



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  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.

Dumas ISD has a commitment to provide high quality CTE advising and promote career pathways to students from kindergarten through graduation. Through promotion of career pathways and guiding students through college and career interest activities, as a district, we strive to align students with post high school opportunities that align with the interest and needs of the student. With the help of the EAF process, Dumas ISD has utilized Xello in kindergarten through high school to support students with career and college exploration experiences. At the primary level our goal is to help students realize their interests and as they progress through the program, be able to align post high school plans with student interests. Last year we were able to have career fairs at our intermediate school and senior high school which highlighted many of the career and college opportunities in our community. For the 2025-2026 school year we are adding a Career Week (K-12) focused on helping students gain a deeper understanding of the diverse careers available in the community. It is our hope that this experience will help build a foundation for deeper career exploration and decision making that can connect students' education to the broader context of local employment opportunities.

With the use of the Gap Analysis tool provided with the EAF process in the 2023-2024 school year, we were able to hone in on some specific areas that we need to improve. This includes striving to increase the number of 12th grade students who meet the college-readiness standards on the TSIA2, ACT or SAT. Integrating test prep strategies into academic classes and providing bootcamp sessions was beneficial in the 2024-2025 school year, but we realize that we must go deeper in this area to better prepare students. With the help of Mastery Prep, we have been able to purchase quality study materials that can be used during the school day with students struggling with these tests. Demonstrating college-readiness on these tests is the first step in getting students into their chosen career pathway at the college level.

In order to increase our career pathways, in the 2024-2025 school year, we were able to add a drone certification program to our Industry Based Certification (IBC) list. In the 2025-2026 school year we are looking at other CTE programs that we provide and are working to find a certification program so that students can gain valuable and recognized credentials that can enhance their career and wage earning opportunities.

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. The EAF Coach will be a Region 16 ESC Specialist with extensive experience as a school counselor and support of CMMR initiatives, CTE programming, academic and career advising, and mental health. Qualifications: Proven track record in school counseling and advising, expertise in CCMR initiatives, experience in CTE programming and academic advising, and a proven track record in EAF Implementation. The selected individual's experience ensures they are well-equipped to guide the district in developing a comprehensive and effective EAF plan. The EAF coach will dedicate 10% of time to each of the partnering implementation districts to support EAF. The ESC fee is \$15,000 for the contracted support.

2. The EAF Project lead is Lisa Hatley, who currently serves as the Director of School Counseling for Dumas ISD. She was a high school counselor for 7 years and has knowledge of CCMR initiatives, academic advising, and mental health. She has worked with grants and budgets, and was the project lead for the 23-24 EAF Planning Year and the 24-25 Implementation Year. Lisa, the EAF Coach and the EAF Advising Steering Committee communicate well and often. As the EAF project lead, 10% of time is dedicated to EAF implementation. Additional time outside of normal work hours is utilized when needed. As Director of School Counseling, the district ensures there will be necessary time and capacity for Lisa to lead the project. The district allows time for steering committee meetings to ensure the proper implementation of the EAF process. Campus principals support steering committee members participation in committee meetings and support their duties and time commitments related to EAF work. Stipend Amounts: Project Lead- \$4250 Team Member 2-Certified School Counselor-\$2750 Team Member 3-CTE Representative-\$2750 Team Member 4-Special Populations Representative (DHS EB Coordinator)-\$1750 Team Member 5-DJHS Counselor- \$1750 Team Member 6-DIS Counselor-\$1750 Total-\$15000

3. Lever 1: Dumas ISD is committed to the EAF process. District administration appointed Lisa Hatley, the Director of School Counseling, with the assignment of EAF Project Lead. Lisa is a part of the Dumas ISD District Leadership Team where she reports on the EAF Process to superintendents, principals and directors. Steering committee meetings were conducted each six weeks to discuss the CTE process, including budget issues and supply requests. Meetings were conducted with Dumas ISD counselors quarterly where EAF topics were discussed. These meetings ensure that all Dumas ISD counselors are aware of the EAF process. The district uses social media, Parent Portal, in person and virtual events to provide parents and the community with information related to CTE. For the 2024-2025 school a big topic was the implementation of Xello. School counselors, with principal support, supervised the roll-out of Xello. We were able to provide career and college awareness to students in k-12 grades. As stated in Priority Problem Statement 5 of the 2024-2025 Dumas ISD District Improvement Plan, "The percentage of students who are College, Career or Military Ready is below the state average." Goal 1, Performance Objective 6, Strategy 1 of this same District Improvement Plan states, "College prep activities: career day, counseling, ASVAB, military recruiting and two college days." This goal is monitored by the 3-12 Curriculum Director, Campus CTE Coordinators, and Campus Principals as well as by the EAF Steering Committee. Xello has helped with this goal. Lever 3: Dumas ISD has a strong culture of advising across all campuses. For the 2024-2025 school year the district had at least one counselor on each campus. Dumas ISD works closely to follow the comprehensive school counseling program required by TEC 21.054, Sec. 33.005 (3). An individual planning system is used as students plan, monitor, and manage their educational, career, personal and social development. This is seen with the PGP process which begins in 8th grade and continues throughout high school. When selecting career tracks, DISD feels that the Xello program will be a huge asset in guiding students in these selections, especially after the program has been in place for several years and students have been able to progress through the program curriculum.

4. Steering Committee: Project Lead-Lisa Hatley-Director of School Counseling-District Administration- \$4250, Team Member 2-Savanah Cartrite-DHS Counselor-Certified School Counselor-\$2750, Team Member 3-Jackie Graves-District CTE Coordinator- CTE Representative-\$2750, Team Member 4-Radna Running-Special Populations-DHS EB Coordinator-\$1750, Team Member 5-Kellin Fox-DJHS Counselor-\$1750, Team Member 6-Tonie Crawford-DIS Counselor-Elementary Representative-\$1750. Stipend Total: \$15000. The District appointed Lisa Hatley with the assignment of EAF Project Lead. Lisa is a part of the Dumas ISD District Leadership Team where she can report on the EAF Process. Through the District Leadership Team the district ensures that the steering committee will have adequate time to provide necessary support to the project lead and the entire project.

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

11th/12th grade students complete the SAT, ACT, or TSIA2 exam.

SMART GOAL - By the end of 2025-2026, the percentage of 12th grade students meeting TSI criteria will increase from 33% to 38%.

Development area - Academic Development Expectations

DHS Counselors and CTE Coordinator will be lead for this project. Algebra 2 teachers, English 3, senior teachers, and administrators will support the project.

The strategy used for this priority is the use of test preparation materials. Mastery Prep will be used for the TSIA2 practice materials. Students will be made aware of testing requirements through beginning of the year meetings with counselors. Classroom teachers will promote bootcamps and help counselors in the scheduling of bootcamps. Teacher materials will be distributed to Math and Reading Language Arts teachers so that practice time and materials may be utilized in the classroom setting, such as in bell work time. A bootcamp will also be organized to provide students with extra practice before the actual test. Teachers will be allowed time to review materials during PLC time and will be provided additional support if it is needed. Other student study materials will also be available through the counselors for the SAT and ACT. If students are not successful the first time, students will be allowed to attend an additional bootcamp and retest following the intervention. A student incentive will be added for the 25-26 school year, allowing students who are TSI ready to have a free period.

Priority 2

Priority - By organizing a Career Week (K-12) focused on local opportunities, students can gain a deeper understanding of the diverse careers available in their community. This experience can serve as a foundation for future career exploration and decision-making, connecting their education to the broader context of local employment opportunities.

SMART GOAL - By the end of 2025-2026, the percentage of K-12 students who participate in Career Week will increase from 0% to 90%.

Development area - Career Development Expectations

The district CTE Coordinator will be the lead for the project. School counselors will be the campus organizers of the week. Administrators, teachers and other faculty will be involved in implementing the events.

The strategy used for this priority will be creating general career awareness before the actual Career Week. Students will have opportunities to explore careers and career paths in the Xello program. Teacher professional development will be provided as needed through Xello. Preparation and planning for the event will be provided to the counselors by the CTE coordinator, and then campus level staff will be trained by school counselors. The counselor on each campus will work with external partnerships, including local businesses and colleges that will help with the success of the program. Social media posts, flyers and other publications will be used for family and community engagement. Posts on Class Dojo, remind, Facebook, and other social media platforms will be used as the event proceeds to advise the family and community of the events for each day.

Priority 3

Priority - Attempt IBC required for certification and complete a resume writing workshop.

SMART GOAL - By the end of 2025-2026, the percentage of 12th grade students who earn an IBC will increase from 12% to 17%.

Development area - Career Development Expectations

CTE Coordinator will be lead for this project. CTE instructors, counselors, and administrators will provide support for the project.

The strategies used for this priority is educating CTE instructors on the certification requirements and possibilities in the fields that they teach and working with English teachers on resume writing skills that they can teach to students. In order to maintain certification, teachers attend workshops at Region 16 as well as local and state conferences specifically for their area. Counselors will refer to PGPs to make sure we are aligning students with the correct IBC courses to meet their needs. Professional development will be provided as needed to CTE instructors as the additional IBC certifications are added. We will communicate with students and families about the value of earning IBC's, and provide easy to understand information in multiple formats to families including posts on Class Dojo, Remind, and Facebook. We will incentivize and recognize students when they complete and earn an IBC. Reading Language Arts teachers will require students in 11th and 12th grade to complete the resume writing workshop and students will turn in a completed resume as a course requirement. This will be monitored by teachers. Teachers will be provided with professional development and with materials needed to instruct students in the area of resume writing.

Priority 4

Priority - Complete a curriculum module that explores careers and connects them to available pathways

SMART GOAL - By the end of 2025-2026, the percentage of 7th and 8th grade special pop students who are not enrolled in the Career & College Exploration class who complete a career and college module will increase from 0% to 80%.

Development area - Career Development Expectations

The school counselor will be in charge of the priority. Teachers and other staff will help in the implementation. Special education teachers and emergent bilingual coordinators will play a big role in this project.

The strategy used for this priority is providing professional development to teachers who work specifically with special populations. This includes special education students and emergent bilingual students who, because of schedule restraints, are not able to participate in all of the career development activities offered. The Xello program will be utilized to provide the module that explores careers and can be pushed out in resource settings to incorporate students who are a part of different special populations. Appropriate special populations teachers will be provided professional development to ensure the curriculum is presented with fidelity and in ways appropriate for the special populations, including languages other than English, and for students with limited cognitive abilities. Information promoting career exploration and resources for parents will be translated into various languages such as Spanish, French, Portuguese, Burmese and Arabic. Information will also be communicated to the special populations through events and publications specific to them, like the EB group communications.

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: Participation and test scores will be monitored by counselors and logged in a Google doc. Documentation of test completion and scores will also be housed in students' Xello accounts. Scores will be monitored by counselors, and students who need additional support will be targeted and provided opportunities for remediation and retesting.

Priority 2-Participation will be monitored at the elementary and intermediate school levels through class rosters of homeroom teachers. Participation at the junior high and high school levels will be through class rosters and participation in the College and Career Exploration Class. Students will be prompted to visit stations with careers that align to their interests from Xello. A Google survey will be conducted at the end of Career Week to assess the good and bad experiences of the project so that improvements can be made for the following year.

Priority 3-Counselors and teachers will monitor IBC attempts and outcomes, making sure that all enrolled students attempt the exam once. If students are unsuccessful on IBC exams the first time students will be advised on how to retake the certification test. We will evaluate which IBCs are less successful to develop a plan for improved student preparation for the next year. The resume writing workshop will be monitored by English teachers. This project is a course requirement so 100% of students enrolled in these classes will be required to complete the project.

Priority 4-Our special education teachers, emergent bilingual coordinators, along with our counselors will have access to Xello reports where progress in modules can be monitored. A Google Doc will also be maintained where students' module completion data will be tracked and stored.

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 (6100): EAF Team Stipends-EAF Stipends align to all four priorities. The EAF team is vital to the success of the EAF process as it reviews priorities, makes sure adequate progress is made toward each priority, and evaluates the final project. The EAF team is assured time in the school day to work towards all priorities, but time will also be spent outside of the normal work hours to make sure the priorities are implemented with fidelity. \$15,000.

Professional and Contracted Services (6200): EAF Coach from ESC 16 aligns with all four priorities. The EAF Coach provides coaching, training and support which is vital for the success of the EAF process and for Dumas ISD to implement and obtain the outcomes desired through the EAF process. \$15,000

Professional and Contracted Services (6200): Xello-Aligns with all four priorities. Xello allows students to explore career and college pathways to align a path with particular interests. The portfolio feature to house applications, essays, resumes, etc. The platform also houses test scores and allows for transcript requests. \$13,000.

Supplies and Materials (6300): Supplies and materials for Mastery Prep, Paxton Patterson Materials and Career Exploration Labs, and other general supplies align with all four priorities. Supplies are the backbone to career exploration. \$57,000.

Other Operating Costs (6400): CTAT Conference attendance for EAF team and other key players such as teachers and counselors in the CTE areas. This expense is addressed in all four priorities and will provide CTE leaders and teachers with comprehensive programs and information and networking opportunities in a wide array of CTE areas. \$10,000.

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"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
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
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