2025-2026 Effective Advising Framework Implementation Grant
Informal Discretionary Grant (IDC) Application Due 11:59 p.m. CT, June 17, 2023

Texas Education Agency®

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: Canyon ISD | CDN: 191-901 | Campus: | ESC: 16 | UEI:

Address: 3301 N 23rd St. | City: Canyon | ZIP: 79015 | Vendor ID: 1756000321

Primary Contact: Marc Hamil | Email: marc.hamil@canyonisd.net | Phone: 806-677-2602

Secondary Contact: Tricia Cook | Email: tricia.cook@canyonisd.net | Phone: 806-677-2606

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

☒ General and application-specific Provisions and Assurances

☒ Debarment and Suspension Certification

☒ Lobbying Certification

Authorized Official Name: Marc Hamil | Title: Director of Secondary Leadership

Email: marc.hamil@canyonisd.net | Phone: 806-677-2602

Signature: Marc Hamil Digitally signed by Marc Hamil Date: 2025.06.12 14:46:07 -05'00' | Date: 06/12/2025

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.

1.Canyon ISD will use grant fund to support individual student planning through a vertically aligned K-12 system. The district plans to purchase School Links software which will allow the district to track career interests, post secondary goals, and social emotional development of each individual student K-12. This platform will also support career exploration, personal graduation planning and program of study selection. It will benefit the district's individualized counseling efforts by consolidating advising, college and career planning and communication into a single interface. The data collected on each student can be utilized by counselors across time as the student progresses from kindergarten to graduation. Counselors at every grade level can use the data collected to advise and support students with their career plans, academic goals and social emotional outlooks. Parents will also benefit as the platform allows for their access to student plans and exploration opportunities. In summary fully adopting this platform with grant funds will equip the entire district community with the tools they need to foster life long success of CISD students. Our individual student planning will become more robust through our EAF goal focus. Bringing greater attention and focus on IBC completion will ecourage and support students to become career-ready and provide practical, job ready skills. Targeted intervention for college ready test scores will better prepare and enable more students to take advantage of post-secondary education opportunities, as will greater financial aid awareness and support. Increasing competencies in soft skills will provide students with the knowledge and skills they need to succeed in any work environment.
2. School links can also offer innovative solutions to CTE programming and promoting career pathways aligned to high skills, high wage careers or industries. Students will have access to interactive career assessments and virtual job shadows and career videos. As stated above students will have the ability to build custom four-six year programs of study that lead to post secondary opportunities and industry based certifications. The district will also be able to enhance work based learning opportunities by helping connect teachers and students with industry partners and higher education institutions.

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
The EAF Coach will be a Region 16 ESC Specialist with a strong background in school counseling, CCMR initiatives, CTE programming, academic advising, and student wellness. With a proven record in EAF implementation and a comprehensive understanding of advising and mental health, this individual is well-qualified to guide the district in executing a robust EAF plan. The coach will allocate 10% of their time to each of the five implementation districts (totaling 50%), 30% to planning districts, and 20% to broader regional CCMR and CTE support. The contracted ESC support fee is $15,000.

2. The EAF Project Lead
The project lead currently serves as the Director of Secondary Leadership. He brings extensive experience in recruiting, training, and mentoring staff, as well as leading district-wide initiatives such as the Canyon ISD Aspiring Administrator Academy and overseeing the development of the district's course catalog and Career and Technical Education (CTE) programs. The project lead currently dedicates 15% of his time to the EAF grant project. College and Career Readiness is a central theme of his current position and will ensure that there is time for him to lead this initiative. The Canyon ISD steering committee will meet regularly to support this effort. The project lead and the steering committee members will each receive a $1500 stipend for their work on this grant initiative for a total of $13,500.

3. District Commitment
Canyon ISD is fully committed to the Effective Advising Framework (EAF) and actively aligns its efforts with Lever 1: Strong Leadership and Program Planning and Lever 3: Internal School Culture and Advising.
Lever 1: Strong Leadership and Program Planning
District leaders are deeply involved in the EAF grant implementation. Several of the steering committee members are district leaders and have committed considerable time and effort to the planning process. Canyon ISD uses NWEA MAP, STAAR, and standards-aligned DCAs to drive instruction and advising. Data is disaggregated using DMAC, with teachers reviewing data weekly during PLC time. Administrators conduct monthly data digs, and counselors track CCMR progress using district-designed tools. The district has conducted a thorough gap analysis of our advising program and set priorities and goals for improvement. We have identified new areas of focus, planned changes in resources and tools, and selected staff to direct these improvements. Our Director of Counseling , who will serve on the committee, will have regular PLC meetings with district counselors to collaborate on the implementation of EAF priorities.
Lever 3: Internal School Culture and Advising
While district-wide staff advising is a growth area, Canyon ISD is working toward expanding training and communication. Currently, CCMR counselors collaborate on best practices, supported by the CTE coordinator for IBC planning. Students receive individual advising yearly, create four-year plans in 8th grade, and attend a High School Fair. Parents are engaged through meetings, handouts, and course selection processes. The district will communicate to all stakeholders using the district web site, parent square, campus parent newsletters and district social media accounts.

4. Steering Committee Members
Team Member 1 Marc Hamil (EAF Project Lead) Oversees the CCMR initiative for the entire district as part of his job. Team Member 2 (Administrator) Tricia Cook a former district teacher and principal that currently oversees all Intermediate and Junior High campuses. Team Member 3 (CTE representative) Tiffany Hooker has 15 years experience as a CTE teacher. She has also served as an Assistant Principal at a CTE campus and recently she has taken the role of CTE Coordinator for the District. Team Member 4 Montess Callahan (Special Populations Rep) Mrs Callahan oversees all district testing as well as serving as the LEP and Migrant Student coordinator. Team Member 5 Yolanda Delaney (additional support) Yolanda Delaney is a former campus principal and now oversees all the elementary campuses for the district. The committee will also include four certified counselors representing each grade level in CISD. Those counselors are Sasha Reilly, Jill Parker, Lori Salyer and Lauren Enriquez. All steering committee members will receive a $1500 dollar stipend for a total $13500.

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. Priority 1 Provide more opportunities for students to take and pass IBC assessments in the appropriate CTE courses. The aligned SMART goal is to increase the percentage of 12th grade students who complete an IBC from 22% to 27%. Priority 1 will target the area of career development and expectations. Tiffany Hooker (CTE Coordinator and steering committee member) will oversee this effort and she will be supported by the district CTE teaching staff. Staff will be trained in preparing and administering the IBC in their area and communication with staff will be through a weekly CTE newsletter. Secondary counselors will also receive training on this priority through the districts counselor PLC. District CTE advisory board consisting of local business leaders will also be consulted to make sure the IBC chosen are relevant to the area's employers. Canyon ISD will communicate with families will keep the website updated, share CTE updates through Parent Square, and share information at various parent meeting throughout the school year. Counselors will inform students about IBC opportunities through academic guidance sessions and individual meeting using CTE programs of study course guides and CISD formatted brochures.

2. Priority 2 Utilize data to improve the remediation strategies, such as an online targeted interventions within homeroom/advisory periods per grade level. These interventions will support PSAT, SAT, and TSIA2 preparation. The aligned SMART goal will be to increase the percentage of 12th grade students who meet TSI criteria in math and RLA from 76% to 81%. Priority 2 will target the area of academic development expectations. Marc Hamil will oversee this effort with support from the high school associate principals and the secondary counseling staffs. The district will work to build staff capacity and efficacy through frequent check-ins on campus targeting teachers, counselors and administrators who will directly support this effort on campus. Further student preparation will be provided through PSAT, SAT, and TSIA preparations, with teacher training provided by Amarillo College. Students will create college board accounts and access to Khan Academy SAT preparation tools. Priority will also be given to SAT prep during high school activity periods. Parents and students will receive information on the various supports through Parent Square. Campuses will brainstorm various incentives to encourage students to meet their respective preparation goals.

3. Priority 3 Students in grades 9-12 learn how to resolve conflict and set healthy boundaries in their lives. They explore various topics that relate to healthy habits and relationships as they navigate from their first year in high school to implementing these skills to secure a job and or advocate for their needs in their needs in post-secondary settings. The aligned SMART goal is to increase the percentage of 9-12th grade students who complete soft skills training from 50% to 75%. Priority 3 will target personal and social development expectations. Montess Callahan (Director of Student Services) will oversee the program with the support of school counselors, campus principals and campus staff. The district has a k-12 soft skills template that teachers use to work with students in all grade levels. Teachers will be trained in this area though campus counselors. High school and Junior High students will work on resumes, cover letters and interview skills in English classes. All seniors will be interviewed by a business or community leader in their area of interest. Parent Square and district social media tools will be used to communicate with the various stakeholders.

4. Priority 4 Students in grade 12 will be educated on how to access scholarships beginning by completing the College Board's CCS Profile and FAFSA. The aligned SMART goal is to increase the percentage of 12 grade students who complete a CSS profile and FAFSA from 65% to 70%. Priority 4 will target financial literacy and aid expectations. Marc Hamil along with the CCMR counselors for each high school will oversee and support this initiative. The district will use School Links to help support and track data to ensure the maximum number of students can access scholarships and complete their FASFA. . A district scope and sequence will be created to ensure students have at least 4 opportunities during high school to access the needed information. Scholarship information will be provided through the CCMR Counseling Center at each high school. Scholarships are advertised through Campus Counseling websites, school announcements and scholarship assemblies for students and families. We will use Opportunity Plan, Lions Club, and Eduction Credit Union in financial aid parent and student presentations. We will partner with Amarillo College and West Texas A&M's financial aid representatives to help students during multiple FAFSA application events. Counselors will attend College Board trainings at Region 16 to work on CSS profile completion.

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.

For Priority 1 the CTE Coordinator has created a spreadsheet for all district programs of study and the corresponding Industry based certifications. Teachers are reminded about IBC processes and deadlines on a regular basis using a weekly CTE newsletter. The Director of Secondary Leadership and the CTE Coordinator will meet at the beginning, middle and end of year to discuss and update data in the school links and the district SIS. IBCs with the lowest completion rate will be targeted to develop further strategies for growth.

For Priority 2 data will be tracked by CCMR counselors and shared with Associate Principals and the Director of Secondary Leadership through the use of a shared spreadsheet. The Director of Secondary Leadership will update TSI data with the campus associate principals at their scheduled monthly PLC. All stakeholder in this effort will have access to the school links dash board to review data at any point in time. This information will be shared with district leadership and the school board through quarterly board updates. If TSI passing rates fall below goal markers during the year, increased targeted interventions will be provided.

For Priority 3 data will be tracked by the Director of Support Services and campus counselors. Soft skill lesson completion data will be stored in school links and shared at monthly counselor PLCs. District surveys will include questions on targeted soft skills to gather input for future decisions.

For Priority 4 data will be tracked by the campus CCMR counselors. CCMR counselors will update school links with FASFA and CSS profile data on a daily basis. Cumulative data for FASFA completion and opt out will be transferred into the district's SIS annually. The CCMR counselors will also share this data with campus associate principals who will update the district on progress at their monthly PLC to ensure targeted support.

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 -$13500 CCMR Strategic Planning Team will work to make sure all four priorities are implemented with fidelity. Time will be spent outside of normal work hours to make sure that priorities are implemented. Also this team will be required to calendar additional time from their normal job description to meet and plan throughout the 2025-26 school year.

Professional and Contracted Services - $15,000 EAF Coach will provide technical assistance to the district through ongoing coaching, training, support, or other specified services. $68,847 Schoollinks will support priorities 1.2.3 and 4. School links will provide the district with a k-12 solution for career and college planning, career exploration, work based learning, counseling efficiency and communication, parent participation, equity/access for students and compliance. $6000 CCMR Playbook will help build a robust CCMR district alignment and process and will support priorities 1,2,3,and 4. This playbook will help guide the district through strategic initiatives for creating robust CCMR outcomes for every high school campus.

Supplies and Materials- $5,000 Career Fair Expenses (K-4) This program will align with priorities 1,2, and 4. 4th Grade students are given information on careers that stem directly from the agriculture industry in the area. $6003Poster Packages on career awareness. These posters will align with priorities 1 and 3. The posters can be used as teaching tools and as references for students as they consider different career pathways. $1000 General Supplies for special needs of EB population at CHS, RHS and WPHS. This will align with priorities 2 and 4. These supplies will help parents and students complete applications, resumes, and essays. $4650 Career Cluster Banners. These banners display the Career Clusters in appealing and organized manner and will align with Priorities 1 and 3.

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

- [x] 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.
- [x] 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	11,411
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	11,411
4. Total current-year program allocation	117,847
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	117,847
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	10
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	0

CDN 191-901 Vendor ID 1756000321 Amendment #

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