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	**July 15, 2021 - August 31, 2022**
Pre-award costs permitted from	**Pre-Award Costs Are Not Permitted**

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		ESC		DUNS	
Address		City		ZIP		Vendor ID	

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 goal of the EAF pilot is to strengthen advising efforts for LEA's that ultimately increase not only student awareness but also attainment and persistence through a student's postsecondary chosen pathway. School counselors, school leaders, staff, parents, and community will collaborate to holistically address the barriers that detour students from postsecondary attainment. The goals of the program include increasing student, educator, and community awareness of postsecondary options, via promotion of CTE programs of study, leveraging families as collaborators, and strengthening internal advising teams. Specifically, awareness for students in postsecondary programs and postsecondary options will be measured for students in K-12th grades. The measurement for postsecondary attainment AND persistence will be measured for 8th-12th grades. Persistence is defined as students who successfully complete one or more postsecondary programs to include, but not limited to, taking an AP, Dual Credit, or IB course and having satisfactory performance, completes an initial CTE course in any given program of study AND registers for the next course in the sequence for fall 2022, or be deemed college ready by current CCMR metrics.

The goal is to increase postsecondary awareness for K-12th students by 25%. The final outcome will be evaluated based on a pre-and posttest assessments. K-3rd grade students will be given a short survey with emoji responses. The questions will be read to the students and students will select the emoji that best represents their response. Sample questions may include: Do you know what you want to be when you grow up? Have you heard the words college, career, or military before? Do you know more than 3 careers? Students in 4th -12th will also be given a survey with more advanced questions. Educators may read the questions as appropriate for any grade level. Sample questions for the 4th-12th grade students may include: Has your teacher, administrator, or counselor talked to you about college, career, or military opportunities? Has your parent talked to you about college, career, or military opportunities? Do you know

Program Requirements, cont'd.

2. School District Partner Se   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?

ESC Region 11 is a comprehensive school counseling and CTE program audit provider. We have established a program review process that allows LEA's to discover strengths, weaknesses, and areas of need or concern. The review process collects both quantifiable and qualitative data. At the conclusion of the review, LEA's are provided with key findings and next steps to be developed over the next 30, 60, 90, and 120+ days. In selecting our potential LEA's we drew from those LEA's that have requested an audit of their counseling and or CTE program during the 2020-2021 school year. Establishing a desire to review their programming illustrated a level of commitment and value relative to the school counselor comprehensive program and a focus on postsecondary attainment, which made them the ideal LEA's for this type of pilot. In the LEA's being considered a clear need for increased postsecondary awareness & attainment, family partnerships, and overall counselor programming was revealed. Feedback came from students, administrators, staff, parents, and school counselor insights.

Performing an audit within an LEA can be daunting for stakeholders, however, by maintaining clear and concise communication, establishing the "why" for the work, and highlighting BOTH successes and areas of growth, a very

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.

The ESC Region 11 CCMR Team will lead this initiative and one team member will be defined as the EAF Coach. All of our team members are highly qualified with 10+ years in school counseling, college, career, and military readiness awareness and attainment, CTE and mental health work. The identified individual will have a strong background in coaching counselors and administrators, hold a school counselor or administration certification, CTE background, have a documented success rate with driving college and career readiness programming at the campus or district level, and have a research design background. Being able to visualize solutions and develop tools will be key to supporting LEA's with the barriers they may face. At this time, all of our team members are qualified to lead the work. Until we are officially offered the grant, we are building capacity in LEA's as a team so that any one of us can lead the charge.

4. Budget Narrative: Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed budget will support in honoring the work and time that each staff member is dedicating to this pilot, including the EAF Coach. The EAF Coach will utilize materials and supplies to provide relevant training and resources. Relevant training and resources may include, coaching training, purchasing comprehensive counseling program manuals, ancillary supplies. Funding for travel will support the mileage accrued between the various districts and schools that will be supported through the pilot. Our region is expansive and consists of an area of 10 counties, there is considerable distance between each of the participating LEA's. The EAF coach will explore funding sources with districts to create a sustainability plan. These efforts will be similar to the process already utilized with the small and rural school's pilot. Potential future funding sources, will be addressed within the first six weeks of the pilot.

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 Region 11 CCMR Team currently supports the small and rural school initiative, the Effective Schools Framework, along with being catalysts for the mental health and school safety work through the Safe and Supportive Schools initiative. Being instrumental in those key programs will aid in our ability to visualize how the EAF work can seamlessly blend within current programming requirements and efforts. As we collaborate to address the needs of each EAF school district, we will ensure that we continue to promote the teams based approach which is the foundational component of many TEA initiatives. We will foster conversations that beg the question, "How can the EAF program be woven into what is already being done? "Are we duplicating efforts, if so how can we consolidate the work to make it more manageable and less cumbersome? "How does MTSS support the work and how do we connect to teams like this, including behavioral threat assessment teams, mental health advisement teams, and other collaboratives?" All of these questions shall be addressed at the beginning of the pilot. Summer 2021 is the perfect time to engage these conversations and make adjustments to initiatives that align with this work.

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 develop a scope and sequence annual plan as part of the initial set up of the work. The annual plan will detail monthly tasks, links to surveys, and dates for submitting artifacts. Individual coaching sessions will be provided to teams when data metrics reveal slow progress, low survey response rates, or lack of growth. Community resources will also be available and area asset mapping will be part of initial discussions. The EAF Coach will help support the connection between LEA's and area resources. The EAF Coach will prepare monthly data results to be shared with the Team lead and EAF team during their designated check-ins. The EAF coach will serve as a hands-on collaborator who walks alongside their LEA's in this process. A gradual release model will be implemented to extend autonomy to those that are doing well and progressing.

CDN [ ] Vendor ID [ ] Amendment # [ ]

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.

○

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**

Application Part 2:   2021-2022 Effective Advising Planning Pilot
        Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, P.L. 116-6, Perkins Reserve: SEC. 113 (c)

Payroll 6100

Professional and Contracted Services 6200

Supplies and Materials 6300

Other Operating Costs 6400

Capital Outlay 6600

Program Budget Summary

Consolidate Administrative Funds - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

2021-2022 Effective Advising Planning Pilot

Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, P.L. 116-6, Perkins Reserve: SEC. 113 (c)

220950 Amendment # (for amendments only):

	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted
1 Teacher			$ -
2 Educational Aide			$ -
3 Tutor			$ -
4 Project Director			$ -
5 Project Coordinator			$ -
6 Teacher Facilitator			$ -
7 Teacher Supervisor			$ -
8 Secretary/Admin Assistant			$ -
9 Data Entry Clerk			$ -
10 Grant Accountant/Bookkeeper			$ -
11 Evaluator/Evaluation Specialist			$ -
12 Counselor			$ -
13 Social Worker			
14 Community Liaison/Parent Coordinator			$ -

Education Service Center (to be completed by ESC only when ESC is the applicant)

15

Grant Amount Budgeted

11	$	5,000
12	$	5,000
13	Total Direct Admin Costs*: $	-

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

FOR TEA USE ONLY
Changes on this page have been confirmed with: On this date:
Via telephone/fax/email (circle as appropriate)   By TEA staff person:

Application Part 2: 2021-2022 Effective Advising Planning Pilot
Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, P.L. 116-6, Perkins Reserve: SEC. 113 (c)

County District Number or Vendor ID:	Amendment #:	0
Supplies and Materials (6300)		
Expense Item Description	**Grant Amount Budgeted**	
1	Remaining 6300 - Supplies and materials that do not require specific approval:	$ 5,000
2	Grand Total:	$ 5,000
3	Total Program Costs*:	$ 5,000
4	Total Direct Admin Costs*:	$ -

*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Via telephone/fax/email (circle as appropriate):	By TEA staff person:

County District Number or Vendor ID:		Amendment #:	0

	Other Operating Costs (6400)		
	Expense Item Description	**Grant Amount Budgeted**	
1	~~6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.~~	$	-
2	~~6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.~~ ~~Specify name and purpose of conference:~~	$	-
3	~~6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.~~	$	-
4	6413 - Stipends for non-employees other than those included in 6419.	$	71,000
5	~~6419 - Non-employee costs for conferences. Requires pre-authorization in writing.~~	$	-
6	~~6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.~~	$	-
7	~~6495 - Cost of membership in civic or community organizations.~~ ~~Specify name and purpose of organization:~~	$	-
8	~~64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.~~	$	-
9	Subtotal of other operating costs (6400) requiring specific approval:	$	71,000
10	Remaining 6400 - Other operating costs that do not require specific approval.	$	5,000
11	Grand Total:	$	76,000
12	Total <u>Program Costs</u>*:	$	76,000
13	Total <u>Direct Admin Costs</u>*:	$	-
*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.			

In-state travel for employees does not require specific approval.

Application Part 2:

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Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, P.L. 116-6, Perkins Reserve: SEC. 113 (c)

County District Number or vendor ID:				Amendment #	0
Grant Period:	July 15, 2021 - August 31, 2022			Fund Code/ Shared Services Arrangement: 244	

Program Budget Summary

	Description and Purpose	Class/Object Code	Source of Funds		
			Program Cost	Admin Cost	Total Budgeted Cost
1	Payroll Costs	6100	$ 25,000	$ -	$ 25,000
2	Professional and Contracted Services	6200	$ 5,000	$ -	$ 5,000
3	Supplies and Materials	6300	$ 5,000	$ -	$ 5,000
4	Other Operating Costs	6400	$ 76,000	$ -	$ 76,000
5	Capital Outlay	6600	$ -	$ -	$ -
	Consolidate Administrative Funds			N/A	
6	Total Direct Costs:		$ 111,000	$ -	$ 111,000
7	Enter Percentage (%) of Indirect Costs: 5		N/A	$ 5,549	$ 5,549
8	Grand Total of Budgeted Costs :		$ 111,000	$ 5,549	$ 116,549

Shared Services Arrangement

9	6493	Payments to member districts of shared services arrangements	$_____	$_____	$_____

Administrative Cost Calculation

10	Total Grant Amount Budgeted:	$ -
11	Reasonable and necessary administrative costs established for the program:	0.05
12	Maximum amount allowable for administrative costs, including indirect costs:	$ -

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