



**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](mailto: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 **Mount Vernon ISD** CDN **080-901** Campus **001** ESC **8** UEI **L3C5SPNL8KR5**

Address **501 TX Hwy. 37 S.** City **Mount Vernon** ZIP **75457** Vendor ID **1756002110**

Primary Contact **Lacey Stephens** Email **lstephens@mtvernonisd.net** Phone **903-537-9800**

Secondary Contact **Donna Walker** Email **dwalker@mtvernonisd.net** Phone **903-537-9700**

**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 **Jason McCullough** Title **Superintendent**

Email **mccullough@mtvernonisd.net** Phone **903-537-2546**

Signature  Date **6-12-25**

**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. This program will help MVISD to incorporate our Comprehensive School Counseling Program mission to empower every student to become resilient and successful with their postsecondary plans by exposing them to a variety of careers, postsecondary planning options, job skills, and financial literacy and aid tools. We will work with students to help them complete Programs of Study as outlined by the Texas Education Agency and to complete Industry Based Certifications. We will continue to work to vertically align our career development expectations, academic development expectations, personal and social development expectations, and financial literacy and aid expectations in grades K-12. School counselors will continue to meet with students to help them create personal graduation plans that meet their program of study requirements and lead to an industry based certification. School counselors will meet with and review personal graduation plans annually with students.

2. Through this program we will work with external partners and continue to introduce our students through practicums and career exploration to high-skill jobs and high wage-careers. We have close working relationships with Texas Workforce Solutions and Northeast Texas Community College that will allow us to keep current on the high-skill and high-wage jobs in our community and surrounding areas. Our implementation of the programs of study exploration curriculum prior to 8th grade will help aid in the preparation of personal graduation plans aligned to the students' interests and program of study completion. Our resume writing and mock interview workshops will equip our students with skills that they can use as they prepare to enter the workforce. Our continued use of the Dave Ramsey financial literacy curriculum and our scholarship workshop hosted by the Scholarship Lady of Central Texas will provide students with the knowledge and tools that they need to fund their postsecondary plans. We will track our Industry Based Certification completion using Pathways and Ascender to help the district monitor our CTE Completers and IBC earnings. We will culminate our year with our 3rd Annual CCMR Expo which will help expose our students to a variety of careers, trade schools, and colleges/universities.

## 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. The EAF Coach will be Kerri Bowles, CTE Consultant at Region 8 ESC. She has a BS Degree in Agriculture Science and an M.Ed. in Educational Leadership. Prior to joining the ESC, she was an Agriculture Science instructor, Science Teacher, and CTE Department Coordinator at Chapel Hill ISD for 12 years. She has worked with CTE programming in the 46 Region 8 ESC districts since 2010. In addition to supporting CTE programming she leads the Advising Supports team at the ESC providing technical assistance and professional development related to graduation requirements, academic planning, and CCMR. She served as the EAF Implementation Coach for Region 8 ESC during the 2024-2025 school year. Approximately 5% of her time will be allocated to support district implementation of the Effective Advising Framework. The ESC contract fee will be \$6,500 for these services as outlined in the ESC Service Agreement catalog for customized technical assistance.

2. Lacey Stephens is the EAF Project Lead for Mt. Vernon High School. This will be her third year to lead the EAF Steering Committee. She is a certified school counselor and has worked for MVISD for 10 years. She has 22 years of teaching experience in a variety of schools grades K-12. The percentage of time that she will allot to this program is 20%, however, as a school counselor, at least 80% of her time is spent helping students with post-secondary planning through individual planning, responsive services, guidance curriculum, and system support. The district has been extremely supportive in granting time to work in collaboration with the grant committee, and allowing the EAF Committee to focus on their yearly priorities. The district will allow the steering committee to support the EAF Project Lead by allowing them to meet and collaborate when deliverables are needed. Team members will also be assigned a priority to take on as their own for the school year and work with the Project Lead to complete the designated priority. Stipend amounts will be as follows: Project Lead: \$8,000 Steering Committee Members: \$4,000 each. There are four team members: Courtney Wilkins, Assistant Principal and CTE Director; Brad Ingram, CTE Teacher; Rebecca Russell, Special Programs and Transition Coordinator; and Donna Walker, Middle School Counselor.

3. MVISD is very supportive and committed to the success of our students as they prepare to enter postsecondary endeavors. Our Superintendent and campus Principals have allowed the EAF Committee to meet throughout the year to vertically align our Grade Level Expectations, complete the EAF Diagnostic Tool, and to present needs assessments on effective advising. Our administrators ensure that counseling and advising are reflected in the district and campus goals. Our administrators work with counselors and teachers to participate in the development of our organizational structures and processes of the individual planning system by allowing counselors time to meet with students, hosting parent information session, and allowing external partners to participate in our CCMR Expo and campus visits. Campus Principals review needs assessment data with the EAF committee in order to learn more about the EAF and the expressed needs of our stakeholders. Campus principals allow the EAF Committee to present at staff development to help train staff in the fundamentals of advising. Campus principals recognize that the school counseling staff often leads individual planning with students but that it is the shared responsibility among all campus staff members to aid in advising and the need to incorporate advising related student support and materials into core and elective curriculum. Campus principals audit the master schedule and allow time for specific advising related courses and interventions to align with grade level expectations. MVMS and MVHS utilize FLEX Time to introduce students to different colleges and careers with different presenters throughout the school year.

4. The EAF Steering Committee will consist of four members and each member will receive a \$4,000 stipend. Courtney Wilkins is an Assistant Principals at Mt. Vernon High School as well as the CTE Director. Mrs. Wilkins will collaborate with CTE teachers, help facilitate discussions at the campus and district levels, and gather data on campus needs for CSCP and CTE effectiveness. Rebecca Russell is the Special Populations and Transition Coordinator at MVHS. She will help facilitate discussion at the campus level to ensure that all students are receiving access to CTE instruction and will help aid in the coordination of the resume writing workshop and mock interviews. Brad Ingram is a CTE teacher with 30 years of experience in teaching agriculture science, primarily mechanics and metal technologies courses. Mr. Ingram will help to coordinate the resume writing workshop and mock interviews. He will help provide access to external partners that can be utilized for this activity.

Donna Walker is the Middle School Counselor. She will be the campus liason, help facilitate discussion at the campus level in regards to CTE and advising, and gather needs for an effective CSCP. Mrs. Walker will facilitate Priority 2 and the instruction of teaching the Programs of Study to 7th grade students.

## 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: Students in 11th and 12th grade will participate in a resume writing/mock interview workshop.

SMART Goal: By the end of 2025-2026, the percentage of students that indicate they feel ready to participate in a formal job interview will move from 0% to 65%.

Targeted Grade Level: 11th-12th grade

Targeted Development Area: Career Development

Key Staff Lead: Rebecca Russell, Special Services and Transition Coordinator; Brad Ingram, CTE Teacher; and Carly Crow, English III Teacher; Casey Cannaday, English IV Teacher

Strategy for Implementation: The resume writing workshop will be taught in the regular school day as a unit in English III. Rebecca Russell and Carly Crow will work together to support this activity. Families will be informed of this activity through communications via parent square. The mock interviews will be held during the regular school day as a unit in English IV. Brad Ingram and Casey Cannaday will work together to support this activity. We will coordinate with Texas Workforce and Northeast Texas Community College to host the resume writing workshop and mock interviews.

Priority 2: Students in 7th Grade will participate in a Programs of Study exploration.

SMART Goal: By the end of 2025-2026, the percent of 7th graders that have completed an instructional unit focused on the Programs of Study available at MVHS will increase from 0% to 90%.

Targeted Grade Level: 7th grade

Targeted Development Area: Career Development

Key Staff Lead: Donna Walker, Middle School Counselor; Courtney Wilkins, Assistant Principal and CTE Director; CTE Teacher for Dollars and Sense (Teacher name not known at this time.); and Lacey Stephens, High School Counselor.

Strategy for Implementation: Donna Walker and CTE Teachers of courses that all 7th graders take (names not known at this time) will be responsible for specific programs of study. Mrs. Walker and Mrs. Wilkins will assist the teacher with appropriate material to cover. Information taught in class will be summarized and shared with parents/guardians through Parent Square. Guest speakers experienced in the programs of study will be invited to the classroom when appropriate. Grant funds will purchase Scholastic Choice Magazine: \$9.99 per student; This will provide students with a variety of career choices in a magazine format. Mrs. Walker and the CTE teacher will also utilize Texas OnCourse (free).

Priority 3: 12th grade student industry-based certification completion

SMART Goal: By the end of the 2025-2026, we will increase the percentage of 12th grade students who complete an Industry-Based Certification aligned to their program of study from 52% to 95%.

Targeted Grade Level: 12th grade

Targeted Development Area: Career Development

Key Staff Lead: Courtney Wilkins, Assistant Principal and CTE Director and Lacey Stephens, High School Counselor are the lead staff for this priority.

Strategy for Implementation: Career and Technical teachers will be cognitive of their students and their career pathways leading to their Industry-Based Certification. Mrs. Wilkins and Mrs. Stephens will coordinate together to inform teachers of students that are still in need of an IBC to complete their Program of Study. CTE Teachers will have knowledge of the classes in their designated programs of study and be able to guide students in the classes they need to take to finish the pathways as well as the Industry Based Certification that will meet the criteria for their program of study. CTE teachers may bring in members from the community to be able to help educate students on available jobs and help students understand the need for pursuing

## Goals, Objectives, and Strategies cont'd.

their program of study and earning an Industry Based Certification. Program of Study maps created by Courtney Wilkins, CTE director to help understand which class follows which class will be utilized for teaching the Programs of Study. Partnering with community members to help educate them on the demands of the jobs available in the community will also increase awareness about the need for Industry Based Certifications.

Priority 4: Students in 9th-12th grade will participate in a scholarship workshop.

SMART Goal: By the end of the 2025-2026 school year, the percent of students in grades 9-12 that will participate in a scholarship workshop activity or workshop will increase from 0% to 90%.

Targeted Grade Levels: 9th-12th grades

Targeted Development Area: Financial Literacy and Aid Expectations

Key Staff Lead: Lacey Stephens, High School Counselor

Strategy for Implementation: The High School Counselor will coordinate with a scholarship service, The Scholarship Lady of Central Texas, to provide student and parent workshops about scholarships. Grade level meetings will be offered to all students in grades 9-12. A workshop for staff will be hosted by the scholarship presenter, Scholarship Lady of Central Texas, that will inform teachers about the who, what, where, when, why, and how to find scholarships and what is required. We will utilize professional development days to host a workshop for teachers about how to help their students find scholarships. We will host a Scholarship Bootcamp for parents and students in grades 9-12. We will host student workshops during the school day for students. We have several local scholarships that we offer to students. We will collaborate with our workshop presenters to formulate a plan to help students apply for local scholarships while exposing them to other scholarship opportunities. We will utilize our General Scholarship Essay that students write in 12th grade and resumes that they will have written in 11th grade. The High School Counselor also has a website that hosts all of our current scholarships. The High School Counselor also posts scholarships in students' grade level Google Classrooms and on Parent Square.

**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: Students in 11th and 12th grade will participate in a resume writing/mock interview workshop. We will utilize sign in sheets to track student attendance on the days of the resume writing/mock interview workshops. The completed number of resumes will be measured by 11th grade students' completion of a resume assignment that they will turn in for a grade in their English III classroom. The mock interviews will be held during the English IV course. We will coordinate the mock interview schedule and track completion of the interviews. Students will receive a grade in their English IV class to document their completion of the mock interview. We will conduct a post survey after the completion of each assignment to gather student input. We will also have all of our interviewers complete a post survey to help us provide feedback to students about improving their interview skills. Priority 2: Students in 7th Grade will participate in Program of Study exploration. We will divide the MVHS Programs of Study between two 7th grade CTE teachers. Each 7th grade teacher will teach students about 7 of our 14 Programs of Study. Students will take a pretest at the beginning of the year to test their knowledge, and they will take a post-test at the end of the year to see if their knowledge has improved. We will provide lesson plans to each teacher about their 7 programs of study. Teacher lesson plans will be used to track the date lessons are taught. The surveys will be reviewed at the end of the year to determine if this instruction is effective and/or what needs to be improved to help students better understand the Programs of Study. Priority 3: 12th grade student industry-based certification completion. We will utilize Pathways and Ascender to track completion of IBCs. During yearly personal graduation plan meetings, MVHS Counselor will review students' plans and determine that students are on track for IBC completion. Priority 4: Students in 9th-12th grade will participate in a scholarship workshop. We will have students sign in and maintain a copy of the student sign in sheets to track participation. We will also host application blitzes in the spring to track student participation in scholarship application completion. We will maintain sign in sheets for parent participation in the Scholarship Bootcamp and the professional development day for staff in order to gauge participation.

**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

6100-\$1,000 per 4 teachers, Priority 1,2; \$3,200 per 20 teachers for Freshman Orientation Priority 2, 3=\$7,200.00  
 6200-EAF Coach Kerri Bowles \$6,500; Jimmy Smith, \$2,000 for Priority 1, resume writing; Karen Denny, The Scholarship Lady of Central Texas, \$20,000, Priority 4, scholarship workshops and access to her website and materials.; Speaker-good life choices & how choices effect careers, Michael De Leon \$7,500, Priority 1.  
 Total=\$36,000.00 6300-Student Planners, \$6,285.60, Priority 1,2,4-Planners-organization/scheduling/tracking interview schedule; Chromebook Sleeves-150@\$25 each=\$3,750, aid with organization, Priority 1; Mock Interview items: paper, pens, & folders for interviewers, \$1,000, Priority 1; CCMR Expo: tables(20), table placards, cardstock, paper, \$6,000, Priority 1,2,3,4; Supplies for Scholarship Workshop: spiral notebooks (250), 1.5" binders (250), dividers(250), pens(250), \$5,000, Priority 4; CTAT Membership & Conference: CTE Professional Development, 5 members, \$3,800, Priority 1,2,3,4; Lone Star School Counselor Association Membership, 3 members-Stephens, Russell, Walker-to keep abreast of current counseling topics in relation to career, academic, personal/social expectations, and financial aid, \$50 each, Priority 1,2,3,4; Texas School Counseling Conference-Stephens, Walker, Russell, and Wilkins-to keep current on counseling topics in relation to career, academic, personal/social expectations, and financial aid, \$1,500, Priority 1,2,3,4; 8th Grade Parent Night Materials: MV Folders, 9th grade advising packets(130@\$2.95), \$400, Priority 2,4; Rising Senior Meeting: paper, pens, folders, Planning for College packets (130@\$2.95), \$400, Priority 1,3,4; Rising Junior Meeting: paper, pens, folders, Packets(130@\$2.48), \$400, Priority 1,3,4; Scholastic Choices Magazine: 340 copies@\$9.99=\$3,396.60, Priority 2; Priority 4; Magoosh Test Prep-50 licenses to help aid students with test preparation for college admissions, \$1,250, Priority 1,4; Paxton-Patterson Lab-Health Sciences-\$12,767.80, Priority 3 Curriculum for Health Science Program of Study that provides hands on experience to aid IBC completion.



**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) |  |
| <b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>       |  |



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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