



**2023-2024 Effective Advising Planning Grant**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, July 7, 2023**

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, July 7, 2023**.

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  EIN

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 2023-2024 Effective Advising Planning Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 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 purpose of the 2023-2024 Effective Advising Planning Grant is to utilize EAF Coaches, designated, designated with distinction or working towards designation or designation with distinction to expand the effective advising efforts in the region to include additional school districts within the context of a comprehensive school counseling program. The EAF Coaches will collaborate together, focusing on providing Comprehensive School Counseling models and support as well as College, Career, and Military Readiness frameworks through the Effective Advising Framework and its companion resources. The EAF Coaches will attend training, meetings, and PLCs throughout the school year and will engage with other EAF Coaches across the state to identify and scale best practices for effective advising. In addition, the EAF Coaches will coordinate internally at the ESC to identify opportunities for regional collaboration. For example, the EAF Coaches will collaborate with the ESC Region 11 CCMR Specialists and Counselor Specialists to strategize the regional rollout of effective advising through comprehensive school counseling programs. The partner districts will identify a steering committee, who will receive a stipend for their efforts, to customize an effective advising plan for their district that will lead to implementation in the 2024-2025 school year. This plan will include the roster of the steering committee; mission, vision, and goals of the districts advising system; a sustainability plan; professional development and communication plan; data collection plan; K-12 grade level expectations and milestones; and an organizational structure for advising implementation. The partner districts will work in alignment with the Effective Advising Framework and its companion resources. The EAF Coaches will provide the necessary training and technical assistance to coach districts through the development of their plan. The school EAF Steering Committee will plan to accomplish this with input from staff, parents, community, and post-secondary partners. They will collaborate to holistically address the barriers that deter students from current CCMR outcomes and postsecondary attainment in the future aligned to local labor market information and ensure promotion of career pathways and CTE Programs of Study to high-skill, high-wage careers or industries. In collaboration with their assigned EAF Coach, EAF districts will determine strategies for implementation planning. These strategies may include, but are not limited to, collecting input from students, parents, community, and post-secondary partners to identify current advising gaps and barriers; analysis of CTE programming to build in strategic connections between school counseling and CTE; gathering of baseline data for postsecondary attainment and persistence; and an internal and external partner survey to identify the current advising related tools and resources being used from K-12. The EAF Coach and LEA EAF Team lead will have monthly meetings either via an online platform or face-to-face. These sessions will be facilitated as coaching sessions where the lead will have opportunities to dialogue with other EAF grant participants and the EAF Coach to resolve issues, share resources, and build relationships. The LEA administrators and EAF team will receive training on the school counselor comprehensive programming (5th edition) to utilize in planning and support to complete the diagnostic tool in the first three months of the 2023-2024 school year. Additionally, individual coaching sessions will be provided to teams that request support in planning. The EAF Coaches will provide ongoing and continuous technical assistance, coaching, and progress monitoring toward the completion of this plan throughout the 2023-2024 school year. In the Spring of 2024, the EAF Coaches will also begin coordinating with partner districts on transitioning the plan into implementation for the 2024-2025 school year.

**Program Requirements, cont'd.**

2. **Project Leadership:** a) 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.
- b) 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?
- c) 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?

The ESC Region 11 EAF Coach for Kennedale ISD will be Chelsea Reeves, M.A. Ed. Chelsea successfully supported one school district through the EAF Planning grant in 2022-2023 and two school districts through the EAF implementation grant in 2022-2023. Chelsea is awaiting notification of receiving designated distinction for EAF coaching services. She has held positions as a CTE teacher, high school campus administrator, district administrator overseeing Federal Programs & CTE, and currently serves as the CTE Coach for ESC Region 11. She has extensive grant management experience and is highly involved with supporting Career & Technical Education Programming as well as College, Career, and Military Readiness strategies at the campus, district, and regional level. The ESC Region 11 EAF Coach for White Settlement ISD will be Danyatta Harrell, EdD. Danyatta will be a new EAF coach for the 2023-2024 school year. She has held positions as a teacher, Campus Counselor, Lead Campus Counselor, Restorative Practices Specialist, District "GO Center" Coordinator, and currently serves as the ESC Region 11 Team Lead for Mental Health & School Counseling. Danyatta has extensive knowledge of House Bill requirements, effective counseling and guidance practices, as well as the four areas of EAF development: Personal/Social, Financial Literacy, Academic, and Career. Chelsea and Danyatta were selected as ESC Region 11 Effective Advising Framework Coaches serving in support of CCMR, CTE, Mental Health, School Counseling, and the currently established EAF Team.

EAF district members will meet at minimum monthly with their coach for training and support. The year will begin with a face-to-face meeting at ESC Region 11 to build relationships and begin work on understanding grant components, team-member roles, scheduling meetings for the year, and time commitments. The initial full day meeting will set the tone of collaboration and provide the LEA team an opportunity to collaborate with other districts as well as dedicate time to engage with grant components. The LEA will have a shared drive with the ESC and other EAF planning districts for collaboration over documents and to self-monitor progress on deliverable due dates. The grant deliverables will be tracked through timeline management, ongoing monthly coaching, and continuous mentor check-ins. If a district falls behind on timeline deliverables the coach will schedule additional meetings to provide technical assistance and determine if there are barriers to completion that they need assistance with. Additional technical assistance is always available through email, phone, Zoom, or site visits.

ESC Region 11 will ensure the EAF Coaches have the necessary resources to successfully complete all grant requirements. The EAF Coaches will allocate 20 percent of their time and effort to EAF Coach work. They will dedicate the remaining time to Local Activities, CCMR, Mental Health & School Counseling, CTE Administration and Leadership, Perkins V and EAF Implementation grant work as aligned to their roles and responsibilities within ESC Region 11. The coaches will not be allocated more than a 100 percent of their allotted work week to grant requirements on behalf of ESC Region 11. The ESC will monitor progress through time and effort reports, EAF grant timeline of deliverables, LEA check-ins and ongoing mentorship and collaboration through TNTP and TEA. If the grant coach is deemed at risk for successful completion of deliverables by either the ESC or TEA the EAF Coach Designee supervisor will jointly attend EAF LEA Coaching sessions, provide additional training support for the grant tools and review LEA documents. Should the ESC not retain an EAF Coach, responsibilities and duties of the EAF Coach will be absorbed by EAF Planning and or Implementation Coaches to ensure LEA partners are supported and no barriers exist for their intended outcomes. The EAF grant will be collaboratively worked on by members of the ESC Region 11 CCMR team. This teamwork includes EAF Implementation, Counseling Supports, CTE Administrative Leadership and Accountability. This allows for greater regional support to be offered by the ESC as we break down silos in the advising world and build ongoing professional learning for all stakeholders.

**Program Requirements, cont'd.**

3. **District Leadership:** a) 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.

b) 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.

c) 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.

ESC Region 11 has selected two strong LEA partners that will engage in this advising work. The district partners on the 2023-2024 EAF Planning Grant were chosen for multiple reasons including, but not limited to:

- ~ CTE programs with High Numbers of CTE Concentrators and Completers: White Settlement ISD had 1196 (55%) Concentrators/Completers based on 21-22 data. Kennedale ISD had 531 (53%) Concentrators/Completers based on 21-22 data.
- ~ Both districts are dedicated to addressing disparities or gaps in performance as described Part 2: Student Performance of the district's CLNA.
- ~District level of engagement with ESC Region 11.
- ~District level leadership representation and oversight for Counseling, CTE, and CCMR programming.
- ~Previous commitment to continuous improvement and local work to improve CCMR for all students through ESC 11 coaching.
- ~Superintendent support for the advising framework and time dedicated to the diagnostic process.
- ~ Engagement with ESC Region 11 Counseling and CCMR Departments.
- ~Previous year Methods of Administration work within Kennedale ISD that ESC Region 11 supported.

The Project Leads selected for Kennedale ISD and White Settlement ISD were selected in mutual partnership and support with district leadership and EAF Coach approval to ensure they were not only the most viable candidate for the role, but to ensure they have the necessary time and resources to successfully complete grant deliverables. Both Kennedale ISD Project Lead, Dr. Stephanie Devlin, and White Settlement ISD Project Lead, Theresa Paschall, serve as the Director of Counseling Services for their respective LEAs. Dr. Devlin and Ms. Paschall each has a wide range of experience during their time in education, including but not limited to, classroom teacher, campus counselor, lead counselor, collegiate adjunct professor, Intervention Crisis Counselor, Coordinator of Counseling Services and Director of Counseling Services, making them highly qualified to serve in the capacity of EAF Project Lead for their LEAs. They each provide direct oversight and support of all counseling services PK-12 in their LEAs and work in collaboration with the CCMR/CTE Lead, District Administration, Campus Administration, and external partners in their school systems and communities. Through their extensive knowledge of the Comprehensive School Counseling Program and best strategies for supporting student outcomes, Dr. Devlin and Ms. Paschall are viable and strong selections for representing their districts as Effective Advising Framework Project Leads.



**Program Requirements, cont'd.**

4. 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.

The proposed budget will meet the needs and goals of the Effective Advising Framework through ensuring that EAF Planning LEAs have supportive Professional Development, supplies, resources, and stipends to support and enhance their work in meeting all required grant deliverables. The proposed budget has been reviewed and approved by the appropriate stakeholders within ESC Region 11, ensuring all federal, state, and local requirements are met. Stipends are aligned to the scope and time of work required by each member of the Steering Committee members and Project Leads. Percentage of salary for Chelsea Reeves and Danyatta Harrell is justified by the number of hours the EAF Coaches are allocating to the scope of work. The 6200 costs budgeted include coverage of internal fees for employees access to the ESC Region 11 network, laptop, internal fees, etc. Based on submitted EAF Coaching Fee for Service Plan, percentage of time has equated to what we have entered in the 23-24 EAF Planning grant. Dare to Lead Training will be provided to both Project Leads and Steering Committee members. Leadership is paramount to ensuring effective collaboration, communication, and mutual trust in teams. As the EAF Steering Committee is composed of varying roles, Dare to Lead will assist in maximizing team’s abilities to work together to meet all grant deliverables. EAF Steering committee members will also partake in the Annual LSSCA conference. Here, Steering Committee members will deepen their knowledge of best practices and opportunities available as it relates to the counseling and advising to strengthen their EAF Planning year work and future EAF Implementation. EAF steering committee members, in collaboration with all campus counselors and campus administrators, will receive CSCP training. It is imperative that all stakeholders understand the roles, responsibilities, and requirements of an effective school counselor. Therefore, all stakeholders need appropriate training. The CSCP full day professional development provided will adequately provide the program overview and align goals and tasks to ensure a well articulated CSCP model for both EAF Planning LEAs.

**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**