



**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](mailto: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 **Wills Point ISD** CDN **234907** Campus **Wills Point** ESC **10** UEI **U8SQFH64GHA5**

Address **338 W N Commerce St.** City **Wills Point** ZIP **75169** Vendor ID **1756002785**

Primary Contact **Adlena Jacobs** Email **Adlena.Jacobs@wpisd.com** Phone **9038735100**

Secondary Contact **David Brown** Email **David.Brown@wpisd.com** Phone **9038735100**

**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

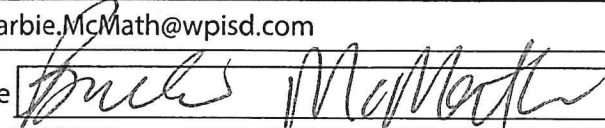
☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances

☒ Lobbying Certification

Authorized Official Name **Dr. Barbie McMath** Title **Assistant Supertindent**

Email **Barbie.McMath@wpisd.com** Phone **9038735100 ext 7002**

Signature  Date **6-15-25**

**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.

Wills Point ISD's Year 2 EAF implementation will expand our equity driven approach to individual student planning. By deepening the student driven advising systems. Beginning in the 8th grade, students and families will engage in one on one planning sessions that align academic goals, career interests, and postsecondary pathways. Through consistent advising from middle school to graduation, our goal is to increase college awareness and preparation. To ensure all students are academically prepared, career-informed, financially literate, and personally supported through equitable, data-driven advising practices that foster postsecondary readiness and success. Advising will be embedded into classroom instruction and counselor led guidance lessons across grades 7-12. Counselors will use the CareerCraft platform to guide lessons and one on one advising. Students will use digital platform Pathful to explore interest, plan course work and identify career pathways. Counselors will use additional support provided through bilingual WPISD created CCMR/CTE booklets, monthly guidance lessons, college exam prep guides and embedded partnerships with UT Tyler and TVCC to offer on site college and career coaching. The counseling team will host TSIA2 bootcamps and CCMR Awareness weeks to further equip students with the tools and knowledge necessary for college entrance exams and postsecondary planning.

The district will continue to foster innovation in CTE through hands-on experiences and career connected learning through VR explorations, field trips, after school programs, and summer camps. CTE departments will equip and empower CTE ambassadors and CTE student with educational tools to present and lead middle school and junior high tours, summer CTE explorations, and interactive Career Day activities that introduce WPISD students to high demand careers in healthcare, skilled trades, STEM, agriculture and business industries. These experiences are designed not only to increase student engagement in CTE programs but also to build a clear bridge between high school experiences and high wage, high skill career paths.

## 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.EAF Coach:

Our EAF coach, Nickisha Fowler, is a counseling consultant for Region 10, during district planning year and year 1 of implementation, Nickisha assisted the project lead and steering committee by conducting frequent check-ins, attending steering committee meetings, and providing guidance for grant implementation. 10 hours a month would be dedicated to the district to support implementation and Region 10 charges a \$15,000 fee.

### 2.EAF Project Lead:

The Project Lead will be CTE Director, Adlena Jacobs. Adlena is a CTE administrator. 4 hours a month will be allotted to the EAF project and the stipend will be \$1000. The district will support Adlena by providing guidance and support to implement the project goals with fidelity. The Assistant Superintendent will meet with Adlena monthly to discuss the progress of the EAF goals.

### 3.District Commitment:

WPISD is committed to building and sustaining an Effective Advising Framework that supports all students. We recognize that achieving this vision requires clear understanding and engagement from all stakeholders. To ensure this, transparent and consistent communication will remain a top priority. The district will provide informative publications and host community events designed to explain the framework and address any questions from families and community members. Both the Superintendent and Assistant superintendent are fully dedicated to supporting the grant and the work of the steering committee. They will allocate the necessary time and resources and will meet regularly with the project lead to monitor progress and provide guidance. Over the past two years, district leadership has recognized the critical importance of comprehensive postsecondary advising for all students, not only those entering high school, but preparing WPISD students for college/workforce placement. This shift reflects our growing commitment to equity and early planning, ensuring that every student is equipped with the tools and knowledge to pursue a successful post secondary path.

### 4.Steering Committee

The steering committee will consist of the following with Adlena Jacobs, and each member will receive \$1000. Each member will have a dedicated 4 hours per month dedicated to the EAF project. Jen Atkinson - high school administrator, WPISD is making a change to the Steering committee by adding the High School Assistant Principal (instead of the Principal). Karen Hemmi, high school counselor, has served as a steering committee member on EAF Year 1 implementation year Jennifer Ozuna, Director of Special populations, has served on the EAF steering committee since the pilot of the EAF District planning year. Kristian Cartwright, CTE faculty member, will be replacing our CTE faculty member in Year 1 Implementation due to staff changes.

## 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. EAF Priority 1: Increasing Standardized Test Participation (Academic Development) Description: We aim to establish evidence supporting the effectiveness of the EAF Year 2 by enhancing the availability of college entrance exams and practice tests to facilitate prompt buy-in. Aligned SMART Outcome Goal: By end of 2025-2026, we will increase the percentage of all 10th grade students who participate from 74% to 80% Targeted grade levels: By the end of 2025-2026, we will increase the percentages of all 11th grade students who complete the SAT/ACT/TSIA2 from 74% to 90%. Targeted Development Area: Academic Development Key Staff: District Administrators (especially those overseeing curriculum and student services), counselors, testing coordinators, classroom teachers Strategy: Awareness and Advisement: Implement classroom presentation, campus events, bootcamps, and individualized advisement sessions to reinforce the importance of the PSAT/SAT/TSIA2 assessment prep. Resources: Use the CCMR checklist during course registration to ensure students are aware of testing requirements and opportunities, College board resources, district invested software "Edmentum". Student after school tutoring services will support students with retention preparation. Provide professional development on strategies for test preparation and accommodations. Intensive parent and student outreach through afterschool family sessions. Providing dedicated test preparation sessions led by English 3 teachers with pre-test discussions, account setup assistance, and access to online practice tools. Planned expansion of early test preparation (beginning early as 9th grade) to further build familiarity with college entrance requirements. Communication: Regularly update stakeholders (students and parents), through newsletters, parent meetings and digital platforms ensuring that progress and next steps are clearly communicated. Sub committee consists of math and english teachers, instructional coaches, dual credit counselor, testing coordinator, and high school administrators to determine bi monthly goals to ensure best practices made during student classroom contact hours to provide essential preparation for student success. Data Tracking: Use systems such as district software Edmentum, Skyward, and accuplacer to monitor participation rates and adjust interventions as needed. External partnerships: engage with EAF coaches on additional expertise into the classroom.

2. EAF Priority 2: Early Career Development and CTE Exposure (career Development) Description: Our district strives to align CTE pathways with community needs by informing 9th graders about IBC benefits and pathway opportunities, setting the stage for early enrollment and informed career decision making by 10th grade. Aligned Smart Outcome Goal: "By the end of the 2025-2026 school year, increase the percentage of 8 and 9th grade students who get exposure to CTE opportunities and being IBC preparation from 78% to 90%." "By the end of 2025-2026, we will increase the percentage of all 9th grade student enrollment in CTE course from 85% to 90%." Targeted Grade levels(s): 8th and 9th grade (with implications for a continuum into 10th and 12th grade career planning) Development Area: Career Development. Key Staff: District administrators (especially those focused on curriculum and student services), Counselors, CTE Ambassadors (student organization to lead presentations) Members of the EAF committee and sub committees. Strategy: The cornerstone of this priority is a multi-level CTE awareness and engagement. Increase the frequency of CTE and career development awareness activities, moving key awareness events to the Fall semester to ensure early student, parent and staff engagement starting at the 6th -7th grade level with CTE ambassador presenting awareness with on campus CCMR week activities and CTE showcasing of all programs. Providing increased frequency exposure with 8th grade junior high CTE activities, and providing tours to the High school campus. In the 9th grade "high school 101" course providing VR engagement activities, CTE ambassador presentations, CTE tours and summer camps. Staff Training for CTE staff and counselors for advice and counseling techniques for effective individual academic planning, and the integration of workforce trends with partnerships with workforce commission, and technical skill development into the curriculum. Providing consistent communication with Skyward, Parent square, and all district social media accounts to deliver regular event notification and updates in spanish and english. Collaborating with local businesses, the Wills Point Education foundation, CTE Advisory Committee, East Texas Workforce, and TVCC/UT Tyler career coaches that will extend learning beyond the classroom.



## Goals, Objectives, and Strategies cont'd.

### 3. EAF Priority 3: Enhancing Financial Literacy and Aid Completion

Description: This priority aims to improve financial preparedness by increasing the percentage of students who complete required financial aid applications. A primary focus is on ensuring that 12th grade students are equipped with the knowledge and guidance to complete the FAFSA/TASFA, along with preparing profiles on platforms like the College Board CSS scholarship access.

Aligned Smart Outcome Goal: “ By the end of 2025-2026, increase the percentage of all 12th grade student who complete the FAFSA/TASFA from 53%to 75%. Development Area: Financial Literacy and Aid. Key Staff members: Counselors, Administrators, teachers Special population support staff(special education and 504 coordinators). Grade level Impact: 12th

Strategy: The district's approach is to allocate dedicated class time within the school day with English teachers taking a lead role to guide students through the FAFSA process. Providing comprehensive guides, checklists and step by step financial aid and financial literacy materials. Utilizing existing platforms such as Skyward to track application completion rates. Rescheduling and logistics is to revise the traditional FAFSA night by shifting sessions to the Fall semester and providing Spring semester sessions. As well providing more frequent student/parent participation and guidance with the partnership with TVCC and UT Tyler. Provide staff training for counselors that cover the financial aid process including FAFSA , TAFS, CSS profile and technology tools used in the application process. Training will also cover the Texas College Application Campaign (TxCAN) initiatives. Disseminate information through targeted communications( digital newsletters, district social media platforms, and parent workshops) to ensure that all stakeholders are informed about timelines, resources and support services provided with the district and with our external partnership. Our External partnership will leverage relationships with the local financial institutions ( American National Bank), Texas College Bridge , Community partners within the CTE Advisory committee to offer extra support and resource materials to support student Financial literacy awareness.

### 4. EAF Priority 4: Enhancing Individualized Academic Advisement

Description: This priority is designed to enhance student success by implementing individualized academic advising sessions that engage both students and their parents. The goal is to create personalized academic pathways by reviewing each student's progress, addressing their unique needs and collaboratively developing clear post secondary and career plans.

Aligned SMART Outcome Goal: “ By the end of 2025-2026, increase the percentage of 8-12th grade students who develop individualized postsecondary and career plans via parent-student conferences from 35%-85%

Targeted Grade Levels: 8th, 9th, 10th, 11th, 12th grades

Targeted Development Area: Personal Development

Key Staff: Counselors will lead one on one advising sessions, ensuring each plan is tailored to students strengths and needs, CTE Teachers to collaborate with counselors by providing data on academic performance and course recommendation.

Strategy:

Increased frequency of scheduled regular, individualized advising sessions where students and their parents review the students' academic planning, set specific goals, and create a personalized action plan for post secondary preparation and guidance to support student targeted yearly goals. Providing digital and paper based templates, worksheets, and goal tracking guides that enable students to map out academic milestones, identify areas for improvement, and document agreed upon next steps during their conferences. Providing professional development sessions for counselors and CTE teachers to enhance skills in conducting effective empathic advising sessions and integrating parent communication into the planning processes. Providing effective communication with use of various communication platforms including school emails, Parentsquare communication portal, skyward, digital newsletters to keep families informed about conference/advising schedules, preparation tips and follow up actions. Providing external Partnership with UT Tyler career coaching services to provide supplemental career/academic support, and provide academic support through after school tutoring services to provide any interventions to keep students on track with their yearly academic goals.

**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.

To ensure each EAF priority is effectively implemented, we will use a data-informed monitoring system, ongoing feedback loops, and structured reflection processes to track progress and adjust strategies for students' success.

Priority 1 Increasing Standardized Test Participation. We will monitor PSAT/SAT/TSIA2 participation among 10-11th graders using attendance data, test scores, and student feedback. Data: Participation rates, prep/tutoring session attendance, and student reflection. Tools: Skyward, Edmentum, Accuplacer, Ondata Suite, Surveys. Reflection: Bi-monthly subcommittee reviews and quarterly data analysis with leadership reporting.

Priority 2: Early Career Development and CTE exposure- We will track 8th-9th grade CTE engagement through event attendance and enrollment patterns to ensure career readiness. Data: Event participation counts, CTE enrollment, and CTE staff surveys and observations. Tools: Skyward, digital sign-ins, post event surveys. Reflection: Subcommittee meetings every two months, quarterly reviews and stakeholder input surveys.

Priority 3: Enhancing Financial Literacy and Aid completion. We aim to improve FAFSA/TASFA completion among 12th graders through application tracking and stakeholder engagement. Data: Submission rates, workshop participation, and student/parent survey feedback. Tools: Skyward, reporting tools, checklist, digital guides. Reflection: Bi-monthly reviews, quarterly progress checks, and transparent reporting to refine strategies.

Priority 4: Enhancing Individualized Academic Advisement- We will increase individualized post secondary planning by tracking student advisement conferences and reviewing plan completion. Data: Number of advising sessions, and family feedback. Tools: Skyward, ParentSquare, digital templates, advising forms. Reflection: Monthly reporting, bi-monthly and quarterly team reviews, with shared insights across district teams.

**Budget Justification**

Describe how the proposed budget will meet the goals of the proposed program. For each category below, include the following: How does this budget category align to one or more of the four EAF Priorities the district has identified? Provide a justification for the specific funding allocations in the proposed budget which may include explanation of pay rates and hours expected for services rendered.

Payroll, Professional and contracted services, Supplies and materials, Other operating costs

The proposed budget ensures dedicated leadership and steering committee oversight to implement all four EAF Priorities by aligning resources with students' needs. Our goal is to equip every student to be academically ready, career informed, financially literate and personally supported through equity focused, data driven advising.

A. Payroll (\$11,720) supports Priorities 1, 3, and 4 through certified staff - counselors, teachers, administrators and facilitators, who lead testing prep, host financial aid workshops and conduct student individualized academic advising during student conferences.

B. Professional Services (\$41,500) targeted Priorities 1-3, funding ESC coaching (\$15,000) for implementation guidance, tutoring services (\$19,500) for postsecondary readiness, and bilingual communication (\$7,000) to promote equitable access to advising, CTE, and financial literacy.

C. Supplies and Materials (\$49,743) reinforce Priorities 2-4 by providing essential student resources for College exam preps, family/student/staff communication materials, afterschool tutorials for exam prep, summer camp materials, CTE, FAFSA completion, academic planning and advising conferences, ensuring continuity and consistency across campuses.

D. Operating Costs (\$13,772) supports Priority 1 and 2. Covers Junior high tours of high school CTE programs, and offsite college/industry visits, for high engagement events (freshman night, transition/resource fair, college night, career fair, dual credit family night, grade level event nights (student/parents), and workforce event nights.

**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group  Barrier

Group  Barrier

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	<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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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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