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: CLARENDON CISD | CDN: 065901 | Campus: | ESC: 16 | UEI:

Address: 416 S. Allen | City: Clarendon | ZIP: 79226 | Vendor ID:

Primary Contact: Jennifer Bellar | Email: bellar.jen@clarendonisd.net | Phone: 806-310-7220

Secondary Contact: Jarod Bellar | Email: bellar.jarod@clarendonisd.net | Phone: 806-310-7220

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: Jennifer Bellar | Title: Director of Federal Programs

Email: bellar.jen@clarendonisd.net | Phone: 806-310-7220

Signature: Jennifer K. Bellar Digitally signed by Jennifer K. Bellar Date: 2025.06.16 16:24:04 -05'00' | Date: 06/16/2025

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.

Clarendon CISD envisions every student feeling empowered to set and pursue post-secondary goals aligned with their unique passions, interests, and experiences. To help realize this vision, the District will intentionally expand access to real-world learning opportunities by increasing student participation in the newly developed Career Week from 0% to 80%, which will feature a variety of engaging activities across all grade levels, including mock interviews, hands-on experiences, and soft skills development. The district will introduce a College Experience Day—which may include a campus visit or college-focused activities—and will create flexible program schedules to meet the diverse academic and personal needs of students. We will also continue our traditional Elementary Career Day as part of Career Week. Counselors will work closely with parents and guardians to support student planning using Xello and other guidance tools. To enhance career and technical education (CTE), the district will begin implementing iCEV for classroom instruction and certification preparation. Investments will also be made in materials that promote soft skills development. CCISD will continue leveraging Xello for K–12 career exploration and integrate My Texas Future to help students build essential college and career readiness skills. In support of launching a new Program of Study, the district will purchase the necessary instructional materials to ensure its success. For graphic design courses, Adobe software will be essential for delivering the curriculum and will enable students to develop a comprehensive marketing campaign aimed at informing students, families, and educators about upcoming programs and opportunities. We have broadened our CTE programming to better connect students in our rural community with high-skill, high-wage career opportunities. Our goal is to raise awareness of the diverse career pathways available—both locally and beyond—empowering students and their families to explore the full range of postsecondary options. Through hands-on experiences, skill development, and meaningful exposure to postsecondary education, we aim to spark enthusiasm for the future while actively engaging parents and guardians in the journey. We are also committed to increasing parent understanding of the value of IBCs and the doors they open for students. To strengthen this effort, we will enhance family engagement and communication, highlighting the real-world impact of these credentials. To support these goals, CCISD will launch a targeted marketing campaign via ParentSquare, created by our Graphic Design students. This campaign will keep students, families, and educators informed about upcoming experiences and opportunities while showcasing the benefits of CTE participation. Through this initiative, we aim to build strong community support and ensure all stakeholders are invested in our students' 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.)

The EAF Coach - ESC 16 Specialist with extensive experience in school counseling, comprehensive advising, and EAF implementation. Their proven track record supports CCMR initiatives, CTE programming, academic and career advising, and mental health and wellness. Their multifaceted experience ensures they are well-equipped to guide the district in developing a comprehensive and effective EAF plan. EAF Coach will dedicate 10% of their time to each of the partnering districts, totaling 50% for EAF implementation support. Additionally, 30% of their time will be allocated to supporting planning districts, with the remaining 20% dedicated to providing CCMR and CTE support for regional districts. The contracted support from the ESC will incur a fee of $11,000. The EAF Project Lead will be the Jennifer Bellar, chosen for her 29-year background in education, which includes federal programs, school counseling, and comprehensive advising. She has served as the project lead for 3 years. She will dedicate 4% of her time to the project with a stipend of $1300. Over the past three years of the grant, district leadership has consistently demonstrated strong support for the Effective Advising Framework (EAF) by prioritizing the time and involvement of committee members and endorsing the changes driven by identified goals and priorities. Committee members have been empowered to meet regularly, analyze data, set meaningful goals, and implement necessary improvements—resulting in measurable progress within our student advising system, including increased CCMR scores. The District has actively supported the expansion of CTE programs of study, the addition of IBCs, and the early access to dual credit courses for 10th-grade students. They have also facilitated increased opportunities for test preparation and administration. In addressing Lever 3, CCISD district leadership has actively supported and promoted meaningful family engagement activities by allocating dedicated time during the school day for staff to plan, coordinate, and implement these efforts. Events such as Career Day and informational parent showcase meetings have served as valuable opportunities to connect families with resources and guidance related to student planning and postsecondary pathways. The District has hosted Financial Aid Nights and FAFSA Completion Workshops to ensure that families are well-informed about college funding options and have hands-on support in navigating the application process. CCISD will continue to leverage ParentSquare as a central communication platform to strengthen engagement among parents, students, and staff. Updates on classroom and campus activities will be shared through professional development sessions and ongoing email communications to ensure all staff are informed and aligned. The steering committee will comprise five additional members. Total stipends will be $10,750. School Counselor, Former School Counselor (who is now serving as a school principal for 2025-2026) and additional counselor: Both Jenae Ashbrook and Erin Shaw have previously served on the committee. Their expertise extends to CCMR initiatives, CTE programming, academic advising, and EAF implementation, having served on the committee for the past two years. Jenae hosted FAFSA and financial aid nights for families; Erin organized our second annual Career Fair. This year Erin Shaw will be the elementary principal but we think she has been a valuable asset and we have asked her to remain on the team. Both Erin and Jenae will dedicate 8% of their time each (based on 182 days) toward the project, receiving a stipend of $2150 each. We are in the process of hiring an additional counselor (to take Erin's place) with 8% of her time dedicated to the grant with a $2150 stipend. High School Principal Member John Moffett. He has served as our principal since 2021. Under his leadership, we have expanded the number of Programs of Study by 3 and he has overseen and encouraged students to obtain an Industry Based Certification. He has experience in CTE programming, academic advising, and EAF implementation, having served on the committee the past two years. He will dedicate 3.5% of his time, receiving a stipend of $1000. The CTE teacher, Elizabeth Zongker Her expertise includes College, Career, and Military Readiness (CCMR) initiatives, CTE program development, academic advising, and has served on our committee the past 2 years. She will allocate 3.5% of her time and receive a $1,000 stipend. Rebecca Diggs has a demonstrated record of success supporting students across Tier I, II, and III intervention levels. She has served on the committee for 1 year. She will dedicate 3.5% of her time to these efforts and will receive a $1,000 stipend.

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: Clarendon CISD is committed to strengthening Career Development Expectations to better prepare students for postsecondary success and workforce readiness. As part of this effort, students will complete a career interest inventory, submit a Google Form identifying postsecondary institutions of interest, and pursue Industry-Based Certifications (IBCs). By the end of the 2025–2026 school year, the district aims to increase the percentage of 12th-grade students earning an IBC from 8% to 18%.
While IBC opportunities are currently offered, there is a critical need to emphasize their importance to both students and families. At present, many parents are not fully aware of the long-term benefits associated with IBC attainment. Increasing parental awareness of these opportunities is essential to boosting student participation and success. To address this, the district will expand its use of ParentSquare as a communication tool to regularly share updates, deadlines, and information about certification programs and their relevance to future career and college opportunities. Information will also be shared via parent meetings and PGP conferences. Messaging will be tailored to both parents and students to build a shared understanding of the value of IBCs and the pathways they support.To support this initiative, CTE teachers and high school administrators will take ownership of this priority, with continued support from campus leadership. Teachers will receive professional development focused on IBC content, including training on study guides and preparation materials. Staff must be equipped with the knowledge and resources necessary to effectively prepare students for success on certification exams.The district currently partners with NOCTI for accounting certifications and is exploring partnerships in animal science and drone technology programs. In graphic design, Adobe software is required to fully support instruction and curriculum needs. While we are currently utilizing Glencoe accounting textbooks, Teachers Pay Teachers (TPT) resources, and Microsoft Excel, we recognize the need to add the iCEV curriculum and accompanying study guides to enhance and align instruction with industry standards.
Priority 2: As part of the Career Development Expectations initiative, Clarendon CISD will ensure that students in grades 8–12 participate in a college exploration day or campus visit. In addition, by the end of the 2025–2026 school year, the district aims to increase participation in Career Week across grades K–12 from 0% to 80%. While a Career Day is currently in place at the elementary level, the district plans to expand this initiative to include all grade levels. Career Week will feature a variety of activities such as mock interviews, hands-on learning experiences, and soft skills development. For high school students, Career Week will include a dedicated College Experience Day, which may involve campus visits or other college-related activities. The district will also develop flexible program schedules to accommodate students who have commitments that fall outside of Career Week. Both campus counselors will lead this effort with support from high school administration. No additional staffing or professional development is required at this time. ParentSquare will continue to serve as the primary communication platform between staff, students, and families. Staff will be informed about Career Week activities during professional development meetings and through email communications. To further support awareness and engagement, the district will launch a marketing campaign via ParentSquare to highlight upcoming experiences, along with the benefits and opportunities they provide. Clarendon CISD will maintain existing partnerships with local businesses involved in Career Day and actively pursue new partnerships to support mock interview experiences and career exploration. The district will continue its collaboration with Clarendon College and explore partnership opportunities with Amarillo College to bring representatives to campus and share information about available postsecondary programs. To support student growth in career readiness, the district will continue using Xello for K–12 career exploration and incorporate My Texas Future to help students build essential college and career skills. The College Tour series on Amazon Prime will remain a valuable tool for virtual college exploration, and the district is also exploring additional virtual college fair platforms to expand access to postsecondary planning opportunities. Furthermore, Clarendon CISD will explore acquiring materials designed to enhance soft skills awareness and strengthen students' preparedness for real-world success.

Priority 3: As part of the Personal and Social Development Expectations for grades 11–12, Clarendon CISD will implement a Resume Writing Workshop designed to equip students with essential career-readiness skills. By the end of the 2025–2026 school year, the district aims to increase the percentage of 11th and 12th grade students who complete a professional resume from 0% to 80%. The district will select qualified instructors or career counselors with expertise in resume writing to lead the workshop and provide high-quality instruction. Scheduling will be carefully planned to ensure sessions accommodate students' availability. Workshop details will be communicated to students and parents through ParentSquare, as well as through flyers, social media, and direct outreach. This initiative will be led by the High School Principal, with strong support from the campus counselor. Additionally, the Special Education teacher will provide follow-up assistance to students who may need extra help after the workshop. Clarendon CISD will continue utilizing ParentSquare as a central communication tool and will expand collaboration with outside partners, including WTAMU support services, Texas Workforce, Clarendon College, and Jackie Q Inspired Resume, to support students in crafting effective, competitive resumes. The district will also continue using Xello for career exploration and begin training on and integrating the Greenlight AI interview tool to further enhance students' readiness for the workforce and postsecondary success.

Priority 4: As part of the Academic Development Expectations for grades 9–12, we will expand aligned Career and Technical Education (CTE) programs of study and increase Industry-Based Certification (IBC) opportunities based on student interests. By the end of 2025-2026, we will increase the number of students enrolled in program of study tied to their area of interest and aligned with IBC's 15%. To support this goal, the district will introduce one new program of study in the upcoming school year: Travel, Tourism, and Attractions. The following year, we will prepare to launch a second program of study: Diagnostic and Therapeutic Services. This expansion will align with student interests documented on student interest surveys while addressing local labor market demands, ultimately increasing the number of students who achieve "completer" status and also earn an Industry-Based Certification. This initiative will be led by the High School Principal, with support from the campus counselor. No additional staffing or professional development is required at this time. Instruction and certification efforts will be strengthened through the adoption of the iCEV curriculum, which will provide both instructional content and aligned study guides. While the district currently uses a variety of textbooks, iCEV will enhance consistency and rigor across CTE courses. Clarendon CISD will maintain its partnership with Clarendon College and explore potential collaboration with Amarillo College to bring college representatives to campus to inform students about available programs. Additionally, the district will seek to identify and establish local Work-Based Learning opportunities to provide students with real-world experience in their fields of interest.

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.

CCISD will continue to enhance initiatives such as Career Week, College Day, and structured career exploration activities. The district will monitor student participation rates in key events like Career Week, mock interviews, and college visits, as well as the completion of career interest inventories and postsecondary Google Forms. Student and parent feedback surveys will be used to assess the impact and effectiveness of these efforts. Tools such as sign-in sheets, participation logs, Xello completion reports, Google Forms, and ParentSquare engagement analytics will be utilized to track involvement and guide data collection. Campus counselors and administrators will review participation data following each event, and mid-year and end-of-year reports will be compiled to evaluate progress toward the district's goal of achieving at least 80% student participation in career development activities. We will monitor IBC completion data disaggregated by student groups and programs of study to evaluate equity and program effectiveness. Course enrollment in new or expanded CTE pathways will also be tracked, along with student interest surveys to inform future program planning. The principal and counselor will review IBC data each semester to monitor progress, while quarterly check-ins with CTE teachers will ensure consistent curriculum implementation and help identify any resource needs. An annual reflection will take place during the Campus and District Improvement Plan (CIP/DIP) review to adjust programming and ensure alignment with student needs and industry standards. Tools such as Google Forms will be used to collect completed resumes and workshop attendance logs will document student engagement. Special Education staff will document individualized support provided to students requiring additional assistance. We will monitor ParentSquare message engagement metrics as well as parent attendance at CTE events and showcases. Tools such as ParentSquare analytics, event sign-in sheets, and a partnership tracking spreadsheet will be used to gather and organize this data. After each event, the EAF team will hold debrief sessions to evaluate parent turnout and gather feedback.

Budget Justification

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

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

6100: We will allocate approximately $10,750 toward personnel stipends that support the implementation and success of the district's EAF grant initiatives. Stipends for EAF grant team members will support the leadership and monitoring of grant activities, ensuring alignment with district priorities and some will specifically support coordination of Career Week and college readiness efforts, directly contributing to Priority 2 by enhancing Career Development Expectations and Priority 3 by fostering Personal and Social Development. We will dedicate $40,000 toward the continued employment of a second counselor who has yet to be hired. 6200: We will allocate $11,000 for contracted support through ESC 16 for coaching services. 6300: We will allocate approximately $51,400 to support instructional materials, certifications, supplies for events, parent outreach and curriculum resources aligned to the district's EAF grant priorities addressing Priority 1 Career Development Expectations through the expansion of industry-aligned CTE programs, the implementation of certification preparation resources, and the continuation of Xello with the integration of iCEV with enhanced parent contact via ParentSquare. Priority 2 by providing college and career readiness tools, including virtual college fair platforms that allow students to explore postsecondary pathways beginning in early grades. Priority 3 will be supported through the purchase of soft skills curriculum and resources that promote communication and interview readiness while fostering students' personal and social development. Priority 4 will be addressed through academic materials, textbooks, and software needed to launch and sustain CTE coursework for students in grades 9-12. 6400: We will allocate $2,500 for travel to support college and career-focused experiential learning opportunities for students supporting Priority 2. 6600: We will allocate $1,300 to purchase tables and related setup materials to support Career Day and College Signing Day. This supports Priorities 1 - 4.

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

CDN 065901 Vendor ID 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