



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

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 24, 2022**.

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)

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.

Region One ESC serves 38 school districts and 10 charter school systems in an eight-county area in deep South Texas with over 400,000 student enrollment. Region One has a long history of effective partnerships and has extensive experience managing federal and state-funded grants, including 5 GEAR UP grants, an Education Opportunity Center grant, a Teacher Incentive Fund, and a CTE Perkins Reserve grant.

Texas faces challenges in strengthening advising efforts for LEA's that ultimately increase student awareness as well as student achievement in college and career readiness and the ability to earn postsecondary degrees and credentials, and enter into careers aligned with current and future workforce needs. We know that school counselors play a vital role and make a tremendous impact in helping students achieve success in their academic, career, and social-emotional development which are core functions in our Texas schools. Now more than ever our students need continuous support during these complex times in our school environment.

Region One ESC will be the convener of the Effective Advising Program grant by planning and providing resources, guidance, and professional development opportunities to support our districts, counselors, educators, and school district staff at our partner districts. The goals include increasing student, educator, and community awareness of postsecondary options by promoting CTE programs of study, leveraging families as collaborators, and strengthening the counseling advising team by collaborating and coming up with ideas and opportunities to develop healthy learning communities in our region that lead to student success.

The EAF Coach will develop, plan and build strong relationships with each partner district. Training will be provided to the team regarding program goals and expectations. The EAF Coach will communicate with all members before meetings and confirm attendance as well as implement a timeline and framework. Monitoring expectations will occur routinely throughout the project through site visits, meetings, video conferencing, phone calls, emails, and face to face meetings. These routine visits will ensure deliverables are progressing as indicated in the grant. Data will be collected and completed and the EAF coach shall meet with LEAs to answer questions and offer assistance regarding their program mission, vision, and goals to ensure alignment with data collection. The EAF coach will also meet with each participating district to develop a program budget and discuss needed funds for staffing, tools, and resources. The EAF Coach will complete training through TEA and will train and meet regularly with the Effective Advising Team from participating districts to inform them of project updates, goals, and timelines as well as assist with data collection and planning of the implementation of the Effective Advising Framework for New Coaches (EAF) which will be committed to provide guidance and development of a comprehensive advising program. The planning of the implementation of an individual student planning system within the context of a comprehensive school counseling program in a school district is essential to students' academic, career, personal, and social development. The EAF coaches will support partnering districts with professional development and training of the program. If needed, interventions and necessary adjustments will be made to ensure that all deadlines and goals are met.

Partner districts will commit representatives that will attend workgroup meetings. The goals are that all students are equipped with academic and career development knowledge that will prepare them for college, career, and military endeavors as well as social and emotional skills. We will work collaboratively with our partner districts to plan high quality career and education advising.

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.

Payroll Costs: Payroll costs account for 25% of time spent on the grant will be \$20,000 with \$5,000 to cover 25% of employee benefits for a total of \$25,000. Region One will reserve a budget for stipends for non-employees. Designated Effective Advising Program Leads and team members at each participating school district will receive \$15,000 (2x 15,000= \$30,000)

Total Payroll Costs \$55,000

Professional and Contracted Services: Region One will reserve \$15,000 in funds for software and technology to support data collection and tracking at each LEA. In addition, Region One will reserve \$15,000 in to leverage work-based learning opportunities offered through CTE programs that support high demand occupations to enhance and support programs of study offerings aligned to regional high-growth, high-demand occupations and to help highlight the career pathways into these occupations. Region One will also reserve \$15,000 for additional training opportunities and resources to expand knowledge of comprehensive school counseling programs and or effective advising practices in order to strategically plan for implementation.

Total Professional and contract services amount to \$45,000

Supplies and Materials: \$3,750 will be allocated to additional supplies and materials that do not require approval. Total Supplies and Materials: \$3,750

Other Operating Costs: Additionally, \$15,000 will be allotted for Regional/Statewide travel funds, additional training opportunities to expand knowledge of comprehensive school counseling programs or effective advising practices to plan for implementation, mileage to support partner districts to allow for onsite visits as needed and resources that may include resources to be utilized for convening with ISD's training costs, or activities to promote the program.

The total amount allotted for Other Operating Costs is \$15,000

Indirect Costs: Region One will receive \$6,250 in indirect costs (5%). Total Budgeted amount \$125,000

If budget adjustments are needed throughout the course of this grant, we will seek approval internally as well as through the TEA grant department prior to making any changes.

The Region One business office has extensive experience managing grant expenditures and have undertaken competitive grant work in various other departments including 5 GEAR UP grants, an Education Opportunity Center grant, a Teacher Incentive Fund, and a CTE Perkins Reserve grant where budgets are set up in a similar manner and program timelines are continuously being met in a timely manner with successful reporting.

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?

The EAF Coach will allocate 25% of her time to support participating districts in the design, development and implementation of the EAF plan. She will lead the convening and coordination of a Steering Committee. She will collaborate with them to collect data, identify goals, and plan for implementation and monitoring of an individual student planning system aligned to the EAF. The planning process will include the identification of key transition milestones and K-12 grade-level benchmarks for students in the areas of transition milestones and K-12 grade-level benchmarks for students in the areas of academic development, career development, personal and social development, and financial literacy. The team will identify support needed for students as well as identify the staff, straining, and resources needed to implement the grade level benchmarks. The EAF Coach will ensure each member understands the roles and responsibilities of the team and meet regularly to provide information to the two participating districts. One of the participating districts is part of a GEAR UP grant initiative that already provides analysis of campus and district data to ESC staff. The EAF Coach will be available to meet with the team either in person or via distance learning. Support shall be provided through training, emails, phone calls, and campus visits. Once the data collection period has been completed, the EAF coach shall meet with LEAs to answer questions and offer assistance regarding their program mission, vision, and goals to ensure alignment with data collection. The EAF coach will meet with each participating district to develop a program budget and discuss needed funds for staffing, tools, and resources. The EAF coaches will support both districts with professional development and training of the program.

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?

ESC Administration will meet regularly, monitor and collaborate with the EAF Coach to ensure program deliverability. Guidance and meetings will be done regularly and well as evaluation and smart goals to check for progress. Communication within ESC Administration and EAF Coach will be clear and concise for key success of this program. The EAF Coach will make sure expectations are outlined and understood by all participants. To ensure effective feedback mechanisms and program sustainability the EAF Coach will provide many efforts to refine and integrate effective program improvements.

C) How will the ESC ensure the grant project is integrated with other internal efforts?

Our staff is diverse and experienced, led by Melissa I. Lopez, Region One ESC Administrator for the Office of College, Career and Life Readiness (OCCLR). She has served in education for 24 years with 20 years experience dedicated to federal grant administration. Ms. Lopez has been instrumental in the co-writing, implementation and evaluation of several multi-million dollar GEAR UP grants. She leads a team of directors, coordinators, accountants, education specialists and program assistants. Ms. Lopez and her team ensure that all programs served under the OCCLR adhere to federal/state regulations and financial accountability requirements. Region One already has integrated efforts in the Office of College Career and Life Readiness Department (OCCLR). The specialists in the department collaborate and provide technical assistance and training to districts. These continued efforts will build capacity for sustainability in EAF. Internally, the ESC staff will communicate and be aware of the pilot program and impact on their work. The specialists in the department collaborate and provide technical assistance and training to districts. These continued efforts will build capacity for sustainability in EAF. Internally, the ESC staff will communicate and be aware of the pilot program and impact on their work. The ESC will provide Grant Management by monitoring the participation of all members to ensure each entity is complying with the roles and responsibilities outlined in the agreement. The ESC will establish metrics for success and hold all participants accountable as well as collaborate and monitor that all grant activities and data collection is met.

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?

Ms. Jennifer Avelar serves as the Guidance and Counseling Lead at Region One and has a unique impact upon school counselors and counseling directors throughout the 38 districts. She comes with a wealth of experience with a counseling background. Prior to her time at Region One she served as high school counselor as well as an elementary counselor. She has an extensive background in advising, graduation requirements, personal graduation plans, and providing counseling technical assistance to districts and brings training, professional development, consultation services, and information dissemination to the Region One area. She provides academic support and legislative updates as well as mental health support to school counselors, educators, mental health professionals, and other school staff to ensure health, wellness, and academic success of students across the Region. She will ensure that the implementation of program requirements and completion of deliverables takes place. Ms. Jennifer Avelar works with GEAR UP grants as well and knows how to work effectively and efficiently to obtain the necessary information for grant data submissions. She will be available to meet with the team either in person or via distance learning. Support shall be provided through training, emails, phone calls, and campus visits. Once the data collection period has been completed, the EAF coach shall meet with LEAs to answer questions and offer assistance regarding their program mission, vision, and goals to ensure alignment with data collection. The EAF coach will meet with each participating district to develop a program budget and discuss needed funds for staffing, tools, and resources. The EAF coaches will support both districts with professional development and training of the program.

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 EAF Coach will develop, plan and build strong relationships with each district. Training will be provided to the team regarding program goals and expectations. The EAF Coach will communicate with all members before meetings and confirm attendance as well as implement a timeline and framework. Monitoring expectations will occur routinely throughout the project through site visits, meetings, video conferencing, phone calls, emails, and face to face meetings. She will lead the convening and coordination of a Steering Committee. She will collaborate with them to collect data, identify goals, and plan for implementation and monitoring of an individual student planning system aligned to the EAF. Once the data collection has been completed, the EAF coach shall meet with LEAs to answer questions and offer assistance regarding their program mission, vision, and goals to ensure alignment with data collection.

The planning process will include the identification of key transition milestones and K-12 grade-level benchmarks for students in the areas of transition milestones and K-12 grade-level benchmarks for students in the areas of academic development, career development, personal and social development, and financial literacy. The team will identify support needed for students as well as identify the staff, training, and resources needed to implement the grade level benchmarks. The EAF coach will meet with each participating district to develop a program budget and discuss needed funds for staffing, tools, and resources. The EAF coaches will support both districts with professional development and training of the program. These routine visits will ensure deliverables are progressing as indicated in the grant. If needed, interventions and necessary adjustments will be made to ensure that all deadlines and goals are met. If funded, districts have committed to full implementation of the grant with representatives attending monthly workgroup meetings.

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.

After much consideration, Region One chose two districts, Lasara ISD and South Texas ISD to partner with in the Effective Advising Planning for New Coaches. These districts represent a large charter school system and a small, rural district allowing to build practices to meet the needs of each.

Lasara ISD was selected and willing to commit to the work of the EAF pilot program. This district has over 85.0% economically disadvantaged student populations. Additionally they are a small rural district and we believe the Effective Advising Planning Pilot for New Coaches will be very beneficial in guiding their district and counseling department and will have a positive impact on student outcomes. Some of their demographic needs include research effort strategies to close academic gaps and improve the transition from elementary to secondary schools. They are part of the ESC1 GEAR UP Grant Model and GEAR UP best practices will be embedded in to the support system for success. We would like to support these districts by providing resources, practices, to roll out a counseling program as well as use data information as it pertains to their students in achieving post-secondary goals.

South Texas ISD was selected and ready to commit to the work of the EAF pilot program. The district stretches over three counties, Cameron, Hidalgo and Willacy, and overlaps 28 other school districts, an area of 3,643. The district is currently comprised of six open enrollment career and technology magnet schools:

- South Texas ISD Preparatory Academy in Edinburg
- South Texas ISD Rising Scholars Academy in San Benito
- South Texas ISD World Scholars in Edinburg
- South Texas ISD Medical Professions in Olmito/Brownsville
- South Texas ISD Health Professions in Mercedes
- South Texas ISD Science Academy in Mercedes.

This district has over 51.89% economically disadvantaged student populations. Some of their demographic needs and goals include a collaborative early intervention system consisting of students, staff and parents. This district was selected so that we will be able to provide resources, practices, and help plan to roll out a counseling program. They have a strong central office support system.

We believe the Effective Advising Planning Pilot for New Coaches will be very beneficial in guiding this district and counseling department and will have a positive impact on student outcomes.

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. The District Project Lead at Lasara ISD is Cynthia Ramos, Director of Curriculum and Instruction/Federal Programs. The District Project Lead at South Texas ISD is Dr. Brenda I. de la Garza. She is the Special Programs Director. Team members will include counselors, staff, and or professionals that demonstrate commitment to student success. Their required qualifications include the ability to facilitate the grant and program deliverables. They will also meet all timelines and do required grant reporting. Their experience and expertise in counseling, advising and administration will lead to successful planning and sustainability of the effective advising planning work beyond the grant at the district level.

The EAF Coach will work closely with each team to deliver professional development for successful implementation of the EAF Grant.

Region One has worked collaboratively with these ISDs. Each District Project Lead has been made aware of the time commitment needed to be successful during the EAF planning year. Additionally, each district has been informed about the budget line items that will assist them in supporting the time commitment for the staff members selected for the team. Each team will develop roles and responsibilities. The EAF Coach will attend all required TEA training that will be then delivered to the EAP Lead and Team. The EAF Coach will work closely with the EAP Lead and Team by attending and coordinating meetings.

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

| | |
|----------------------|--|
| <input type="text"/> | |
| <input type="text"/> | |
| <input type="text"/> | |
| <input type="text"/> | |
| <input type="text"/> | |

22-23 Effective Advising Planning Grant Agreement

This agreement is written by and between:

Region One, ESC, hereinafter referred to as "ESC", and

South Texas ISD, hereinafter referred to as "District",

regarding the 2022-2023 Effective Advising Planning Grant.

This agreement provides the core functions required of the ESC and District within the Effective Advising Planning Grant. By signing this document, the identified organization(s) commit to the roles and responsibilities as outlined below. This agreement will go into effect on July 15, 2022, or on the start date of the grant, whichever is earlier, and will terminate at the end of the grant period.

Purpose of this grant program:

The Carl D. Perkins Career and Technical Education Act is intended to expand opportunities for every student to complete career and education pathways that lead to credentials with value in the labor market. The planning and implementation of an individual student planning system within the context of a comprehensive school counseling program in a school district is essential to students' academic, career, personal, and social development. This grant project supports school districts in the leadership and planning of an individual student planning system, aligned to the Effective Advising Framework (EAF), with technical assistance provided by Effective Advising Framework Coaches (EAF Coaches).

Effective Advising Planning Grant Roles and Responsibilities

Education Service Centers agrees to the following key functions:

1. Serve as fiscal agents and grant leads throughout the grant period; and
2. Identify a staff member to serve as the EAF Coach throughout the grant period and reserve the necessary capacity for all staff to meet grant requirements.

EAF Coaches agrees to the following key functions:

1. Complete all TEA grant requirements to achieve EAF Coach designation with distinction;
2. Lead the district in the completion of a Diagnostic and make suggestions for areas of focus;
3. Provide technical assistance and coaching to the district's Project Lead to support completion of the Strategic Plan; and
4. Oversee the timely completion of all grant deliverables.

The District agrees to the following key functions:

1. Identify a school counselor or administrator staff person to serve as the Project Lead throughout the grant period who will be responsible for submission of grant deliverables to the EAF Coach; and

2. Provide the Project Lead with the necessary capacity, support, and authority to convene and lead an Effective Advising Steering Committee.

The Project Lead agrees to the following key functions:

1. Serve as the district's representative for effective advising in the context of the district's comprehensive school counseling program;
2. Work closely with and complete all grant requirements set forth by the EAF Coach; and
3. Convene and coordinate the work of an Effective Advising Steering Committee, made up of at least one administrator, one school counselor, one Career and Technical Education representative, and one representative of special populations.

The Effective Advising Steering Committee agrees to the following key functions:

1. Reserve the time and capacity to complete all grant requirements with fidelity under the direction of the Project Lead.

Effective Advising Planning Grant Staff Contact Sheet

ESC Information:

| | |
|--|-------------------------------------|
| Name of ESC | <u>Region One, ESC</u> |
| Name of Authorized Representative | <u>Melissa I. Lopez</u> |
| Authorized Representative Title | <u>Interim Deputy Director</u> |
| Authorized Representative Email | <u>mlopez@esc1.net</u> |
| Authorized Representative Phone Number | <u>956-984-6046</u> |
| Name of EAF Coach | <u>Jennifer Avelar</u> |
| EAF Coach Title | <u>Guidance and Counseling Lead</u> |
| EAF Coach Email | <u>javelar@esc1.net</u> |
| EAF Coach Phone Number | <u>956-984-6046</u> |

District Information:

| | |
|--|-----------------------------------|
| Name of District | <u>South Texas ISD</u> |
| Name of Authorized Representative | <u>Efrain Garza</u> |
| Authorized Representative Title | <u>Deputy Superintendent</u> |
| Authorized Representative Email | <u>efrain.garza@stisd.net</u> |
| Authorized Representative Phone Number | <u>956-514-4259</u> |
| Name of Project Lead | <u>Brenda De La Garza</u> |
| Project Lead Title | <u>Special Programs Director</u> |
| Project Lead Email | <u>brenda.delagarza@stisd.net</u> |
| Project Lead Phone Number | <u>956-514-4259</u> |

By signing this agreement, the identified party agrees to the roles and responsibilities that are outlined on page 2 and understand the importance of their roles and responsibilities in the success of this grant project. If either party chooses to terminate this agreement prior to the end of the grant period, a written notice which meets the requirements set forth by the Texas Education Agency (TEA) must be provided with a minimum 30-day notice. If any staff person named on page 3 of this agreement changes, written notice will be provided to the other party with a minimum 30-day notice.

ESC Signatures

ESC Authorized Representative
Name Melissa I. Lopez ESC 1 Title Interim Deputy Director
Signature Melissa Lopez Date 6/23/22

EAF Coach
Name Jennifer Avelar ESC 1 Title Guidance and Counseling Lead
Signature Jennifer Avelar Date 6/23/2022

District Signatures

District Authorized Representative
Name Efrain Garza Title Deputy Superintendent
Signature Efrain Garza Date Jun 23, 2022

Project Lead
Name Brenda De La Garza Title Special Programs Director
Signature Brenda De La Garza Date 06/21/2022

22-23 Effective Advising Planning Grant Agreement

This agreement is written by and between:

Region One, ESC, hereinafter referred to as "ESC", and

Lasara ISD, hereinafter referred to as "District",

regarding the 2022-2023 Effective Advising Planning Grant.

This agreement provides the core functions required of the ESC and District within the Effective Advising Planning Grant. By signing this document, the identified organization(s) commit to the roles and responsibilities as outlined below. This agreement will go into effect on July 15, 2022, or on the start date of the grant, whichever is earlier, and will terminate at the end of the grant period.

Purpose of this grant program:

The Carl D. Perkins Career and Technical Education Act is intended to expand opportunities for every student to complete career and education pathways that lead to credentials with value in the labor market. The planning and implementation of an individual student planning system within the context of a comprehensive school counseling program in a school district is essential to students' academic, career, personal, and social development. This grant project supports school districts in the leadership and planning of an individual student planning system, aligned to the Effective Advising Framework (EAF), with technical assistance provided by Effective Advising Framework Coaches (EAF Coaches).

Effective Advising Planning Grant Roles and Responsibilities

Education Service Centers agrees to the following key functions:

1. Serve as fiscal agents and grant leads throughout the grant period; and
2. Identify a staff member to serve as the EAF Coach throughout the grant period and reserve the necessary capacity for all staff to meet grant requirements.

EAF Coaches agrees to the following key functions:

1. Complete all TEA grant requirements to achieve EAF Coach designation with distinction;
2. Lead the district in the completion of a Diagnostic and make suggestions for areas of focus;
3. Provide technical assistance and coaching to the district's Project Lead to support completion of the Strategic Plan; and
4. Oversee the timely completion of all grant deliverables.

The District agrees to the following key functions:

1. Identify a school counselor or administrator staff person to serve as the Project Lead throughout the grant period who will be responsible for submission of grant deliverables to the EAF Coach; and

2. Provide the Project Lead with the necessary capacity, support, and authority to convene and lead an Effective Advising Steering Committee.

The Project Lead agrees to the following key functions:

1. Serve as the district's representative for effective advising in the context of the district's comprehensive school counseling program;
2. Work closely with and complete all grant requirements set forth by the EAF Coach; and
3. Convene and coordinate the work of an Effective Advising Steering Committee, made up of at least one administrator, one school counselor, one Career and Technical Education representative, and one representative of special populations.

The Effective Advising Steering Committee agrees to the following key functions:

1. Reserve the time and capacity to complete all grant requirements with fidelity under the direction of the Project Lead.

Effective Advising Planning Grant Staff Contact Sheet

ESC Information:


| | |
|--|-------------------------------------|
| Name of ESC | <u>Region One, ESC</u> |
| Name of Authorized Representative | <u>Melissa I. Lopez</u> |
| Authorized Representative Title | <u>Interim Deputy Director</u> |
| Authorized Representative Email | <u>mlopez@esc1.net</u> |
| Authorized Representative Phone Number | <u>956-984-6046</u> |
| Name of EAF Coach | <u>Jennifer Avelar</u> |
| EAF Coach Title | <u>Guidance and Counseling Lead</u> |
| EAF Coach Email | <u>javelar@esc1.net</u> |
| EAF Coach Phone Number | <u>956-984-6046</u> |

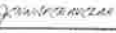
District Information:

| | |
|--|---|
| Name of District | <u>Lasara ISD</u> |
| Name of Authorized Representative | <u>Cynthia D. Ramos</u> |
| Authorized Representative Title | <u>Director of C&I/Federal Programs</u> |
| Authorized Representative Email | <u>cramos@lasaraisd.net</u> |
| Authorized Representative Phone Number | <u>956-642-3598</u> |
| Name of Project Lead | <u>Cynthia D. Ramos</u> |
| Project Lead Title | <u>Director of C&I/Federal Programs</u> |
| Project Lead Email | <u>cramos@lasaraisd.net</u> |
| Project Lead Phone Number | <u>956-642-3598</u> |

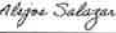
By signing this agreement, the identified party agrees to the roles and responsibilities that are outlined on page 2 and understand the importance of their roles and responsibilities in the success of this grant project. If either party chooses to terminate this agreement prior to the end of the grant period, a written notice which meets the requirements set forth by the Texas Education Agency (TEA) must be provided with a minimum 30-day notice. If any staff person named on page 3 of this agreement changes, written notice will be provided to the other party with a minimum 30-day notice.


ESC Signatures

ESC Authorized Representative
Name Melissa I. Lopez ESC 1 Title Interim Deputy Director
Signature  Date Jun 22, 2022

EAF Coach
Name Jennifer Avelar ESC 1 Title Guidance and Counseling Lead
Signature  Date Jun 22, 2022

District Signatures

District Authorized Representative
Name Alejos Salazar Jr Title Superintendent
Signature  Date Jun 21, 2022

Project Lead
Name Cynthia D. Ramos Title Director of C&I/Federal Programs
Signature  Date Jun 22, 2022