



**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

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.

Lasara formed an Effective Advising Steering Committee to implement the program district wide. Lasara ISD's mission is to educate and nurture all students by embracing diversity, protecting human rights, strengthening moral values, and offering excellent quality services. As a committee we developed a Priority Map with goals and milestones for students to complete at each grade level that will lead to outcomes defined in our mission and goals. We created an organization structure including the steering committee, a campus counselor, administrators, a project lead, an advisor, and other internal and external partners. These individuals will assist and ensure the program is implemented and we will meet to 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.

After completing the EAF planning year our steering committee has identified the following needs:

- 1.5: Identify external partners to fill gaps in the implementation of effective advising.
- 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.

We will implement Eduthings for program of study monitoring and IBC completer and concentrator tracking to support individual planning. 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 4.3.

To address 3.2 we will implement career exploration, TSI training, Eduthing, and a CCMR tracker will be implemented to help counselors track students who are CCMR ready and to identify students in need of CCMR supports.

In the implementation year 2023-2024, Lasara ISD will align to the key practices of the Effective Advising Framework in efforts to improve our district's ability to impact individual student planning and to create consistency and effectiveness in our counseling programs across the district.

Over the next five years, we will build capacity of advising staff, provide students access to high quality advising materials and assessments and establish external partnerships. To address 3.2 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 symposium for counselors, teachers, staff, and administrators.

We will utilize training from software platforms purchased as well as incorporate the support from Region One and other partners.

To address 1.5 and 4.3 the College career advisor will work with all stakeholders and the community to create partnerships to support the school counselor, administrators, teachers, staff, students and families. The EAF Steering Committee will meet and provide support across the district to ensure grade level milestones are being met. External partnerships will be evaluated by the EAF steering committee.

By 2025-2026 school year 95% of our students will meet the College, Career and Military Readiness state standard through supports provided in career exploration, and CTE aligned programs.

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.

Ms. 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 2022-2023 school year and is awaiting approval as an EAF Designated Coach. She will lead the conveying and coordination of the EAF Steering Committee to ensure that the implementation of the program requirements and completion of deliverables takes place. Ms. Avelar will allocate 25% of her time to support district EAF implementation grant.

Each of these steering committee positions will delegate between 15 to 20 percent of their time to the implementation of the EAF grant programs and processes that align with the implementation plan. Each committee member will be allotted a \$7,000 stipend.

Cynthia Ramos- Ms. Ramos will represent Lasara ISD as a project lead. She will be assisting as the Director of Curriculum/Federal Programs representative. She currently supports the district counselor and staff to ensure the grant is being supported and is in compliance. 20 - 25% of Cynthia's time is allotted to the grant and additional time can be allotted as if needed. She will support the project by attending all committee meetings, completing assigned tasks, and will ensure any changes and improvements we make within our advising and counseling framework are aligned with our district curriculum and instructional design.

Alejos Salazar- Mr. Salazar will serve as the administrator. He will help translate the impact of the decisions being made by the committee and his expertise will assist the committee to review and identify areas of need and give the committee insight as to how to move the EAF work forward.

Karen McInnis- Ms. McInnis is the district wide counselor that will be scheduling committee meetings 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 members in the development of goals, timelines and review of progress.

New Hire- Internal School Counselor/Advisor will be counseling students regarding educational issues, such as course and program selection, class scheduling and registration, school adjustment, truancy, study habits, and career planning.

Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.

Joanna Gomez- Ms. Gomez will be an integral part of CCMR improvement planning for the district as most of the components within CCMR are based on instructional growth within special populations will help students move in stages of their high school pathway as well as to focus on job searches, career readiness, and qualifications. Responsibilities include providing guidance and preparation for students to transition from high school to college.

Marco Nieto-Lasara ISD CTE Representative will provide support and input in the area of CTE for the district. He will share with the Steering Committee information regarding CTE program evaluations as well as CTE needs across the district. He will also help in creating external partnerships to help grow and improve our CTE programs.

Angela Perez-Lasara ISD Curriculum Representative will facilitate, support, and input in the area of curriculum for the district. She will share with the Steering committee information regarding curriculum program evaluations as well as curriculum needs across the district. She will also help in creating external partnerships to help grow and improve our academic programs.

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.

Key staff: Administration, district counselor, school counselor/ advisor, curriculum facilitator, CCMR facilitator and CTE teacher.

(CD)- Career Development (AD) Academic Development (PD) Personal and Social Development (FL) Financial Literacy

Identify tools and resources to support the leadership and planning of the individual planning system. Engage all students all students as key stakeholders throughout program development, delivering, and evaluation to support students in taking ownership over their postsecondary planning.

The EAF priorities for year one of implementation, provide high-quality advising materials and assessemnts, and establish external partnerships.

-12th Grade (26 students).(CD) Students will earn industry-based certifications, participate in signing day, attend TACRAO events, and visit post secondary institutions and explore career options by completing a capstone project and complete industry based certifications.(AD) Students will be TSI complete or will have taken/passed college prep math and ELA. Students will have participated in various college visits prior to making their decisions. Students will also utilize Ask ADVi for college advising. (PD) Students will attend presentations on various topics related to social emotional development. (FL) Students will utilize the Ask ADVi app and complete activities regarding financial literacy, college cost, and FASFA, so they can make educated choices for their education.

-11th Grade (24 students). (CD) Students will take the ASVAB, tour career technical colleges, and explore programs, attend TACRAO events, and will take CTE classes. (AD) Students will enroll in Ask ADVI, participate in ACT/SAT camps, attend college visits and take the PSAT/ NMSQT. (PD) SEL provided by counselor and guest speakers. (FL) students will understand the importance of FAFSA/TAFSA and that is a requirement for graduation, applying early to colleges in order to qualify for select schools.

-10th Grade (27 students). (CD) Students will tour career technical colleges and explore programs and take CTE courses. (AD) Students will participate in college visits, learn how to search for colleges and scholarships, participate in summer camps for college entrance exams. (PD) SEL provided by counselor and guest speakers. (FL) students will understand the importance of FAFSA/TAFSA, applying early to colleges in order to qualify for select scholarships, explore and become familiar with various scholarships websites.

-9th Grade (27 students). (CD) students will select program of study and take CTE classes. (AD) Students will create 4 year plans, understand the importance of endorsements, certifications, GPA's and ranks, advanced academics, explain the dual enrollment program, and participate in college visits. (PD) SEL provided by counselor and guest speakers. (FL) SEL provided by teachers reinforcing lessons taught by counselor, monthly presentations given by different organizations, group sessions delievered in small groups by behavioral health solutions.

-8th Grade (27 students).(CD) students will select program of study, complete career exploration test, CCMR night-participate in career/college exploration during advisory.(AD) Students will participate in a workshop where they will create a 4 year plan, understand the importance of endorsements, certifications, GPA's and ranks, advanced academics, explain the dual enrollment program. (PD) SEL provided by teachers reinforcing lessons taught by counselor, monthly presentations given

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

by different organizations, group sessions delivered in small groups by behavioral health solutions. (FL) Students will determine the cost of college courses and investigate the dual enrollment program to determine the savings associated with taking those courses in high school rather than after high school.

-7th grade (34 students) (CD) students will participate in career fairs, students watch at least one career video a month focusing on different careers, participate in college/college exploration during advisory. (AD) Students will complete career interest inventories and investigate different careers and the requirements for those careers, research different colleges and the interest requirements. Create future goals. (PD) SEL provided by teachers by reinforcing lessons taught by counselor. Monthly presentations given by different organizations, group sessions delivered in small groups by behavioral health solutions. (FL) Students will determine the lifestyle they would like to have and create a budget based on income/salaries of chosen career and determine if it meets their chosen lifestyle.

-6th grade (15 students) (CD) students will participate in career fairs, watch at least one career video a month focusing on different careers, participate in career/college explorations during advisory. (AD) Students will complete career entrance inventories and investigate different careers and their requirements. Students will research different colleges and interest requirements and will create future goals. (PD) SEL provided by teachers by reinforcing lessons taught by counselor, monthly presentations given by different organizations, small group sessions delivered by behavioral health solutions. (FL) Students will research the cost of their preferred college/trade school, the link of the time required for the skills interested in pursuing, the requirements needed, the income/ salary of job/career.

-5th grade (16 students) (CD) students will watch at least one career video a month focusing on different careers. (AD) Students will understand the importance of career, college and military readiness in high school and begin to explore the programs of study offered in high school. (PD) SEL provided by teachers by reinforcing lessons taught by counselor. (FL) Students explore the cost of different colleges/trade schools, the cost of different degrees/careers they want to pursue, and the income of the jobs they would like to pursue.

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.

Long-term goal

Lasara HS will have 75% of graduates with at least 1 certification in their Program of Study by the end of the 2027 school year.

Short-term goals

1. All professional staff at Lasara ISD will attend professional development on college and career advising in July 2023.
2. Beginning in the 2023-2024 school year, Lasara Elementary will have a 30-minute advisory period added to their schedule in which teachers will advise students on colleges and careers.
3. Beginning in the 2023-2024 school year, Lasara ISD will host 2 parent conferences on college and career information to better keep parents informed of choices and opportunities for their children.

Lasara ISD proposed budget will fund to utilize the Lasara ISD CCMR to its fullest in increasing the number of students who are pursuing and earning CCMR status. Student initiatives, specialized programs, and additional support staff will be provided to exemplify our CCMR efforts as well as our district's effective advising plan.

To fulfill our CCMR and Effective Advising plan, our budget will be categorized and will include the following:

Category- Funds for Leadership, planning, school counselors, advisors, internal and external partners.

Under 6100

\$30,000 to cover an EAF Coach at ESC

\$65,000 to cover an Internal School Counselor/Advisor salary and benefits

\$49,000 to cover District Steering Committee stipends

Under 6200

\$30,000 to cover Professional Development and Training

Category- High Quality Materials and Assessments

Under 6300

\$40,000 to cover Programs/Resources/Supplies & Materials/Travel

\$19,000 to cover a Mobile Lab

Under 6400

\$5,000 to cover Travel

\$12,000 to cover Indirect Costs

Total Budget \$250,000

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