



2025-2026 Effective Advising Framework Implementation Grant
Informal Discretionary Grant (IDC) Application Due 11:59 p.m. CT, June 17, 2023

NOGA ID [redacted]

Authorizing legislation [redacted]

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. After students complete career exploration, this data will allow counselors to have individual planning meetings with students to discuss course which align with career pathways.

2. Using Defined Careers platform, students are able to research careers and able to explore careers in the pathways we offer.

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.)

1. Amanda Knight - Region 10 EAF Coach
2. EAF Project Lead: Carrie Robbins - Lead Counselor; 20% of Carrie's time is allocated to this project; Carrie schedules time to focus on the project, complete necessary deliverables, meets with the EAF coach and steering committee, and tasks have been delegated to other counseling team members; steering committee will support the EAF Lead by attending meetings approximately every 6 weeks and participating in completion of deliverables.
3. The district is committed to the implementation of the grant by meeting regularly to monitor our progress, and to make sure counseling procedures align with grant priorities and goals. Strong program leadership and planning (Lever 1) is supported through representation from various programs and grade levels to ensure all stakeholders have a voice and provide more strategic supports for all students. Internal School Culture of Advising (Lever 3) is supported and valued by the collaboration between campus administration, district administration and campus counselors during weekly meetings and district lead counseling department meetings. District involvement includes the Director of Secondary Education, Director of Student Support, campus administrators ,campus counselors, special education coordinator, members, C&I, and CTE. We all work together to communicate the initiatives to stakeholders through the website, principals' weekly newsletter, Superintendent's newsletter, PTSO organization, BrightArrow, and other digital formats.
4. Justin Wieller - high school principal; Caitlin Eldredge - middle school principal,; Mary Mullen- Directory of Secondary Education; Stephani Kranz- Director of Student Support; Eva Pearl - Coordinator of Special Education; Kelly Cowan - C&I Coordinator; Carrie Robbins - high school lead counselor; Kelly Collins - middle school counselor.

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

"Participate in community service or leadership. (Grade 9-12)"

Targeted Academic Area: Career Development

Targeted Grade: Grades 9-12

SMART Student Outcome Goal: By the end of 2025-2026, we will increase the percentage of 9th-12th grade students who complete community service from 95% (baseline) to 100% (target).

"Utilize grade level Google Classroom to notify students of community service opportunities, introduced to students at BOY how to track service hours on a Google form, incorporate community service into Senior Portfolio. Students complete required community service hours by grade level."

Key Staff: Campus administration- Lindsey Radford, counselors-Carrie Robbins- Steering Committee Lead/Counselor, members of the Curriculum and Instruction Team- Kelly Cowan and Mary Mullen

"Provide classroom teachers with resources for community service and leadership opportunities. Tools and resources for mentoring students; tie in new senior project format. Currently there is a summer staff professional development structure in place for the Advisory committee to utilize to support this priority. Classroom teacher awareness of the opportunities for community service or leadership and mentoring students"

"Students will need a mentor to provide guidance in finding and choosing community service and leadership projects/activities throughout their high school career. Currently students are provided a mentor only during their senior year.""1. Consistent mentor and monitoring of progress2. Designated staff time to provide mentoring3. Parent/guardian communication of progress""

"Partnering with local non-profits, charities or community organizations; collaborating with local government agencies for community initiatives or public service projects; partnering with businesses; connect with volunteer centers. Medical City of McKinney, Walgreens, My Community Credit Union, Presbyterian Hospital of Allen. Lack of awareness of external partnerships or resources; geographical limitations"

"Steps/ways to get involved in community service or leadership. Students are provided service opportunities through NHS and Student Council; How to share community service opportunities with all students"

Supplies; Professional development for staff members pertaining to the benefits of community service projects, such as personal and social, academic and career, boosting confidence, cognitive benefits, resume building

Priority 2

Participate in career exploration activities offered by community organizations. (Grade 8)

Targeted Academic Area: Career Development

Targeted Grade: Grade 8

SMART Student Outcome Goal: By the end of 2025-2026, we will increase the percentage of 8th grade students who complete a career exploration activity from 0% (baseline) to 50% (target).

The district will partner with My Community Credit Union to create a Reality Fair for Grade 8 students to participate.

Key Staff: Director of Secondary Education - Mary MullenPrek-12 Mathematics Coordinator - Kelly Cowan; WSMS Counselor - Kelly Collins"

MCCU team will provide WSMS staff with professional learning opportunities to learn about the Reality Fair program.

"1. Communicate event through newsletter and BrightArrow email to families 2. Staff will engage students in a budget lesson prior to the event and take their students to the event 3. Students will track their budget while moving through rotations"

MCCU team will provide WSMS staff with professional learning opportunities to learn about the Reality Fair program.

"Staff has used the Career and College Exploration instructional materials created by Region 10. District has career exploration websites for students to explore opportunities. New resources will be provided by MCCU."

Copies of budget worksheet

Goals, Objectives, and Strategies cont'd.

Priority 3
Prepare for and take a college readiness exam. (Grade 11)
Targeted Academic Area: Academic Development
Targeted Grade: Grade 11
SMART Student Outcome Goal: By the end of 2024-2025, we will increase the percentage of 11th grade students who prepare for, take, and pass a college readiness exam from 87% to 94% in Reading and from 75% to 82% in Math.
"SAT Prep offered, 9-11 participate in PSAT Embed prep content into math and ELA courses, incorporate SAT prep in Leopard Time, offer prep fee waiver, family information nights, staff education"
Key Staff: Campus administration- Lindsey Radford, counselors-Carrie Robbins- Steering Committee Lead/Counselor, members of the Curriculum and Instruction Team- Kelly Cowan and Mary Mullen
"1. Specific training for classroom teachers in the use of instructional practices to support the rigor of the SAT exam 2. Staff training in the requirements of TSI and the connections to CCMR Math and ELA classroom teachers have been provided with the structure of the PSAT and SAT exams and sample questions to use as a part of their classroom instruction. The Special Education team has structures in place that are used for testing; these same structures will be leveraged for students that need extended time and accomodations for the PSAT or the SAT/ACT. Staff knowledge of the rigor of the SAT and requirements of TSI and its connections to CCMR"
"Student and families understanding of the importance of graduating college, career or military ready ;Staff development and parent communication. Currently the weekly newsletter to the community and staff is sent via email with important dates and updates. The campus testing coordinator, with the support of the counseling team, will coordinate the most effective communication strategies to be implemented. The campus test coordinator owns day-of scheduling and all communication of students' day-of schedules. Staff, student and parent/guardian knowledge of the importance of meeting TSI requirements and being college, career or military ready"
"None at this time. Paid preparatory programs is available for students through a third party. Provide students information regarding study programs and financial assistance available "
"Tutoring by core teachers; Accuplacer TSI Review; Pay staff for their TSI tutoring"
1. Purchase TSIA test prep program (research options) 2. Pay teachers for TSI tutorials 3. Pay staff for TSI proctoring

Priority 4
"Recognize the importance of educational achievement and performance to the attainment of personal and career goals. (Grade 8)"
Targeted Academic Area: Personal and Social Development
Targeted Grade: Grade 8
SMART Student Outcome Goal: By the end of 2025-2026, we will increase the percentage of 8th grade students who complete personal and career goal setting from 0% (baseline) to 50% (target).
Students will complete personal and career goal settings activities using the Xello platform during Leopard Time. Students will set goals in early fall semester then revisit goals in the spring semester.
Key Staff: WSMS - Kelly Collins
Middle school counselors will create a lesson in Xello for students to complete for personal and career goal setting.
"1. Communicate event through newsletter and BrightArrow email to families 2. Staff will engage students in personal and career lesson during Leopard Time

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.

The committee will us the implementation progress monitoring worksheet to help the district set and monitor goals in increments throughout the year to assure the district meets our 202-2026 outcome goals. The committee will be reviewing college readiness assessment results, analyzing student surveys, verifying student senior portfolios for community service and completion of the FAFSA. The steering committee will conduct a data analysis during our regularly scheduled meetings.

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: Stipend for completion of tasks and meeting for the steering committee

Professional and contracted services includes Defined Careers, conferences, CollegeBoard PreAP training, college visits for students, and EAF Coach stipend.

Supplies: TSIA books and SAT prep books

Other Operating Costs: Fees for employees to attend conferences and professional memberships

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