have the opportunity to tour colleges or trade schools. We firmly believe that early exposure to a variety of campuses will "spark" our students' imaginations for their own futures and increase buy-in into the CTE and academic programs at HISD. We want to take a focused approach at first. 5th graders to a local educational partner, 8th graders to a trade exploration day , CTE classes to tour Blinn Programs in their fields of interest, tours of technical schools for all interested high schoolers (and all academic qualifiers) and tours of two and four year institutes of higher education (IHE). As a committee we believe that if our students can begin to experience post secondary experiences earlier in their school careers; in combination with targeted career exploration and increased financial literacy, they will be better able to articulate their goals and have a better understanding of the options ahead of them in life. Rosters and surveys can be taken as evidence of this activity. Key Personnel are: Natasha Jackson, Angela Butler, Diana Wood, Elaine Abshire, CTE Teachers, William Morgan, Leah Smith

To assist students with career exploration from 5th grade through high school and track their interests, projects and resumes a software solution was needed. Many platforms were explored and the planning committee selected MajorClarity for its highly engaging gamified platform, interest inventories and PGP tracking and upload ability to Ascender. MajorClarity will be implemented in grades 5-12 with emphasis in grades 8-11 in the CTE courses as the career exploration component of their CTE courses and as a school wide course planning tool utilized at the high school. Student usage logs can be pulled as documentation of effectiveness. Key personnel: Angela Butler, Natasha Jackson, Diana Wood, Ray Weaver, William Morgan, Leah Smith, Monelle Rougeau

Employability Skills training for 11th graders. Our goal for all students is to graduate from high school "college and career" ready. College and career readiness consists of mastering three components: academic skills, technical skills and employability skills. This session will concentrate on providing activities and resources that focus on a variety of employability skills, equipping teachers with the needed tools for teaching students. In addition to training teachers, we will also train all 101 junior students in Employability Skills training along with 8th graders and 5th graders. The students will receive an age appropriate version of task based activities to facilitate classroom conversations about employability skills and careers. Sign in sheets and exit surveys will be collected as evidence of participation. Key personnel are: Monelle Rougeau, Diana Wood, Natasha Jackson, Hempstead High School English teachers, Hempstead Middle School CTE Career teacher, Hempstead Elementary School 5th grade teachers, Leah Smith

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.

Juniors who do not make a college ready score on any section of TSIA2 will be offered the opportunity to come to summer school for a focused intervention on Edgenity (tier 2 MTSS) which provides data on the students progress and offered the opportunity to retake the TSIA2 at the end of summer. Students who do not pass the summer retest will be referred to tutorials during the fall of their senior year.(Tier 3 MTSS)

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.

Lever 1 Strong Program Leadership and Planning
 \$25,000 EAF Coach LaShonda Evans
 \$31,800 Stipends for Advising handbook writing committee, EAF Steering committee and Project Lead
 \$5,000 Professional Development for stakeholders and steering committee members

Lever 2: Effective, Supported School Counselors and Advisors
 \$150,000 Tier 3 SEL Support Counseling providing direct support to Tier 2 and 3 students
 \$30,000 Conference and professional development for advisors and project personnel

Lever 3: Internal Culture of Advising
 \$13,000 Transportation costs for college visits and CTE class trips to partner IHE

Lever 4: Effective External Partnerships
 \$21,250 ESC4 CTE Specialist, Monelle Rougeau

Lever 5: High Quality Tools and Resources
 \$44,000 Computers for Counselors(5), Computer Carts(5), Projectors(5), Computers for student use, miscellaneous presentation supplies, student incentives, MajorClarity License (1 Year)

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	<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