



**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 **Sharyland ISD** CDN **108911** Campus **Administ** ESC **1** UEI **DN63VZZL38V1**
Address **1200 N. Shary Rd.** City **Mission** ZIP **78572** Vendor ID **1746001743**
Primary Contact **Dr. Elaine Howard** Email **ehoward@sharylandisd.org** Phone **956-580-5200**
Secondary Contact **956-580-5200** Email **pmontalvo@sharylandisd.org** Phone **956-580-5200**

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 **Dr. Elaine Howard** Title **Superintendent**

Email **ehoward@sharylandisd.org** Phone **956-580-5200**

Signature  Date **6/16/25**

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. Sharyland ISD's program strengthens individual student planning by building a scalable, district-wide advising system grounded in the four Effective Advising Framework (EAF) Priorities: career development, academic development, personal/social development, and financial literacy. The program will enhance personalized guidance through expanded use of platforms like SchoolLinks, increased advising capacity, and the integration of consistent grade level checkpoints. The counseling program, now strategically placed within the Curriculum and Instruction Department, ensures stronger alignment between advising and academic goals. Counselors, in collaboration with CTE staff and instructional leaders, will guide students using data-driven insights and goal-setting tools that reflect students' strengths, interests, and postsecondary aspirations. Weekly advisory sessions, integrated SEL curriculum, and targeted professional development will ensure that students not only set informed goals but also develop the intrapersonal and interpersonal competencies necessary to achieve them.

2. This initiative drives innovation in Career and Technical Education (CTE) by embedding career exploration and certification alignment into the core advising system starting as early as 7th grade. Through intentional integration of Industry-Based Certification (IBC) planning, workforce-aligned course enrollment, and CTE awareness, the district aims to increase the percentage of 7th–8th grade students who explore career interests and enroll in aligned coursework from 20% to 70% by the end of the 2025–2026 school year. The program leverages external partnerships with Region One ESC, local industries, and community colleges to expose students to high-wage, high-demand careers. Industry professionals will participate in speaker series, job shadowing opportunities, and advisory councils, ensuring real-world relevance and alignment with regional workforce needs. New capital investments in technology will remove barriers to opportunities like TSIA2 testing, which directly supports college and career readiness efforts within CTE pathways. Additionally, through career-aligned advising lessons and CTE-specific training for staff, students will receive guidance that helps them understand how their interests map to viable, well-paying careers. Teachers and counselors will be trained in labor market data analysis, enabling them to help students make informed decisions that align with both personal goals and economic trends. This coordinated effort positions Sharyland ISD to develop a pipeline of students who are not only academically and socially prepared but also industry-ready, reinforcing both student success and regional economic vitality.

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 Sharyland ISD is Dr. Karla De Luna, Region One ESC's Director for Upward Bound and Coordinator of the Office of College, Career, and Life Readiness within the Division of Leadership and Community Impact. Dr. De Luna brings a wealth of experience in postsecondary readiness, student advising, and large-scale program implementation across diverse educational environments. She has a strong track record of supporting school districts in strategic advising initiatives and career pathway development. Dr. De Luna will allocate 20% of her time specifically to support Sharyland ISD's implementation of the Effective Advising Framework (EAF), providing technical assistance, coaching, and strategic guidance. The contracted ESC support from Region One ESC is budgeted at \$20,000.

The designated EAF Project Lead is Jennifer Martinez, Executive Director of Curriculum & Instruction for Sharyland ISD. Mrs. Martinez holds a master's degree in Educational Leadership and offers over 18 years of experience in district-level leadership, academic planning, instructional redesign, and program implementation. Her expertise includes leading major initiatives related to cross-departmental alignment and College, Career, and Military Readiness (CCMR). Mrs. Martinez will dedicate a significant percentage of her time to the EAF project, with the district restructuring her responsibilities to protect this commitment and ensure sufficient capacity to lead effectively. As a member of the district's executive leadership team, she has the authority to convene interdepartmental teams, lead implementation efforts, and align the project with broader district strategic goals. Her leadership is fully endorsed by the Superintendent. To support her efforts, the district has formed a dedicated steering committee that will meet regularly and serve as a cross-functional support team.

Sharyland ISD demonstrates a strong and sustained commitment to the EAF initiative. From Lever 1, the district has strategically embedded advising within the Curriculum and Instruction Department to align it directly with academic development and student outcome goals. Additionally, the district has prioritized funding and personnel to expand access to tools such as SchoolLinks, deliver TSI-aligned interventions, and provide robust SEL and financial aid advising. From Lever 3, Sharyland ISD has established a culture of collaborative implementation through professional development, stakeholder engagement, and consistent advising checkpoints across campuses. District leadership has played an active role in the EAF grant during the 2024–2025 school year, including participation in data reviews, planning sessions, and steering committee meetings. Superintendent-level endorsement, reallocation of staff responsibilities, and ongoing cross-departmental collaboration demonstrate strong executive investment. To ensure stakeholder buy-in, the district will communicate the initiative through newsletters, parent workshops, professional learning communities (PLCs), and updates via SchoolLinks and campus information systems, fostering a shared culture of advising excellence and transparency.

The EAF Steering Committee consists of four key district leaders: Jennifer Martinez (Executive Director of Curriculum & Instruction, Project Lead), Dr. Lorene Bazan (Director of Guidance & Counseling), Vanessa Leal (Director of Career & Technical Education), and Delilah Rodriguez (Lead Counselor). These members represent critical departments including curriculum, counseling, and CTE, and each brings significant expertise in data-informed advising, program development, and alignment with HB5 and CCMR indicators. The committee meets the required criteria by representing cross-functional leadership and providing direct support to the EAF implementation. They will meet monthly to monitor progress, review advising data, and ensure implementation fidelity across departments. Each member will serve as a liaison to their respective department, ensuring vertical and horizontal alignment of efforts. The campus committee members are the only staff members that will receive a stipend. Central Office Administrators will not receive an additional stipend.

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.

Sharyland ISD will implement four districtwide EAF Priorities during the 2025–2026 school year, developed in collaboration with the EAF Coach during the Spring 2025 planning cycle using the EAF Gap Analysis Tool. Each priority includes a clearly defined SMART student outcome goal, aligned grade levels, and a focus on academic, career, personal/social, or financial development. Implementation will be supported by key district and campus leaders, professional development, advising tools, stakeholder communication, and strategic external partnerships.

The first EAF Priority focuses on increasing career exploration and alignment to Career and Technical Education (CTE) pathways for middle school students. Sharyland ISD aims to expand structured opportunities for career interest exploration and ensure students make informed decisions aligned with CTE programs of study. The district has set a SMART goal to increase 7th and 8th grade student participation in IBC (Industry-Based Certification) exploration and enrollment in aligned CTE coursework from 20% to 70% by the end of the 2025–2026 school year. This initiative targets the career development domain and will be led by the Lead Counselor, the CTE Director, middle school counselors, and members of the Counseling Advisory Committee. Strategies to support this priority include staff training on career clusters, endorsements, and the use of SchoolLinks for career interest inventories. Communication efforts will include parent informational nights, student assemblies, and course selection guidance sessions. Advising resources such as Grade-Level Expectations (GLEs), career exploration modules, and structured advising checkpoints will be integrated. Additionally, external partnerships with local industries and IBC providers will facilitate career panels and hands-on exploration activities.

The second EAF Priority centers on improving Texas Success Initiative (TSI) readiness and academic goal-setting for high school underclassmen. The district's SMART goal includes increasing college readiness by raising 10th-grade TSI attainment rates from 14% to 50% by June 2026. This priority targets the academic development area and is designed to help students navigate postsecondary preparation early in high school. It will be led by the Executive Director of Curriculum and Instruction, in collaboration with campus testing coordinators, counselors, and content-area teachers. Supporting strategies include professional development sessions on TSI diagnostics and curriculum integration, schoolwide communication through newsletters and parent conferences, and the use of SchoolLinks to create personalized study plans and academic goal-setting tools. Partnerships with local higher education institutions will provide TSI boot camps and early access to college readiness resources.

The third EAF Priority is to enhance students' interpersonal and intrapersonal skill development across all secondary grade levels. Recognizing the need for social-emotional learning (SEL) integration into advising practices, the district aims to increase the percentage of 7th–12th grade students who demonstrate understanding and application of interpersonal skills from 5% to 50% by the end of the school year. This goal aligns with the personal/social development domain. Leadership for this initiative will come from the Director of Counseling, supported by SEL Coordinators, campus counselors, and advisory period facilitators. To achieve this, staff will receive ongoing training in Capturing Kids' Hearts strategies and participate in quarterly SEL integration workshops. Stakeholder communication will include SEL-focused newsletters and student-led campaigns that highlight monthly themes. Resources will include a districtwide SEL scope and sequence, interactive SchoolLinks modules, and reflection journals. Partnerships with organizations supporting school climate, such as Handle with C.A.R.E. and local mental health agencies, will further strengthen this effort.

Goals, Objectives, and Strategies cont'd.

The fourth EAF Priority supports financial literacy and aid planning, with a goal of increasing FAFSA completion rates among 12th-grade students. The district's SMART goal is to raise FAFSA completion from 72% to at least 80% by June 2026, ensuring more students access postsecondary funding. This priority addresses the financial literacy and aid development domain. Implementation will be led by the district's College and Career Readiness Coordinators, Campus Lead Counselors, Financial Aid Specialists, and the Director of Counseling. Supporting strategies include comprehensive training on FAFSA processes for all relevant staff, integration of SchoolLinks FAFSA tracking tools, and personalized student and parent meetings. Communication initiatives such as FAFSA Nights, informational videos, and frequent reminders via email and texts will be used to keep families engaged. Partnerships with Region One ESC, local colleges, and state financial aid organizations will provide technical support and hands-on application assistance throughout the school year.

Through these four aligned and strategic EAF Priorities, Sharyland ISD is building a robust Individual Student Planning system that empowers students to take ownership of their academic and career trajectories. Advising will be embedded across the student experience, supported by professional development, strong leadership, family engagement, and strategic use of SchoolLinks. Together, these efforts will ensure students are prepared to thrive in college, career, or military pathways.

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.

Sharyland ISD will monitor progress toward its four EAF Priorities through a data-driven, structured process supported by SchoolLinks and other digital tools. For Career Development, advisors will track 7th–8th grade participation in career assessments and CTE enrollment using SchoolLinks and course registration data. For Academic Development, TSI readiness will be monitored through benchmark assessments, tutorials, and performance data, with regular reviews guiding instructional support. Personal and Social Development progress will be assessed via SEL lessons in SchoolLinks, student self-assessments, and behavioral data, with implementation tracked through surveys and observations. For Financial Literacy, FAFSA completion will be tracked through SchoolLinks and district-led workshop data, with targeted follow-up and outreach to families.

The EAF Steering Committee will lead bimonthly data reviews to assess progress and make necessary adjustments. Mid-year and year-end evaluations will inform district-wide strategy, ensuring alignment with student outcome goals and fostering continuous improvement.

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

A portion of the budget (\$26,400) is allocated to stipends for staff taking on responsibilities beyond their regular contracts. EAF Steering Committee members—including academic and CTE counselors, deans of instruction, and the college advisor—will each contribute 20–25 hours per quarter to support program coordination, lead professional development, track implementation, develop the advising model, analyze student data, conduct individual planning and postsecondary advising, and facilitate after-hours student and family engagement events, in alignment with EAF grant guidelines.

In addition to personnel costs, the budget includes funding for professional development, advising platforms to ensure the implementation of equitable, data-informed advising systems. For example, \$60,000 is allocated for the SchoolLinks platform, which provides the infrastructure to monitor graduation plans, support career and college exploration, and ensure students receive consistent, personalized guidance. An EAF Coach, funded at \$20,000, will provide technical assistance and project management support to ensure the district meets all EAF grant milestones. The coach will assist with implementation fidelity, documentation, and reporting, helping the district stay aligned with grant goals and timelines. Professional Development is budgeted at \$7,200 to equip staff with evidence-based advising practices and tools that enhance college, career, and military readiness (CCMR) outcomes. Finally, \$3,700 is allocated for indirect costs, ensuring compliance with program guidelines and covering administrative overhead associated with managing the grant.

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

