2025-2026 Effective Advising Framework Implementation Grant
Informal Discretionary Grant (IDC) Application Due 11:59 p.m. CT, June 17, 2023

Texas Education Agency®

NOGA ID

Authorizing legislation

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov.**

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, June 17, 2025**.

Application stamp-in date and time

Grant period from **September 1, 2025 - August 31, 2026**

Pre-award costs permitted from **Pre-Award Costs Are Not Permitted**

Required Attachments (linked along with this form on the TEA Grants Opportunities page)

Excel workbook with the grant's budget schedules

Attachment 1: 2025-2026 Effective Advising Framework Implementation Grant Program Agreement

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): N/A

Applicant Information

Organization: Mesquite ISD | CDN: 057914 | Campus: | ESC: 10 | UEI: EDUJZELNL9A4

Address: 3819 Towne Crossing Blvd | City: Mesquite | ZIP: 75150 | Vendor ID:

Primary Contact: Kristy Davis | Email: kdavis3@mesquiteisd.org | Phone: 972-882-7360

Secondary Contact: Jennifer Hammett | Email: jhammett@mesquiteisd.org | Phone: 972-8827549

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

☒ General and application-specific Provisions and Assurances

☒ Debarment and Suspension Certification

☒ Lobbying Certification

Authorized Official Name: Gilberto Prado | Title: Assistant Superintendent - Finance and Op

Email: gprado@mesquiteisd.org | Phone: 972-882-7351

Signature: Gilberto Prado | Date: June 10, 2025

Shared Services Arrangements

☐ Shared services arrangements (SSAs) are NOT permitted for this grant. .

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2026 Effective Advising Framework District Planning Grant Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 Effective Advising Framework District Planning Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program

1. How this program will support individual student planning in the context of comprehensive school counseling, and 2. How this program will foster innovation in CTE programming and/or promote career pathways aligned to high-skill, high-wage careers or industries.

Mesquite ISD created a Framework for the Future over a year ago that is a collection of our core values, principles, and strategic initiatives. At the center of this framework is our young people with the commitment to providing a well-rounded education rooted in academic achievement and wrapped in experiences that enhance critical thinking skills, inspire creativity, and spark a love for lifelong learning. One of the pillars of this framework is that of creating student opportunities for students to explore and realize their potential and goals include to empower all school partners in their role to ensure expanded student opportunities and to create strategic partnerships with businesses and industries to develop pathways from Pre-K through 12 to meet the current and future needs of the workforce. Mesquite ISD has already joined forces with Region X in the implementation of a GEAR UP Grant that is focusing on creating unique learning experiences for our students as well as ensuring they are college and career ready.

Our mission with the Effective Advising Grant is to implement a consistent and equitable advising system that empowers all students to achieve postsecondary success and develop academic and career readiness skills. By working together as a district and with Region X with both grants, we will not only help our students envision a future for themselves with many opportunities, but create the internal frameworks by which advising will occur within the context of a student's matriculation through school. These frameworks will be utilized across the district by all who support students with all aspects of advising. By setting clear grade level expectations, fostering counselor growth, providing professional learning and implementation support for the frameworks to district and campus personnel, and by engaging families and the community, we ensure every student is equipped to meet the demands of the college, career, or military pathway aligned with their strengths and aspirations.

As we work to create the internal frameworks that support a student through the identifying of passions and applying them to a course of study, we will leverage statewide and regional data through a partnership with our Career and Technical Education personnel to create innovative and meaningful career and course options for our students. Our district partnerships and regular meetings with the Mesquite Chamber of Commerce, Business Retention and Expansion Committee, and our partnership with Dallas College will be the starting point for creating meaningful pathways of study for our students.

Qualifications and Experience of Key Personnel

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

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

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

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

The EAF Coach for Mesquite ISD will be Amanda Knight, Counseling Consultant at Region 10 ESC. Amanda is a certified school counselor and principal with experience coaching districts through both the Planning and Implementation phases. She will be recognized as an EAF Designated with Distinction Coach at the end of the 2024–2025 school year. Amanda has participated in all TEA, TNTP, and EAF training and supports Region 10 district with comprehensive counseling and advising practices. She will dedicate approximately 7% of her time (about 10 hours per month) to support during Implementation Year 1 through coaching, planning, and progress monitoring. The Region 10 ESC support fee for Implementation Year I is $15,000.

The EAF Project Lead for Mesquite ISD will be Director of Counseling, Kristy Davis, who holds a Masters of Science in Counseling with a School Counselor Certification from Texas A&M University - Commerce. As the EAF project lead, Mrs. Davis will facilitate meetings, assign roles and responsibilities to other committee members, ensure all deliverables are submitted on time, track the progress of the work, oversee the finalization of projects, and ensure stipends are received and allocated to steering committee members. Mrs. Davis will spend approximately 25% of her time focused on the outcomes of this grant. She will not receive a stipend for her support of this work.

Mesquite ISD's new Framework for the Future (strategic plan) is focused on creating unique, relevant opportunities for our students, expanding family learning opportunities to students at every stage, and to create a unified vision for learning across the district. All of this work supports the district mission of developing an inspiring and innovative learning community that educates and empowers students to pursue excellence. Through strategic partnerships such as the one with Region X in the implementation of the GEAR UP grant we are making great strides in these goals with our current cohort of 7th graders. The EAF grant implementation would take this work district wide and continue the work of the steering committee by addressing the needs identified in the gap analysis to ensure our students are college, career, and military ready. With the addition of more members to the steering committee, we ensure a deeper understanding of the work to be done. Principal training would be led by our Director of Counseling around the why for the work along with how it fits into the work already being done in the district. The Steering Committee members would support implementation with areas of the district they support, with ongoing support to leaders at all levels happening in the monthly meetings held for our principals and counselors.

The steering committee discussed how to communicate change in a large organization. Mesquite ISD has over 37,ooo students and over 5,000 employees which can make organizational communication extremely difficult. We know the right voices need to be around the table, ensuring that all involved understand and share in the ownership of the vision, and that the plan has to include how all stakeholders will be engaged in the work and provided training. We have created a larger steering committee for the EAF Implementation Grant, ensuring the right voices with the enthusiasm for the work are around the table. These employees and their titles are:

Kristy Davis - Director of Counseling, Amanda Carroll - Elementary Counseling Coordinator, Kelly Brown - CTE Coordinator, David Delamar - SPED Transition Specialist, Elizabeth Baker - Coordinator of Safety & Security, Jennifer Hammett - Grant Support, Bruce Perkins - Executive Director Leadership Development, Bret Peterson- Middle School Principal, Leslie Ellis - High School Counselor, Kristi Cornelius - Middle School Counselor, Amanda Tecklenburg- Elementary School Counselor, Alicia Upton - CCMR Coordinator

This steering committee represents an intentional commitment to aligning the internal framework of advising created during this work across our elementary, middle, and high school counseling teams with the representation of counselors from every level and a member from the executive team that leads our principals at every level. We have intentionally invited a principal who has high school advising experience, but currently sits at the middle school level for the broad perspective of leadership. Having CTE, SPED, counseling, and CCMR voices around the table strengthen the work, but more importantly help align the work to the district's framework for student success as well as ensure equitable outcomes for all students. All EAF Steering Committee members will receive a $1,000 stipend for their work, which is 10% of the grant.

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
Mesquite ISD Effective Advising Framework (EAF) priority 1 is focused on increasing enrollment in more academically challenging classes for our students by strategically encouraging students to enroll in courses for dual credit and dual enrollment through our partnerships with Dallas College and the University of Texas at Austin, increase the number of students taking Advanced Placement (AP) courses, and to ensure the courses that a student takes in school align with their career interests. By the end of the 2025-2026 school year, we will increase the percentage of 10th grade students who register for dual credit, OnRamps, or AP courses for the next year from 27.2% (baseline) to 37% (target). This goal will target all students at the high school level and data will be monitored by each campus and as the district overall for enrollment increases or decreases in dual credit, dual enrollment, and Advanced Placement. Key personnel in meeting this goal are the Director of Advanced Academics, Director of Counseling, campus Academic Deans, campus counselors, campus advanced academics personnel, and classroom teachers. The Director of Counseling and Director of Advanced Academics will disseminate information to their respective peers (counselors, teachers) in advance of registration providing needed training around what courses we offer as well as supporting identification of which students to target at each campus. The district will utilize AP potential reports, state assessment data, district assessment data, as well as student interest in the content to inform decisions. Once students have been identified, Academic Deans will share the list of students with high school counselors for use when meeting with students to submit course requests. It will be important for the district to provide training to teachers on the why behind the pushing of students to ensure we minimize gatekeeping and expand our teacher's perspectives of what challenging our students means. Professional learning will be given to advanced academic teachers to increase their classroom management effectiveness and to support a thriving advanced academic culture on campus. Students will be provided support in regards to being successful in their more challenging classrooms. We would like to see the district move to an opt-out model for advanced courses to ensure students are truly given the opportunity to challenge themselves as well as moving to a district streamlined and branded information for all when it comes to an understanding of creating more challenging courses for our students.

Priority 2
Mesquite ISD's second EAF priority centers around our 10th graders exploring careers related to their individual interests and understanding the educational requirements of that career. By the end of 2025-2026, we will increase the percentage of 10th grade students who complete career exploration activities related to student interests and understand the educational requirements from 0% (baseline) to 75% (target). Currently as a district we have purchased and utilized Xello for our students to be able to conduct research on potential careers. The hiccup here is that there is no requirement for a student to complete any lessons in the program. Our Director of Counseling will work with both the academic team in our Teaching and Learning department and the district CCMR Coordinator to develop a lesson in Xello that all 10th grade students will complete in class. Campus leaders and teachers will receive training on the course as well as instructions in how to teach students to work through the course. Campus Counselors will receive training on how to use career exploration results in academic advising. Campuses will have the autonomy to determine the preferred day and course to complete the activity during a specific window of time and data will be collected by reports from Xello that show completion of the required course. High school counselors will include these career exploration results in advising meetings during course registration with each student. Currently parents do not have access to see their student's information in Xello and the district is working to create a parent portal where it will then be a campus expectation that information is shared with parents regarding their students career interest survey results.

Priority 3
Mesquite ISD's third priority for EAF centers around the Mesquite Promise. This is the promise to our students that we make decisions on your behalf knowing that you were made to excel, you belong here, your dignity is a given, and you are a difference maker. This work is grounded in students feeling as if they belong at school, thus making this focus on the social and emotional wellbeing of our students, especially at the ever so pivotal 9th grade age, part of this important work. By the end of 2025-2026, we will increase the percentage of 9th grade students who report a higher sense of belonging 39% (baseline) to 52% (target). Mesquite ISD has been using Panorama since the fall of 2021 as a tool for monitoring student engagement and feelings about school. Students and staff take a survey twice a year through panorama that asks questions and prepares data on many different aspects such as belonging, school climate, teacher-student relationships, etc. All district employees have access to look at data and depending on the level of leadership, you can see either campus results or district results. Campus results are shared with principals from the Director of Counseling and then the campus principal shares campus results with his/her teachers. Campuses include their Panorama data in their Campus Needs Assessment and have set goals in their Campus Improvement Plans that center around the results of the Panorama survey. This work will be sustained by the district's new Framework for the Future in the Mesquite Promise work which is focused on cultivating a community-wide commitment to integrate the principles and habits of the Mesquite Promise in our actions and interactions and by expanding student leadership at all levels.

Priority 4
Mesquite ISDs fourth priority for EAF centers around ensuring students and are given the opportunity to explore the cost of colleges and how this can be different from university to university and dependant upon the major they declare. Students need to understand the financial pieces of tuition, housing, grants, loans, and scholarships to be able to make informed decisions about which colleges would be best options for them. Navigating this piece of the college transition is probably one of the most difficult and uneasy. Our goal for this priority is by the end of 2025-2026, we will increase the percentage of 8th graders that explore the cost of colleges based on career interests from 0% (baseline) to 75% (target). Currently as a district we have purchased and utilized Xello for our students to be able to conduct research on potential careers. The hiccup here is that there is no requirement for a student to complete any lessons in the program. The Director of Counseling and CCMR Coordinator will work together to develop a lesson that all 8th grade students will complete in class. After the class is created, this team will also work to ensure that training on how to teach the course will be created to share with leaders and their teachers. Campuses will have autonomy to determine the preferred day and course to complete the activity during a district specified window of time and data will be collected by reports from Xello that show completion of the required course. Training will be required for counselors on how to use the cost of college exploration in academic advising as well as training for teachers on how to utilize Xello to engage students with the cost of college activity. Currently parents do not have access to see their student's information in Xello and the district is working to create a parent portal where it will then be a campus expectation that information is shared with parents regarding their students completing a cost of college activity.

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.

The EAF Steering Committee has created one google document that will house all data collected for the implementation of the priorities. At every meeting the steering committee will review and reflect on the data already taken, upcoming data submissions, and other items pertaining to the collection of the grant success metrics and take any necessary steps to address what the data is showing us. Data for each priority will be recorded for the overall district and then for each campus that pertains to the work of the priority. Priority 1 which monitors the increase of students enrolling in dual credit, dual enrollment, and advanced placement courses will monitor overall enrollment in courses as of snapshot day (last Friday in October) and then compare these numbers with the 2024-2025 school year enrollment data to determine if we met the overall increase target of 37%. This data will be pulled from Skyward which is where the district houses student information including student schedules. Priority 2 and 4 focus on an increase in 8th or 10th graders completing career exploration activities and/or cost of college courses from the baseline of 0% to the target of 75%. These goals will be monitored through reports from Xello that show student completion of the career exploration course or cost of college courses created by the district. We will monitor this data by the number of 8th and 10th graders enrolled on the snapshot date with the number of students who complete the courses in Xello to figure our overall completion percentage. Priority 3 which focuses on the sense of belonging our 9th grade students report feeling while at school. This priority will be monitored through a Panorama survey sent to students twice a year and then the final scores will be compared to the final scores of 2024-2025 school year to gauge if we met the increase in score from 32% in 2024-2025 to the target of 52% in 2025-2026.

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 EAF Steering Committee recognizes the need for additional work up front to create systems, programs, write curriculum, and to research resources to help us meet all four priorities as instrumental work of the first year of implementation. Therefore, we will be including stipends for the committee leading the work and for a lead staff member. The lead staff member will coordinate middle school efforts aligned to EAF goals (Priority 4) and early decision-making skills (Priority 3). The lead will also attend monthly committee meetings. The committee has also allocated funds for supplemental pay for developing curriculum outside of contracted hours aligned to Priorities 1–3. We have also allocated monies to be able to provide training to teachers to support utilization of programs. Training will build staff capacity to implement activities aligned to Priorities 2–4. These trainings ensure effective use of the platform to help students meet key advising milestones. We will also hire consultants to include training that supports Priority 1 by equipping teachers to encourage and prepare a broader, more diverse group of students to enroll in advanced coursework aligned with their career interests. It promotes equitable access to Dual Credit, OnRamps, and AP opportunities, directly supporting priority 1. Monies here will also support the EAF coach who will continue to provide ongoing technical assistance aligned to all four priorities, supporting district staff through coaching, training, and implementation guidance. For supplies and materials, the EAF committee is requesting resources to support all four priorities by increasing family awareness of college, career, and advising opportunities. Providing training and accessible materials helps families better support their students in making informed decisions and engaging in goal-setting aligned with their interests. We will also be purchasing software that supports implementation of the EAF by helping counselors efficiently track and analyze their time, identify trends, and share data with campus and district leaders. This aligns with all four GLE priorities. We will also include field trips to colleges that support Priorities 2 and 4 by providing students with hands-on career exploration and a deeper understanding of college costs tied to their career interests.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- (●) The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ( ) Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

( ) Yes (●) No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

( ) Yes (●) No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- [ ] The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- [ ] The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

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

CDN 057914 Vendor ID Amendment # N/A

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