



**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.

Through the EAF grant process, the Eden CISD Steering Committee has identified vision and mission statements, along with priorities and student outcome goals that align with our district mission and goals. We have focused on improving students' postsecondary success in college, career, and military readiness. This is at the core of why we opted to participate in the EAF Grant initially—improve our district advising practices. We are committed to providing a comprehensive school counseling program that meets the academic, career, and personal/social development needs of all students through a guidance curriculum, system support, responsive services, and individual planning. The grant has allowed us to examine and improve the individual planning processes already in place in the district. By prioritizing this area of the school counseling program, district and campus leadership supports Lever 3 (Internal School Culture of Advising). The implementation and improvement of advising-related student resources, including introducing materials into the curriculum, facilitating collaboration among all staff, and developing external partnerships, continues into the upcoming school year. Through Year 1 of EAF Implementation, the district has added to its current CTE programming by adding physical resources and hosting career guest speakers in addition to participating in career-based field trips. These activities expose and encourage students to pursue careers in high-skill, high-wage, or high-need careers. The EAF Grant will allow us to continue developing our advising practices through similar activities and purchases in the upcoming year. In turn, this will directly benefit individual planning. Ultimately, effective advising should begin in elementary, continue through middle and high school into post-secondary leading to a career. Student support is needed each step of the way whether the student pursues college, career (directly), or military. The grant will allow us to continue improving the support already present.

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.)

Lesley Casarez, Education Specialist in Counseling and Mental Health with ESC Region 15, will be the ESC EAF Coach. Before moving to the ESC in 2022, she was a PK-12 teacher, counselor, administrator, and higher education professor, coordinator, and administrator. Lesley has over 20 years of educational experience working closely with campus and district counselors, and she is able to connect the work that teachers, administrators, and counselors do collectively to help students succeed. Lesley has effectively coached two school districts through the EAF Planning Grant and Year 1 of Implementation. She also added another planning district for school year 2024-2025 to her two EAF Implementation Year-1 school grant districts. All three districts she is currently supporting are applying for the EAF Grant for 2025-2026. Lesley is trained on the Texas Model/TEMPSC-III, as she is on the task force updating the Texas Model to the 6th edition. She supports campus counselors and instructional leaders in applying best practices to see results in students. The percentage of her time allocated to our district's EAF implementation support is set at 10%. The ESC fee for Implementation Year 2 support is \$8,000, which will be outlined in our MOU. Geneva Garza, the all-level school counselor for Eden CISD, will be the Project Lead. She has experience implementing a school counseling program that follows the Texas Model for Comprehensive School Counseling. By building and maintaining a positive rapport with students, parents, and staff she can identify and address areas of need related to individual planning. She has served as Eden CISD school counselor for the previous ten years, which means there is extensive experience with the CTE program and CCMR. At least 50% of her time in the counseling role encompasses the goals of this project and will be a natural fit for the necessary support. Thirty minutes will be built into her daily schedule to address the grant's requirements. With such a substantial amount of time being dedicated to grant implementation, her stipend is set at \$9,500. There is significant time outside of the school day that is dedicated to the EAF goals and priorities. The district will ensure she has sufficient support from the steering committee by expanding the number of committee members. The EAF steering committee will undergo some changes for the 2025-2026 school year. One member, the administrator, retired, and an additional member, an elementary teacher, transferred to another school district. However, the district remains committed to implementing an individual planning system that supports all students in their post-secondary planning and preparation (Lever 1). The new administration has discussed the EAF grant and its benefits with the project lead. Additionally, the district's school board has continued to share its interest in the EAF. The committee will consist of 3 returning members: Geneva Garza (School Counselor and Project Lead), Michael Barrientez (CTE teacher), and Angela Patti (Special Populations Teacher). The new committee members include Dave Lewis (Secondary Principal), Heather Robertson (Elementary Teacher), and Margo Rucker (Business Manager). We anticipate a more involved presence by the elementary school due to increased interest of the elementary teacher. This past year, she showed interest in the activities of the EAF committee and organized a career speaker in addition to EAF grant funded activities. The CTE teacher is also the department director and represents all CTE programs. After living through the first year of implementation, it was seen that the business manager would be a great asset to the steering committee. She plays an integral part in purchasing. From elementary to secondary, an internal school culture of advising is developing (Lever 3). Across the district, there has been a turnover among teaching personnel. This is a great opportunity to educate staff on advising practices and welcome new ideas. While the steering committee works collectively to develop programs, resources, and experiences through grant implementation, each member contributes selected areas of expertise. Dave Lewis has extensive experience in the school system from classroom teacher to principal to superintendent. Michael Barrientez has agricultural mechanics experience and holds a masters degree. Angela Patti has 37 years of classroom and special programs experience, with a focus on reading development. Heather Robertson is a newer classroom teacher but has experience in the areas of math and science. Additionally, she is a stakeholder from the perspective of parent. She has two school-aged children (elementary and secondary levels). Although the steering committee is undergoing changes, Eden CISD's goals are not. The 2025-2026 committee will continue the 2024-2025 successes. The district's commitment to improvements in effective advising was evident throughout the first year of EAF implementation. Resources, guest speakers, and college and career-related field trips were used to further the project's vision and meet GLE priorities (Essential Action 4.1). The district will continue the work of the EAF Steering Committee by providing resources to students and their families to ensure equity of access to information about post-secondary options and current pathways (Essential Action 3.5). Faculty will be trained in the EAF process and the plan to increase involvement with external partners (Essential Action 1.5), guest speakers (Essential Action 4.1), and programs (Essential Action 5.2). The training will include explanations of planned activities and resources purchased for year two (Essential Action 3.3), in addition to advising practices (Essential Lever 3.3).

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.

In Priority 1, Career Development Expectations, students will explore careers to expose them to available pathways through experiences such as in-class learning, field trips, and presentations. By the end of 2025-2026, we will increase the percentage of 5th-12th grade students who participate in pathway-connected learning from 10% to 90%. Key staff for implementation are the School Counselor, CTE teachers, and EAF Steering Committee Members. The district needs to identify learning opportunities that expose students to a variety of careers including those that connect to our existing pathways. Due to administrative and teacher attrition from the SY 2024-2025, professional development needs will be determined later (Lever 2). Pathway options and learning experiences will be shared with families, students, and staff through various communications, such as newsletter, email, and social media (Lever 3). Through implementation year one, the school has expanded partnerships with various businesses, individuals, and organizations (Lever 4). This will continue in year two. Some of the partnerships include the San Antonio Zoo, Texas Forest Service, Scout Aviation, Domino's Pizza, KLST/KSAN, and Texas Game Warden. The district has several advising resources (staff, family, and student engagement resources, student information system, community involvement resources, GLE progress monitoring tool, and advising resources to be used within the classroom); however, we need to work on implementation as well as identifying and closing gaps (Lever 5).

In Priority 2, Academic Development Expectations, high school students will prepare for and complete the SAT, ACT, or TSIA2 exam. By the end of 2025-2026, we will increase the percentage of 10th-12th grade students who will complete the SAT, ACT, or TSIA2 exam from 30% to 60%. Key staff for implementation are the School Counselor and an ad hoc committee of English and math teachers. The district will provide test prep prior to college readiness examination. Resources will need to be researched and identified for effectiveness. Current programs may be included, replaced, or supplemented. Professional development needs are dependent on staffing changes. Staff need to have an overall understanding of SAT, ACT, and TSIA2 testing format, requirements, and expectations. Local professional development will need to be developed and delivered (Lever 2). Testing and test prep information will be shared with families, students, and staff through various communications, such as newsletter, email, and social media. The school will offer family engagement events to help families understand testing as a component of effective advising (Lever 3). For 12th grade, there is a Test Prep program being used. Additional external partnerships need to be developed to educate and prepare students for college readiness (Lever 4). The district already has a positive relationship with a few post-secondary institutions, including Angelo State University, Howard College, Texas State Technical School, and Howard Payne. Additional partnerships will increase the opportunities to meet this priority. The district has several advising resources (staff, family, and student engagement resources, student information system, and instructional resources); however, we need to work on implementation and identifying and closing gaps (Lever 5).

In Priority 3, Personal & Social Development Expectations, students will learn soft skills needed for college, career, and life. By the end of 2025-2026, we will increase the percentage of 6th-8th grade students who will consistently demonstrate mastery of soft skills in the classroom from 10% to 60%. Key staff for implementation are the School Counselor and an ad-hoc committee of secondary teachers. The district will need to identify community partners and school staff that can serve as mentors. Teachers will need to be provided with resources and/or professional development to instruct soft skills within the classroom setting. We will leverage an elective class period for additional instruction. The district will provide resources, materials, and necessary professional development for classroom teachers and support staff (Lever 2). Soft skill information and instruction will be shared with families, students, and staff through various communications, such as newsletter, email, and social media (Lever 3). The district will need to identify community partners to support this priority (Lever 4). The district has several advising resources (staff, family, and student engagement resources, student information system, GLE progress monitoring tool, community involvement resources, and advising resources to be used within the classroom); however, we need to work on implementation as well as identifying and closing gaps (Lever 5).

Goals, Objectives, and Strategies cont'd.

In Priority 4, Financial Literacy & Aid Expectations, students will demonstrate financial literacy by completing Texas Reality Check and the FAFSA/TASFA. By the end of 2025-2026, we will increase the percentage of 12th grade students who will complete Texas Reality Check and FAFSA/TASFA 60% to 100%. Key staff for implementation are the School Counselor and an ad-hoc committee of secondary teachers. Currently, all students who indicate an interest in attending a 2- or 4-year college/university complete the FAFSA/TASFA. The goal is for all graduating seniors to complete the FAFSA/TASFA; however, extenuating circumstances create the need for a signed opt-out form. So, the district will continue working with the students and families to improve FAFSA/TASFA completion. Additional opportunities need to be provided for family participation. The district will leverage an elective class period to provide financial literacy instruction, including financial aid and Texas Reality Check. The ad-hoc committee will approve the 12th grade financial literacy unit created by the counselor. Once developed the unit components will be reviewed with the CTE and math teachers so that various parts can be delivered within their classes (Lever 2). Financial literacy information will be shared with families, students, and staff through various communications, such as newsletter, email, social media, and in-person presentations (Lever 3). The district will continue to foster partnerships with post-secondary institutions that offer FAFSA/TASFA Nights (Lever 4). The district has several advising resources (GLE progress monitoring tool, family involvement resources, advising resources to be used within the classroom, and student information system); however, we need to work on implementation as well as identifying and closing gaps (Lever 5).

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.

In Priority 1, students will explore careers to expose them to available pathways through experiences such as in-class learning, field trips, and presentations. Student participation numbers will be gathered for in-class learning (course enrollment), field trips (permission slips), and presentations (sign-in sheets). Additionally, pre- and post-surveys will be used for field trips. Data will be collected by Google Form and disaggregated in Google Sheets. This will provide the steering committee with data gathered from students (primary stakeholders) to make informed decisions regarding future trips and presentations. The data will be reviewed during a monthly EAF meeting. In Priority 2, high school students will prepare for and complete the SAT, ACT, or TSIA2 exam. Student participation numbers will be gathered by completion of test preparation. College readiness data will be collected prior to test preparation and compared with follow-up testing data to ensure the priority is met. Graduation Plan in Ascender will house the testing data. College Board (Accuplacer) and ACT websites will be utilized to review and disaggregate testing data to be reviewed during a monthly EAF meeting. Testing data will also be shared in content area meetings, as applicable. In Priority 3, students will learn soft skills needed for college, career, and life. Data, such as attendance rates, office referrals, and grades, will be used to determine soft skill mastery. Pre- and post-surveys will be used for guidance lessons on soft skills. Various utilities in Ascender will be used to review some data. Surveys created as a Google Form will be used to determine students soft skill knowledge. The results will be exported into a Google Sheet for review during a monthly EAF meeting. The data will be gathered throughout the school year. In Priority 4, students will demonstrate financial literacy by completing Texas Reality Check and the FAFSA/TASFA. Data will be pulled from the Counselor Suite of Apply Texas, once it is available. If that source is unavailable, students will submit a screenshot of their submission date from the FAFSA website. Individual parent and student meetings will occur at the beginning of the school year to encourage family/guardian participation. Texas Reality Check completion will continue the activities that began during the first year of implementation. This will be recorded by student submission. There is a summary page that can be emailed directly to me. Data will be reviewed at an EAF meeting.

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 intended outcome of this program is to improve Eden CISD's individual student planning system. Upon analyzing data from the EAF Diagnostic Tool (Year 1), the lowest identified performing scores are Levers 3, 4, and 5. This information guided our decision for planning priorities for the 2025-2026 EAF Grant, Implementation Year 2. Budget funds will be utilized for the following priorities. 1) Students will explore careers to expose them to available pathways through experiences such as in-class learning, field trips, and presentations. Student field trips include business tours and college campus visits. Substitute pay will allow classroom teachers to accompany students, thus increasing our internal school culture of advising (Lever 3). Most of the on-campus presentations include a cost as the presenters include a hands-on exploration component. These presentations replace a traditional Career Day. 2) High school students will prepare for and complete the SAT, ACT, or TSIA2 exam. Funds will be used to cover the cost of student test preparation (Lever 5). Additional funds will be used to allow students multiple attempts at testing. 3) Students will learn soft skills needed for college, career, and life. This priority includes the development of a mentorship program, which will require an initial set-up cost (Lever 4). Soft skill instruction will occur through a purchased curriculum, guest speakers, and other instructional materials (i.e., books, posters). 4) Students will demonstrate financial literacy by completing Texas Reality Check and the FAFSA/TASFA. Funds will be used for family engagement activities throughout the year (Lever 3). For returning committee members and the business manager, stipends are based on the amount of time spent completing activities in Implementation Year 1. The bulk of the student facing work will occur in secondary by the school counselor, so her stipend reflects the anticipated workload. Stipends for new committee members are based on anticipated roles and responsibilities. The proposed budget of \$120,000 details funding the following categories: Payroll (6100): \$28,800—stipends, substitutes; Professional and Contracted Services (6200): \$23,000—ESC coach and guest speakers; Supplies and Materials (6300): \$48,200—supplies, resources, tools; Other Operating Costs (6400): \$20,000—field trips.

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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
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