



**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.

This program is integral to support individual student planning in the context of comprehensive school counseling because we are small and the funding helps provide partial salaries and stipends for personnel to help create the systems for success with graduation plans and college, career, military readiness. Our school is less than 150 students with only 6 teachers, one superintendent, no principal and a part time academic counselor so we need the support and framework for our infrastructure to best support students in their high school endeavors as well as future endeavors.

This program has fostered innovation in CTE programming that students have high interest in and that will lead to guiding them through towards careers for after graduation as well. Our campus has not had any of these items in place prior to the grant and we have grown exponentially in implementation year 1 and we are super excited to plan for year 2 of implementation and our new, plus continued goals.

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.)

1. EAF Coach - Who is the EAF Coach and what are their qualifications?

Xochitl Martinez

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? The fee will be \$8,000 this year with a minimum of meeting 5 times a year. We have 2 hours every other month planned out.

2. EAF Project Lead - Who is the EAF Project Lead and what are their qualifications?

Mariah Ingram, Superintendent, supported the project lead for last year with all meetings, deliverables, and scheduling of PD, testing cadence, budget, etc.

What percentage of their time is allocated to this project? 20 % of the time

How will the district ensure the EAF Project Lead has the appropriate time and capacity to lead this project? I have managed that all needs were met last year in support of the steering committee and project lead. I use the Google calendar invites to manage and timeline out all grant expectations. We also have designated Professional Development days dedicated to the EAF grant as well as the timelines, cadence, and deliverables.

How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? We are small enough and have designated PD days that are written in our contract.

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.)

6100 Payroll

Educational Aide/District Testing Coordinator \$18,550

Tutor \$1,450

Program Director \$4,000

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

10th grade students complete the PSAT exam. 11th grade students complete the SAT, ACT, or TSIA 2 exam, 12th grade students who have not already, will complete the TSIA2 exam. Academic Development is the category we will target this year with extra focus on PSAT, SAT, and ACT. The TSIA 2 exam was an accomplished goal for us last year and we want to continue to focus on that as well for 10, 11, 12.

We will increase the percentage of all 10th grade students who complete the PSAT from 0% (baseline) to 50% target by the end of the year 25-26. By the end of 2025-2026, we will increase the percentage of all 11th grade students who complete the SAT/ACT/TSIA2 from 24-25 year to 90 %. By the end of 25-26, we will increase the percentage of 12th graders who complete FAFSA applications. KAPS will utilize our advisory period daily to serve as a tutoring session in core subjects and/or intervention for core subjects. Students are to monitored for academic needs and progress with a core teacher that fits their needs. Faculty will design and facilitate their lessons plans are the TEKS to promote better academic knowledge.

For our teachers and administration we will focus on professional development and training through Region 13 and the High School Advising Coop we will be joining. We have the projected workshops on our calendar already. We need to ensure that appropriate staff has been trained to set up testing, prep testing, and facilitate testing. We will use Bright Arrow to communicate, our webpage needs to be updated, we can include this information on registration night and/or open house. We could use existing external partnerships if needed such as the Wimberley View and/or the local Wimberley Radio station. This would be for sharing KAPS specific gools of individualized internal culture of advising for families in our community to witness and create interest in our school growing and meeting the needs of high school students in our area. We currently use Imagine Learning and College Board. \$7,000 for Imagine Learning.

Priority 2

9th grade students explore career interest and enroll in aligned CTE coursework for the current or following year. Career Development 9th grade

By the end of 25-26 we will increase the percentage of all 9th grade students who get exposure to CTE opportunities from 2024-2025's baseline to 75% target. By the end of 25-26 we will increase the percentage of all 9th grade students who have enrolled CTE coursework from 24-25's baseline to 10 % higher.

We will align CTE classes and guest speakers to explore the career opportunities in CTE courses, including courses that explore, not only academics. We will have specifics when the Master Schedule is completed.

Teachers and administration

We will support teachers instruction and curriculum for CTE courses during Professional Learning Community days.

We will strengthen our relationship and collegiality with Region 13. Region 13 will come out for training days/PLCs at least twice a year.

Region 13

We currently exploring advising materials with guidance from the ESC.

Goals, Objectives, and Strategies cont'd.

Priority 3

12th grade students complete FAFSA or TAFSA application. Financial Literacy and Aid

12th grade

By the end of 2025-2026 we will increase the percentage of all 12th grade students who complete the FAFSA/TAFSA and CSS profile from 2024-2025's baseline to 10% higher.

We have established a FAFSA coordinator/teacher leader to plan at least 2 FAFSA workshops. We will continue to follow up the following week with parents who may need help with the applications.

teacher leader/Senior sponsor, administration

We will need to ensure the new Senior sponsor or teacher leader knows the timeline for the FAFSA nights and organization of students to complete the application. Other than providing the designated time to complete the FAFSA, we will follow up with students over the next several months to ensure our seniors all have applied for FAFSA. Also, by using the students' school email, we will be able to keep track of how many students completed the application.

"Will work on exploring and building external partnerships with local, regional, state, and national college advising programs and organizations specifically around FAFSA preparedness and training. We are exploring local and regional college advising programs for potential partnerships."

Whatever is provided by the state and/or College Board Big Future, and universities. Will explore FAFSA supports via partnerships with state and regional organizations such as TxCAN (Texas College Access Network, uAspire, Texas OnCourse, and ACC.

Parent engagement night \$300

We will need to ensure the new Senior sponsor or teacher leader knows the timeline for the FAFSA nights and organization of students to complete the application. Again, here we would make sure that the Senior sponsor or teacher leader attends the High School Advising Coop meetings scheduled in order to learn and grow as well as creating a network of support for the future years to come at KAPS.

Other than providing the designated time to complete the FAFSA, we will follow up with students over the next several months to ensure our seniors all have applied for FAFSA. Also, by using the students' school email, we will be able to keep track of how many students completed the application.

"Will work on exploring and building external partnerships with local, regional, state, and national college advising programs and organizations specifically around FAFSA preparedness and training. We are exploring local and regional college advising programs for potential partnerships."

Whatever is provided by the state and/or College Board Big Future, and universities. Will explore FAFSA supports via partnerships with college advising programs, such as College Possible. Will explore partnerships with state and regional organizations such as TxCAN (Texas College Access Network, uAspire, Texas OnCourse, and ACC.

Parent engagement night \$300

Priority 4

9-12th grade students will complete a personal graduation plan conference.

Personal and Social Development

9, 10, 11, 12

By the end of 25-26 we will have 100% of students participate in their annual PGP conference with 50 % of each grade completed by January 31, 2026

We will align transcripts, attendance records, and current schedule to create the personal graduation plan for each student.

Registrar, Academic Counselor, and Superintendent

We are staffed appropriately at this time as we are a small, one school, school district.

We will mail and email PGPs to all students for communication purposes and set up Parent conferences as needed.

Our academic counselor created a graduation plan that we will be using in the following years.

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.

We will monitor progress through sign ups, registrations, and completion of each test. We measure via parent communication with teachers, staff, and academic counselor. Mid year we check where we are in proximity for our goals with in each priority and realign our timelines and/or expectations.

We would like to begin using School Links to help us monitor and measure our progress and collect data so that we may have PD days to disaggregate data.

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 is broken down by support of EAF priorities and percentage of time, Educational Aide \$18,480, Tutor \$1,450, and Program Director \$4,000. They each help support different parts and requirements of the grant and their time required.

Professional and contracted Services
\$6,500 for School Links
\$7,000 for Imagine Learning \$8,000 EAF Coach Xochitl Martinez, \$500 for the High School Advising Coop

School Links provides a student dashboard, portfolio, virtual college tours, etc. Intuitive tools designed to engage your K-12 students in exploring, planning and preparing for a first meaningful step after high school.

Engage students early with intuitive career exploration tools.
Streamline college application processes with ease.
Track student outcomes from graduation to career placement.
Bring real-world opportunities into the classroom with industry partnerships.

Imagine Learning is aligned and used for core content classes some students may have a gap in and need in order to ensure graduation. The online learning platform helps us to meet each individual students' needs as they enroll with us or prepare to graduate.

Supplies and Material \$525 TSI tests to ensure student participation at 100%

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
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