



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):

N/A

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.

The Region 10 team will implement, support, and foster the Effective Advising Planning Pilot program by engaging in the following:

a) During the course of the effective advising planning year, the Region 10 team will work with selected partner LEAs to establish program goals that align with the tri-agency statewide workforce and higher education goals. In addition, during this effective advising planning year Region 10 will support and collaborate with the partner LEAs to create a comprehensive counseling program that integrates the following: 1) the development of an effective advising framework, 2) the development and implementation of internal and external counseling support services, and 3) the development of internal and external counseling resources.

b) The implementation of the Effective Advising Framework (EAF) coupled with the collaborative partnership between the partner LEAs and Region 10 will support the development of a comprehensive school counseling program that will positively and strategically impact individualized student plans. Through the process of implementing the EAF, administrators, teachers, counselors, and other school personnel will engage in a continuous improvement model that will help them meet the individualized needs of their students and promote postsecondary education and career readiness. The LEAs and ESC stakeholders engaged in this continuous improvement model will become more knowledgeable by participating in professional learning that will improve their roles in providing guidance to help students achieve their postsecondary goals. The implementation of the Effective Advising Framework will further support students' decision-making and planning for college and career after high school. Furthermore, the implementation of the effective advisory program will promote student ownership and support students in exploring and pursuing college and career options, thus positively and strategically impacting the individualized student plans.

c) The ESC will provide support to educators to help them create courses and programs that will expand their students' knowledge of career opportunities and equip them with the necessary skills for sustainable employment. The ESC has experience working with a variety of stakeholders, including secondary and college educators, employers, workforce development boards, parents, and students, to create pathways for student success. This collaboration and access to additional resources will allow educators to provide advanced instruction, a streamlined curriculum, industry internships, and other experiential opportunities for their students. Furthermore, the funding will enable district partners to establish initiatives and partnerships with employers, local and state governments, and training providers to broaden the scope of their CTE offerings.

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) A Region 10 ESC staff member, who has counseling credentials and experience working in the counseling role in the public education domain will serve in the role of the EAF coach. The Region 10 EAF coach is certified in school counseling for grades K-12 in Texas. The Region 10 EAF coach has extensive experience in college and career advising, career and technical education program administration, and building awareness for post-secondary opportunities with students. In addition, this Region 10 EAF coach has participated in TEA's EAF professional learning. Through this professional learning the Region 10 EAF coach gained in depth knowledge of the EAF, knowledge of the EAF methodology, and a deeper understanding of the vision that the state of Texas has in regards to a comprehensive counseling program. The prior experience that this Region 10 EAF coach has with the Effective Advising Framework, in the context of this grant, furthers their capacity to facilitate, evaluate, and coach LEAs through this counseling framework. Finally, this Region 10 EAF coach, possess excellent interpersonal and project management skills, allowing effective engagement with district partners. In addition, ESC 10 is committed to utilizing the expertise and resources of the CTE/CCMR team in support of the EAF planning pilot grant, which covers the full scope of career exploration through effective advising. The Region 10 EAF coach will commit 30% of their time to this EAF project and overall grant management. Currently, this Region 10 EAF coach serves in the role of a counseling consultant and supports LEAs across the region with technical assistance and professional learning related to comprehensive counseling needs as well as social emotional. Therefore, 70% of the time will be in the role of a Region 10 counseling consultant and 30% EAF coach.

b) To ensure that participating districts fulfill their commitments to the deliverables of this project, the Region 10 EAF coach will use the coaching model to deliver the professional learning and to deliver supports to the LEA partners. The Region 10 EAF coach will provide hybrid opportunities to explain the efforts and objectives of the project and answer any questions and provide support. Bi-weekly communication will take place with each district to discuss progress, address any questions or concerns, and provide additional training and coaching opportunities. To disseminate pertinent information for the EAF planning pilot, the EAF coach will leverage the current existing counselor's monthly newsletter and include suggested activities and resources. These resources will be available on a shared drive and made accessible through the Region 10 website. The Region 10 EAF coach will monitor and track progress towards the completion of project deliverables by reviewing the LEAs effective advising framework goals, reviewing the partner LEAs CCMR data, and providing just in time feedback on the goals and deliverables that are not making timely progress. Through the coaching conversations during the strategic coaching check-ins, the Region 10 EAF coach will be able to determine whether the LEA is not meeting EAF program goal expectations. Through these coaching check-ins the Region 10 EAF coach will be able to successfully intervene, guide, and support the partner LEA to meet the deliverables of the grant.

c) The ESC will ensure that the Region 10 EAF coach has the necessary time and resources to successfully complete all grant requirements by providing goal setting coaching sessions, adequate scheduling, outlining timelines and deliverables, and tracking all progress toward grant deliverables in collaboration with project stakeholders. During weekly check-ins ESC 10 will use its continuous improvement model to ensure that the Region 10 EAF coach is on track with program metrics and work plans. In addition, during these coaching check-in the ESC will provide strategic feedback to support the EAF program goals. Should an EAF coach not be retained for the entirety of the grant, ESC 10 will take steps to ensure the continuity of the project and the completion of deliverables on time. This may include transitioning responsibilities or updating timelines and deliverables. ESC 10 may also identify a different EAF coach who can take over the project for the remainder of the term.

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)The first step in the selection process was to identify potential partner districts. We looked at a number of factors including current initiatives, such as : Texas Regional Pathways Network, Effective Schools Framework, and Pathways Work and participation projects, such as: Jet Grant, CTE Summer Grant and Texas College Bridge; district and/or campus level capacity. We also considered the level of school district leadership and community engagement. The goal was to identify districts that had the potential to provide meaningful and impactful partnerships that will enhance our district-level initiatives as well as foster collaboration. We believe our selection process was thorough and comprehensive and the criteria we used will allow our district-level initiatives to reap the maximum benefits of our partnerships. Our selection of partner districts was highly informed by a variety of factors that spanned academic initiatives, campus and district leadership, participation in other projects, and community engagement.

b)In addition to LEA capacity, sustainability, commitment and willingness to build an effective advising program that supports all students in making informed decisions related to post-secondary planning, we also took into consideration whether identified LEA partners meet the minimum requirement(s). Our first partner, Lovejoy ISD, has a total of 1641 students enrolled in grades 9-12 with a count of 864 students being CTE concentrators/completers hence satisfying the criterion of 25% or more of the student population in grades 9-12 are CTE concentrators/completers. Equally, Ferris ISD, our second partner, has a total of 797students enrolled in grades 9-12 with a count of 572 students being CTE concentrator/completers which translates to 72% of its student population in grades 9-12 being CTE concentrators and completers.

c)The LEAs have selected current and potential staff to be part of the EAF Team. Members possess various qualifications such as experience as a Director of Innovation for Perkins Grants, CTE and Advanced Academics Coordinator, and Executive Director of Secondary Education and Assessment and Accountability. Counselors, campus administrators, and district and campus leaders are also part of the team. ESC 10 believes that involving a diverse group of K-12 LEA staff members in the pilot program is important in exploring career exploration with effective advising.

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: ESC 10 intends to engage a strong team (EAF Coaches and an ESC Support Staff) to move forward the objectives and goals of the EAP. Payroll costs to account for 15% of time spent by the consultants on the grant, and 10 % time and effort for an administrative assistant. This will be \$30,107 with \$10,262 to cover employee benefits for a grand total of \$40, 369

-Professional and Contracted Services: ESC 10 will reserve \$48,317 in funds for career exploration software and technology to support data collection and tracking in order to streamline postsecondary planning, activities, and tracking at each LEA. Likewise, ESC 10 will, in collaboration with both LEAs, seek work-based learning opportunities offered through CTE programs by working with local contractors to strategically enhance and support programs of study offerings aligned to regional high-wage, high-demand jobs and to help highlight the career pathways into these occupations.

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

- Other Operating Costs: ESC 10 will reserve \$20,000 for stipends for non-employees. Designated Effective Advising Program Steering Committee members (4 members per district) at each participating school district will receive \$2,500 (8 x \$2,500 = \$20,000). Stipends for Effective Advising Program Steering Committee members at each of the participating school districts will receive a total of \$20,000 to be distributed according to considerations in the Program Agreement (8 x \$2,500 = \$20,000); team members will receive stipends in \$500 increments not to exceed \$2,500 based on the number of hours contributed. Members of the Effective Advising Team will receive training and consultation from the EAF coach and in turn will lead the the development of the Effective Advising Program Plan for their district in collaboration with the Effective Advising Team. Each Effective Advising Team member can expect to spend an average of 1 hour per week for 40 weeks in their role. Additionally, \$5,100 is allotted within the remaining 6400s for travel funds to allow for on-site visits and training as needed. The total amount allotted for Other Operating Costs is \$25,100.

- Adjustments will be made based on monthly review of costs and expenses, and discussions during ongoing check-in meetings with TEA staff. LEA feedback and identified needs may also drive adjustments.

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