



**2023-2024 Effective Advising Implementation Grant Year 1
Letter of Interest (LOI) Application Due 11:59 p.m. CT, July 14, 2023**

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, July 14, 2023**.

Application stamp-in date and time

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The Effective Advising Implementation Plan and the work completed by the Effective Advising Grant Team were analyzed to prioritize the gaps and needs of Azle ISD ' s current individual planning system. Based on the teams ' work and all documents completed throughout the grant process, Azle ISD was able to determine a clear vision for continuous improvement of our Advising Framework.

First steps for the 2023-2024 school year are to establish a strong understanding of the importance of the Texas Model for School Counseling within district and campus administration to strengthen the program as a whole and enhance the design of the comprehensive school counseling program thereby fostering individual planning and innovative ideas to structure and promote career pathways. The Azle ISD Intervention Principal - EAF Project Lead role will be to coordinate and support the comprehensive school counseling program to further provide consistency in leadership and guidance specific to counseling in Azle ISD and continue to evaluate district needs to determine a specific professional development timeline for the 2023-2024 school year to include opportunities for training " in house " during monthly Counselor Meetings, through opportunities to attend professional learning through ESC11, and if funding sources are available, allow counselors to attend other school counseling conferences such as Lone Star State School Counseling, Texas Counselors Association Conference, American School Counselor Association Conference, or any other counseling focused opportunities for professional development. With the knowledge and insight counselors will receive through additional development of the four components of the Comprehensive School Counseling Program (CSCP), our students and families will be supported on a greater scale.

The intent for the 2023-2024 implementation plan is to better streamline, prioritize, and support the counseling department as a whole across the district and provide a clearer picture of the roles and responsibilities of campus counselors to campus and district leadership. With grant funds, our district would be able to further support opportunities for continued learning with participation of more counseling staff as well as other stakeholders who may impact individual development of career pathways, industry certifications, endorsements, and completion of College, Career, and Military Readiness (CCMR) standards. Funds would also provide the opportunity for supplemental resources, materials, and/or human capital to provide additional support of individual counseling and advising program at all grade levels to promote CCMR. The additional resources, materials, and/or human capital would include the following:

- The Texas Model of School Counseling training for district and campus administrators, ESC 11 coaching and advising for support of the comprehensive school counseling program, and ongoing support of initiatives and programs related to school counseling in Azle ISD. Dare to Lead training for key district staff members to build leadership capacity while supporting the district focus on building and sustaining a culture of supporting the power of positivity, self-reflection, and personal growth.
- A CCMR tracking program to enhance the 6-year individual planning documentation and portfolio development to ensure concentration and completion of CCMR standards.
- Texas School Procedures to provide protocols and regulations for school operations specific to counseling and legal policy requirements.
- Provisions to further encourage and support college and career readiness through focused presentations for juniors and seniors as well as parent support in preparation for applying for college, FAFSA, and scholarships, as well as preparations and incentives for college entrance exams (PSAT, TSI, SAT/ACT), endorsement verifications and performance acknowledgements, PGP reviews, required immunizations, college visits, and steps toward college and career readiness.

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 to ensure they have the appropriate time and capacity to provide the necessary support? What percentage of their time will be allocated specifically to the district to support implementation and what is the ESC fee for the contracted support? What other roles does the EAF Coach hold at the ESC and what is the amount of time allocated to other projects?
- 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. Include the stipend amount allocated for the Project Lead.
- c) **District Steering Committee** - Who will be the steering committee members as defined in the EAF and included below in the Description of Program? For each member, please answer the following: their role and/or qualifications to serve on the committee, and percentage of their time that will be allocated to this project. Include the stipend amount allocated for each steering committee member. Please include representatives from K-12. Consider including someone from the finance department to support this aspect of the grant.
- d) **District Commitment** - Outline the district's commitment to this project. Consider the District Commitments of the EAF 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? Consider the Communication Plan in the district EAF Implementation Plan in your response.

The EAF Coaching Team from the Region 11 Education Service Center consists of Brittany Stroud partnered with other support partners including Dr. Danyetta Harrell, Lisa Harrison, and Chelsea Reeves who provide monthly EAF Coaching sessions. Brittany Stroud continues support through EAF Committee Meetings as the EAF Coach for Azle ISD. Brittany Stroud holds a B.S. in Interdisciplinary Studies, M.A. in Professional School Counseling, a License of Professional Counseling, and a National Board Certification in Counseling. Ten percent of Brittany Stroud ' s time allocation will be spent directly supporting the EAF process and implementation. The ESC 11 contracted coaching fee is \$14,000. Other remaining percentage of support from the ESC coach include crisis response to LEAs, school counseling technical assistance, contracted professional development, mental & behavioral health supports, coaching, and coordination of wrap-around services.

The Azle ISD Intervention Principal is Gina D. Lee who holds her B.S. in Interdisciplinary Studies and M.Ed. in Educational Leadership and Supervision, Principal Certification. Ten percent of the Intervention Principal ' s time allocation will be spent directly supporting the EAF process and implementation. The role of the EAF Project Lead will be to partner with District departments to ensure connection and communication of the EAF Implementation Plan through curriculum support, financial appropriations, data and research analysis, and technology support.

Azle ISD EAF Grant Steering Committee Members are: Project Lead / District Administration - Gina Lee - Lead work of EAF Team, serve as liaison with district central administration, Project Coordinator of CCMR - Heather Huffaker (High School Lead Counselor) - provide CCMR planning for educational and career goals and to facilitate the district process for tracking

3. District Implementation Plan:

a) **Implementation Plan** - What is the summary of the district's EAF Implementation Plan for Year 1 of implementation?

b) **EAF Priorities** - Indicate the EAF Priorities for Year 2 of Implementation. Please include the following for **each EAFP**: a description of the identified EAF Priority to be implemented in Year 2, the targeted grade-level(s), number of students impacted, developmental area addressed (academic, career, personal and social, or financial literacy), alignment to grade-level expectation(s) developed in the planning year, the metrics to be monitored throughout implementation to demonstrate the impact of the EAF Priority (may include participation data, process data, or outcome data), 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 communication and/or professional development needed to address implementation of the priority, the quality materials and tools that will be utilized to support implementation, and the anticipated student outcomes and their alignment to the metrics. Consider your EAF Priority Map in your response.

c) **Intervention Plan** - Consider the grade-level expectations that are aligned to your EAF Priorities. Describe the strategy for monitoring student progress toward

CDN Vendor ID

Amendment #



Program Requirements, cont'd.

4. Budget:

(a) How will the proposed budget meet the goals of the proposed program? Include the following: how the budget aligns to the Implementation Plan and Year 1 EAF Priorities, justification for the specific funding allocations in the proposed budget, and explanation of pay rates and hours expected for services rendered.

(b) 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 materials and assessments. Indicate the budget code(s) for each category aligned to payroll, professional and contracted services, supplies and materials, and other operating costs.

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

SAS # 635-24