



**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
Jeannie Meza-Chavez, Ph.D. (Jun 17, 2025 10:09 MDT) 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.

The EAF program has allowed the campus to organize personnel towards a goal of effective advising and programming that ensures students can make an informed post secondary decision. In providing campus counselors and administration professional development through consultation with the district service center's EAF coach and additional training for aimed at counseling. The campus has made efforts to increase the availability of elective offerings and additional programming of varying difficulty such as the College Bridge Program, TSIA preparation, and CTE course offering.

An additional facet of the program has allowed for partnering with our local work force solutions entity to provide special education students additional access to internship and business site visits. At the end of year 1 of the grant, we have increased our CCMR percentage and overall student attendance.

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.)

EAF Coach: Nicole Morales, Region19 Professional Development Consultant, Certified School Counselor, HTYPE Program Manager, Title 1A, Parent & Family Engagement, Effective Advising Framework Coach, Counselor Specialist Leadership & Accountability.

EAF Project Lead: Sandra Sanchez, 5 years - District CTE Administrator, 13 years - Certified School Counselor, 14 years as a CTE Teacher, 5 - Years - District Counselor Support, 1 year - HTYPE District Lead, 1 year - Mental Health Behavioral Health District Lead, 1 year - Special Education Transitioning support, 5 year member of Career and Technical Association of Texas (CTAT). 15% of their time will be allocated to the project. Project lead will schedule their time, meetings and projects on their calendar to ensure that the project moves forward. By having bi-weekly meetings with a running agenda, this will keep the committee on task during the implementation.

District Commitment: District Counselor support, provide updates and training on the Texas Comprehensive School Counseling Program, trainings on SEL techniques, TEA updates, CCMR supports, offer personnel, time and space for collaboration as well as centralized planning into all district meetings. Communication of CCMR readiness provided in the superintendent's community meetings and will occur in the upcoming year as principal presentations are conducted on a monthly basis. CTE Presentations to students and parents to bring awareness to both special education students and general population students. Work continuously in closing the gap between special education, CTE and the transition to post secondary education and/or work. Bring in more opportunities by working with various industry partners.

Steering Committee: Consist of a District Project Lead - \$5,000, High School Counselor - \$2,500, District AVID Director - \$2,500, Special Education Counselor - \$2,500, School Counselor representative for High School - \$2,500, Middle School - \$2,500 and Elementary - \$2,500, CTE representative - \$2,500 and a Finance representative - \$2,500. Each member will over see the roll out of each project in their campus and assigned area of need accordingly. The steering committee will turn in data and supporting documentation that will support the EAF Project Lead.

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.

1.11th and 12th grade students will enroll into Texas Bridge to provide focused opportunity for College Career Military Readiness (CCMR)

Student Outcome Goal: Overall percentage to exceed 75%. (increase from 26%-50% improvement)

CollegeBridge professional development will be provided and tracked to ensure teachers can issue feedback on essays for reading language arts and track progress.

2. Special Education students enrolled in a CTE endorsement will visit at least one workplace, or be offered a work-based learning opportunity, aligned with career interest to support CCMR outcomes.

Student outcome goal: Increase percentage of students attending off site visits.
District personnel has secured an special eduation coach to service students.

3. Improve counselor to student ratio to improve effective advising and meeting SB179 percentage of counselor use of time.

Student Outcome goal: By the end of 2025-2026, we will increase the percentage of 11th grade students that secure their CCMR point from 26% to 70% prior to entering their Senior year due to focused counseling.

Vetting scheduling options and managing this portfolio to ensure a tangible pathway is viable for each student by the end of their sophomore year.

4. 12th grade students complete FAFSA or TAFSA application.

Student Outcome goal: By the end of 2025- 2026, we will increase that percentage of all 12th grade students who complete a FAFSA/TAFSA application from 75% (Baseline) to 90% (target) and 2 university acceptances.

CCMR specialist will hold sections of Seniors to secure FAFSA in the first two weeks of the window opening and ensure two college acceptances and scholarship by start of Spring Semester.

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.

P1: This will be measured at each benchmark in the Fall to ensure completion of both RLA and MAT completion.

P2: Site visit logs will be tracked and reviewed at each 9 week mark to ensure visits occur and result in future internships. CTE will work in partnership with Workforce Solutions Borderplex for SPED transitions.

P3: Increase access to counselors through adjusting assignment by grade level to increase, on average 25% of students hold the CCMR point at the start of Junior year. This will increase for Seniors at the start of the academic year.

P4: Complete FAFSA of 70% of students in first two weeks of FAFSA opening to ensure 90% completion.

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 - EAF Form: Payroll Costs: \$52,000

A. Personnel: Salaries and wages for staff involved in the project:
Tutors, Steering Committee, support of counselors and social worker, counselor coach, guest teacher pay, and guest teacher pay to support the district initiatives.

6200 - EAF Form: Professional and Contract Services: \$34,000

A. Counselor PD to Lone Star State School Counselor Association (LSSSCA)

B. Student Post Secondary visits to various universities.

C. Contractual/Consultants: Region 19: Counselor Training on Texas Comprehensive Comprehensive School Counselor Program, T-SCESS, for both administration and counselors and other SEL Trainings.

6300 - EAF Form: Supplies and materials: \$12,000

A. TSIA Workbooks and Teacher editions to support general education and special education students

B. PBIS Reward/MTSS tracking system that both counselors and administration can use to run reports and track student progress in their behavior

6400 - EAF Form: Other Operating Costs: to enhance CCMR Awareness: \$16,000

A. Field trips to Post Secondary colleges and universities

B. Field trips to Military Institutions

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" value="Special Education"/>	Barrier	<input type="text" value="SEL/Communication/Remediation/Students below grade level"/>
Group	<input type="text" value="Emergent Bilinguals"/>	Barrier	<input type="text" value="SEL/Communication/Remediation/Students below grade level"/>
Group	<input type="text" value="Low Income"/>	Barrier	<input type="text" value="SEL/Access to high quality instruction"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

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

☐ Yes ☒ No

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

Are any private nonprofit schools participating in the program?

☐ Yes ☐ No

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

5A: Assurances

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

5B: Equitable Services Calculation

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

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment
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