



**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 **Baird ISD** CDN **030903** Campus **001** ESC **14** UEI **D7DMPTKP5A8**

Address **600 W 7th** City **Baird** ZIP **79504** Vendor ID **756000148**

Primary Contact **Kortni Collins** Email **kcollins@bairdisd.org** Phone **(325)854-1400**

Secondary Contact **James Stevens** Email **jstevens@bairdisd.org** Phone **(325)854-1400**

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 **Timothy Little**

Title **Superintendent**

Email **tlittle@bairdisd.org**

Phone **(325)854-1400**

Signature

Date **6/17/2025**

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 grant is the tool Baird ISD is utilizing to to reshape the culture of our school and broader community. Using targeted support, strategic planning, and data driven guidance, the grant empowers our educators to move students beyond status quo, by providing and creating personalized pathways that align with student's strengths, interests, and long term career goals. By being proactive we can foster a culture of high expectations and continuous growth, supporting and inspiring each student to reach their fullest potential. As a result, the grant is not just enhancing advising practices, it is driving meaningful change that up lifts our entire community.

By supporting individual student planning for students K-12, the EAF grant is providing structured and scaffolded opportunities for all students to explore careers, assess strengths and interests, and make informed academic, post secondary, and career decisions. Through early exposure in elementary, exploratory learning in middle school, and focused planning in high school, students will be engaged in personalized career pathways that align with their strengths and goals. By integrating STAAR performance improvement, TSI readiness, and career planning, we can ensure that career planning is connected to real outcomes, empowering the students to see a clear path to their future success.

Additionally, this program will foster innovation in CTE programming by enabling academic teachers to become CTE certified and credentialing CTE teachers to administer Industry-Based Certification Exams. This will expand instructional capacity and will give all students greater access to career-aligned coursework and credentials. By embedding industry recognized certifications and aligning career exploration efforts with high- skill, high-wage career pathways, the program ensures Baird ISD graduates are both academically prepared as well as equipped with work readiness skills. Our efforts are aimed at closing the opportunity gaps presented by socio-economic status of our families, to ensure our students are equipped to compete and thrive in our state's evolving economy.

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) EAF coach - Our EAF coach will be Jennifer Seekins from Region 14 ESC. Jennifer is a wealth of knowledge. She is experienced at creating sustainable pathways while providing innovative solutions for districts across the region. Jennifer could spend up to 5% of her time supporting our district throughout the year. We have provided the ESC \$15,000 for this contracted service in the past.

2) EAF Project Lead - Kortni Collins will be our project lead. She is the HS counselor for Baird ISD. Mrs Collins has 10 years of counseling experience, along with a stint at our local workforce development board, on the career education team, supporting initiatives across a 19 county region that connected education to sustainable career pathways. Mrs Collins will use 10% of her time each week to the administrative tasks associated with this grant, much of her normal responsibilities are encompassed and support the goals of the grant. The steering committee has always been a vital part of the success of the EAF grant, by providing guidance, input, and tangible support to the EAF lead. The stipends for the EAF lead will be \$5,000 with the 5 supporting committee members receiving \$1,000 each, for a total of \$10,000.

3) The district has the full support of our school board and superintendent to continue the EAF initiatives and build upon their success. Leadership is actively developing a long-term sustainability plan, including the strategic allocation of district budget funds to maintain and expand these efforts once EAF grant funding concludes. In addition, the district is fostering strong partnerships with our alumni association, parent organizations, and local city leadership to identify and grow new opportunities for students. These collaborative efforts reflect a shared commitment to ensuring that the impact of the EAF initiatives continues for many years to come, providing students with meaningful academic, career, and community-connected experiences.

4) EAF Steering Committee -

Kortni Collins - EAF Lead - HS Counselor \$5,000

Timothy Little - Superintendent (No stipend per Superintendent)

James Stevens- HS/MS Principal (No Stipend per Superintendent)

Michael Waggoner- MS Principal (No Stipend per Superintendent)

Troyce Williams - Elementary Counselor - \$1,000

Roby Waggoner - CTE Director \$1,000

Lisa Johnson - Special Education Lead \$1,000

Cathy Dyer- Dual Credit Coordinator \$1,000

April Gyer - MS Counselor \$1,000

The district will provide opportunities for the EAF grant committee to meet during the regular school day, once a six weeks to monitor progress towards goals, disaggregate data, and plan for activities.

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.

Priority #1) Empower students k-12 to discover and develop career interests through age appropriate career development experiences that begin in elementary school, deepen in middle school, and guide informed decisions in high school.

-Goal - By May 2026 100% of students K-12 will participate in at least 1 age appropriate career development experience, ensuring students are progressively supported in identifying and pursuing career interests aligned with their strengths and future career goals.

-Targeted Area - Career

-Grade Levels- K-12

-Key Staff- If awarded the grant we plan to hire a part time former school counselor who will guide us as we develop PK-12 events, build relationships with community partners, and create a sustainable plan of continued growth in this initiative for our district and community.

Priority #2) Improve academic outcomes for junior high students in Math and Reading STAAR assessments by delivering focused, data driven instruction, timely interventions, and meaningful learning experiences that build confidence and academic mastery.

-Goal- By May 2026 60% of junior high students will meet or exceed the passing standard on the Math, Reading, Social Studies, and Science STAAR assessments, ensuring students build the skills and confidence needed for sustained academic success as they move into HS.

-Targeted Academic Area - Academic

-Grade Levels - 6-8

-Key Staff - JH principal - James Stevens, JH Counselor April Grider, JH Teachers

Priority # 3) Expand access to real-world learning by equipping academic teachers with the opportunity to become CTE-certified and credentialed to administer Industry-Based Certification (IBC) exams, providing students with instruction that aligns with workforce demands and postsecondary goals.

-Goal- By August 2026, at least 5 academic teachers will complete the required training and become CTE-certified and/or credentialed to administer Industry-Based Certification (IBC) exams, expanding student access to real-world learning and career-aligned instruction.

-Targeted Area- academic and career

-Grade Levels - 6 -12

-Key Staff - HS and JH teachers interested in becoming certified to teach CTE courses and/or gain credentialing to certify students in industry based certifications in their CTE area of expertise (ie: welding), HS Principal - James Stevens, HS Counselor- Kortni Collins,

Priority #4) Ensure college readiness for all juniors and seniors by implementing campus-wide TSI testing, aiming for a 90% passing rate through the use of individualized preparation plans, academic support systems, and test-readiness targeted instruction, empowering every student to strive for post-secondary education and training opportunities.

-Goal - By May 2026, 100% of juniors and seniors will participate in campus-wide TSI testing, with at least 90% of students meeting college readiness benchmarks in reading, writing, and math, to become TSI complete, by graduation.

-Targeted Area - academic

-Grade Level- 9-12

-Key Staff - HS Principal- James Stevens, HS Counselor - Kortni Collins, HS TSI prep course teachers, HS Math and ELAR Teachers.

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.

Priority #1) We will administer parent and student surveys following each career development event. These surveys will gather feedback on the relevance, engagement, and impact of the experiences. We will look at these surveys after each event to determine the strengths of the events and where we can improve for the future to meet the needs of our students and families.

Priority #2) We will utilize DMAC benchmarks and data at the regularly planned intervals (approx every 9 weeks) and 1 month before testing, to monitor student growth and academic performance in Math, Reading, Social Studies, and Science. This data will inform instructional planning, guide timely interventions, and ensure instruction remains focused and responsive to student needs. Students who are not meeting data goals will be able to participate in the Cub Club, where students will Connect with master teachers, Understand difficult concepts, Bridge gaps, and prepare for future Success.

Priority #3) We will collect and review data at the end of each semester on academic teacher participation in CTE certification and Industry-Based Certification (IBC) credentialing programs. This includes tracking enrollment in training, completion rates, and credential acquisition.

Priority # 4) we will track TSI participation and performance data for all juniors and seniors at regularly planned intervals throughout the year (approx every 9 weeks). This includes monitoring the percentage of students tested, passing rates in reading, writing, and math, and the implementation of individualized preparation plans.

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- The payroll budget will be strategically allocated to recognize and support teachers' extended efforts in improving student outcomes and time investment in initiatives including: Cub Club academic interventions ,TSIA2 preparation courses , and CTE certification training for academic teachers working toward credentialing to administer Industry-Based Certification (IBC) exams.

Professional and Contracted Services- Contracted services will be utilized to build internal capacity and establish sustainable partnerships that enhance our ability to deliver high-quality academic and career-focused programming, ensuring long-term sustainability of programs that improve student outcomes and expand real-world learning opportunities.

Supplies and Materials

These resources will be used to support the implementation of hands-on, engaging activities and provide students with real-world exposure to future career opportunities through field trips, campus events, and K-12 career-focused experiences.

Operating Costs - Other operating costs support the effective promotion and communication of EAF initiatives and events to our community and stakeholders. These funds are used for materials, media, and outreach efforts that increase awareness, encourage participation, and strengthen partnerships.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

| | | | |
|-------|--|---------|--|
| Group | | Barrier | |
| Group | | Barrier | |
| Group | | Barrier | |
| Group | | Barrier | |

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

☐ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

| | |
|---|----------|
| 1. LEA's student enrollment | 332 |
| 2. Enrollment of all participating private schools | 0 |
| 3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2) | 332 |
| 4. Total current-year program allocation | 5,000 |
| 5. LEA reservation for direct administrative costs, not to exceed the program's defined limit | 1,000 |
| 6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5) | 4,000 |
| 7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3) | 12 |
| LEA's total required ESSA PNP equitable services reservation (line 7 times line 2) | 0 |

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.

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| Amended Section | Reason for Amendment |
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