



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 **Region 14 ESC** CDN **221-950** Campus **N/A** ESC **14** UEI **PX6SCA5K4L32**

Address **1850 HWY 351** City **Abilene** ZIP **79601** Vendor ID **1-751247833**

Primary Contact **Vicki Hayhurst** Email **vhayhurst@esc14.net** Phone **325-615-8669**

Secondary Contact **Emilia Moreno** Email **emoreno@esc14.net** Phone **325-675-8674**

Certification and Incorporation

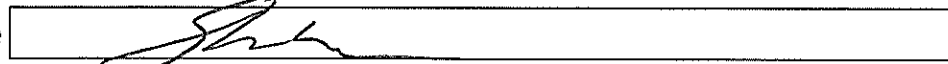
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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 **Shane Fields** Title **Executive Director**

Email **sfields@esc14.net** Phone **325-675-7037**

Signature  Date **07/07/2023**

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 ESC will identify and train a new Effective Advising Framework Coach to support the three LEAs identified within Region 14. The EAF coach will be trained to support districts through the assessment of current advising practices and development of a strategic plan for individual student planning aligned to the EAF five levers, essential actions, and key practices of the EAF. At the successful completion of the grant project, the EAF Coach may receive EAF Coach Designation.

Activities will include meeting with Project Lead bi-weekly and/or monthly, Project Lead meeting bi-weekly and/or monthly with Steering Committee to review data and work toward a strategic plan for individual student planning system aligned to the Effective Advising Framework. Districts will be expected to complete a Diagnostic Tool, including a Landscape Analysis, a K-12 Grade-level Expectations and Gap Analysis and an Implementation Plan, which includes Effective Advising Framework Priorities. This program will support individual planning by aligning to the Texas Model for Comprehensive School Counseling and by reviewing data from the gap analysis and diagnostic tool to identify unintentional barriers for student advising and planning. Planning will include guidance that will include developmentally and age appropriate, and provide information or literature that highlights topics for individual planning for students. Activities should expose students to career exploration, work-based learning, and college planning. The program will foster innovation in CTE programming by promoting career pathways aligned to high-skill, high-wage careers or industries. The gap analysis will provide data for the counselor in guiding students and promoting CTE programs. The data can also encourage a deep conversation about which CTE programs are needed and will support student choice based on awareness. The participating LEAs are part of the Perkins V Shared Service Agreement which allows extra support for counselors, educators, and administrators with training, technical assistance and providing programs that focus on preparing and guiding students in career pathways aligned to high-skill, high-wage, or in-demand careers and industries.

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?

Jennifer Seekins will serve as the Effective Advising Framework Coach. She has her M.Ed., and LPC-S. Jennifer has been chosen to be the Region 14 ESC Effective Advising Framework Coach based on her experience in counseling students and working with adults. Jennifer has been a high school counselor, lead counselor for a rural and large school district, and Dean of Students for a magnet medical program. Jennifer has also been involved and developed career and guidance lessons for students individual planning. She has a strong understanding of counseling and advising practices to support academic and career development in K-12 setting. Her strong understanding of comprehensive school counseling programs as defined by the Texas Model of Comprehensive School Counseling has proven her ability to serve as the EAF Coach for this grant.

The EAF Coach will spend 35% of her time coaching and working with districts to support the development and implementation of an individual student planning system within the context of a comprehensive school counseling program. The EAF Coach will support school districts in the leadership and strategic planning that is aligned to the Effective Advising Framework through technical assistance. Upon completion of training and technical assistance to LEAs the EAF Coach will earn either the EAF Coach Designation or Designation with Distinction. The EAF Coach will utilize 65% of her time with Career and Technical Education programs which include Perkins V Shared Service Agreement and Texas Regional Pathways Network districts. These responsibilities will be shared with the current Career and Technical Education Specialist which is 100%.

Training will be provided through the Education Service Center and/or on site for LEAs. The EAF Coach will communicate face to face, through email, telephone, and zoom options. The coach will create an EAF Essential Actions document to help LEAs to stay up to date with next steps. The EAF Coach will monitor progress toward completion of project deliverables by creating a task calendar to track and document the completion of deliverables for the project required by the grant. The EAF coach will check in with districts, bi-weekly and monthly to monitor progress and completion of benchmarks and goals. A shared google doc will be created to document activities for reflection and progress of work. EAF coach will meet with Project Lead bi-weekly and/or monthly to determine barriers that are causing lack of progress toward goals of the grant. If barriers are determined then the EAF coach will meet with District authorized representative to discuss and reflect next steps to move progress back on track or to make changes. There will be check ins with the Director of Federal Programs and Region 14 CTE Specialist to ensure that the EAF Coach has the necessary time and resources to successfully complete all grant requirements. Comprehensive Action Plans will be developed to guide the EAF Coach in organizing time to deliver the grant requirements. The Federal Programs Director and CTE Specialist will monitor the performance of the EAF Coach and track progress toward grant deliverables by monthly check ins and budget reports. Time and effort reports will reflect time spent on the grant. The shared google doc will track progress and goals met. The following protocol and strategy that will be implemented if the ESC recognizes the EAF Coach is at risk or has been notified by TEA of the at-risk situation. It will include the ESC Director of Federal Programs meeting with the EAF coach to determine the factors that may be contributing to the at-risk status. A growth plan will be put into place to monitor more closely the EAF Coach activities for the grant requirements. The ESC will take steps to find a replacement to continue the work of the EAF coaching of districts and EAF Coach training. The ESC CTE Specialist along with an ESC Counseling Consultant will continue the work until a replacement is hired for the EAF Coach position. Another option would be to contract with a neighboring ESC EAF Coach until a replacement is hired. The work that is being implemented through the EAF grant is also supported through the active support for the Texas Model of Comprehensive School Counseling model for current district counselors. The ESC also has a strong working partnership with the Workforce Solutions of West Central Texas career education projects. This includes a Youth Success Advisor program that works with Seniors in preparing and planning next steps after graduation. There is also a Career Education Outreach (CEO) program that works with middle school students, teachers and counselors to expose students to career opportunities and prepare for transition to high school.

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.

Overview of the selection process for partner school districts. The districts met the following criteria:

- 25% or more in concentrators and completers based on student enrollment
- 58% or below in concentrators and completers based on student enrollment
- Meet TEA definition of rural 2020-2021
- Meet NCES definition of rural remote/rural distant 2020-2021
- Designated Project Lead
- Perkins V Shared Service Arrangement Members
- Participated in West Central Texas Workforce Board Solutions Career Education development programs and events

Districts met the above criteria and participate in the Perkins V SSA, participate in Workforce Solutions projects for career development, and districts have isolated career exploration. The districts selected are also participating in the Perkins V Shared Service Agreement which are currently supporting career and college exploration, work-based learning opportunities, advanced academics, and industry partnerships. Another partnership includes the West Central Texas Workforce Solution Career Education development that includes career events, Career Education Outreach, Youth Success Advisors for Seniors and Work-based learning opportunities for students.

Districts met the CTE defined criteria listed in the eligible application section of the program guidelines.

Baird ISD

- 55% concentrators and completers based on student enrollment
- Met TEA definition of rural 2020-2021
- Met NCES definition of rural distant 2020-2021

Albany ISD

- 58% in concentrators and completers based on student enrollment
- Met TEA definition of rural 2020-2021
- Met NCES definition of rural remote 2020-2021

Paint Creek ISD

- 25% or more in concentrators and completers based on student enrollment
- Met TEA definition of rural 2020-2021
- Met NCES definition of rural-distant 2020-2021

Identified Project Leads: Albany ISD-Brittany Harmon; Baird ISD-Kortni Collins; Paint Creek ISD-Kevin White

The Project Leads will be two school counselor and one administrator from identified districts. LEAs are choosing the Project Lead based on experience and knowledge of the Texas Model of Comprehensive School Counseling and the capacity of staff to participate in the grant requirements. An initial conversation was held with the district to discuss the importance of dedicating time to the grant requirements. The district understands the importance to allow and support the Project Lead and Steering Committee to work with data for planning the strategic plan for the district which includes the diagnostic tool, landscape analysis, K-12 grade-level expectations and gap analysis.

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 proposed program by supporting LEA stipends for time spent working on the grant requirements, salary for the EAF coach to meet the grant requirements, travel to and from the districts for face to face meetings, summer training to support Texas Model of Comprehensive School Counseling components, supporting resources and ESC room rental.

Stipends will be provided to LEAs to support the Project Lead and Steering Committee to complete grant requirements. Project Leads will be spending approximately 5 hours monthly and Steering Committee members will be spending approximately 2 to 3 hours monthly on planning, reviewing data from gap analysis, diagnostic tool, landscape analysis that will be conducted for each LEA and developing a strategic plan for an individual student planning system within the context of a comprehensive school counseling program.

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