



2024-2025 Effective Advising Planning Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, June 7, 2024

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to **competitivegrants@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 7, 2024**.

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: Planning Grant 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 UEI

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 permitted for this grant. **Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities.

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 2024-2025 Effective Advising Planning Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Effective Advising Planning Grant 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:** a) Provide an overview of the program to be implemented with grant funds. b) Describe how this program will support individual planning in the context of comprehensive school counseling. c) Describe how this program will foster innovation in CTE programming and/or promote careers pathways aligned to high-skill, high-wage careers or industries.

The Region 10 team, with its proven expertise, will execute, support, and facilitate the Effective Advising Planning Grant - Cohort 4. This includes strategic planning of a district-wide individual planning system, aligning the plan's objectives and goals with the districts' overall efforts of continuous improvement, and providing responsive technical assistance and coaching to the districts' steering committee members.

During the effective advising planning year, the Region 10 team will collaborate with the LEA steering committee members of the selected districts to build a strong foundation for effective advising. Basing its efforts on the Effective Advising Framework (EAF), the Region 10 team and LEA members will engage in a continuous improvement model that will define and describe the roles and responsibilities of effective administrators who support and manage school counselors. The model will name the actions that the most effective school counseling program leaders and staff do to implement a strong individual student planning system that responds to students' individualized needs and promotes postsecondary success and career readiness and outline the key daily practices that administrators, counselors, and staff will implement with fidelity. Additionally, The LEAs and ESC teams will participate in ongoing professional development that will bolster their leadership and planning of the individual planning system. This approach will ensure a successful advisory plan that supports students' decision-making and planning for college and career after high school and promotes student ownership in exploring and pursuing college and career options.

The Region 10 EAF coaches have a track record of successfully supporting LEAs in developing a comprehensive school counseling program that meets the unique needs of the campuses they serve. Individual planning is an essential component of the counseling program. The EAF coaches, in partnership with the partner LEAs, will collaborate with various college, career, and military programs and partners to create pathways for student success, better align advising practices, and support students by integrating an individual planning system that encourages advanced instruction, a streamlined curriculum that connects to career and technical education, and that connects students work-based learning that gives them a chance to explore exciting careers and gain insight into the job market.

Program Requirements, cont'd.

- 2a. **Project Leadership:** 1) Explain the **EAF Coach** selection. Include the following: Who will serve as the EAF Coach(es)? What are this person's qualifications and what is your justification for selecting them as the EAF Coach? What percentage of time will the EAF Coach(es) be allocated to this project? Include any other roles the EAF Coach holds and the percentage of time they are allocated to other projects, not to exceed 100%. If selecting more than one EAF Coach, indicate which district(s) each coach will be held accountable for supporting for the duration of the grant cycle.
- 2) Provide an overview of the **EAF Coach Strategy** for implementing this project. Include the following: What is the training and communication strategy the EAF Coach(es) will use to ensure participating districts fulfill their commitments to the deliverables of this project? How will the EAF Coach(es) monitor progress toward completion of deliverables? How will an EAF Coach intervene, if necessary, with districts who are not meeting expectations?
- 3) Provide an overview of the **ESC's strategy** for overseeing this project. Include the following: How will the ESC ensure the EAF Coach(es) have the necessary time and resources to successfully complete all grant requirements? How will the ESC monitor the performance of the EAF Coach(es) and track progress toward grant deliverables? What protocol and strategy will be followed if the ESC recognizes the EAF Coach is at risk or if they are notified by TEA that an EAF Coach is at-risk? What steps will be taken if the ESC does not retain the selected EAF Coach(es) for the entirety of the grant? How will the ESC ensure the grant project is integrated with other internal efforts?

2a. 1) Region 10 ESC currently has two trained EAF coaches. One coach is completing her first year in this role, while the other is in her second year and has become a Designated EAF Coach for supporting the Effective Advising Planning and Implementation Years 1 and 2 grants. First, we selected these two coaches to continue receiving in-depth training while supporting new districts by creating and implementing an integrated individual student planning system driven by relationships and regular touchpoints, connections between course choices and career possibilities, and ongoing program leadership development. Equally, the selected coaches have counseling credentials and experience working in the counseling role in the public and charter/private school settings. Both EAF coaches have extensive experience in college and career advising, career and technical education program administration, and training and supporting counselors and staff. They can tap into that knowledge and experience to support new EAF districts in building a strong individual planning system. Furthermore, over this year, as a result of the training and support received through TEA, both coaches gained in-depth knowledge of the EAF, the EAF methodology, and a deeper understanding of the vision of the state of Texas with implementing the individual student planning system component of a comprehensive K-12 school counseling program. Lastly, apart from EAF support and technical assistance, the EAF coaches support the regional districts with implementing their comprehensive school counseling program including guidance curriculum, responsive services and system support which accounts for 85% of their time.

2a. 2) The EAF coaches will meticulously develop and follow a comprehensive support plan during the planning year. This plan will outline clear goals, milestones, and outcomes, establish a timeline for completing grant activities and deliverables for the selected EAF partner districts, and include planned opportunities for check-ins and technical support, training, monitoring progress, and adjustment. The coaches will use various tools and resources, such as virtual platforms, shared drives, newsletters, and websites, to ensure ongoing communication throughout the project. They will also leverage the EAF Diagnostic tool, Grade-Level Expectations Guide, and Gap Analysis tool to assess current advising practices and reflect on postsecondary readiness data. This data-driven approach will help identify students' experiences and gaps with advising and design an effective advising system that is student-centered and connects students learning in kindergarten to 12th grade to career pathways and high school programs of study that lead to high-growth and high-demand occupations.

2a. 3) The ESC Program Coordinator with responsibility for the EAF grant will ensure that the ESC EAF coaches have the necessary time and resources to successfully complete all grant requirements by conducting check-ins and goal-setting sessions with the coaches, adequate scheduling, outlining timelines and deliverables, and tracking all progress toward grant deliverables in collaboration with project leads. Region 10 leaders, consultants and EAF coaches will work together toward an already-established project performance management (PPM) process that includes weekly, multi-level coaching and support toward goal setting, establishing implementation milestones and timelines, as well as identifying and closing potential implementation gaps as/before they arise. R10 leaders, consultants, and EAF coaches work together to backwards plan, and document, program timelines and outcomes via weekly coaching check-ins. Should an EAF coach not be retained for the entirety of the grant, ESC 10 will ensure the project's continuity and the timely completion of all deliverables. This may include transitioning responsibilities or updating timelines. Using two personnel units will allow us to support 3 LEAs with this work.

- Bland ISD: Amanda Knight
- Irving ISD: Nickisha Fowler
- Mesquite ISD: Amanda Knight

Program Requirements, cont'd.

2b. **District Leadership:** 1) Provide an overview of the selection process for **partner school districts**. Include the following: an outline of the process you undertook to select partner districts, reasoning behind your selection, considering key elements such as current initiatives, participation in other projects, district and/or campus level leadership, etc., if any, that informed the selection.

2) Explain in detail how the districts you have selected meet the CTE defined criteria listed in the Eligible Applications section of these Program Guidelines. Include information for each criterion met by the individual districts.

3) Explain **Project Lead** selection. Who are the identified Project Leads at each partner district and what are their qualifications to serve as Project Lead? Include the strategy for each district selection of a Project Lead and how the district will ensure this person has the necessary time and resources to successfully complete grant deliverables.

2b. 1) Beginning in the Fall of 2023, we used every opportunity (i.e., in-person district visits, quarterly curriculum directors' meeting, Internal website, virtual meetings with individual district teams, etc.) to engage with regional districts to share and educate them about the EAF and its benefits. Once interest was garnered, our team met with individual districts to learn more about their school counseling program and their vision and goals for the 24-25 school year. Through this process, we were able to identify potential partner districts. We looked at some factors, including current initiatives: Texas Regional Pathways Network, Effective Schools Framework, GEAR UP, and pathways work and participation projects, such as Jet Grant, CTE Summer Grant, and Texas College Bridge. Likewise, our team considered district and/or campus-level capacity to include the level of district/school and community engagement and excitement for this project. Our ultimate aim was to identify and recruit districts with the potential to engage meaningfully and commit to this project. Our selection process was comprehensive, and our criteria will allow our district-level initiatives to benefit greatly from our partnerships.

2b. 2) In addition to district capacity, sustainability, commitment, and willingness to build an effective individual planning system that supports all students in making informed decisions related to post-secondary planning, we also considered whether the identified district partners met the minimum requirements. Per 2022-23 data, our first partner district, Bland ISD, is rural and has 217 students enrolled in grades 9-12, with 154 (71%) being CTE Concentrators/Completers. Irving ISD has 9,410 students enrolled in grades 9-12, with 4,446 (47%) being Concentrators/Completers. Thirdly, Mesquite ISD has 12,446 students enrolled in grades 9-12, of which 5,975 (48%) are Concentrators/Completers.

2b. 3) The project leads are current staff members who work directly with the planning and implementing of the district's comprehensive school counseling program. Members hold roles within the district and schools as Directors of Counseling and College Readiness, Advanced Academics Coordinators, and Counselors. District and campus leaders also select project leads as they align the individual planning system to the overall district improvement initiatives. Region 10 ESC believes involving a diverse group as part of the district's steering committee will benefit the planning process of the Effective Advising Framework.

Program Requirements, cont'd.

3. **Goals Objectives and Strategies:** Provide an overview of the program to be implemented with grant funds. Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

During the planning year of the Effective Advising Grant - Cohort 4, Region 10 ESC aims to work collaboratively with partner districts to achieve the following goals and objectives:

1) Plan and design an integrated district-wide individual planning system

This entails a comprehensive approach modeled after our established Effective School Framework (ESF) processes to advising driven by relationships, strong communication, and regular touchpoints between stakeholders. Through this approach we hope to see, as a result, more students make stronger connections between their academic choices, career pathways, and postsecondary education.

2) Provide ongoing training for EAF coaches at the ESC

This will deepen EAF coaches' understanding of counseling and advising and allow them to serve as regional subject matter experts on the EAF and EAF processes. It will also enhance their skills in coordinating with districts on projects like the EAF

3) Provide technical assistance to partner districts in the EAF planning process

Region 10 EAF coaches will work with the district steering committees to design an integrated individual student planning system that improves postsecondary outcomes for students by focusing on pathway leadership, guidance, and support to the overall school counseling program.

Program Requirements, cont'd.

4. **Performance and Evaluation Measures:** Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools and data used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

During the planning phase, EAF Coaches will support districts in strategically planning an Individual Planning System aligned with the EAF. This support will start with each partner district collecting data that will bring strategic value to developing clear, data-driven goals for the individual student planning system. Likewise, data collection will allow districts to identify gaps early to determine the right change for the greatest impact and drive better student outcomes. To achieve this, EAF coaches will use the available tools and resources. First, the EAF coaches will support steering committee members by using the diagnostic tool to evaluate the current state of effective advising within the district and determine areas that need improvement following the EAF. Subsequently, using the grade-level expectation (GLE) guide, the EAF coaches will lead steering committee members in designing an effective advising system for the district that reflects the diagnostic findings and establishes a clear vision, long-term goals, and student-centered grade-level expectations. Lastly, utilizing the gap analysis tool, EAF coaches will guide the district teams in selecting four high-leverage priorities to implement in the following school year and support the team in developing an aligned EAF strategy to meet student needs and outcome goals.

5. **Budget Justification:** Describe how the proposed budget will meet the needs and goals of the proposed program. Include justification for the specific funding allocations in the proposed budget and provide detail on stipends and hours expected for services rendered.

Payroll cost: Region 10 ESC intends to use two EAF-trained consultants to lead and facilitate the goals and objectives of the Effective Advising Framework grant with the partner districts. Payroll costs will account for 5% for EAF coach 1 and 10% for coach 2. This will be \$18,200 including overhead costs.

Professional and Contracted Services: Region 10 ESC will reserve \$10,000 in funds for a data collection tool that will enable the steering committee to plan, create, and initiate the implementation of the individual planning system. This resource will bring strategic value to developing clear, data-driven goals for the effective advising plan to graduate all students to be ready for college and career, including career in the military. This service will allow the distinct steering committees to identify gaps early in their planning process and determine the right change for the greatest impact and improved student outcomes by leveraging real-time, student-level data to provide targeted interventions and support.

Travel and registration: Region 10 ESC will budget \$29,800 in funds to allow steering committee members and ESC staff to attend in-state training and/or conferences that will provide them with invaluable opportunities to identify tools and resources that bolster their leadership and planning of the individual planning system and expose them to a diverse range of trending topics and experts in career and technical education and effective advising that will significantly enhance their knowledge and expertise, particularly in ensuring equal access, examining and mitigating unconscious bias, and deepening their advising skills to support students' academic, career, and personal and social growth.

Supplies and Materials: \$500 will be assigned for additional materials and supplies that do not require specific approval.

Other Operating Costs: Region 10 ESC will reserve \$12,600 for stipends for non-employees. Under the direction of the Project Lead, the EAF steering committee will participate in ongoing training on each component of the Effective Advising Framework, professional development, and consultation with the EAF.

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"/>

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