



**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](mailto: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

Pre-award costs permitted from

**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):

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

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 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.

**Roles and Responsibilities**

Education Service Center- Region 19 (ESC R19) is a community partner that provides core guidance and services for the educational success of every student. ESC R19 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 college and career readiness 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 post-secondary institution, but more importantly, ESC R19 and the districts are committed to college, career and military readiness for all students upon graduation.

The intent of the program is to merge the collective knowledge and expertise that the consultants at ESC R19 have gained through their extensive and varied experiences in college & career advising, college & career readiness, and programs such as GEAR UP and translate this knowledge to assist a small rural school district and a large urban school district with the Effective Advising Framework (EAF) Pilot Program. The mission of ESC R19 is to empower educators across the state with research-based practices to provide effective counseling and advising opportunities for all students. Consultants at ESC R19 are leaders in remote and blended learning environments. Their expertise, coupled with their knowledge and familiarity of effective counseling & advising programs, is the perfect combination for targeted, regional deployment of training and best practices.

**Roles and Responsibilities / Strategy for Coordinating Efforts with Effective Advising Program Leads**

At ESC R19, Adriana Escobedo, Guidance & Counseling Specialist, will take the lead in coordinating communication efforts as a whole and with Effective Advising Program Leads. Adriana is training in the EAF, has extensive experience as an educator and school counselor, has worked overseeing counseling certification field observations, and has acquired valuable on-the-ground experience with programs such as GEAR UP. Support personnel at ESC R19 include Kimberly Guerrero, Title IV counselor, and Angie Haro, Director of Information & Instructional Technology Services / College, Career, and Military Preparation who will work to further align communication efforts with all necessary stakeholders.

**Deliverables and Milestones**

ESC R19 will first focus on Lever III: Internal School Culture of Advising. The reason for this focus is to first assess the culture of advising that currently exists in the pilot districts- Fabens ISD and Anthony ISD. This will allow the ESC R19 to serve in a facilitator and partner capacity gathering existing college & career advising data and current advising practices. ESC R19 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 Lever III at the onset will allow ESC R19 and the districts to establish and/or refine campus and district goals related to college & career advising aligned to regional, state, and national initiatives.

Along with the focus on Lever III, Lever I: Strong Program Leadership and Planning is also an area that should be addressed at the onset of the pilot implementation. ESC R19 and the partner districts understand that all effective advising program team members (whether they are participating at the administrator or student service delivery 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.

ESC R19 believes to have strong systems in place in support of Lever IV: Effective External Partnerships. The ESC has strong connections with the local Workforce Board (Workforce Solutions Borderplex) and the many programs to assist in providing college & career advising resources for students. ESC R19 also has a solid network of regional industry partners and spearheads various projects that can be

**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.

instrumental in these efforts such as a Department of Education Social Finance Grant initiative among other key endeavors.

ESC R19 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.

Lever II: Effective, Well-supported, Advisor(s) and Lever V: High-Quality Tools and Resources will fall in place once the three above mentioned levers are first addressed. For example, the partnerships discussed in Lever IV have direct connections to high-quality tools and resources in Lever V that the team can bring forth and provide for partner districts. Well-supported advisors in Level II will also come from these strategic partnerships.

As milestones throughout the grant year, ESC R19 and the pilot school districts intend to focus on Lever III and conducting a needs assessment as well as asset mapping of currently existing college & career advising mechanisms within the districts during the first quarter benchmarks. During the second quarter benchmarks, the focus will be on Lever I. The third and fourth quarter benchmarks will involve targeted support for Levers II, IV, and V. Data will drive all aspects of benchmark milestones.

#### Communication Strategy

ESC R19 has very close relationships with Ysleta ISD and Fabens ISD. Both districts have strong participation efforts in the Texas Regional Pathways Network and regularly attend in the various committees that ESC R19 oversees. The channels of communication are already strong with both of these chosen districts for the EAF Pilot Program. In addition, both districts have a strong desire for college & career advising alignment through their Go Centers and all along the K-12 continuum. The communication strategy will include already existing channels as well as targeted outreach via Constant Contact, email distribution lists, phone calls, video conferencing, and direct site visits.

#### Program Mission and Goals

Mission: To prepare highly effective educators at all levels to deploy state and local college & career advising best practices to foster the social, emotional, and academic growth of all learners.

Goal 1: All students will be prepared for college, career, and/or the military upon graduation.

Goal 2: CTE and advanced academics will be an integral part of the EAF at the pilot districts with administrators, educators, advisors, and other key personnel having the necessary knowledge to advise on CTE programs of study, regional pathways, and college, career & military to include dual credit and AP opportunities.

Goal 3: College & career advising alignment throughout the K-12 continuum for pilot districts.

**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?

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 pilot program. ESC R19 was very much hoping for participation of a small, rural district and a small, urban district in the region so that we can gage resources, practices, and roll out in different instructional and advising settings. 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. Fabens 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. Anthony ISD has an over 75% economically disadvantaged student population. CTE and counseling leadership within the district have expressed a desire of 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.

#### Developing Fidelity of Implementation

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 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-driven decision-making.

#### Developing Information Collection Methods and Tools

ESC R19 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. Escobedo, 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 Data Fellows, 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.

#### Deploying EAF Levers and Best Practices

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 key EAF personnel to use EAF in daily practices with students. ESC R19 plans to employ a Trainer of Trainers model to build capacity and independence.

#### Ongoing Grant Reporting

Design systems and practices where the district and ESC R19 will work together to produce consistent EAF outcomes. ESC R19 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 College, Career, and Military Readiness 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.

**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.

Ms. Adriana Escobedo is the ESC R19 primary project lead and EAF Coach. Ms. Escobedo is a Texas Certified School Counselor and has experience as an educator in both elementary and secondary education. She has served as a Migrant Education Program instructional officer where she provided direct guidance, counseling, advising, and instructional services for migrant students at various districts. After moving from the Migrant Education Program to Technology Services and College, Career, & Military Preparation Adriana has flourished as GEAR UP Coordinator and guidance & counseling support. As an ESC, our strong relationships with schools and districts have afforded us opportunities to engage in partnerships to an increase the educational experiences and opportunities for our students. Through strategic planning, implementation, collaboration, and understanding unique needs, ESC R19 is poised to serve as an innovative AEF pilot coordinator that uses various data analysis software tools as a primary source of essential information to drive effective college & career advising and improve outcomes for students. ESC R19's ability to produce data resources internally will expedite turnaround time and position us 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 our area migrant students, as they were able to develop intervention plans based on social and academic metrics. Now, he is instrumental in serving as GEAR UP support. Ms. Nancy Hardin, 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 recipients 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 the data collection piece be integrated with the delivery of EAF implementation so that all stakeholders understand that to achieve our goal of college & career advising as well as exposure, we must all work in unison instead of silos. Mr. Ramos and Ms. Hardin will then work directly with Ms. Escobedo to provide the necessary tools and data to support the EAF leadership teams at each of the partner districts.

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 proposed budget is intended to cover about twenty-five percent of one specialist 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 for IT support. ESC R19 will use its existing servers, Zoom account access, and Constant Contact licenses used for other programs in order to minimize costs. 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 ESC R19 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 onsite. Although statewide travel may not 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 for movement between fund codes. ESC R19 departments have undertaken competitive grant work in various other departments such as College, Career, and Military Preparation 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.

**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?

The ESC R19 marketing and media services team continues to expand social media outreach and online communication as this has become a primary means of communication during the pandemic. The more traditional methods of disseminating information such as flyer distribution through email distribution lists to area district directors and campus personnel have not been abandoned, but have instead been combined with the use of programs such as Constant Contact. For this particular project, outreach and support efforts will direct through established distribution lists targeted Constant Contact outreach, and Zoom meetings. Direct face-to-face campus visitation will also be taking place.

The media services team at ESCR19 comprised of Sandra Valladolid- Coordinator, Oscar Castañeda – Graphic Designer, and Carlos De La Torre- Video Production Specialist, have vast experience working on events such as Teacher of the Year recognition, various regional conferences, student summer camps, and promotional events for ESC R19 educator certification programs among many other events. Additionally, the program team has access to various employees within the Technology Services Department that have worked for migrant services. They have vast experience recruiting and translating documents and promotional materials from English to Spanish. This is definitely an edge that ESC R19 possesses along the border in serving, promoting, and recruiting from bilingual communities. This will assist in capturing the attention, interest, and participation of key stakeholders such as parents and migrant students present in the student populations of both districts.

Overarching Plan: Intentional and informed engagement and marketing that leads to improved participant success through educator knowledge and availability of EAF Pilot Program. Goal: Collaboration & Communication- Persuade different audiences of key educators of the importance of the EAF Pilot Program. One of the ways intended for this to be accomplished is to set up a meeting with administration and key educators to ensure a thorough understanding of the program and potential misconceptions.

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?

Adriana Escobedo as the EAF Coach could not be a more natural fit. She has a wealth of experience in ensuring that fidelity of implementation to program requirements and completion of deliverables takes place. Adriana ensures that the GEAR UP grant functions and program outcomes take place on a regular basis. She knows exactly how to work patiently, effectively, and efficiently with people to obtain the necessary information for grant data submissions. Ms. Escobedo is strategic in her approaches to communication. She is successful in obtaining email communication as well as phone call, video conferencing, and face-to-face meeting communications. As a result of the diligent efforts of Ms. Escobedo, the GEAR UP partnership between ESC R19 and San Elizario ISD, a rural district in our area, has been recognized by Texas OnCourse due to the deliberate and effective tutoring efforts. As previously mentioned within the application, ESC R19 forms strategic partnerships such as the one with UTEP where we are able to hire college student tutors to conduct targeted tutoring sessions in critical success areas for students such as mathematics, English Language Arts, and Science. Ms. Escobedo serves as the ESC R19 contact for the El Paso Area Directors of Guidance and Counseling (EPADOG) and has easy access to communication channels that can be highly beneficial for EAF. She is also very familiar with both Fabens ISD and Anthony ISD counselors, Go Centers, and other key district personnel that will be involved in the pilot program. The ESC supports students' eligibility by working alongside a multitude of community partners. Participation in events such as the FAFSA Nights Committee and parent information nights span beyond the day of the event. They involve planning and coordination efforts from different members of our organization. It is through true partnership and collaboration that these efforts continue to grow stronger year in and year out. Organizations such as the Workforce Solutions Borderplex and the Federal Reserve Bank of Dallas- El Paso Branch continue to support regional endeavors because they see value in creating and supporting a workforce that is ready to meet the needs of a 21st century environment. This progress is not possible without the diligent efforts put forth through ESC personnel who has these contacts such as Ms. Adriana Escobedo.

**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"/> |
| <b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>       | <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 |
|----------------------|----------------------|
| <input type="text"/> |                      |
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