



**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 Digitally signed by Igor Gusyakov
Date: 2025.06.17 08:08:40 -05'00' 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 supports individual student planning within a comprehensive school counseling framework by providing students in grades 6–12 with structured, developmentally appropriate experiences that guide exploration, goal setting, and postsecondary readiness. Through college and military visits, TSIA academic supports, financial literacy instruction, and junior high soft skill development, students are empowered to make informed decisions aligned with their goals and interests. To lead this work, the district will hire a dedicated College, Career, and Military Readiness (CCMR) Counselor/Advisor and establish a Go Center—a centralized space for advising, exploration, and planning. This role will coordinate activities, track student progress using tools like EduThings and OnData Suite, and collaborate with counselors and CTE staff to align efforts across grades. Families will stay informed through digital platforms and outreach events. The program also fosters innovation in CTE by integrating career software, real-world PD for teachers, and industry-aligned instruction in high-demand areas like health science, cybersecurity, and engineering. This alignment strengthens pathway continuity and ensures students are prepared for both postsecondary credentials and career success.

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: Carrie Chandler Region 7 EAF Project Lead: Carol Mettlen EAF Steering Committee: CTE & PTECH Coordinator, Courtney Davis CTE Counselor, & Megan Baldree SPED Transition Coordinator The district demonstrates a strong and ongoing commitment to the Effective Advising Framework (EAF) by aligning its initiatives with the District Commitments from Lever 1: Strong School Planning and Lever 3: High-Quality Advising and Student Supports. Under Lever 1, district leadership has prioritized advising as a strategic goal, integrating EAF priorities into campus improvement plans and ensuring alignment across departments including curriculum, counseling, and CTE. Leaders have committed time and resources to establish cross-functional planning teams, including principals, counselors, CTE directors, and central office staff, who meet regularly to monitor progress. In Lever 3, the district is ensuring students receive developmentally appropriate advising experiences that are data-informed and equity-driven by expanding access to TSIA preparation, financial literacy, and early exposure to college, career, and military options across grade levels. During the 2024–2025 school year, district leadership—including the superintendent, secondary curriculum specialist, CTE director, and campus administrators—actively participated in the EAF planning process alongside the EAF coach. This included completing the EAF Gap Analysis Tool, participating in coaching sessions, and guiding the development of district-wide priorities. Evidence of support includes the district's commitment of staff to professional development in TSIA readiness and CTE aligned advising, and expanding external partnerships such as Deep East Texas Workforce Solutions. To ensure ongoing stakeholder engagement and culture-building, the district will utilize a multi-pronged communication plan, including ParentSquare, Facebook, campus events, and advisory committee meetings. These channels will be used to inform families, teachers, and students about advising activities, gather feedback, and celebrate milestones—fostering a district-wide culture that prioritizes individualized advising and postsecondary planning.

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.

Priority #1: Increase Access to CCMR Information: In the 2025–2026 school year, Diboll ISD will implement a comprehensive advising system to increase access to CCMR information for students in grades 6–12. The SMART goal is to increase student access from 55% to 85%. This system will be coordinated by high school counselors, the CTE Coordinator, and a newly hired CCMR Counselor/Academic Advisor, who will also oversee services provided in the newly established Go Center—a centralized hub for advising and college, career, and military exploration. Monthly “College & Career Lunch & Learn” events, a campus-wide advising calendar, and data tracking via EduThings and OnData Suite will support implementation. Communication through ParentSquare and community partnerships will ensure broad student and family engagement.

Priority #2: Increase TSIA Readiness: To improve academic readiness, the district will focus on increasing the college readiness of seniors by enhancing Texas Success Initiative Assessment (TSIA) support. The SMART goal is to increase the TSI pass rate for seniors from 20% to 40% by the end of the 2025–2026 school year. This priority targets grades 11–12 and falls within the academic development domain. Key staff involved in implementation include the Secondary Curriculum Specialist, the CTE Coordinator, and the campus administrative team. The strategy consists of targeted TSIA tutoring sessions during advisory and after school, as well as professional development for ELA, Math, and CTE teachers to strengthen instructional alignment with TSIA standards. Workshops and training will be coordinated with Region 7 ESC and local support staff. Student progress will be monitored through EduThings and OnData Suite, allowing the team to identify instructional gaps and intervene early. Communication with students and families about testing, preparation, and opportunities will be frequent and transparent, delivered through digital platforms, newsletters, and direct counselor outreach. Partnerships with Region 7 and Deep East Texas Workforce Solutions will ensure ongoing support and alignment to postsecondary readiness benchmarks.

EAF Priority #3: Develop Soft Skills at Junior High: To support personal and social development, the district will launch a soft skills development initiative at the junior high level targeting grades 7 and 8. The SMART goal is to improve student understanding of durable skills by 45% from a 0% baseline. This effort will be led by the Junior High Counselor, CTE Coordinator, and Transition Coordinator. The strategy includes embedding monthly soft skills lessons into core and CTE classrooms through bell ringers, exit tickets, and interactive activities. Teachers will receive training to implement soft skills content effectively, using resources and support from Region 7 ESC and Deep East Texas Workforce Solutions, who will also provide in-class presentations under an MOU agreement. Communication with parents will include updates on skill focus areas and opportunities to reinforce soft skills at home. This initiative addresses an identified gap in personal and social readiness and ensures that students begin building essential life skills that will benefit them in high school and beyond.

Priority #4: Expand Financial Literacy for Juniors: To address financial literacy, Diboll ISD will launch a new initiative to increase the percentage of 11th-grade students receiving financial instruction from 0% to 60% in 2025–2026. Led by the CTE Coordinator, high school counselors, and the CCMR Counselor/Academic Advisor stationed in the Go Center, the initiative includes four structured digital lessons delivered during advisory periods. Families will also access the platform and be invited to FAFSA and financial aid nights hosted in the Go Center. Staff will receive training to ensure consistent delivery, and key partners will enhance implementation through tools and real-world resources.

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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 monitor progress on the four EAF Priorities, Diboll ISD will implement a streamlined, data-driven process led in part by a newly funded CCMR Counselor/Academic Advisor and the creation of a Go Center—a dedicated space for postsecondary advising and support. The CCMR Counselor/Academic Advisor will coordinate advising activities, track student participation, and analyze outcomes across grades 6–12. Quantitative and qualitative data will be gathered through EduThings, OnData Suite, advising logs, and Google Forms. Monthly leadership meetings with the CTE Coordinator, counselors, and administrators will review trends and adjust strategies. Quarterly data snapshots and feedback sessions will drive continuous improvement. Priority 1 – Increase Access to CCMR Information:The CCMR Counselor/Academic Advisor will lead monthly CCMR events and track student participation by subgroup. Advising logs, surveys, and EduThings reports will guide improvements and ensure equitable access. Priority 2 – Increase TSIA Readiness:TSIA prep efforts will be tracked through tutoring logs and assessment data. The CCMR Counselor/Academic Advisor will coordinate supports and use feedback to refine instruction and student interventions. Priority 3 – Develop Soft Skills at Junior High:Bell ringers and exit ticket completion will be monitored, with monthly reviews of staff reflections and student input guiding instructional improvements. Priority 4 – Expand Financial Literacy for Juniors:The CCMR Counselor/Academic Advisor will support lesson implementation and family outreach. Completion rates and survey data from students and parents will inform ongoing adjustments. The Go Center and dedicated counselor position ensure Diboll ISD has the staff, structure, and tools to monitor progress, respond to data, and implement each priority with fidelity—driving measurable improvements in postsecondary readiness outcomes.

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

Budget Justification Summary Payroll: Funds will support a full-time CCMR Counselor/Academic Advisor who will lead the implementation of all four EAF Priorities for students in grades 6–12. This individual will coordinate college and military readiness events, oversee TSIA preparation, facilitate financial literacy instruction, and support soft skills development at the junior high level. The position will be based in the newly established Go Center—a central advising hub designed to provide students with equitable access to individualized postsecondary planning, resources, and support. Professional and Contracted Services: Includes expert coaching, implementation support, and resource development provided by Region 7 ESC, as well as TSIA tutoring and professional development for staff. These services are aligned with Priorities 1, 2, and 3 and will be coordinated in part through the Go Center to ensure advising efforts are strategic, data-informed, and effectively delivered. Supplies and Materials:Covers the purchase of curriculum, advising tools, and instructional software to support financial literacy instruction and soft skills development. These resources will be utilized in the Go Center to provide students with consistent access to high-quality, age-appropriate lessons that support EAF Priorities 1, 3, and 4.Other Operating Costs:Supports communication efforts through outreach materials and staff travel for advising coordination and training. These resources will promote stakeholder engagement, increase awareness of Go Center services, and contribute to effective implementation of Priorities 1, 2, and 4.

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="1,562"/>
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="1,562"/>
4. Total current year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment