



**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 **Brady ISD** CDN **160901** Campus **District** ESC **15** UEI **MWTKV99K3TQ**  
Address **1001 W. 11th St.** City **Brady** ZIP **76825** Vendor ID **1746000386**  
Primary Contact **Hector Martinez** Email **hmartinez@bradyisd.org** Phone **325-597-2301**  
Secondary Contact **Richard Sweaney** Email **rsweaney@bradyisd.org** Phone **325-597-2301**

**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 **Hector Martinez** Title **Superintendent**  
Email **hmartinez@bradyisd.org** Phone **325-597-2301**

Signature **Hector Martinez** Date **6-17-25**

**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.

1. The Effective Advising Framework helps Brady ISD in supporting individual student planning through ensuring that our school counseling systems are aligned throughout the district. Students are able to start exploring career options and pathways, CTE programming, and post-secondary options. Regular, structured meetings with students, parents, and the counselors help to develop intentional personal graduation plans for students and ensure that the student is on the correct pathway. The EAF facilitates deliberate communication between the principals, the counselors, and the teachers focused on streamlining district-wide as well as campus level goals and accountability.
2. Brady ISD will continue to prioritize growth of the following high-skilled and high-wage careers: health sciences, agriculture, culinary arts, and business. We will ensure that all counselors are adequately trained and informed on career pathways offered at Brady High School and provide opportunities for all students to explore various career options. Early exploration of career pathways, including interest inventories, will help guide the district in future CTE and pathway planning.

## 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. Traci Terrill, CTE Specialist with ESC Region 15 will be the ESC EAF Coach. She began her work in EAF by participating in the first Planning Pilot Grant in 21-22. She earned EAF Coach Designation at the end of the 21-22 Planning Grant year and EAF Coach Designation with Distinction during the 22-23 Implementation Grant year. Traci serves as EAF Coach to one district in Year 3 Implementation, two districts in Year 2 Implementation, and co-coaches ESC15's largest school district in Planning. The percentage of her time allocated to our district's EAF implementation support is set at 10%. The ESC fee for Implementation Year 3 support is \$6,000, which will be outlined in the MOU.

2. Richard Sweaney, Assistant Superintendent of Curriculum and Instruction and Federal Programs with Brady ISD will be the EAF Project Lead. He began his work with EAF by participating in the planning year as the District SPED representative. He later served as Project Lead in Year 1 and 2 Implementation. The percentage of his time allocated to the district's EAF implementation support is set at 15 hours a month. The stipend amount for Year 3 Implementation will be \$8,250, which will be outlined in the 25-26 Effective Advising Framework Implementation Grant Program Agreement.

Brady ISD will direct the EAF Steering Committee to meet in-person once each month, as well as require the committee to also meet via Zoom as necessary, in addition to the in-person meeting. This has been the normal operating procedure for BISD since the planning year. As Brady ISD moved into year 2 implementation, the EAF Project Lead met with the ESC EAF Coach once a month via Zoom and disseminated feedback to the EAF Steering Committee in-person meetings.

3. During the 24-25 school year, Brady ISD's commitment to both Lever 1: Strong Program Leadership and Planning and Lever 3: Internal School Culture of Advising, resulting in the following achievements:

### Lever 1:

- Master scheduling implementation of ACT/SAT Prep Courses
- Career prep course and research based curriculum in MS
- PLC implementation through scheduling
- Conferences for teachers and staff that focus on differentiated instruction
- Financial literacy implementation across the district through math classes, electives, and college/career readiness courses

### Lever 3:

- MTSS Consultant has been to Brady for a series of trainings for all BISD Staff
- RTI documentation tool in Success Ed or locally determined RTI spreadsheets
- Scheduling for career readiness training, including life skills such as CPR and self defense as well as financial literacy
- Counseling 1 on 1 meetings for all students
- Qualitative surveys at HS
- Data check-ins with each campus to monitor progress

4. The Brady ISD Steering Committee will include the following representatives:

EAF Project Lead: Richard Sweaney, Assistant Superintendent, \$8,250.00

Team Member 2: Lori Holubec, BHS Principal, \$8,250.00

Team Member 3: Nita Fields, BHS Counselor, \$1,000.00

Team Member 4: Baile Jones, BMS Counselor, \$1,000.00

Team Member 5: Shana Baronet, BES Counselor, \$1,000.00

Team Member 6: Kathy Munoz, BHS CTE Teacher, \$1,000.00

Team Member 7: Barbara Landry, BISD Business Manager, \$1,500.00



## 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. Description of EAF Priority- Brady ISD will expand parental and family engagement outreach with intentionality in order to strengthen the communication and cohesiveness between the school, the parents, and the community.

SMART Student Outcome Goal: By the end of the 25-26 school year, Brady ISD will increase attendance at all PFE opportunities by >80% by strategically refocusing on how we conduct our meetings.

Targeted Grade Levels: K-12; Targeted Development Area: Career Development

Implementation Staff: District and Campus level administrators, counselors, and teachers will all have a part in this priority.

Support Strategies: As a district, we will continue to bring in motivational speakers, specifically those that target needs such as student apathy, career development, and parent and family engagement. The district will plan for events and involvement opportunities (Title I, Dual Credit, Open House, ESL, Dyslexia Night, etc.) that generate more attendance. We currently have a parent liaison who is instrumental in assisting our ESL parents and also acts as our translator. Teacher involvement in the planning process is necessary to ensure buy-in and an opportunity to express new ideas. Training for staff is necessary to express the importance of parent communication. Brady ISD will need to utilize multiple methods of communication in order to successfully reach all parents - Facebook, Parent Square, website, radio, newspaper, mail-outs, and word-of-mouth. Partnerships with businesses and community members already exist, but they need to be improved upon. Building bridges between the community and establishing a supportive relationship that encourages school spirit and pride helps to get parents and students involved in their learning. School trips to local businesses, bringing in guest speakers, and generating an outreach team can assist at building the communication between parties. Brady ISD has utilized the same methods of conducting parental engagement meetings for many years. Some strategies work (PGPs, transition meetings, project showcases), and other established meetings (Title I, ESL, STAAR) are less successful. Brady ISD should assess the strengths of weaknesses of current methods to reconstruct the format of future opportunities.

2. Description of EAF Priority - Brady ISD will foster the growth of MTSS and SEL processes, post-secondary skills, and counseling services to meet personal and social needs throughout grades K-12.

SMART Student Outcome Goal: Brady ISD will continue to implement strategic processes that focus on academic, behavioral, and social-emotional growth in students as measured by movement in the the number of students being served in each tier - 100% served in Tier 1 instruction, 15% served in Tier 2 instruction, and 5% served in Tier 3 instruction.

Targeted Grade Levels: K-12; Targeted Development Area: Personal and Social Development

Implementation Staff: Principals, the campus MTSS lead teachers, and counselors will primarily own this priority, with general education teachers and inclusion paraprofessionals as support.

Support Strategies: Each campus will look at specific goals for improving the MTSS processes. SEL resources will be adopted in the lower levels, BMS is implementing a new teen leadership/AVID course, BHS will employ Xello to be in line with the other campuses. Teachers will work on intervention practices for academic success, including both enrichment and interventions. Staffing will be modified on campuses to support the leadership class, intervention and resource classes, and support methods. Training on the RTI portion of Success Ed is necessary for documentation purposes. Attendance practices should be aligned throughout the district. Because student schedules could be modified to include leadership/intervention/development courses, counselor communication with the family and parents is beneficial for success. Face to face meetings to encourage support at home should be a priority as well as reinforcing the importance of attendance. Brady ISD has partnerships with external resources for social-emotional health. Behavioral and academic needs are supported mostly by district resources, including ACE, the Heart of Texas Co-op, teacher-led tutorials. Brady ISD utilizes Xello, Choosing the Best, character trait of the month lessons, Ascender for tracking discipline and attendance, and Success Ed for tracking MTSS students. Through relationships established during the grant, Brady ISD has established a good foundation for MTSS

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

development. New resources can be used to strengthen the ongoing development of students at the lower level as well as a system for implementation at the high school level.

3. Description of EAF Priority: Brady ISD will boost academic achievement in Grades K-12 through providing teachers and students with the tools necessary to achieve success, including trainings and workshops focused on research-based practices, vertical alignment, career exploration, and high quality resources.

SMART Student Outcome Goal: By June of 2026, Brady ISD will provide appropriate trainings and core resources for 100% of teachers and paraprofessionals that focus on implementation of data-driven instruction, communication between grade level department teams, and cross-curricular research-based practices to improve 1) STAAR and EOC percentages by an increase in 10% in each tested subject's performance levels, 2) the number of students scoring with a qualifying ACT/SAT/TSIA score, 3) students entering 1st grade meeting grade level expectations, 4) IBC completion rate increase, and 5) career inventory completion.

Targeted Grade Levels: K-12; Targeted Development Area: Academic Development

Implementation Staff: Administration and lead teachers will own this priority and will work to ensure appropriate training based on assessed needs.

Support Strategies: In August, Brady will host an in-district Teachers Teaching Teachers style training that focuses specifically on our target areas. Lead teachers are compensated for aligning curriculum and ensuring high quality instruction. The district is looking at new curriculum for the 25-26 school year in some subject areas, so setting aside time for vertical alignment and training is crucial for implementation. Brady will not only send staff members to external training, but we will utilize current staff members to provide training and mentorship to others. Better instruction will result in an increase in student performance district-wide.

Principals are the instructional leaders, and in conjunction with the lead teachers, weaknesses can be properly identified going into the school year. Teachers who need growth in specific areas will be trained through district, region, or state professional development workshops/conferences. Appropriate scheduling of students is necessary to ensure the highest gains in each content area. Family involvement is necessary through encouragement of attendance and tutorials. Working with students at home with their reading and math fluency is necessary. Students also need motivation to achieve. This connects to Priorities 1 and 2. Partnerships exist with ESC 15 to provide trainings to teachers, paraprofessionals, and administrators. Teachers are great at communicating the need for resources, and administrators are becoming more adept at expanding their reach of partnerships to provide trainings. External partnerships exist both within the community and beyond (as evident through career days and showcases, college trips, career tours) to encourage career development and pathway completion/appropriate industry based certification. New partnerships should be considered to enlarge the scope of possibilities for our students. Students will be exposed to various career opportunities through educational field trips throughout the year that align to CTE programming. Counselor-developed systems for career exploration and presentations are useful tools that allow our advising systems to align. Data driven systems established throughout the district provide principals, counselors, and leadership teams the ability to diagnose potential academic weaknesses and work to establish a process for success.

4. Description of EAF Priority: Brady ISD will promote the importance of financial literacy that equips students with critical life skills to be set up for post-secondary success through both internal and external resources and curriculum.

SMART Student Outcome Goal: By the end of the 25-26 school year, >80% of Brady ISD students in Grades 5-8 will increase in financial literacy competency and confidence as measured by qualitative surveys throughout the school year and grade level expectations/benchmarks throughout the school year.

Targeted Grade Levels: 5-12; Targeted Development Area: Financial Literacy

Implementation Staff: Principals, counselors, and teachers will be primarily responsible for implementing the TEKS, activities, speakers (which will include business leaders and other community members).

Support Strategies: Teachers throughout all grade levels (mathematics, social studies, economics, CTE) will incorporate financial literacy TEKS into their plans through real life scenarios (i.e. percentages, interest rates, budgeting, taxes, loans, credit). BHS will conduct a "Game of Real Life" for students that simulates personal navigation through various stages of life. Professional development should incorporate preparing educators to deliver applied financial learning experiences through active learning and application of financial concepts. Appropriate time and pacing should be built in to accommodate the instruction. Brady ISD is a Title 1 school with limited resources. Staff and parents should work together to build a link between home and schools to support financial education. The staff can also support students in planning for college, careers, and post-secondary success. Partnerships with external resources, such as banks, credit unions, insurance companies, and the workforce can leverage this priority. Current partnerships with industries in the community will be used in career days, but also throughout the year to enhance student knowledge and prepare them for beyond high school. Currently, teachers have their TEKS-based curriculum that will guide their lessons. The high school counselor provides resources to parents and students on FAFSA at parent nights and PGP meetings.

## 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:** For each parental engagement opportunity, the district will ensure ease of access for parents, time options, and appropriate communication of the event to generate the most impact. We will document parent attendance for each campus. We will utilize end of event surveys to parents to have both qualitative and quantitative data for subsequent analysis by the EAF Committee.

**Priority 2:** MTSS is documented on each campus through online and campus-developed systems. SEL courses, Teen Leadership, Post-Secondary development, and counseling services will all be documented through the counselors to show comparative growth from the 24-25 school year. Each campus has scheduled intervention services that do not represent the recommended tier services of 100% served in Tier 1, 15% served in Tier 2, and 5% served in Tier 3. Brady ISD will look at BOY, MOY, and EOY data to determine changes in services and successes through intervention.

**Priority 3:** We will use strictly quantitative data to determine progress on Priority 3. We will use six weeks assessments, CBAs, semester exams, benchmarks, MAP NWEA testing (BOY, MOY, and EOY), IBC completion, SAT/ACT/TSIA Scores, MCLASS data, and STAAR/EOC Scores to determine successes. Campus Leadership acquires data analyses from teachers, and leadership meets to determine growth, progress, and intervention strategies.

**Priority 4:** Both qualitative and quantitative data will be utilized to determine progress in this priority. Each grade level has expectations within the TEKS to teach financial literacy and will assess students on competencies. School counselors and leadership will implement strategies associated to this priority that advance financial literacy confidence within students in BISD, which will be assessed through qualitative surveys in both the Fall and Spring semesters. The EAF Committee will assess progress from Semester 1 to Semester 2.

## 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: \$22000** - The EAF Committee stipends are funded through the payroll category. The members of the steering committee are instrumental in both the planning and implementation of all EAF Priorities. The steering committee includes the Project Lead, BHS Principal, all district counselors, a CTE representative, and our Business Manager. The steering committee represents each of the priorities through leadership, counseling services, college readiness, career and technical education, and curriculum management. Each committee member documents hours involved in the EAF planning, documenting, and implementation.

**Professional and Contracted Services: \$41000** - Professional and Contracted Services support all Priorities through trainings for teachers, staff, administrators, and parents. Conferences and workshops (both internal and external opportunities) allow for district personnel to enhance their knowledge of educational strategies and systems to then implement in the classroom and on campus.

**Supplies and Materials: \$15000** - The funds allocated for supplies and materials support Priorities 1,2,3, and 4. Brady ISD will purchase supplies that include but are not limited to: training materials, student and teacher resources, parental involvement supplies, materials for counselors to increase SEL effectiveness.

**Other Operating Costs: \$22000** - BISD is able to provide our students with educational field trips in order to increase exposure to various careers and colleges outside of the community, which directly links to Priority 3. Our steering committee ensures that the educational field trips align with our CTE programming and pathways in enhance awareness of post-secondary opportunities that exist.



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)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	



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
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