



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 **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): [redacted]

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.

Bartlett ISD staff will develop and implement an individual career and academic advising system that ensures students are college and career ready by high school graduation through the use of effective course planning, diverse CTE course offerings, and responsiveness to the changing college and career needs of Bartlett ISD students and the Bartlett community. Bartlett ISD students will graduate from high school College and Career ready with the knowledge, skills, and supports needed to place them squarely on the path to success based on their future goals, dreams, and success criteria. Each year in September every student in 5th-12th grades will take the Find Your Path Assessment. A designated staff member will meet with each 5th-7th grade student in the fall review their results, current interests and possible careers. The grant-funded counselor will meet with each 8th-11th grade student to review their results and to discuss career options. At this time the counselor will review if the current interests align from years past. Classes will be discussed for the following year that align with the chosen path. In October the counselor will meet with each 12th grade student, review their results from the Assessment, go over their transcript, make plans for after high school (next steps for acceptance into: College, Trade School, Work Force, Military, etc.). Every student from 6th-12th grade will take a career and interest survey/assessment. A designated staff member will meet with each 6th-12th grader to go over their results, current interests and possible careers. The counselor/advisor will meet with each 8th-11th grade student to review their results and to discuss career options. The counselor/advisor will meet with each 12th grade student, review their results from the assessment, go over their transcript, make plans after high school. 100% of the students in each graduating class will secure a plan for their future: admittance to a college, university or trade school; or commitment to the military; or secure a job for post graduation. 100% of BISD's students leaving Middle School to High School will have a personalized plan that will be based off of interest inventories. Students will be a part of the advising process and be confident in the plan that is chosen.

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?

The EAF Coach is Charlotte Winkelmann, the current Director of College/Career Readiness and Guidance and Counseling at Hays CISD. The ESC used a rigorous vetting process to ensure Ms. Winkelmann had the appropriate qualifications to provide guidance to the staff at the LEA.

The Project Lead is Angie Peace, the current Director of Student Services and District Testing Coordinator at Bartlett ISD. Her background in campus administration, counseling, advising for secondary students, and her connections to and within the community ensure she is the most appropriate fit for the role. The district interviewed Ms. Peace to review her qualifications and skills, and their alignment to the position requirements. The district has also taken steps to ensure Ms. Peace has a dedicated amount of time in her schedule meant specifically for project implementation (between 30 and 60 percent, varying throughout the year). The district is also committed to providing support and resources for learning and development to ensure the Project Lead is given all the tools necessary to execute the program. Additionally, support in the way of stipends and improved scheduling is provided to all steering committee members so each person is able to complete duties and tasks as assigned so that the program quality does not suffer.

The district is able to demonstrate that it meets all commitments across all four levers as evidenced by the Diagnostic 2.0: <https://docs.google.com/spreadsheets/d/1eRpmnKbeEw4QxC12AGvdhVgODWIGMIOe/edit?usp=sharing&oid=114284327212552766867&rtpof=true&sd=true>

Additional stakeholder buy-in and building the culture of advising is also indicated withii grant goals as part of our larger climate of learning and modeling the same for all the students within the district.

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
 Intervention: Leveled Literacy Intervention (LLI)
 Targeted Grade Level: 6-7
 Number of Students: 50
 Metrics: student growth (overall), rate of growth, persistent gaps across populations, number of students needing interventions, intervention effectiveness
 EAF Levers: 3, 5
 Essential Actions: weekly data reporting, observation of implementation
 Key Staff: Project Lead, Secondary Principal, Dyslexia/Reading Specialist, ELAR Teacher(s)
 Quality Tools: Fountas and Pinnell materials
 Expected Student Outcomes: Students will meet grade-level reading at a faster rate, more frequently, and with fewer students identified for interventions in subsequent years.

Career Development
 Intervention: Schoolinks
 Targeted Grade Level: 8
 Number of Students: 28
 Metrics: student self-reporting, number and scope of identified career paths indicated on ICAPs, number and type of student-attended career exploration events
 EAF Levers: 2, 4
 Essential Actions: develop and foster strong external partnerships
 Key Staff: Project Lead, Secondary Principal, CTE staff,
 Quality Tools: Schoolinks
 Expected Student Outcomes: Students will participate in a required number of career exploration and planning events, held at the school or as field trips, and will be able to share their personal reactions to multiple paths (benefits and drawbacks)

Personal and Social Development
 Intervention: dedicated, scheduled counseling time
 Targeted Grade Level: 9
 Number of students: 29
 Metrics: student self-reporting, behavior incident data, attendance data, observable student behaviors and interactions
 EAF Levers: 2, 3, 4, 5
 Essential Actions: identify tiers of risk; identify students within each and across multiple tiers; identify and secure MTSS partners and schedule interventions; leverage family engagement partners and procedures to strengthen services and impact; monitor progress across multiple variables; adjust as data indicate; evaluate for effectiveness and outcomes; re-tool as needed
 Key Staff: Project Lead, Secondary Principal, Mental Health Professional(s), Dedicated Counselor, CTE and grade-level teachers, external providers
 Quality Tools: TBD (Endorsed by CASEL)
 Expected Student Outcomes: Students will learn and demonstrate appropriate social, emotional, and character-based behaviors and traits more frequently and with increased effectiveness as they progress through program activities.

Program Requirements, cont'd.

3. Grade-Level Expectations cont'd.

Financial Literacy
Intervention: learning series
Targeted Grade Level: 11
Number of Students: 28
Metrics: number of activities, scope of activities, participation rate, satisfaction/efficacy survey data, student self-reporting, family feedback, observable skill demonstration
EAF Levers: 4, 5
Essential Actions: identify and communicate student literacy goals; identify and secure information sources and providers; schedule learning sessions and logistics; develop and implement evaluation instruments; develop and implement skill application opportunities for students; monitor for effectiveness; evaluate; re-tool or re-teach as needed
Key Staff: Project Lead, Secondary Principal; Counselor, External Providers, Internal Resources (finance dept.), CTE teachers, Math teachers
Quality Tools: TBD (district-selected/written curriculum)
Expected Student Outcomes: Students will demonstrate sufficient skill to be able to manage a household budget and will report feeling prepared to manage personal finances upon exiting secondary school.

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.

Process for Monitoring Students: BISD will use a data tracker to collect student risk factors, identified interventions, intervention actions, attendance, achievement/assessment data, behavior, advising actions, etc., and which is accessible by staff who are participating in the students' progress.

Communication Strategy: BISD advising staff will meet individually with students throughout the year, and teachers may meet with specific students for individualized needs. Quarterly parent/family engagement meetings will include advising information. Families receive notifications, information, invitations, and other communications through email, district calling services, teacher and administration phone calls, multiple electronic communications, mailed information, social media, and face-to-face events and meetings.

Tier 2 Intervention: students in need of targeted supports will be offered additional time for services during related educational activities (504 meetings, during advisory time, during academic interventions, and/or before and after school). Family engagement supports will also be used to intensify connections with those families.

Tier 3 Intervention: in addition to the above supports, Tier 3 interventions may include home visits or other more frequent personal interactions with families, and time built into the student's daily schedule for structured check-ins as indicated by data or individualized student needs.

NOTE: a school safety team and a crisis prevention team (already existing on campus) may also be used to provide additional Tier 2 and 3 supports.

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.

Funds for Leadership and Planning: the funds allocated in 60XX total \$120000. Some of these funds(\$25000) are meant to compensate the project lead and the steering committee for the additional time devoted to implementing the grant activities. \$65000 is set aside for the CTE teacher who will provide the additional instruction needed to meet student needs. \$30000 will pay for a split-funded counselor, who may provide academic advising and/or mental health supports.

Funds for School Counselors and Advisors: as stated above, \$30000 has been allocated to partially fund a full time counselor. Additional funds (\$20000) are set aside in 62XX to secure additional counseling services, including administrative support, as needed to effectively complete all high-quality advising activities.

Internal Partners: stipends and extra duty pay (\$4000) are set aside for additional bookkeeping associated with grant reporting, and to compensate the Finance Director for any activities she leads with students during the course of programming (workshops, etc.).

External Partners: BISD has allocated 5% of the program budget to secure the services of a technical service provider ("Coach"), who will assist with strategic planning, provide consultive services, act as a resource, and assist with overall implementation actions.

High-Quality Tools and Resources: the estimated cost of CASEL approved materials is \$5000; upgrades or additions to data collection and monitoring software is estimated at \$3000. CCMR software is estimated at \$8000. These resources are foundational to the success of the program.

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" value="students"/>	Barrier	<input type="text" value="linguistic, cultural, or economic diversity"/>
Group	<input type="text" value="teachers"/>	Barrier	<input type="text" value="lack of support from parents"/>
Group	<input type="text" value="other"/>	Barrier	<input type="text" value="linguistic, cultural, or economic diversity"/>
Group	<input type="text" value="other"/>	Barrier	<input type="text" value="lack of support from parents"/>

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