



**2025-2026 Effective Advising Framework Implementation Grant  
Informal Discretionary Grant (IDC) Application Due 11:59 p.m. CT, June 17, 2023**

NOGA ID

Authorizing legislation

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

The IDC 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 17, 2025**.

Application stamp-in date and time

Grant period from **September 1, 2025 - August 31, 2026**

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: 2025-2026 Effective Advising Framework Implementation Grant Program Agreement

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization Harper ISD CDN 086902 Campus 001 ESC 15 UEI  
Address 23122 W Hwy 290 City Harper ZIP TX Vendor ID  
Primary Contact Leigh Anne Lake Email llake@harperisd.net Phone 830-864-3206  
Secondary Contact Bonnie Stewart Email bstewart@harperisd.net Phone 830-864-4044

**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 IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

- ☐ IDC application, guidelines, and instructions ☐ Debarment and Suspension Certification  
☐ General and application-specific Provisions and Assurances ☐ Lobbying Certification

Authorized Official Name Bonnie Stewart Title Superintendent

Email bstewart@harperisd.net Phone 830-864-4044 ext 1301

Signature Date 06/17/2025

**Shared Services Arrangements**

☐ Shared services arrangements (SSAs) are NOT permitted for this grant. .

**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 2025-2026 Effective Advising Framework District Planning Grant Program Guidelines.
- ☐ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 Effective Advising Framework District 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.

Summary of Program

1. How this program will support individual student planning in the context of comprehensive school counseling, and 2. How this program will foster innovation in CTE programming and/or promote career pathways aligned to high-skill, high-wage careers or industries.

As a small, rural school, Harper ISD has a goal to support students in navigating their academic, career, personal/social, and financial development milestones in order to help them be prepared to pursue a career aligned to their strengths, interests, and lifestyle aspirations upon graduation. We aim to ensure that all students have opportunities to pursue career aspirations informed by awareness of career clusters, academic experience needed, financial considerations, and their own strengths and interests, and will be prepared to directly enroll in a postsecondary institution or enter the workforce upon graduation.

In order to meet these goals and aspirations, Harper ISD has many barriers to overcome. The continued implementation of the Effective Advising Framework will provide needed assistance in providing multiple opportunities for students - of all backgrounds - ensuring that everyone is given an equal opportunity to exposure and experience.

Many of the goals are centered around providing awareness and education to students - whether in small group, whole class or individual - as well as growing partnerships within the local and surrounding communities to provide students with relevant options close to home. In addition, the focus of creating a foundation at a younger age, will help grow awareness that will assist in setting goals and making plans at an earlier age, helping increase post-secondary readiness.

In addition, the implementation of additional assistance at the middle school level, allows for the high school counselor to be able to spend more time helping high school students develop more individualized plans, while building out systems that will carry into the future to create a seamless, effective framework that can be applied to all students.

## Qualifications and Experience of Key Personnel

1. **EAF Coach** - Who is the EAF Coach and what are their qualifications? 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?
2. **EAF Project Lead** - Who is the EAF Project Lead and what are their qualifications? What percentage of their time is allocated to this project? How will the district ensure the EAF Project Lead has the appropriate time and capacity to lead this project? How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? Include the stipend amounts allocated for the Project Lead and each steering committee member. (Total stipend amounts for Project Lead and steering committee members are not to exceed 20% of the total grant budget.)
3. **District Commitment** - Outline the district's commitment to this project. Reference the District Commitments from Lever 1 and Lever 3 of the EAF in your response. Describe district leadership's involvement in the EAF grant from the 2024-2025 school 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?
4. **Steering Committee** - Who are the steering committee members and how do they meet the required criteria outlined in the Program Elements below? How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? Include the stipend amounts allocated for the EAF Project Lead and each steering committee member. (Total stipend amounts for the EAF Project Lead and steering committee members are not to exceed 20% of the total grant budget.)

1. **EAF Coach** - Lesley Casarez, Education Specialist in Counseling and Mental Health with ESC Region 15, will be the ESC EAF Coach. Before moving to the ESC in 2022, she was a PK-12 teacher, counselor, administrator, and higher education professor, coordinator, and administrator. Lesley has over 20 years of educational experience working closely with campus and district counselors, and she is able to connect the work that teachers, administrators, and counselors do collectively to help students succeed.

Lesley has effectively coached two school districts through the EAF Planning Grant and Year 1 of Implementation. She also added another planning district for school year 2024-2025 to her two EAF Implementation Year-1 school grant districts. All three districts she is currently supporting are applying for the EAF Grant for 2025-2026. Lesley is trained on the Texas Model/TEMPSC-III, as she is on the task force updating the Texas Model to the 6th edition. She supports campus counselors and instructional leaders in applying best practices to see results in students.

The percentage of her time allocated to our district's EAF implementation support is set at 10%. The ESC fee for Implementation Year 2 support is \$8,000, which will be outlined in our MOU.

2. **EAF Project Lead** - Leigh Anne Lake, School Guidance Counselor for Harper ISD, will be the EAF Project Lead. She has been a school counselor with the district for ten years, and prior to that she was a classroom teacher for Harper ISD; having been employed by the district for 22 years. She has an understanding of not only the school and students, but also the community needs and expectations, as well as an awareness of graduation requirements and what is needed for students to meet TEA's expectations for being college, career and/or military ready.

The percentage of time allocated to the 2025-2026 EAF implementation for the district is about 10-15%, and the district will ensure that Leigh Anne has time allocated each month. When necessary time before and after school will be devoted, and if needed time can be arranged during the school.

The steering committee will be provided with class coverage in the event it is needed in order to ensure that everyone has ample time to be a contributing member. Stipend amounts will be in the amount of \$9500 for the project lead, as well as \$2500-\$4500 for each committee member.

3. **District Commitment** - Harper ISD commits to providing the time & resources to support the EAF Steering Committee as needed; understanding that time is needed in order for the student advising to happen. If "extra" duties (such as lunch duty, etc) need to be reassigned, the district is willing to explore other options and flexibility to allow for availability of the school guidance counselor. The district agrees to assist with communication with stakeholders and community members via our multiple communication platforms, including the school marquee, school website, school facebook and school communication system. There will also be increased communication with staff members via faculty meetings, emails, etc.

4. **Steering Committee** - The steering committee will be made up of the school counselor and project lead (Leigh Anne Lake), the 504/RTI coordinator and part time school counselor (Angela King), high school principal (Julie Fiedler), CTE teacher (Noel Stacey), and a regular education setting classroom teacher (yet to be determined).

Goals, Objectives, and Strategies

Indicate the four EAF Priorities the district will implement in the 2025-2026 school year that were developed with the support of the EAF Coach in spring 2025 using either the EAF Gap Analysis Tool or the SY25-26 EAF Priorities and Student Outcomes resource. For each EAF Priority, include the following: a description of the EAF Priority to be implemented, the aligned SMART student outcome goal, the targeted grade level(s), the targeted development area (academic, career, personal/social, or financial literacy and aid), the key staff who will lead and support implementation of this priority, and the strategy to support the priority. Include in the strategy the necessary staff training, communication to stakeholders, advising resources, and external partnerships.

1. Provide the information above for the district's first EAF Priority.
2. Provide the information above for the district's second EAF Priority.
3. Provide the information above for the district's third EAF Priority.
4. Provide the information above for the district's fourth EAF Priority.

**1. The district will increase the amount of time spent working on career readiness, college readiness & skill development with the high school students.** By the end of the 2025-2026 school year, the district will increase the amount of time spent with all high school students in small group, academic tutoring, and individual planning time. Small groups with a focus on career readiness, college readiness and skill development for 9th & 10th grade students will be increased from twice a semester to once every six weeks/grading cycle. In addition, time will be spent with 11th and 12th grade students in 1:1 setting to expand and further explore individual goals and plans, helping each student have a better understanding of what steps need to be taken to be prepared for their futures.

This EAF priority places a combined focus on academic and career development for students, and will be implemented by the school's guidance counselor with assistance and support from classroom teachers. This priority also ensures that seniors will be college ready, and that they are receiving academic advising on dual credit, CTE coursework, and the benefits of earning an industry-based certification while in high school.

**2. The district will not only increase the number of programs of study offered, but also increase the number of students enrolled in aligned pathway courses by the end of the 9th grade.** By the end of 2025-26, HISD will increase the courses offered within the new programs of study available to high school students, as well as increase the percentage of 8th-9th grade students that will enroll in classes as part of a career pathway from 67% to 95%. The district will have all 8th graders take one of two principles courses that are the level one course for 4 different programs of study. This will allow students to get a start on being a CTE completer prior to starting high school. Students will also have the opportunity to take the additional principles course in 9th grade, if they would like, as well as other CTE courses. In addition, the high school will continue to grow and build out two additional programs of study for students, including the addition of relevant IBC's. Building out a full coherent sequence, takes years as student's work through the courses in sequence, and funds are needed to build out the resources needed for these courses, so that students are prepared for the IBC's and certification for post-secondary success.

In order to bring this priority to life, the district will utilize current staff members to implement the additional courses by shifting around and combining classes in the master schedule when possible. Professional development that addresses the following is needed for instructional staff: available CTE pathways, IBC options and the impact of CTE and IBC completion on CCMR, overall accountability and funding. All instructional staff will be required to attend professional development to gain a better understanding of the CTE pathways and IBC options offered by the district.

This EAF priority places a focus on career development, and while the initial focus is on 8th & 9th graders, all high school grade levels will be impacted and benefit.

Communication on pathways and the importance of exposing students & allowing them an early start to a coherent sequence; will be shared with stakeholders via a newsletter as a way to help them foster conversations at home, including the importance of being college and/or career ready by senior year.

**3. The district will expand the amount of time spent in classroom guidance to help increase personal & social development across multiple grade school levels; focusing on topics such as citizenship, self-awareness & self-discipline, communication, goal-setting, and relationship building.** By the end of the 2025-2026 school year, HISD will increase the amount of secondary guidance lessons provided to students (grades 6-10) from occurring once a grading period (6th -8th grades) or once a semester (9th & 10th grades) to occurring once a month. At the middle school level, the district will implement a new rotation for 6th, 7th & 8th graders to receive guidance curriculum monthly in small group (class) settings. The curriculum used for these lessons will be a blend of Project Wisdom and independent resources. For high school students (grades 9 & 10), the school counselor will work with the English 1 and English 2 teachers to come in and provide guidance on a monthly basis. This particular selection will allow for the counselor to meet with all students in the mentioned grade levels in a smaller group setting.

The district will utilize our current 504/RTI person, who is a certified school counselor, to assist with the provision of guidance curriculum for the 6th - 8th grade students. This will allow the current school counselor more time freedom with to provide classroom guidance in the form of career exploration & skill development with the 9th & 10th graders during selected class times, while maintaining the caseload of individual planning with 11th & 12th graders.

The district will help ensure that there is participation & support from teachers to ensure all students are part of the rotation, increasing the character & skill development through guidance lessons with the school counselor; importance must be placed on this time by all stakeholders. Communication & character reminders for students will be shared via announcements, and communication with parents will happen via a newsletter.

**4. The district will expand the career exploration opportunities for all students through various formats (ie - field trips, guest speakers, career fairs & hands-on lab experiences).** By the end of the 2025-26 school year, HISD will increase the various opportunities available to students in middle school and high school to explore career opportunities across multiple fields of study through field trips and hands-on experience, increasing the percentage of students from less than 25% to 75%. In order to do this, the district will do a couple of different things, focusing on what's appropriate for each grade level. At the middle school, the district will be implementing a career exploration lab from Paxton/Patterson, allowing students in 8th grade hands-on experience exploring various career opportunities. They will also expand field trip opportunities for 7th and 8th graders to include a visit to a corporation/business field trips for students to see the vast career opportunities available to them in a given organization. (ie - SeaWorld, HEB, etc). At the high school level, the school will work with community partners to help setup job shadowing & internship opportunities for juniors and seniors.

The school has current staff members teaching a career exploration course in the 8th grade, but there is a lack the curriculum and consistency of what is being taught. A priority must be placed on the course by identifying a single teacher to teach the content, as well as a need for an exploration based curriculum must be met. The district will need to identify and train a teacher to implement the selected program. In addition, the school will need to continue to expand its professional relationships with local businesses to grow opportunities for students to explore various career opportunities, as well as gain potential internships as appropriate.

Performance and Evaluation Measures

For each of the four EAF Priorities indicated above, describe how you will monitor progress throughout the year to ensure successful implementation so that student outcome goals are met. Include in your response the types of data used to monitor progress, the tools that will be used to collect and analyze data, and the process for reflecting on the data.

Harper ISD will use various measures for data collection over the course of the 2025-26 school year, including but not limited to the following: course enrollment and participation numbers, number of students that are CTE completers, as well as an IBC's earned by the end of the year, CCMR data collected, tracking of field trips taken, utilizing surveys to gather feedback from stakeholders, and time trackers that document when counseling is provided (whether in small group or individual).

The steering committee will look at the data on a monthly basis, as part of their scheduled meeting time, to ensure that progress of goals is being met throughout the course of the year, and that the district is on track to meet the desired goals. In the event that progress is not being made, the committee will analyze and develop a plan of action/make necessary changes to ensure that progress is made.

Budget Justification

Describe how the proposed budget will meet the goals of the proposed program. For each category below, include the following: How does this budget category align to one or more of the four EAF Priorities the district has identified? Provide a justification for the specific funding allocations in the proposed budget which may include explanation of pay rates and hours expected for services rendered.

Payroll, Professional and contracted services, Supplies and materials, Other operating costs

**Payroll** - The proposed amount for this section will allow for steering committee members, who plan an integral part of the EAF implementation process to compensated for their time. The total amount is based on estimated hours put in per month at approximately \$475/hour. Each member of the committee will assist with supporting the implementation of all GLE priorities for the coming year. There is also an additional allowance for sub pay to help offset district expenses with teachers/steering committee members need to be out of the classroom.

**Profession & contracted services** - The proposed amount for this section will provide the support needed for successful implementation & oversight of the EAF funds. It will also allow the opportunity to bring in outside resources to provide experiences and learning for students when it comes to career & college exploration, readiness and the soft skills needed to be successful in pursuing their goals. The funds will support all GLE priorities, but also place special emphasis on the priority number four.

**Supplies & materials** - The proposed amount for the supplies and materials will allow for the expansion of current programs, as well as the implementation of potential new programs and opportunities for students. The materials will be essential & supportive to all GLE priorities.

**Other operating costs** - Funds allocated for other operating costs will support all GLE priorities with an emphasis on priority one, allowing the opportunity for students to have in-person experiences related to college & career exploration.

**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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

**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	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year program allocation	
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	



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