



2022-2023 Effective Advising Planning for New Coaches
Letter of Interest (LOI) Application Due 11:59 p.m. CT, June 24, 2022

NOGA ID

Authorizing legislation

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 24, 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 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. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

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 Planning for New Coaches Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Effective Advising Planning for New Coaches 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. Describe how the program will improve individual student planning systems in the context of comprehensive school counseling programs.

Program Overview:
 ESC 13 will work with identified district partners (Dripping Springs and Taylor ISD) to plan an Effective Advising Program (EAP) to expand opportunities for every student to complete postsecondary opportunities and career pathways that lead to credentials with competitive labor market options. The Effective Advising Framework will improve the individual planning comprehensive school counseling program component via strategic planning, move away from a siloed advising model, and support students through an integrated advising approach that empowers learners in planning and monitoring progress towards their college, career, and military readiness goals. The following will be our top 3 task priorities:

Coaching, Training, and Support: The EAF Coach will provide technical coaching, training, and support to districts based on grant requirements, TEA trainings, prior work with schools, the schools' data and achievements, and needs assessment survey results.
 Data Collection: With guidance from the EAF Coach, identified districts will create, disseminate, and gather data points to drive coaching plan and EAP Plan components.
 District Planning: With guidance from the EAF Coach, EAP Leads will assess current individual planning practices per Texas Model for Comprehensive School Counseling Program to help successfully develop EAP Plan components to create an EAP through the key levers, district commitments, essential actions, and key practices.

Upon grant award, ESC 13 will schedule a kickoff meeting with TEA in August 2022 to establish project outcomes, timelines, delivery of agreed upon deliverables, and communication protocols to support the management of district partners. ESC 13 will attend regular training sessions with TEA and will meet as needed to ensure continued alignment on program expectations. The EAF Coach will be responsible for facilitating communication between participants and TEA. At the start of the grant period, the EAF Coach will meet with each individual EAF Lead to share initial communication to include an overview of the project and establish meeting dates.

With support from the EAF Coach, the EAP Lead will collect data to evaluate current advising practices (CSCP Individual Planning Component) and initiatives that impact student enrollment in programs and learning opportunities beyond the high school diploma. Collecting and reviewing specific data points will be instrumental to defining strengths and weaknesses in each district's advising program. To inform the Data Collection Plan, each EAP Lead will conduct a needs assessment with stakeholders, complete an Effective Advising Diagnostic Assessment, and gather additional data points.

Each district partner will be provided support through technical assistance, coaching, data review, and collaborative opportunities throughout the year provided directly by the EAF Coach. Through scheduled training and individual consultation appointments, districts will develop and monitor their EAP. A focus on equitable education and lessons for career awareness and development will have programming that includes the following priorities based on the Texas Model for Comprehensive School Counseling Program Individual Planning systems: (1) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information(2) implementing ways to enhance learning and achievement for all students, including special populations, by promoting a cooperative, comprehensive, and purposeful learning environment.

Because we know that the implementation of a high-quality comprehensive, developmental school counseling program benefits all populations served through the program, a comprehensive counseling program will be aligned and this will be a focus included throughout each pilot district partner's plan. With the counseling initiatives including EAF components, the individual planning programming component at each campus will support students' skill development in achieving their educational, career, and personal/social goals based on positive relationships with school counselors/internal campus partners, strong leadership and planning, regular communication and strategic touch points with school counselors and advisors, build an internal school culture of advising, effective external partnerships, and high quality tools & resources.

Program Requirements, cont'd.

2. Budget Justification - describe how the proposed budget will meet the needs and goals of the program. Please include justification for the specific funding allocations in the proposed budget.

- Payroll Costs: Ms. Jenny Brockway will serve as the EAF Coach at ESC 13 for the grant program. Payroll costs to account for 35% of time spent on the grant will be \$31,880 with \$8,989 to cover approximately 28% of employee benefits for a total of \$40,869.
- Professional and Contracted Services: ESC 13 will reserve \$10,000 in funds for software and technology to support data collection and tracking in order to streamline postsecondary planning, activities, and tracking at each LEA. In addition, ESC 13 will reserve \$5,000 to leverage work-based learning opportunities offered through CTE programs by working with a local contractor to strategically enhance and support programs of study offerings aligned to regional high-growth, high-demand occupations and to help highlight the career pathways into these occupations. Professional and contract services that do not require specific approval amount to \$2,457. Total professional and contract services amount to \$17,457.
- Supplies and Materials: \$1,369 is assigned for additional supplies and materials that do not require specific approval.
- Other Operating Costs: ESC 13 will reserve the majority of the budget for stipends for non-employees. Designated Effective Advising Program Leads at each participating school district will receive \$10,000 (2 x \$10,000 = \$20,000). Stipends for Effective Advising Program Team members at each of the participating school districts will receive a total of \$15,000 to be distributed according to considerations in the Program Agreement (2 x \$15,000 = \$30,000); steering committee team members will receive stipend amounts aligned to the time and effort allocated to the project. Additionally, \$6,000 is allotted within the remaining 6400s for travel funds to allow for onsite visits and training as needed. The total amount allotted for Other Operating Costs is \$56,000.
- Indirect Costs: ESC 13 will receive \$9,305 in indirect costs (8.043%).

Program Requirements, cont'd.

3. Grant Lead and Project Oversight - provide an overview of the ESC's strategy for overseeing this project. Include the following: A) How will the ESC ensure the EAF Coach has the necessary resources to successfully complete all grant requirements? Include a specific percentage of time the EAF Coach will be allocated to this project as well as the percentage of time they are allocated to other projects, not to exceed 100%. B) How will the ESC monitor the performance of the EAF Coach and track progress toward grant deliverables? What protocol and strategy will be followed if the ESC recognizes the EAF Coach is at risk? What protocol and strategy will be followed if the ESC is notified by TEA that an EAF Coach is at-risk? C) How will the ESC ensure the grant project is integrated with other internal efforts?

A) ESC 13 Counselor Support Services has access to a team of experts for collaboration in the areas of CTE, Perkins, College, CCMR, MTSS, Leadership and Character Development, School Improvement, and trained Effective Schools Framework (ESF) facilitators. Our team of experts will support the EAF Planning Coach through consultation and guidance to assist in developing a strategic plan for implementation with partner districts. These content areas are interwoven in the Texas Model for Comprehensive School Counseling Programs. ESC 13 has access to an experienced grants team that will assist the EAF implementation. EAF Planning Coach will have access to technology and communication tools to successfully complete grant requirements. These resources include high-quality electronic communication, video conferencing tools and licenses, Canvas Learning Management System, E-Campus Participant and Evaluation System, and access to meeting facilities and training space. Ms. Brockway will allocate up to 35% of her time to support districts in designing and developing their respective plans. Mrs. Brockway has existing partnerships with all districts participating in the EAP Grant and will ensure districts receive clear, consistent messaging. Mrs. Brockway will dedicate 650 working hours to this project in the 2022-23 school year in training, technical assistance, consultation services, and grant management. Ms. Brockway will be allocating the remaining of her time and effort to the following projects: 40% Counselor Support Services, 20% Title IV Part A Student Support and Academic Enrichment, and 5% Mental Health Behavioral Health Grant through Title IV Part A.

B) Ms. Brockway will meet monthly with the Budget Manager and leaders regarding grant deliverables progress, budget review, and debrief any challenges partner districts are experiencing with grant milestones. ESC 13 has access to an experienced grants team that will assist the EAF Planning Coach with additional budget management and monthly reviews to monitor progress towards grant goals. Ms. Annie Molina is ESC 13's Senior Coordinator of Grants, Contracts, and Procurement and coordinates, researches, and supervises reporting and funding requirements for federal and state grants awarded to ESC 13. Under Ms. Molina's leadership the EAF Planning Coach will have clear direction regarding accomplishing the grant deliverables. ESC 13's internal processes and procedures are set in place to ensure grant compliance and goal achievement. ESC 13 has extensive expertise in efficiently operating numerous grants to ensure all TEA requirements are followed and program goals are met. If the ESC recognizes that the EAF coach is at-risk, ESC 13 will utilize a local budget funding source to contract Ms. Winkelmann, former EAF Planning Coach to support the partner districts alongside the at-risk EAF Coach to ensure grant deliverables are accomplished in addition to Ms. Winkelmann serving as an advisor to improve deficiencies experienced by the at-risk EAF Planning Coach. Similarly, if TEA notifies the ESC that the EAF Planning Coach is at-risk, ESC 13 will utilize local budget funding sources to contract Ms. Winkelmann to support the partner districts alongside the EAF Planning Coach and provide one on one consultation to identify areas of growth for the at-risk EAF Planning Coach. ESC 13 will document a coaching growth plan and share an actionable list of steps that the at-risk EAF coach completed towards their coaching improvement goals. This plan will be shared and submitted to the appropriate TEA staff member.

C) To integrate EAP efforts into the overall ESC portfolio of district support, ESC 13 will identify grant goals and deliverables on each partner district's internal service page as a reference to all staff providing specialized support to regional districts. These internal communications will also highlight the EAP Pilot initiatives and connections to ongoing projects and current work streams. To ensure the pilot program is integrated with other CCMR initiatives being deployed at partner districts, ESC 13 program teams will continue to meet biannually with District CCMR Leaders to collaborate and share best practices of increasing CCMR outcomes. The efforts of these meetings are to increase capacity of student achievement in the area of CCMR indicators by: sharing best practices; disseminating current requirements and news related to A-F Accountability; coordinating collaborative check-in points throughout the year and strategic efforts; and understanding needs based on gaps in accessibility or achievements towards CCMR targets.

Program Requirements, cont'd.

4. EAF Coach Success - provide an overview of the EAF Coach's strategy for implementing this project. Include the following: **A)** Who will serve as the EAF Coach for participating districts and why did you choose this person to serve in this role? Please detail their qualifications. **B)** What is the training and communication strategy the EAF Coach will use to ensure participating districts fulfill their commitments to the deliverables of this project? How will the EAF Coach monitor progress toward completion of deliverables? How will an EAF Coach intervene, if necessary, with districts not meeting expectations?

A) Ms. Brockway will serve as EAF Coach for participating districts. She was selected based on her role as the Coordinator for Counselor Support Services that currently provides training, consultation, and technical assistance to over 1,400 counselors in our region. She holds a Master of Science in Counseling and Development from Texas Woman's University and a LPC-S. Ms. Brockway has a strong understanding and background of the Texas Model for Comprehensive School Counseling Programs and utilizes the model to guide all training, support, resources, and information disseminated to our LEAs regarding school counselor best practices. In addition, Ms. Brockway is an experienced educator with 15 years of experience as a bilingual classroom teacher, school counselor at all grade levels, and practicing LPC-S.

B) The EAF Coach at ESC 13 will attend and complete required TEA training and support the development of each district's EAP Plan; convene and coach two identified school districts to increase programming components, resources, and initiatives for advising through scheduled trainings and individual consultation appointments with participating districts; track and review progress toward completion of program goals and deliverables; coordinate time lines and approval processes to ensure efficient and effective communication and collaboration; and finalize deliverables for TEA review. Scheduled one on one consultation will be conducted regularly with partner districts. Additionally, virtual office hours will be available for consultation support in addition to one on one consultations with partner districts in order to complete grant deliverables.

The EAF Planning Coach will monitor and track progress toward grant deliverables utilizing the Effective Advising Diagnostic tool, training survey data feedback, and host focus groups with partner districts each semester to debrief and evaluate coaching, consultation, and technical assistance provided by EAF Planning Coach. The EAF Planning Coach will utilize the following milestones to monitor and track progress towards grant deliverables: Calendar of meetings between EAF Planning Coach and EAF Leads/ EAF teams, Monthly training agendas, TEA approval of EAP Plan components for each district (EAP Team Roster and EAP Mission, Vision, and data-driven Goals), Completed district needs assessment, Completed Effective Advising Diagnostic Assessments, Data Collection Plan, EAP K-12 Advising Milestones and Grade-Level Benchmarks, EAP Staff and Training Plan, EAP Communication Plan and; EAP Sustainability Plan.

The EAF Coach will collect nine-week assessment data to monitor progress towards the District program goal. The data collected will include survey data, scenario data, and state related data (report cards, PEIMS, etc). The EAF Coach will then meet with EAF Leads and teams to review benchmark results to modify or adjust any initiatives in order to progress towards specific deliverables and key milestones outlined in the project plan. For the first quarter benchmark, each district will develop the plan and time line to begin measuring progress towards program requirements and deliverables. The EAF Coach will meet with district leads and teams individually to discuss and measure progress towards the goals. Training will be provided to counselors, identified teachers, and administrators regarding the program goals and initiatives so that more students are supported throughout the district, including each elementary, middle school and high school campuses. At the second quarter benchmark, the EAF Coach will identify any milestones that are ahead, behind, or on time and compare the current schedule to the baseline schedule to ensure alignment. Necessary adjustments will be made to ensure that all project goals, deliverables and milestones will be met. Further enhancing programming options including assistance in recruiting industry partners for support (i.e. guest speakers), co-teaching, mentoring, internships, and externships will be considered and implemented as needed by each district team. At the third quarter benchmark, each district will continue to measure progress towards goals in the district plan. Further adjustments will be made to ensure that program goals, deliverables and milestones are achieved on time. Intentional and structured support by the EAF Planning Coach will be provided as needed for the group of pilot schools collectively and also individually.

If deliverables and/or milestones are not met, the EAF Coach will immediately notify the designated EAP Lead and plan a virtual or face-to-face meeting to review the missed deadlines/milestones, brainstorm possible solutions, and consider advantages/disadvantages to each possible solution. The EAF Coach will summarize the issue and its resolution in an email to the appropriate TEA Program Manager and TEA may choose to provide an alternative resolution if warranted.

Program Requirements, cont'd.

5. District Success - provide an overview of the ESCs strategy for selecting and coaching partner school districts. Include the following: A) An outline of the process you undertook to select partner districts, considering key elements such as current initiatives, participation in other projects, district and/or campus level leadership, etc., if any, that informed the selection. B). Who is the identified Project Lead at each partner district and what are their qualifications to serve as Project Lead. Also include the strategy for ensuring the Project Lead has the necessary resources to successfully complete grant deliverables. C) Attached Program Agreements with each identified partner district demonstrating their commitment to participate in the project.

A) ESC 13 reviewed district and campus data from TAPR and TexasSchools.org and considered each LEA's performance in the following areas: Campus Level CCMR achievements, specifically in the Student Achievement Domain raw scores within the state accountability reports, each of the sub-population achievements and performance within CCMR achievements, specifically in the Closing the Gaps Domain within the state accountability reports, economically disadvantaged percentages, state graduation rate percentages, district-level school counselor leadership, previous participation in learning opportunities within the ESC 13 Counseling Services comprehensive counseling programming offerings, previous participation in other related programming within ESC 13 such as CTE support and learning, ESC 13 mobile lab partnerships, and CCMR training.

To meet ESC 13 and TEA's goal of shared responsibilities for program sustainability and intentional programming outcomes, ESC 13 identified similar sized districts who would benefit from opportunities for collaboration and capacity building and could work together to provide continued support and sharing of best practices beyond the life cycle of the grant.

Dripping Springs ISD was selected to participate in the EAP Pilot based on the data points and demonstrated growth and learning of their high school counseling team. Dripping Springs ISD's counseling team has actively participated in ESC 13's School Counseling Program opportunities by sending counselors to the New Counselor Institute, Rising Counselor Leaders Cohort, High School Lead Counselor Collaborative regional monthly meetings, Guidance Area Directors active membership and participation in addition to participating in counseling workshops throughout the year with unlimited seat membership, as well as engaging in professional development presenter opportunities. Furthermore, Dripping Springs ISD has district-level school counselor leadership. The Director of SEL and Health Services is an experienced certified school counselor that supervises and leads campus school counselors to develop and implement a comprehensive school counseling program K-12.

Similarly, Taylor ISD was selected to participate in the EAP Pilot based on their demonstrated investment in building a foundation for continued growth and success of an EAP that supports all students in making informed postsecondary planning decisions. The current K-12 counseling team, with support from central administrative leadership, has attended the New Counselor Institute, Rising Counselor Leaders cohort, and is currently engaged in our Guidance Area Directors monthly meetings with active membership and participation. Additionally, Taylor is currently part of the Perkins Reserve Grant and regularly attends college, career, and military readiness professional development. Taylor ISD has district-level school counselor leadership. The current Director of Social-Emotional Learning & Guidance is dedicated to aligning K-12 campuses to the Texas Model for Comprehensive School Counseling with a special emphasis on enhancing the individual planning counseling program component (advising practices) at Taylor High School.

B) Dripping Springs Project Lead: Mrs. Tisha Kolek, Director of SEL and Health Services

Experience: Mrs. Kolek is an existing employee of Dripping Springs ISD and has 25 years of experience in public education and counseling services; Mrs. Kolek offers knowledge as a classroom teacher, campus counselor, district leader, regional coordinator, and most importantly an advocate for the education profession. Kolek has led campus counseling teams of various sizes as well as district counseling teams for as many as 52 schools. She also has extensive experience presenting in the Austin area to audiences that include school district personnel, school leadership teams, mental health professionals, and social service agencies. Kolek has also worked with district teams and respective counseling teams to strategically develop comprehensive counseling programs aligning to campus and district improvement plans.

Taylor ISD Project Lead: Mrs. Rachelle Fink, Director of Social-Emotional Learning & Guidance

Experience: Rachelle Finck has 15 years of educational experience; 7 of which were as a school counselor. Rachelle has worked as a school counselor K-12 and served at the district level for 6 years, serving teachers and school counselors. Rachelle has a Bachelor's of Arts in Math from Manchester University and a Master's of Arts in Professional Counseling from Texas State University. Mrs. Finck is currently the Director of Social-Emotional Learning & Guidance in Taylor ISD and supervises the school counseling and student support services teams.

22-23 Effective Advising Planning Grant Agreement

This agreement is written by and between:

Education Service Center, Region 13 hereinafter referred to as “ESC”, and

Dripping Springs ISD, hereinafter referred to as “District”,

regarding the 2022-2023 Effective Advising Planning Grant.

This agreement provides the core functions required of the ESC and District within the Effective Advising Planning Grant. By signing this document, the identified organization(s) commit to the roles and responsibilities as outlined below. This agreement will go into effect on July 15, 2022, or on the start date of the grant, whichever is earlier, and will terminate at the end of the grant period.

Purpose of this grant program:

The Carl D. Perkins Career and Technical Education Act is intended to expand opportunities for every student to complete career and education pathways that lead to credentials with value in the labor market. The planning and implementation of an individual student planning system within the context of a comprehensive school counseling program in a school district is essential to students' academic, career, personal, and social development. This grant project supports school districts in the leadership and planning of an individual student planning system, aligned to the Effective Advising Framework (EAF), with technical assistance provided by Effective Advising Framework Coaches (EAF Coaches).

Effective Advising Planning Grant Roles and Responsibilities

Education Service Centers agrees to the following key functions:

1. Serve as fiscal agents and grant leads throughout the grant period; and
2. Identify a staff member to serve as the EAF Coach throughout the grant period and reserve the necessary capacity for all staff to meet grant requirements.

EAF Coaches agrees to the following key functions:

1. Complete all TEA grant requirements to achieve EAF Coach designation with distinction;
2. Lead the district in the completion of a Diagnostic and make suggestions for areas of focus;
3. Provide technical assistance and coaching to the district's Project Lead to support completion of the Strategic Plan; and
4. Oversee the timely completion of all grant deliverables.

The District agrees to the following key functions:

1. Identify a school counselor or administrator staff person to serve as the Project Lead throughout the grant period who will be responsible for submission of grant deliverables to the EAF Coach; and

2. Provide the Project Lead with the necessary capacity, support, and authority to convene and lead an Effective Advising Steering Committee.

The Project Lead agrees to the following key functions:

1. Serve as the district's representative for effective advising in the context of the district's comprehensive school counseling program;
2. Work closely with and complete all grant requirements set forth by the EAF Coach; and
3. Convene and coordinate the work of an Effective Advising Steering Committee, made up of at least one administrator, one school counselor, one Career and Technical Education representative, and one representative of special populations.

The Effective Advising Steering Committee agrees to the following key functions:

1. Reserve the time and capacity to complete all grant requirements with fidelity under the direction of the Project Lead.

Effective Advising Planning Grant Staff Contact Sheet

ESC Information:

Name of ESC Education Service Center, Region 13

Name of Authorized Representative Albert Felts

Authorized Representative Title Associate Director

Authorized Representative Email albert.felts@esc13.txed.net

Authorized Representative Phone Number 512-919-5419

Name of EAF Coach Jenny Brockway

EAF Coach Title Counseling Services Coordinator

EAF Coach Email jenny.brockway@esc13.txed.net

EAF Coach Phone Number 512-919-5112

District Information:

Name of District Dripping Springs ISD

Name of Authorized Representative Dr. Holly Morris-Kuentz

Authorized Representative Title Superintendent of Schools

Authorized Representative Email holly.morriskuentz@dsisdtx.us

Authorized Representative Phone Number 512-858-3002

Name of Project Lead Tisha Kolek

Project Lead Title Director of SEL and Health Services

Project Lead Email tisha.kolek@dsisdtx.us

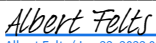
Project Lead Phone Number 512-858-3000

By signing this agreement, the identified party agrees to the roles and responsibilities that are outlined on page 2 and understand the importance of their roles and responsibilities in the success of this grant project. If either party chooses to terminate this agreement prior to the end of the grant period, a written notice which meets the requirements set forth by the Texas Education Agency (TEA) must be provided with a minimum 30-day notice. If any staff person named on page 3 of this agreement changes, written notice will be provided to the other party with a minimum 30-day notice.

ESC Signatures

ESC Authorized Representative


Name Albert Felts ESC 13 Title Associate Director

Signature  Date Jun 22, 2022

Albert Felts (Jun 22, 2022 08:35 CDT)

EAF Coach

Name Jenny Brockway ESC 13 Title Counseling Services Coordinator


Signature  Date Jun 22, 2022

Jenny Brockway (Jun 22, 2022 08:28 CDT)

District Signatures

District Authorized Representative

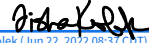
Name Dr. Holly Morris-Kuentz Title Superintendent of Schools

Signature  Date Jun 22, 2022

Holly Morris-Kuentz (Jun 22, 2022 14:55 CDT)

Project Lead

Name Tisha Kolek Title Director of SEL and Health Services

Signature  Date Jun 22, 2022

Tisha Kolek (Jun 22, 2022 08:37 CDT)

22-23 Effective Advising Planning Grant Agreement

This agreement is written by and between:

Education Service Center, Region 13, hereinafter referred to as “ESC”, and

Taylor ISD, hereinafter referred to as “District”,

regarding the 2022-2023 Effective Advising Planning Grant.

This agreement provides the core functions required of the ESC and District within the Effective Advising Planning Grant. By signing this document, the identified organization(s) commit to the roles and responsibilities as outlined below. This agreement will go into effect on July 15, 2022, or on the start date of the grant, whichever is earlier, and will terminate at the end of the grant period.

Purpose of this grant program:

The Carl D. Perkins Career and Technical Education Act is intended to expand opportunities for every student to complete career and education pathways that lead to credentials with value in the labor market. The planning and implementation of an individual student planning system within the context of a comprehensive school counseling program in a school district is essential to students' academic, career, personal, and social development. This grant project supports school districts in the leadership and planning of an individual student planning system, aligned to the Effective Advising Framework (EAF), with technical assistance provided by Effective Advising Framework Coaches (EAF Coaches).

Effective Advising Planning Grant Roles and Responsibilities

Education Service Centers agrees to the following key functions:

1. Serve as fiscal agents and grant leads throughout the grant period; and
2. Identify a staff member to serve as the EAF Coach throughout the grant period and reserve the necessary capacity for all staff to meet grant requirements.

EAF Coaches agrees to the following key functions:

1. Complete all TEA grant requirements to achieve EAF Coach designation with distinction;
2. Lead the district in the completion of a Diagnostic and make suggestions for areas of focus;
3. Provide technical assistance and coaching to the district's Project Lead to support completion of the Strategic Plan; and
4. Oversee the timely completion of all grant deliverables.

The District agrees to the following key functions:

1. Identify a school counselor or administrator staff person to serve as the Project Lead throughout the grant period who will be responsible for submission of grant deliverables to the EAF Coach; and

2. Provide the Project Lead with the necessary capacity, support, and authority to convene and lead an Effective Advising Steering Committee.

The Project Lead agrees to the following key functions:

1. Serve as the district's representative for effective advising in the context of the district's comprehensive school counseling program;
2. Work closely with and complete all grant requirements set forth by the EAF Coach; and
3. Convene and coordinate the work of an Effective Advising Steering Committee, made up of at least one administrator, one school counselor, one Career and Technical Education representative, and one representative of special populations.

The Effective Advising Steering Committee agrees to the following key functions:

1. Reserve the time and capacity to complete all grant requirements with fidelity under the direction of the Project Lead.

Effective Advising Planning Grant Staff Contact Sheet

ESC Information:

Name of ESC	Education Service Center, Region 13
Name of Authorized Representative	Albert Felts
Authorized Representative Title	Associate Director
Authorized Representative Email	albert.felts@esc13.txed.net
Authorized Representative Phone Number	512-919-5419
Name of EAF Coach	Jenny Brockway
EAF Coach Title	Counseling Services Coordinator
EAF Coach Email	jenny.brockway@esc13.txed.net
EAF Coach Phone Number	512-919-5112

District Information:


Name of District	Taylor ISD
Name of Authorized Representative	Clarissa Rodriguez
Authorized Representative Title	Assistant Superintendent of Teaching & Learning
Authorized Representative Email	crodriguez@taylorisd.org
Authorized Representative Phone Number	512-365-1391
Name of Project Lead	Rachelle Finck
Project Lead Title	Director of Social-Emotional Learning & Guidance
Project Lead Email	rfinck@taylorisd.org
Project Lead Phone Number	512-365-1391 ext. 1054

By signing this agreement, the identified party agrees to the roles and responsibilities that are outlined on page 2 and understand the importance of their roles and responsibilities in the success of this grant project. If either party chooses to terminate this agreement prior to the end of the grant period, a written notice which meets the requirements set forth by the Texas Education Agency (TEA) must be provided with a minimum 30-day notice. If any staff person named on page 3 of this agreement changes, written notice will be provided to the other party with a minimum 30-day notice.

ESC Signatures

ESC Authorized Representative

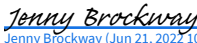
Name Albert Felts ESC 13 Title Associate Director

Signature  Date Jun 21, 2022

[Albert Felts \(Jun 21, 2022 10:10 CDT\)](#)

EAF Coach

Name Jenny Brockway ESC 13 Title Counseling Services Coordinator

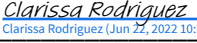
Signature  Date Jun 21, 2022

[Jenny Brockway \(Jun 21, 2022 10:22 CDT\)](#)

District Signatures

District Authorized Representative


Name Clarissa Rodriguez Title Assistant Superintendent of Teaching & Learning

Signature  Date Jun 22, 2022

[Clarissa Rodriguez \(Jun 22, 2022 10:25 CDT\)](#)

Project Lead

Name Rachelle Finck Title Director of Social-Emotional Learning & Guidance

Signature  Date Jun 22, 2022

[Rachelle Finck \(Jun 22, 2022 10:26 CDT\)](#)

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






2021-2022 Effective Advising Planning for New Coaches REV

Final Audit Report

2022-06-23

Created:	2022-06-23
By:	Lisa Gregory (lisa.gregory@esc13.txed.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAALh_uT7b5oEAuICj5EqON2BQxEHYMBTy0

"2021-2022 Effective Advising Planning for New Coaches REV" History

-  Document created by Lisa Gregory (lisa.gregory@esc13.txed.net)
2022-06-23 - 10:17:10 PM GMT - IP address: 208.80.72.252
-  Document emailed to Rich Elsasser (rich.elsasser@esc13.txed.net) for signature
2022-06-23 - 10:18:16 PM GMT
-  Email viewed by Rich Elsasser (rich.elsasser@esc13.txed.net)
2022-06-23 - 10:18:34 PM GMT - IP address: 208.80.72.252
-  Document e-signed by Rich Elsasser (rich.elsasser@esc13.txed.net)
Signature Date: 2022-06-23 - 10:18:41 PM GMT - Time Source: server- IP address: 208.80.72.252
-  Agreement completed.
2022-06-23 - 10:18:41 PM GMT