



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

TEA NOGA ID

Authorizing legislation

This IDC application must be submitted via email to competitivegrants@tea.texas.gov.

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, June 17, 2025**.

Application stamp-in date and time

Grant period from **September 1, 2025 - August 31, 2026**

Pre-award costs permitted from **Pre-Award Costs Are Not Permitted**

Required Attachments (linked along with this form on the TEA Grants Opportunities page)

Excel workbook with the grant's budget schedules

Attachment 1: 2025-2026 Effective Advising Framework Implementation Grant Program Agreement

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Cleveland ISD** CDN **146901** Campus ESC **4** UEI **NQX1JFMFG418**

Address **1901 E. Houston** City **Cleveland** ZIP **77306** Vendor ID **1746000517**

Primary Contact **Tyra Hodge** Email **tyra.hodge@clevelandisd.org** Phone **281-592-8717**

Secondary Contact **Tammy Brinkman** Email **tammy.brinkman@clevelandisd.org** Phone **281-592-8717**

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 **Tammy Brinkman** Title **Sr Director of Special Programs**

Email **tammy.brinkman@clevelandisd.org** Phone **281-592-8717 x1127**

Signature **Tammy Brinkman** Date **6/5/25**

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.

The proposed program for the 2025–2026 academic year will significantly enhance individual student planning within the framework of a comprehensive school counseling program by leveraging digital tools, professional development, and strategic student engagement. Through the implementation of Xello, students in grades 5–12 will engage in meaningful career exploration, goal-setting, and academic planning aligned with College, Career, and Military Readiness (CCMR) standards. Counselors will participate in tiered professional development to refine advising practices, address CCMR knowledge gaps, and effectively guide students through personal graduation plans and career pathways. Family engagement efforts, including bilingual CCMR workshops and contracts outlining certification requirements, ensure that advising extends beyond the school to include active family support.

Simultaneously, this program fosters innovation in Career and Technical Education (CTE) and promotes high-skill, high-wage career pathways through the expansion of early college credit opportunities and career-aligned instruction. A central feature is the introduction of dual credit courses for 9th-grade students, supported by the creation of the Advanced Academic Academy, which targets high-achieving students for early postsecondary success. The district aims to achieve a 60% program of study completion rate and ensure that 56% of seniors earn industry-recognized certifications, preparing students with tangible, workforce-aligned credentials before graduation.

Innovation is further supported through strong community and postsecondary partnerships with Lone Star College, Lamar State College, and local business leaders, enabling work-based learning opportunities and contextualized instruction. CTE staff will be equipped through targeted training on Xello and data reporting practices, ensuring fidelity of implementation and program sustainability. Overall, this initiative strategically blends digital tools, workforce alignment, and multi-tiered support systems to equip students for success in both college and high-demand careers.

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 - LaShonda Evens is our coach from Region 4.

2. Dr. Tyra Hodge: Cleveland ISD demonstrates a strong and sustained commitment to the goals and implementation of the EAF grant initiative. Under the leadership of Tyra Hodge, the designated project lead, the district has adopted a systems-level approach to ensure the program's alignment with comprehensive student advising, workforce readiness, and postsecondary success. Ms. Hodge has played an integral role in coordinating efforts across departments, engaging stakeholders, and driving implementation strategies that are data-informed and equity-focused.

In alignment with Lever 1 (District Commitments), Cleveland ISD has prioritized ongoing professional development for counselors, teachers, and CTE staff through tiered training aligned with College, Career, and Military Readiness (CCMR) priorities. District leadership has committed resources and scheduling flexibility to ensure staff can attend both in-district sessions and regional trainings through ESC 4 and ESC 6. This demonstrates not only compliance but proactive engagement with legislative updates and best practices.

From Lever 3 (Internal Culture of Advising), the district is deeply invested in cultivating a culture where advising is embedded into the daily student experience. Structures such as monthly CCMR updates for staff, bilingual family information nights, and classroom-based advisory touchpoints reflect a district-wide approach to supporting student pathways. Leadership has committed to recognizing student milestones monthly, using tools like social media, campus displays, and assemblies to celebrate progress and reinforce the value of individual planning and academic achievement.

During the 2024–2025 EAF grant cycle, district leadership—including Dr. Hodge—demonstrated robust involvement in both the planning and execution of grant activities. Evidence of district support included the allocation of stipends for steering committee members, approval of contractual tools like Xello and IXL, and cross-functional coordination with CTE, counseling, and academic departments. Leadership supported data collection, progress monitoring, and continuous improvement strategies that laid the foundation for scaling initiatives in 2025–2026.

To ensure stakeholder buy-in and build sustainability, Cleveland ISD will continue to employ a comprehensive communication strategy that includes regular updates to school board members, newsletters for families, social media engagement, and structured feedback loops through surveys and advisory committees. All communication will be bilingual and tailored to reflect community diversity, ensuring transparency and inclusivity.

3. Cleveland ISD is firmly committed to the success and sustainability of the EAF initiative, viewing it as a strategic priority to expand postsecondary readiness and foster a culture of comprehensive student advising. The district's commitment aligns closely with Lever 1 (Staffing and Professional Development) and Lever 3 (Internal Culture of Advising) as outlined in the EAF framework.

Under the leadership of Tyra Hodge, Project Lead for the EAF initiative, Cleveland ISD has coordinated cross-departmental efforts to embed college and career readiness into everyday instruction, student planning, and community engagement. District leadership has supported professional development through the implementation of tiered counselor and teacher training, specifically focused on College, Career, and Military Readiness (CCMR), the use of advising platforms such as Xello, and career exploration tools like IXL. These trainings have been differentiated by staff experience level and targeted to address both baseline knowledge and evolving legislative expectations—demonstrating the district's strong alignment with Lever 1.

From the perspective of Lever 3, Cleveland ISD has established an internal culture that prioritizes student advising through consistent, structured communication with all stakeholders.

4. Committee members will be Tyra Hodge, Earnest Roder, Skye Howell, Rachel Burch, and we will all receive a 5000 dollar stipend.

Goals, Objectives, and Strategies

Indicate the four EAF Priorities the district will implement in the 2025-2026 school year that were developed with the support of the EAF Coach in spring 2025 using either the EAF Gap Analysis Tool or the SY25-26 EAF Priorities and Student Outcomes resource. For each EAF Priority, include the following: a description of the EAF Priority to be implemented, the aligned SMART student outcome goal, the targeted grade level(s), the targeted development area (academic, career, personal/social, or financial literacy and aid), the key staff who will lead and support implementation of this priority, and the strategy to support the priority. Include in the strategy the necessary staff training, communication to stakeholders, advising resources, and external partnerships.

1. Provide the information above for the district's first EAF Priority.
2. Provide the information above for the district's second EAF Priority.
3. Provide the information above for the district's third EAF Priority.
4. Provide the information above for the district's fourth EAF Priority.

1. EAF Priority 1: Professional Development in CCMR Advising

- Description of Priority:

Coordinate tiered professional development for counselors, CTE staff, teachers, and administrators on CCMR pathways, graduation requirements, and accurate student placement in programs of study.

- SMART Student Outcome Goal:

By the end of the 2025–2026 school year, 90% of educators will report increased knowledge of CCMR requirements as measured by pre- and post-training surveys, and 80% of students (grades 5–12) will demonstrate understanding of CCMR components.

- Targeted Grade Levels:

Grades 5–12

- Development Area:

Career Development

- Key Staff:

1. Lead: Coordinator of CTE and Post-Secondary Education
2. Support: Campus Counselors, Administrators, CTE Teachers

- Strategy:

1. Staff Training: Tiered training through ESC 4 and 6, counselor attendance at CTAT Summer Conference.
2. Stakeholder Communication: Monthly staff CCMR updates, bilingual family workshops, counselor-led student sessions.
3. Advising Resources: Course catalog updates, Xello integration, CCMR materials translated for family engagement.
4. External Partnerships: Region 4 and 6 ESCs, Lone Star College, Lamar State College, local business mentors.

2. EAF Priority 2: Implementation of Xello and IXL for Career Exploration and Test Readiness

- Description of Priority:

Implement Xello for career exploration and IXL for testing preparation with fidelity, integrated into classroom activities and advisory periods.

- SMART Student Outcome Goal:

Achieve 90% participation in Xello at the high school level, 60% program of study completion for seniors, and at least 56% of seniors earning industry-recognized certifications by year's end.

Middle school students will reach 75% usage rates in Xello and IXL.

- Targeted Grade Levels:

Grades 5–12

- Development Area:

Career Development

- Key Staff:

1. Lead: Coordinator of CTE and Post-Secondary Education
2. Support: CTE Teachers, Counselors, Elective Teachers, Middle School Admin

- Strategy:

1. Staff Training: Annual training for teachers in Xello and IXL integration. 9–12 CTE staff trained on entering CCMR data.
2. Stakeholder Communication: Recognition of student milestones in announcements, lunchroom displays, and newsletters.
3. Advising Resources: Full Xello implementation, IXL curriculum aligned with TSIA benchmarks, student usage dashboards.
4. External Partnerships: Lone Star College and Lamar State College for dual credit and industry-aligned certification programs.

Goals, Objectives, and Strategies cont'd.

3. EAF Priority 3: Expansion of Dual Credit Access at the 9th Grade Level

- Description of Priority:

Increase early access to dual credit opportunities by launching an Advanced Academic Academy targeting high-achieving 9th-grade students with dual credit pathways and TSIA readiness.

- SMART Student Outcome Goal:

By the end of SY25–26, 10% of 9th-grade students at the 9th-grade campus will enroll in introductory dual credit courses.

- Targeted Grade Levels:

Grade 9 (with TSIA prep beginning in grades 7–8)

- Development Area:

Academic and Career Development

- Key Staff:

1. Lead: Coordinator of Advanced Academics & CTE

2. Support: Work-Based Learning Specialist, High School Counselors, Dual Credit-eligible Instructors

- Strategy:

1. Staff Training: Dual credit instructor development in partnership with Lone Star College.

2. Stakeholder Communication: Advanced Academic Academy marketing campaigns, family info nights, bilingual outreach.

3. Advising Resources: TSIA prep embedded in College & Career Exploration classes, dual credit marketing materials.

4. External Partnerships: Lone Star College, Lamar State College, Sam Houston State (pending GEAR-UP grant).

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4. EAF Priority 4: Strengthen Student and Family Engagement in Postsecondary Planning

- Description of Priority:

Increase family and student engagement in CCMR advising and awareness of postsecondary opportunities through structured events, materials, and communication.

- SMART Student Outcome Goal:

By the end of SY25–26, at least 75% of families with students in grades 7–12 will participate in at least one advising-related event or receive advising communication materials in their primary language.

- Targeted Grade Levels:

Grades 7–12

- Development Area:

Financial Literacy and Aid / Career Development

- Key Staff:

o Lead: Director of Counseling and College Readiness

o Support: Campus Counselors, Parent Liaisons, Administrators

- Strategy:

1. Staff Training: Bilingual parent communication best practices, training on FAFSA/TASFA and financial aid tools.

2. Stakeholder Communication: Bilingual workshops, take-home guides, text/email notifications, and parent contracts.

3. Advising Resources: FAFSA/TASFA toolkit, Texas First Diploma resources, testing prep guides.

4. External Partnerships: Region 4 ESC, financial aid offices at partner colleges, nonprofit FAFSA support organizations.

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 successful implementation of the EAF Priorities and achievement of student outcome goals, Cleveland ISD will employ a comprehensive, data-driven monitoring system. For each priority, specific data points such as staff training participation, student engagement in digital platforms, dual credit enrollment, certification rates, and family event attendance will be tracked throughout the year. Tools including Xello and IXL dashboards, pre- and post-surveys, TSIA score reports, E School (SIS), and event sign-in logs will be used to collect and analyze progress metrics. Feedback from students, staff, and families will also be gathered through regular surveys and stakeholder meetings.

The district's leadership team, under the guidance of EAF Project Lead Tyra Hodge, will conduct quarterly reviews of all priority areas, using data to assess progress and inform timely adjustments. Campus-level staff, counselors, and CTE coordinators will collaborate to interpret findings and refine strategies. Regular communication loops—such as counselor PLCs, instructional coaching, and bilingual family outreach—will ensure that insights lead to meaningful improvements. This consistent reflection and response process will support the fidelity and impact of each EAF initiative.

Budget Justification

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

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

Payroll : 25,000
Contracted Services: 25,000
Supplies: 5,000
Other operating costs: 10,000
Capital Outlay : 45,000

Equitable Access and Participation

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

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

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

CDN 146901

Vendor ID 1746000517

Amendment #

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**

25-26 Effective Advising Framework Implementation Grant Program Agreement

This agreement is written by and between:

Region 4, hereinafter referred to as “ESC”, and

Cleveland ISD hereinafter referred to as “District”,

regarding the 2025-2026 Effective Advising Implementation Grant.

This agreement provides the core functions required of the ESC and District within the Effective Advising Framework Implementation Grant. By signing this document, the identified organization(s) commit to the roles and responsibilities as outlined below. This agreement will go into effect on the start date of the grant and will terminate at the end of the grant period.

Purpose of this grant program:

The Effective Advising Framework (EAF) supports the development and implementation of an individual student planning system within the context of a comprehensive school counseling program. This grant project supports school districts in the implementation of their EAF priorities in grades 5-12. Districts will be supported by an EAF Coach at the ESC who will monitor, support, and coach the district through EAF implementation aligned to the essential actions and key practices of the Effective Advising Framework. The intended outcome of this program is to improve the district's individual student planning system and to measure the impact of individual student planning when implemented with fidelity.

Effective Advising Implementation Grant Roles and Responsibilities

The ESC agrees to the following key functions:

1. Identify an EAF Coach to serve the school district as a coach and technical service provider through the grant project. The EAF Coach should possess a strong understanding of counseling and advising practices to support academic and career development in a K-12 setting. The EAF Coach should have positive rapport with districts in the region and experience coordinating, convening, and communicating with districts on projects. The coach may or may not be a certified school counselor but should have a strong understanding of comprehensive school counseling programs as defined by the Texas Model for Comprehensive School Counseling; and
2. Provide the identified EAF Coach with the necessary time and support to successfully accomplish all grant deliverables.

EAF Coach agrees to the following key functions:

1. Support the district's effective advising implementation and seek out opportunities to develop or connect districts to tools, resources, services, and programs as defined in the program guidelines;
2. Support the district in all identified priorities by encouraging key practices aligned to the EAF;
3. Provide technical assistance and coaching to the district's EAF Project Lead to ensure they are equipped to successfully complete grant deliverables;
4. Support communications across multiple districts in the region to share best practices and foster a regional community of practice for effective advising; and

5. Work toward Coach Designation or Designation with Distinction, which includes engaging in statewide training opportunities, coaching districts toward high-quality grant deliverables, and receiving a satisfactory rating from district feedback surveys.

The District agrees to the following key functions:

1. Identify a school counselor or administrator to serve as the EAF Project Lead throughout the grant period who will be responsible for submission of grant deliverables;
2. Provide the EAF Project Lead with the necessary capacity, support, and authority to convene and lead a steering committee;
3. Identify a steering committee representing elementary and secondary levels, which is made up of at least one administrator, one certified school counselor, one Career and Technical Education representative, and one representative of programs serving special populations;
4. Provide the steering committee members with the time and capacity to support the completion of all grant requirements with fidelity, including any necessary training, under the direction of the EAF Project Lead; and
5. Foster an internal culture of advising and buy-in to support implementation of the grant project.

The EAF Project Lead agrees to the following key functions:

1. Serve as the district's representative for effective advising in the context of the district's comprehensive school counseling program;
2. Convene and coordinate the work of the steering committee;
3. Coordinate with, and receive coaching from, the EAF Coach; and
4. Oversee, monitor, and track results of the implementation of identified EAF Priorities and completion of all required grant deliverables.

Effective Advising Implementation Grant Staff Contact Sheet

ESC Information:

Name of ESC	Region 4 Education Service Center
Name of Authorized Representative	Rodney Watson, Ph.D.
Authorized Representative Title	Executive Director
Authorized Representative Email	rodney.watson@esc4.net
Authorized Representative Phone Number	713-744-6534
Name of EAF Coach	LaShonda Evans
EAF Coach Title	Education Specialist II, Accountability, Research & Compliance
EAF Coach Email	lashonda.evans@esc4.net
EAF Coach Phone Number	713-744-6380

District Information:

Name of District	Cleveland ISD
Name of Authorized Representative	Tammy Brinkman
Authorized Representative Title	Sr. Director of Special Programs
Authorized Representative Email	tammy.brinkman@clevelandisd.org
Authorized Representative Phone Number	281-592-8717
Name of EAF Project Lead	Tyra Hodge
EAF Project Lead Title	Director of SEL & Mental Health
EAF Project Lead Email	Tyra.Hodge@clevelandisd.org
EAF Project Lead Phone Number	281-592-8717 EXT. 1129

District Effective Advising Steering Committee

Identify the staff members within the district who will serve on the steering committee. Indicate their level of involvement in the implementation of the effective advising system.

The steering committee represents elementary and secondary levels and includes, but is not limited to, one certified professional school counselor, one administrator, a representative of career and technical education, and a representative of students from special populations. Consider including someone from the finance department to support implementation.

Team Member 1 (EAF Project Lead, required, certified school counselor or administrator with knowledge of comprehensive school counseling programs)

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Tyra Hodge	Director of SEL	20	5,000

Email address: tyra.hodge@clevelandisd.org

Team Member 2 (required, certified school counselor or administrator)

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Skye Howell	Director of Post-Secondary	10	5,000

Email address: skye.howell@clevelandisd.org

Team Member 3 (required, CTE representative)

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Ernest Roder	Sir Director of Student Services	10	5,000

Email address: ernest.roder@clevelandisd.org

Team Member 4 (required, Special Populations representative)

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Rachel Burch	Counselor	10	5,000

Email address: rburch@clevelandisd.org

Team Member 5 (optional)

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount

Email address: _____

Team Member 6 (optional)

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount

Email address: _____

**Add additional Team Members on a separate document as needed and attach to this agreement.*

By signing this agreement, the identified party agrees to the roles and responsibilities that are outlined in this document and understands the importance of their roles and responsibilities in the success of this grant project. If either party terminates this agreement before the grant period ends, a written notice which meets the requirements set forth by the Texas Education Agency (TEA) must be provided with a minimum 30-day notice. If any staff person named on page 3 of this agreement changes, written notice will be provided to the other party with a minimum 30-day notice.

ESC Signatures

<i>ESC Authorized Representative</i>		
Name	Rodney Watson, Ph.D.	ESC 4 Title Executive Director
Signature	Date	

<i>EAF Coach</i>		
Name	LaShonda Evans	ESC 4 Title Education Specialist II
Signature	Date June 10, 2025	

District Signatures

<i>District Authorized Representative</i>		
Name	Tammy Brinkman	Title Sr. Director of Special Programs
Signature	Tammy Brinkman	Date 6/5/25

<i>EAF Project Lead</i>		
Name: Tyra Hodge	Title: Director of SEL & Mental Health	
Signature	Tyra Hodge	Date 6/5/25