



**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 Thrall Independent School District CDN 246912 Campus 001 ESC 13 UEI D44RT4VQ87A8

Address 201 S. Bounds St. City Thrall ZIP 76578 Vendor ID 204390

Primary Contact Tommy Hooker Email thooker@thrallisd.org Phone 512-898-0062

Secondary Contact Emily Laurence Email elaurance@thrallisd.org Phone 512-898-5193

**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 Tommy Hooker

Title Superintendent

Email thooker@thrallisd.org

Phone 512-898-0062

Signature *Tommy Hooker*

Date 6/10/25



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Authorized Official Name Tommy Hooker Title Superintendent

Email thooker@thrallisd.org Phone 512-898-0062

Signature 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 Effective Advising Framework will improve the individual planning of a comprehensive school counseling program component via strategic planning, move away from a siloed advising model, and support students through an integrated advising approach that empowers learners in planning and monitoring progress towards their college, career, and military readiness goals. With the counseling initiatives including EAF components, the individual planning programming component at each campus will support students' skill development in achieving their educational, career, and personal/social goals based on positive relationships with school counselors/internal campus partners, strong leadership and planning, regular communication and strategic touch points with school counselors and advisors, build an internal school culture of advising, effective external partnerships, and high quality tools and resources.

The EAF will foster innovation in CTE programming by leveraging the Effective Advising Framework to establish best practices and strategies in the following: Middle School Career exploration, including endorsement and career cluster knowledge and planning; high school pathway development; and career exploration activities and instruction. Additionally the EAF will provide opportunities to implement vertical alignment of career pathway exploration, exposure, and instruction, such as using career exploration strategies from throughout the framework: high school Program of Study alignment to IBC attainment, Work-Based Learning initiatives and planning, strategies, dual enrollment advising with a focus on CTE dual enrollment opportunities, using Labor Market Inventory to determine the top five industries to consider areas of focus, along with industry and workforce development data when reviewing programs of study offerings in student pathway advising. There will also be a focus on middle skill career pathways based on LMI data.



## 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. EAF Coach--Ms. Miya Brevard was selected as the EAF Coach based on her role as the Coordinator for Career and Technical Education (CTE). Ms. Brevard has a strong understanding of the Texas Model for Comprehensive School Counseling Programs and utilizes the model to guide all training, support, resources, and information disseminated to the LEA. She holds a Master of Education from Concordia University and has over 20 years experience working with students in CTE. Ms. Brevard will allocate up to 20% of her time to support districts in designing and developing their respective plans. The remaining time and effort will be allocated to the following projects; note that percentages change monthly: College and Career Readiness services, CTE Summer Grant, and State CTE Leadership and Administrator Grant. Please contact ESC 13 for the full breakdown of percentages of time allocated to each project by month. There is no fee from the ESC for the contracted support other than the stipend awarded through the grant.

2. EAF Project Lead--Mrs. Emily Laurence has over 19 years in education with 8 of those as a counselor. She received her Bachelors in Kinesiology with Teacher Certification and a Masters in Educational Leadership-focus school counseling, principal and superintendent. Mrs. Laurence's roles on campus include CCMR, CTE, 504, and LPAC. College and Career counseling in Thrall ISD includes a collaborative effort to ensure all of the students have at least a \$1,000 scholarship for higher education. Thrall ISD just finished their third year with 100% CCMR completion for the graduating senior class and continues their focus to obtain IBC certifications for all students as well. Mrs. Laurence will allocate up to 20% of her time to this project although many of her daily counseling could also be considered a part of the efforts of the project. Because of the overlap in the duties of counseling as well as this project, and with the help of a Student Success Advisor and the steering committee, time will be allotted for appropriate meetings and completion of all aspects of the project. Mrs. Laurence will receive a \$6,000 stipend and each steering committee member will receive a \$2,500 stipend (which does not exceed 20% of the total grant budget) for their extra efforts in this area of work.

3. The district leadership is committed to allowing the EAF lead and steering committee ample time to meet and plan as well as to implement all facets of the project. The campus principal as well as key leaders from the counseling department, CTE department, and the special populations department have been strategically placed and allowed to participate in order to voice the needs of all students in the district. The district's vision, mission, and goals have been adjusted in the counseling realm to include the individual planning system and required trainings have been attended and will continue to be attended by all staff who can support these advising roles. The communications template will be updated and shared with all stakeholders throughout the project and evaluation will occur. All of this will serve to maintain the commitment to prepare all students for postsecondary success on an individual career and education pathway.

4. The steering committee consists of knowledgeable staff members on various levels for the school. One member is the high school principal, Mrs. Nicole Tindol who supports the Project Lead through regular meetings, analysis of data, feedback, and evaluations as well as assistance in completing the various checkpoints of the project. Another member represents the CTE department as the department head and is Mrs. Christina Strnad. She brings a wealth of knowledge from many years in the CTE department and is integral in the high school's goals to better align the programs of study, their integration and communication, and the implementation of IBCs that are both meaningful and useful for all students. The last member of the committee is changing from last year, as staff members have changed, and will now be Ms. Holly Porter who will represent the Special Populations. She will serve to ensure that ALL students regardless of their abilities receive all of the same opportunities and that these opportunities are appropriate for the individual student. Each member of the steering committee will receive a \$2,500 stipend for their work on the project.



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. The first EAF Priority is to complete personal graduation plans focusing on the correct terminology for endorsements, career clusters, and programs of study using SchoolLinks and to have 100% of students obtain this with parent signatures. This is part of the financial literacy and aid expectations and the outcome goal is that by the end of the 2025-2026 school year, we will increase the percentage of 9th-12th grade students who correctly complete a PGP in SchoolLinsk with a parent signature from 0% to 100%. The counselor has individual course selection meetings with each student in the spring to create/update their PGP. This year we utilized SchoolLinks in a whole group lesson prior to this individual meeting. The district needs to get all parents a SchoolLinks account that is linked to their student's account and then have the parent sign/approve the student's PGP and the counselor will obtain this with the support of the student success advisor. We will continue the SchoolLinks professional development for course planning as well as creating accounts for guardians and during a parent involvement night at the campus, introduce parents to SchoolLinks and have them join their student's account so that it can be used in the future for things such as PGPs.

2. The second EAF Priority is to have students pass IBC assessments required for certification within their program of study working towards 100% of students obtaining this. This is part of the career development expectations and the outcome goal is that by the end of the 2025-2026 school year, we will increase the percentage of 11th and 12th grade students who pass IBC assessments required for certification within their program of study from 46% to 71%. We currently offer an IBC at the end of each program of study and evaluate on an individual basis which students would benefit from which IBC and help them obtain that. The counselor will continue to make sure each student is in the program of study that aligns with their career goals and thus obtains the IBC that will most help them in the future with the support of the student success advisor. The CTE director will oversee the IBCs as well. We will continue to attend all Region 13 and other professional development sessions offered on IBCs and alignment so that applicable staff will be informed on IBCs needed for the students as well as monitoring which students need them in order to prepare them adequately. Ordering and administering timelines will need to be implemented effectively by all staff and partnerships will be fostered with all organizations that offer IBCs such as Adobe, NOCTI, Texas Florists, AWS Certified Welding, etc.

3. The third EAF Priority is to have students complete FAFSA or TAFSA applications by attending FAFSA completion workshops AND complete a profile in the College Board’ s CSS Profile for access to scholarships. This is part of the academic development expectations and the outcome goal is that by the end of the 2025-2026 school year, we will increase the percentage of 11th and 12th grade students who compete a profile in the College Board’ s CSS Profile for access to scholarships from 0% to 100% through a completion workshop with students. By the end of 2025-2026, we will continue the 100% completion rate of the FAFSA for 12th grade students as well as increase the percentage of 12th grade students and their parents who attend a FAFSA completion workshop (in person or by zoom) from 0% to 35% or more. FAFSA is a graduation requirement in Thrall and we have a FAFSA information night as well as a help night for those needing help completing it in which we partner with our local junior college, Temple Junior College. We already have 100% FAFSA completion; however the counselor and the student success advisor will strive to have the same success with the College Board CSS profile. Both staff members will attend professional development offered on the CSS profile and its benefits and uses as well as make parents aware through newsletters and parent involvement nights on campus and student class meetings. Materials will be updated and provided to students and parents to include not just FAFSA, but also CSS Profile information.

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

4. The fourth EAF Priority is to have students define personal values, beliefs, and life goals especially for after graduation using the student focus assessment on SchoolLinks as well as other resources. This is part of the personal and social development expectations and the outcome goal is that by the end of the 2025-2026 school year, we will increase the percentage of 9th-12th grade students who complete the student focus assessment on SchoolLinks and continue a step further as to define personal values, beliefs, and life goals from 30% to 100%. We currently use assessments on SchoolLinks as well as individual meetings with students where this goals are discussed; however with the help of the student success advisor, these meetings can become more meaningful and we can make these goals more concrete by implementing them into class meetings, parent involvement nights, and student portfolios. We can utilize teachers, such as the Business English teacher and Financial Math teacher as needed to go over various goals and document them in SchoolLinks. We will make parents aware through newsletters and parent involvement nights on campus and students through class meetings. We will continue to develop the partnership with SchoolLinks and utilize any professional development opportunities in this area as well as utilize documentation in student portfolios from enrichment opportunities for students to further explore their beliefs, such as college visits, career visits, etc.



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.

A variety of methods will be used throughout the school year to monitor progress and ensure successful implementation including tools such as SchoolLinks data, the SIS (Ascender) data, self-created spreadsheets and surveys, and feedback from Region 13 and Temple College. We will gather feedback from students regarding their experiences with career planning and CTE programs as well as utilize data on student enrollment and completion rates in CTE courses. We will conduct periodic analyses of local labor market trends and industry demands as well as baseline data on relevant performance measures before implementing the individual student planning system. We will continuously track performance measure to assess progress and identify areas for improvement and solicit feedback from students, teacher, counselors, and employers to inform program adjustments. We will analyze performance data to identify trends and disparities among student populations. We will measure student participation rates in CTE programs and extracurricular activities related to career exploration and preparation and assess student's master of essential skills such as communication, critical thinking, and problem-solving, possibly through surveys, rubrics, or portfolios. This will be aligned with high-demand careers, career pathways, local labor market demands, and high growth industries as identified in the respective CLNA reports. All data collected will be regularly analyzed and reflected upon through meetings with the counselor and student success advisor as well as through the project lead and the steering committee.

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

Payroll Costs: Adding a student success advisor will help to better meet the needs of each individual student in all GLE Priorities due to the high student/counselor ratio. Our campus is above the recommended ratio (as recommended by counseling organizations) for one counselor and almost above the ratio as recommended by the state; therefore, this would tremendously help with the focus for this staff member being on these GLEs. The payroll costs to account for time spent on the grant will be \$50,000 with an additional \$10,000 to cover employee benefits for a total of \$60,000. In addition, stipends as mentioned above for the project lead and the steering committee will total \$13,500.

Professional and Contracted Services Costs: Ms. Miya Brevard will serve as the EAF Coach at ESC 13 for the grant program. Contracted Services for time spent on the grant support to deliver implementation strategies to the district and working with the project lead will be \$10,500.

Supplies and Materials: \$11,216 is assigned for additional supplies and materials that do not require specific approval.

Other Operating Costs: \$1,000 is assigned for additional operating costs that do not require specific approval.

Total Direct Costs: \$114,286

Indirect Costs: \$5,714

Total of all Budgeted Costs: \$120,000



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