



**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): **N/A**

Applicant Information

Organization **De Leon ISD** CDN **047902** Campus **001** ESC **14** UEI **SSMTD4XRJTY4**
Address **425 S. Texas** City **De Leon** ZIP **76444** Vendor ID **N/A**
Primary Contact **Liesa Nowlin** Email **lnowlin@deleonisd.net** Phone **2548938240**
Secondary Contact **Kaye Quinn** Email **kquinn@deleonisd.net** Phone **2548938240**

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 **Liesa Nowlin** Title **Asst. Superintendent, Dir. of Programs**

Email **lnowlin@deleonisd.net** Phone **2548938240**

Signature *Liesa Nowlin* 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 EAF is designed to significantly boost a student's ability to plan effectively. It does this by improving the way students set, monitor, and ultimately achieve their academic, career, and personal aspirations.

Our program will provide comprehensive support for student goal setting:

Identifying and Articulating Goals: The EAF helps students pinpoint both their short-term and long-term academic and career goals. This process encourages students to think critically about what they want to achieve and to articulate these aspirations clearly.

Breaking Down Goals into Actionable Steps: A key feature of the EAF is its ability to guide students in breaking down large, overarching goals into smaller, more manageable steps. This approach makes ambitious goals seem less daunting and more achievable, providing a clear roadmap for progress.

Understanding Necessary Pathways: The EAF also helps students understand the specific coursework, experiences, and skills required to achieve their identified goals. By illuminating these necessary pathways, the framework ensures students are well-informed about the actions they need to take and the resources they should pursue to succeed.

The program will foster innovation in CTE by:

~Integrating emerging technologies and industry practices: The curriculum will include hands-on experiences with tools and technologies currently used in high-growth industries, ensuring students gain relevant, cutting-edge skills.

~Strengthening partnerships with industry and postsecondary institutions: Collaboration with employers and colleges will ensure the program reflects real-world needs, while providing opportunities for internships, apprenticeships, and dual enrollment.

~Embedding project-based and work-based learning: Students will engage in real-world problem-solving using interdisciplinary approaches that simulate authentic workplace challenges.

~Enhancing access and equity: The program will utilize innovative delivery models to expand access to underserved populations and non-traditional students.

Qualifications and Experience of Key Personnel

1. **EAF Coach** - Who is the EAF Coach and what are their qualifications? What percentage of their time will be allocated specifically to the district to support implementation and what is the ESC fee for the contracted support?

2. **EAF Project Lead** - Who is the EAF Project Lead and what are their qualifications? What percentage of their time is allocated to this project? How will the district ensure the EAF Project Lead has the appropriate time and capacity to lead this project? How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? Include the stipend amounts allocated for the Project Lead and each steering committee member. (Total stipend amounts for Project Lead and steering committee members are not to exceed 20% of the total grant budget.)

3. **District Commitment** - Outline the district's commitment to this project. Reference the District Commitments from Lever 1 and Lever 3 of the EAF in your response. Describe district leadership's involvement in the EAF grant from the 2024-2025 school year and the evidence of support shown for this initiative. In addition, how will the district communicate this initiative to necessary stakeholders in this grant project to ensure buy-in and foster an internal culture of advising?

4. **Steering Committee** - Who are the steering committee members and how do they meet the required criteria outlined in the Program Elements below? How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? Include the stipend amounts allocated for the EAF Project Lead and each steering committee member. (Total stipend amounts for the EAF Project Lead and steering committee members are not to exceed 20% of the total grant budget.)

EAF Coach (existing)- Jennifer Seekins

Jennifer's qualifications: In 2024-2025 Jennifer served as the EAF coach for five districts in region 14. Jennifer has her M.ED., and LPC-S. Jennifer has been chosen to be the Region 14 Effective Advising Framework Coach based on her experience in counseling students and working with adults. Jennifer has been a high school counselor, Lead counselor for a rural and large school district, and Dean of Students for a medical magnet program. Jennifer has also been involved and developed career and guidance lessons for students' individual planning. She has a strong understanding of counseling and advising practices to support academic and career development in K-12 setting. Jennifer works on EAF 30% of her time.

EAF Project Lead (existing)- Kaye Quinn

Kaye has 37 years of experience; 32 years as a secondary/district counselor. She has been the dual-credit coordinator for DISD since 1993. 25% of her time is allocated to the implementation of the EAF. The Federal Programs director will monitor and ensure she has the necessary time to lead this project. The support from the steering committee will be provided through regularly scheduled monthly meetings.

The stipend amounts will be \$3000 for our Project Lead, with the remaining \$17,000 paid out to our additional seven steering committee members.

District commitment: The district is fully dedicated to the success of this project, demonstrated by a significant commitment of time, effort, and comprehensive support. A key component of this commitment involves the continuation and strategic expansion of the Career Craft platform. This invaluable tool will now be actively utilized by high school teachers across core subjects, including mathematics, English, and Career and Technical Education (CTE). Their integration of Career Craft will be instrumental in augmenting the efforts of school counselors, providing more robust support for monitoring student progress toward college and career readiness, TSIA2 attainment, and industry-based certifications (IBCs).

To ensure widespread awareness and buy-in, the district will proactively communicate this initiative to all stakeholders. This will include formal presentations to the school board, detailing the project's goals and expected outcomes. Furthermore, extensive staff development sessions will be conducted, serving not only as training opportunities but also as platforms to celebrate student successes directly attributable to these programs. By highlighting these achievements, the district aims to foster continued growth and investment in these vital initiatives.

The success of this project hinges on a dedicated and diverse steering committee (existing), carefully assembled to represent key areas of our educational system. This committee includes:

Project Lead: The central figure responsible for guiding the project, overseeing its execution, and ensuring all objectives are met.

Federal Programs Director: Provides crucial insight and oversight regarding federal funding, compliance, and alignment with federal educational initiatives.

High School Counselor: Offers expertise on the unique academic, social, and emotional needs of high school students, ensuring the project supports their progression.

Middle School Counselor: Represents the needs and developmental stages of middle school students, ensuring a seamless transition and foundational support.

Elementary Counselor: Advocates for the earliest learners, ensuring the project considers early intervention and foundational skill-building.

Special Education Representative: Ensures the project is inclusive and accessible, addressing the specific needs and accommodations for students with disabilities.

Advanced Academics/Dual Credit Liaison: Brings expertise in advanced coursework, gifted programs, and dual enrollment opportunities, ensuring pathways for high-achieving students are considered.

CTE (Career and Technical Education) Representative: Provides a vital perspective on career pathways, vocational training, and the integration of real-world skills into the curriculum.

Dedicated time will be specifically allocated to allow these steering committee members to actively collaborate and provide essential support to the Project Lead. This collaborative structure ensures comprehensive guidance, diverse perspectives, and a unified approach to achieving the project's goals. The stipend amounts will be \$3900 for our Project Lead, with the remaining \$16,100 paid out to our additional seven committee members.

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. Career Development:

Our objective is to significantly increase the number of students who successfully pass Industry-Based Certification (IBC) assessments, ultimately leading to valuable industry credentials. By achieving these certifications, graduating students will possess demonstrable, in-demand skills, providing them with a distinct competitive advantage as they enter the workforce or pursue further education. These certifications are not merely academic achievements; they represent a tangible validation of a student's proficiency in a specific skill set, directly aligned with industry needs.

To quantify this critical initiative, we aim to dramatically improve our current performance. By the end of the 2025-2026 academic year, our target is to increase the percentage of 12th-grade students who pass IBC assessments from the current rate of less than 25% to a robust 40%. This ambitious yet achievable goal underscores our commitment to preparing students with the practical competencies necessary for immediate career readiness and long-term success.

The successful implementation of this priority will be a collaborative effort, spearheaded by campus administration and content area instructors. These key leaders will be instrumental in guiding and supporting the integration of our initiatives at the school level, ensuring they resonate with the daily realities of teaching and learning. While campus leadership and teachers drive the hands-on implementation, the EAF Lead will play a critical oversight role, diligently monitoring the Industry-Based Certification (IBC) pass rates. This continuous monitoring will provide invaluable data, allowing us to track our progress, identify areas for improvement, and make data-driven adjustments to our strategies.

To ensure our Career and Technical Education (CTE) teachers are fully equipped to guide students toward these crucial certifications, we're committed to providing comprehensive professional development. These training opportunities will focus on helping CTE teachers not only understand the various IBC opportunities available but also learn the most effective pedagogical approaches for preparing students to excel on these assessments.

Furthermore, we recognize the power of synergy. We will actively align our efforts with our dual credit program and our Rural Pathway Excellence Partnership (RPEP) initiatives. By working in concert with these established programs and their partners, we can create more cohesive and robust pathways for students, leveraging existing resources and expertise to maximize student success in both academic achievement and career readiness. This strategic alignment will ensure our students benefit from a seamless and well-supported journey toward their academic and professional goals.

2. Academic Development:

To equip our students with the essential knowledge base required for making well-informed life choices, we're launching a crucial initiative: the establishment of an Individual Career Academic Plan (ICAP) for every student starting in Grade 8. This comprehensive plan will integrate the existing Personal Graduation Plan (PGP) with a broader scope that encompasses not only academic and post-secondary aspirations but also vital personal and social goals. The ICAP will serve as a dynamic roadmap, guiding students through their academic journey while aligning with their evolving career interests and personal development.

Our ambitious target is for 100% of all 8th-grade students to begin their ICAP with a PGP by the end of the 2025-2026 school year. This ensures every student starts their high school career with a clear vision and a structured plan for their future.

The successful implementation of this priority will be a collaborative effort, spearheaded by the steering committee, with direct leadership and support from our 8th-grade teachers and CTE (Career and Technical Education) teachers. The implementation of this priority will be monitored by our EAF lead and district counselor. To ensure these educators are fully prepared for this vital role, dedicated professional development sessions will be provided. These sessions will focus on deepening their understanding of graduation requirements, Programs of Study (POS), and relevant policy and procedures related to the ICAP and PGP. This training will empower them to effectively guide students through the planning process and foster a culture of proactive goal setting.

Goals, Objectives, and Strategies cont'd.

3. Personal and social development:

We are committed to fostering in our students a profound understanding of the direct correlation between their educational achievements and their ability to attain personal and career goals. This goes beyond simply excelling in subjects; it's about helping students recognize that effort in the classroom directly builds the foundation for their future aspirations.

Our goal is that by the end of the 2025-2026 academic year, we will significantly increase the percentage of 5th-grade students who have completed opportunities to understand this critical link from less than 50% to 60%. This means more than half of our 5th graders will actively engage with concepts that highlight how academic discipline, skill development, and perseverance in school contribute to their broader life success.

To accomplish this vital goal, we will implement a multi-faceted approach:

Inspirational Guest Speakers: We will actively bring in guest speakers who can share their personal journeys and demonstrate how setting and working towards realistic goals propelled them to success. These individuals, potentially from diverse career fields or walks of life, will offer relatable examples of how educational endeavors directly impacted their personal and professional achievements.

Targeted Presentations and Activities: We will seek out and integrate additional presentations and interactive activities specifically designed around the theme of goal setting. These resources will provide practical strategies and frameworks for students to conceptualize, define, and begin to pursue their own goals.

Mentorship for Goal Tracking: Recognizing the power of sustained support, we will actively explore and establish opportunities for mentorship, where older students, community members, or even dedicated volunteers can provide guidance and encouragement to students in tracking their progress toward their goals. This direct, personal support can be transformative in building student self-efficacy and perseverance.

The overall implementation of this critical initiative will be carefully overseen by the steering committee, ensuring strategic alignment and accountability. On a more direct level, our elementary school counselor will serve as the primary coordinator for advising students in this area. Furthermore, to enhance their capacity, counselors will participate in specialized professional development sessions specifically designed to equip them with the latest strategies and best practices for effective goal tracking with elementary-aged students. This targeted training will empower our counselors to provide consistent and impactful support, ensuring that our youngest learners begin to forge a clear path toward their personal and professional success.

4. Financial Literacy and Aid:

To empower our students and their families to confidently navigate the landscape of postsecondary education, we will implement a robust program focused on postsecondary affordability information sessions. These sessions will be crucial for providing in-depth knowledge about securing financial resources, covering essential topics such as scholarship opportunities, the Free Application for Federal Student Aid (FAFSA), and crucial financial aid deadlines. By involving family members, we aim to create a supportive and informed environment for these critical decisions.

Our goal is to significantly boost FAFSA completion rates. By the end of the 2025-2026 school year, we aim to increase the percentage of 12th-grade students completing the FAFSA from our current rate of less than 60% to 65%. Achieving this target is vital as FAFSA completion unlocks access to federal, state, and institutional financial aid, which can make higher education accessible for many students.

To achieve this, we will employ a multi-pronged approach:

Dedicated FAFSA Completion Support: We will strategically utilize the expertise of a student success advisor from Texas Workforce Solutions. This advisor will provide individualized assistance to students, guiding them step-by-step through the FAFSA completion process and helping them understand the myriad of scholarship opportunities that often result from a completed FAFSA.

Parent-Focused Information Sessions: Recognizing the pivotal role parents play, we will regularly hold dedicated parent FAFSA informational meetings. These sessions will be designed to demystify the application process, answer questions, and provide hands-on support to help parents successfully complete the FAFSA for their children.

Proactive Communication Strategy: To ensure maximum participation, we will implement a comprehensive communication plan, including sending out mass emails and text messages to parents to inform them of FAFSA requirements, important deadlines, and the schedule for informational meetings.

Incentivizing Completion: To encourage timely FAFSA submission, we will incorporate engaging incentives such as drawings and giveaways for seniors who complete their FAFSA.

Increased Visibility of Requirements: We will enhance the visibility of FAFSA completion as a critical graduation requirement by including more prominent posters and flyers throughout the school and sending home informative flyers directly to parents. This consistent visual reinforcement will help ensure all students and families are aware of the importance and requirements.

The overall implementation of this critical goal will be a collaborative effort, overseen by the steering committee and actively supported by students, parents, and school counselors. To ensure our staff is well-equipped to guide students and families through this complex process, we will actively seek out and provide professional development opportunities for secondary counselors and high school teachers specifically targeting financial aid literacy, FAFSA completion strategies, and understanding the evolving landscape of postsecondary affordability.

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.

To ensure our EAF goals are met by the end of the 2025-2026 school year, we will diligently monitor progress across all four priorities through systematic data collection, analysis, and reflection.

1. Career Development

Goal: Increase 12th-grade IBC assessment pass rates to 40%. Monitoring: CTE teachers and counselors will gauge student readiness. The EAF Lead and steering committee will review IBC scores, formative assessments, and attendance data from the SIS, LMS, and Career Craft. Regular data talks will inform strategic adjustments.

2. Academic Development

Goal: Achieve 100% 8th-grade ICAP/PGP initiation. Monitoring: 8th-grade and CTE teachers will track ICAP component completion in Xello. The steering committee will review completion rates and student/teacher feedback monthly, adjusting support as needed.

3. Personal & Social Development

Goal: Boost 5th-grade understanding of academic-personal success correlation to 60%. Monitoring: The elementary counselor will track student participation in guest speaker sessions and mentor engagement using attendance logs and surveys. The EAF Lead and committee will reflect on this data to refine activities.

4. Financial Literacy & Aid

Goal: Achieve 65% 12th-grade FAFSA completion. Monitoring: Counselors and the Texas Workforce Solutions advisor will monitor FAFSA completion dashboards. The EAF Lead and committee will analyze FAFSA reports, session attendance, and feedback from the National Student Clearinghouse and SIS. Ongoing reflection will refine outreach and support strategies. This consistent, data-driven oversight by relevant personnel and the steering committee ensures our commitment to student success.

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

The proposed budget directly supports our EAF goals for Career Development, Academic Development, Personal and Social Development, and Financial Literacy and Aid, ensuring vital personnel, resources, and operational capacity.

1. Payroll (\$40,000): Funds key EAF personnel. A Project Lead (\$3900) leads implementation, with seven additional steering committee members (\$16,100 total) providing diverse expertise and dedication to driving all EAF priorities. Specific staff members (\$20,000) will assist across the district to assist in after school and evening meetings for presentations for stakeholders such as parents and school board members. These stipends compensate for significant additional responsibilities.

2. Professional and Contracted Services (\$53,100): EAF coach (\$20,000). Specialized training and guest speakers (\$33,100). This includes professional development for CTE teachers on IBC opportunities, 8th-grade and CTE teachers on ICAP/PGP and graduation requirements, and counselors on goal tracking and FAFSA completion. These allocations ensure staff are equipped to support student success.

3. Supplies and Materials (\$22,900): Provides essential resources. Funding covers Career Craft platform licensing, IBC assessment materials, ICAP/PGP supplies, guest speaker honoraria, FAFSA meeting materials, and incentives for FAFSA completion, directly supporting EAF initiatives.

4. Other Operating Costs (\$4,000): Addresses miscellaneous operational needs. This includes communication expenses (emails/texts), event logistics for meetings and celebrations, and professional development travel, ensuring smooth program implementation and outreach.

These strategic allocations directly enable our district to achieve student outcome goals across all EAF priorities: Career Development, Academic Development, Personal and Social Development, and Financial Literacy and Aid.

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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