



**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 Effective Advising Grant will significantly enhance individual student planning within a comprehensive school counseling framework by providing the tools, training, and support necessary to meet ambitious college and4 career readiness goals. This grant will empower school counselors and staff to deliver more targeted, data-informed advising that supports each students unique academic and postsecondary goals. As part of this initiative, the district aims to increase the percentage of secondary students meeting key readiness benchmarks, including raising College Ready Scores or College Prep indicators, College Credit attainment, AP Exam performance, and Industry-Based Certifications (IBCs).

In addition to academic milestones, the grant will support efforts to improve financial readiness and postsecondary planning. These efforts include increasing FAFSA completion rates, more than doubling student completion of the Texas Reality Check Module, and boosting college application rates.

Crucially, the grant will also focus on increasing the advising capacity of all school staff by deepening their understanding of CCMR criteria, graduation requirements, course alignment, and programs of study. This comprehensive professional development will ensure that every student receives consistent, informed guidance that supports their pathway to postsecondary success. We will continue to utilize Schoolinks program in grades 7th through 12th. This programs involves all stakeholders in the student's success.

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.)

1. Jacob Hildebrand is an EAF Coach at ESC Region 11 who meets all the outlined criteria for the role. With 1 year of experience serving as an EAF coach for ESC Region 11 and 6 total years supporting CTE programming, Jacob brings a strong background in K – 12 advising and academic/career development. He has established positive, collaborative relationships with districts across the region and has successfully led communication and coordination efforts on various initiatives. Jacob has a strong understanding of comprehensive school counseling as defined by the Texas Model, making him well-equipped to support effective advising regionally. As part of his responsibilities, Jacob will dedicate 5% of his time specifically to coaching Azle ISD, ensuring tailored support and consistent guidance for the district.

2. Robin Tarpley is our project lead. She will be serving her second year in this role, but it will be her third year on the EAF grant committee. She oversees all counselors and social workers for the district and is in her third year as the district's director of student services. She brings a strong background from both elementary and secondary serving as both a teacher and administrator. Robin also has a strong background in special education serving as a special education teacher for several years. Beginning her twelfth year in Azle, Robin understands the needs and growth of the district.

3. Azle ISD is committed to establishing a foundation for the Effective Advising Grant through strong program leadership and strategic planning. A central component of this effort will be the formation of a dedicated steering committee responsible for designing, implementing, and continuously monitoring a comprehensive individual student planning system. This committee will consist of campus leaders from both the high school and junior high that includes counselors, CTE coordinators and administrators. Their work will continue to focus on guaranteeing that all students receive timely, data-driven support and resources to guide them through key postsecondary milestones, including college applications, financial aid processes provided not only by the high school counselors, but all stakeholders involved in that student's school experience. Through structured planning and oversight, Azle ISD will maintain a cohesive and results-oriented advising framework that is adaptable to student needs and focused on long-term outcomes continuing to utilize the programs like Schoolinks that have been so successful in the past while utilizing our grant funds.

4. The steering committee will consist of the following people:

Robin Tarpley (Project Lead) serves as the Director of Student Services for the district and oversees all counselors and student programs for the district. The stipend amount for the project lead will be \$7000. Carly Case (CTE Administrator) serves as the Associate Principal for the high school and will be the lead at the campus levels for the grant. The stipend amount for her will be \$4500. Brent Craft (Secondary Administrator) will serve as the special programs administrator for the grant. Brent is our special programs administrator at the high school. Brent's stipend will be \$3500. Cheryl Conner (Secondary Counselor) will serve as the counselor lead for the grant. Cheryl is one of our secondary counselors for the district and her stipend will be \$3500. This will be her third year to serve on the committee. Annie Pinion will be our junior high administrator representative. Annie will bring new light to the committee, not only because it will be her first year to work on the grant, but also it is the first time we have had someone from this campus involved in the grant. Her stipend will be \$3500.

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. Increase number of students successfully achieving CCMR Indicators to ensure preparedness for next steps beyond high school

By the end of 2025-2026, we will increase the percentage of secondary students who meet TSI requirements for SAT/ACT/TSIA/AP Exams/College Credits/IBCs as follows: College Ready Score or College Prep from 29% to 45%, College Credits from 45% to 60%, AP Exam Met Criterion from 14% to 30%, IBC Earned from 35% to 50% (Data Source - Abridged Diagnostic District Profile/txschools.gov).

Academic Development - 9th-12th Grade

Key Staff- HS Counselors, HS Administrators, CTE & dual enrollment teachers, COOL Counselor

Using a consistent system of Schoolinks has been crucial in getting all stakeholders involved on where students are in their journey. It has formalized our process of tracking students and given us a better tool for students to be able to see where they are in real time on their educational journey. We will have a more consistent structure for TSIA testing and expectations for this for all juniors and seniors. This will be led by our COOL counselor. All CTE and administrative staff will be trained in Schoolinks and will be apart of meeting with students to ensure they are staying on track with their goals.

2. Educate and inform students and parents of financial impact of CCMR and availability of financial assistance for college through FAFSA and scholarships

By the end of 2025-2026, we will increase the percentage of students completing FAFSA from 67% to 85% (TxCAN FAFSA Completion), and increase the percentage of students applying for college from <25% to >50% and participation in postsecondary affordability informational sessions on scholarships / FAFSA / Financial Aid from 26% to >50%. (Data Source - Abridged Diagnostic - GLE).

Career Development- 7th-12th Grade

Key Staff- JH Project Success Teachers, JH and HS counselors, JH & HS administrators, COOL counselor

We will continue our more structured process for how counselors were communicating the FAFSA application process along with scholarship opportunities through not only their scheduled check-ins with seniors, but also through our COOL counselor. We also created a scholarship hub that was pushed out to all seniors every time there was an update. This will also be updated within Schoolinks. Targeted college visits with our at-risk students will be planned by our COOL counselor, along with a goal to have at least 4 colleges, technical schools or military representation present during student lunches for lunch and learns.

3. Build a culture of advising and guidance for students through an organizational structure to lead students toward grade-level expectations and to inform parents of opportunities and supports available to their child for future preparedness.

By the end of 2025-2026 school year, we will increase student and parental understanding and knowledge of applying for financial aid, scholarships, and college from 59%-70% and will increase the knowledge of ALL students and staff to understand CCMR criteria, graduation requirements, programs of study, alignment of course selections, etc. to support advising students toward CCMR increasing overall CCMR from 65% to 80%.

Career Development- 7th-12th Grade

Goals, Objectives, and Strategies cont'd.

We will present to all secondary staff and counselors at BOY and MOY on CCMR and available opportunities that were specific to Azle. We also had all seniors complete both the Texas College Bridge course in both ELA and math. Students will continue to utilize Schoollinks to connect their interest surveys to their course selections and be better informed of steps towards finishing their programs of study and planning for their future. School Links will still be used in other facets and students were able to being to see the connections between their interest survey and four year plans. Parents will also have more communication given to them about how they can access their students Schoollinks information. We will also plan to do our CTE camps again showcasing culinary, health sciences, robotics, tech & coding and more for free to our students. At the end of these camps we will do a parent showcase explaining the program of study and do a parent and student survey.

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.

We will utilize Schoolinks data, parent surveys, and google forms to monitor progress. Having Schoolinks up and running from the start of the school year will be a huge improvement from year's past.

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 funds will be used to provide stipends for staff supporting key initiatives, including student tracking and staff training. These funds will also support our CTE teachers during CTE camps. This aligns with our districts goals of increasing both student and staff awareness of CTE programs and CCMR criteria. Additionally, this funding supports our efforts in advising and monitoring student progress toward success in TSIA, dual credit, AP, and Industry-Based Certifications.

Our Supplies and Materials fund will be used to purchase SchoolLinks, a comprehensive college and career readiness platform. This tool enables us to administer student interest surveys at the junior high level and facilitates the creation and monitoring of Personal Graduation Plans (PGPs) involving students, staff, and parents. SchoolLinks also tracks CCMR progress and students' advancement toward completing their chosen program of study. It allows students to select their courses in real time as it is accessible both at home and at school. Schoolinks is essential in enhancing engagement and planning accuracy at both the junior high and high school level.

Other operating costs include funds allocated for training opportunities for new staff. These trainings are designed to equip staff with best practices not only in CTE, but also in effective student advising, ensuring they are well-prepared to support student success as expected in the Comprehensive School Counseling Model.

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"/>	
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