



**2022-2023 Effective Advising Planning for New Coaches
Letter of Interest (LOI) Application Due 11:59 p.m. CT, June 24, 2022**

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, June 24, 2022**.

Application stamp-in date and time

Grant period from **August 1, 2022 - August 31, 2023**

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):

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

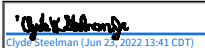
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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 2022-2023 Effective Advising Planning for New Coaches Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Effective Advising Planning for New Coaches 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. Describe how the program will improve individual student planning systems in the context of comprehensive school counseling programs.

[Empty text box for program summary]

The purpose of the 2022-2023 Effective Advising Framework (EAF) Planning Pilot is to identify and train EAF Coaches at the ESC who will become a content expert on effective advising, including the planning of an effective advising system within the context of a comprehensive school counseling program. The EAF Coaches will also become a local content expert on the Effective Advising Framework and its companion resources. The EAF Coaches will attend trainings throughout the school year and will engage with other EAF Coaches across the state to identify and scale best practices for effective advising. In addition, the EAF Coaches will coordinate internally at the ESC to identify opportunities for regional collaboration. For example, the EAF Coach will collaborate with the Counselor Specialist to strategize the regional rollout of effective advising through comprehensive school counseling programs. In addition, the EAF Coach will utilize their training to coach two partner school districts through the development of an effective advising plan. Each partner district will identify a team, who will receive a generous stipend for their efforts, to customize an effective advising plan for their district that will lead to implementation in the 2023-2024 school year. This plan will include the roster of the steering committee; mission, vision, and goals of the districts advising system; a sustainability plan; professional development plan; data collection plan; K-12 milestones; and an organizational structure for advising implementation. Each partner district will work in alignment with the Effective Advising Framework and its companion resources. The EAF Coach will provide the necessary training and technical assistance to coach a district through the development of their plan. The school EAF Team will plan to accomplish this with input from staff, parents, and community. They will collaborate to holistically address the barriers that detour students from postsecondary attainment in the future.

Each partner district will collaborate with their assigned EAF Coach to determine strategies for implementation planning. These strategies may include, but are not limited to, collecting input from students, parents, and community to identify current advising gaps and barriers; analysis of CTE programming to build in strategic connections between school counseling and CTE; gathering of baseline data for postsecondary attainment and persistence; and an internal and external partner survey to identify the current advising related tools and resources being used from K-12. The EAF Coach and LEA EAF Team leads will have monthly meetings either via an online platform or face-to-face. These sessions will be facilitated as coaching sessions where leads will dialogue with each other and the EAF Coach to resolve issues, share resources, and build relationships. All LEA administrators and EAF teams will receive training on the school counselor comprehensive programming (5th edition) to utilize in planning and support to complete the diagnostic tool in the first three months of the 2022-2023 school year. Additionally, individual coaching sessions will be provided to teams that request support in planning.

The EAF Coach will provide technical assistance and monitor progress toward the completion of this plan throughout the 2022-2023 school year. In the Spring 2023, the EAF Coach will also begin coordinating with partner districts on transitioning the plan into implementation for the 2023-2024 school year.

Program Requirements, cont'd.

2. Budget Justification - describe how the proposed budget will meet the needs and goals of the program. Please include justification for the specific funding allocations in the proposed budget.

The proposed budget will provide for necessary elements of the Effective Advising Framework planning year to successfully meet grant goals. Education Service Center Region 11 will train two new EAF coaches through the support of TEA, TNTP staff, and the ESC Region 11 EAF Coach Designee mentorship. The budget will include salary for the ESC Region 11 EAF team, and stipends for the LEA steering committee members. The steering committees will at minimum include members that represent administration, counseling, CTE, and Special Populations. Data collection software will be accessible for districts that need technology support. Training opportunities that include travel will be accessible by all steering committee members and EAF Coaches, such as the November 2022 LSSSCA Conference, to assist all grant members with deeper knowledge of the Comprehensive School Counseling Program and effective advising practices to strategically plan for implementation. Resources for collaborative convenings and supplies necessary for monthly trainings will be included.

Program Requirements, cont'd.

3. Grant Lead and Project Oversight - provide an overview of the ESC's strategy for overseeing this project. Include the following: A) How will the ESC ensure the EAF Coach has the necessary resources to successfully complete all grant requirements? Include a specific percentage of time the EAF Coach will be allocated to this project as well as the percentage of time they are allocated to other projects, not to exceed 100%. B) How will the ESC monitor the performance of the EAF Coach and track progress toward grant deliverables? What protocol and strategy will be followed if the ESC recognizes the EAF Coach is at risk? What protocol and strategy will be followed if the ESC is notified by TEA that an EAF Coach is at-risk? C) How will the ESC ensure the grant project is integrated with other internal efforts?

ESC Region 11 will ensure the EAF Coaches have the necessary resources to successfully complete all grant requirements. Each EAF Coach will allocate 10 percent of their time and effort to EAF Coach work. They will dedicate the remaining time to Counseling, CTE Administration and Leadership, Perkins V and EAF Implementation grant work. Neither coach will be allocated more than a 100 percent of their allotted work week to grant requirements on behalf of ESC Region 11. Our Designated EAF Coach, Lisa Harrison, will dedicate 5% of her time to mentor the new coaches. The ESC will monitor their progress through time and effort reports, EAF grant timeline of deliverables, LEA check-ins and ongoing mentorship and collaboration through the EAF Designated Coach. If the grant coach is deemed at risk for successful completion of deliverables by either the ESC or TEA the EAF Coach Designee will jointly attend EAF LEA Coaching sessions, provide additional training support for the grant tools and review LEA documents. The EAF grant will be collaboratively worked on by members of the ESC Region 11 CCMR team. This teamwork includes EAF Implementation, Counseling Supports, CTE Administrative Leadership and Accountability. This allows for greater regional supports to be offered by the ESC as we break down silos in the Advising world and build ongoing professional learning for all stakeholders.

Program Requirements, cont'd.

4. EAF Coach Success - provide an overview of the EAF Coach's strategy for implementing this project. Include the following: **A)** Who will serve as the EAF Coach for participating districts and why did you choose this person to serve in this role? Please detail their qualifications. **B)** What is the training and communication strategy the EAF Coach will use to ensure participating districts fulfill their commitments to the deliverables of this project? How will the EAF Coach monitor progress toward completion of deliverables? How will an EAF Coach intervene, if necessary, with districts not meeting expectations?

The ESC Region 11 EAF Coaches for this grant will be Chelsea Reeves, M.A. Ed., and Brittany Stroud, LPC, NCC. Chelsea holds a master's degree in educational leadership and a principal certification. She has experience at many levels including teacher, CTE Coordinator, Assistant Principal, High School Principal and District Federal Programs Coordinator. As a High School Principal, she managed the counseling department. At the ESC she holds the position of CTE Coach, managing grants, coaching district leaders, providing technical assistance, and professional learning. Brittany is a LPC and NCC who has worked at ESC Region 11 as a Texas Education for Homeless Children and Youth Specialists and currently as a Counselor Coach. Brittany has a deep knowledge of comprehensive counseling and supporting districts. She has held the position of High School Counselor, High School CCMR Coach, University Adviser, and Licensed Professional Counselor in non-profit and private practice. Both of our EAF Coaches will work as a team with Lisa Harrison, M.Ed. as their EAF mentor. Each coach will take the lead over a district and work together for stronger engagement.

EAF district members will meet at minimum monthly with their coach for training and support. The year will begin with a face-to-face meeting at ESC Region 11 to build relationships and begin work on understanding grant components, team-member roles, scheduling meetings for the year, and time commitments. The initial full day meeting will set the tone of collaboration and provide the LEA teams an opportunity to collaborate with other districts as well as dedicate time to engage with grant components. Each LEA will have a shared folder with the ESC for collaboration over documents and to self-monitor progress on deliverable due dates. The grant deliverables will be tracked through timeline management, ongoing monthly coaching, and mentor check-ins. If a district falls behind on timeline deliverables the coach will schedule additional meetings to provide technical assistance and determine if there are barriers to completion that they need assistance with. Additional technical assistance is always available through email, phone, zoom, or site visits.

Program Requirements, cont'd.

5. District Success - provide an overview of the ESCs strategy for selecting and coaching partner school districts. Include the following: A) An outline of the process you undertook to select partner districts, 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). Who is the identified Project Lead at each partner district and what are their qualifications to serve as Project Lead. Also include the strategy for ensuring the Project Lead has the necessary resources to successfully complete grant deliverables. C) Attached Program Agreements with each identified partner district demonstrating their commitment to participate in the project.

ESC Region 11 has wonderful LEA's that will engage in this advising work. The district partners on the EAF New Coach Planning Grant for 2022-2023 were chosen for multiple reasons:

1. District level of engagement with ESC Region 11.
2. Previous commitment to continuous improvement and local work to improve CCMR for all students through ESC 11 coaching and audits.
3. Superintendent support for the advising framework and time dedicated to the diagnostic process.
4. Engagement with ESC Region 11 Counseling and CTE Departments.

The Project Lead for Azle ISD is Amy Rollman, M.Ed., and the lead for Krum ISD is Nancy Shipley, M.Ed. They were chosen as district steering Committee leads because they actively manage, successful student transitions from one campus to the next, professional learning of district staff, analysis of district data, and the success of student advising as seen in CCMR outcomes. Amy holds the following credentials, Bachelor's in Interdisciplinary Studies, Master's in Educational Leadership, and Elementary Teaching and Principal Certifications. She has invested 24 years of her career in Azle ISD. Currently she is the Azle ISD Intervention Principal and is working to open her new campus in 2023 - 2024. She is a Certified Jon Gordon Power of Positivity Leadership Trainer and manages both HB4545 and TCLAS Highly Qualified Afterschool Program grant for the district. Nancy Shipley is the Assistant Superintendent I Krum and manages academics and many departments, such as counseling, CTE, and special populations. In the past year she managed the Methods of Administration compliance evaluation for the district and worked closely with ESC Region 11 throughout the process. As a district that is growing fast and planning a new high school, they want to work through the Effective Advising Framework to improve what they do and build strong procedures to assist with growth. The leads at both districts have full support of the district Superintendents to engage successfully in the Effective Advising Framework as a means of continuous improvement. They will be provided the time to dedicate to this work and necessary resources for team engagement, such as meeting space, access to data, survey opportunities of stakeholders, professional learning opportunities, and ESC Region 11 EAF Coach engagement time. These districts have routinely engaged with ESC Region 11 CCMR staff. We have supported them through CCMR Coaching, Counseling audit, Methods of Administration evaluation, and they attend ongoing meetings and professional learning.

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