



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

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, June 15, 2021**.

Application stamp-in date and time

Grant period from

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.

The vision of ESC 15's Effective Advising Planning Pilot is to support three identified districts by providing side-by-side guidance to develop a comprehensive, sustainable advising program that ensure all students are equipped with the academic, social/emotional employability skills to be prepared for college, career, and military endeavors after graduation.

ESC 15 will provide the participating LEAs concentrated support on establishing an Effective Advising Program Team, hereby known as EAP Team, by guiding members through establishing a mission and vision for the team based on data collection and will use the data points to develop long and short term goals. ESC 15 will also guide the EAP Team in developing clear understanding of roles and responsibilities of team members as well as additional supports provided by administration, counselors, and teachers. Job descriptions will be identified with the level of advising-related knowledge as aligned to the Effective Advising Framework. Professional development and supports will be developed as gaps are identified to support program implementation. As professional development plans are rolled out, a needs assessment will be developed to address supports needed to sustain the program. Specific funding structures, long term roles and responsibilities, and existing and future programs will be fundamental in the implementation phase of the program. As supports are put into place at the secondary level to propel all high school students to earn CCMR credentials, the team will develop or strengthen advising milestones at the elementary and middle school grades. Milestone areas include, but are not limited to, academic development, career development, and financial literacy. The EAP Team will expand to include representatives at these levels.

Upon the award of the EAP Pilot in July, ESC 15 will assemble from the three LEAs district level administration and campus level administration from high school including counselors and CCMR personnel to begin the development of a EAP Team. These key stakeholders will begin identifying the EAP Lead for the committee as well as additional stakeholders (academic, CTE, and SPED representatives) to be included within their Effective Advising Program Team. With coordinated support from the AEF Coach, the district EAP Lead will begin the work of identifying the key essential actions of the district school counseling program through the lens of the Effective Advising Framework. This early identification will set the tone for the EAP Team by establishing targets specific to the needs of the district with consideration to student demographics, needs of regional and statewide workforce, Graduation Endorsements and CTE Programs of Study. By the start of the 21-22 school year, each LEA will have identified members of the EAP team. The EAF Coach will then guide the team in identifying roles and responsibilities of each member as well as establishing long and short term goals. To assist in goal setting, the EAP Team will analyze CCMR data historically from current graduates from the beginning of the CCMR data collection. To aid in this data collection, ESC 15 has allocated program budget funds from the EAP Pilot to purchase each participating district access to the OnDataSuite subscription. The EAF Coach will provide technical support to assist Team members in gathering data from OnDataSuite. From this analysis, the team will identify areas of strength and weakness among student groups. To further assist in goal setting, the EAP Team will complete an Effective Advising Diagnostic assessment to evaluate their current advising practices. Additional data from student and parent surveys will be used to support the creation of the Effective Advising Program. Team members will provide data specific to their role (i.e., counselor) to the team in tracking students data including post-secondary decisions (Higher Ed Coordinating Board), drop out, leaver data (PEIMS), STAAR EOC passing rates (administrators), and any other data necessary to fully establish a benchmark for measuring students who receive supports from the Effective Advising Program. At the end of the first six week, each LEA will have established an Effective Advising Program Team Roster, approved a mission and vision statement, and identified two long-term and two short-term goals for the team. As the goals are developed, the team will determine if resources are needed for successful implementation of the plan and utilize professional development funds allocated by the EAP Pilot to create a professional development calendar for EAP team members as well as staff members supporting effective advising. The calendar will also include monthly check point formative assessments developed to provide timely intervention (if needed) to team members. These assessments will be brief and include opportunity for EAF team members to voice identified gaps, barriers, or areas that need to be readdressed by the EAF Coach or EAP Team Lead.

Through the implementation of the Effective Advising Planning Team, the identified districts will begin the development of a College, Career, and Military Readiness Advisory Committee. This advisory committee will model a structure similar to that of a CTE advisory committee and will encompass members of that committee if one is currently active within the district. (CCMR Advisory Committee will in no way receive funds from the Effective Advising Planning Pilot). The lead for the committee will be the already identified CCMR personnel or personnel selected by administration. Key stakeholders such as school counselors, CTE teachers, academic content teachers, campus administrators, students, parents, industry partners, workforce partners and, if available, military-connected representatives. The mission of this committee is to provide support in planning, development, implementation, and evaluation of the CCMR program. The committee will meet two times a year and will establish membership that allows members to cycle off the committee every two years. The creation of the College, Career, and Military Readiness Advisory Committee will be connected to the organizational structure of the EAP Team. The CCMR Advisory Committee will provide internal and external advising partners to the EAP Team and assist in the support and sustainability of the EAP Team and Effective Advising Program.

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.

At the end of the first semester, the EAP Lead will have in place an effective Advising Planning Team with members whom have a written job description detailing their specific work on the Team. The EAP Lead will have data gathered from the first semester monthly checkpoint assessments to share with the EAF Coach. From this data, the EAF Coach will determine if additional supports are necessary from Professional Development disseminated by the EAF Coach to the EAP Lead during the first semester. In addition, the first meeting of the CCMR Advisory Committee will have occurred. Minutes and other information from the meeting will be shared with the EAP Team. During the second semester, the EAP Lead will work with the EAP Team to determine K-12 Advising Milestones. With the data collection from the first semester, the EAP Team will work to establish a backward approach to advising K-12 students. The premise of this approach is to gain understanding of the regional and statewide employment within the district and surrounding communities. From this approach, the EAP Team can begin to create "Pathway to My Career" initiative that support the advanced academic and technical curriculum offered in high school, the career investigation that begins in middle school and the career awareness that is established in elementary school. Through out this initiative, students will gain understanding of postsecondary opportunities, Industry Based Certifications, Work-Based Learning Programs and other supports they will have access to while on their path to graduation. The EAF Coach will provide technical support on career awareness activities which allow teachers and counselors to begin the process of advising in early elementary. The EAP Lead will meet with elementary and middle school counselors and principals to inquire about existing career exploration activities and lessons. Where applicable, members of the CCMR Advisory Committee will provide opportunities for elementary students to engage in hands on experiences in careers. Through this process of establishing a "Pathway to My Career", the EAP Lead with collaboration of the EAP Team, will develop a survey to determine the current level of advising campus teachers provide to their students. Areas to be addressed on the survey will be academic development, career development, and financial literacy. With all the gathered data, the EAP Team will use the information to validate the mission and the vision of the EAP Team within the structure of the Effective Advising Framework. The EAP Team will also revisit established goals at this point to ensure the goals are obtainable and measurable.

At the conclusion of the academic 2021-2022 school year, the EAP Team will have created an effective advising program plan customized to the specific needs of their district. The plan will include: EAP Team roster, data collection plan, EAP mission, vision, and goals, sustainability plan, EAP professional development plan (includes Texas Model for Comprehensive School Counseling), effective advising organizational structure and K-12 advising milestones. As data becomes available for the 21-22 school year, the EAP Team will compare this data with the already collected data established as a benchmark. Short-term and long-term goals as related to student outcomes will be evaluated for growth or regression.

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 process of identification taken by ESC Region 15 included research of the current support systems each district has implemented at the district and campus level. Next, particular attention was given to districts who have identified CCMR support staff beyond the initial high school counselor. Another factor of selection was school districts with at least 50% of their student population in 20-21, identified as economically disadvantaged and districts who have not yet met CCMR at 70%. Finally, districts who have participated in the Effective School Framework Diagnostic were also considered. After this analysis, ESC 15 selected the following three districts to participate in the pilot: Grape Creek ISD, Winters ISD and Texas Leadership Charter Academy.

All three districts have participated in the Effective School Framework Diagnostic, have at least 50% of the student population identified as economically disadvantaged, and have not yet achieved a CCMR Accountability score of 70%. Within the last few years, each district has identified staff beyond the initial high school counselor to provide students with opportunities to earn Industry Based Certification (two of the districts were awarded a Perkins Reserve Grant in 2019-2020). All districts have staff in place that work on various levels of student support. Each district has identified campus administrators, high school and district level counselors, curriculum specialists, Special Education specialists and CTE educators as members of the EAP Team. Because of this support system of professionals, each district demonstrates the commitment they have to student success on CCMR Indicators and are highly motivated to establish a dedicated Effective Advising Program Team and the creation of an Effective Advising Framework plan. The EAF Coach will work closely with the identified EAP Lead to deliver professional development as prescribed by TEA.

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.

Traci Terrill, CTE Specialist with ESC Region 15, will be the EAF Coach. Traci has been at the ESC for 20 years and has extensive experience in the evolution of career and technical education through her tenure at ESC 15. Traci is the lead contact for the ESC 15 Carl D. Perkins SSA. She has assisted LEAs with completing the newly developed Comprehensive Local Needs Assessment to identify CTE learners and Non-Learners based on new Perkins V performance data and LEA CTE Programs of Study as aligned with the TEA and Workforce Commission research. She coordinates meetings at multiple points throughout the grant year to provide updates and guidance to SSA members.

Traci was part of the ESC team assisting LEAs on the understanding and implementation of endorsements (HB5) and Career and College Readiness (HB 18). Upon the roll out of endorsements, Traci regularly met with LEAs to analyze district offerings and provide strategies to LEAs to align current offerings and promote endorsements to students and parents. She regularly provides updates on graduation requirements with a team of specialists and is a member of the ESC 15 CCMR committee. Traci provides consultation at the district and campus level of CCMR strategies including best practices for Industry-Based Certification, expansion of Statewide Programs of Study, and supports counselors and campus administrators on new initiatives.

As Traci continues to support districts on CCMR, CTE, and other like initiatives, the role of EAF Coach will greatly benefit ESC 15 LEAs by providing a framework to connect all these supports. ESC 15 anticipates a seamless collaboration of effort between her CTE and CCMR work and the responsibilities of EAF Coach.

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.

\$25,000 - EAF Coach at ESC

\$20,000/District Stipends for a total of \$60,000 in stipends

\$5000 Travel

\$5000 Resources

\$10,000 Technology, Software

\$105,000 total budgeted amount

The districts selected for this pilot are currently utilizing CCMR Bonus funds to sustain and increase the number of students who are earning CCMR status. This includes support staff, specialized programs and student initiatives. The EAF Coach will provide technical assistance in aligning the usage of CCMR Bonus funds to goals identified in the district's Effective Advising Plan.

As the fiscal agent, ESC 15 will provide technical support in the dissemination of grant funds. The EAF Coach will facilitate a discussion with the superintendent and CFO of each LEA in the current spending of CCMR Bonus funds, and other funding sources (whether State funds, Federal Funds or Competitive Grant Funds) in the sustainability of the Effective Advising Program Lead and Team and the necessary resources that assist in data collection and analysis as well as the other monetary supports that move the EAP Team to fully integrate the Effective Advising Framework across the district. While in close contact with the EAP Lead, the EAF Coach will address adjustments if they arise by communicating with the ESC Authorized Official and the CFO of ESC Region 15.

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 15 staff most connected to the objectives of the Effective Advising Framework are housed under the the Teaching and Learning department of the ESC. From within this department, each program (Curriculum and Instruction, Special Education, Federal and State Programs) works together on initiatives that bring together a cross section of the overall department. Teaching and Learning staff participate on several ESC wide program committees and meet monthly to blend efforts from each program into ESC programming. Traci Terrill, EAF Coach, participates on multiple committees at ESC 15. She regularly meets (monthly) with staff from not only the Teaching and Learning department but as well as Administrative Services, School Finance, and Data Processing. Traci also is a member of the ESC 15 CCMR committee. This committee includes representation from all departments and programs of the ESC. As the EAF Coach, Traci will provide the committees the timeline of the AEF Pilot and the three participating districts. She will also provide information and awareness to all programs at the ESC during the regularly scheduled ESC Planning Week in August.

The three participating districts are implementing CCMR Initiatives at various levels and address CCMR in both campus and district improvement plans. Districts currently have staff involved in CCMR activity at the district level with analysis of campus and district CCMR data. Each district has implemented methods to track student CCMR reporting and offer a range of opportunities through academic and CTE courses to support students in earning CCMR Accountability measures. The staff currently involved in these initiatives and programming will either be part of the EAP Team or CCMR Advisory Committee. Throughout the grant year, EAP Teams will meet each six weeks to assess processes established to create an advising program plan. The EAF Coach will assist in the development of the professional development calendar and ensure each member understands roles and responsibilities of the EAP Team. The EAF Coach will be available to meet with the EAP Team either in person or via distance learning.

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

The EAF Coach will attend all required TEA trainings that will be then delivered to the EAP Lead and Team. The EAF Coach will work closely along side the EAP Lead and Team by attending meetings at the district level and meeting individually with the EAP Lead. The EAF Coach will create electronic data collection methods to mark the activities required of the EAP Lead. The EAP Lead and Team will record time and effort spent on grant deliverables as indicated on Attachment A. Both the EAP Lead and the EAF Coach will create a timeline of deliverables and key milestones with the EAP Team. Regular check-in opportunities will be in the form of phone calls, emails, face to face or distance learning. the EAF Coach will provide weekly or bi-weekly checks with EAF Lead to ensure deliverables and milestones are progressing as indicated in the grant. This weekly check will allow for the AEF Coach to evaluate the progress toward the goals of the EAP Team. If the EAF Coach determines a participating district is unable to fulfill the deliverables of the grant, steps will be taken to first select a new EAP Lead and or team members. The district superintendent will be notified of the need to adjust personnel on the EAP Team and if new team members are unable to fill the role, the EAF Coach and ESC Authorized Official will schedule a meeting with the district superintendent, Authorized District Representative and the EAP Lead to discuss removal from the pilot program.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<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"/>	<input type="text"/>
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