



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]

Application stamp-in date and time

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**.

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): [redacted]

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.

Phone Email

Date

Signature 

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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 8 ESC and its partner district team members will be trained on implementing the Effective Advising Framework (EAF) which in turn will provide a clear vision for the team to plan their district programs to support student academic and career development in grades K-12. Program goals are that all students will be empowered to make informed decisions regarding their post secondary plan and will graduate prepared to enter college, career, and/or the military.

This pilot project will model a team approach including support and facilitation from the EAP coach, district leads and the team members consisting of a CTE, School Counselor, Administrator and Special Populations representative. The roles and responsibilities of each team member will be clearly outlined at the onset of this project along with goals, action steps and timeline.

The EAP coach will work closely with EAP leads with regular check-ins and scheduled meetings to ensure the team is on track and their needs are being met. During these sessions, coaching and adjusting will occur.

The EAP coach, with the input of the EAP lead, will develop a robust training schedule that will lead to a successfully developed high quality, systematic, sustainable and specific plan aligned with the Comprehensive School Counseling Program that will help the student to develop their own post secondary success plans.

The Certified School Counselor at each of the partner districts, along with the Coach and the project team members, will devise a plan of implementation for all students Kindergarten through 12th grade to understand their own interest, abilities, and opportunities for their future success. Some of the skills this team will focus and plan guidance for is goal setting, teaching all students how to take advantage of their educational opportunities, to identify appropriate behaviors and attitudes that lead to success, and develop individual leadership skills.

Communication plans will be critical in this partnership. The EAP Coach role will be to inform all team members involved about project updates and timelines. Our communication goals are as follows:

- * Develop a timeline of important meetings to be held, especially after major project milestones have been reached.
- * Maintain communication with all team members on the budget, timeline and needs of the program.
- * Provide insight into any obstacles, barriers or important decisions made along the way.
- * Supply opportunities and encourage feedback from all team members.

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.

We are requesting funding in the amount of \$120,420 to execute and meet the expectations of the Effective Advising Planning for New Coaches grant requirements. Below is a summary of how those funds will be allocated.

\$15,000 will be allocated to the payroll for the EAP coach

\$1,500 will be allocated to space rental

\$8,920 will be allocated for indirect costs (calculated at 8%)

\$30,000 will be allocated for the EAP leads (\$10,000 per district lead)

\$33,000 will be allocated for a stipend for the remaining district EAP team members (\$11,000 for each district team)

\$15,000 will be allocated for a comprehensive tool(s) designed to support districts (\$5,000 for each district)

\$7,000 will be allocated for travel during the coaching process

\$10,000 will be allocated for resources and training expenses

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?

Integrated efforts in the CTE, counseling and CCMR accountability areas are already in place at Region 8. The work stream of these specialists provide technical assistance and training together on a regular basis. These team members collaborate and problem solve regularly to support customer districts. The coach, School Counselor Consultant, proposed for this grant project and is well versed and supported in CTE, CCMR and the Comprehensive School Counseling Program framework and has experience with the Effective School Framework model which will align seamlessly with the EAP. We are equipped to design and plan the CCMR K-12 advising plan to increase student outcomes and be ready for implementation at the start of the 23-24 school year.

The ESC will ensure the EAP Coach has the necessary resources to successfully complete all grant requirements with scheduled sit down meetings with the Director of Strategic Initiatives and the Coach. Clear and concise communication is key to the success of this program, therefore, the EAP coach will make sure that the expectations and deliverables are clearly outlined and understood by all participating district members. In addition, the strategy, internally, will be to ensure that the ESC Coach and other ESC staff members are aware of the time constraints of this planning program and the potential impact on the work stream as this project is estimated to require 15% of worktime. This will be accomplished through in-house emails, Region 8 ESC newsletters and sharing the EAP for New Coaches program overview presentation within the department of Accountability and Leadership - Strategic Initiatives team.

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?

ESC 8 has identified Cindy Stansell to serve as the ESF Coach to work with our partnering districts. She is the School Counselor Consultant at Region 8 service center and is a certified school counselor and Licensed Professional Counselor. Cindy will allocate 15% of her capacity to support participating districts in the development of their advising plans for K-12 students.

Cindy has been the Region 8 School Counselor Consultant for one year and has developed strong relationships with school counselors, administrators and other educators in the 46 districts we serve. She has provided technical assistance and professional developments through the School Counselor Network, Special Services Department, CTE Department and Mental Health trainings. She also has an extensive background in School Counselor advising best practices, master scheduling, graduation requirements, personal graduation plans, guidance lessons, Comprehensive School Counseling Program based on the Texas Model, and providing counseling technical assistance to districts. She works closely with the CTE specialist and their collaboration is crucial in supporting school counselors and CTE departments holistically.

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.

The School Counselor Consultant and the CTE Consultant reviewed and discussed the districts within our service center and invited 3 districts to participate on the Effective Advising Planning for New Coaches. All three districts accepted and are Mount Vernon ISD, Como-Pickton CISD, and Detroit ISD. Cindy Stansell held an informational zoom meeting to discuss the grant deliverables and explain the work we would be doing together. It was encouraged that they choose their certified School Counselor as their Project Lead, and I explained that knowledge of the Comprehensive School Counseling Program is an expectation but will also be crucial in this planning. These 3 districts are small - medium size and all have an advising plan in place but feel it should be developed further and improved to maximize student success. They are eager to learn how to build their student advising plans using the Effective Advising Framework.

The program evaluation revealed gaps within the counseling program in the areas of personal graduation plans, master scheduling, in addition to their CCMR scores being very low. We believe this Effective Advising Planning for New Coaches will be instrumental in closing the gaps, guiding the work of the counseling department and having a positive impact on student outcomes and initiatives in the coming school years. The district leadership has expressed excitement in the opportunity for this program to not only have a positive impact on their CCMR scores but the fact that the EAP will further support their work within the Effective School Framework.

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

