



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

NOGA ID [Redacted]

Authorizing legislation [Redacted]

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): [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

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.

The Effective Advising Framework (EAF) program of Sonora ISD will create a structured plan to be in place for grades Kindergarten-12th grade that provides opportunities each year for every students' academic development, career development, personal and social development, and financial literacy. This plan will be in place to ensure all students are on-track to graduate prepared for post-secondary success. The EAF also hopes to create a community resource guide that will include resources for outside counseling, career opportunities, job/skill placement, training, and military enlistment contacts. Every staff member will be trained on how to utilize the plan in their classrooms. The plans will follow every student throughout their educational career at Sonora ISD.

The EAF will go hand-in-hand with The Texas Model for Comprehensive School Counseling Program (TMCSCP). It will follow the Individual Planning section to ensure that guidance is given to all students as they plan, monitor, and manage their individual educational, career, personal, and social development. The model will also ensure that parents and guardians are provided information on all post secondary options. Sonora ISD hopes to implement the TMCSCP into schools beginning with the 2023-2024 school year as now the principal and counselor have both been trained on the model through the Region 15 ESC. The EAF will also address the System Support component of the TMCSCP by ensuring that resources and activities on campus and in the community offered and coordinated for each student as well as assessing student and campus data to support the effective school counseling program.

The EAF will foster innovation in the CTE program by promoting career pathways aligned to high-skill, high-wage careers and industries through various activities/events such as annual career fairs on campus and in surrounding areas, field trips to local and surrounding area businesses, presentations given by career field experts both locally and in surrounding areas, and utilizing all resources provided by the Region 15 ESC such as virtual field trips via virtual headsets, Major Clarity, and OnData Suite. The EAF will ensure that the entire school district is provided the same opportunities from Kindergarten all through graduation.

Sonora ISD has met the CTE defined criteria listed on the application program guidelines in the following ways: First, Sonora ISD is a school district that has a local CTE program in a rural area. We are a small West Texas town south of San Angelo, Texas. Second, our district CTE program has a high number of CTE concentrators or completers. According to the SC5600 Comprehensive Local Needs Assessment (CLNA) Report, Sonora students in grades 9-12, completed or concentrated 125 out of 205 CTE students. Ending that year with a 61% concentrator/completer percentage. The CLNA report also shows that Sonora CTE student performance is comparable to that of other rural CTE programs. Sonora ISD CTE Learners outperformed non CTE Learners on all indicators except 1S1-Four Year Graduation Rate.

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.

The EAF implementation plan Year 1 for Sonora ISD is to have a structured plan in place, 5-12, that provides opportunities each year for the student's academic development, career development, personal and social development, and financial literacy to ensure all students are on-track to graduate prepared for post secondary success. This will eventually include having a community resource guide that includes outside counseling, career opportunities, volunteer opportunities, job skill/placement, training, and military enlistment contacts. The plan, once fully implemented, will be interactive and will follow the students from Kindergarten to graduation. It will include the four components of academic development, career development, personal and social development, as well as financial literacy. Teachers and staff will be trained on it to familiar with the content and to utilize in their classrooms. The EAF Committee plans to target grades 5-12, during year 1, with each plan targeting grade-level expectations and monitored throughout the year by steering committee members at the end of the school year. The plan will be age-appropriate and can be kept in student portfolios that are passed on from year to year. All staff will be part of the implementation process and buy-in will be crucial for success. External partners are also necessary for the success of the plans. These external partners will be included in the community resource guide created for Sonora ISD. EAF levers will be created by the steering committee to ensure fidelity of implementation throughout the school district. School staff will need to be trained on the Effective Advising Framework program for buy-in to happen through the district. Effective communication for the community will also need to take place for external partner buy-in. This communication will be done through family-engagement nights, letters with information, links to informational sights on school website, as well as social media platforms.

The EAF Priorities for Year 1 include:

SY 23-24 Priority 1: Collect materials to go into a database of advising materials that teachers could access, including the use of Major Clarity. The committee will provide students access to high quality advising materials and assessments. Grades 5-12 will be impacted initially for Year 1. Students will engage in advising activities with a higher frequency in their coursework, such as career fairs, career presentations, field trips to various job sites, usage of VR devices through Region 15 ESC. This will increase enrollement in post-secondary programs. This will eventually increase the CCMR criteria through consistent exposure to various career pathways. Counselors at each campus will create the drive and initiate technology's help in linking Major Clarity. Content teachers will support it with input, and administrators with influence. School staff is impacted initially with commisioning to contribute. The key message is to increase student aweness and understanding of post-secondary oppertunities using shared resources. Students and families will not yet be engaged at year one. Inservice time dedicated to explaining what should be added to the shared resource will be covered and re-visited at a PD day after the first semester.

SY 23-24 Priority 2: Internal systems and structures within the school counseling program that support advising. The Secondary and Elementary schools are reallocating the testing coordinator position away from the counselors to provide adequate time for advising. Students will experience a more roboust counseling program in the Spring without the counselors attending to testing coordination. This will pay off in the end for CCMR criteria, because it allows for the counselors to utilize time effectively for advising and increase in teaching consistency in standards outlined in the TMCSCP. Families will recieve updates on what is being taught, classroom teachers will collaborate on scheduling, and students will be engaged in activites throughout the year.

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.

The proposed budget will meet the goals of the proposed program during year 1 by providing salary for a CCMR coordinator who will be in charge of creating the EAF plan for grades 5-12 (eventually k-12). tracking data on said plan, training staff on required EAF components, and coordinating future grants.

Funds for Leadership and Planning:

CCMR Coordinator, Substitute Teachers --> \$60,000

School Counselors and Advisors:

2 school counselors, 2 CTE teachers (advisors) --> \$174,000

Internal Partners:

Steering Committee stipends --> \$20,000

External Partners:

Region 15 partnership, Howard College, Community Resources -->\$50,000

High Quality Materials and Assessments:

On Data Suite, Major Clarity, OdysseyWare, Trainings, General Professional Development --> \$26,000

Other Operating Costs:

Field Trips, CTAT Conferences, Region 15 Conferences--> \$25,000

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 |
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