



Organization: CHAPEL HILL ISD
Campus/Site: N/A
Vendor ID: 1751614488

County District: 225906
ESC Region: 08
School Year: 2026-2027

SAS#: EAFIAA27

2026-2027 Effective Advising Framework Implementation Year 1 App

General Information GS2000 - Certify and Submit

Due: 06/16/2026 11:59 PM
Application Status: Submitted

Amendment #: 00
Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	06/15/2026 08:59 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	06/15/2026 09:00 AM
PS3014 - Program Narrative	*	Complete	06/15/2026 02:52 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	06/15/2026 03:37 PM
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	06/15/2026 02:52 PM

Certification and Incorporation Statement

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Select Contact: or

First Name: Lacy Initial: B Last Name: Robinson Title: State and Federal Programs Director
 Phone: 903-572-8096 Ext: E-Mail: lrobinson@chisddevils.com

Submitter Information

First Name: Lacy Last Name: Robinson
 Approval ID: lacy.robinson Submit Date and Time: 06/16/2026 09:20:57 AM



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General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant		
Organization Name: CHAPEL HILL ISD		
Mailing Address Line 1: 1069 CR 4660		
Mailing Address Line 2:		
City: MOUNT PLEASANT	State: TX	Zip Code: 75455

B. Unique Entity Identifier (SAM)
UEI (SAM): KK5TWZC24AW5

Part 2: Applicant Contacts

A. Primary Contact		Select Contact:	Select One ▼	or	Add New Contact
First Name: Lacy	Initial: B	Last Name: Robinson			
Title: State and Federal Programs Director					
Telephone: 903-572-8096	Ext.: 798	E-Mail: lrobinson@chisddevils.com			

B. Secondary Contact		Select Contact:	Select One ▼	or	Add New Contact
First Name: Josh	Initial:	Last Name: Stegall			
Title: Director of CTE/Accountability					
Telephone: 903-572-8096	Ext.:	E-Mail: jstegall@chisddevils.com			



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2026-2027 Effective Advising Framework Implementation Year 1 App**General Information
GS2300 - Negotiation Comments and Confirmation****Part 1: General Comments****General Comments (TEA Use Only)****Part 2: Negotiation Items**

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.

- Please do check the "Change Completed" box.
- Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items

1.	Date:	Schedule: Select One
TEA Negotiation Note: 		
Grantee Comments: 		☐ LEA Completed Change

Add Row

Delete Row

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0040480308430001



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Program Description PS3013 - Program Plan

Statutory Assurances and Focus Area Selection

A. Statutory Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

- ☒ 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 IDC 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.
- ☒ 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
- ☒ The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2026-2027 Effective Advising Implementation Year 1 Grant Program Guidelines.
- ☒ The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2026-2027 Effective Advising Implementation Year 1 Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- ☒ The applicant provides assurance to provide data to TEA on student completion of courses through the Fall PEIMS Collection Process.
- ☒ 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.



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Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

1. Provide an overview of the program to be implemented with grant funds, including:
 - The district's mission, vision, and long-term goals for effective advising.
 - How the program will address the specific needs identified through the EAF Diagnostic Tool.
 - How the program will foster innovation in CTE programming and/or promote career pathways aligned to high-skill, high-wage careers or industries.

Chapel Hill ISD's mission is to provide students with personalized advising to support academic success and postsecondary planning. The district's vision is for all students to graduate prepared for CCMR pathways leading to high-skill, high wage, and high demand jobs. Long term goals include increasing college readiness (SAT/ACT/TSIA2) from 67% to 80%, improving CCMR from 89% to 95%, and increasing CTE concentrators and completers from 41% to 70%. The EAF Diagnostic Tool identified four needs: stronger student organization skills, improved college and career readiness scores, targeted math support, and expanded career exploration. This program addresses these needs through a vertically aligned advising system. Junior high students will use planners to build organization and responsibility. High school students will receive TSIA2 and Algebra I support through Master Hour instruction, individualized remediation, and bootcamps with Northeast Texas Community College. High school students who do not meet TSIA2 benchmarks will also receive targeted intervention during the school day. Data tracking systems will monitor progress and guide instruction. To foster innovation in CTE and career pathways, 6th grade students will participate in a Career Exploration rotation using VR simulations, interest inventories, resume building, and exposure to CTE programs of study. Students will build portfolios to track career learning and connect interests to pathways. This coordinated syst



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Program Description PS3014 - Program Narrative

B. Qualifications and Experience for Key Personnel

Identify the following:

1. EAF Coach – Who is the EAF Coach? What is the ESC fee for the contracted support?

The EAF Implementation Coach for Chapel Hill ISD will be Kerri Bowles, CTE Consultant at Region 8 Education Service Center. She holds a B.S. in Agricultural Science and a M.Ed. in Educational Leadership. She previously worked at Chapel Hill ISD for 12 years as a teacher and CTE Coordinator, giving her strong knowledge of the district.

Since joining Region 8 ESC in 2010, she has supported CTE programs across 46 districts and leads the Advising Supports Team, which provides guidance on graduation requirements, academic planning, CCMR, and effective advising. Since 2023, she has also served as an EAF Implementation Coach for districts. She will provide ongoing coaching, technical assistance, and planning support for Chapel Hill ISD. The district will contract with Region 8 ESC for these services at a cost of \$6,500.

2. EAF Project Lead – Who is the EAF Project Lead and how do they meet the qualifications outlined in the Program Elements for this position?

The Effective Advising Framework (EAF) Project Lead for Chapel Hill ISD is Kaci Bynum. She served as Project Lead during the planning phase and will continue in this role during implementation. She holds a B.S. in Mathematics and has 16 years of experience in education, including 13 years in Chapel Hill ISD.

She spent 11 years as a high school math teacher and the past five years as Dean of Students at Chapel Hill High School. In this role, she has supported student achievement and helped students in grades 9–12 plan for college, careers, or military pathways through advising, CCMR support, and CTE exploration.

As Project Lead, she will dedicate 20% of her time to the EAF and receive a \$6,000 stipend. She will oversee all four priorities, lead monthly steering committee meetings, monitor timelines and deliverables, and ensure successful implementation of the program goals.

3. District Commitment – 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?

Chapel Hill ISD will ensure the EAF Project Lead has the time and support needed to successfully manage the project by formally allocating time within their role to oversee implementation, lead meetings, and monitor progress. This protected time allows the Project Lead to focus on coordinating priorities, tracking data, and ensuring deadlines and deliverables are met.

The district will support the Project Lead through a strong steering committee structure. Each committee member will be assigned a specific implementation priority and will help monitor progress using data and student outcomes. Members will meet regularly with the Project Lead, provide updates, and share responsibility for implementation and problem-solving.

District leadership supports this work by providing structured meeting time, encouraging cross-campus collaboration, and ensuring advising work remains a districtwide priority. The superintendent and principals also support implementation through vertical alignment, participation in planning and diagnostic tools, and support for counseling, family engagement, and career exploration opportunities.

Through this structure, Chapel Hill ISD ensures shared responsibility, consistent monitoring, and sustained support for effective advising across all campuses.

4. Steering Committee - What structures will the EAF Project Lead use to lead the steering committee meetings? How often will the steering committee meet? How will the EAF Project Lead ensure EAF priorities are implemented, and grant deliverables are completed on time?

Each committee member will lead one implementation priority. They will monitor progress using assigned data points and student outcome measures. Members will provide monthly updates to the Project Lead. These updates will include progress toward goals, successes, and any challenges that need additional support. The Project Lead will lead monthly steering committee meetings to review progress on each priority. Each meeting will include a clear agenda with action items, timelines, and deliverables. This structure helps ensure accountability and keeps all work on track. The Project Lead will also provide regular updates to the steering committee and district leadership. In addition, quarterly reviews will be used to evaluate how well the work is being implemented. Data from these reviews will guide improvements and help the district make adjustments when needed. This process will support successful implementation of the Effective Advising Framework and help the district meet its goals. The EAF Steering Committee is led by the Project Lead, Kaci Bynum, and includes five members with expertise in instruction, counseling, accountability, CTE, and special education. Each member leads one implementation priority and is responsible for monitoring progress using assigned data and student outcome measures. The Project Lead will use a structured system to lead all meetings, including a standing agenda, shared data reports, and a priority tracking dashboard. Each priority will be reviewed



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Program Description PS3014 - Program Narrative

C. Goals, Objectives and Strategies

Indicate the four EAF Priorities the district will implement in the 2026-2027 school year that were developed using the EAF Gap Analysis Tool. 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), and the targeted advising development area or focus area. What activities/strategies will be implemented to meet the goal for this priority?

1. Provide the information above for the district's first EAF Priority.

Priority 1: Provide middle school students with a method of tracking assignments and activities to increase success in personal and advanced academic goals by providing opportunities for personal responsibility and problem solving.

SMART Goal: By the end of 2026-2027, 100% of students in grades 6-8 will utilize the personal and academic tracking resource.

Targeted Grade Level(s): 6th-8th

Targeted Development Area: Personal and Social

Priority Owner: JH Dean of Students and Transition Coordinator

Strategy for Implementation: To support junior high students, a common tracking system (student planners) will be used to build consistent organization and responsibility skills. Students will follow a non-negotiable routine during Study Hall one day each week for approximately 30 minutes. Advisors will explicitly teach students how to use their planners to track assignments, deadlines, and tasks. Advisors will also complete weekly planner checks to ensure students are using the system consistently and correctly. Teachers will model how the planner supports time management, saves time, and improves student responsibility by helping students stay organized and on track. Teachers will provide feedback on the implementation and help refine how the planner system is used to better support students. In addition, students will participate in structured workshops focused on effective planner use, including prioritizing tasks, note-taking strategies, test prep, goal setting, and reflection.

2. Provide the information above for the district's second EAF Priority.

Priority 2: Implement strategic interventions to improve student performance on college and career readiness assessments.

SMART Goal: By the end of 2026-2027, the percentage of 9th and 10th grade students who pass the ELAR and/or Math TSI will increase from 10% to 30%.

Targeted Grade Level(s): 9 and 10

Targeted Development Area: Postsecondary Readiness Assessment Supports

Priority Owner: High School Principal

Strategy for Implementation: To support students who do not pass the ELAR and math TSIA2, a designated ELAR and math teacher will provide targeted remediation. Instructional support may take place during study hall, lunch, or after school, depending on student needs and scheduling. The district will also partner with Northeast Texas Community College to allow students to attend TSIA2 bootcamps for additional support and preparation. Both the ELAR and math teachers will receive training through contracted services from TSIA2 specialists at the Education Service Center. They will also attend the Accuplacer Summer Conference to strengthen their understanding of the TSIA2 framework, identify learning gaps, and improve their ability to provide effective remediation. After each TSIA2 administration, teachers will receive student score reports that identify specific areas of need. Using this data, they will develop individualized remediation plans for each student before the next testing window. The TSIA2 will be administered on the high school campus four times per year.

3. Provide the information above for the district's third EAF Priority.

Priority 3: Provide targeted math support to prepare for college and career readiness assessments.

SMART Goal: By the end of 2026-2027, the percentage of 8th grade students who take the Math TSI will increase from 0% to 30%.

Targeted Grade Level(s): 8th

Targeted Development Area: Postsecondary Readiness Assessment Supports

Priority Owner: Accountability Director

Strategy for Implementation: In previous years, 8th grade students have not had the opportunity to take the Math TSIA2. This priority changes that by allowing all 8th grade students enrolled in Algebra I to take the Math TSIA2 before entering high school. This will typically include more than 30% of the 8th grade student population. The 8th grade Algebra I teacher will receive training through contracted services from TSIA2 specialists at the Education Service Center. The teacher will also attend the Accuplacer Summer Conference to strengthen understanding of the TSIA2 framework, learn how to scaffold key concepts, and provide effective practice opportunities for students prior to testing. In addition to regular Algebra I instruction, the teacher will provide ongoing TSIA2 focused practice throughout the year to prepare students for the assessment. The TSIA2 will be administered in May. Before the exam, students will also participate in a two-day TSIA2 bootcamp led in partnership with Northeast Texas Community College and the designated teacher.

4. Provide the information above for the district's fourth EAF Priority.

Priority 4: Provide middle school students the opportunity to identify their strengths and interests through a variety of activities.

SMART Goal: By the end of 2026-2027, the percentage of 6th grade students who complete career exploration activities will increase from 0% to 75%.

Targeted Grade Level(s): 6th

Targeted Development Area: Self Exploration

Priority Owner: CTE Director

Strategy for Implementation: Sixth grade students currently participate in a first-period rotation schedule with nine week courses. One of the current Fine Arts rotations will be changed from Keyboarding to Career Exploration. Each group of students will take this course for nine weeks. The Career Exploration course will introduce students to a variety of activities, including career exploration, resume preparation, future planning, virtual reality career simulations, and learning style inventories. These activities will help students begin thinking about their interests, strengths, and future goals. This work will be coordinated with Workforce Solutions of Northeast Texas Outreach Specialists to provide students with real world career information and support. Students will maintain portfolio folders to organize their career exploration activities, interest inventories, and related assignments. The course will be taught and guided by Mrs. Suzie Hall, a high school CTE instructor. She will develop lesson plans using the career exploration platform and related instructional resources.



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2026-2027 Effective Advising Framework Implementation Year 1 App

Program Description PS3014 - Program Narrative

D. Performance and Evaluation Measures

1. 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.

P1: The JH academic dean will monitor implementation by visiting classrooms. The success of this initiative will be measured by how many students actively use their planners and show improvement in responsibility and problem solving skills. If participation drops to 50% or below, staff and students will be retrained. The Transition Coordinator will also support implementation by working with students and staff to ensure planners are being used effectively.

P2: Implementation will be monitored by the HS principal. The Pathways program and a locally created spreadsheet will be used to track progress. This will provide student growth documentation, monitor progress, evaluate the effectiveness of interventions, and guide future instructional decisions to improve TSIA2 success rates.

P3: The Accountability Director will monitor this priority by meeting with the designated teacher, reviewing instructional records, and student data. This information will be used to track student progress and guide instruction. The Accountability Director will coordinate a "boot camp" to address learning gaps.

P4: The CTE Director will be monitoring this priority. He will meet with the designated teacher to review expectations. 4week and 9week check-ins will be conducted. The Project Lead will provide oversight through program reviews. Review will also take place at individual meetings and monthly committee meetings. If data shows that goals are not being met, the CTE Director will implement support



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2026-2027 Effective Advising Framework Implementation Year 1 App

Program Description PS3014 - Program Narrative

E. Budget Narrative

Describe how the proposed budget will meet the goals of the proposed program. For each category below, include the following: What is the budget amount for this category? What expenses are being proposed for this category? How does each expense align to one or more EAF priority? If applicable, include explanation of pay rates and hours expected for services rendered.

1. Payroll (Enter N/A or \$0 if this category does not apply)

The total budget amount for this category is \$19,000.

EAF Project Lead stipend: \$6,000

The purpose of the Project Lead is to oversee the EAF committee, coordinate with the EAF Coach from the ESC, organize steering committee meetings, oversee all the priorities and their implementation, ensure goals are being met, and make sure that all deliverables are completed and turned in on time.

EAF Committee Members stipend: \$10,000 (5 members at \$2,000 each)

Each committee member will receive a stipend for the time spent working with the Project Lead to complete deliverables, assist with overseeing the priorities and monitoring goal completion. Each committee member owns a priority and will be responsible for monitoring, implementation and completion of goals.

Stipends for teachers assisting with the TSIA2: \$3,000

This is aligned with priority 2 and 3. This stipend will be provided to the teachers for their time spent on developing, embedding, and providing test prep and remediation for students taking the TSIA2 ELAR and math assessment.

2. Professional and Contract Services (Enter N/A or \$0 if this category does not apply)

The total budget amount for this category is \$11,700.

EAF Grant Region 8 Coach: \$6,500

The partnership with the EAF Coach from the ESC is necessary to ensure the EAF committee meets all expectations of the grant requirements including completing deliverables, implementation of the priorities, meeting goals, and providing advising and support throughout the year.

Academic Readiness Workshop: \$4,000

This would align to priority 1. The purpose would be to contract a guest speaker(s) to conduct workshops with the middle school students on executive functioning skills. The students will participate in workshops geared towards how to use the planners that will be implemented, prioritizing tasks, note taking strategies, test preparation, and goal setting and reflection.

TSIA2 Staff Training from the ESC: \$1,200

This activity aligns with Priorities 2 and 3. Training will be provided by the ESC TSIA2 Reading Language Arts and Math Specialists to support middle and high school teachers in implementing TSIA2 preparation and remediation strategies. The professional learning will focus on developing vertical alignment of key TSIA2 concepts across grade levels to improve instructional consistency and increase student success on the assessment. These half day training sessions will be offered at the beginning of the school year and again mid-year to reinforce implementation and monitor progress.

3. Supplies and Materials (Enter N/A or \$0 if this category does not apply)

The total budget amount for this category is \$41,300.

TSIA2 Consumable Test Prep Workbooks: \$6,000

This aligns with priority 2 and 3. With the use of these workbooks, the designated teachers can use these for students to work through practice tests and understand the rationale behind the test questions.

ClassVR Xcelerate Set of 15 with CTE Content Pack: \$32,500

This aligns with priority 4. Through simulations, students can explore fields like healthcare, construction, or manufacturing without needing labs, equipment, or job sites. It allows students to experience careers they otherwise couldn't realistically access, especially at the junior high level. This will be beneficial to help students with their program of study selections in high school.

General Supplies: \$2,800

This will align with priorities 1 through 4. Students in the career exploration class will have portfolio folders to keep up with their career exploration activities and interest inventories. Advisors will create file folders to keep student documents such as the career inventories, postsecondary plans, college entrance exams, and academic goals.

4. Other Operating Costs (Enter N/A or \$0 if this category does not apply)

The total budget amount for this category is \$8,000.

This aligns with priority 2 and 3. The purpose is to provide travel expenses and registration for TSIA2 teachers and advisors to attend the conference.

Attending this conference will give TSIA2 teachers who will be providing instruction and the advisors to administer the TSIA2 an opportunity to learn how to interpret scores, identify gaps, how to respond with targeted interventions and guide students toward being truly college ready. These costs will cover conference registration and hotel accommodations.

5. Debt Service (Enter N/A or \$0 if this category does not apply)

N/A



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SAS#: EAFIAA27

2026-2027 Effective Advising Framework Implementation Year 1 App

Program Description PS3014 - Program Narrative

6. Capital Outlay (Enter N/A or \$0 if this category does not apply)

N/A

7. Provide the sum of all requested costs including any administrative costs here. Please provide only the total costs and no additional narrative.

\$80,000



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Program Budget BS6001 - Program Budget Summary and Support

Statutory Authority: Strengthening Career and Technical Education for the 21st Century Act, PL 115-224.

Part 1: Available Funding

Available Funding	
Description	26-27 EAF Implementation Yr1
1. Fund/SSA Code	244
2. Planning Amount	
3. Final Amount	
4. Carryover	
5. Reallocation	
Total Funds Available	

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	26-27 EAF Implementation Yr1
1. Consolidated Administrative Funds		☐ Yes ☐ No
2. Payroll Costs	6100	
3. Professional and Contracted Services	6200	
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	\$0
7. Capital Outlay	6600	\$0
8. Operating Transfers Out	8911	
Total Direct Costs		\$0
9. Indirect Costs		\$0
Total Budgeted Costs		\$0
Total Funds Available Minus Total Costs		\$0
10. Payments to Member Districts of SSA	6493	

B. Pre-Award Costs

Part 2B Pre-Award Costs is hidden because it does not apply to the funding source(s) for this grant application.



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Program Budget BS6001 - Program Budget Summary and Support

C. Breakout of Direct Admin Costs

Enter amounts in Direct Admin Costs fields if applicable.

Description	Class/ Object Code	26-27 EAF Implementation Yr1		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100			
2. Professional and Contracted Services	6200			
3. Supplies and Material	6300			
4. Other Operating Costs	6400			
5. Debt Services	6500	\$0		\$0
6. Capital Outlay	6600	\$0		\$0
7. Operating Transfers Out	8911			
Total		\$0		\$0

2026-2027 Effective Advising Framework Implementation Year 1 App

Program Budget BS6101 - Payroll Costs

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	26-27 EAF Implementation Yr1

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	26-27 EAF Implementation Yr1
1. Administrative support or clerical staff (integral to program)	

B. LEA Positions	
Position Type	26-27 EAF Implementation Yr1
1. Professional staff	☐
2. Paraprofessionals	☐
3. Administrative support or clerical staff (paid by LEA indirect cost)	☐

C. Campus Positions	
Position Type	26-27 EAF Implementation Yr1
1. Professional staff	☐
2. Paraprofessionals	☐
3. Administrative support or clerical staff (paid by LEA indirect cost)	☐

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	☐
2. Extra duty pay/beyond normal hours for positions not indicated above	☐
3. Substitutes for public and charter school teachers not indicated above	☐
4. Stipends for positions not indicated above	☐

Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements	
1. ☐ The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.	



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 Vendor ID: 1751614488

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 ESC Region: 08
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2026-2027 Effective Advising Framework Implementation Year 1 App

Program Budget BS6201 - Professional and Contracted Services

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	26-27 EAF Implementation Yr1
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	
Subtotal Professional and Contracted Services Costs		
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Administrative Costs is hidden because it does not apply to the funding source(s) for this grant application.

Part 3 : Itemized Professional and Consulting Services

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	26-27 EAF Implementation Yr1
1. Service:	
Specify Purpose:	
Add Item Delete Item	
Total Professional and Consulting Services Costs	



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 ESC Region: 08
 School Year: 2026-2027

2026-2027 Effective Advising Framework Implementation Year 1 App

Program Budget BS6401 - Other Operating Costs

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	26-27 EAF Implementation Yr1
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	
2. Travel for Students to Conferences (does not include field trips) LEA must keep documentation locally.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 LEA must keep documentation locally.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference LEA must keep documentation locally.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		
Total Other Operating Costs		

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Admin Costs is hidden because it does not apply to the funding source(s) for this grant application.



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Program Budget BS6501 - Debt Services

Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs

Budgeted Costs		
Description	Class/ Object Code	26-27 EAF Implementation Yr1
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		\$0

Part 2: Description of SBITA

Subscription			
☐	1. SBITA Description:		Subscription Cost:
	Fund Source:	Contract Start Date:	Contract End Date:

Part 3: Description of Property

Property			
☐	1. Property Description:		Property Value:
	Fund Source:	Contract Start Date:	Contract End Date:



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2026-2027 Effective Advising Framework Implementation Year 1 App**Program Budget
BS6601 - Capital Outlay****Part 1: Capital Expenditures**

Budgeted Costs	
Description	26-27 EAF Implementation Yr1
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	\$0
Total Capital Outlay Costs	\$0

Part 2: Furniture, Equipment, Vehicles or Software

Items	
☐	1. Generic Description: Number of Units: Fund Source: Select One Total Costs: Describe how the item will be used to accomplish the objective of the program:

Add Item

Delete Item



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Provisions Assurances CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. ☒ I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. ☒ I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. ☒ I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. ☒ I certify I am not debarred or suspended. ☒ I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification:	
a. ☒ I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.	Lobbying Certification
b. ☐ This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
Instructions for completing and attaching the Disclosure of Lobbying Activities form. • Print and sign the form. • Scan the signed form and save it to your desktop. • Click the Attach Files icon on the Table of Contents page to attach your signed form to this eGrants application.	

SSA Funding Report

Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
Total:				R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0