



**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  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 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  Title   
Email  Phone   
Signature  Date

**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.

This program will directly influence and improve the counseling areas of career exploration, academic success and individual planning. Students will be better prepared academically to meet the expectations of all post high school education opportunities. Students will be introduced to more CTE based educational programs and experiences to help develop career interests.

- \* increase rates of graduating seniors that earn a CCMR readiness score on SAT, ACT or TSIA2.0
- \* increase the number of students completing dual credit courses
- \* increase the number of seniors leaving with an IBC

Programming tools provided by this grant, Bland ISD will be able to prep students for standardized testing as it related to college & career readiness, as well as preparation for careers that can begin with an IBC.

**Specific Goals:**

1. By the end of 2027-2028, we will increase the percentage of seniors who scored at or above the college ready standard on SAT, ACT, TSIA, or earned credit for a college prep course from 30% to 40%.
2. By the end of 2027-2028, we will increase the percentage of seniors who earned college credit for a dual credit course from 34% to 50% .
3. By the end of 2027-2028, we will increase the percentage of seniors who earned an industry-based certification from 3% to 50%.

## 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.)

EAF Coach: Nickisha Fowler, Region 10 Consultant

EAF Project Lead: Charity Morris, experienced and licensed counselor serving as the Bland HS Counselor. Approximately 15 hours a month on average with this project. Use of time on EAF is included in the school counselor time tracking. The project lead will be utilizing planning and implementation support from the steering committee members. A stipend of \$4,000.00 is budgeted.

District Commitment:

Vision - Every student graduates prepared, inspired, and ready to thrive in college, career, and life.

Mission - The mission of Bland ISD is to encourage and support the academic and personal growth of its students through intentional, data-driven advising practices and collaborative partnerships with families and the community.

Steering Committee:

Jeana Franklin, Assistant Principal

Dena Chapman, CTE Teacher, Middle School Teacher

Stacy Davis, SPED, Lifeskills Teacher

Kelsey Womack, Middle School Counselor (new hire, will request participation)

A \$4,000.00 stipend has been budgeted for each of the 4 active participants of the committee.

**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: 9th and 10th grade students will participate in a prep program to prepare for the TSIA2.0 taken in the Spring of 10th grade.

Development Area:

Academic Development

Student Outcome Goal:

By the end of 2025-2026, we will increase the percentage of 9th and 10th grade students who complete test prep for TSIA2.0 from 0% (baseline) to 75% (target)

Strategy:

Teachers will be trained in and provide to students a structured, systematic program that has documented success when implemented.

Curriculum Director, Principal, Counselor will help select and teachers will be responsible for implementation with administration supervision.

EAF Priority 2: 7th grade students complete hands-on exploration of district CTE offerings to explore careers and connect them to available pathways

Development Area:

Career Development

Student Outcome Goal:

By the end of 2025-2026, we will increase the percentage of 7th grade students who complete hands-on exploration of CTE offerings from 0% (baseline) to 50% (target)

Strategy:

The district will offer hands-on lab opportunities for our 7th graders that match our CTE offerings at the high school.

The Career and College Explorations Teacher, Curriculum Director, Principal, Assistant Principal, and Counselor will be responsible for supplying the necessary training and implementation.



## Goals, Objectives, and Strategies cont'd.

EAF Priority 3: 9th grade students will develop a self-care plan to address social/emotional needs that will help in meeting academic and career goals

Development Area:

Personal & Social Development Expectations

Student Outcome Goal:

By the end of 2025-2026, we will increase the percentage of 9th grade students who complete a self-care plan from 25% (baseline) to 100% (target)

Strategy:

Counselor will own the priority with support of administration and teachers will serve as "advisors" that can monitor and encourage students.

EAF Priority 4: 11th grade students create a profile in a scholarship search engine to learn about applicable scholarships.

Development Area:

Financial Literacy & Aid Expectations

Student Outcome Goal:

By the end of 2025-2026, we will increase the percentage of 11th grade students who complete a profile in a scholarship engine from 25% (baseline) to 100% (target)

Strategy:

Build a team approach with families to better support students. Utilize English III classes to complete and develop/practice skills to create quality scholarship applications.

Counselor, EAF Team, English 3 Teacher(s) will take the lead on implementation of this strategy.

**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.

EAF Priority 1: 9th and 10th grade students will participate in a prep program to prepare for the TSIA2.0 taken in the Spring of 10th grade.

Teachers will document progress through the selected preparation program. Success of the program, along with student participation will be evaluated when students take the math portion of the TSIA2.0 during the 2nd semester of Algebra II.

EAF Priority 2: 7th grade students complete hands-on exploration of district CTE offerings to explore careers and connect them to available pathways

The district will be able to monitor teacher presentation and student participation through materials and resources delivered in the classroom.

EAF Priority 3: 9th grade students will develop a self-care plan to address social/emotional needs that will help in meeting academic and career goals

The school counselor and English III teacher(s) will monitor progress of student completion.

AF Priority 4: 11th grade students create a profile in a scholarship search engine to learn about applicable scholarships.

School counselor and supporting teachers will supervise and monitor student completion through regular check ins.

**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**

Stipends for the EAF Project Lead and Committe Members of \$4,000.00 each

**Professional and Contracted Services**

\*Payment to EAF Coach from ESC of \$10,000

EAF Coach will provide technical assistance to the district through ongoing coaching, training, support, or other specified services

\*Purchase of College & Career Exploration Software of \$ 10,000 to support 7th grade students with career exploration

\*Purchase of SAT/ACT/TSI Preparation Curriculum of \$ 36,000 to increase the percentage passing rate students who complete SAT/ACT/TSIA2 assessments

**Supplies and Materials**

Middle School CTE Exploration Materials of \$30,000.00 to allow for hands-on exploration of careers

**Other Operating Costs**

Post Secondary visit costs



**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	792
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	792
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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	