



**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.

The EAF Implementation grant will support the continued development and implementation of an individual student planning system within our school counseling program in the following ways:

1) Training Counselors

Funding can support professional development focused on effective individual student planning strategies, use of assessment tools, and career pathways/programs of study.

2) Data Systems and Tools

The EAF funds can support student data platforms that help counselors track academic progress, CCMR completion, set goals - essential for personalized planning. Technology-supported tools (e.g., career and college planning software) enhance the counselor's ability to guide students based on interests, goals, and needs.

3) Targeted Academic Supports

Funds can be used to design targeted supports for students focusing on college readiness assessments.

4) Family and Community Engagement

EAF funding can support outreach and events that engage families in the planning process, making student goals more attainable and supported. The FAFSA/TAFSA Nights and our 8th Grade Pathway Exploration Night supports our students' postsecondary plans.

The EAF implementation grant acts as a catalyst for innovation, equity, and alignment with workforce needs in our community based on our CTE General Advisory Council—ensuring that CTE programs are not only relevant but transformative for student outcomes. We look at regional labor market data, focusing on high-demand, high-wage careers. We want to expose our students to ensure relevant, job-ready skills and real-world, high-skill careers. The career interest surveys completed in junior high serve as the springboard for the students researching and deciding on a career pathway and program of study through an online career exploration tool. Our 8th grade pathway exploration night is a critical piece in this process to meet the teachers and see the classrooms/labs first hand. A focus next year will be educating our CTE teachers and school counselors on CCMR and understanding the required components to be a “completer”, so we provide the best opportunities for all of our students. We want the students leaving our high school to be post-secondary ready for whatever is their pathway of choice.

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.)

The EAF Coach for Waller ISD is LaShonda Evans, Education Specialist. Currently, the steering committee meets with Ms. Evans once a month to support the district in implementing the grant. For the 2024 - 2025 school year, Waller ISD has allocated \$12,000 in the budget with Region 4 to fund coaching support, professional development, and the creation of a district counseling handbook. For the 2025-2026 school year, Waller ISD plans to allocate \$8,000 in the budget for Region 4 coaching support and professional development.

Amy Carranza, the current Director of State and Federal Programs for Waller ISD, will serve as the EAF Project Lead, providing essential leadership and oversight for the district's implementation of the EAF grant. With 21 years of experience in education, Ms. Carranza brings a depth of instructional and administrative leadership to this project. Her career includes: 2 years as Director of State and Federal Programs, 5 years as an elementary principal, 2 years as District 504 Coordinator, and the other years she was a teacher, librarian, AP, and instructional specialist.

For the past 2, Ms. Carranza has been a committed advocate for school counselors, supporting their work and guiding the development of comprehensive school counseling efforts across Waller ISD. Despite the demands of her current district-wide responsibilities, she continues to lead the EAF grant implementation with dedication—often contributing her time outside of the regular school day to ensure fidelity and impact. Ms. Carranza has served on the steering committee during planning and year 1 implementation.

The Waller ISD EAF Steering Committee, led by Ms. Carranza, will meet at least once monthly. Responsibilities are distributed among committee members based on individual areas of expertise. To ensure transparency and accountability, each member maintains a detailed activity tracker documenting their contributions. This system not only reflects the collaborative nature of the project but also supports the documentation required for stipend eligibility under the grant.

Below are the proposed stipend amounts for the Project Lead and Steering Committee members:

Project Lead Amy Carranza (Director of State and Federal Programs): \$4500
Hannah Gates (Director of Accountability and Assessments): \$4500
Jeff Furrh (Director of Student Support Services): \$3000
David Laird (Director of Career and Technical Education): \$3000
Lori Bourgeois (WHS Lead Counselor): \$3000
Christy Smith (Coordinator of Assessments and former JH counselor): \$3000
Betsy Hashaw (Elem Counselor): \$3000

Total Grant Amount Requested : \$120,000 (stipends are \$24,000 or 20% of the grant)

Waller ISD's commitment to this project begins with strong leadership and strategic planning at all levels. The school board was provided an overview of the grant during the May 8, 2025, board meeting as an informational item, ensuring they are fully informed of the positive impact this initiative will have on students, staff, and families. District and campus leaders, along with counselors, receive monthly updates highlighting project milestones and successes. To ensure transparency and community engagement, all related activities and events are communicated through campus newsletters, Blackboard announcements, and grade-level Canvas pages. Strengthening connections with students and families enhances participation and involvement—key elements in building the robust internal advising culture that is essential to the project's success.

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.

EAF Priority 1

1) GLE Priority - 12th grade students complete FAFSA or TAFSA Application

2) Development Area - Financial Literacy & Aid

Grade-level - 12

3) Student Outcome SMART Goal - By the end of 2025-2026, we will increase the percentage of all 12th-grade students who complete the FAFSA/TAFSA from 45% (baseline) to 55% (target).

4) Key Staff - Chief Academic Officer, Director of State and Federal Programs, WHS Lead Counselor

5) Strategy and Training Needs

Our FAFSA completion rate last year was below the state average, which leaves 55% of our students unprepared to enroll in postsecondary institutions. We started FAFSA and TAFSA awareness for seniors and their families in the Spring of 2025 with R4 assistance workshops with the intent of having more FAFSAs completed. We hosted 3 in the Spring of 2025. We would like to offer some next year in December and January, as well as February and March to help our students meet the priority deadlines for universities for awarding financial assistance. We would like to contract with R4 for this activity again in 25-26, as their expert knowledge assists our parents with questions. Would also like to have R4 train the HS counselors on FAFSA/TAFSA, so they can better support our families.

EAF Priority 2

1) GLE Priority - 9th & 10th grade students will prepare for and take the TSIA2 Assessment for enrollment in dual credit courses

2) Development Area - Academic Development

3) Grade-level - 9/10

4) Student Outcome SMART Goal - By the end of 2025-2026, we will increase the percentage of our 9th and 10th graders who participate in the TSIA2 from 17% (baseline) to 45% (target).

5) Key Staff - Chief Academic Officer, Director of State and Federal Programs, WHS Lead Counselor

Strategy and Training Needs

Taking the TSIA2 is needed for dual credit enrollment which impacts our district's CCMR rate - college readiness. Our participation rate for the TSIA2 for 9th and 10th graders in 23-24 was 17%. We are committed to providing the opportunity for more awareness, financial assistance for the cost of the test, and test prep to assist our students. We are doing our first contracted vendor test prep in April 2025 to assist our current 9th and 10th graders. We would like to contract again with Mastery Prep to provide the test prep sessions for our students. We would plan the prep session the day before the TSIA2 is offered. We currently have one scheduled in the 24-25 school year, and we would like to expand to two offerings and two test sessions.

Goals, Objectives, and Strategies cont'd.

EAF Priority 3

- 1) GLE Priority - 11th grade students will prepare for and take the School Day SAT for enrollment in colleges/universities.
- 2) Development Area - Academic Development
- 3) Grade-level - 11
- 4) Student Outcome SMART Goal - By the end of 2025-2026, we will improve our average SAT score (annual graduates) from 910 (baseline - Class of 22-23 to 925 (target - Class of 2026).
- 5) Key Staff - Chief Academic Officer, Director of State and Federal Programs, WHS Lead Counselor
- 6) Strategy and Training Needs

Waller ISD participated in the School Day SAT offered at no cost to our students. It is critical to offer test prep to our students to prepare them for the School Day SAT. We hosted our first Mastery Prep SAT Boot Camp in February 2025 to prepare 100 students for the School Day SAT. We offered 2 sessions of 50 students each, but we could have easily filled 3 sessions based on student request/demand for the test prep. We would like to contract again with Mastery Prep to provide the test prep sessions for our students. We would plan the prep sessions one month prior to our School Day SAT. In 24-25 we offered two student sessions for test prep, but we would like to offer 3 sessions in the future to meet the student requests/demand for the sessions.

EAF Priority 4

- 1) GLE Priority - Students currently enrolled in 2 Career & Technical Education (CTE) courses would advance to a Level 3 or 4 course & earn completer status for their specified program of study.
- 2) Development Area - Career Development
- Grade-level - 9 to 11
- 3) Student Outcome SMART Goal - By the end of 2025-2026, we will increase the percentage of CTE students who graduate with the Completer status from 21.9% (Class of 2024) to 40% (Class of 2026)
- 4) Key Staff - Chief Academic Officer, Director of Career and Technical Education, Secondary Counselors, Director of Accountability and Assessments
- 5) Strategy and Training Needs

For students to maximize their learning within their CTE program of study, there needs to be movement by our students from the beginner levels to the advanced levels of their program of study. This will allow the students to grow within the program and improve the understanding and readiness for future careers. In addition to the student benefits, in new accountability standards for CTE, there is an increased importance for students to earn a completer status within their program of study, in addition to passing the IBC. WHS implemented a new 8th Grade Course Info Parent Night in 24-25 to bring awareness of programs of study and the importance of completing one. We will continue this practice, along with graduation plan meetings for students. We would like to look at secondary counselor training regarding Programs of Study, CTE Benefits, and 4 year graduation plans.

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 - Performance and Evaluation Measures

Review/discuss at monthly EAF meetings

Sign in sheets from sessions

Apply Texas dashboard numbers

Data reflection with the team when completing the Implementation Final Report

EAF Priority 2 - Performance and Evaluation Measures

Review/discuss at monthly EAF meetings

Sign up rosters and sign in sheets from Mastery Prep for TSIA2 sessions

Sign up rosters for campus based TSIA2 testing

Pull TSIA2 data from Accuplacer

Data reflection with the team when completing the Implementation Final Report

EAF Priority 3 - Performance and Evaluation Measures

Review/discuss at monthly EAF meetings

Sign up rosters and sign in sheets from Mastery Prep sessions

Sign up rosters for campus based School Day SAT testing

Participants from School Day SAT testing

Compare data for student body average SAT score vs. students that participated in Mastery Prep session for School Day SAT.

Data reflection with the team when completing the Implementation Final Report

EAF Priority 4 - Performance and Evaluation Measures

Review/discuss at monthly EAF meetings

Review handouts/sign in sheets for training on CCMR, Programs of Study, CTE Benefits, and 4 year graduation plans for staff members

Budget Justification

Describe how the proposed budget will meet the goals of the proposed program. For each category below, include the following: How does this budget category align to one or more of the four EAF Priorities the district has identified? Provide a justification for the specific funding allocations in the proposed budget which may include explanation of pay rates and hours expected for services rendered.

Payroll, Professional and contracted services, Supplies and materials, Other operating costs

6100 Proposed Budget

Amount: \$24,000

EAF Priority: 1, 2, 3, & 4

Justification: Steering Committee Stipends

6200 Proposed Budget

Amount: \$33,169

EAF Priority: 1, 2, 3, & 4

Justification: Region IV Coach Sessions and PD, Mastery Prep Contract for SAT, ACT, TSIA2 Student Sessions, Region IV FAFSA/TASFA Family Nights, Region IV CCMR Training for CTE Teachers and all district counselors

6300 Proposed Budget

Amount: \$48,946

EAF Priority: 2,3,4

Justification: Eduthings for CCMR Tracking for CTE Pathways & IBC completions, Mastery Prep Workbooks for students, TSIA@ testing, Xello for postsecondary research and plans

6400 Proposed Budget

Amount: \$8,575

EAF Priority: 1, 2, 3, & 4

Justification: School Counselor Conference Registration and Travel

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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
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