



**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 Como-Pickton CISD CDN 112-908 Campus 001 ESC 8 UEI YKAKLUK8D99

Address PO Box 18 City Como ZIP 75431 Vendor ID 1751214917

Primary Contact Lou Colvin Email colvinl@cpcisd.net Phone 903-488-3671

Secondary Contact Kelly Baird Email bairdk@cpcisd.net Phone 903-488-3671

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 Dr. Greg Bower Title Superintendent

Email gbower@cpcisd.net Phone 903-488-3671

Signature *Greg Bower* Date 6-12-2025

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.

Como-Pickton Consolidated Independent School District being awarded this grant would greatly improve our ability to deliver individualized student planning as per the Comprehensive School Counseling Program. The grant will allow us to provide students with tailored academic and career advising through data-driven tools, personalized guidance and increased counselor-student engagement. The grant will also help the district to expand the use of technology platforms and assessment tools that help students identify their interests, aptitudes, and long-term goals and then map these goals to relevant coursework, industry based certifications and post secondary opportunities.

The use of this grant will foster innovation in career and technology education by equipping our campuses with resources to revise and expand a high quality CTE program by introducing new course sequences, engaging industry professionals in the classroom experiences, and establishing stronger partnerships with local businesses and post-secondary institutions. This not only aligns our CTE course offerings with the current labor market demands but also ensures that our students are progressing through career pathways which will lead to high-skill, high-wage careers.

Funds from this grant will also help in providing a comprehensive school counseling program. Como-Pickton CISD meets the CTE defined criteria listed in the Eligible Applications section of the Program by being a district categorized as a rural district.

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.)

Kerri Bowles will be our EAF Coach. She is currently and has been the Career and Technology Consultant at Region 8 Education Service Center. She has a BS Degree in Agriculture Science and an M.ED in Educational Leadership. She has worked in the 46 Region 8 ESC districts since 2010. In addition to supporting CTE programming she leads the Advising Supports team at the ESC providing technical assistance and professional development related to graduation requirements, academic planning, and CCMR. She served as the EAF Implementation Coach for Region 8 ESC during the 2024-2025 school year. Approximately 5% of her time will be allocated to support district implementation of the Effective Advising Framework. the ESC contract fee will be \$6,500 for these services as outlined in the ESC Service Agreement catalog for customized technical assistance.

Lou Colvin will continue as the Project Lead for CPCISD and is the district lead Certified School Counselor. She has served 30 years in public education, 21 years as a Professional School Counselor and previously was a CTE teacher and understands well the need for planning and advising in all grade levels of Public School and has a passion for Career and Technology Education. Time allocated to the implementation of this grant will be approximately 15-20%. She has positive rapport with all stakeholders and has complete support of the district administration, who finds this grant valuable to our students. The district eagerly provides whatever assistance is needed. Lou Colvin's stipend will be \$10,000.00. The committee members will also receive stipends based on the amount of time spent on implementing this grant and completing deliverables.

The district is totally committed to this grant. The commitment spans from the top down. The counselor and the advisors have clear roles and responsibilities that are aligned to the Comprehensive School Counseling Program, these roles and responsibilities are supported by the district in every way. The district is committed to the 80/20 rule and goes above and beyond that. They support creating a climate of shared advising and sees that it can only benefit not only the students but also the staff, by having buy in to the students success. The superintendent as well as all administrators promote this grant and have gained buyin from the faculty because of their total support.

CPCISD's steering committee will be made up Kelly Baird, High School Principal, who has over 30 years experience in education and has a vast knowledge of what students need to be successful after high school. He is well respected and has a great rapport with faculty, staff, students, the community and administration. He plays a huge role in making this grant work. His stipend will be 2750.00

Julie Weir is our special populations representative and has over twenty years' experience with special population students and is a beloved teacher and advisor to the students at CPCISD. She works directly with the Special Education Department on students' transition plans, ensuring they are on target and meeting all goals in their IEP as well as being a valuable supporter of all students and faculty in this district. Her stipend will be 2750.00

Michael Bowen is our CTE Director and has a vast knowledge of Programs of Study, CCMR, concentrators and completers as well as CTE funding. He is an asset to this committee and works closely with the School Counselor assuring all students have access to career, college and military advising. The CTE department under his directions has provided training and resources needed to provide the best outcomes for our students. Michael's stipend will be 2750.00.

Lenise Boseman is the Business Manager for CPCISD. She has over 40 years of experience to CPCISD as the Business Manager. She has a vast knowledge of grant spending and is always available to answer questions on how, how much and what grant money can be spent on. Her experience and knowledge is invaluable to CPCISD and the execution of grant spending. Her stipend will be 2750.00

Bobby Mays is our 11th and 12th grade English teacher. He has been in education over 30 years and will bring a wealth of knowledge to the committee as his role and helping monitor the progress for our 11th and 12th grade students. He has far reaching connections to community members, college resources and outside businesses. His stipend will be 2750.00.

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

Prepare for and take at least one college entrance exam and score high enough to be classified as college ready.

SMART GOAL-By the end of 2025-2026 the percentage of 12th grade student who become college ready by a college exam will go from 23% to 50%

GRADE LEVEL- 10-11

DEVELOPMENT AREA-Academic

KEY STAFF-Kelly Baird, Lou Colvin, Julie Weir, ELA/Math staff

STRATEGY-- We will bring in tutors for each test. We will tutor students who have not become college ready in small groups to help ensure students are prepared to take each test. Currently, there is no formal tutoring process in place.

We will need to provide outside tutoring staff to provide small group tutoring for those who need remediation. Classroom teachers will need to support concepts taught by tutorials and administer practice test. Current teachers will seek out training from ESC and other providers to align instruction with college exam content. This goal will be reemphasized to the staff, students and parents about the importance of being college ready. Additional communication will be provided to the parents through emails and social media posts. Parents will be informed of the availability of tutoring, connection of exam score to scholarship opportunities, and the benefit of the college ready standard on exams. Tutoring is provided in the math and English classes. We will partner with Northeast Texas Community College to provide additional tutoring as well as employ a tutor who will meet with small groups of students. CPISD is a member of the LITE Cooperative with Region 8 ESC which provides online software preparation for college entry exams. ACT and TSIA 2 study guides last year, teachers can use these study guides to reinforce learning. CPISD is a member of the LITE Cooperative with Region 8 ESC which provides online software preparation for college entry exams. Training is needed from ESC8 to support implementation of software available.

PRIORITY 2

Complete a profile and actively use their account at least two times per month in the College Board's CSS Profile and Going Merry to access scholarship information and opportunities.

SMART GOAL-By the end of 2025-2026 we will increase the percentage of 12th grade students who research scholarships on College Board's CSS and Going Merry two times a month from 10% to 80 %.

GRADE LEVEL-12

DEVELOPMENT AREA-Financial Literacy

KEY STAFF-Lou Colvin will own the priority and RLA staff will support.

STRATEGY-All 12th grade students will be required to create a profile and actively use a College Board's CSS and Going Merry to increase student's chances of obtaining scholarships. Currently students are not familiar with the CSS website, so promoting it to our qualifying students will need to take place. Currently our seniors create profiles but do not actively utilize the services. We will use our on-campus lab and RLA classes to facilitate active use. Students will complete profiles and check for scholarships during advisory and English periods, which are already staffed with teachers. The counselor will randomly check on students progress. Staff and students will need to engage in this process. We will need complete "buy in" from the staff in order to support this priority. Parents will be advised on the importance of this priority and will have directions on how to create their own Going Merry account. Parents will be given information about the purpose and benefits of the platforms. Our partnership with Going Merry will help support this priority. Partnerships with College coaches from the University of Texas at Tyler will be used to reinforce the importance of scholarships. No new partnerships will be needed. Chrome books will provide a way for student to log on and create accounts and also check their accounts. We have a computer lab at the counseling center for students to use as well. These accounts will be created and monitored during their Senior English Class.

Goals, Objectives, and Strategies cont'd.

PRIORITY 3

Students will research a career(s) and develop a short and long term plan that includes a secondary program of study, postsecondary training, and defines steps needed to be successful in the career.

SMART GOAL-By the end of 2025-2026, we will increase the percentage of 9th grade students who have a completed plan that includes a secondary program of study, postsecondary training, and defines steps needed to be successful in the chosen career from 0% to 90%.

GRADE LEVEL-8-9

DEVELOPMENTAL AREA-Career Development

KEY STAFF-This priority will be owned by the 9th grade ELA teacher. Lou Colvin and Julie Weir will support along with AVID teachers, 9th grade RLA teachers, and CTE teachers and Newly hired Junior High Counselor

STRATEGY-Teachers will be provided with more training on Xello so that they can support the students effort in researching careers.

Teachers will be given a template to use with students and supported in that development. Staff will need continuing training on Xello as well as the students so that they are aware of all of the tools that are available to them. Family will be made aware of the Xello program and the tools that are available to their students so they can provide insight to some of the careers as well as researching on Xello. ELA teacher will be provided instructional activities from ESC RLA Consultant. We currently have a partnership with Xello through our Region 8 Service Center. If additional training or information is needed on Career Clusters we will ask for guidance, ideas and information from our CTE Specialist at Region 8 Service Center. ESC RLA consultant is available for assistance on instructional unit. We currently have Xello and it will be used to help with researching Career Clusters. Since this priority will be addressed in 8th grade AVID, all AVID strategies will also be used to help meet this priority, these AVID strategies are learned through AVID workshops and continuing education.

PRIORITY 4

Create a resume and participate in mock job interviews.

SMART GOAL-By the end of 2025-2026, the number of 11th grade students that have created a resume and participate in a mock job interview from 0% to 95%.

GRADE LEVEL-11

DEVELOPMENTAL AREA-Career Development

KEY STAFF-Michael Bowen will own this priority and be supported by other team members, CTE teachers, and community business owners.

STRATEGY-Students will create resumes in their 11th grade English Class. We will bring in outside professionals to assist in preparing resumes and also to conduct mock interviews. Students will discuss and become more aware of the importance of strong interviewing skills and an accurate and up to date resume. Having outside participants should help to emphasize the importance of these skills. We will need to engage CTE teachers to support this in their classes. We will support family engagement through social media and other communication channels. We will partner with our local Workforce Solutions Board staff to conduct resume writing workshops.

Businesses in the community and in neighboring towns have agreed to help with mock interviews. No advising materials already exist for this priority. We will need to gather resources to help with the resume and with the mock interviews.

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- High School Principal will assign students to advisory periods with Math and ELA Teacher for remediation until the TSIA is passed. All students who have not been successful on will be assigned to a Bootcamp lead by an out side provider to emphasize the importance of this Priority. The tools used for this priority will be the scores on the exams, we will look to see what areas are needed to be improved in and make those areas that need improvement a priority for remediation.

PRIORITY 2-The Senior ELA teacher will work with Senior students during class to create the College Board' CSS profile and Going Merry accounts. The teacher will submit a spreadsheet of days students worked in these platforms and submit to the Lou Colvin who is the key staff on this Priority.

PRIORITY 3-Monthly checkings with 8th graders beginning the process of picking a Program of study that aligns to a career choice using a template provided and with logins to Xello. 9th grade students will also be monitored in the same way. This process will be monitored by the Lou Colvin, High School counselor, new hire JH Counselor and all CTE teachers . This priority is owned by Lou Colvin and Julie Weir.

PRIORITY 4- This priority will be monitored by how many 11th grade students have completed a resume. This will be a gradeable assignment for the 11th grade English students and will be updated several times during the year. All CTE classes will work on mock interviews in the CTE classes. Michael Bowen, CTE director will own this Priority.

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-Stipends for Lead and committee members to implement the grant, total stipends 24,000.00 Partial salaries to faculty to promote financial literacy for 12th grade students (Priority 2), tutoring and administering college readiness exams (Priority 1), CTE teachers to take field trips to post-secondary institutions and work places to investigate careers, AVID teachers to investigate Programs of Studys and connected careers and enable Junior High Counselor to monitor progress (Priority 3).

Professional and Contracted Services- Region 8 Grant Coach (6200.00)AVID membership, and Counselor support. These will be applied in all Priorities in various ways.

Supplies and materials- Lifetrack-to track graduates -750.00, Texas College Bridge (1000.00) for increased CCMR points and tutoring for TSIA, Texas School Procedures to help with keeping up with all Texas laws and procedures. This will be applied to all Priorities in various ways.

Other operatiing cost-Avid registration and conference, Counselor travel and fees and dues and educational field trips to work places and post-scondary institutions. This will be applied to all Priorities in various ways

Equitable Access and Participation

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

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

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

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

☐ Yes ☒ No

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

Are any private nonprofit schools participating in the program?

☐ Yes ☐ No

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

5A: Assurances

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

5B: Equitable Services Calculation

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

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
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