



**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 **Castleberry ISD** CDN **220917** Campus **001** ESC **11** UEI **060663219**

Address **5228 Ohio Garden** City **Fort Worth** ZIP **76114** Vendor ID **756004526**

Primary Contact **Renee Smith-Faulkner** Email **smithr@castleberryisd.net** Phone **817-252-2000**

Secondary Contact **Stephanie Martinez** Email **martinezs@castleberryisd.net** Phone **817-252-2100**

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 **Renee Smith-Faulkner** Title **Superintendent**

Email **smithr@castleberryisd.net** Phone **817-252-2000**

Signature **Renee Smith-Faulkner** Date **6/16/2025**

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.

Castleberry ISD's advising initiative, supported by the Effective Advising Implementation Plan, is designed to strengthen individual student planning within the comprehensive school counseling framework and drive innovation in CTE aligned to high-skill, high-wage careers. 1. Supporting Individual Student Planning through Comprehensive School Counseling: CISD is committed to deepening its implementation of the Texas Model for School Counseling. The model's emphasis on individualized student planning is reflected in districtwide practices. Every student at CHS and IMMS participates in one-on-one planning sessions with a counselor to review graduation progress, assess postsecondary readiness, and design PGPs. These plans cover coursework alignment, endorsements, career interests, and readiness benchmarks for STAAR, TSI, SAT, ACT, and TSIA2. With grant funding, the district will expand the use of Major Clarity (grades 6–12), a digital college, career, and academic planning tool. Beginning in 4th grade, students engage with the platform and continue with structured exploration activities through middle and high school. Special education students receive tailored support through annual transition planning with the Transition Specialist. Counselors will also attend professional learning via platforms like TXCAN, Texas OnCourse, TEA Learn, and conferences to strengthen capacity in delivering individualized student support. Additionally, grant funding will help Castleberry implement a districtwide CCMR tracking system, provide targeted training for counselors and staff, host family engagement sessions, and recognize parent advocates, ensuring a comprehensive and inclusive student planning process. 2. Fostering Innovation in CTE and Promoting Career Pathways: CISD's approach integrates advising, CTE instruction, and work-based learning to foster innovation and support high-demand career pathways. Students have access to more than a dozen CTE programs of study aligned with Texas labor market needs, including Architecture, Graphic Design, Entrepreneurship, Teaching and Training, Cybersecurity, Health Science, and Software Development. The district supports student attainment of IBCs, such as Adobe Certified Professional, Educational Aide I, EKG Technician, Microsoft 365 Fundamentals, NCCER Core, and Patient Care Technician. In 2025, 42% of seniors earned an IBC, demonstrating the impact of early advising, clear pathways, and credential alignment. Castleberry's Work-Based Learning Program provides real-world experiences through internships and job placements in fields such as logistics, retail, healthcare, and government. Students benefit from strong partnerships with employers including DHL, Sam's Club, Hillwood Enterprises, and the Tarrant County Clerk's Office. Special education students in the Community-Based Instruction (CBI) program gain workforce skills through supported volunteer placements. By integrating counseling, CTE, digital tools, and partnerships, CISD equips students to pursue high-skill, high-wage careers through coherent, personalized, and innovative pathways.

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 supporting Castleberry ISD is Stephanie Tennyson, an experienced advisor from ESC Region 11. With 8 years of experience in CTE programming and one year of direct service as an EAF Coach, she brings expertise in K-12 academic and career advising, comprehensive school counseling, and interdepartmental collaboration. Stephanie has built strong partnerships with regional districts and is well-versed in the Texas Model for School Counseling. She will dedicate 5% of her time specifically to Castleberry ISD throughout the grant period to ensure consistent, personalized coaching. The contracted ESC 11 coaching fee for this support is \$14,000.
2. **EAF Project Lead**The EAF Project Lead is Stephanie Martinez, Director of Career and Technical Education for Castleberry ISD. She holds a B.S. in Interdisciplinary Studies, M.Ed. in Educational Leadership and Supervision, and Texas Principal Certification, and has extensive experience leading districtwide CCMR initiatives and supporting comprehensive advising frameworks. She will dedicate 10% of her time to leading this project. In her role, she ensures cross-departmental alignment by coordinating with curriculum, finance, technology, and data departments to implement and monitor the Effective Advising Framework. The district ensures her capacity by integrating this work into her core responsibilities and allocating a \$7,000 stipend to support the additional scope. The EAF Steering Committee will support her by participating in planning, providing departmental insights, conducting gap analyses, and aligning advising goals with student outcome metrics, as outlined in Lever 1, Essential Action 2.
3. **District Commitment**Castleberry ISD demonstrates a strong commitment to the Effective Advising Framework, as shown by strategic investments in personnel, tools, and systems. During the 2024-2025 school year, the district engaged deeply with the EAF self-assessment and implementation plan, identifying gaps in its individual student planning system and aligning its mission and goals to Lever 3, Essential Action 1, ensuring advising systems reflect district priorities and student outcomes. District leadership, including the Superintendent and Executive Directors, supported in the grant planning process and provided formal endorsement through budgetary and strategic support. The Texas Model for School Counseling and Major Clarity have been adopted to drive individualized student planning across all campuses. Communication strategies include presentations to campus leadership teams, staff training sessions, family engagement events, and the recognition of parent advocates. These efforts promote transparency and foster an internal advising culture aligned with Lever 3, Essential Action 3 and 4.
4. **Steering Committee**Castleberry ISD's EAF Steering Committee consists of qualified and diverse educational leaders who meet all program criteria: Stephanie Martinez (Project Lead / District Admin) – Oversees all grant activities and serves as liaison with district leadership. Steven Riewe (CTE/CCMR Counselor, CHS) – Leads CCMR planning and oversees student tracking systems – \$3,000 stipend. Michelle Owen (CTE Specialist) – Brings curriculum and program design expertise – \$3,000 stipend. Sara Horton (Transition Specialist) – Ensures services and advising are inclusive of special populations – \$3,000 stipend. Darla Barnes (CHS Academic Dean) – Provides academic alignment with advising initiatives – \$3,000 stipend. Diana Rodriguez (IMMS Counselor) – Represents elementary and middle school advising needs and implementation – \$3,000 stipend. Each member brings unique knowledge and operational leadership aligned to Lever 1, Essential Actions 2 and 4, ensuring full representation across grade levels, departments, and student populations. The total stipend amount for the Project Lead and Steering Committee is within the required 20% limit of the total grant budget. The district will hold monthly steering committee meetings to guide implementation, conduct data reviews, align tools with grade-level expectations, and evaluate resource effectiveness. This ensures the EAF Project Lead receives strategic input and operational support throughout the grant cycle.

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. The first EAF priority developed by the committee and coach is to increase the amount of 12th grade students passing IBC Assessments that are required for certification. Specifically in SMART goal terms: "By the end of 2025-2026, we will increase the percentage of 12th grade students who earn an IBC from 26% to 32%". This student outcome goal lands in the targeted area of Career Development Expectations (CD) and will be spearheaded by the CTE Coordinator to ensure that each CTE pathway lead teacher is effectively working towards this goal. To help support the CTE coordinator and teachers with this priority, there is a need for maintaining current advising efforts, as well as, further training over IBC practices, CTE vertical alignment needs, and IBC progress monitoring. To begin to address these needs, professional development will be planned around monitoring progress towards IBCs, teacher preparation for IBCs and vertical alignment training between pertinent middle and high school staff. We would also like to send various administrators, counselors, and other staff to conferences such as the CCRSM conference, CTAT, State Counselor Conference, and any other conferences as needed to support this priority. Lastly, continued engagement with families and students, through conferences or the district website, will be a necessity in communicating the importance of Programs of Study and IBCs.

2. Our second priority focuses on 12th grade students applying to 3-5 postsecondary institutions. The goal states: "By the end of 2025-2026, we will increase the percentage of 12th grade students who apply to 3-5 postsecondary institutions from 26% to 40%". This priority falls under the Academic Development Expectations (AD) and will be mainly supported by Castleberry's CCMR advisor, alongside GoCenter staff who are both housed at Castleberry High School. Additional staff might need to assist with the goal and so current and future staff will need to be trained on the purpose of the GoCenter. This will not only help support this priority, but also ensure that staff are better utilizing the GoCenter by knowing exactly when and for what purpose to send students down to these specific staff members. Beginning of the year training for all pertinent teachers, staff and GoCenter members will need to be implemented to help both sides understand expectations moving forward. Similar to above, we will include a GoCenter area on the district's website, sharing the purpose and value of the GoCenter and how students can seek assistance from the GoCenter. More importantly, this will also further help families understand how this established partnership benefits students in achieving their future goals.

3. Provide the information above for the district's third EAF Priority.

12th grade students will define their personal values, beliefs, and life goals

SMART Goal: By the end of 2025-2026, we will increase the percentage of 12th grade students who define personal values, beliefs, and life goals through our CCR advising survey from 50% to 90%. This is a targeted goal for 12th grade students and will impact their academic, career, personal and social development. Key staff members will include counselors and T3 support staff. This goal will include utilizing counselors to engage with 12 grade students to explore personal values, beliefs, and life goals as a key step in preparing the 12th-grade students for their postsecondary journey. These guided discussions help students clarify their purpose, align their educational and career aspirations with their values, and make informed decisions about their future. This will include building out the survey to be more inclusive of the beliefs and personal values that impact life goals. This is part of what students do in middle school and high school but we want to be more intentional and consistent across the grade levels.

Through structured support, counselors empower students to set meaningful goals, explore pathways that match their interests, and strengthen their motivation to pursue postsecondary opportunities. This intentional guidance equips students to make confident, well-informed choices for their future.

4. Provide the information above for the district's fourth EAF Priority.

12th grade students will complete either the FAFSA or TASFA Application

SMART Goal: By the end of 2025-2026, we will increase the percentage of 12th grade students who complete the FAFSA/TASFA from 48% to 60%. The targeted grade level for this goal is 12th graders. This goal will focus on 12th graders completing the TASFA or FAFSA application. Key staff members will include counselors, T3 staff members, CCMR Advisor, and Academic Dean to support this goal. Completing the FAFSA or TASFA is essential for 12th-grade students to access financial aid opportunities that make postsecondary education more affordable and attainable. With targeted support, schools can guide students and families through the application process, help them overcome potential challenges, and ensure they meet important deadlines. By completing the FAFSA or TASFA,

students increase their eligibility for grants, scholarships, and other financial assistance, expanding their postsecondary options and reducing financial barriers to college enrollment. This support plays a vital role in boosting application completion rates and improving access to higher education. This goal impacted the development area of financial literacy and aid. Current staff will need to be trained on the purpose of the GoCenter and when and for what purpose to send students to the GoCenter. This will help to make better utilization of the GoCenter. We will continue to implement the monthly family sessions around financial literacy and aid. We are considering recognizing a Parent Advocate (a current senior's parent who exemplifies success in this priority) who will also communicate with parents across their platforms. To support this priority T3 staff members will meet with 12th grade students to support this priority. In addition, the Academic Dean and counselors will monitor FAFSA/TASFA completion and meet with 12th grade students to counsel in the area of financial literacy and aid.

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: 12th grade students will pass IBC Assessments required for certification. This goal will be introduced to CTE teachers during 2025–2026 back-to-school professional development. Teachers will receive a clear overview of goals, progress monitoring tools, and meeting dates. Student progress will be tracked using IBC-specific spreadsheets and Career Craft. Spreadsheets will log learning progress and testing timelines, while Career Craft will confirm completion and pass status. This data will be reviewed to evaluate progress and identify students needing support or intervention to meet certification goals.

Priority 2: 12th grade students will apply to 3–5 postsecondary institutions. Go Center counselors will track student applications to colleges, universities, trade schools, or military programs. All seniors will meet with counselors to discuss post-graduation plans and identify institutions of interest. Counselors will document applications in a tracking system. Monthly CCMR meetings will include progress updates. If application rates are low, the team will analyze trends and implement adjustments to increase participation.

Priority 3: 12th grade students will define their personal values, beliefs, and life goals. Each senior will meet with a counselor to explore their values and goals for life after graduation. These meetings will be completed by December and logged in a spreadsheet to ensure all students are reached. Counselors will review and update this data regularly. Monthly CCMR meetings will include status checks to determine if progress is on track or if adjustments are needed.

Priority 4: 12th grade students will complete either the FAFSA or TASFA application. Starting in December, Go Center counselors will monitor FAFSA/TASFA completion using their tracking software. Completion percentages will be shared monthly with the counseling team and discussed in scheduled meetings. If completion rates fall behind expectations, counselors will follow up with individual students and evaluate strategies to ensure students complete financial aid applications.

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 – \$34,000 Supports Priorities 1–4: \$34,000 funds stipends for the EAF Lead and Steering Committee members for extended planning and data analysis beyond contract hours. These individuals, counselors, administrators, and specialists, monitor student progress and adjust strategies aligned with monthly CCMR goals. \$10,000 supports after-school and Saturday interventions for students needing help with IBC readiness or FAFSA completion. These funds sustain advising meetings, real-time data tracking, and progress monitoring, addressing Lever 1, Essential Actions 2 and 4. Professional and Contracted Services – \$14,000 Funds the ESC Region 11 EAF Coach, Stephanie Tennyson, who brings 8 years of experience in CTE and advising. Her coaching aligns directly with Castleberry's advising framework. This investment builds staff capacity for individual student planning and ensures the district's advising goals connect to postsecondary outcomes, supporting Lever 3, Essential Action 1. Supplies and Materials – \$45,500 Supports all priorities through resources like graduation planning, college/career journals, FAFSA guides, and goal-setting worksheets. Additionally, digital platforms (CareerCraft, SCUTA, YouScience) enable staff to track student readiness, identify gaps, and offer targeted support. Materials are used in counselor meetings, FAFSA labs, and postsecondary planning events, aligning with Lever 3, Essential Action 4 by promoting student ownership of their planning process. Other Operating Costs – \$26,500 Supports family engagement through events like College Nights, FAFSA help sessions, CTAT and CCMR conference travel, and IBC Celebrations. These gatherings foster a college-going culture and recognize parent advocates, reinforcing Lever 3, Essential Action 3. Costs cover event logistics including food, printing, and setup, ensuring events are inclusive—especially for first-generation families.

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" value="0"/>
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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