



**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

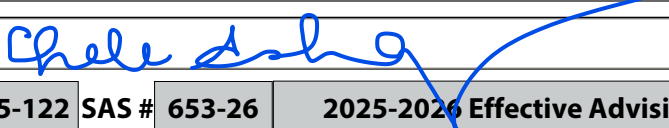
Organization Bovina ISD CDN 185901 Campus Admin ESC 16 UEI D4KQRDGAT5W5
Address 400 Halsell Street City Bovina ZIP 79009 Vendor ID 1756000217
Primary Contact Chele Ashley Email chele.ashley@bovinaisd.net Phone 9035631452
Secondary Contact Sergio Menchaca Email sergio.menchaca@bovinaisd.net Phone 8062511336

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 Chele Ashley Title Assistant Superintendent of C&I
Email chele.ashley@bovinaisd.net Phone 9035631452
Signature  Date 06/16/2025

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.

The Bovina ISD EAF program is designed to support individual student planning within a comprehensive school counseling framework by establishing a dedicated vision and mission that center on each student's unique postsecondary aspirations. Developed collaboratively by our steering committee, the mission and vision provide a focused direction for effective advising that goes beyond general school objectives. We emphasize the importance of preparing all students for future success by fostering academic achievement, self-awareness, and decision-making skills aligned with each student's strengths and interests. Our initiative promotes equitable access to resources and support systems, ensuring that all students, regardless of background, have the opportunity to engage in meaningful postsecondary planning. Through activities such as college and career nights, middle school career investigations, and family engagement events, our program will offer early and continuous exposure to college and career options. Additionally, we plan to implement the use of digital platforms to streamline student advising allowing students, families, and counselors to monitor academic and career plans across grade levels. This approach empowers students to become self-directed learners who are equipped with the knowledge and tools necessary to confidently pursue their chosen paths. Additionally, our program fosters innovation in Career and Technical Education by aligning student advising with career pathways that lead to high-skill, high-wage opportunities. Drawing from best practice models, our vision includes helping students excel in CTE pathways by providing inclusive access and recognizing individual career potential. The program prioritizes equitable access to post secondary pathways, ensuring that all students including those from underserved communities receive personalized guidance and exposure to high opportunity careers. Our mission further emphasizes the importance of strategic partnerships with local industries and community stakeholders to enrich advising and connect students to real-world career opportunities. Through the integration of comprehensive postsecondary advising into the K-12 experience, students gain early insight into career clusters, understand credentialing requirements, and receive targeted support to navigate the workforce landscape effectively. By using diagnostic tools to inform planning and identify gaps, our program ensures continuous improvement and adaptation to workforce trends, fostering a data-driven and student-centered approach to career readiness, alongside industry partners and higher education institutions. This comprehensive design not only enhances individual student planning but also positions CTE programming as a vital and innovative component of the districts educational mission

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.)

The EAF Coach for Bovina ISD will be a Region 16 ESC Specialist with extensive experience in school counseling, MTSS, advising systems, and CTE alignment. With a successful background in supporting Effective Advising Framework (EAF) implementation and coaching school leaders, the ESC coach is well-qualified to support robust and sustainable advising practices in Bovina ISD. The coach will dedicate 50% of their time to working with implementation districts like Bovina, 30% to planning support, and 20% to broader regional advising and postsecondary readiness efforts. The contracted ESC support for the grant totals \$15,000.

The project lead currently serves as the Assistant Superintendent of Curriculum and Instruction. The lead brings strong qualifications including leadership in curriculum, strategic planning for district wide initiatives, oversees the district development of course catalog, and supervises campus leadership. The lead will dedicate 15% of their time to leading the EAF grant, with duties including oversight of advising systems, counselor coordination, steering committee facilitation, and alignment of postsecondary planning efforts with the district's multi-tiered framework. The project lead will receive a \$4,000 stipend to support her work on this initiative. Bovina ISD has strategically adjusted the lead's responsibilities to ensure sufficient capacity and focus for effectively managing and implementing this project. The steering committee will meet monthly and will collaborate closely to monitor progress, address challenges, and guide implementation with fidelity.

Bovina ISD is fully committed to the goals and priorities of the Effective Advising Framework and demonstrates strong alignment to Lever 1: Strong Leadership and Program Planning and Lever 3: Internal School Culture and Advising. District leadership has authorized the funding of a second counselor to expand student support and ensure advising capacity. Leadership is actively involved in project meetings and data review processes, supporting counselors in tracking College, Career, and Military Readiness (CCMR) metrics. The district has embedded the EAF into broader planning conversations, including CTE pathway development and counselor deployment. Communication with stakeholders will occur through school board updates, parent-teacher nights, newsletters, and social media channels to ensure transparency and foster a district-wide culture of advising. Leadership has also committed to attending all required ESC sessions and providing resources for long-term sustainability beyond the life of the grant.

Chele Ashley (Project Lead) – Assistant Superintendent of Curriculum and Instruction
Rocio Mata (K-12 Counselor Lead) – Oversees direct advising and CCMR efforts
Gina Peralez (CTE Representative) – Career pathways and course alignment specialist
Arnold Peralez High School Campus Principal – Secondary instructional leadership
Evelyn Munoz (Special Populations Representative) – Special populations perspective
Abraham Garcia Middle School Principal-Oversees middle school CCMR alignment

Project and Counselor lead will receive \$4,000 and other members will receive \$3,000 for their time dedicated to EAF implementation. Members have been selected for their ability to represent diverse district functions, including postsecondary readiness, curriculum, family engagement, and student support. All six members have committed time for regular steering committee meetings and collaborative planning, ensuring high-quality input and accountability throughout the project lifecycle

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.

In alignment with the Effective Advising Framework and grounded in findings from the Spring 2025 EAF Gap Analysis Tool, Bovina ISD has identified four strategic advising priorities for implementation during the 2025 – 2026 school year. These priorities were collaboratively developed with guidance from the Region 16 ESC EAF Coach and reflect the district ’ s commitment to building a comprehensive advising system that supports all students in achieving postsecondary success. Each priority aligns to a specific developmental domain and includes clearly defined SMART goals, targeted grade levels, lead staff, and detailed implementation strategies that promote sustainable, data-informed student outcomes.

Priority 1: Resume Writing and Soft Skills for Post-Secondary Readiness (Support Career Development)
The first EAF Priority focuses on strengthening students ’ post-secondary readiness through resume writing workshops and targeted soft skills instruction. This initiative will emphasize professional communication, teamwork, and goal setting. By the end of the 2025 – 2026 school year, the district aims to increase the percentage of 12th-grade students completing a resume writing workshop from 25% to 45%. The initiative targets 12th graders in the area of Career Development. English teachers will lead the effort, supported by the school counselor and the Assistant Superintendent of Instruction. Strategies will include embedding instruction into English classes, providing professional learning communities (PLCs) for teacher training, and utilizing Region 16 resources for development in counseling, mental health, and CTE/CCMR. The district will engage parents through informational meetings and establish new community partnerships to expand internship and job shadowing opportunities.

Priority 2: College Entrance Exam Preparation (Support Academic Development)
The second EAF Priority addresses academic development by expanding test preparation support for juniors and seniors. Bovina ISD will offer monthly after-school ACT/SAT/TSIA2 preparation sessions and integrate college readiness materials across instruction. The goal is to increase student participation in test prep bootcamps from 76% to 85% by the end of the school year. The high school counselor will own this initiative, with support from the high school principal and classroom teachers. The district will partner with Amarillo College and Region 16 to access resources and facilitators, and will explore partnerships with organizations such as TRiO to further support first-generation and underrepresented students. Clear communication with families, professional development for teachers, and structured advising resources will ensure successful implementation.

Priority 3: District-Wide Soft Skills Integration (Personal and Social Development)
The third EAF Priority centers on personal and social development through schoolwide integration of soft skills. Students in grades 9 – 12 will engage in lessons designed to build communication, collaboration, and adaptability. The district aims to increase the percentage of students receiving soft skills instruction from 25% to 50% by the end of the school year. All teachers will be responsible for implementation, with support from campus principals and the Assistant Superintendent. Instruction will be embedded into daily lessons using project-based learning, team-based tasks, and self-reflection. Staff will receive professional development on integrating and assessing soft skills. Families will be engaged through ongoing communication, and partnerships will be developed to provide mentorships, workshops, and career exploration experiences

Goals, Objectives, and Strategies cont'd.

Priority 4: Financial Literacy Through Post-Secondary Planning (Financial Literacy and Aid)

The fourth EAF Priority targets financial literacy and aid, focusing on preparing students for the financial realities of post-secondary education. Bovina ISD will develop a senior-level “Adulting 101” course and integrate financial planning lessons across College & Career Readiness and CTE courses. The SMART goal is to increase the percentage of students completing a financial workshop from 51% to 60%. This priority targets 11th and 12th graders, with the high school principal serving as the lead and the Assistant Superintendent providing support. Teachers and counselors will be trained on college costs, budgeting, and financial aid strategies. Students will participate in guided research activities and use tools for comparing college costs and exploring financial aid options. The district will also engage families through workshops and resources, while building new partnerships with financial experts to provide classroom support and enhance real-world application

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.

Priority 1: Resume Writing and Soft Skills Development

Progress will be monitored using workshop attendance logs, completed resumes, reflective writing samples, and pre/post-assessments on communication skills. English teachers will track participation using technology, while counselors will document advising sessions covering soft skills. Implementation will be observed through PLC conversations. Data will be reviewed monthly in PLCs and quarterly by the EAF Steering Committee to make adjustments as needed based on student engagement and feedback.

Priority 2: TSIA2/ACT/SAT Preparation

Participation will be tracked via session sign-ins, diagnostic test results, and digital logs maintained by the high school counselor. Mock exam scores, survey responses, and facilitator feedback will guide improvements. Data will be reviewed monthly and after every three bootcamps during leadership meetings. Communication outreach will be assessed using parent and student engagement metrics.

Priority 3: Soft Skills Integration Across Curriculum

Monitoring will include teacher-submitted student work, walkthrough observations, and student self-assessments. A district-wide soft skills rubric will ensure consistency. Evidence will be collected bi-monthly, with data discussed during PLCs and leadership team meetings. Student surveys will support reflection and refinement of instructional practices.

Priority 4: Financial Literacy and College Cost Awareness

Progress will be tracked through workshop sign-ins, completed budgeting tools and cost comparison assignments, and pre/post-surveys. Teachers and counselors will collect data through journaling prompts and advising records. The implementation team will conduct quarterly reviews, using student and family feedback to improve resources, instruction, and access to support

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

Bovina ISD's budget for the 2025 – 2026 school year supports the implementation of four advising priorities aligned with the Effective Advising Framework. Funds are allocated to help students build soft skills, prepare for college entrance exams, explore careers, and understand financial planning.

Payroll (\$22,500):

Stipends will be provided to staff working outside regular hours to run resume workshops, test prep sessions, soft skills lessons, and financial literacy activities. This includes \$20,000 for the EAF Team and \$2,500 for after-school tutors.

Professional & Contracted Services (\$31,375):

These funds cover expert support, including Region 16 EAF Coach, CCMR Playbook services, Branching Minds software, professional speaker fees that support student needs.

Supplies and Materials (\$46,000):

This includes materials for college and career fairs, student and parent engagement events, and technology for a CCMR lab. Funds also support visual displays, financial literacy workshops, and Career Day events to build a strong advising culture across all campuses

Other Operating Costs (\$20,000):

Professional Learning Opportunities for District Leadership in the are of CTE.

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" value="405"/>
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" value="405"/>
4. Total current-year program allocation	<input type="text" value="119875"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="119875"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="295.99"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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.

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Amended Section	Reason for Amendment
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