



**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 **Dripping Springs ISD** CDN **105-904** Campus ESC **13** UEI **K6AXKEQ62N44**
Address **300 Sportsplex Dr** City **Dripping Springs** ZIP **78620** Vendor ID **1746003099**
Primary Contact **Retta Ary** Email **retta.ary@dsisdtx.us** Phone **512-858-3012**
Secondary Contact **Dr. Karen Kidd** Email **karen.kidd@dsisdtx.us** Phone **512-858-3040**

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 **Dr. Holly Morris-Kuentz** Title **Superintendent**

Email **superintendent@dsisdtx.us** Phone **512-858-3002**

Signature **[Handwritten Signature]** 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 (EAF) embeds individualized student planning within the comprehensive school counseling model by promoting collaborative advising across staff, counselors, and administrators. Students begin building and annually revising personal graduation and career plans aligned to their goals with the support of all stakeholders. By creating a campus culture of advising in academics, career exploration, financial literacy, and social development, the program ensures students make informed, future-ready decisions.

2. EAF drives innovation in CTE by starting career exploration early and aligning advising efforts from elementary through high school. This allows students to enter CTE pathways with clarity and purpose. The program also leverages data to guide responsive program offerings and cultivates community and industry partnerships, expanding access to real-world learning, mentorship, and practicum experiences in high-demand, high-wage fields.

Qualifications and Experience of Key Personnel

- 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?
- 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.)
- 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?
- 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. Nanette Deaton, Counseling Services Education Specialist III at ESC Region 13, serves as the EAF Coach for DSISD. She holds the TEA "EAF Coach with Distinction" designation and brings over two decades of experience as a counselor, administrator, and district leader. This will be her fourth year coaching EAF grantees. She specializes in implementing sustainable, equity-focused advising systems aligned with TEA's EAF 2.0 and TNTP tools. For 2025–26, Mrs. Deaton will dedicate 30% of her time to DSISD. Support includes steering committee facilitation, project lead consultation, and targeted coaching sessions. The ESC Region 13 fee remains at \$12,000.
2. Retta Ary, Director of Counseling and Health Services, will serve as the Project Lead. With 27 years in education—including roles as lead high school counselor, Counseling Coordinator, and campus counselor—Mrs. Ary brings deep expertise in systems leadership and advising practices. She will dedicate approximately 40% of her time to this project. EAF priorities are embedded in the district's strategic plan to ensure alignment and capacity. The diverse steering committee will provide broad representation and operational support. Mrs. Ary will receive a \$3,500 stipend; each committee member will receive \$2,500, contingent upon completion of deliverables. Total stipends will not exceed 20% of the grant budget.
3. DSISD is fully committed to implementing the EAF through strategic alignment with Lever 1 (district-level advising systems) and Lever 3 (individual student planning). Leadership has demonstrated support for EAF initiatives through staffing, training, family engagement, and alignment of counseling plans with the Texas Comprehensive School Counseling Program. In 2024–25, the district hired a dedicated CTE and CCMR Coordinator to expand community partnerships and career-aligned programming. Leadership's consistent involvement ensures EAF remains a district priority, fostering a culture of advising across campuses.
4. The EAF Steering Committee includes representatives from elementary, middle, and high school counseling, special education, CTE, administration, and instructional coaching. Members were selected to ensure a cross-functional perspective and shared ownership of implementation. Monthly meetings support ongoing reflection and goal alignment. The Project Lead will receive a \$3,500 stipend, and each committee member will receive \$2,500, all contingent on deliverables. Total stipends remain within the 20% grant budget cap.

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: In the 2025–2026 school year, Dripping Springs ISD will implement a districtwide initiative to ensure all 7th-grade students develop a Personalized Graduation and Career Plan (PGCP). This initiative supports the career development domain and targets 7th-grade students enrolled in the required career exploration course. The SMART goal is to increase the percentage of 7th-grade students who complete a PGCP—from 0% to 75%—with support from advisors, teachers, and parents.

This effort will be led by the Director of Counseling and Health Services in collaboration with the district's CTE Coordinator. Key staff, including counselors, administrators, and career exploration teachers, will participate in targeted professional development on using SchoolLinks and guiding students through the PGCP process. Communication with stakeholders will occur consistently throughout the year via campus newsletters, social media, parent nights, school board presentations, and internal communication channels. SchoolLinks will serve as the central advising tool to streamline planning, enhance collaboration, and support students in making meaningful postsecondary connections.

Priority 2: To support career readiness at the high school level, DSISD will focus on increasing the percentage of 11th-grade students earning a College, Career, and Military Readiness (CCMR) indicator. The SMART goal is to raise the CCMR completion rate for juniors from 35% to 50% by the end of the 2025–2026 school year. This priority aligns with the career development domain and targets all 11th-grade students at Dripping Springs High School.

Campus counselors will lead this initiative with support from the CTE Coordinator, high school administration, and the Director of Counseling and Health Services. The district will provide robust professional development opportunities for staff, including the AP Summer Institute, OnRamps training, and preparation for test prep instructors delivering SAT/ACT support. Communication efforts will focus on building awareness among students and families about advanced academic opportunities and available CTE IBC pathways. Parent nights, direct email communication, and social media posts will be used to increase visibility and participation. Partnerships with College Board and OnRamps will support expanded access and instructional capacity.

Priority 3: DSISD recognizes the importance of family engagement in student planning, particularly as students transition from middle school to high school. In 2025–2026, the district will increase parent involvement in the 8th-grade individual planning process. The SMART goal is to raise the percentage of engaged families from 26% to 40%, with a focus on personal and social development.

The high school lead counselor will oversee this priority, working in collaboration with the full high school and middle school counseling teams, the CTE Coordinator, campus administrators, and the Director of Counseling and Health Services. The district will create a structured communications timeline to ensure families receive timely, accessible, and equitable information. A key component of this strategy is the adoption of the Actionality platform, which provides newsletter tools with analytic tracking to monitor engagement. This initiative will strengthen partnerships with families, foster smoother transitions, and build stronger connections between students, families, and school staff.

Goals, Objectives, and Strategies cont'd.

Priority 4: To support students' social-emotional development and improve academic access, DSISD will implement a districtwide behavior initiative focused on reducing office discipline referrals among 5th-grade students. This effort will use corrective behavior strategies developed through the Emergent Tree model to foster a safe, supportive environment that maximizes instructional time. The SMART goal is to decrease 5th-grade discipline referrals by 25% by the end of the 2025–2026 school year, with baseline data collected in the first semester.

This initiative will be led by the district's Instructional Coach and MTSS Coordinator, with support from campus MTSS teams and classroom teachers. Staff will receive training throughout the year on Emergent Tree's Toolbox of Corrective Strategies and standardized use of Skyward for discipline tracking, as campuses currently use inconsistent systems. Continued partnership with Emergent Tree will provide coaching and model support. The initiative centers on the belief that students must feel safe, supported, and seen in order to access learning, and it aims to shift campus culture toward instructional responses to behavior rather than punitive measures.

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: All 7th-grade students are enrolled in the required Career Exploration course where they will complete their Personalized Graduation and Career Plan (PGCP). Throughout the year, students, parents, and staff will be able to track individual progress using the SchoolLinks platform. The Director of Counseling and Health Services and the CTE Coordinator will conduct reconciliation reports from SchoolLinks and Skyward at the end of each grading period to monitor PGCP completion rates. These regular data reviews will allow staff to adjust implementation strategies, address participation gaps, and ensure support is provided where needed.

Priority 2: Improving the CCMR completion rate among 11th-grade students—multiple data sources will be utilized. The district will track participation and performance in school-day SAT/ACT testing, AP exam registrations, OnRamps and dual credit course enrollment, TSIA2 testing, and Industry-Based Certification (IBC) completions. The Director of Counseling, high school counselors, and the CTE Coordinator will regularly review these data points, analyze trends, and identify students in need of targeted support. Additionally, parent engagement efforts, such as informational meetings and outreach events, will be evaluated to determine their impact on stakeholder awareness and buy-in.

Priority 3: Focuses on increasing family engagement during the 8th-to-9th grade transition, the district will track attendance at family events and administer beginning- and end-of-year surveys to assess parent needs and the effectiveness of outreach efforts. The Actionaly platform will be used to support communication and provide analytics on stakeholder engagement. Insights gathered from surveys and attendance data will inform adjustments to communication strategies and the design of future events to ensure they are responsive to family needs.

Priority 4: Reducing 5th-grade discipline referrals, the district will collect baseline behavior data during the first semester while implementing training on Emergent Tree Corrective Strategies. Behavior data will be tracked using Skyward and classroom-level logs. In the spring semester, comparable data will be collected to assess the effectiveness of interventions. The MTSS Coordinator and instructional coach will lead data reviews and reflection sessions with campus teams to evaluate progress, identify trends, and determine ongoing training or support needs.

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: Approximately 40% of the Director of Counseling and Health Services' time is dedicated to overseeing Personalized Graduation and Career Plans (PGCPs), College, Career, and Military Readiness (CCMR) efforts, transition events, and personal/social development services, including Tier 2 and 3 counseling interventions. Steering committee members receive stipends based on an average of seven hours per month focused on EAF deliverables, while also supporting day-to-day implementation and monitoring of assigned priorities. For example, the CTE Coordinator leads efforts to monitor and improve the high school CCMR rate, directly aligning with their assigned EAF Priority.

Contracted Services: Contracted services cover fees for the Region 13 EAF Coach and training sessions for selected teachers, counselors, and administrators on the connections between CTE, CCMR, and graduation requirements. Also included are subscriptions for SchoolLinks career exploration software for all elementary students, and the Texas College Bridge program, which offers ACT, SAT, and TSIA2 test prep for juniors and underclassmen to support increased CCMR completion.

Supplies and Materials: Funds are allocated for materials supporting career days at elementary campuses and college day events at the high school.

Other Operating Costs: This category covers costs for field trips enabling junior first-generation students to visit local universities and colleges, which aim to boost CCMR completion rates.

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	8527
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	8527
4. Total current-year program allocation	110,000
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	110,000
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	12.90
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	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.

You may duplicate this page

Amended Section	Reason for Amendment