



**2023-2024 Effective Advising Implementation Grant Year 1
Letter of Interest (LOI) Application Due 11:59 p.m. CT, July 14, 2023**

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, July 14, 2023**.

Application stamp-in date and time

Grant period from **September 1, 2023 - August 31, 2024**

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):

N/A

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 **NOT** permitted for this grant. **Check the box below if applying as fiscal agent.**

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 2023-2024 Effective Advising Implementation Grant Year 1 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Effective Advising Implementation Grant Year 1 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) Include how this program will support individual planning in the context of comprehensive school counseling.
- c) Include how this program will foster innovation in CTE programming and/or promote careers pathways aligned to high-skill, high-wage careers or industries.
- d) Explain in detail how the district met the CTE defined criteria listed in the Eligible Applications section of these Program Guidelines. Include information for each criterion met by the district.

STISD has formed an Effective Advising Steering Committee to implement the program district wide. STISD's mission is to provide lifelong empowerment by collaborating with parents, staff and communities to ensure all students have the tools to reach their full potential. We foster an inclusive and safe learning environment that provides social emotional growth for successful academic achievement that supports the transition to post-secondary readiness. As a committee we develop goals and milestones for STISD students to complete at each grade level that will lead to outcomes defined in our mission and goals. We created an organization structure including multiple stakeholders including the steering committee, campus counselors, administrators, a project lead, a post-secondary success specialist, and other internal and external partnerships. These individuals will assist and ensure the program is implemented with fidelity and will adjust and revise as needed so that all goals and milestones are met. The committee created a professional development plan to train all stakeholders in the areas necessary for program success and to get buy-in from all staff and key stakeholders for the program.

After completing the EAF planning year with the guidance of our EAF coach from Region 1, STISD's steering committee has identified the following needs:

- 1.5: Identify external partners to fill gaps in the implementation of effective advising.
- 2.2 Build school counseling program capacity and efficacy through frequent check-ins and evaluation cycles with school counseling program staff.
- 3.2 Require training on the fundamentals of advising for all district staff who work directly with students and include additional required advising-related training for staff with specific advising support roles.
- 4.3: Consistently evaluate external partners against program goals.
- 4.4: Communicate programmatic updates and student metric tracking to all external partners throughout the year to facilitate shared understanding, responsibility, and urgency.
- 5.3: Provide adequate time and training for fidelity of implementation.

STISD currently implements Eduthings for IBC tracking, On Data Suite for CCMR review and PEIMS tracking, and Kuder as an interest inventory. Over the next five years, STISD will implement the EAF program, implement Eduthings for CCMR tracking, Kuder Navigator for career exploration, EdSpire software for TSI tracking and data disaggregation and Panorama as a tool for MTSS focused on SEL and academic supports. The goal is to ensure all students will be empowered to make informed decisions about post-secondary options, inclusive of college, career and/or military. All these strategies will help strengthen and address 2.2, 4.3 and 5.3.

To address 2.2, 3.2, and 5.3 STISD will implement Kuder navigator for career exploration and EdSpire for TSI tracking and data disaggregation to identify students who have not passed TSIA2 and to plan interventions. Eduthings CCMR tracker will be implemented to help counselors track students who are CCMR ready and to identify students in need of CCMR supports. The implementation will be aligned to the key practices of the Effective Advising Framework in efforts to improve STISD's ability to impact individual student planning and to be increase consistency and effectiveness in our counseling programs across the district. By 2025-2026 school year 95% of South Texas ISD students will meet the College, Career and Military Readiness state standard through supports provided in career exploration, and CTE aligned programs.

To address 2.2, 3.2 and 5.3 the EAF Steering Committee will work together to provide and plan all needed professional development for the year that is aligned with program goals and outcomes. The professional development needed identified through our EAF diagnostic were the Texas Model for Comprehensive School Counseling for counselors and administrators, CCMR training for all counselors, teachers and administrators, clarify roles and responsibilities for counselors, socio-emotional supports training for counselors, and establish a reference guide for new counselors to the district. We will utilize embedded training from software platforms purchased as well as incorporate the support from Region One and other partners.

To address 4.4 SMORE will be used during 2023-2024 school year to create and share a quarterly newsletter with STISD staff and families to strengthen our communication. Additionally, the project lead and the post-secondary success specialist will collaborate with STISD's public relations and marketing administrator to add pertinent counseling information to our Board Bits (Board meeting newsletters sent out to all STISD staff and families).

To address 1.5 and 4.3 the Post-Secondary Success Specialist will work with all key stakeholders within STISD and the community to create partnerships to support schools counselors, administrators, teachers, staff, students and families. The EAF Steering Committee will meet and provide support to counselors across the district to ensure grade level milestones are being met. External partnerships will be evaluated by the EAF steering committee after feedback is provided from campus leads (CTE teachers, administrators, and counselors).

STISD will meet the following goals during 2023-2024 school year:

During 2023-2024 school year South Texas ISD will use Eduthings tracking database CTE pathways completers and IBC certification with implementation of Eduthings tracking database to help increase the number of completers and concentrators by 3%.

During the 2023-2024 school year South Texas ISD will expose 7th graders career exploration opportunities starting in 7th grade to increase awareness of career pathways and to help students select appropriate 8th grade CTE courses.

During the 2023-2024 school year South Texas ISD will host 2 parent conferences. One conference focused on Family Literacy focused on College Transition with Post-Secondary Transition Supports including mental health and coping skills and a Financial Literacy Symposium.

Program Requirements, cont'd.

2. Project Leadership:

- a) **EAF Coach** - Who is the EAF Coach and what are their qualifications? What is the process the partner ESC undertook to ensure they have the appropriate time and capacity to provide the necessary support? What percentage of their time will be allocated specifically to the district to support implementation and what is the ESC fee for the contracted support? What other roles does the EAF Coach hold at the ESC and what is the amount of time allocated to other projects?
- b) **Project Lead** - Who is the Project Lead and what are their qualifications? What is the process the district undertook to identify them and ensure they have the appropriate time and capacity to provide the necessary support? What percentage of their time is allocated to this project? In addition, please include the district's strategy for supporting the Project Lead in obtaining the necessary support from the steering committee and all stakeholders to effectively lead this project. Include the stipend amount allocated for the Project Lead.
- c) **District Steering Committee** - Who will be the steering committee members as defined in the EAF and included below in the Description of Program? For each member, please answer the following: their role and/or qualifications to serve on the committee, and percentage of their time that will be allocated to this project. Include the stipend amount allocated for each steering committee member. Please include representatives from K-12. Consider including someone from the finance department to support this aspect of the grant.
- d) **District Commitment** - Outline the district's commitment to this project. Consider the District Commitments of the EAF in your response. Describe district leadership's involvement in the planning year and the evidence of support shown for this initiative. In addition, how will the district communicate this initiative to necessary stakeholders in this grant project to ensure buy-in and foster an internal culture of advising? Consider the Communication Plan in the district EAF Implementation Plan in your response.

Mrs. Jennifer Avelar will serve as the Effective Advising Implementation Coach. She is the College and Career Advisement Lead at Region One, ESC. She comes with a wealth of experience with a counseling background and provides resources, professional development, and technical assistance to the region. She currently serves as the EAF Coach for the EAF Planning Pilot Grant for the 2022-23 school year and is awaiting approval as an EAF Designated Coach. She will lead the convening and coordination of the EAF Steering Committee to ensure that the implementation of program requirements and completion of deliverables takes place. Mrs. Avelar will allocate 25% of her time to support district EAF implementation grant.

The project lead for STISD will be the Special Programs Director. Dr. De La Garza currently supports counselors district wide including the campus counselors, district wellness specialists, special education counselor and social workers. She will work collaboratively with the district's CCMR Specialist, the district's Special Education counselor and STISD's Chief Academic Officer to ensure the grant is being supported. Each of the steering committee positions will delegate between 10 to 20 percent of their time to the implementation of the EAF grant programs and processes that align with the implementation plan. The Post-Secondary Success Specialist will delegate 100% of her time to the successful implementation of the EAF project in collaboration with the EAF project lead. The district will support the project lead by attending all committee meetings, completing assigned tasks and working with other district staff to ensure the framework is being implemented district wide.

District wide counselor meetings as well as steering committee meetings will be scheduled at least once a month to ensure all needed support is being provided and that all program requirements are met. During these meetings the committee will engage all counselors in the development of goals, timelines and review of progress.

The EAF Steering Committee will include the CTE Director, Chief Academic Officer, High School Counselor, Special Education Counselor, Post-Secondary Success Specialist, and Deputy Superintendent.

STISD's CTE Director will provide support and input in the area of CTE for the district. She will share with the Steering Committee information regarding CTE program evaluations as well as CTE needs across the district. She will also help in creating external partnerships to help grow and improve our CTE programs.

STISD's Chief Academic Officer will ensure any changes and improvements we make within our advising and counseling framework is aligned with our curriculum and instructional design. She will be an integral part of CCMR improvement planning for the district as most of the components within CCMR are based on instructional growth for our students.

STISD's Deputy Superintendent, helps ensure the work of the EAF Steering Committee is communicated to district level administration and helps in supporting all efforts moving forward with EAF. He has a counseling background and provides the committee with insight as to how STISD's counseling and advising department has grown and improved systems which help guide the process for continuous improvement.

Health Professions Campus Counselor, her role as a High School counselor helps translate the impact of the decisions being made by the committee. Her experience helps the committee identify areas of need and gives the committee insight as to how to move the EAF work forward.

Post-Secondary Success Specialist will be hired to support EAF implementation directly in alignment with STISD's goals. The Post-Secondary Success Specialist will support parent engagement with college and career readiness focus, coordinate College Fairs and Career Days across the district in partnership with external organizations to advice students in current opportunities, highlight and provide teacher, administrator and community supports around STISD CTE programs, collaborate with CTE director to increase parent engagement within CTE programs, host FAFSA/TAFFSA nights to support students and campus counselors, support campus counselors and administrators in the implementation of the Effective Advising Framework, create a site within STISD with Post-Secondary options for students, plan a Senior Summit for rising Seniors- cover college transition, scholarships, resume building, etc, support and track post-secondary enrollment aligned with CCMR outcomes bonus and ensure EAF long term goals are met in collaboration with EAF project lead. Additionally, this individual, in collaboration with the CTE and Special Programs Directors, will train and support all teachers in learning about CTE pathways to ensure students have informed teachers who can guide them toward post-secondary transition.

Program Requirements, cont'd.**3. District Implementation Plan:**

a) **Implementation Plan** - What is the summary of the district's EAF Implementation Plan for Year 1 of implementation?

b) **EAF Priorities** - Indicate the EAF Priorities for Year 1 of Implementation. Please include the following for **each EAF Priority**: a description of the identified EAF Priority to be implemented in Year 1, the targeted grade-level(s), number of students impacted, developmental area addressed (academic, career, personal and social, or financial literacy), alignment to grade-level expectation(s) developed in the planning year, the metrics to be monitored throughout implementation to demonstrate the impact of the EAF Priority (may include participation data, process data, or outcome data), the EAF levers or essential actions identified to support fidelity of implementation, the key staff (leadership, school counselors or advisors, internal partners, external partners) who will support implementation, the communication and/or professional development needed to address implementation of the priority, the quality materials and tools that will be utilized to support implementation, and the anticipated student outcomes and their alignment to the metrics. Consider your EAF Priority Map in your response.

c) **Intervention Plan** - Consider the grade-level expectations that are aligned to your EAF Priorities. Describe the strategy for monitoring student progress toward indicated outcomes for each priority throughout the grant project. How will you monitor student progress? How will you communicate progress to all stakeholders? Describe the Tier 2 and 3 targeted supports for students in need of these levels of intervention.

Implementation of grade level expectations and/or priorities for Grades 5-12 **only** will be accepted for this grant application. **A minimum of three** EAF Priorities or grade level expectations connected to EAF Lever(s) and/or Essential Action(s) must be indicated to implement with grant funds for Year 1 of Implementation.

STISD serves students in grades 6th through 12th grade.

Personal and Social Development: All grade levels) District SEL Curriculum using Edgenuity and Panorama. Supplemental lessons are provided by District Student Wellness Specialists and through TCHAT and partnerships with Palms Behavioral Health and Behavioral Health Solutions. Handle with Care Program in partnership with Hidalgo County. Crisis support in partnership with Tropical Texas. Supplemental lessons for Social Skills will be provided by Special Education Teachers for students with disabilities through the Teach Town online platform.

Career and Academic Development

By the end of 12th grade 85% seniors will be completers or concentrators within a CTE pathway. Additionally, 80% of students with disabilities will receive support from Texas Workforce Solutions Vocational Rehabilitation services to ensure a successful transition.

Targeted grade: 12th grade

Number of students: 657 students

Metrics to be monitored throughout implementation: Eduthings tracker and course completion

EAF Levers: Lever 1.2, 2.2, 3.2, 4.3

Key staff: counselors, Post-Secondary Success specialist, and CTE teachers

Quality tools and resources: Eduthings tracker, Skyward (Student Information System)

Expected outcome: 90% of students will be concentrators or completers

By the end of 11th grade 32% of students will be TSI complete and 95% of students will take the TSIA 2 at last once. All 11th grade students will be offered an opportunity to take TSIA 2.

Targeted grade: 11th grade

Number of students: 730 students

Metrics to be monitored throughout implementation: EdSpire and monthly Accuplacer reports

EAF Levers: 2.2, 3.2, 4.3

Key staff: Post-Secondary Success specialist, counselors and testing coordinators

Quality tools and resources: EdSpire, Eduthings CCMR tracker

Expected outcome: 32% of students will be TSI complete and 95% of students will take the TSIA 2 at last once

By the end of 10th grade 70% of students will take the TSIA 2.

Targeted grade: 10th grade

Number of students: 796 students

Metrics to be monitored throughout implementation: for TSIA 2 monitoring EdSpire and monthly Accuplacer reports. For SAT monthly college board reports and On Data Suite reports.

EAF Levers: 2.2, 3.2, 4.3

Key staff: Post-Secondary Success specialist, counselors and testing coordinators

Quality tools and resources: EdSpire, Eduthings CCMR tracker and On Data Suite.

Expected outcome: 70% of students will take the SAT in the fall of 10th grade or the TSIA 2 at least once.

Program Requirements, cont'd.

3. District Implementation Plan cont'd.

By the end of 8th grade 90% of students will take 1 CTE course within a CTE pathway.
 Targeted grade: 8th grade
 Number of students: 632 students
 Metrics to be monitored throughout implementation: course completion
 EAF Levers: 1.5, 2.2, 1.2, 4.3
 Key staff: Post-Secondary Success specialist, counselors and CTE director
 Quality tools and resources: Skyward, Eduthings.
 Expected outcome: 70% of students will take the SAT in the fall of 10th grade or the TSIA 2 at least once.

By the end of 7th grade all students would attend a Career Symposium featuring CTE pathways.
 Targeted grade: 7th grade
 Number of students: 395 students
 Metrics to be monitored throughout implementation: course completion
 EAF Levers: 1.5, 2.2, 1.2, 4.3
 Key staff: Post-Secondary Success specialist, counselors and CTE director
 Quality tools and resources: Skyward, Eduthings.
 Expected outcome: 70% of students will take the SAT in the fall of 10th grade or the TSIA 2 at least once.

Each of these milestones aligns and supports the STISD's 5 year (long-term) implementation goal as planned during our EAF planning year with guidance from our EAF coach: By 2025-2026 school year 95% of South Texas ISD students will meet the College, Career and Military Readiness state standard through supports provided in career exploration, personal and social development supports, and CTE aligned programs.

Communication plan: SY 23-24 Priority 2: Implement a program (SMORE) for distributing counseling newsletter for families and establish two family conferences focused on transition support and financial literacy. Additionally, Padlet will be used to share resources to support CCMR for students and families. Posters with QR codes and website links to the Padlet will be posted throughout all campuses to ensure students have access to the information in addition to flyers sent out to all students, staff and families. All resources will also be linked on the quarterly counseling newsletter.

Program Requirements, cont'd.

4. Budget:

(a) How will the proposed budget meet the goals of the proposed program? Include the following: how the budget aligns to the Implementation Plan and Year 1 EAF Priorities, justification for the specific funding allocations in the proposed budget, and explanation of pay rates and hours expected for services rendered.
 (b) Organize the proposed budget breakdown into the following categories: funds for leadership and planning, school counselors and advisors, internal partners, external partners, and high-quality materials and assessments. Indicate the budget code(s) for each category aligned to payroll, professional and contracted services, supplies and materials, and other operating costs.

In order to implement this plan with fidelity we are engaging multiple stakeholders at the district and campus level. Funds will be used to provide opportunities to students, families, and the community. We will have events that are conducted during and after school. Additionally, training will be provided to all identified key stakeholders to ensure the continuity of the EAF guidelines past the grant award year.

Post-Secondary Success Specialist (New FTE) with benefits- Up to \$100,000
 EAF Lead Stipend \$9,500.00
 Stipends for District EAF Steering Committee members (\$3000 for each member x 5)- \$15,000.00
 Stipend for EAF Campus Lead (1 counselor+1 District Student Wellness Specialist- \$2000x9)- \$18,000.00

Stipend for Campus Counselors (11x\$1,000) \$11,000

Professional and Contracted Services:

Region 1 Education Service Center-EAF Coach- Up to \$25,000.00

Region One ESC \$35,000.00 (training on Texas Model for Comprehensive School Counseling, CCMR Symposium, Counselors Academy and TSI trainings, Region One College and Career Playbooks for Middle School and High School),

Supplies and Materials: CCMR software: Eduthings CCMR (\$3,000.00) communication tools such as SMORE and Padlet(\$7000.00)

Other Operating Costs

Travel: conference attendance (possible options): Tip of Texas Counseling Association, Lonestar State School Counselor Association or Texas Counseling Association Annual Professional Growth Conference) for up to 7 counselors or steering committee members (\$6,000.00)

Other Misc. Operating Expenses(\$3000.00) needed for Career Days, Senior Summit, and website creation for scholarship repository.

Indirect costs: \$17,500.00

Total requested: \$250,000.00

The district currently uses other software that is being funded through CTE, CCMR and other state and local funding that is going to help in the implementation of the EAF project: EdSpire, Kuder, Eduthings IBC Tracking, On Data Suite, Panorama (MTSS and SEL), Edgenuity (SEL) and Character Strong (SEL).

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