



**2024-2025 Effective Advising Planning Grant**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, June 7, 2024**

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to **competitivegrants@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 7, 2024**.

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: Planning Grant 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  UEI

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.

**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 2024-2025 Effective Advising Planning Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Effective Advising Planning Grant 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:** a) Provide an overview of the program to be implemented with grant funds. b) Describe how this program will support individual planning in the context of comprehensive school counseling. c) Describe how this program will foster innovation in CTE programming and/or promote careers pathways aligned to high-skill, high-wage careers or industries.

**Roles and Responsibilities**

Education Service Center- Region 19 (ESC19) is a community partner that provides core guidance and services for the educational success of every student. ESC19 is committed to ensuring success for all students by providing quality services to all educational partners in our region through a continuous improvement process. Our mission and vision at the service center are aligned to support CCMP initiatives for all students in the region. A pivotal part of our success is the participation in regional committees meant to enhance opportunities and access for all students. Region 19 students are not just becoming eligible to continue their education at a post-secondary institution, but more importantly, ESC19 and the districts are committed to CCMP for all students upon graduation.

The intent of the program is to merge the collective knowledge and expertise that the consultants at ESC19 have gained through their extensive and varied experiences in college and career advising, CCMP, and programs such as GEAR UP and translate this knowledge to assist counselors at large in implementing an effective, comprehensive school counseling program. The mission of ESC19 is to empower educators across the state with research-based practices to provide effective counseling and advising opportunities for all students. Consultants at ESC19 are leaders in remote and blended learning environments. Their expertise, coupled with their knowledge and familiarity of effective counseling and advising programs is the perfect combination for targeted, regional deployment of training and best practices.

**Roles and Responsibilities / Strategy for Coordinating Efforts with Effective Advising Program Leads**

At ESC19, Rudy Nuñez, Professional Development Consultant, will take the lead in coordinating communication efforts as a whole and with Effective Advising Program Leads. Rudy Nuñez has extensive experience as a designated and certified EAF Coach and GEAR UP Coordinator. Rudy has been an EAF lead for the ESC working with two districts during the first and second EAF Grant planning cycles. With Mr. Nuñez years of experience as a CTE teacher, GEAR UP Coordinator, and consultant, EAF efforts in our region will continue to thrive. He is also our direct connection and representative in El Paso Area Director's of Guidance and Counseling (EPADOG) Counselor Network. Support personnel at ESC19 includes Cynthia Silvas, Secondary Counseling Consultant, who will be the new coach being trained under Mr. Nuñez leadership and the deliverables of this grant in partnership with San Elizario ISD. Angie Haro, Director of Technology Services & CCMP who will work to further align communication efforts with all necessary stakeholders.

**Deliverables and Milestones**

ESC19 will begin by assessing the culture of advising that currently exists in the partner district- San Elizario ISD. This will allow the ESC19 to serve in a facilitator and partner capacity gathering existing college and career advising data and current advising practices. ESC19 has extensive experience conducting Career & Technical Education (CTE) evaluations, focus groups, and surveys to arrive at solutions for programmatic improvement in collaboration with campus leadership. Focusing on assessing the culture of advising at the onset will allow ESC19 and the districts to establish and/or refine campus and district goals related to college and career advising aligned to regional, state, and national initiatives.

Planning and strong program leadership is an area that should be addressed at the onset of the pilot implementation. ESC19 and the partner districts understand that all effective advising program team members (whether they are participating at the administrator or student service deliver level) should have clear roles and responsibilities tied to student outcomes that ensure all students graduate from high school prepared for college and career, including careers in the military. These roles and responsibilities are to include certain identified key educators in K-12. For example, CTE teachers are clear examples of champions of the effective advising cause. They are experts within their areas and have a primary role of recruitment for their programs. ESC19 believes to have strong systems in place to support all EAF Levers. The ESC has strong partnerships, solid networks, and trained personnel with many years of experience coupled with supportive and innovative leadership.

ESC19 works on scaling and expanding opportunities as related to growing in-demand labor market areas in the region. The ESC and regional networks focus on identified regional pathways that have multiple entry/exit points and include advanced academics curriculum embedded in the pathway leading to dual credit and Advanced Placement (AP) opportunities for students. Supported regional pathway efforts seamlessly integrate rigorous academic requirements for students while preparing students for the regional workforce. As milestones throughout the grant year, ESC19 and the pilot school districts intend to focus on conducting a needs assessment as well as asset mapping of currently existing college and career advising mechanisms within the districts at the inception of the grant.

**Program Requirements, cont'd.**

2a. **Project Leadership:** 1) Explain the **EAF Coach** selection. Include the following: Who will serve as the EAF Coach(es)? What are this person's qualifications and what is your justification for selecting them as the EAF Coach? What percentage of time will the EAF Coach(es) be allocated to this project? Include any other roles the EAF Coach holds and the percentage of time they are allocated to other projects, not to exceed 100%. If selecting more than one EAF Coach, indicate which district(s) each coach will be held accountable for supporting for the duration of the grant cycle.

2) Provide an overview of the **EAF Coach Strategy** for implementing this project. Include the following: What is the training and communication strategy the EAF Coach(es) will use to ensure participating districts fulfill their commitments to the deliverables of this project? How will the EAF Coach(es) monitor progress toward completion of deliverables? How will an EAF Coach intervene, if necessary, with districts who are not meeting expectations?

3) Provide an overview of the **ESC's strategy** for overseeing this project. Include the following: How will the ESC ensure the EAF Coach(es) have the necessary time and resources to successfully complete all grant requirements? How will the ESC monitor the performance of the EAF Coach(es) and track progress toward grant deliverables? What protocol and strategy will be followed if the ESC recognizes the EAF Coach is at risk or if they are notified by TEA that an EAF Coach is at-risk? What steps will be taken if the ESC does not retain the selected EAF Coach(es) for the entirety of the grant? How will the ESC ensure the grant project is integrated with other internal efforts?

1) Explain the EAF Coach selection.

Mr. Rudy Nuñez is the ESC19 primary project lead and EAF Coach. Mr. Nuñez is a Texas Certified CTE teacher. He also knows industry very well having worked several years in law enforcement. He has been GEAR UP Coordinator for 4 years at ESC19 as well as serving as our department point of contact for parental engagement network meetings and events. He has provided direct guidance, advising, and instructional services for students at several of our districts. Mr. Nuñez is well known in the Region 19 area, serving as lead in the El Paso Area Directors of Guidance and Counseling (EPADOG). Not only is Mr. Nuñez very knowledgeable in comprehensive school counseling programs, but he also has great buy-in with counselors, administrators, and teachers. He is well-respected and a perfect lead for implementing EAF efforts aside.

2) Provide an overview of the EAF Coach Strategy for implementing this project.

Mr. Rudy Nuñez, backed by the team at ESC19, is poised to serve as an innovative, certified EAF Coach that uses various data analysis software tools as a primary source of essential information to drive effective college and career advising and improve outcomes for students. ESC19's ability to produce data resources internally will expedite turnaround time and position the ESC as the grant lead to produce analytics that can be used as real time resources. Mr. Jesus Ramos, Research and Evaluation Coordinator has extensive experience producing data-based reports. The reports that he was tasked with putting together included a collection of both qualitative and quantitative data. The information he gathers for field officers allowed them to work strategically with Region 19 migrant students, as they were able to develop intervention plans based on at-risk and academic metrics. Now, he is instrumental in serving as GEAR UP support. Ms. Nancy Cruz, IT Systems Specialist, has been selected to support the EAF metric of providing support in reviewing the information for quality of data reporting, but more importantly, in aiding the recipient of the data. She too, has been instrumental in producing and gathering data that gives field officers methods of data collection that highlight emerging problems, forecast areas of concern, and show projections of growth. It is our intention to add additional EAF metrics to ensure that we keep assessing not only the quality of our data, but the use and implementation of it. It is vital that data collection processes be integrated with the delivery of EAF implementation so that all stakeholders understand that to achieve goals of college & career advising as well as exposure, we must all work in unison instead of silos. Mr. Ramos and Ms. Cruz will then work directly with Ms. Morales to provide the necessary tools and data to support the EAF leadership teams at each of the partner districts.

3) Provide an overview of the ESC's strategy for overseeing this project.

ESC19 works on scaling and expanding opportunities as related to growing in-demand labor market areas in the region. The ESC and regional networks focus on identified regional pathways that have multiple entry/exit points and include advanced academics curriculum embedded in the pathway leading to dual credit and Advanced Placement (AP) opportunities for students. Supported regional pathways efforts seamlessly integrate rigorous academic requirements for students while preparing students for the regional workforce.

As milestones throughout the grant year, ESC19 and the pilot school district intend to place special focus on conducting the needs assessment as well as asset mapping of currently existing college and career advising mechanisms within the district to address and EAF levers. Data will drive all aspects of benchmarks and milestones.

**Program Requirements, cont'd.**

2b. **District Leadership:** 1) Provide an overview of the selection process for **partner school districts**. Include the following: an outline of the process you undertook to select partner districts, reasoning behind your selection, considering key elements such as current initiatives, participation in other projects, district and/or campus level leadership, etc., if any, that informed the selection.

2) Explain in detail how the districts you have selected meet the CTE defined criteria listed in the Eligible Applications section of these Program Guidelines. Include information for each criterion met by the individual districts.

3) Explain **Project Lead** selection. Who are the identified Project Leads at each partner district and what are their qualifications to serve as Project Lead? Include the strategy for each district selection of a Project Lead and how the district will ensure this person has the necessary time and resources to successfully complete grant deliverables.

1) Provide an overview of the selection process for partner school districts.

The most important element in identifying and selecting school districts to partner and participate is their willingness to commit to the work of the EAF. ESC19 focuses on the participation of small rural districts in the region so that we can gage resources, practices, and roll out in different instructional and advising settings that are of high need where educators wear many hats. San Elizario ISD has expressed an interest in strengthening their Go Center efforts and a need for better alignment of the counseling departments with CTE programs. San Elizario ISD has over 90% economically disadvantaged student population. Additionally, San Elizario ISD lacks funding Perkins formula grant funding due to their small enrollment numbers at the district as a whole that continue to decline. CTE and counseling leadership within the district have expressed a desire for better communication between district and campus initiatives. They feel that often initiatives are decentralized and left up to campus decisions without a more cohesive district plan. The ESC will focus on awareness and implementation of the EAF Levers with the assistance and guidance of TEA. GEAR UP best practices will also be braided into the support for success. The use of the TEA data analytics tools will create authentic and state supported analytics for the districts. The legitimacy and validity of the data as it pertains to their own students in achieving post-secondary goals will thus place the districts in a position for key data-drive decision-making.

2) Explain in detail how the district you have selected meet the CTE defined criteria listed in the Eligible Applications section of these Program Guidelines.

San Elizario ISD qualifies under TEA description and district type as a rural CTE program. ESC19 has few districts in the region with a rural district type and has worked with a few others such as Ft. Hancock ISD and Fabens ISD with previous EAF planning grant cycles.

3) Explain the Project Lead selection.

The Identified Project Lead at San Elizario ISD is the CTE Administrator. She has the necessary authority to convene stakeholders within the district / campus and wishes to strengthen their district and campus school counseling programs. The Project Lead has the full support the full support of district administration to ensure this project is successful. Additionally, they have the support of their superintendents in undertaking this work. The ESC19 EAF Coach is familiar with both Project Leads and will be able to provide resources, updates, meetings, and trainings as required by the grant.

**Program Requirements, cont'd.**

3. **Goals Objectives and Strategies:** Provide an overview of the program to be implemented with grant funds. Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Program Mission and Goals:

Mission: To prepare highly effective educators at all levels to deploy state and local college and career advising best practices to foster the social, emotional, and academic growth of all learners.

Goal 1: All students will be prepared for college, career, and/or the military upon graduation.

Goal 2: CTE and advanced academics will be an integral part of the EAF at San Elizario ISD with administrators, educators, advisors, and other key personnel having the necessary knowledge to advise on CTE programs of study, regional pathways, and college, career & military to include dual credit and AP opportunities.

Goal 3: College & career advising alignment throughout the K-12 continuum for pilot districts.

ESC19 under CCMP works as a team and collaborates on several projects. The EAF coach is an integral part of all CCMP regional efforts, participating in the Regional College and Career Readiness Committee, CTE professional development, and other important updates. A local budget is set aside to provide assistance in the event the grant NOGA takes some time for approval. The EAF coach has the support of an entire team with many years of experience both in education and at the ESC. The EAF coach will have a time allocation of 25% to 40% to this project with 60% to 75% of time allocated to other projects. It is highly beneficial for the EAF coach to participate in other projects related to CCMP to gather additional insight and experience to nurture and grow the EAF experience with the selected partner districts.

The EAF Coach regularly meets with the Director overseeing CCMP projects. Anytime there are extra efforts and interventions needed, the Director and the team will provide assistance. The grant budgets are overseen by the Director and expenses are reconciled periodically with the business office. If the ESC recognizes that the EAF Coach is at risk, the Director will participate in any necessary follow up meetings and conversations necessary in order continue to provide services under the grant.

The EAF Coach is part of the the ESC19 CCMP team. All notices, meetings, collaborations, and updates are available and sent out to the entire team to include the EAF Coach. Department meetings and regional collaborative meetings ensure that information trickles down to all parties involved. The EAF Coach is a lead in the El Paso Area Director's of Guidance and Counseling (EPADOG) Network where he closely works with area directors of guidance and counseling for all districts. Mr. Rudy Nuñez is also very familiar with CCMP legislation and TEA initiatives. He has also been trained as a district practitioner in Texas OnCourse Academy, serving as Texas OnCourse Fellow.

ESC19 has a very close relationship with San Elizario ISD. The district has a strong participation and track record of success with the Effective District Framework (EAF) and the Effective School Framework (ESF). They have been engaged and receiving services through the Texas Regional Pathways Network and the Tri-Agency for Regional Convener efforts. Representatives from San Elizario ISD regularly attend various committee meetings that ESC19 oversees such as the CTE Advisory Committee and CCR Regional Committee. These channels of communication are already strong, which provides a natural fit for San Elizario ISD to the EAF Planning Grant for new coaches.

**Program Requirements, cont'd.**

4. **Performance and Evaluation Measures:** Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools and data used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

ESC19 will enhance data literacy for effective planning and data-driven decision-making by producing analytical reports that monitor the implementation and execution of EAF goals. Mr. Nuñez, Mr. Ramos, and Ms. Cruz have extensive experience in collecting qualitative data to produce program evaluation reports using a variety of resources. Staff are well versed in obtaining data from sources such as THECB, TEA, TWC, National Student Clearinghouse, the Census, and the Bureau of Labor Statistics. They can then customize the reports to address the individual data needs of each district and campus for effective data use. The evaluation of the grant activities will be critical to provide a holistic view of program effectiveness. ESC19 has the intention to build capacity in educators for sustainability in EAF, which can later be used as a model for other districts in the region. Director, Angie Haro, is a member of TxCAN, where she shares best practices with Texas OnCourse representatives on the impact of EAF at Region 19.

ESC19 will focus on awareness and implementation of the EAF Levers with the assistance and guidance of TEA. GEAR UP best practices will also be braided into the support for success. The use of the TEA data analytics tools will create authentic and state supported analytics for San Elizario ISD. The legitimacy and validity of the data as it pertains to their own students in achieving post-secondary goals will thus place the districts in a position for key data-driven decision-making.

ESC19 has the intention to build capacity in educators for sustainability in EAF which can later be used as a model for other districts and charters in the region. This will be achieved through the modeling and coaching of educators, administrators, and key EAF personnel to use EAF in daily practices with students. ESC19 plans to employ a Trainer of Trainers model to build capacity systems of support.

5. **Budget Justification:** Describe how the proposed budget will meet the needs and goals of the proposed program. Include justification for the specific funding allocations in the proposed budget and provide detail on stipends and hours expected for services rendered.

The proposed budget is intended to cover about 25% of one consultant FTE as the EAF Coach. This position is critical in ensuring that internal grant deliverables and objectives are met in a timely manner. Supplies and materials allocation has been included to purchase any needed consumables for partner districts. A budget allocation within the supplies and materials category also exists for IT support. ESC19 will use its existing servers account access, zoom licenses, and Constant Contact accounts used for other programs in order to minimize costs. For any necessary data requests, the ESC will utilize its OnData Suite and Tableau accounts, which has also proven to be very cost effective for districts. Professional and contracted services has been allocated for any program outreach services that may be deemed necessary. In addition to the EAF Coach, the largest grant expenditure will be for district employee stipends. This is key and essential as outlined in the program guidelines.

ESC19 business office has extensive experience managing grant expenditures. In order to minimize travel costs, Zoom meetings will be used extensively. However, mileage has been included to support partner districts on-site. Although statewide travel may no be as prevalent as the state and country move forward and past the COVID19 pandemic, a small amount of funds as allowable per the program guidelines has been included in the event that it may be necessary for the EAF Coach to travel. Budget amendments are not expected as adjustments can be made using the twenty-five percent allowable movement between fund codes. ESC19 departments have undertaken competitive grant work in various other areas such as CCMP and Title III, where budgets are set up in a similar manner and program timelines are continuously being met in a timely manner with successful reporting. Finally, ESC19 understands the new federal fiscal guidelines on pre-award costs being unallowable.

**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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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**