TEA Texas Education Agency® NOGA ID

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

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 | Sheldon ISD | CDN | 101924 | Campus | King HS | ESC | 4 | UEI | QBEGUQHGND11 |

| Address | 11411 C.E. King Parkway | City | Houston | ZIP | 77044 | Vendor ID | 1746002290 |

| Primary Contact | Tacarra Williams | Email | tacarrawilliams@sheldonisd.com | Phone | 281-727-2065 |

| Secondary Contact | Dr. Brenda Dearmon | Email | brendadearmon@sheldonisd.com | Phone | 281-831-5398 |

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 | Dr. Demetrius McCall | Title | Superintendent |

| Email | demetriusmccall@sheldonisd.com | Phone | 281-727-2006 |

| 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.

This program supports individual student planning through Sheldon ISD's comprehensive school counseling framework, ensuring students have personalized pathways to college and career readiness. Aligned with the district's mission to engage students in meaningful, goal-oriented learning, the Effective Advising Framework enhances both individual planning and responsive services by offering one-on-one advising sessions tailored to students' academic and postsecondary goals.

Counselors and College and Career Center staff will use tools like TSIA2 diagnostics, career interest inventories, and Individual Graduation Plans (IGPs) to guide course selections, dual credit eligibility, and career exploration.

Key initiatives include:
-Early advising for 8th-grade students to support Algebra I enrollment,
-A 9th-grade work-based learning event to explore high-demand careers,
-TSIA2 planning and intervention for 10th–11th graders, and
-Targeted FAFSA/TASFA support for 12th-grade emergent bilingual students.
These strategies provide developmentally appropriate, data-informed guidance at each grade level. By connecting advising to real opportunities, the program advances equity and supports students in building clear, personalized postsecondary plans.

To foster innovation in CTE programming and promote career pathways aligned to high-skill, high-wage industries, Sheldon ISD will implement a targeted work-based learning (WBL) initiative for 9th-grade students. This initiative includes a structured career day and an optional summer Program of Study (POS) transition camp. The goal is to increase student awareness and support informed course selection by raising WBL participation from 53% to 75% by the end of the 2025–2026 school year. Led by the College and Career Center and WBL Coordinator, with support from community partners, the initiative will help students make meaningful connections between their POS and potential career opportunities. Students will explore their interests through the Kuder platform, engage directly with industry professionals, and reflect on their learning through post-event surveys. This targeted approach ensures students enter high school with greater clarity and confidence in selecting CTE pathways aligned to their long-term goals.

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 - Twiana Collier is an Education Specialist at Region 4 Education Service Center (ESC) with over 29 years of experience in education. Prior to joining Region 4 ESC, she served in a large urban school district. Her leadership experience includes Director of Counseling, Program Director of Advanced Academics, and College Readiness and Financial Aid Coordinator. Her responsibilities included managing gifted and advanced academics programs, coordinating districtwide initiatives such as Dual Credit, AP, PSAT, SAT, and TSIA, and leading efforts to expand postsecondary and financial aid awareness among students and families. Mrs. Collier brings deep expertise in school counseling, college readiness, and student advising—all critical to supporting Sheldon ISD's implementation of the Effective Advising Framework. She will allocate 15% of her time to the district, providing support through monthly coaching, four professional development sessions, and technical assistance. The contracted ESC fee for this support is $8,000 and is included in the grant budget.

EAF Project Lead - Kimberly Matthews is a certified school counselor with 18 years of educational experience, all within Sheldon ISD. She has served as a secondary classroom teacher, GEAR UP coordinator, and counselor, with expertise in monitoring student progress, supporting dual credit enrollment, and coordinating postsecondary readiness efforts. She has a strong understanding of the Texas Model for Comprehensive School Counseling and best practices in individual student planning.
The Project Lead will dedicate 100% of her time to the EAF project, and her salary will be included in the grant budget—no stipend is allocated. The district ensures she has the time and capacity to lead by providing flexible scheduling, access to student data, and regular collaboration time with campus teams.

Sheldon ISD is fully committed to the implementation and success of the EAF grant. District leadership will provide ongoing guidance and support throughout the implementation process by actively promoting the initiative and ensuring clear, consistent communication with all stakeholders. In alignment with Lever 1: Strong Program Leadership and Planning, the district has designated a full-time EAF Project Lead and formed a steering committee composed of counselors, administrators, instructional leaders, and academic advisors. Leadership participated in the 2024–2025 planning year, Region 4 coaching sessions, and by allocating staffing and resources to support advising activities district-wide. In support of Lever 3: Internal School Culture of Advising, Sheldon ISD remains focused on its mission to engage students in personalized learning experiences that prepare them for college and careers. The district is actively working to strengthen its culture of advising by through professional development, increasing advising time, and deepening the use of data-driven conversations to monitor and support student progress. To build stakeholder buy-in, the district will share intentional messaging with staff through leadership meetings and coaching, and with families via ParentSquare, campus events, and newsletters. Data and campus feedback will guide adjustments to keep the initiative responsive to student needs.

Steering Committee Members: Members will meet year-round as we track the district's progress toward our EAF priorities, ensuring we meet our goals.
-Jennifer Williams- Administrator, $1,500
-Chaunte Hardy- CTE Representative, Stipend $1,500
-Juan Medina - College Advisor HS, 100%, supports EB and ECHS population, Stipend $1,500
-Meagan Chase- College Advisor HS, Stipend $1,500
-Alisha Broom - College & Career Advisor MS, HS, $1,500

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.

Sheldon ISD's first EAF Priority focuses on the academic development of 10th and 11th-grade students by improving TSIA2 success rates in English and Math. By the end of the 2025–2026 school year, the percentage of students passing the Math TSIA2 will increase from 26% to 36%, and English TSIA2 from 28% to 38%. The EAF Project Lead will oversee implementation with support from high school administrators, the TSIA testing specialist, P-TECH director and coordinator, and ECHS Dean of Instruction. Students will receive testing information in group sessions, with individual follow-up as needed. Participation in mandatory TSIA tutorials will be required before each test attempt and tracked for attendance and performance. Beginning-of-year professional development will be provided to CTE, English, and math teachers to understand the TSIA2 testing requirements and reporting process for staff and students. High school teachers will also receive training on curriculum-embedded prep strategies. AVID tutors will support intervention using customized study materials, and students will utilize Accuplacer and San Jac Online Prep resources. eachers and counselors will receive TSIA2 updates to support student and parent communication around readiness expectations. Communication with families will be shared through counselor meetings, campus events, and digital platforms such as ParentSquare. San Jacinto College will continue to serve as a partner by providing access to online prep resources and supporting college readiness alignment.

The second EAF Priority supports career development through a targeted work-based learning (WBL) initiative for 9th-grade students. By the end of the 2025–2026 school year, student participation in WBL events will increase from 53% to 75%. The initiative will be led by the College and Career Center and WBL Coordinator, with support from CCMR teachers, campus administrators, and 9th-grade teachers. Key activities include a career day and an optional summer Program of Study (POS) transition camp. Community partners from the district's CTE advisory council, local businesses, and alumni will be invited to participate. Students will use the Kuder platform to explore career interests and complete post-event surveys to reflect on how their experiences align with their POS. The Kuder platform will serve as a key advising tool to guide interest exploration and help students connect their reflections to course planning and Programs of Study. Communication will be coordinated through teachers, ParentSquare, and campus events to keep families informed. This school-day experience is designed to help students make meaningful connections between their interests, CTE pathways, and high-skill, high-wage career opportunities linked to their graduation goals.

The third EAF Priority addresses financial literacy and aid by increasing FAFSA/TASFA completion for 12th-grade emergent bilingual (EB) and Early College High School (ECHS) students. By the end of the 2025–2026 school year, 50% of EB students and 85% of ECHS students will complete a FAFSA or TASFA application. The College and Career Center staff will lead implementation with support from the Multilingual Coordinator, EB teachers and ECHS AVID teachers. Strategies include two monthly financial aid workshops (once financial aid applications open for the 2025-2026), targeted classroom visits, and individual advising. ParentSquare messages and flyers will advertise events, and updated FAFSA/TASFA guides will support families. An exclusive college tour for EB students, with Spanish-language materials and alumni speakers, will further promote access. The CCC staff will partner with San Jacinto College's financial aid team to host joint workshops for students and parents. AVID teachers will help track completion rates monthly to ensure students stay on track to meet their postsecondary goals. Staff supporting this initiative will participate in coordination meetings to review financial aid processes and ensure consistent messaging across advising sessions. FAFSA/TASFA guides will serve as advising resources, along with internal tracking tools used to monitor student progress toward completion.

The district's final EAF Priority focuses on increasing 8th-grade enrollment in Algebra I as part of the academic development priority. By the end of the 2025–2026 school year, enrollment will increase from 30% to 35%. The College and Career Center will lead this initiative, supported by the secondary math coordinator, high school and middle school deans, middle school math teachers, and the advanced academics department. Strategies include early advising, open enrollment, and family engagement during registration. Rising 6th graders attend academic showcases where advanced courses are introduced. Counselors conduct one-on-one advising, and parents

receive course request forms for approval. STAAR performance data and teacher recommendations inform placement, while parent nights and January–March registration windows highlight the benefits of early Algebra I completion. The team will track participation in parent and student events related to advanced academics to monitor and improve outreach effectiveness across campuses. To further support readiness, an Algebra I summer camp will serve as an intervention for rising 8th-grade students. Camp attendance and performance data will inform placement decisions and advising. Participation in student and parent events will be tracked to guide outreach improvements.

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.

Progress for each EAF priority will be monitored using student outcome data and activity participation logs. For TSIA2, the EAF Lead will track tutorial attendance and testing results in a student database, with monthly reports generated by the testing specialist. Data will be disaggregated by grade and subject, reviewed monthly, and used to adjust support strategies as needed.

Work-Based Learning (WBL) participation will be measured through event sign-ins, registration data, and student reflections via post-event surveys. The Kuder platform will track student engagement in career exploration activities. The WBL Coordinator will review data quarterly with CCMR and CTE staff to identify trends and adjust outreach or programming.

FAFSA/TASFA progress will be tracked using internal completion logs and state reports. A shared spreadsheet will monitor advising sessions, workshop attendance, and parent engagement. The CCC team will review data monthly to adjust messaging, schedule additional sessions, or follow up with students.

Algebra I enrollment will be tracked using course request forms, Skyward data, and STAAR benchmarks. Data will be disaggregated by campus and student group, and reviewed quarterly with the College & Career team to evaluate outreach effectiveness and inform adjustments.

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

$104,000 for payroll to supports EAF Priorities 1–4:
The budget includes the salary for a full-time EAF Project Lead (100% FTE), who will coordinate implementation of all four EAF priorities: TSIA2 support (Priority 1), 9th-grade WBL activities (Priority 2), FAFSA/TASFA completion (Priority 3), and 8th-grade Algebra I enrollment (Priority 4). The (5) Steering committee members will receive $1,500 stipends to support planning, implementation, and data review tied to their assigned priorities.

$8,000 for Professional and Contracted Services will support Priorities 1, 3, 4:
Region 4 ESC support is included to provide monthly coaching, professional development, and technical assistance, with 15% of a specialist's time allocated to Sheldon ISD. This supports strong program leadership (Priority 1), advising strategies for FAFSA/TASFA (Priority 3), and academic advising linked to advanced course enrollment (Priority 4).

$1,700 for Supplies and Materials supporting Priorities 1and 2:
Funds will support TSIA2 preparation materials and advising packets (Priority 1), as well as career day materials and student reflection tools for the 9th-grade WBL event (Priority 2). These resources support advising conversations and student planning.

$6,300 for Other Operating Costs supporting Priorities 2 and 3:
The funds includes costs for providing parent and family engagement FAFSA/TASFA workshops (Priority 3), bilingual communication materials, campus and event logistics for career exploration, including student visits to college campuses and/or work-based learning events (Priority 2). These costs are critical for increasing family engagement and reinforcing a culture of advising.

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)

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