



**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 CDN Campus ESC UEI
Address City ZIP Vendor ID
Primary Contact Email Phone
Secondary Contact Email Phone

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 Title

Email Phone

Signature Date

Shared Services Arrangements☐ Shared services arrangements (SSAs) are NOT permitted for this grant. .**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2026 Effective Advising Framework District Planning Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 Effective Advising Framework District Planning Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program

1. How this program will support individual student planning in the context of comprehensive school counseling, and 2. How this program will foster innovation in CTE programming and/or promote career pathways aligned to high-skill, high-wage careers or industries.

The students of Hereford ISD are currently significantly underperforming relative to state averages in college readiness and college going rates. Although right at the state average for industry-based certification attainment, career readiness does not currently fill the gap of those not pursuing postsecondary education. The program and processes that we have been able to start with the planning grant and year one implementation grant and plan to continue and expand with additional implementation grant funding, focuses on career exploration and better preparation for postsecondary opportunities.

As evidenced by the priorities and goals listed in the application, we are targeting student planning aimed at career exposure and more in depth career exploration and preparation. This serves both purposes of student motivation for success in school and completion of CTE programs of study culminating in the attainment of an industry-based certification and preparedness to pursue postsecondary training, particularly in pathways aligned to high-skill, high-wage, and/or high-need industries in our rural area. This will include working with partnering with school district departments and local businesses to continue to find innovative ways to provide work-based learning for students to make real world connections.

The other focus of our programming is to help students plan and better prepare for the rigor of training after high school. This includes admissions and scholarship application completion, financial aid education and application completion, and improved instruction and preparation for college admission and placement testing.

Qualifications and Experience of Key Personnel

- 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?
- 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.)
- 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?
- 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 will be a Region 16 ESC Specialist possessing extensive experience in school counseling, comprehensive advising, and EAF implementation. This individual's qualifications include a proven track record in supporting College, Career, and Military Readiness (CCMR) initiatives, CTE programming, academic and career advising, and mental health and wellness. The EAF Coach will dedicate 10% of their time to each of the partnering implementation 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 \$15,000.

The EAF Project lead will be the district's Director of Support Services, whose supervisory duties currently include both the Career and Technical Education (CTE) for the district as well as the district's counseling team. This individual has a total of 32 years of experience in education with 26 as a professional school counselor and 9 years as a district counselor leader, and has served as the EAF Lead the past 2 years. With the addition of district and high school staff and subsequent re-division of duties, the Director of Support Services will have more time to devote to the CTE and counseling programs. 5% of the director's time will be dedicated to initiatives directly related to the EAF implementation. A \$5000 stipend will be allocated for the project lead.

Through the planning year and the first year of implementation, the district has supported the initiatives, priorities and goals of the EAF and steering committee and allowed time and space for committee planning meetings. The superintendent and high school principal have reviewed the data and have subsequently supported the goals and programming of the EAF grant. Last year, this included career exploration, CTE program of study completion and preparation for postsecondary training. There was a push from the administrative and counseling staff for an increase in the student completion of both endorsements and CTE programs. This push was supported by the superintendent and central office curriculum staff. Space and time was allowed to implement the college exam preparation curriculum and boot camps which resulted in better TSIA2 scores for the campus. The high school principal is continuing support for 2025-26 with staff, space and time for a course dedicated to help seniors fill gaps in postsecondary preparation and applications. The district has also invested in the addition of a high school counselor for the 2025-26 school year to lower caseloads and pair with administration to better help students.

Principals at the middle schools and elementary schools were also supportive by allowing additional career exploration lessons by counselors and teachers and experiences such as field trips for students. We plan to increase teacher participation in the advising process in their roles of preparing students academically for postsecondary opportunities and to engage more in conversations with students about their future plans and goals. Involvement with parents and the community has also increased with additional parent education and FAFSA application opportunities and academic and CTE/Career focused events partnering with Amarillo College and local community business partners. We will increase communication about our initiatives through social media platforms, and ThrillShare and Class Dojo will be leveraged to encourage parents to actively engage in discussions regarding guidance lessons with their children. Recognizing that not all community members are active on social media, we plan to use various community hubs such as churches, local businesses, grocery stores, and the KPAN radio station to promote events.

Along with the project lead, the following members will make up the steering committee. Representing the district's counseling team, both a middle school counselor and elementary counselor will be included. These individuals bring grade level expertise and serve as liaisons to other counselors and campuses. Representing CTE is the district's CTE counselor who also serves as the high school lead counselor. This person brings a wealth of knowledge to the committee regarding programs of study and certification opportunities. Special populations are represented by the district's special education transition coordinator who is also the lead special education teacher at the high school. This knowledge and experience with helping students with special needs transition to postsecondary options sheds light on the unique needs of students with differing abilities. The final member of the steering committee is the high school postsecondary advisor. This individual works closely with the high school counselors to help students with college admissions testing and applications as well as scholarship and financial aid applications. Due to the extra time dedicated to the EAF goals, the CTE counselor will receive a stipend of \$3500. All other steering committees will receive stipends of \$1875, for a total of \$16,000. Each member has served on the committee this past year and has put in the extra time and work needed to accomplish our goals.

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.

The first priority is for students to explore and earn industry-based certifications (IBCs) based on career interest. This priority falls within the development area of career development expectations and will target students in grades 11-12. Our goal will be that by the end of 2025-2026, we will increase the percentage of 12th grade students who have earned an IBC from 36% to 46%, an increase of 10%. This priority will be led by the CTE counselor and supported by the CTE teachers and director as well as the high school administration.

The first step in the strategy is to continue to advise students to work toward completion of a CTE program of study and attainment of an IBC. This push includes both student advising about the available programs and certifications and the policies regarding schedule changes and the availability/limiting of free period for seniors. Updating the policy for free periods also serves as an incentive for seniors to meet goals early. This strategy will also include increasing communication and education with parents and the community regarding available programs and certifications so that students are also being advised at home and in the community to strive for completion and certification attainment. We will require staff to have a plan for professional development to align with their IBCs. Another potential program shift will be to investigate which certifications could potentially be offered in Level 3 CTE classes rather than Level 4, so that more students have an opportunity to become certified a year earlier.

Other steps in the strategy involve better utilizing community education and business partners. We are working with Amarillo College to expand technical dual credit options so that interested students leave Hereford High School well on their way toward a technical degree. We are also working with community business partners to expand work-based learning opportunities for students to increase exposure to real world experiences and motivation to complete programs and earn certifications to prepare for both education and work after high school.

The second priority is middle school career exploration. This priority also falls under career development expectations, but will target students in grades 6-7. Our goal will be that by the end of 2025-2026, we will increase the percentage of 6th and 7th grade students who complete a career exploration module from 0% to 90%.

Prior to the 8th grade career investigation class, students in middle school have not had many opportunities for career exploration. The junior high counselors will create and deliver lessons and will be supported by the junior high administration with the dedication of time for the lessons and support regarding teacher participation. The CTE counselor will also support lesson development, particularly with information regarding available programs at the high school and postsecondary options.

The first step in the strategy will be to coordinate with the junior high administration and teachers to find a dedicated time for lesson delivery. The next step will be to utilize resources such as Choice360, MyTexasFuture, and Texas OnCourse to create lessons. Our counselors will train on these programs with the support of Region 16. The third step will be to coordinate with the high school staff to offer tours of the CTE facilities and programs to the junior high students. To increase success in this priority, we also plan to increase communication with teachers, parents and the community regarding the variety of opportunities offered to students through CTE at Hereford High School through social media and ThrillShare. An increased awareness of the programs and certifications will serve to increase support from parents and community members for students to explore and pursue opportunities.

The third priority is for students to attend a financial aid information session with a family member. This priority is in the area of financial literacy and aid expectations and will focus on grades 11 and 12. Our goal will be that by the end of 2025-2026, we will increase the FAFSA completion rate from 55% to 60%. The leads on this priority will be the high school counselors and postsecondary advisor with support from all high school staff to communicate with students the importance of applying for financial assistance for postsecondary training.

The first step in the strategy will be to share information with teachers in one of the fall professional development days. The second step in the strategy will be to collaborate with our postsecondary partners, especially Amarillo College and WT, to increase the number of opportunities for students to attend financial aid information sessions with a family member, including additional evening and day time sessions. The third step will be to utilize the district's expanding communications department and outside media outlets to better advertise the opportunities and encourage family members to attend with their students. For more successful implementation of the financial aid information sessions, we need additional marketing materials and updated educational materials. These materials need to be in both English and Spanish to support all students in the district.

The fourth priority is to expand career awareness and connect education to the world of work. This priority is also in career development expectations and is intended to include all students in the district. The goal will be that by the end of 2025-2026, we will increase the percentage of all students who participate in career week from 0% to 90%. This priority will be owned by the counseling department with the support of all district and campus staff in order to continue the shift across the district toward effectively guiding students to postsecondary success.

The first step in this strategy is to plan the career week activities for grades PK-12. This will need to be a continued focus in the district counselor PLC meetings throughout the year so that the week implemented toward the end of the school year is a success. Students at the older grade levels can be utilized to help with the creation of activities for younger students. The second step in the strategy will be to engage the support of local business partners for information, presentations, and possibly giveaways. The third step in this strategy will be to create district-wide staff enthusiasm for the week's activities as it will take entire district support and involvement for the activity to be a success.

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, we will monitor IBC attainment on a shared spreadsheet of IBC attempts/successes are recorded. Using the data collected, administrators and the CTE counselor will communicate and provide assistance to teachers and students to ensure that students are continuing in their chosen program of study and have what is needed for success on the certification measures. At the end of the year, we will assess strategies for improvement for the lowest IBC attainment areas.

For Priority 2, progress will be monitored initially through check-ins with the counselors for lesson development/delivery. The percent of students participating in the lessons will be monitored by attendance records and reports from the on-line resources used Pre- and post-tests and surveys will be used to monitor learning and engagement. This data will be used for continuous improvement of lessons and activities as well as the structure and timing of the delivery.

For Priority 3, progress will be ultimately monitored by records on FAFSA completion. Throughout the year, progress will be monitored by attendance at financial aid information sessions documented by event sign-in sheets. If completion rates fall below expected levels, we will develop strategies to increase student and parent engagement. We will analyze the correlation between students who attend an information session and those who follow through with both the student and guardian parts of the FAFSA in order to continue to implement strategies that lead to FAFSA completion.

Priority 4 is a week-long, district-wide initiative. Initial monitoring will need to include check ins at and dedicated time at each of the monthly district counselor meetings regarding the planning of activities. After the event, pre- and post-assessments for students and surveys for students, staff and community participants will be utilized to analyze and reflect on student learning and the perceptions of the processes and activities of the week as a whole. We will evaluate the final data and make plans for needed changes and improvements for the next year.

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

The budget for payroll will support the extra work time and duties needed to meet the priorities of the EAF steering committee. The budget includes an estimated 125 hours by the project lead and 87.5 hours by the CTE counselor at a pay rate of \$40/hour. All other members have an expected 52 hours of dedicated EAF work time at a pay rate of \$36/hour.

The professional and contracted services will include the technical assistance of the ESC coach who will help with data tracking and priority goal completion throughout the year. It will also include a district-wide career and college exploration platform specifically supporting Priorities 2 and Priority 4 as well as overall secondary student planning and advising. Also included are counselor tools for scheduling and tracking student CCMR measures supporting Priority 1 and increasing overall CCMR rates. A continuation of the college exam study curriculum and boot camps is also included to continue the success seen in the previous year.

The supplies and materials budget includes advising materials and marketing materials addressing communication needed for students, parents and the community in all priorities. This will include available CTE programs of study and industry-based certifications (Priority 1), FAFSA/TAFSA information (Priority 3), and educational information for lessons on general career and postsecondary options (Priorities 2 and 4). The budget also includes hands-on career exploration lab modules for middle school to increase engagement of middle school students in course selection and decision making (Priority 2).

Other operating costs budgeted include student travel, supporting Priority 2 and Priority 4 with field trips for younger students to visit the CTE facility and for all levels to have opportunities for postsecondary visits. Also included is staff development, supporting Priority 1 through training for CTE teachers to improve IBC attainment rates.

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	
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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)	

Appendix I: Amendment Description and Purpose

(leave this section blank when completing the initial application for funding)

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

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Amended Section	Reason for Amendment
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