



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.

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 UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

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

A. Overview of the program

Education Service Center- Region 19 (ESCR19) is a community partner that provides core guidance and services for the educational success of every student. ESCR19 is committed to ensuring success for all students by providing quality services to all educational partners in our region through a continuous improvement process. Our mission and vision at the service center are aligned to support CCMP initiatives for all students in the region. A pivotal part of our success is the participation in regional committees meant to enhance opportunities and access for all students. Region 19 students are not just becoming eligible to continue their education at a postsecondary institution, but more importantly, ESCR19 and the districts are committed to CCMP for all students upon graduation.

B) Support of individual planning in the context of comprehensive school counseling

The intent of the program is to merge the collective knowledge and expertise that the consultants at ESR19 have gained through their extensive and varied experiences in college and career advising, CCMP, and programs such as GEAR UP and Texas Regional Pathways Network and translate this knowledge to assist counselors at large in implementing an effective, comprehensive school counseling program. The mission of ESCR19 is to empower educators across the state with research-based practices to provide effective counseling and advising opportunities for all students. Consultants at ESCR19 are leaders in remote and blended learning environments. Their expertise, coupled with their knowledge and familiarity of effective counseling and advising programs is the perfect combination for targeted, regional deployment of training and best practices.

C) Fostering innovation in CTE programming and/or promoting career pathways aligned to high skill, high-wage careers or industries
At ESCR19, Nicole Morales, Guidance & Counseling Consultant, will take the lead in coordinating communication efforts as a whole and with Effective Advising Program Leads. Nicole is an experienced EAF coach; ESCR19 also has Rudy Nuñez, GEAR UP Coordinator and Instructional Specialist, as an instrumental resource. Rudy has also been an EAF lead for the ESC working with two districts during the first pilot cycle. With Nicole on board undertaking this project as a seasoned EAF Coach along with Rudy's guidance, EAF efforts across Region 19 will thrive. Nicole comes to the ESC with many years of experience as a lead high school counselor, Texas OnCourse Fellow, and district representative in El Paso Area Director's of Guidance and Counseling (EPADOG) Counselor Network. Support personnel at ESCR19 include Kimberly Guerrero, Title IV counselor, and Angie Haro, Director of Technology Services & CCMP who will work to further align communication efforts with all necessary stakeholders.

ESCR19 will begin by assessing the culture of advising that currently exists in the partner districts- San Elizario ISD and Tornillo ISD. This will allow the ESCR19 to serve in a facilitator and partner capacity gathering existing college and career advising data and current advising practices. ESCR19 has extensive experience conducting Career & Technical Education (CTE) evaluations, focus groups, and surveys to arrive at solutions for programmatic improvement in collaboration with campus leadership. Focusing on assessing the culture of advising at the onset will allow ESCR19 and the districts to establish and/or refine campus and district goals related to college and career advising aligned to regional, state, and national initiatives.

Planning and strong program leadership is an area that should be addressed at the onset of the pilot implementation. ESCR19 and the partner districts understand that all effective advising program team members (whether they are participating at the administrator or student service deliver level) should have clear roles and responsibilities tied to student outcomes that ensure all students graduate from high school prepared for college and career, including careers in the military. These roles and responsibilities are to include certain identified key educators in K-12. For example, CTE teachers are clear examples of champions of the effective advising cause. They are experts within their areas and have a primary role of recruitment for their programs. ESCR19 believes to have strong systems in place to support all EAF Levers. The ESC has strong partnerships, solid networks, and trained personnel with many years of experience coupled with supportive and innovative leadership.

ESCR19 works on scaling and expanding opportunities as related to growing in-demand labor market areas in the region. The ESC and regional networks focus on identified regional pathways that have multiple entry/exit points and include advanced academics curriculum embedded in the pathway leading to dual credit and Advanced Placement (AP) opportunities for students. Supported regional pathway efforts seamlessly integrate rigorous academic requirements for students while preparing students for the regional workforce. As milestones throughout the grant year, ESCR19 and the pilot school districts intend to focus on conducting a needs assessment as well as asset mapping of currently existing college and career advising mechanisms within the districts at the inception of the grant.

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) Explain the EAF coach selection. ESCR19, Nicole Morales (EAF Coach) and Rudy Nunez (EAF support) under CCMP works as a team and collaborates on several projects. The EAF coach is an integral part of all CCMP regional efforts, participating in the Regional College and Career Readiness Committee, CTE professional development, and other important updates. A local budget is set aside to provide assistance in the event the grant NOGA takes some time for approval. The EAF coach has the support of an entire team with many years of experience both in education and at the ESC. The EAF coach will have a time allocation of 25% to 40% to this project with 60% to 75% of time allocated to other projects. It is highly beneficial for the EAF coach to participate in other projects related to CCMP to gather additional insight and experience to nurture and grow the EAF experience with the selected partner districts. The EAF Coach regularly meets with the Director overseeing CCMP projects. Anytime there are extra efforts and interventions needed, the Director and the team will provide assistance. The grant budgets are overseen by the Director and expenses are reconciled periodically with the business office. If the ESC recognizes that the EAF Coach is at risk, the Director will participate in any necessary follow up meetings and conversations necessary in order continue to provide services under the grant.

B) Overview of the EAF Coach Strategy The EAF Coach is part of the the ESCR19 CCMP team. All notices, meetings, collaborations, and updates are available and sent out to the entire team to include the EAF Coach. Department meetings and regional collaborative meetings ensure that information trickles down to all parties involved. The EAF Coach is a lead in the El Paso Area Director's of Guidance and Counseling (EPADOG) Network where she closely works with area directors of guidance and counseling for all districts. Ms. Nicole Morales is also very familiar with CCMP legislation and TEA initiatives. She has also been trained as a district practitioner in Texas OnCourse Academy, serving as Texas OnCourse Fellow. Ms. Nicole Morales is the ESCR19 primary project lead and EAF Coach. Ms. Morales is a Texas Certified School Counselor and has experience as an educator in both elementary and secondary education. She has served as a Texas OnCourse Fellow and lead counselor at a well-known, progressive district in El Paso. She has provided direct guidance, counseling, advising, and instructional services for all students. Ms. Morales is well know in the Region 19 area, serving as lead in the El Paso Area Directors of Guidance and Counseling (EPADOG). Not only is Ms. Morales very knowledgeable in comprehensive school counseling programs, but she also has great buy-in with counselors, administrators, and teachers. She is well-respected and a perfect lead for implementing EAF efforts.

C) Overview of the ESC's Strategy Ms. Nicole Morales backed by the team at ESCR19, is poised to serve as an innovative EAF Coach that uses various data analysis software tools as a primary source of essential information to drive effective college and career advising and improve outcomes for students. ESCR19's ability to produce data resources internally will expedite turnaround time and position the ESC as the grant lead to produce analytics that can be used as real time resources. Mr. Jesus Ramos, Research and Evaluation Coordinator has extensive experience producing data-based reports. The reports that he was tasked with putting together included a collection of both qualitative and quantitative data. The information he gathers for field officers allowed them to work strategically with Region 19 migrant students, as they were able to develop intervention plans based on at-risk and academic metrics. Now, he is instrumental in serving as GEAR UP support. Ms. Nancy Cruz, IT Systems Specialist, has been selected to support the EAF metric of providing support in reviewing the information for quality of data reporting, but more importantly, in aiding the recipient of the data. She too, has been instrumental in producing and gathering data that gives field officers methods of data collection that highlight emerging problems, forecast areas of concern, and show projections of growth. It is our intention to add additional EAF metrics to ensure that we keep assessing not only the quality of our data, but the use and implementation of it. It is vital that data collection processes be integrated with the delivery of EAF implementation so that all stakeholders understand that to achieve goals of college & career advising as well as exposure, we must all work in unison instead of silos.

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) Selection process for partner school districts. The most important element in identifying and selecting school districts to partner and participate is their willingness to commit to the work of the EAF. ESCR19 was very much hoping for participation of small rural districts in the region so that we can gage resources, practices, and roll out in different instructional and advising settings that are of high need where educators wear many hats. Both districts have expressed an interest in strengthening their Go Center efforts and a need for better alignment of the counseling departments with CTE programs. San Elizario ISD has over 90% economically disadvantaged student population. Additionally, they are a rural district that is geographically a long distance away from El Paso County colleges and universities. Tornillo ISD also enrolls over 90% economically disadvantaged student population. CTE and counseling leadership within the district have expressed a desire for better communication between district and campus initiatives. They feel that often initiatives are decentralized and left up to campus decisions without a more cohesive district plan. The ESC will focus on awareness and implementation of the EAF Levers with the assistance and guidance of TEA. GEAR UP best practices will also be braided into the support for success. The use of the TEA data analytics tools will create authentic and state supported analytics for the districts. The legitimacy and validity of the data as it pertains to their own students in achieving post-secondary goals will thus place the districts in a position for key data-drive decision-making.

B) CTE defined criteria met by selected districts. Tornillo ISD identified district for EAF Planning Grant is categorized as a local career and technical education (CTE) program in a rural area. San Elizario ISD is classified as a CTE program with high percentages of CTE concentrators or completers over 25% with 32%. ESCR19 will enhance data literacy for effective planning and data-driven decision-making by producing analytical reports that monitor the implementation and execution of EAF goals. Ms. Morales, Mr. Ramos, and Ms. Hardin have extensive experience in collecting qualitative data to produce program evaluation reports using a variety of resources. Staff are well versed in obtaining data from sources such as THECB, TEA, TWC, National Student Clearinghouse, the Census, and the Bureau of Labor Statistics. They can then customize the reports to address the individual data needs of each district and campus for effective data use. The evaluation of the grant activities will be critical to provide a holistic view of program effectiveness. ESC R19 has the intention to build capacity in educators for sustainability in EAF, which can later be used as a model for other districts and charters in the region. This will be achieved through the modeling and coaching of educators, administrators, and EAF personnel to use EAF in daily practices with students. ESCR19 plans to employ a Trainer of Trainers model to build capacity and independence. Design systems and practices where the district and ESCR19 will work together to produce consistent EAF outcomes. ESCR19 has experience working with districts to produce annual reports like our annual "State of the Region" report which includes accountability as well as standardized testing and CCMP measures such as dual credit and FAFSA / Apply Texas completion. El Paso Community College (EPCC) and The University of Texas at El Paso (UTEP) Research and Evaluation divisions are valuable regional partners in obtaining relevant regional data.

C) Project Lead Selection.

The Identified Project Leads at each partner district are an assistant principal and head counselor at Tornillo ISD and Career and Technical Education Coordinator at San Elizario ISD. They both have the necessary authority to convene stakeholders within their districts and wish to strengthen their district's comprehensive school counseling programs. Each of the Project Leads have the full support of district administration to ensure this project is successful. Additionally, they have the support of their superintendents in undertaking this work. The ESCR19 EAF Coach is familiar and has worked on numerous projects with both Project Leads and will be able to provide resources, updates, meetings, and trainings as required by the grant.

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 is intended to cover about 25% of one consultant FTE as the EAF Coach. This position is critical in ensuring that internal grant deliverables and objectives are met in a timely manner. Supplies and materials allocation has been included to purchase any needed consumables for partner districts. A budget allocation within the supplies and materials category also exists for IT support. ESCR19 will use its existing servers account access, zoom licenses, and Constant Contact accounts used for other programs in order to minimize costs. For any necessary data requests, the ESC will utilize its OnData Suite and Tableau accounts, which has also proven to be very cost effective for districts. Professional and contracted services has been allocated for any program outreach services that may be deemed necessary. In addition to the EAF Coach, the largest grant expenditure will be for district employee stipends. This is key and essential as outlined in the program guidelines.

ESCR19 business office has extensive experience managing grant expenditures. In order to minimize travel costs, Zoom meetings will be used extensively. However, mileage has been included to support partner districts on-site. Although statewide travel may no be as prevalent as the state and country move forward and past the COVID-19 pandemic, a small amount of funds as allowable per the program guidelines has been included in the event that it may be necessary for the EAF Coach to travel. Budget amendments are not expected as adjustments can be made using the twenty-five percent allowable movement between fund codes. ESCR19 departments have undertaken competitive grant work in various other areas such as CCMP and Title III, where budgets are set up in a similar manner and program timelines are continuously being met in a timely manner with successful reporting. Finally, ESCR19 understands the new federal fiscal guidelines on pre-award costs being unallowable.

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 Barrier

Group Barrier

Group Barrier

Group Barrier

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