



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

NOGA ID [Redacted]

Authorizing legislation [Redacted]

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, July 7, 2023**.

Application stamp-in date and time

Grant period from **September 1, 2023 - August 31, 2024**

Pre-award costs permitted from **Pre-Award Costs Are Not Permitted**

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): [Redacted]

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.

[Empty response box for program requirements]

Region One ESC serves 38 school districts and 10 charter school systems in an eight-county area in deep South Texas with over 400,000 student enrollments. Region One has a long history of effective partnerships and has extensive experience managing federal and state-funded grants, including 5 GEAR UP grants, 2 TRIO grants, multiple TEA grants, and CTE Perkins Reserve grants.

Texas faces challenges in strengthening advising efforts for LEA's that ultimately increase student awareness as well as student achievement in college and career readiness, and the ability to earn postsecondary degrees and credentials and enter into careers aligned with current and future workforce needs.

Region One Education Service Center (ESC) will serve as the convener of the Effective Advising Program grant by planning and providing resources, guidance, and professional development opportunities to support counselors, educators, and administrators at our partner districts. The goal of the EAF is to strengthen advising efforts for LEA's that ultimately increase not only student awareness but also attainment of a student's postsecondary chosen pathway.

The planning for the implementation of an individual student system will be developed to ensure students' academic, career, personal, and social development. The EAF Coach will develop and build strong relationships with each partner district to ensure deliverables are met as indicated in the grant. Data will be collected and completed and the EAF coach shall meet with LEAs to answer questions and offer assistance regarding their program mission, vision, and goals to ensure alignment the EAF in the development of a comprehensive advising program. Partner districts will commit representatives that will attend work group meetings. The goal is that all students are equipped with academic and career development knowledge that will prepare them for college, career, and military endeavors as well as the development of social and emotional skills.

Throughout the year Region One, ESC we will holistically address the barriers and adjust programming efforts that deter students from postsecondary attainment. The goal is to increase student, educator, and community awareness in postsecondary programs and postsecondary options. The EAF Steering Committee with work together to bring program leadership, ownership, management, and content expertise for a strategic and collaborative approach within counseling. This will empower and engage students in individual career and academic planning and promote CTE programs of study and careers aligned to high wages.

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?

a) Ms. Jennifer Avelar will serve as the EAF Coach. Her primary role is supporting College and Career Advisement to LEAs in Region One, ESC. She possesses a wealth of experience in counseling and has an extensive background in advising, graduation requirements and provides technical assistance and training to Region One districts. She currently serves as the EAF Coach for the EAF Planning Pilot Grant for the 2022-23 school year and delivers coaching in the alignment of the EAF Grant to two school districts. She is awaiting for TEAs approval as an EAF Designated Coach. She will dedicate 30% of her time to the EAF Planning grant to support additional districts in the design, development, and implementation of the EAF. An additional EAF coach will support the districts in the participating EAF districts. The EAF coach will lead the convening and coordination of a Steering Committee to collect data, identify goals, and plan for implementation and monitoring of an individual student planning system aligned to the EAF. She will ensure that the implementation of program requirements and completion of deliverables takes place.

b) The EAF Coaches will complete training through TEA and convene and coordinate with the Steering Committee to identify goals, collect data, and plan for implementation of an individual student planning system aligned to the EAF. The committee will meet regularly to discuss project updates, goals, and timelines and build strong relationships. The EAF Coaches will communicate with all committee members before meetings and confirm attendance as well as implement a timeline and framework. Monitoring expectations will occur routinely throughout the project through site visits, meetings, video conferencing, phone calls, and emails. Once the data collection has been completed, the EAF coach will meet with LEAs to answer questions and assistance regarding their program alignment with data collection and provide ongoing support that will build rapport and trust. The planning process will include the identification of key transition milestones and K-12 grade-level benchmarks for students in the areas of transition milestones and K-12 grade-level benchmarks for students in the areas of academic development, career development, personal and social development, and financial literacy. The team will identify support needed for students as well as identify the staff, training, and resources needed to implement of grade level benchmarks and expectations. The EAF coaches will support all districts with professional development and training of the program. These routine visits will ensure deliverables are progressing as indicated in the grant. If needed, interventions and necessary adjustments including one on one meetings will be made to ensure understanding and that all deadlines and goals are met.

c) The Office of College, Career and Life Readiness (OCCLR) at Region One is led by Melissa I. Lopez, Region One ESC, Administrator. She has served in education for 24 years with 20 years of experience dedicated to federal grant administration. She leads a team of directors, coordinators, accountants, education specialists and program assistants. Ms. Lopez and her team ensure that all programs served under the OCCLR adhere to federal/state regulations and financial accountability requirements. The ESC Administration will meet regularly, monitor, and collaborate with the EAF Coaches to ensure program deliverables are met. Communication within ESC Administration and the EAF Coaches will be clear and concise for key success of this program. These continued efforts will build capacity for sustainability in the EAF. Internally, the ESC staff will communicate and be aware of the program and impact on their work. The ESC will provide grant management by monitoring the participation of all members to ensure each entity is complying with the roles and responsibilities outlined in the agreement. The ESC will establish metrics for success and hold all participants accountable. If under any circumstance an EAF Coach or Coaches are not retained, there will be another specialist assigned to make sure that all grant activities and data collections are met.

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.

a) Region One, ESC shared the Effective Advising Framework (EAF) opportunity with LEAs at an Instructional Leadership Network (ILN) informational webinar as well as via email. LEAs that were interested submitted a request and further data analysis was done. After much consideration, Region One chose three districts to partner with in the Effective Advising Planning grant. Those districts are Weslaco ISD, Sharyland ISD, and RGCGISD. These districts are willing to commit to the work of the EAF program and have the capacity and sustainability intent to build an effective advising program that supports all students in making informed decisions related to postsecondary planning.

b) Additionally, each district has met the criteria of having a CTE program with high numbers of CTE concentrators and completers in grades 9-12 according to the District CTE Concentrators and Completers Enrollment, 21-22 that were posted with the RFA materials.

RGCGISD has an enrollment of 2926 with 1337 CTE Concentrators/Completers which makes up 46%.

Sharyland ISD has an enrollment of 3364 with 1773 CTE Concentrators/Completers which makes up 53%.

Weslaco ISD has an enrollment of 4823 with 1883 CTE Concentrators/Completers which makes up 39%.

Furthermore, Region One, ESC evaluated current LEA initiatives and programs to determine current resources that can be used as leverage in the program implementation phase. Each district has been made aware of the time commitment needed to be successful during the EAF planning year. Additionally, each district has been informed the budget that will assist them in supporting the time commitment for the staff members selected for the team. Each team will develop roles and responsibilities for advisors and related support staff, as well as identify gaps in staffing. The organizational structure will also detail the level of advising as aligned to the Effective Advising Framework among staff members and identify gaps to inform professional development and supports needed for program implementation. The Effective Advising Planning grant will be beneficial in guiding these districts and will have a positive impact on student outcomes as it pertains to their students in achieving post-secondary goals.

c) Dr. Cynthia F. Cid will serve as the District Project Lead for Weslaco ISD. She is currently the Director for Student Support Services and leads and supervises the planning, implementation, operation, and evaluation of a comprehensive (PK-12th). She also oversees the development of a counseling and guidance program and a College, Career, Military Readiness (CCMR) program that advance district goals and objectives. She also ensures that individual students and their parents are provided the resources and guidance to plan, monitor, and manage the student's educational and career development, including the creation and review of personal graduation plans and information about post-secondary opportunities. Dr. Cid oversees the Elementary, Middle School, and High School Counselors who are responsible for the provision of guidance/support in the student's decision making and planning for college and career after high school. She will dedicate her time and resources to complete requirements of the grant, as this is her passion and a major part of what she does for the ISD stakeholders.

Ms. Lorene will serve as the District Project Lead for Sharyland ISD. She is currently the Director of Counseling and holds a Master's in Guidance and Counseling and is currently in the process of receiving her doctorate in Educational Leadership. Her certifications include superintendent, principal, counseling, and English and has 25 years of experience in education. Mrs. Roxanne R. Garza will serve as the District Project Lead for RGCGISD. She is currently the Director of College, Career, and Military Readiness. Each project lead has the required qualifications and the ability to facilitate the grant and program deliverables. They will also meet all timelines and provide all the required grant deliverables. Their experience and expertise in counseling, advising and administration will lead to successful planning and sustainability of the effective advising planning work beyond the grant at the district level. The EAF Coaches will work closely with each team to deliver professional development for successful implementation of the EAF Grant. Region One has worked collaboratively with these ISDs. Each District Project Lead has been made aware of the time commitment needed to be successful during the EAF planning year.

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.

Payroll Costs: EAF Coaches

Payroll costs account for 20% of time spent on the grant will be \$15,000 with \$5,000 to cover employee benefits for a total of \$20,000 x 2 EAF Coaches= \$40,000

Region One will reserve a budget for stipends for non-employees. Designated Effective Advising Program Leads and team members at each participating school district will receive \$15,000 x 3=\$45,000

Stipends for non-employees-\$45,000

Total Payroll Costs-\$85,000

Professional and Contracted Services

Region One will reserve \$16,000 in funds for software and technology for tracking CCMR data and support data collection.

Region One will also reserve \$5,000 for additional training opportunities and resources to expand knowledge of comprehensive school counseling programs and effective advising practices to strategically plan for implementation.

Total Professional and contract services amount to \$21,000

Supplies and Materials

Region One will reserve \$3,000 in funds for additional supplies and materials.

Total Supplies and Materials-\$3,000

Other Operating Costs:

Additionally, \$5,000 will be allotted for additional training opportunities to expand knowledge of comprehensive school counseling programs or effective advising practices to plan for implementation, mileage to support partner districts to allow for site visits as needed and resources that may include resources to be utilized for convening with ISD's training costs, or activities to promote the program.

Total amount for Other Operating Costs-\$5,000.00

Indirect Costs:

Region One will receive \$6,000 in indirect costs (5%)

Total Budgeted amount-\$120,000

If budget adjustments are needed throughout the course of this grant, we will seek approval internally as well as through the TEA grant department prior to making any changes. The Region One business office has extensive experience managing grant expenditures and have undertaken competitive grant work in various departments where budgets are set up in a similar manner and program timelines are continuously being met in a timely manner with successful reporting.

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