



**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 Lasara ISD CDN 245901 Campus 001 ESC 1 UEI JY4RXDCRKP5
Address 6160 E 6th St City Lasara ZIP 78561 Vendor ID 1746001591
Primary Contact Cynthia D Ramos Email cramos@lasaraisd.net Phone 9566423598
Secondary Contact Alejos Salazar Jr. Email asalazar@lasaraisd.net Phone 9566423598

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 Cynthia D Ramos Title Director of Federal Programs
Email cramos@lasaraisd.net Phone 9566423598
Signature  Date 06/16/25

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.

Lasara ISD formed an EAF Committee to implement the program district wide in order to fulfill our mission to educate and nurture the whole child academically, socially, and emotionally. In order to meet all of our priorities, we have developed goals and milestones to be implemented and met as monitored and enforced by the steering committee through strategic planning, data monitoring, program adjustments, professional development, and regular meetings. After completing the EAF planning year our steering committee has identified the following needs: Identify external partners to fill gaps in the implementation of effective advising, 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, consistently evaluate our data against program goals, and communicate programmatic updates and student metric tracking to all external partners throughout the year to facilitate shared understanding, responsibility, and urgency. Lasara ISD will utilize Eduthings and a district created CCMR tracker to guide one-on-one student advising, helping students track IBC progress, explore career interests, and update their post-secondary plans and determine need of CCMR supports. All these strategies will support student development across academic, career, personal/social, and financial literacy areas and help strengthen and address 4.3 and 3.2. In CTE, students in Level 4 will engage in career preparation with industry partners in high-wage, high-skill fields. LISD will also leverage regional partnerships, such as RGV-CAREER, to enhance access to shared CTE resources and expand student opportunities in order for our students to meet CCMR state standards. In the 2025-2026 implementation year, LISD will align to the key practices of the EAF 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 goals and outcomes. The professional development identified as a need 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 CCMR 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 monthly and provide support across the district to ensure milestones are being met and to evaluate effective external partnerships.

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.)

Jennifer Avelar, Director of College and Career Success, is a TEA-designated EAF Coach with Distinction. She has over 15 years of experience in education and currently supports districts across Region One with Effective Advising Framework (EAF) Implementation and College, Career, and Military Readiness (CCMR) supports. She will allocate 25% of her time to support the EAF, including leading the EAF Steering Committee, aligning advising systems with district goals, and ensuring progress on all TEA deliverables. Support will include site visits, virtual check-ins, and regular coordination. The EAF Coach fee is \$20,000. (This is the amount across all the 7 Region One EAF districts.)

Cynthia 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. The project lead will be getting \$4,800 in a stipend.

Alejos Salazar- Mr. Salazar will serve as the district 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. Steering committee members will be getting \$3,840 each for their time and effort put into EAF priorities.

Ashley Trevino- EAF advisor has played an important part in our CCMR improvement for the district as most of the components within CCMR are based on instructional growth within special populations. She 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. Ensuring our students are successfully staying on track of their PGP's & programs of study. The advisor will also assist the district LPC with social emotional initiatives to focus on the whole child. Steering committee members will be getting \$3,840 each for their time and effort put into EAF priorities.

Marlaina Patterson-Lasara ISD CTE Representative 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. Steering committee members will be getting \$3,840 each for their time and effort put into EAF priorities.

Adrian Montemayor- District principal will serve as the campus 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 much to move the EAF work forward. HE will provide insight on how facilitate, support, and input in the area of curriculum for the district. Montemayor will share information regarding curriculum program evaluations as well as curriculum needs across the district with the committee. Steering committee members will be getting \$3,840 each for their time and effort put into EAF priorities.

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.

EAF Priority 1:
For the 25-26 school year we will continue to utilize the career development software (Xello) which ensures 100% of students in grades K-12th have access to knowledge, skills, and resources necessary to make informed post-secondary choices. This priority is career development and will be a district wide initiative. Although we will have elementary students participating, we will be monitoring 6th-12th grades. The goal for this priority is 30% usage during student advisory period each 6 weeks that will be enforced by teachers and counselors. Every 6 weeks, reports will be created through Xello that shows the usage per classroom and per student. The goal is for students to complete interest inventories and complete weekly assignments on their jobs set forth by their interests. This allows students to gain knowledge and make informed secondary choices. LISD will set the expectation at the beginning of the year for the utilization of the Xello platform. Teachers will be expected to utilize Xello as career exploration at least 3 times a week for secondary and during social studies for elementary and counselors will also reinforce career development utilizing Xello and other resources that are counselor created, and through state and regional resources. Our district administration will monitor usage and implementation weekly and also provide feedback and reference data at our monthly meetings to make sure that our students are able to make informed decisions about post-secondary choices. Teachers will implement the Xello software for a minimum of 20 minutes a week. The district will provide PD through the Xello Platform prior to the start of the 25-26 school year. At the end of the first semester the counselors will evaluate the occupations that students were most interested in and based on this data, make informed decisions to bring in partnerships related to those fields and future career days. Financial literacy will also be a component of this priority as it relates to careers, salaries, college debts, and degree requirements.

Priority 2:
Through our increased advising staff 100% of high school seniors will graduate with at least one component of CCMR. All students will gain knowledge and skills that will impact them in academic, career, & Military as well as social-emotional areas. Our focus for this priority is grades 6th-12th. By the end 25-26 school year our goal is to reach at least 90% completion in at least one component of CCMR. Lasara ISD's EAF advisor will audit student records to ensure all students are graduating as completers within their program of study but also ensuring that the teachers are providing their IBC's and students are successfully passing the IBC's. The advisor will also work closely with the core teachers to ensure that the students are being prepared to pass their TSIA. Our goal for the 25-26 school year is that we increase by 5% the number of students who pass at least one area of their TSIA. Lasara ISD will ensure that all CCMR areas are addressed through college and career fairs that we host each year including military recruiters from all different branches of the military. With collaboration from RGV FOCUS the district has purchased Mastery Prep and we will offer a TSI prep class to Freshman through Seniors the entire 25-26 school year. Our instructional leadership team will provide support to our teachers through resources, trainings and appropriate professional development before the beginning of the school year and throughout the school year as needed.

Goals, Objectives, and Strategies cont'd.

Priority 3:

Partnerships will be created by strategically selecting partners to fill gaps in district service delivery, provide specific contact expertise and support individual students in planning. By the end of the 2025-2026 school year, Lasara ISD will increase industry partnerships by 100% as a district to ensure all students in a Level 4 course will participate in career preparation with an industry partner in order to gain industry knowledge and skills applicable to their area of study and that all seniors are exposed to various careers. CTE teachers, administration, and academic advisors will be key to gaining new partnerships that are related to the districts CTE pathways to provide work based learning opportunities for students to ensure they are career ready and/or better prepared for post secondary education.

Priority 4:

To assist the district's accountability Lasara ISD will focus on increasing our CCMR accountability performance to ensure our students are prepared for life after high school. By the end of the 2025-2026 academic year, we will increase by 5% the percentage of 12th-grade students who earn an IBC. Counselors will meet with CTE teachers to discuss case management of students and set expectations and goals for each teacher as it relates to assisting students with earning IBCs within their pathway of study, and continue to provide support throughout the school year. Counselors will also advise students on a one-on-one basis in their program of study, the importance of earning an IBC and it's purpose, in dual enrollment opportunities and earning college credits, and to provide social emotional support. Military recruiters from all branches of the military will also visit with students throughout the year to provide information with regards to military opportunities. Academic teachers will focus on TSI completion rates to assist with meeting college readiness standards to ensure seniors are college ready upon high school graduation.

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.

Smart goal 1: Lasara ISD will utilize Xello as career exploration at least 3 times a week for secondary and during social studies for elementary in which there will be a 30% usage each 6 weeks. At the completion of each six weeks period, a usage report will be generated from Xello and the data from the report will be analyzed to determine effectiveness of the program in assisting students with making informed decisions about post secondary choices and to determine if any adjustments or changes need to be made.

Smart goal 2: By the end of the 2025-2026 year, LISD will increase by 5% the number of 9th-12th grade students who pass at least one area of their TSIA2 through tutoring sessions and boot camps in collaboration with Region One in which data will be generated pre and post tutoring sessions and boot camps to determine their effectiveness in order to make adjustments as needed. Students will also increase TSIA2 scores in at least one area by the end of the 25-26 school year. Teachers will utilize Mastery Prep curriculum as a resource in their classes and a TSI prep class has been added to the master schedule to assist with mastery of this goal.

Smart goal 3: By the end of the 2025-2026 school year, LISD will increase industry partnerships by 100% as a district to ensure all students in a Level 4 course will participate in onsite career preparation with industry partners and gain industry knowledge and skills applicable to their area of study. Monthly meetings will occur with key stakeholders to review district created data and determine if this goal is being met and to adjust as needed.

Smart goal 4: By the end of 2025-2026 school year, students will increase IBC certifications by 5% upon completion of graduation in order for our students to be career ready after graduation. Essential stakeholders will meet to discuss case management of all students and to review district created data on effectiveness of these goals in order to make adjustments as needed to meet our goal.

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

Long-term Goal: Lasara ISD will have 90% of graduates meet at least one CCMR indicator by the end of 2026.

Short-term Goals Goal 1: Lasara ISD will implement XELLO throughout the school year to ensure students are exposed to various careers and colleges. Counselors will enhance this goal by providing additional college and career supports through a 30-minute block schedule specifically geared at meeting the long-term goal.

Goal 2: Lasara ISD will provide parent and community meetings on college and career information. In addition, the counselor page on the district website will be a podium for CCMR information that will be updated regularly to provide accurate and updated information for all.

Goal 3: Lasara ISD will continue to provide yearly professional development on CCMR in the 2025-2026 school year in which updated information will be provided and programs that will be implemented will be explored.

Lasara ISD proposed budget will fund to utilize the Lasara ISD CCMR to its fullest in increasing the numbers 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 districts 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-\$70,000 will cover an Internal school counselor/advisor and \$24,000 will cover district steering committee stipends.

Under 6200-\$20,000 will cover an Effective Advising Framework Coach at Region One Service Center (ESC 1)

Under 6300-\$1,200 will cover programs, resources, supplies and materials/travel

\$4,800 will cover Indirect Costs.

Total Budget \$120,000.

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" value="0"/>
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