



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

NOGA ID

Authorizing legislation

This IDC application must be submitted via email to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov).

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

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

Application stamp-in date and time

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

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

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

Excel workbook with the grant's budget schedules

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

**Amendment Number**

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

**Applicant Information**

Organization **Kennedale ISD** CDN **220914** Campus  ESC **11** UEI **ZPXYZFGLFMT1**  
Address **120 W. Kennedale Pkwy** City **Kennedale** ZIP **76060** Vendor ID **1756001899**  
Primary Contact **Dr. Stephanie Devlin** Email **devlins@kisdtx.net** Phone **817-563-8000**  
Secondary Contact **Ms. Sherry Dickens** Email **dickenss@kisdtx.net** Phone **817-563-8023**

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

- ☒ IDC application, guidelines, and instructions ☒ Debarment and Suspension Certification  
☒ General and application-specific Provisions and Assurances ☒ Lobbying Certification

Authorized Official Name **Dr. Chad Gee** Title **Superintendent**

Email **geec@kisdtx.net** Phone **817-563-8000**

Signature **Dr. Chad Gee** Date **6-10-2025**

**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.

1. How this program will support individual student planning in the context of comprehensive school counseling:The Effective Advising Framework program will enhance individual student planning by embedding intentional, equity-driven advising into every level of our comprehensive school counseling program. Grounded in the Texas Model for Comprehensive School Counseling Programs, this initiative ensures that all students receive personalized academic and career advisement aligned with their strengths, interests, and goals. Through structured advising sessions, students will engage in data-informed conversations with counselors and advisors that guide course selection, graduation plans, and long-term career and college pathways. The framework incorporates tools such as interest inventories, goal-setting worksheets, and progress monitoring templates to support students in developing and refining personal graduation plans (PGPs) from middle school through high school. This approach prioritizes student voice and agency, supporting increased engagement, motivation, and postsecondary readiness. Additionally, the program strengthens the counselor’s role as an instructional leader and advocate, ensuring that advising is inclusive, developmentally appropriate, and culturally responsive. Family engagement strategies and professional learning for staff will further align advising efforts across campus teams, fostering a unified, student-centered approach to academic and career development.

2. How this program will foster innovation in CTE programming and/or promote career pathways aligned to high-skill, high-wage careers or industries:The Effective Advising Framework will serve as a catalyst for innovation in Career and Technical Education (CTE) by expanding access to and awareness of high-skill, high-wage career pathways. By integrating labor market data and regional workforce insights into the advising process, students will be equipped to make informed decisions about CTE endorsements, certifications, and dual credit opportunities aligned with future-ready industries such as healthcare, information technology, engineering, and advanced manufacturing. This program will also enable early and sustained exploration of CTE pathways through the use of interactive digital tools, student advisory panels, and experiential learning opportunities, such as internships, job shadowing, and industry-led workshops. Advisors will be trained to facilitate meaningful career conversations that demystify postsecondary options, highlight non-traditional pathways, and bridge gaps between education and employment. Moreover, the framework promotes strategic scheduling and course alignment that allows students to stack credentials and earn industry-based certifications while still in high school. By embedding career development into individual student planning, the program not only elevates the visibility of CTE but also ensures students are better prepared to enter the workforce or pursue postsecondary education with confidence and clarity.

## 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. Stephanie Tennyson, the EAF Coach from ESC Region 11, will provide coaching support to Kennedale ISD. With 8 years of experience in CTE programming and one year as an EAF Coach, she brings strong knowledge of K-12 advising systems and comprehensive school counseling. Stephanie has established collaborative partnerships across the region and will dedicate 5% of her time specifically to Kennedale ISD. The ESC fee for this contracted support is \$8,000.

2. Dr. Stephanie Devlin, Director of Counseling Services, will serve as the EAF Project Lead. She holds a Ph.D. in Counseling, and brings over 15 years of experience in school counseling and advising leadership. Dr. Devlin also oversees the district's CTE and College, Career, and Military Readiness (CCMR) programs, ensuring alignment across advising, pathway planning, and postsecondary readiness. As much of her position is inherently aligned to the goals and systems outlined in the Effective Advising Framework, her leadership provides built-in sustainability and district-wide coherence. She will allocate 25% of her time to the EAF initiative. To ensure her capacity, administrative duties will be adjusted and supported. She will chair the EAF Steering Committee, which includes representatives from CTE, middle and high school counseling, and campus leadership. The committee will meet monthly to guide implementation, monitor progress, and support alignment with district systems. No stipends are included in the project budget.

3. Kennedale ISD is deeply committed to the successful implementation of the Effective Advising Framework. In alignment with Lever 1 of the EAF, the district has established a leadership team with clearly defined roles to design, implement, and monitor a comprehensive student planning system. The steering committee will include district and campus representatives whose roles reflect the advising work occurring at the middle and high school levels, ensuring alignment with the focus of the upcoming school year's goals. Time will be built into master schedules and professional development to support this work.

Aligned with Lever 3, the district will foster a strong internal culture of advising by building a shared responsibility among educators, counselors, and administrators to support students' postsecondary planning. Advising will be embedded across multiple touchpoints throughout the year—including advisory periods, course selection processes, counselor check-ins, and goal-setting activities—ensuring students regularly engage in meaningful conversations about their futures. Staff will receive ongoing training to ensure consistency in messaging and will be equipped with tools to guide students through both career exploration and academic planning. This culture will be further supported by regular communication with families and a continued focus on relationship-building, so students feel supported, empowered, and connected to their postsecondary goals.

4. The EAF Steering Committee is composed of Dr. Stephanie Devlin (Project Lead), the district CCMR/CTE Coordinator, a secondary counselor, an elementary counselor, and the Director of Special Student Populations. This diverse team provides representation across critical advising roles, grade levels, and student support functions. Each member contributes specialized expertise aligned to the four EAF Priorities, including academic advising, graduation planning, career and technical education, and services for students with unique needs. The committee will meet monthly to monitor progress, analyze data, and coordinate implementation across campuses—ensuring that all students have equitable access to high-quality, individualized advising.



## 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.

These priorities reflect where we see the greatest opportunity to deepen impact for students across our system. Informed by campus-level feedback, data analysis, and guidance from our EAF Coach, each focus area was selected to address critical points in students' academic journeys—from early financial literacy to high school graduation planning. Rather than layering on new initiatives, these priorities are designed to strengthen and align the work already happening on our campuses, bringing greater coherence, consistency, and student ownership to the advising process.

### Priority 1:

Description: Improve student progression toward CTE Program of Study completion.

SMART Goal: By the end of 2025–2026, we will increase the percentage of 11th grade students who are on track to attain Completer status from 7% to 20%.

Targeted Grade Level(s): 12th Grade

Development Area: Career Development

Key Staff: Led by the CCMR Coordinator with support from CTE teachers and counselors who advise students on Programs of Study.

Strategy: To support students in progressing toward CTE Completer status, the district will implement targeted training for CTE teachers, principals, and counselors in selected online advising platforms (e.g., Xello, ODS, CareerCraft). These platforms will be used to help students understand Program of Study requirements, track progress, and make informed course selections. Additionally, the district will launch a coordinated communication plan—including presentations, newsletters, and parent nights—to ensure that families are fully informed about CTE pathways and their benefits. Internal systems will be developed to streamline collaboration among counselors, CTE staff, diagnosticians, and administrators, ensuring that all stakeholders have the information and tools necessary to guide students effectively. Partnerships with industry representatives and local employers will also be leveraged to enhance relevance and real-world connection to CTE pathways.

### Priority 2:

Description: Strengthen student awareness of and progress toward postsecondary goals.

SMART Goal: By the end of 2025–2026, we will increase the percentage of 10th grade students who establish a postsecondary goal and make progress toward completion from 1% to 55%.

Targeted Grade Level(s): 10th Grade

Development Area: Personal & Social Development

Key Staff: Led by high school counselors, with support from designated classroom teachers.

Strategy: To increase the number of students establishing and progressing toward postsecondary goals, the district will train teachers, counselors, principals, transition specialists, and students in the use of online advising tools such as Xello. A detailed implementation plan will specify timelines for initial training, student on-boarding, and quarterly check-ins. Progress will be defined by students completing key milestones in Xello—such as career interest inventories, goal-setting reflections, and four-year academic plans—and will be tracked within the platform's reporting dashboard. These tools will be embedded into CTE classes, and transition planning meetings, with teachers and counselors reviewing student activity at least once per grading period. Counselors will use platform analytics to identify students who are off-track or disengaged and provide targeted follow-up. Family communication will include guidance on accessing Xello at home and prompts to encourage conversations about career and college pathways.

**Priority 3:**

**Description:** Expand early financial literacy through structured curriculum.

**SMART Goal:** By the end of the 2025–2026 school year, we will increase the percentage of 5th grade students who complete a Junior Achievement program and demonstrate measurable improvement in financial literacy understanding—based on pre- and post-assessment data—from 0% to 80%.

**Targeted Grade Level(s):** 5th Grade

**Development Area:** Financial Literacy and Aid

**Key Staff:** Led by the Director of Counseling Services with support from campus administrators and elementary counselors.

**Strategy:** To support the goal of increasing financial literacy among 5th grade students, Kennedale ISD will implement the Junior Achievement financial literacy module across all 5th grade campuses. Staff will receive training on both the curriculum content and strategies for effective, grade-appropriate delivery to ensure consistency and fidelity. A districtwide implementation plan will guide scheduling, pacing, and instructional checkpoints. Pre- and post-assessments will be administered to measure student understanding and track growth. The district will partner with Junior Achievement to ensure materials align with learning outcomes and to provide ongoing training and support. Communication to families will include key concepts from the module and suggestions for reinforcing financial literacy skills at home. Teachers will be provided with supplemental activities and discussion prompts to extend learning and build student confidence in real-world financial decision-making.

**Priority 4:**

**Description:** Promote proactive academic planning through PGP review and revision.

**SMART Goal:** By the end of 2025–2026, we will increase the percentage of 8th–11th grade students who review and revise, if needed, their Personal Graduation Plan (PGP) from 50% to 75%.

**Targeted Grade Level(s):** 8th–11th Grade

**Development Area:** Academic Development

**Key Staff:** Led by the CCMR Coordinator with support from secondary counselors, the Director of Counseling Services, and secondary administrators.

**Strategy:** To promote proactive academic planning, Kennedale ISD will implement a structured process for all 8th–11th grade students to review and revise their Personal Graduation Plans (PGPs) annually. Led by the CCMR Coordinator and supported by secondary counselors, administrators, and the Director of Counseling Services, this strategy includes training staff and families on using Xello to access and update PGPs. Training will be embedded in counselor PLCs and transition planning sessions to ensure consistent use of the platform, accurate advising, and alignment with graduation requirements. A districtwide timeline will be established to guide PGP reviews—scheduled around key events like course selection and post-high school exposure activities—to ensure relevance and engagement. Schools will host advising events and PGP review nights with family participation to foster shared accountability. Counselors will use Xello reports to monitor completion rates, identify students needing support, and ensure revisions reflect students' evolving goals, endorsements, and academic progress.

Together, these four priorities represent a deliberate and student-centered approach to strengthening advising systems across Kennedale ISD. From building early financial literacy in elementary grades to refining academic plans and career pathways in middle and high school, each initiative is strategically designed to meet students where they are—and guide them toward where they want to go. By equipping staff with practical tools, clear processes, and aligned resources, we are embedding advising into the everyday fabric of teaching and learning. With cross-campus collaboration, strong leadership, and intentional communication with families, these efforts will help us ensure that every student has the knowledge, confidence, and support to navigate their future with purpose.

**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 and progress toward each EAF student outcome goal, Kennedale ISD will use a combination of quantitative and qualitative data, platform analytics, stakeholder feedback, and structured reflection cycles. Monitoring will be embedded into existing district and campus systems to support sustainability and timely intervention.

Priority 1 (CTE Completer – 12th Grade): Progress will be tracked through Program of Study data, advising records, and Xello reports. The CCMR Coordinator will lead quarterly reviews and coordinate follow-up with counselors and CTE staff to support students not on track.

Priority 2 (Postsecondary Goals – 10th Grade): Xello analytics and advising logs will monitor goal-setting and student progression. Counselors will review data monthly and adjust supports during PLCs and steering committee check-ins.

Priority 3 (Junior Achievement – 5th Grade): Completion data, pre- and post-assessment results, and staff input will be gathered through JA tracking tools and teacher logs. Elementary counselors will report monthly, and the Director of Counseling will oversee adjustments based on participation rates.

Priority 4 (PGP Review – 8th-11th Grade): Xello data will track PGP updates following high school visits. Counselors will monitor completion and use PLC time to review data, ensuring timely follow-up and course alignment.

Cross-Priority Monitoring & Reflection: Across all four priorities, progress monitoring will be coordinated through the EAF Steering Committee, which will meet monthly to review data, identify implementation challenges, and support alignment across campuses. Data analysis will include disaggregated student groups to ensure equity in access and outcomes. Reflection cycles will be built into professional learning communities (PLCs), allowing frontline staff to provide input and adjust strategies based on real-time data. These findings will also be shared with campus leaders to sustain momentum and drive systems-level improvements.

**Budget Justification**

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

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

The proposed budget strategically supports Kennedale ISD's four EAF Priorities by funding key personnel, targeted services, and essential advising resources that directly align with student outcome goals and implementation strategies.

**Payroll (6100):** The \$66,000 allocation funds a full-time Post-Secondary Pathways teacher at the high school level. This role is central to EAF Priority 2 (Postsecondary Goal Setting – 10th Grade) and Priority 4 (PGP Review – 8th Grade), providing students with consistent advising, structured goal-setting, and support using Xello to review and revise academic and graduation plans. The allocation reflects a standard full-time salary aligned to district pay scales.

**Professional and Contracted Services (6200):** This category includes \$25,000 for Communities in Schools (CIS) CCMR Specialists and \$8,000 for ESC Region 11 EAF Coaching, supporting Priorities 1, 2, and 4. CIS Specialists will work directly with high school students to support CTE completion, postsecondary planning, and goal progression. ESC coaching will provide implementation guidance, technical assistance, and data-driven reflection aligned to each EAF Priority. Together, these investments increase both direct student support and districtwide advising capacity.

**Supplies and Materials (6300):** The \$9,000 allocation supports the purchase of Junior Achievement curriculum (Priority 3 – Financial Literacy) and licensing and implementation support for Xello, used across grades 8–12 (Priorities 1, 2, and 4). These tools are essential to career exploration, financial literacy instruction, and graduation planning. Funds will ensure campuses have the necessary materials, training, and access for successful implementation.

**Other Operating Costs (6400):** No funds are allocated in this category, allowing the district to concentrate all resources on direct student services and aligned instructional and advising tools.

This budget reflects a thoughtful alignment between spending and strategy, ensuring each expenditure directly contributes to the success of Kennedale ISD's four EAF Priorities and builds sustainable, student-centered advising systems.



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



**Appendix I: Amendment Description and Purpose** (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

*You may duplicate this page*

Amended Section	Reason for Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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