



**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 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.

1. How this program will support individual student planning in the context of comprehensive school counseling:
This program integrates comprehensive school counseling principles by embedding structured, student-centered advising into the academic experience. Students engage in individualized planning that connects their interests, aptitudes, and long-term goals to relevant college and career pathways. Through the collaboration of school counselors, educators, and career advisors, students receive continuous guidance, including exploration of postsecondary options, development of graduation and career plans, and access to tools such as Eduthing and local career assessments. This personalized approach ensures each student builds a clear, actionable plan for their future, fostering academic engagement, career readiness, and lifelong success.
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 program drives innovation in Career and Technical Education (CTE) by incorporating real-world learning experiences and aligning curriculum with evolving industry standards. Through strategic partnerships with local businesses, workforce development boards, and institutions such as El Paso Community College, the University of Texas at El Paso, and Western Technical College, programs of study are regularly updated to reflect high-demand, high-wage career sectors, including healthcare, technology, law enforcement, and advanced manufacturing. Students benefit from access to industry-recognized certifications, dual credit coursework, work-based learning opportunities, and mentorship programs. These experiences not only deepen students' technical skills and workplace readiness but also establish clear pathways to postsecondary education and gainful employment, contributing to both individual achievement and regional economic growth.

Qualifications and Experience of Key Personnel

- EAF Coach** - Who is the EAF Coach and what are their qualifications? What percentage of their time will be allocated specifically to the district to support implementation and what is the ESC fee for the contracted support?
- EAF Project Lead** - Who is the EAF Project Lead and what are their qualifications? What percentage of their time is allocated to this project? How will the district ensure the EAF Project Lead has the appropriate time and capacity to lead this project? How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? Include the stipend amounts allocated for the Project Lead and each steering committee member. (Total stipend amounts for Project Lead and steering committee members are not to exceed 20% of the total grant budget.)
- District Commitment** - Outline the district's commitment to this project. Reference the District Commitments from Lever 1 and Lever 3 of the EAF in your response. Describe district leadership's involvement in the EAF grant from the 2024-2025 school year and the evidence of support shown for this initiative. In addition, how will the district communicate this initiative to necessary stakeholders in this grant project to ensure buy-in and foster an internal culture of advising?
- Steering Committee** - Who are the steering committee members and how do they meet the required criteria outlined in the Program Elements below? How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? Include the stipend amounts allocated for the EAF Project Lead and each steering committee member. (Total stipend amounts for the EAF Project Lead and steering committee members are not to exceed 20% of the total grant budget.)

1. The EAF Coach assigned to the district is Nicole Morales from Region 19 Education Service Center (ESC). Ms. Morales brings extensive experience in college and career readiness, advising frameworks, and statewide initiatives that support postsecondary success. She is well-versed in Effective Advising Framework implementation and provides strategic support to district and campus leadership. Ms. Morales meets with the district four times per year for 8 hours per session, totaling 32 hours annually. This represents a focused, scheduled allocation of her time dedicated to supporting the district's EAF implementation. The ESC fee for this contracted support is determined by Region 19, and is based on the standard ESC service agreement established with the district.

2. The identified EAF Project Lead is Mr. Raymond Bonilla, who currently serves as the District Coordinator. Mr. Bonilla brings a strong background in education and workforce readiness to the role, having previously worked as a Career and Technical Education (CTE) teacher and a high school counselor. His experience in both classroom instruction and student guidance equips him with a comprehensive understanding of student pathways, postsecondary readiness, and program implementation. Mr. Bonilla's leadership ensures that the EAF project is aligned with district goals and effectively supports student success through strategic planning and coordination. To support the EAF Project, the district will prioritize and allocate his time accordingly, adjusting other duties as needed to ensure he can focus on successful implementation. Additionally, support staff and campus-level coordinators will assist with operational tasks, allowing Mr. Bonilla to concentrate on strategic planning, stakeholder engagement, and progress monitoring. This structured support demonstrates the district's commitment to the long-term success of the EAF project.

3. Tornillo ISD is deeply committed to the success of the Effective Advising Framework (EAF) initiative and has prioritized strong leadership and a collaborative approach to implementation. The district has designated Mr. Raymond Bonilla, District Coordinator for College, Career, and Military Readiness, as the EAF Project Lead. He will lead the initiative alongside a dedicated steering committee, with full support from district leadership, including the superintendent and campus principals. This structure ensures alignment with Lever 1: Strong Program Leadership and Planning, as the district has established a clear leadership team responsible for strategic planning, goal setting, and monitoring of advising systems.

From the start of the 2024 – 2025 school year, district leadership has demonstrated strong engagement by participating in EAF planning meetings, coordinating with ESC Region 19, and allocating time and resources to support implementation. In alignment with Lever 3: Internal School Culture of Advising, the district is committed to fostering a college- and career-focused culture by embedding advising practices into school routines, providing staff development, and celebrating student advising milestones.

To ensure stakeholder buy-in and sustain an internal culture of advising, the district will communicate the initiative through parent newsletters, staff briefings, community events, and student assemblies. Advisory goals and updates will be shared regularly with families, faculty, and school board members, reinforcing a shared commitment to student postsecondary success.

4. EAF Committee Members:

Raymond Bonilla - District Coordinator, College, Career, and Military Readiness (CCMR)

Serves as the EAF Project Lead, representing district-level leadership with direct oversight of advising systems, CTE programming, and postsecondary readiness initiatives. Angie Morales - Assistant Principal Provides campus-level leadership and ensures advising practices are embedded into master scheduling, instruction, and campus systems. Alicia Alvarado - School Counselor Brings direct experience in advising, graduation planning, TSIA2 coordination, and college application processes, ensuring that student advising needs are central to planning. Claudia Beanes-School Counselor Brings direct experience in advising, graduation planning, TSIA2 coordination, and college application processes, ensuring that student advising needs are central to planning. Maria Hernandez-School Counselor -Brings direct experience in advising, graduation planning, TSIA2 coordination, and college application processes, ensuring that student advising needs are central to planning. Joanna Hernandez-College Advisor Provides specialized support for college planning, financial aid, application processes, and transition services, ensuring students are prepared and supported through all stages of postsecondary access.

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.

Lever 1: Strong Program Leadership and Planning: Tornillo ISD and campus administrators will fulfill Lever 1 commitments by establishing a clear leadership structure led by Mr. Raymond Bonilla, the District Coordinator for CCMR, who will oversee strategic planning, implementation, and monitoring of the EAF initiative. Campuses will form leadership teams to align scheduling, advising, and student supports with EAF goals, using data to guide continuous improvement. Regular collaboration between district and campus teams will ensure strong program leadership and alignment across all levels.

SMART Student Outcome Goal: By the end of 2025 – 2026, the district will increase the CCMR rate from 87% to 92%, including an increase in TSIA2 performance from 1.5% to 6%.

Targeted Grade Levels: Grades 8 – 12

Targeted Development Area: Career

Key Staff: Mr. Raymond Bonilla (District CCMR Coordinator), High School Principal, HS College Advisor, Academic Counselors, Testing Coordinator.

Strategy: Auditing student Individual Graduation plans and review courses needed for CCMR for enrollment to ensure students are in the correct course sequence.

Staff Training: Teachers, counselors, and campus leadership will receive training on CCMR accountability, TSIA2 preparation, and CTE pathway guidance.

Communication to Stakeholders: The district will share regular updates on CCMR progress with families through newsletters, data nights, and social media.

Advising Resources: A district CCMR Student Tracker will be used to monitor individual student progress toward CCMR indicators.

External Partnerships: Partnerships with regional colleges EPCC will support dual credit course offerings, TSIA2 testing bootcamps, and on-campus advising.

Lever 2: Effective, Well-Supported School Counselors and Advisors: Tornillo ISD and campus administrators will ensure school counselors and advisors are well-supported through targeted professional development, regular collaboration, and clear alignment with EAF goals. The district will provide training on TSIA2 advising, Individual Graduation Plans (IGPs), career pathway guidance, and use of data to track postsecondary readiness. Campus leaders will schedule regular planning time for counselors to meet with students, coordinate with teachers and families, and implement advising systems that promote college, career, and military readiness. This comprehensive support structure ensures counselors are empowered to provide high-impact, equity-driven advising.

SMART Student Outcome Goal: By the end of 2025 – 2026, increase student confidence in decision-making skills from 7% to 15% as measured by counseling surveys and SEL progress tools.

Targeted Grade Levels: Grades 6 – 12

Targeted Development Area: Personal/Social

Key Staff: Lead Counselor, Campus Counselors, Career Advisors, Administrators

Strategy:

Staff Training: Counselors will receive PD in Individual Graduation Plans (IGPs), SEL-based decision-making models, and advising frameworks aligned to CCMR.

Communication to Stakeholders: The counseling department will provide quarterly updates to parents and host SEL-informed decision-making nights.

Advising Resources: Implementation of a structured SEL curriculum and decision-making modules in advisory sessions.

External Partnerships: Mental health agencies (Project Vida) (TCHAT) and non-profit organizations will support social-emotional learning and provide resources to families.

RFA # 701-25-122 SAS # 653-26

2025-2026 Effective Advising Framework Implementation Grant

Page 5 of 9

Goals, Objectives, and Strategies cont'd.

Lever 3: Internal School Culture of Advising: District and campus administrators will foster a strong internal culture of advising by integrating college, career, and military readiness (CCMR) into the daily life of the school. Administrators will ensure that all staff—teachers, counselors, and advisors—are aligned in promoting advising touchpoints throughout the year, such as course selection, career exploration, and TSIA2 preparation. The district will provide resources and messaging that reinforce advising as a shared responsibility, while campus leaders will celebrate advising milestones and create a culture where postsecondary planning is visible, valued, and student-centered.

SMART Student Outcome Goal: By the end of 2025 – 2026, increase college exploration and promotion activities from 2 to 4 per year, reflecting a 50% increase in student access.

Targeted Grade Levels: Grades PK – 12

Targeted Development Area: Academic and Career

Key Staff: Campus Principals, CCMR Teacher, College & Career Counselors, School Counselors, Teachers

Strategy: Conducting CCMR lessons beginning with PK-12

Staff Training: Teachers and advisors will be trained to incorporate career exploration and postsecondary planning into instruction.

Communication to Stakeholders: Schools will publish advising calendars and post-event summaries to build awareness and family engagement.

Advising Resources: Interest inventories, endorsement guides, and career pathway maps will be used in advisory and counseling sessions and counselors will implement lessons to students Pk-12.

External Partnerships: Student visits to colleges and universities, and local employers will support events like career days, college visits, and alumni panels.

Lever 4: Effective External Partnerships: District and campus administrators will actively cultivate and maintain strong external partnerships to support advising and postsecondary readiness. The district will formalize relationships with local colleges, universities, military branches, and workforce partners through MOUs, regular planning meetings, and shared initiatives such as dual credit enrollment, college fairs, FAFSA nights, and military recruitment events. Campus administrators will coordinate with these partners to provide students with consistent exposure to postsecondary pathways, on-site advising, and real-world experiences such as industry tours, guest speakers, and mentorship opportunities—ensuring advising is informed, relevant, and deeply connected to students' futures.

SMART Student Outcome Goal: By the end of 2025 – 2026, increase FAFSA/TASFA completion rates from 72% to 90% among graduating seniors.

Targeted Grade Levels: Grade 12

Targeted Development Area: Financial Literacy and Aid

Key Staff: College Advisors, High School Counselors, Family Engagement Specialists, PEIMS Coordinator

Strategy: Start early providing one on one guidance.

Staff Training: Annual updates on FAFSA/TASFA requirements will be provided to all advising staff.

Communication to Stakeholders: Parent meetings, reminder texts, and bilingual flyers will ensure families are informed and prepared.

Advising Resources: FAFSA completion tracking tools will guide advisor follow-ups, and senior FAFSA checklists will be distributed.

External Partnerships: The district will maintain MOUs with local colleges and community organizations to offer FAFSA completion nights, 1:1 support, and targeted outreach.

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.

EAF Priority 1: Tornillo ISD will monitor progress by tracking a comprehensive set of CCMR indicators, including TSIA2 and SAT/ACT scores, CTE course completion, Individual Graduation Committees (IGCs), and dual credit enrollment. All data will be disaggregated by subgroup to ensure equity-focused decision-making. Tools for data collection and analysis include the Texas Accountability Reports, PEIMS data, TSIA2 score reports, and a district-created CCMR Tracker housed in Eduphoria Aware. District and campus leadership teams will meet monthly to review progress, identify trends, and adjust action plans as needed.

EAF Priority 2: Progress will be measured through pre- and post-assessments that capture students ’ self-perceived decision-making abilities, along with counselor documentation logs and implementation trackers for the SEL curriculum. Data collection will be supported by SEL survey platforms, which ensure consistency and reliability. Counselors will review and analyze student data monthly in collaboration with PLCs to refine advisory content and provide targeted support to students.

EAF Priority 3: The district will track the number, type, and quality of college exploration and promotion activities at each campus, along with student participation rates and post-event feedback. Data sources will include event logs, sign-in sheets, exit surveys via Google Forms, and campus activity calendars. Bi-monthly campus leadership meetings will be held to review past events and plan upcoming ones, ensuring alignment with EAF goals and student interests.

EAF Priority 4: To strengthen TSIA2 and financial aid support for seniors, Tornillo ISD will monitor FAFSA and TASFA submission rates, TSIA2 testing participation and success rates, and the completion of senior advising sessions. Tools such as the Apply Texas and FAFSA dashboards, the College Board TSIA2 portal, and advising session logs (Texas OnCourse or Google Sheets) will be used for data collection and analysis. Monthly FAFSA progress checks will be conducted by campus leaders, while counselors will hold one-on-one data conferences with students not yet on track.

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 (6100) - College and Career Advisor Teacher \$13,000 - Priority 1-2
Expense: TSI Camp, Substitutes Extra-Duty Pay

Professional and Contracted Services (6200) - \$4,000 - Priority 1-4
Expense Service: Support from ESC 19 - College/SEL Motivational Guest Speakers -
Service: Career and Technical Association of Texas Conference, Counselors Conference, Trauma Informed Conference, CCMR Conference,

Supplies and Materials (6300) \$50,000 - Priority 1-4
Expense:TSIA2 - SureScore/Edgenuity Courses, Counseling SEL Programs, Technology programs (Career Inventory) Tracking Tools, Attendance Incentives, Counselor Supplies, Office Supplies, College and Career Supplies, Eduthings, Technology, SEL supplies

Other Operating Costs (6400) \$ 53,000
Expense: College Tours (Grades 7-12) Transportation Expenses/Lodging/Meals - College and Career Fair PK-12 - FAFSA (Grade 122) Nights for families in collaboration with UTEP/EPCC

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
<div></div>	
<div></div>	
<div></div>	
<div></div>	
<div></div>	