TEA
Texas Education Agency

2021-2022 Effective Advising Planning Pilot
Letter of Interest (LOI) Application Due 11:59 p.m. CT, June 15, 2021

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, June 15, 2021.**

| | Application stamp-in date and time |

Grant period from	**July 15, 2021 - August 31, 2022**
Pre-award costs permitted from	**Pre-Award Costs Are Not Permitted**

Required Attachments (linked along with this form on the TEA Grants Opportunities page)
1. Excel workbook with the grant's budget schedules
2. Attachment A: 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 9 ESC	CDN	243950	Campus		ESC	9	DUNS	611506788

Address	301 Loop 11	City	Wichita Falls	ZIP	76306	Vendor ID	1751246742

Primary Contact	Kara Fluty	Email	kara.fluty@esc9.net	Phone	940-322-6928

Secondary Contact	Janay Litz	Email	janay.litz@esc9.net	Phone	940-322-6928

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
- ☒ General and application-specific Provisions and Assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name	Carlton W. Pierce	Title	Executive Director

Email	wes.pierce@esc9.net	Phone	940-322-6928

Signature	*[signature]*	Date	6/10/2021

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 xxx Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the xxx 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: Provide an overview of the program to be implemented with grant funds. Include (1) program goals, deliverables, milestones, and roles and responsibilities, (2) strategy for coordinating efforts with Effective Advising Program Leads, (3) facilitation and support strategy for participating and individual districts, and (4) communication strategy.

1) Please see Effective Advising Plan Question #1, Part 1 email attachment

Program Requirements, cont'd.

1. (cont'd) Summary of Program: Provide an overview of the program to be implemented with grant funds. Include (1) program goals, deliverables, milestones, and roles and responsibilities, (2) strategy for coordinating efforts with Effective Advising Program Leads, (3) facilitation and support strategy for participating and individual districts, and (4) communication strategy.

2)A calendar will be created for the year based on availability of districts for coaching sessions and trainings. The effective advising planning coach will provide bi-weekly check-ins by phone or email.

3) ESC 9 has a close working relationship with region districts. The EAP coach will not only provide technical support, but also provide any materials or supplies that are necessary for successful implementation. The coach will work closely with other ESC personnel to provide necessary support regarding topics which may be outside the coach's expertise.

All trainings will be conducted in a timely manner and tailored to district needs.

4) The EAP coach will make frequent on-site visits and can be easily reached by office phone, personal cell phone, or email. The calendar for the year will be provided to each district team. Reminders will be sent out for each scheduled meeting. During bi-weekly communication, opportunities for discussion regarding successes and barriers to implementation will be provided.

Program Requirements, cont'd.

2. School District Partner Selection: Outline the process you took to identify and select districts to participate in the Effective Advising Planning Pilot. What are the key elements that informed your selection? How will you ensure that participating districts fulfill their commitment to develop an Effective Advising Program Plan?

Chosen districts were those which had previously shown an interest in restructuring their K-12 counseling program. These districts stated concerns about current administrative counseling duties rather than duties which focus on advising and social emotional support. The districts see the need to implement a comprehensive school counseling program and reached out to ESC 9 earlier in the year about providing this support. The two selected districts have adequate CCMR accountability; however, students are not being offered a wide range of opportunities which best fit individual student needs. Participating districts are looking to add additional Programs of Study. Through the Effective Advising Planning Grant we hope to align student need and interest with district course offerings. Both districts have actively searched for effective ways to improve post secondary readiness in career and college; and the hope is that an effective advising plan will provide the necessary long term support to achieve such goals.

The EAP coach and ESC director have met individually with both superintendents to discuss the grant opportunities, the benefits to the district, and the requirements. Each superintendent is committed to providing the necessary staff, time, and resources to implement the grant. They are committed to ensuring graduates are prepared for the rigor of college and/or have the necessary skills to go directly into the workforce.

Program Requirements, cont'd.

3. Qualifications and Experience of Key Personnel: Outline the required qualifications and experience for primary project lead (EAF Coach) in the implementation and delivery of the program. Include whether the position is existing or proposed.

An Educational Specialist at Region 9 Education Service Center will serve as the Effective Advising Coach. The EAP coach has served as a high school counselor and is currently the secondary ESC counselor specialist which provides necessary experience to assist with district implementation of successful advising practices.

The coach gained district level strategy development experience while facilitating the 2020-2021 ESC Capacity Building Grant for Region 9 districts. Responsibilities which provided necessary experiences include district level technical assistance, providing resources to LEAs, and assisting districts with strategy development in order to increase identification of students experiencing homelessness.

The EAP coach will allocate 20% of time and effort capacity in order to provide the following services to participating districts:

- The coach will assist districts with data collection in order to set a program mission, vision, and program goals for the Effective Advising Planning Grant.

- The coach will advise and collaborate with districts regarding funding for tools, resources, and staffing in order to develop a strong sustainability plan.

- District counselors and administrators shall receive training from the EAP coach on the Texas Model for Comprehensive School Counseling.

- Advisement regarding the roles and responsibilities of both the internal and external district advising staff, as well as guidance in K-12 advising milestones shall be provided by the coach to assist the successful submission of the LEA's Effective Advising Plan.

This position currently exists at ESC 9.

4. Budget Narrative: Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The ESC currently uses State Base to fund the counselor support positions and would continue to do so in areas outside of the scope of the EAP pilot as well as continue the work through state base funds after the grant has expired. The salary portion would be to fund our ESC Coach and related, required ESC expenses such as facilities and technology support. If allowable, funds would also be used for the time ESC staff in CCMR and CTE are engaged in our pilot program. Our two participating LEAs would use their allowed stipends as indicated in the signed agreements. The budget also allows for travel in region and at the state level, if necessary, as well as funds for printing and materials. Materials purchased will be dictated by the training components that our ESC Coach receives and the corresponding needs of the districts. The budget reflects the option of any technology software a district may need to gather data during the needs assessment process. A generous allocation allows for any needs that arise and for the components that will be shared during the training process for the ESC Coach.

Program Requirements, cont'd.

5. Education Service Center Coordination: How will the ESC ensure that the pilot program is integrated with other efforts? What communication and/or collaboration efforts will be employed to ensure district have a clear, coordinated experience?

A summary of the Effective Advising Program goals and progress will be shared during department meetings. Both partner districts are members of ESC 9's Perkins V SSA. Particular attention will be given to ensure ESC CTE and CCMR staff are informed and invited to attend district meetings and trainings when applicable. The ESC elementary counseling specialist will also be included as we assist in the Texas Model for Comprehensive School Counseling implementation. The EAP coach will work closely with ESC CTE, CCMR, and elementary counselor specialists to ensure grant services are aligned with district needs.

6. Program Monitoring: How will the EAF Coach monitor participating districts in the Pilot to ensure fidelity of implementation to program requirements and completion of deliverables? How will the EAF coach intervene, if necessary?

The EAP team(s) and the ESC coach will determine a data collection plan in order to evaluate current LEA advising practices. Support shall be provided during the data collection period through trainings, emails, phone calls, and campus visits by the coach. Once the data collection period has been completed, the ESC 9 coach shall meet with LEAs to answer questions and offer assistance regarding their program mission, vision, and short term/long term goals to ensure alignment with data collection. The ESC coach will meet with each participating district to determine current programs, initiatives, and resources which can be utilized, as well as additional needs for successful program implementation. The coach and district shall develop a program budget and discuss needed funds for staffing, tools, and resources. With the assistance from the ESC coach, districts will develop advisor roles and responsibilities. Identification of gaps in staffing will determine needed support and professional development for successful program implementation. The ESC 9 coach will develop a professional development schedule with each participating district which aligns with the budget in order to provide training about the EAP grant, roles and responsibilities of district advising team members, and the Texas Model for Comprehensive School Counseling Program. Technical assistance, templates, and rubrics will be available to LEAs to accommodate a successful and high quality plan which implements districts' K-12 milestones and assists in achieving desired student outcomes. In the event that a participating district does not meet necessary requirements, the ESC shall provide one-on-one assistance and deadlines for specific responsibilities to support successful participation. Multiple missed deadlines and failure to complete responsibilities will result in removal from the EAP pilot 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		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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year program allocation

5. LEA reservation for direct administrative costs, not to exceed the program's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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

Program Requirement Question #1, Part 1			
Program Goals	Deliverables	Milestones	Roles & Responsibilities
~ Each district will develop an effective post-secondary advising program which encompasses unique district needs and that is fully aligned with level 1 of the EAF	- determine key stakeholders and EAP team members - analyze formative and summative data collected from annual needs assessments, CCMR data, and other sources as needed - conduct frequent meetings including the EAP team, campus leaders, ESC coach, and stakeholders to review data, track CCMR progress, and discuss additional program aspects as needed - set benchmarks to ensure postsecondary success - identify a leader to ensure successful implementation of a comprehensive school counseling program which includes individual planning, responsive services, guidance curriculum, and system support - evaluate the number of counseling staff members as well as counseling roles and responsibilities to ensure the successful implementation of a comprehensive school counseling program - identify needed support in order to successfully advise students in the area of CCMR - identify EAP team members and coordinating inter-district alignment - identify external partners - discuss program benchmarks and goals with all members and partners - ensure team members and partners receive necessary training regarding advising components	~ Develop district advising goals related to college, career, and military readiness ~ Develop clear roles and responsibilities for advising leaders ~ Identify internal and external stakeholders	Administration & Project Lead: - determine EAP team members Project Lead - work with the EAP Coach to conduct frequent meetings to share information with members and stakeholders - coordinate EAP district vertical alignment EAP Team: - determine stakeholders - analyze formative and summative data - set CCMR benchmarks - evaluate counseling staff and identify needed support Administration: - (with provided information from the EAP Team) select comprehensive school counseling program leader - ensure team members and partners receive necessary training

~ Implementation of a post-secondary advising program within a continuous improvement cycle	- determine the project lead and other representatives consisting of at least one administrator, one certified school counselor, and at least 2 additional members - complete effective advising diagnostic assessment and identify additional data collection tools - based on data collection: develop short term goals which align to action items required for program implementation and develop long term goals aligned to the program's mission and vision - determine necessary resources for program implementation - develop program budget in order to address gaps in resources - develop a sustainability plan which includes: existing resources, initiatives, and programs which the district plans to utilize in the implementation and; information regarding funding sustainability, long term staff roles and responsibilities, and how the integration of specific programs will assist in the district advising vision, mission, and goals. - develop a PD schedule aligned with the budget which includes effective advising training for advisors, administrators, and other staff members - develop gaps as well as roles and responsibilities for team members based on advising knowledge - identify PD needs to ensure program implementation - identify internal and external partners who share responsibilities for program implementation - identify desired program outcomes aligned to the program mission and vision in order to develop necessary benchmarks to meet desired outcomes. Academic development milestones, career development milestones, and financial literacy milestones should be identified in elementary, middle school, and high school.	~ form effective advising program team ~ collect and evaluate current advising data ~ develop EAP mission, vision, and goals ~ develop EAP sustainability plan ~ develop EAP professional development plan ~ form EAP organizational structure ~ identify K-12 advising milestones	Administration: - determine Project Lead - develop a PD schedule Administration & Project Lead: - determine EAP team members and internal and external partners - determine EAP team gaps, roles, and responsibilities EAP Team: - complete diagnostic assessment & data collection - develop EAP goals - determine necessary resources for program implementation - develop program budget - develop a sustainability plan - determine PD needs - identify desire program outcomes
~ Districts will review current practices and make adjustments as necessary in order to implement a system wide comprehensive school counseling program which focuses on the four service delivery components	- identify and utilize counselor data collection tool - analyze data and determine: changes which need to occur, roles and responsibilities of current staff, gaps in staffing and/or counseling knowledge, additional staff and responsibilities which may need to be added - provide necessary PD - fulfill necessary responsibilities with current staff or add additional staff - continue data collection to ensure successful implementation	~ collect and evaluate current counseling data ~ determine adjustments which need to occur to current counseling program ~ set short and long term goals in order to successfully implement the Texas School Counseling Model	EAP Team: - identify and utilize data collection tool - analyze data to determine necessary changes, staffing gaps, knowledge, additional needed staff and responsibilities - continue data collection Administration: - provide necessary PD - provide necessary staff to fulfill EAP responsibilities

~ In subsequent years, each district shall work toward implementation of all levers of the EAF	- develop an effective advising team which includes strong leadership, advisors, and advising partners. - Build advisor capacity and efficacy through advisor evaluations, regular check-ins, and professional development - align vision, mission, goals, and values of the district advising program - provide advising training for all district staff and support partners - communicate updates and student tracking to all staff and community partners - engage and support all students in the ownership of their own postsecondary planning - involve families and community as stakeholders - strategically select advising partnerships to offer student services - manage advising partnerships -consistently evaluate advising partners against program goals - communicate updates and student tracking to all partners throughout the year to ensure program understanding, responsibility, and urgency - provide advisors with a caseload management system to ensure efficiency and efficacy - provide quality resources , tools, and materials to support CCMR awareness, exploration, and preparation - disseminate resources as needed to ensure desire program outcomes - develop tools and resources which align with grade-level benchmarks	~ develop and retain an effective advising team for all students ~ integrate an internal school culture ~ develop effective external partnerships ~ provide high quality tools and resources	Administration: - build advisor capacity and efficacy - provide advising training - provide advisors a caseload management system - provide and disseminate resources, tools, and materials aligned with grade level benchmarks to support CCMR Administration & Project Lead: - develop an effective advising team - select, manage, and evaluate advising partnerships Project Lead: - communicate EAP information and updates Administration, Project Lead, and EAP Team: - align district EAP vision, mission, goals, and values - engage and support all students in postsecondary planning - involve families and community