



**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

Pre-award costs permitted from

**Required Attachments** (linked along with this form on the TEA Grants Opportunities page)

- Excel workbook with the grant's budget schedules
- Attachment 1: Program Agreement

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

**Shared Services Arrangements**

Shared services arrangements (SSAs) are **NOT** permitted for this grant. **Check the box below if applying as fiscal agent.**

**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
  
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
  
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2022-2023 Effective Advising Implementation Grant Program Guidelines.
  
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the xxx Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
  
- 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

**Program Requirements**

1. Summary of Program: Provide an overview of the program to be implemented with grant funds.

Winters ISD seeks funds to supplement and increase their level of service by implementing the Effective Advising Framework. We are a small, rural school district with "a few people who wear many hats;" therefore, we need someone/committee to implement this program with fidelity. In addition, we do not have the extra funds available to implement some goals, (ie: personal hygiene, field trips/experiences). Our initial goal is to support Winters Elementary programs and mentor the campus for future implementation, while the secondary campuses initiate grade level intervention in the areas of academic, career, personal and social, and financial literacy development.

Winters ISD's goal is to have all eighth grade students enter high school with a four-year plan that will prepare them for their future goals in life and will also meet all graduation and accountability requirements set by the Texas Education Agency. Ideally, the developed four-year plan will be exciting and challenging to the student, encouraging them to complete their high school goals and pursue post-secondary dreams. In addition, it is our goal to have students leave the seventh grade with new knowledge about careers that may interest them in the future. This knowledge will help guide them in making decisions for the high school programs of study and post-secondary plans/options available to them at Winters High School and beyond. Each student will leave seventh grade with a portfolio they have begun which they can revise and edit each year until they graduate high school.

Over the course of the school year, juniors and seniors will utilize test practice materials in preparation for, and improvement on, TSI, ACT, and the SAT. In addition, seniors will complete eight lesson modules to inspire personal and social skill development, as well as business writing skills, in preparation for life after high school. The goal is to ensure that every graduating student has the opportunity to explore career, college, and military readiness through authentic real-world application/experience of acquired skills. Students will leave high school with a working portfolio and exposure to the necessary skills to work and be productive members of society.

Also, at WHS, it is our goal to have students leave the 12th grade with new knowledge about financial literacy to impact their future. This knowledge will guide them in making decisions for their post-secondary plans/options while at Winters High School. Each student will leave 12th grade with an initiated budget to utilize.

Winters ISD is exploring the necessity for an EAF Coordinator/CCMR Specialist and plan to use this grant to determine a need for this position. Responsibilities would include initiating progress and final reports, data collection, quotes and purchasing, and coordinating speakers and field trips.

In addition, through participation in the pilot grant, Winters ISD recognizes the need for an advising document to consist of graduation plans (House Bill 5) and programs of study. Funds from this grant will be utilized to publish this document.

Furthermore, Winters ISD is committed to excellence and desires to keep the EAF Steering Committee abreast of the latest developments and changes in college and career readiness through professional development and conferences. Ultimately, Winters ISD plans to expand this project to include elementary advising milestones.

Metrics will be monitored through completed four-year programs, exams/data analysis, rubrics, surveys, evaluations, portfolios, and budgets.

Winters is a small, rural community in West Texas. We struggle to provide career based experiences for our students; for that reason, we are grateful for this opportunity. The experiences this grant will provide will certainly change lives in Winters ISD.

**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?

Region XV CTE/Federal & State Programs Coordinator Traci Terrill will serve as Winters ISD's EAF Coach. Traci is employed at ESC Region 15 and completed the initial EAF Planning Pilot grant in 21-22. She is the ESC 15 CTE Specialist and has willingly accepted the coaching responsibilities, contingent upon receiving the grant. Two days per month have been allocated towards her coaching. Mandie England, Winters High School Counselor, will serve as Project Lead. Mandie holds a master's degree and is a certified high school counselor who has been advising students for the past seven years. At least 50% of her time in the counseling role encompasses the goals of this project and will be a natural fit for the necessary support. An established EAF steering committee, with England as a member, will effectively lead this project. The committee consists of four administrators, two counselors, and two faculty members. The EAF steering committee will meet monthly with the EAF coach and is dedicated to the implementation of this program through promotion, external partnership development, data collection and analysis, and measured progress. Winters ISD's commitment was evident in the diagnostic tool. WISD provides resources, professional development, and other support systems to implement the vision of this project. The district pledges to continue the work of the EAF Steering Committee by providing resources to students and their families to ensure equity of access to information about postsecondary options and pathways.

**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 - 8TH GRADE - APPROXIMATELY 30 STUDENTS**

\*Intervention: Establish Personal Graduation Plans-Based upon career exploration throughout the year, students identify academic courses that align with career interests. Metrics to be monitored: Student self-reflection surveys, including interest inventories, aptitude, academic planning through MajorClarity will identify intended career cluster and program of study. Students will indicate their top three career options and specific goals in the four-year personal graduation plan which aligns with career goals. \*EAF Levers/Essential Actions: \*Lever 1: With the help of internal partners, WHS will develop clear advising goals to guide 8th grade students preparing for high school. The committee will develop a comprehensive manual of graduation requirements and options for Winters High School. \*Lever 2: WISD will provide time, training, and resources as needed for the goals of the EAF grant to be met for every 8th grade student. \*Lever 3: WJHS will adhere the district EAF plan. WISD will utilize MajorClarity and the most current graduation requirements from TEA. Teachers, counselors, and administrators will prioritize communication throughout the year. \*Lever 5: Counselors will access current, developmentally appropriate tools and resources that align with grade-level benchmarks and promote effective 4-year planning. Key Staff includes counselors, administrators, and internal partners, including 8th grade teachers. Quality Tools and Resources to be used are MajorClarity, Texas Common Course Numbering System, individual university and trade school degree plans, and Winters High School Graduation Planning Booklet. Expected Student Outcomes: Our goal is to have all 8th grade students enter high school with a PGP that will prepare them for their future goals in life and will also meet all graduation and accountability requirements set by the Texas Education Agency. Ideally, the developed four-year plan will be exciting and challenging to the student, encouraging the student to complete their high school goals and pursue post-secondary dreams.

**CAREER DEVELOPMENT - 7TH GRADE - APPROXIMATELY 35 STUDENTS**

\*Intervention: Enroll in Investigating Careers Course. Throughout this course, students will be using specific software designed for career exploration and attend a career day. Metrics to be monitored in the 2022-2023 school year: \*WISD will purchase the Career Ready Labs for students to use as an enrichment program before, during, and after school. It is WJHS's goal to have at least 90% of our students complete at least one lab. Students will work through one career field at a time and complete hands-on activities associated with each lab. \*Ninety-seven percent of students will complete lessons and assessments in MajorClarity with at least an average of 85% or higher. All students will explore career pathways and programs of study. EAF Levers/Essential Actions: \*Lever 1: WJHS will develop clear advising goals which relate to grade level learning. We will also identify internal partners to develop responsibilities for effective advising in the junior high. External partners will be identified for students during Career Day. \*Lever 3: WJHS will adhere to our district EAF plan. WISD will provide training for our career development teacher to know our desired outcomes for the end of the year. Teachers, counselors, and administrators will effectively communicate with all stakeholders. \*Lever 5: WJHS will provide resources to the career development teacher. Extensive training opportunities will be planned at the beginning of the school year and periodically be provided as needed to ensure that programs are being used with fidelity. Tools and resources will be developmentally appropriate and align with grade-level benchmarks established by the district. Key Staff includes counselors, administrators, external partners, and 7th grade teachers. Quality Tools and Resources to be used are MajorClarity Program and Career Ready Labs. Expected Student Outcomes: At WJHS it is our goal to have students leave the 7th grade with new knowledge about careers that may interest them in the future. This knowledge will guide them, in 8th grade, to make decisions for the high school programs of study and post-secondary plans/options available to them at Winters High School and beyond. Each student will leave 7th grade with an initiated portfolio which they can utilize each year until they graduate high school.

**PERSONAL & SOCIAL DEVELOPMENT - 11th and 12th GRADE-APPROXIMATELY 65 STUDENTS**

\*Intervention: Personal and Social Development-Including communication, interview, dress for success, dining etiquette, portfolio, career exploration, business connections, service. \*Metrics to be monitored during the 2022-23 school year: Through research, projects, guest speakers and real-life experiences, students will not only develop business writing skills, but soft skills too. Students will complete both job and college applications, as well as develop and practice interview skills.

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

They will learn about personal hygiene and dressing successfully in addition to dining etiquette skills. Students will create working documents (resume, cover letter, interview thank you, personal essays, business cards) to build a portfolio to take with them after high school. Students will develop and practice public speaking and communication skills, while learning how to research and build presentations. In mid-February, students will utilize a culmination of these skills by attending a Business Connections event to include dinner with Big Country business professionals from the careers students wish to pursue. Furthermore, juniors and seniors will utilize testing practice materials in preparation for, and improvement on, TSI, ACT, and the SAT. And finally, students will explore their future roles as productive members of society through service and volunteerism. Metrics, throughout the course, will be measured through evaluation forms, surveys, project rubrics, exams, portfolios, and feedback from panels and professionals. EAF Levers/Essential Actions: \*Lever 1: WHS will develop clear advising goals, identify personnel to develop clear responsibilities, and identify external partners to bring real life experiences to our students. \*Lever 2: WHS will recruit and retain highly qualified advising staff/support partners and support college and employer visits. We will provide consistent opportunities for knowledge sharing and collaboration, and CTE programming for work-based learning. \*Lever 3: We will adhere to our district EAF plan. District staff will be informed of their role as advising support partners to answer basic advising questions and include concepts in the classroom. Higher-level advising questions are to be referred to counseling staff. We also ensure that students and parents/caregivers have multiple opportunities to share their perspectives. WHS advising staff shares resources and curriculum with all students, parents and caregivers frequently and are transparent in the advising process. \*Lever 4: WHS, along with students and family, will select potential partners based on their ability to address specific needs in advising content areas. Key Staff will include the Business English teacher, counselors, Workforce Solutions Liaison, faculty, and external partners from workforces and businesses in the region. Quality Tools and Resources to be used are Online Resources including desktop application software; Edgenuity Social Emotional Learning; Workforce Solutions of West Central Texas; Cypress Street Station-Abilene; Big Country business professionals. Expected Student Outcomes: Over the course of the school year, juniors and seniors will work to improve college entry test scores. In addition, seniors will complete eight lesson modules to inspire personal & social skill development, as well as business writing skills, in preparation for life after high school. The goal is to ensure that every graduating student explores career, college, and military readiness through authentic real-world application/experience of acquired skills. Students will leave high school with a working portfolio and exposure to the necessary skills to work and be productive members of society.

**FINANCIAL LITERACY - GRADE 9-12 - APPROXIMATELY 90 STUDENTS**

Intervention: Financial Literacy-Contingent upon course enrollment, students will receive financial literacy instruction. Metrics to be monitored in the 2022-2023 school year: \*All seniors will successfully complete and submit the FAFSA form. Each student will receive their EFC document because of submitting their FAFSA. The EFC will give the students a starting point in becoming aware of how they need to plan for their future. \*Ninety-seven percent of students will complete the Texas Reality Check. The Texas Reality Check will inform students of the real-world obligations they will face with the financial decisions they make. \*Ninety-seven percent of students will explore and complete the financial literacy study. \*All students enrolled in classes with financial literacy units will complete a financial budget. Upon completing the prior metrics, students will have the knowledge they need to complete a realistic financial budget they will use as a guide for their spending and financial planning. EAF Levers/Essential Actions: \*Lever 1: WHS will develop clear advising goals which relate to grade level appropriate learning. WHS will also identify internal personnel to help develop responsibilities for effective advising in the high school. External partners will be identified to bring experiences to our students. \*Lever 3: WHS will adhere to our district EAF plan. WISD will provide training of advising to our faculty involved in financial literacy so they will know our desired outcomes for the end of the year for our students. Teachers, counselors, and administrators will effectively communicate throughout the year with all stakeholders in district, with families and the community. \*Lever 5: WHS will provide all tools and resources to the financial literacy teachers. Extensive training will be provided at the beginning of the school year and will throughout the year as the need arises. Resources will be developmentally appropriate and align with grade-level benchmarks established by the district. Key Staff includes counselors, administrators, external partners, and Financial Literacy teachers. Quality Tools and Resources to be used are FAFSA/Expected Family Contribution, The Texas Reality Check, MajorClarity Program, Microsoft Excel, and Banzai. Expected Student Outcomes: At WHS, it is our goal to have students leave high school with new knowledge on financial literacy to impact their future. This knowledge will guide them in making decisions for their post-secondary plans/options available to them at Winters High School and beyond. Each student will leave 12th grade with an initiated budget they can utilize.

**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.

To ensure successful implementation of the Effective Advising Framework, all facets of the program will be carefully monitored through metrics as described in each of the Grade-Level Expectations. The program metrics will be monitored through completed PGP, exams/data analysis, rubrics, surveys, evaluations, portfolios, and budgets. Progress, successes, and challenges will be communicated by various means to all stakeholders, family, and community through social media, the school website, mass media, email, and face-to-face meetings throughout the 2022-23 grant period, as is appropriate for each grade level expectation. Upon completion, all data will be compiled and presented in scientific form to all involved.

Tier 2 intervention strategies are to be employed, as needed, including counseling with students and ensuring that all accommodations are being met. If necessary, students may come after school or on Fridays to receive individual assistance to complete the tasks at hand. Tier 3 intervention will involve parent/guardian contact and after-school support to ensure all work is satisfactorily complete.

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.

The proposed budget of \$319K details funding in the following categories: \$107K payroll for leadership and planning/school counselors and advisors; \$43K professional & contracted services; \$50K operating costs; and \$119K for supplies and resources.

- Funds align to each grade level expectation as follows:
- Academic development (Grade 7): course guide/printing, guest speakers
  - Career development (Grade 8): building rental, guest speakers, career ready software
  - Personal and Social Development (Grade 11-12): guest speakers, portfolio supplies, life skills supplies, career & college readiness – consultation, field trips/career shadowing, business connections, personal hygiene/grooming supplies, test prep materials
  - Financial Literacy (Grades 9-12): guest speakers; software/programs

In addition, we have budgeted for an EAF Coordinator/CCMR Specialist to maximize the effectiveness of the grant and assure the appropriate use of funds. Planning is key to the success of this program. Stipends have been allocated for the EAF Steering Committee for the time and effort necessary to implement this grant with diligence. We have also appropriated contracted funds for an EAF Coach from the Region XV Service Center to assure implementation of the grant with fidelity and to sustain new practices.

**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**