



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

TEA® NOGA ID

Authorizing legislation

Application stamp-in date and time

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**.

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 Effective Advising Framework (EAF) Implementation Grant will directly support individual student planning by embedding structured and grade-level appropriate advising practices into the district's comprehensive school counseling program. Springtown ISD has prioritized the implementation of district-required Xello curriculum lessons in grades 7-12, ensuring students engage in activities that build college and career readiness awareness and support postsecondary goal-setting. These lessons are strategically aligned with each grade's developmental milestones and academic planning needs. Counselors and supporting campus faculty will facilitate one-on-one planning sessions using tools such as Xello's Individualized Learning Plans (ILPs), which allow students to explore their strengths, interests, and potential career pathways. This focus on early and continuous advising ensures that each student is equipped with a personalized roadmap for their future, aligned with their goals and the resources available to them. Additionally, the district will ensure all graduating seniors complete a FAFSA or TASFA application, providing equitable access to financial aid and informed postsecondary decision-making. The EAF Implementation Grant will foster innovation in Springtown ISD's CTE programming by integrating robust advising systems that connect students to high-demand, high-wage career pathways. One of the district's key strategies for the 2025-2026 school year is the implementation of four OnRamps dual-enrollment courses at the high school level, which will provide students with early exposure to college-level coursework and career-relevant skills in STEM and technical fields. The advising framework will also promote awareness of regional labor market needs by guiding students toward coherent sequences of CTE courses aligned with workforce demands. Counselors and CTE staff will collaborate to ensure students understand how course selections lead to industry-recognized certifications, dual credit opportunities, and articulated pathways into postsecondary education and careers. With a focus on equity, the advising team will identify underrepresented student groups and work to increase their participation in high-value CTE programs.

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.)

Jacob Hildebrand 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 6 total years supporting CTE programming, Jacob brings a strong background in K-12 advising and academic/career development. He has established positive, collaborative relationships with districts across the region and has successfully led communication and coordination efforts on various initiatives. Jacob has a strong understanding of comprehensive school counseling as defined by the Texas Model, making him well-equipped to support effective advising regionally. As part of his responsibilities, Jacob will dedicate 5% of his time specifically to coaching Springtown ISD, ensuring tailored support and consistent guidance for the district. The EAF Coach Fee for Service is \$8,000.

The EAF Project Lead for Springtown ISD is Tiffany Cano, the district's Assistant Superintendent of Academics. Ms. Cano meets all the outlined criteria for this role, bringing extensive experience in instructional leadership, program implementation, campus administration, and cross-departmental coordination. In her current role, she oversees curriculum and instruction, assessment, state and federal programs, accountability, special populations (EB and SPED), and college and career readiness initiatives, all of which align closely with the goals of the Effective Advising Framework. She has successfully led the development and execution of strategic academic plans, facilitated grant-funded programs, and guided campus and district leaders in data-informed decision-making. Ms. Cano will allocate 15% of her time to directly lead and manage the EAF implementation project. To ensure she has the appropriate time and capacity, the district will provide administrative support for routine tasks and utilize other district leaders (such as coordinators and directors) as needed. Her role will focus on high-leverage actions, including monitoring implementation fidelity, facilitating steering committee meetings, reviewing advising and CCMR data, supporting campus leaders and counselors in meeting project milestones, and submitting all grant deliverables.

Springtown ISD is deeply committed to sustaining and expanding the Effective Advising Framework. Our leadership fully endorses the work under Lever 1 (Strong School Structures for Advising) and Lever 3 (Effective Use of Data for Student Advising). The district will continue to embed these levers into systemic practices, including a required curriculum (Xello) in grades 7-12 and the strategic use of student-level CCMR data to inform individualized advising. During the 2024-2025 school year, district leadership actively supported the EAF by ensuring participation in ESC Region 11 coaching sessions, monitoring FAFSA/TASFA completion rates, and expanding opportunities for students through programs such as dual credit and OnRamps. The Assistant Superintendent of Academics led internal alignment meetings and incorporated advising metrics into district-level reviews. Communication with stakeholders will occur through campus counselor meetings, administrative updates, and parent-facing platforms. The initiative will also be highlighted in back-to-school presentations and board meeting presentations. This communication strategy will ensure buy-in and promote a districtwide culture that values postsecondary advising and readiness.

In addition to the Project Lead, there are four other members of the Steering Committee. Aimee Burtnett is the district's CCMR Coordinator. She was formerly a high school CTE teacher and served as both a middle school and high school counselor for many years. Now she oversees anything to do with CCMR, including our CTE program. Mrs. Burtnett will provide the majority of the support to the Project Lead as she is the person responsible for implementing and monitoring the priorities for the 2025-2026 school year. As a result, her stipend will be \$4,000. Lydia Valdez will serve on the committee. She is one of the counselors at Springtown Middle school and focuses primarily on college and career exploration with 7th and 8th graders. Her stipend will be \$3,000. Micheal Chavez, the Executive Director of Operations and Student Services will receive a \$2,000 stipend. His work plays a key support role by ensuring that operational structures (master scheduling, transportation, facilities use, staffing) align with advising priorities. He can also coordinate student support services to reinforce the personal and social development goals of the SEL initiative. By serving as a liaison between counseling, discipline, and wraparound supports, he helps remove non-academic barriers to student engagement in advising. Lisa Taylor is one of the counselors of Springtown Intermediate School, which serves 5th and 6th grade. She will receive a \$3,000 stipend.

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.

EAF Priority 1: Springtown ISD will implement structured college and career curriculum modules for grades 6 – 8. These modules will be delivered through Xello and aligned to grade-level expectations in both the Academic and Career Development domains. Lessons will be delivered during advisory periods, supported by a pacing guide and monitored through Xello analytics to ensure fidelity. Key staff involved in implementation include the CCMR Coordinator, campus counselors, principals, and teachers. To ensure readiness, staff will receive targeted professional development in August 2025 with follow-up sessions in the fall and spring. Communication with families will be prioritized through newsletters, informational nights, and student-led conferences to reinforce the importance of postsecondary planning. The district will also partner with Xello to provide technical support and ongoing training, ensuring all stakeholders are equipped to support students in meeting this advising milestone.

SMART Student Outcome Goal: By May 2026, 100% of students in grades 6-8 will complete all district-required Xello lessons aligned to their grade level.

EAF Priority 2: Springtown ISD will expand access to dual enrollment opportunities by offering four OnRamps courses at the high school (Academic Development domain). This initiative aims to increase student exposure to rigorous, college-level coursework and strengthen academic development for students in grades 11 – 12. OnRamps teachers will receive targeted training during Summer 2025, and academic advising teams will conduct course selection meetings and family information sessions to build awareness of dual credit opportunities. Special emphasis will be placed on prioritizing access for underrepresented student groups to promote equity in advanced coursework. The initiative will be promoted through course registration guides, parent communications, and counselor advisement. Key staff leading this effort include the Assistant Superintendent of Academics, the high school principal, OnRamps instructors, and the district's CCMR coordinator. Springtown ISD will partner with UT OnRamps for training, technical support, and implementation guidance to ensure a strong, sustainable launch of this college-aligned advising pathway.

SMART Student Outcome Goal: By the end of the 2025-2026 school year, there will be a total OnRamps course enrollment of at least 35

EAF Priority 3: With a focus on the Career Development domain, Springtown ISD will increase the percentage of students who successfully pass Industry-Based Certification (IBC) exams as part of their CTE pathway. Key staff supporting this initiative include the campus principal, IBC course teachers, and the CCMR Coordinator. The district's strategy includes integrating pre- and post-assessments from ICEV into all IBC-aligned courses to track student growth, identify instructional gaps, and target support prior to certification testing. Teachers will receive training on interpreting ICEV data, aligning instruction to certification standards, and using embedded resources to improve student readiness. Ongoing support will be provided through CTE PLCs focused on instructional planning, performance data analysis, and best practices in IBC preparation. In addition, the district will engage families through CTE information nights and personalized student advising to raise awareness about IBC opportunities and their value in postsecondary and workforce planning. Springtown ISD will also maintain partnerships with Weatherford College and local industry stakeholders to ensure alignment of certifications to regional workforce needs and promote real-world application of CTE pathways. Support from Region 11 ESC and ICEV will help ensure that instructional resources, testing logistics, and credentialing processes remain up to date and accessible for staff and students.

SMART Student Outcome Goal: By the end of 2025-2026, we will increase the percentage of 11-12th grade students who take and pass an IBC from 25% to 35%.

Goals, Objectives, and Strategies cont'd.

EAF Priority 4: Springtown ISD will implement a vertically aligned Social and Emotional Learning (SEL) curriculum for students in grades 5 – 8, addressing the Personal and Social Development domain. Developed with the support of the EAF Coach through the EAF Gap Analysis Tool in Spring 2025, this priority is designed to strengthen students’ self-awareness, responsible decision-making, interpersonal skills, and emotional regulation during a critical developmental period. Key staff responsible for leading and supporting this work include the District Lead Counselor, campus counselors, assistant principals, and teacher leaders. The strategy includes adopting a new research-based, SEL curriculum and integrating lessons into weekly advisory periods. To ensure successful implementation, staff will participate in initial professional development in August 2025, with follow-up training sessions during the fall and spring semesters focused on trauma-informed practices, lesson facilitation, and student engagement strategies. A district-developed pacing guide and lesson calendar will ensure consistency across campuses. Counselors will monitor lesson delivery and track student participation. Communication with families will occur through newsletters, SEL-focused family nights, and updates during student-led conferences. In addition, Springtown ISD will partner with ESC Region 11 and the SEL curriculum provider to offer ongoing training, implementation coaching, and fidelity checks.

SMART Student Outcome Goal: By May 2026, 90% of students in grades 5 – 8 will complete all district-required SEL lessons.

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: Springtown ISD will monitor the implementation of Xello lessons through ongoing analysis of lesson completion data collected via the Xello platform. Counselors and campus admin will review progress monthly, using the analytics dashboard to identify students who are not on track and adjust delivery as needed. The CCMR Coordinator will lead quarterly district check-ins to assess fidelity of implementation, ensure alignment with pacing guides, and support troubleshooting.

Priority 2: Monitoring of OnRamps will begin with an analysis of course enrollment at the start of the year to ensure alignment with participation goals. The campus principal will track enrollment trends, student demographics, and access equity. OnRamps will provide mid-year and end-of-year data on course progress and completion, which will be reviewed alongside student and teacher surveys to assess the overall experience and instructional support needs.

Priority 3: Springtown ISD will monitor the implementation of IBC-focused CTE courses using iCEV pre- and post-test data, certification exam readiness indicators, and pass-rate reports. CTE teachers and campus admin will review student progress monthly, identifying students in need of intervention and adjusting instruction accordingly. The CCMR Coordinator will lead quarterly district-level data reviews to evaluate implementation fidelity, disaggregate pass rates by student group, and determine support needs.

Priority 4: Springtown ISD will monitor SEL curriculum implementation through monthly campus reports documenting lesson completion and participation rates. The District Lead Counselor will lead quarterly check-ins with campus teams to review fidelity to the pacing guide, assess student engagement trends, and provide targeted support. Mid-year and end-of-year reflection meetings will include feedback from staff and students to inform adjustments.

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: This category supports stipends for the EAF Project Lead and all steering committee members. These individuals are responsible for overseeing, managing, and implementing all activities tied to the four EAF Priorities. Each member will receive a stipend to commensurate with their leadership responsibilities, time dedicated to project oversight, and additional hours required outside of contract time. In addition, this category will fund 50% of the salary costs for the district CCMR Coordinator. The remaining half will be funded by other state and local funds.

Professional and Contracted Services: This category includes the \$8,000 fee paid to ESC Region 11 for the services of the EAF Coach, who will support data analysis, advise on best practices, facilitate implementation meetings, and support progress monitoring. In addition, this category of funds includes additional professional development and training for the SEL curriculum, Xello, iCEV pre/post tests, and OnRamps. This addresses all four priorities.

Supplies and Materials: Funds in this category will support the purchase of advising resources to enhance student engagement and facilitate counselor-delivered curriculum. Materials may include printed lesson guides, student planning folders, CCR awareness materials, and CTE pathway guides. These materials will be used to support classroom lessons, advising conferences, and parent information nights. In addition, resources to support new OnRamps dual enrollment students will be provided. These costs are aligned to all four EAF priorities.

Other Operating Costs: This budget category supports costs such as registration and traveling fees for training and hosting events such as CTE pathway expos. These activities directly support all 4 EAF priorities by promoting student and family engagement in critical advising milestones as well as professional development for staff members.

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	Parents	Barrier	Language
Group	Students	Barrier	Economically Disadvantaged
Group		Barrier	
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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