



**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.

1. This program supports individual student planning within comprehensive school counseling by providing targeted guidance and advising on CTE programs of study, dual credit opportunities, and career readiness skills. Counselors and teachers collaborate across middle and high school levels to inform students and families through informational meetings, personalized scheduling, and exposure to post secondary and employment environments. Training for staff in dual credit and career development further enhances tailored support for each student's academic and career pathway. The program includes tailored planning and resources to help students with special needs develop workforce readiness, ensuring equitable access to career pathways.
2. The program fosters innovation in CTE by expanding dual credit technical course offerings, increasing CTE completer rates and integrating project based learning to develop key life and career readiness skills. Partnerships with higher education institutions and workforce agencies, along with experiential learning such as guest speakers, field trips to universities and job sites, align career pathways to high -skill, high-wage industries. Use of platforms like Edgenuity and professional development for staff, ensure data drive instruction, and innovative program that continuously adapt to emergiving workforce needs, preparing students for successful careers in growing sectors. The program intentionally supports students with special needs in gaining workforce preparation through customized learning experiences and transition planning, promoting inclusive career success.

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-Stephanie Tennyson and Jacob Hildebrand from Region XI Education Service Center. The fee for contract is \$8,000. Stephanie Tennyson is an EAF Coach at ESC Region 11 who meets all the outlined criteria for the role. With 1 year of experience serving as an EAF coach for ESC Region 11 and 8 total years supporting CTE programming, Stephanie brings a strong background in K – 12 advising and academic/career development. She has established positive, collaborative relationships with districts across the region and has successfully led communication and coordination efforts on various initiatives. Stephanie has a strong understanding of comprehensive school counseling as defined by the Texas Model, making her well-equipped to support effective advising regionally. As part of her responsibilities, Stephanie will dedicate 5% of her time specifically to coaching Krum ISD, ensuring tailored support and consistent guidance for the district.

2. EAF Project Lead (s)-Nancy Shipley, M.Ed. and Sheila McCollum, M. Ed. are the co-project leads for Krum ISD. Nancy led the EAF planning grant for Krum ISD in partnership with Region XI in the 2022-2023 school year. She has been the Assistant Superintendent for Krum ISD for 12 years, overseeing various instructional programs and grant initiatives within the district. Sheila McCollum has been the Assistant Superintendent for Secondary Education for three years, with a focus on CTE and CCMR, lending her expertise to this grant initiative. She meets the requirement for our CTE/CCMR representative on the committee. Both Sheila and Nancy serve as co Project Leads, ensuring sufficient time for grant requirements. They will also meet regularly with the steering committee for alignment, progress review and support. The stipend for each of these positions is \$4,000, and they will work on this initiative 5-10% of their monthly time.

3. District Commitment: The district is committed to developing a culture of advising (Lever 3) by leveraging strong program leadership and planning, defining roles, and implementing and monitoring individual planning systems to support all students. The district will continue to support the culture of advising through training and regular practices that highlight post secondary skills and goals such as exploration, exposure, and communication. The district participated in the 2024-2025 EAF grant year and was able to make significant improvements in the number of course offerings as well as parent informational sessions regarding TASFA and FAFSA to help with post secondary endeavors. The team worked closely with one another toward student outcomes aligned to the EAF grant as evidenced in the final report. The district will continue to communicate with stakeholders through strategic planning meetings that involve parents and staff, specific parent meetings, student advising sessions and staff training. Terry Rahn, M.Ed., is the district's Special Populations Director, and serves as the special populations representative on the steering committee. She has worked on this committee since the beginning of the EAF in Krum ISD.

4 Terry's main responsibility is working with students who are served through special education or 504 services. During this grant year, she will assist the implementation of priority #4 and will likely work on this initiative between 5%-10% of her monthly time. The stipend for her position is \$4,000.

Lindsey Boone, M.Ed, is the Middle School Principal and serves as the administration representative. She has been a principal for over 7 with one of those years at the middle school level. She will work to support the efforts of the grant for middle school students and collaborating with the High School Principal to create a smooth transition and assist with the goals of the grant. She will spend approximately 5-10% of her monthly time on this grant and her stipend for this position is \$4,000.

Michelle Vanzant and Keely Baker are both secondary counselors, one at middle school and one at high school. They will support the intentional planning for middle school students, assist with career planning, and oversee the implementation of certain elements of this grant. Their job is embedded within the work of the EAF grant and they will work additionally on grant initiatives 5-10% of their monthly time and the stipend for each of them will be \$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.

1. Priority #1 Increased opportunities for Dual Credit in CTE technical courses

Development Area: Career Development

Grade Level: 10th-12th Grades

Outcome Smart Goal: By the end of 2025-26, we will increase the number of CTE dual credit course offerings by three courses.

Key Staff Members: Secondary Superintendent owns this priority and campus administrators, counselors, and embedded DC teachers will support the work

Strategy to Support the priority: Teachers will need to be trained for Tarleton Today Dual Credit; transportation will need to be arranged for students attending NCTC; internal work between MS and HS with guidance, advising, scheduling, shared staff, etc. Lever 2: Embedded DC instructors will attend Tarleton Today training; CTAT conference/professional development will assist counselors, administrators, and teachers in developing content knowledge and skills in this priority area Lever 3: We will provide student informational meetings during the day and parent meetings outside of the school day to provide more information about the opportunities available through CTE Dual Credit; it will include logistics, structure, and next steps Lever 4: Dual Credit partners with Tarleton and NCTC; MOUs will be signed and maintained Lever 5: Flyers and marketing materials will need to be created for informational pieces.

2. Priority #2: Increase CTE Completer Status

Development Area: Career Development

Grade Level: 12th Grade

Outcome Smart Goal: By the end of the 2025-2026 school year, at least 40% of 12th grade students will graduate as a CTE Completer.

Key Staff Members: Counselors own this priority and admin and CTE teachers will support the work

Strategy to Support the priority: Counselors and CTE teachers are continuing to provide guidance around CTE programs of study throughout the school year; parents are provided information during middle and high school around CTE and the nuances; MS and HS will continue to collaborate; maketing materials will be ordered to promote these opportunities. DC opportunities will help to impact this goal too. Lever 2: Embedded DC instructors will attend Tarleton Today training; CTAT conference/professional development will assist counselors, administrators, and teachers in developing content knowledge and skills in this priority area Lever 3: We will provide student informational meetings during the day and parent meetings outside of the school day to provide more information about the opportunities available through CTE Dual Credit; it will include logistics, structure, and next steps lever 4: Dual Credit partners with Tarleton and NCTC; MOUs will be signed and maintained; CTAT Open Forum is not a partnership but a massive help in this area; Region 11 will continue to provide assistance where needed Lever 5: Programs of Study posters for classrooms and MS/HS hallways; CTE booklets/handbook/catalog

Goals, Objectives, and Strategies cont'd.

3. Priority #3: Develop key life and career readiness skills demonstrated through project based learning

Development Area: Career Development and Personal Social Development

Grade Level: 7th-12th Grade

Outcome Smart Goal: By the end of the 2025-2026 school year, students participating in the career and college exploration class and student to employment program (STEP) will be exposed to a minimum of one field trip to a university and one employment job site or guest speaker

Key Staff Members: Counselors own this priority, as well teachers, the Special Programs Director, and campus administrators

Strategy to Support the priority: Explicit teacher training related to career paths and job skills; plan field trips to universities and job sites; intentional master schedule planning; field trips will be paid for out of local funds. Lever 2: Seek training with the Texas Workforce Commission and related services in our area Lever 3: Staff to be trained, students to be shared why this important, and parents to learn why this is important and how this can be leveraged while in school and after graduation Lever 4: Partnership with Texas Workforce Commission and related services in the North Texas area Lever 5: Krum ISD offers these classes, but seeks to enhance the real world connection. Field trip permission slips need to be obtained. Transportation will be internally provided. Supplies for real world experiences that can be offered in the class will also be purchased.

Priority#4: Provide more opportunities for students to demonstrate readiness for dual credit and advanced academic coursework in high school.

Development Area: Academic Development

Grade Level: 8th Grade

Outcome Smart Goal: By the end of the 2025-2026 school year, at least 60% of 8th grade students will be rostered in a TSIA2 test prep.

Key Staff Members: Counselors own this priority; administration and teachers will support this work

Strategy to Support the priority: Secure Edgenuity licenses (covered locally); receive professional development for the platform; teacher training on data disaggregation and how to adjust instruction as a result; increase enrollment in advanced academic classes Lever 2: Training for Edgenuity for teachers to implement in advisory; secondary training for teachers on how to disaggregate data and adjust for the individual student Lever 3: Staff to be trained, students to be shared why this important, and parents to learn why this is important and how this can be leveraged while in school and after graduation Lever 4: Partnership with Edgenuity Lever 5: Marketing materials for TSIA2 for families and students

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: The district will review the course offerings in the academic guide, course enrollment numbers, student demographic data, and staff certificates of related training, and advertising and attendance of related parent meetings.

Priority #2: The district will progress monitor the number of students reaching completer status, analyze course enrollment, and IBC attainment. This will be done throughout the year to ensure the goal is met.

Priority #3 The district will offer and monitor the training of teachers in these courses, will progress monitor the scheduling the enhanced learning experiences for students, and define the continued partnership with the Texas Workforce Commission.

Priority #4 The district will review the contract with edgenuity and work with the IT team to ensure students are rostered, will ensure training takes place, and progress monitor active users in the TSIA2 preparation at four different points in the school 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

Krum ISD has created a budget for the grant that contains the following:

EAF Coach contract -\$8,000

EAF Steering committee members stipend: \$24,000 (6 members @\$4,000/each for 8-16 hours of work per month)

Counselor salary \$71,000

Professional Marketing materials to related programs and efforts \$9,000

Training-\$5,000

Supplies \$3,000

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"/>	
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