



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

NOGA ID [REDACTED]

Authorizing legislation [REDACTED]

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 **September 1, 2024 - August 31, 2025**

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: Planning Grant 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 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.

ESC2 will collaborate with district leaders and counselors to collaboratively develop a comprehensive and effective advising framework. The aim is to ensure all students, regardless of their background or academic performance, are provided the guidance and resources required to successfully explore, plan for, and access a diverse array of postsecondary opportunities and career pathways after high school.

The implementation of the Effective Advising Framework (EAF) will enhance various components of the districts' comprehensive school counseling programs through a strategic plan. This framework will facilitate an integrated advising approach, empowering students to plan and monitor their progress towards college, career, and military readiness goals.

The EAF Coach will work closely with the EAF leads and steering committee to analyze current K-12 individual planning practices based on the Texas Model for Comprehensive School Counseling Program and the EAF Guide. This analysis will inform the development of an effective academic and career advising model aligned with the EAF levers, district commitments, essential actions, and key practices.

The district partners' plan will prioritize aligning their counseling programs comprehensively. The individual planning component will support students in developing necessary skills to achieve their educational, career, and personal goals through positive relationships with counselors, robust planning, regular communication, strategic check-ins, fostering a school culture of advising, effective external partnerships, and high-quality tools and resources.

Career awareness and development lessons will focus on implementing strategies to enhance learning and achievement for all students, including special populations, and enable learners to set challenging goals and develop habits based on various information sources.

ESC 2 aims to promote innovation in Career and Technical Education (CTE) programming and career pathways aligned with high-skill, high-wage, and in-demand industries. This will involve integrating college and career advising across all grade levels, fostering collaborative partnerships, promoting parent and family engagement, and establishing a continuum of work-based learning. Additionally, ESC2 will educate counselors school staff members about postsecondary readiness and success, as well as high school-level CTE pathways. ESC2 will assist in developing promotional and aligned counseling resources to support this comprehensive college and career advising effort.

Throughout the year, Region 2 ESC will take a comprehensive approach to addressing the barriers that prevent students from pursuing postsecondary education. The goal is to increase awareness among students, educators, and the community about postsecondary programs and options.

The EAF Steering Committee will work collaboratively to provide program leadership, ownership, management, and content expertise. This strategic and cooperative approach within counseling will engage students in developing their individual career and academic plans. It will also promote CTE programs of study and careers that align with high-wage opportunities.

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?

2a. Melody Pro-Smith brings an extensive 34 years of total experience in education to her new role as the EAF Coach for Region 2 ESC. Her background includes 14 years as a high school lead counselor and 8 years as the Director of Career and Technical Education (CTE) for the largest district in Region 2. More recently, she has served as a CTE and Counseling Specialist at Region 2 ESC, where she demonstrated expertise in counseling at all educational levels from elementary to high school and effectively managed the counseling co-op program. Prior to that, Pro-Smith worked at the largest district in Region 2, playing a key role in establishing a new high school, developing support systems for students and staff, and leading district-wide CTE and College/Career/Military Readiness (CCMR) programs. She has successfully forged partnerships with local industry, Workforce of the Coastal Bend, and Higher Education Partners.

Mrs. Pro-Smith will allocate 20% of her time to assist those two districts in designing and developing their EAF implementation plan

The remaining 80% of her time will be dedicated to various other projects, including: 20% to Counselor Support Services, 10% to CTE Leadership, 10% to CTE Admin, 40% to Title IV Part A student support and academic enrichment

2. The EAF Coach at Region 2 ESC will attend and complete all required TEA training and support each district's EAF Implementation Plan. She will coach the two identified districts to increase resources and initiatives for advising through scheduled training and technical assistance and track and review progress toward completing goals and grant deliverables. The Coach will use timelines and processes to ensure collaboration and communication. The EAF Coach will utilize a variety of ways to monitor and track progress toward grant deliverables: schedule meetings between the coach and EAF Lead/EAF steering committee, monthly training agendas, pacing timeline for each component for the effective advising diagnostic, EAF K-12 Milestones, grade-level benchmarks, training plan, communication plan, and sustainability plan. The EAF coach will collaborate with the districts to collect data and establish a baseline measurement. This will allow them to monitor progress towards the district's program goals. The EAF coach will also identify any deliverables that require attention to ensure the current timeline aligns with the completion of the grant's requirements. If the grant deliverables are not being met or are not adhering to the established timeline, the EAF coach will reach out to the designated EAF lead. They will then plan a virtual or in-person meeting to review the missed deadlines and brainstorm possible solutions.

3. The EAF coach will have bi-weekly meetings with their supervisor to ensure adequate time and resources for the project, and discuss any issues. The coach will also meet as needed with leadership to review progress on grant deliverables, budget, and district challenges. Region 2 ESC has set internal processes to ensure grant compliance and goals. If they cannot retain a coach for the full grant period, they will promptly find a qualified replacement to maintain continuity. The EAF coach will work closely and collaboratively with the various departments at Region 2 ESC, including CTE, CCMR staff, and the Counseling and Mental Health team. This cross-departmental coordination will increase the capacity and resources available to the coach, providing valuable direction towards achieving the EAF Planning grant goals.

Furthermore, the ESC will facilitate meetings between the EAF coaches and the CTE/CCMR leaders from the participating districts. The purpose of these collaborative sessions will be to share best practices for: Increasing CCMR (College, Career, and Military Readiness) outcomes, developing robust student advising programs, expanding CTE (Career and Technical Education) efforts that expose all students to postsecondary success opportunities.

This integrated approach, leveraging expertise across the ESC and engaging district leaders, aims to strengthen the EAF coach's ability to drive progress towards the grant's objectives.

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.

The selection process for the two districts began by examining our region's districts with whom we had previously collaborated on various initiatives, who had attended professional development, and who had the necessary district support to fulfill the grant requirements. Region 2 staff then verified that these districts met the criteria defined by CTE. Based on these determinations, we chose two districts that demonstrated a willingness to improve CCMR scores, align K-12 school counseling practices, possess a working knowledge of MTSS, and offer strong CTE programs and opportunities for students.

Both of these districts have put in significant effort, making this grant a natural progression in developing a comprehensive and sustainable college and career advising program for all PK-12 students they serve. The supervisor of the proposed EAF Coach and the identified Project Leads have had discussions about the opportunities provided by the EAF Planning Grant, the benefits to the districts, as well as the requirements and deliverables of the grant. The Project Leads have shared this information with district leadership, and they are committed to allocating the necessary time, resources, and staff to effectively plan and eventually implement the grant requirements and framework. Both districts are dedicated to ensuring their students' postsecondary success and recognize that this grant will enable them to enhance their academic and career advising efforts.

Both districts meet the CUE-defined criteria by having 200 or more CTE concentrators or completers, with more than 25% of their students in grades 9-12 classified as CTE concentrators or completers.

Rockport ISD, based on the provided data, has a total enrollment of 951 students in grades 9-12, with 295 CTE concentrators which means only 31% are program completers.

Tuloso Midway ISD's data indicates a total enrollment of 1,101 students in grades 9-12, with 498 CTE concentrators which means 45% of completers.

Amber Ladd, the Director of Career and Technical Education for Rockport ISD, has the full support and resources from district leadership to complete the grant project. Ms. Ladd's key responsibilities include providing leadership in instructional program selection, ensuring curriculum alignment, developing college/career pathways, establishing relationships with post-secondary institutions, overseeing testing administration, maintaining a college/career website, communicating with stakeholders, facilitating professional development, and improving student outcomes. In summary, Ms. Ladd is well-equipped to successfully drive the college and career readiness initiative forward for Rockport ISD students.

Kenna Moody has over 16 years of experience in the field of education. She started her career as a science teacher, before transitioning into school administration. Moody served as both an assistant principal and a principal, gaining valuable leadership experience. She then took on the role of instructional coach, using her expertise to support and develop other educators. Currently, Moody holds the position of Curriculum and Instruction Director at Tuloso-Midway. In this role, she oversees the district's career and technical education programs as well as the school counseling department. Moody's diverse background spanning various education roles has given her a wealth of knowledge to be the Lead Project Manager for the EAG at Tuloso-Midway ISD.

Both Project Leads are committed to fulfilling the requirements of this grant project. The grant offers each district the opportunity to receive the necessary resources and supplies for successful planning and implementation of the deliverables. The EAF Coach and Project Leads will ensure that the required resources are provided through consistent implementation.

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?

1. Goals and Objectives: Improve College and Career Readiness:

A. SMART Goal: Increase the percentage of students who meet college and career readiness benchmarks by 5% by the end of the first year program period and 10% for the second year for a total increase of 15%

B. Benchmarks:

-Increase the percentage of students scoring at or above the ACT college readiness benchmarks from 5% to 20% over a two-year period, with a 5% increase in the first year and an additional 10% increase in the second year, for a total increase of 10%

-Increase the percentage of students completing a defined program of study from 35% to 40% over a two-year period, with a 5 percentage point increase in the first year and an additional 5 percentage point increase in the second year.

-Increase the percentage of students scoring at or above the TSI (Texas Success Initiative) assessment from 40% to 50%, a 5 percentage point increase in the first year and an additional 5 percentage point increase in the second year for a total increase of 10%

Strategies and Activities:

-Review current counselor curriculum K-12 to ensure college and career readiness lesson are addressed and implemented through the school year based on the Texas Model for Comprehensive School Counseling

-Offer college-level coursework to expose students to rigorous content by reviewing course offerings, student enrollment and performance, and partner with college/universities

-The school district will host a series of workshops and campus visits throughout the school year to guide students and parents through the college application process, FAFSA completion, and identifying scholarship opportunities to support post-secondary access and afford-ability, the LEA will define each staff responsibility

2. OBJECTIVE: Strengthen Collaboration and Communication:

SMART Goal: By the end of the first semester, the district will establish a cross-functional advising team with representation from academics, student services, parent/family engagement, and career services, and the team will hold a minimum of 3 alignment meetings to coordinate advising practices across the district.

-Develop a common advising framework and shared terminology across departments by creating a student and a counselor advising checklist template by the end of the first semester, implementation in spring of year one, campus survey will create a to gather information from counselors and students of effectiveness.

Implement a communication plan to ensure consistent messaging to students and parents about available advising resources and expectations.

-Coordinate a minimum of 3 outreach events (e.g., orientations, workshops, social media campaigns) by the end of the spring semester to increase awareness and utilization of advising services. The cross-functional advising team will be responsible for planning and executing these outreach efforts, with a goal of achieving at least 75% attendance from the target student and family populations.

3. OBJECTIVE. Establish a Sustainable Advising Program:

SMART Goal: Secure funding to sustain the advising program beyond the grant period by the end of the second year.

Benchmarks:

-Conduct a cost-benefit analysis to demonstrate the value of the effective advising program with steering committee, in collaboration with LEA;s finance department by the end for the second year of implementation.

-Implement a district-wide climate survey in the spring of the first and second years that includes feedback on the counselor career and college readiness advising program framework, and review and analyze the data each year to identify areas for improvement or adjustment based on the results.

-Explore external funding opportunities: Research and apply for relevant grants and partnerships; diversify funding sources to increase long-term sustainability; utilize the CTE Advisory Committee's connections and networks.

-Engage advisors, staff, and the CTE Advisory Committee to actively participate in the evaluation and refinement process; cultivate a growth mindset and a willingness to try new approaches based on the program's evolving needs and insights based on comprehensive data

By implementing this comprehensive advising framework, the program aims to improve college and career readiness, strengthen collaboration and communication, utilize data for decision-making, and establish a sustainable advising program that supports student outcomes.

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.

The LEAs organization uses a CCMR and a Texas Model Tracker as tools to measure student outcomes. They utilize these tools to analyze data in order to ensure the effectiveness of the project's objectives, goals, and strategies.

The performance measures for this program include:

College Enrollment Rate Career Placement Rate

Postsecondary Persistence and Completion Rates Student Satisfaction and Engagement Stakeholder Feedback

Ensure the effectiveness of project objectives and strategies, the following processes will be implemented:

Data Collection and Analysis: Relevant data will be collected using surveys, student records, reports, and other tools. The data will be analyzed to assess progress, identify trends, and inform decision-making.

Regular Monitoring and Reporting: Ongoing monitoring of program implementation will be conducted to track progress towards objectives. Regular reports will be generated to provide updates on performance measures, identify areas of success, and highlight areas for improvement.

Continuous Improvement: Feedback from stakeholders and data analysis will be used to identify areas for improvement. Based on this information, adjustments will be made to strategies, activities, and interventions to enhance program effectiveness.

Collaboration and Professional Development: Collaboration among program staff, counselors, teachers, and other stakeholders will be fostered to share best practices, exchange ideas, and address challenges. Professional development opportunities will be provided to enhance the skills and knowledge of advisors, ensuring high-quality implementation of program strategies.

Evaluation and Accountability: An external evaluation may be conducted to assess the program's overall effectiveness and impact. This evaluation will provide an independent assessment of the program's outcomes and help ensure accountability.

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.

Payroll Salary - \$ 26,050- This includes all benefits, insurance, retirement, etc. for one professional staff member.

Prof. and Contr. Services Paid to Region 2 Education Service Center for use of the facilities, office space, storage area, telephone, network and any other necessary areas to perform job duties in a safe and efficient manner.

Indirect Costs - \$3,570

Paid to Region 2 Education Service Center for expenses of doing business that is not readily identified with a particular function or activity but is necessary for the general operation of the organization and the conduct of activities it performs. Examples include salary and related expenses of individuals working in accounting, personnel, purchasing functions, rent, depreciation, and utilities.

Travel - \$6447 All travel necessary to achieve the objectives outlined in the Program Guidelines both regional and statewide.

Stipends -24,000 (\$12,00 for each LEA)

Stipend for Rockport Fulton ISD Project Lead (for approximately 60 hours of dedicated project time) Stipend for RPISD Lead Counselor (approximately 50 hours of dedicated project time)

Stipend for Steering Committee Members (four members for approximately 40 hours of dedicated project time)

Stipend for Tuloos Midwat ISD Project Lead (for approximately 60 hours of dedicated project time) Stipend for Lead Counselor (for approximately 50 hours of dedicated project time)

Stipend for Steering Committee Members (four members for approximately 40 hours of dedicated project time)

General \$4,826 supplies include, but are not limited to; office supplies, supplies that may be used as resources by participating ISDs and/or used for activities to promote the program.

Printing \$3,500- These funds are used for printing materials and costs associated with the planning process activities which are needed resources for training.

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