

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0040480336450001



Organization: IRION COUNTY ISD
Campus/Site: N/A
Vendor ID: 1756002053

County District: 118902
ESC Region: 15
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	04/24/2026 02:27 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	04/24/2026 02:29 PM
PS3014 - Program Narrative	*	Complete	05/27/2026 11:46 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	05/26/2026 09:27 AM
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	05/20/2026 06:44 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:

Select One

or

Add New Contact

First Name: JESSICA

Initial:

Last Name: PARKER

Title: ELEMENTARY PRINCIPAL

Phone: 325-835-3991

Ext:

E-Mail: JPARKER@IRION-ISD.ORG

Submitter Information

First Name: Jessica

Last Name: Parker

Approval ID: jessica.parker1

Submit Date and Time: 06/01/2026 10:59:04 AM

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General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant		
Organization Name: IRION COUNTY ISD		
Mailing Address Line 1: P O BOX 469		
Mailing Address Line 2:		
City: MERTZON	State: TX	Zip Code: 76941

B. Unique Entity Identifier (SAM)
UEI (SAM): MYTWVM2MNL47

Part 2: Applicant Contacts

A. Primary Contact		Select Contact:	Select One ▼	or	Add New Contact
First Name: Emily	Initial:	Last Name: Allen			
Title: Counselor/CTE Coordinator					
Telephone: 325-835-2881	Ext.: 1505	E-Mail: eallen@irion-isd.org			

B. Secondary Contact		Select Contact:	Select One ▼	or	Add New Contact
First Name: JESSICA	Initial:	Last Name: PARKER			
Title: ELEMENTARY PRINCIPAL					
Telephone: 325-835-3991	Ext.: 1503	E-Mail: JPARKER@IRION-ISD.ORG			



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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

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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.

Irion County ISD's program aims to implement an equitable K–12 student planning system that empowers all learners to explore options, set goals, and prepare for college, career, or military pathways. Grounded in a vision that every student graduates with the knowledge, skills, and confidence to pursue a self-defined postsecondary path, the district will strengthen advising through leadership, trained counselors, family engagement, strategic partnerships, and effective tools.

By 2028–2029, the district targets measurable gains: increasing its CCMR score from 78% to 90%, boosting college-ready graduates from 79% to 85%, and raising Career/Military readiness (IBC attainment) from 21% to 50%.

To address needs identified in the EAF Diagnostic Tool, the program will expand a comprehensive counseling model that supports academic, career, and social development through curriculum, responsive services, system supports, and individual planning. Tools such as Major Clarity will help students track progress, explore interests, and build personalized postsecondary plans.

The program also promotes innovation in CTE by aligning advising with high-skill, high-wage careers. Students in grades 5–12 will engage in career exploration and partner-based activities, ensuring consistent exposure to career pathways and strengthening connections to workforce opportunities.

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?

Dr. Lesley Casarez, Education Specialist in Counseling and Mental Health with ESC Region 15, will be the ESC EAF Coach. Before moving to the ESC in 2022, she was a PK-12 teacher, counselor, administrator, and higher education professor, coordinator, and administrator. Lesley has over 20 years of educational experience, working closely with campus and district counselors, and she connects the work that teachers, administrators, and counselors do collectively to help students succeed. Lesley has effectively coached school districts through the EAF Planning Grant Implementation. Lesley is trained on the Texas Model and TEMPSC-III, as she is on the task force updating the Texas Model to the 6th edition. She supports campus counselors and instructional leaders in applying best practices to see results in students. The percentage of her time allocated to the district's EAF Implementation support is set at 10%. The ESC fee for Implementation Year 1 support is \$12,000, as outlined in our MOU.

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?

Emily Allen, the all-level school counselor for Irion County ISD, will serve as the Project Lead. She has experience implementing a school counseling program that follows the Texas Model for Comprehensive School Counseling Programs. By building and maintaining positive rapport with students, parents, and staff, she can identify and address areas of need in individual planning. She has served as Irion County school counselor for 5 years, giving her extensive experience with the CTE program and CCMR.

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?

At least 20% of Emily's time in the counseling role encompasses the goals of this project and will be a natural fit for the necessary support. Thirty minutes will be built into her daily schedule to address the grant's requirements. Given the substantial time dedicated to grant implementation, her stipend is set at \$7,500. There is significant time outside the school day dedicated to the EAF goals and priorities. The district will ensure she has sufficient support from the steering committee. The EAF steering committee will include required representatives. The district remains committed to implementing an individual planning system that supports all students in their post-secondary planning and preparation.

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?

The 2026-2027 Steering Committee will continue the 2025-2026 successes. The district will continue the work of the EAF Steering Committee by providing resources to students and their families to ensure equity of access to information about post-secondary options and current pathways. Templates for meeting agendas will be utilized during the quarterly meetings with the steering committee. A plan for deliverables will include dates due by the district to the ESC in order to ensure timely completion.



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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.

Postsecondary Readiness and Assessment Supports: Increase TISA2 and ACT scores through staff development, implementation of test preparation, and earlier opportunities to take assessments. CTE teachers will focus on POS completers and increasing the passing rate of IBCs with a high-quality curriculum and IBC prep materials.

SMART Goal: By the end of 2026-2027, 100% of ELAR, Math, & CTE teachers will receive training to support CCM goals. 100% of 9-12 students will have the opportunity to take a college readiness assessment. 75% of 11th graders will be college-ready.

Grade levels: 9th, 10th, 11th, 12th

Targeted Advising Development or Focus Area: Academic Development

Activities/Strategies: Teachers will receive training and support to understand the importance of TSIA2 and ACT in demonstrating College Readiness, and to implement more preparation into the curriculum. District will purchase access to the Mometrix Online TSIA2 & ACT Test Prep Platform for supplemental test prep. Admin will support teachers in tracking student development and target growth to meet college readiness. Provide earlier and more frequent opportunities for students to take tests, guidance on interpreting scores, and additional support to develop knowledge.

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

Career Exploration: Increase early college & career exploration and encourage student commitment to complete a Program of Study; intentional scheduling to allow for a higher completion rate. Promote Programs of Study, associated IBCs, and career opportunities that align with each.

SMART Goal: By the end of 2026-2027, we will increase the percentage of 12th-grade students who complete a POS and earn an aligned IBC from 21% to 50%.

Grade levels: 5th, 8th, 12th

Targeted Advising Development or Focus Area: Career Development

Activities/Strategies: The district will implement a more organized and consistent approach to promote CTE Programs of Study and CTE activities, as well as careers in related fields.

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

Postsecondary Transition Supports: Implement an individual student planning system in the context of the Texas Model and TEMPSC-III, so the district can provide effective management support to the school counselors.

SMART Goal: By the end of 2026-2027, the TEMPSC-III will be implemented. 100% of 8th-grade students will have a PGP meeting with their counselor. 100% of 12th graders will meet with a counselor and develop a specific post-secondary goal/plan with actionable steps.

Grade levels: 8th, 12th

Targeted Advising Development or Focus Area: Academic Development

Activities/Strategies: The district will implement a more systematic and standardized approach to advising students, supporting student interests, and improving post-secondary outcomes.

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

Self-Exploration: Early conversations and exploration of post-secondary options, requirements for entry, career fields, and skills required for entry. Self-discovery of strengths, personality, and interests, and how that relates to post-secondary success.

SMART Goal: By the end of 2026-2027, 100% of 5th, 8th, 11th, & 12th graders will identify personal interests and values and set post-secondary goals to align.

Grade levels: 5th, 8th, 11th, 12th

Targeted Advising Development or Focus Area: Career Development

Activities/Strategies: 5th, 8th, 11th & 12th graders will complete interest inventories and personality assessments to identify personal values, beliefs, and goals. Implementation will include specific learning goals to meet grade level expectations, and track progress and student profiles 5-12. The committee will develop a system or use new and/or existing platforms (e.g., Major Clarity) to track individual student progress in identifying interests, skills/agilities, meeting academic goals, and developing post-secondary plans. Students will be encouraged to take ownership of tracking their own progress.



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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.

To ensure successful implementation and achievement of student outcome goals, progress will be monitored through consistent data collection, analysis, and reflection cycles.

Data collection will include:

- 1) Student Outcomes: CCMR indicators, TSIA2/ACT scores, IBC attainment, course completion, and pathway enrollment.
- 2) Engagement data: participation in advising activities, career exploration lessons, field trips, and CTE courses
- 3) Process data measuring advising meetings, lesson delivery, and implementation fidelity
- 4) Perception data gathered from student surveys, teacher feedback, and stakeholder input

Monitoring tools will include:

- 1) Major Clarity and Pathful platforms to track student interests and progress
- 2) TSIA2/ACT prep platforms for assessment and skill tracking
- 3) District data systems for CCMR, grades, and CTE participation
- 4) Google Forms for surveys and feedback
- 5) Paxton Patterson reporting tools for lab engagement and completion

Continuous improvement efforts will include monthly leadership and Project Lead check-ins, quarterly steering committee meetings, semester teacher data reviews, and annual program evaluations comparing outcomes to targets.

This structured review cycle supports timely adjustments, strengthens implementation, and ensures the district remains aligned with all four EAF priorities.



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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 \$18,000 payroll budget supports key staff to implement and sustain the EAF program across all four priorities. The Project Lead will manage overall implementation, including purchasing, data tracking, communication, advising systems, and stakeholder reporting, while coordinating the steering committee. Supporting roles include the Dual Credit Coordinator, Junior High General Employability Skills teacher, and part-time counselor, who will assist with college readiness initiatives, deliver K–8 self-discovery and career lessons, and teach the 8th-grade employability course using Paxton Patterson labs.

A Career Discovery Labs teacher will lead 6th-grade career exploration and support STEM integration at the elementary level, aligning with career pathway development. Secondary math and ELAR teachers will focus on improving TSIA2 outcomes by embedding targeted preparation in courses such as English III and Algebra II/Algebraic Reasoning, using data-driven instruction and benchmarks.

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

The \$18,000 budget supports professional development and technical assistance critical to EAF implementation. Funding includes an ESC Region 15 EAF Coach (\$12,000), ACT Instructional Mastery training for teachers (\$3,000), and Paxton Patterson professional development (\$3,000).

The EAF Coach will provide ongoing guidance through monthly trainings, continuous support, and expertise aligned with Year 1 grant deliverables, ensuring strong implementation across all EAF priorities.

ACT Instructional Mastery training focuses on improving teacher understanding of ACT and college-readiness standards. By strengthening instructional practices and aligning classroom content to assessment expectations, this training supports increased ACT and TSI performance, addressing Priority 1 by building student readiness for postsecondary success.

Paxton Patterson professional development prepares teachers to effectively implement Career Discovery Lab curriculum and utilize lab equipment. This training enhances teacher capacity to deliver engaging, hands-on career exploration experiences tied to real-world applications. It supports student awareness of high-skill, high-wage career pathways and strengthens CTE programming, aligning with Priorities 2, 3, and 4.

Overall, this investment builds educator expertise, improves instructional alignment, and expands high-quality college and career readiness opportunities for students.

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

The \$61,300 budget supports resources that strengthen college readiness, career exploration, and high-quality CTE instruction. Allocations include \$3,300 for college readiness test prep materials, \$48,000 for Paxton Patterson Career Discovery Labs, \$5,000 for CTE classroom supplies, and \$5,000 for the Pathful career exploration platform.

College readiness materials will provide engaging ACT and TSIA2 preparation tools, allowing teachers to track student progress and target instruction to improve assessment outcomes (Priority 1). Paxton Patterson Career Discovery Labs deliver structured, hands-on career exploration, helping students connect interests, skills, and education to future careers. This increases engagement, supports informed decision-making, and improves participation in CTE programs and attainment of Industry-Based Certifications (Priorities 2, 3, and 4).

CTE classroom supplies will enhance hands-on learning across programs, particularly in Exercise & Wellness, Graphic Design, and Agriculture, by providing essential equipment, tools, and materials. Planned initiatives include a student-run print shop to expand real-world learning (Priority 2).

The Pathful platform supports K–12 career exploration through interest assessments, career videos, and postsecondary planning tools, helping students make informed pathway decisions (Priorities 3 and 4).

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

The \$2,700 budget will fund college and career exploration field trips for students in grades 5–12. These experiences will include visits to regional colleges, local employers, and industry-related sites aligned to high-demand careers and the district's CTE Programs of Study. Potential destinations include San Angelo-area institutions, Texas State Technical College, the Johnson Space Center, and other educational or industry-focused locations incorporated into existing trips.

These field trips will provide students with meaningful exposure to a variety of career pathways, helping them understand required skills, education, and training. Students will connect classroom learning to real-world applications, gain insight into workplace expectations, and learn about earning potential across different fields.

Participation in these experiences will support students in developing clearer academic and career goals, particularly in selecting high school coursework and planning postsecondary pathways. The program will increase student engagement, strengthen motivation, and encourage commitment to CTE programs of study.

Overall, these opportunities will promote informed decision-making and better prepare students for successful transitions into college, careers, or the workforce, aligning with EAF Priorities 2, 3, and 4.



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Program Description PS3014 - Program Narrative

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

N/A

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.

\$100,000.00



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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	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		
9. Indirect Costs		
Total Budgeted Costs		
Total Funds Available Minus Total Costs		
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			
6. Capital Outlay	6600			
7. Operating Transfers Out	8911			
Total				



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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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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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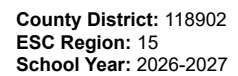
Program Budget BS6401 - Other Operating Costs

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		

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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	
Total Capital Outlay Costs	

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



SAS#: EAFIAA27

Organization: IRION COUNTY ISD
Campus/Site: N/A
Vendor ID: 1756002053

County District: 118902
ESC Region: 15
School Year: 2026-2027

2026-2027 Effective Advising Framework Implementation Year 1 App

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