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

Texas Education Agency®

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: Richland Springs ISD | CDN: 206902 | Campus: RS School | ESC: 15 | UEI: GYH2XKPB28N5

Address: 700 W. Coyote Trail | City: Richland Springs | ZIP: 76871 | Vendor ID: 1746001966

Primary Contact: DeeAnna Farris | Email: dfarris@rsisd.org | Phone: 325-240-1040

Secondary Contact: Kim Danford | Email: kdanford@rsisd.org | Phone: 325-240-1040

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
- ☒ General and application-specific Provisions and Assurances
- ☐ Debarment and Suspension Certification
- ☐ Lobbying Certification

Authorized Official Name: Jeff Kirby | Title: Superintendent

Email: jkirby@rsisd.org | Phone: 325-240-1041

Signature: Jeff Kirby | Date: 05/30/2025

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) This program will support individual student planning by integrating personalized academic and career guidance into the comprehensive school counseling framework. Through one-on-one advising, data-informed decision-making, targeted career exploration activities, students will develop individualized plans that prepare them for both college and career readiness. These enhancements will ensure that students are exposed to and prepared for high-skill, high-wage career pathways. RSISD will integrate academic and career pathway guidance through a MTSS system that individualizes counseling.This will be done through advising, data driven decision-making, and through a college and career skill based instructional and advising framework. As a small, rural district we understand the challenges faced in the area of local partnerships.RSISD will continue to use the EAF framework to implement a scope and sequence to intentionally advise 100% of 5-12 students in the four development GLEs. Personnel at the middle school and high school level will continue to be supported in knowledge, resources, and time to develop and monitor individual career and academic plans with fidelity. RSISD will use The Tx Model for Comprehensive Counseling to approach advising with a holistic view of each student.This holistic approach will be implemented with equal opportunities for all students to receive adequate access for advising.

2) An important goal of the Richland Springs EAF program will be collaboration with all stakeholders to critically examine all RSISD CTE programs, foster innovative CTE programs, bolster existing programs, and reassess ineffective programs. The EAF steering committee will keep stakeholders apprised of industry and employment trends that inform best practice decisions for collaboration in this area. This goal will result in CTE programs and pathways that align to high-skill, high-wage careers for RSISD graduates. Discussions about the district's advising plan will begin with families as students enter middle school, included in these discussions will be workforce trends for high-skill and high wage 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 - Who is the EAF Coach and what are their qualifications? Lindsay Carr; Lindsay Carr, School Leadership Specialist with ESC Region 15, is the RSISD EAF Coach. 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? One visit per month
2. EAF Project Lead -DeeAnna Farris. DeeAnna has worked with EAF for three years, including the year spent planning. What percentage of their time is allocated to this project? 15% How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? To ensure the Steering Committee effectively supports the EAF Project Lead, the district will establish a clear structure focused on collaboration, accountability, and resource alignment. A guiding principle will be the definition of roles, and regular meetings will be held to review progress and alignment on priorities. The committee will help secure key resources for the project lead to use for staffing, data tools,and implementation. The Steering Committee will actively monitor stakeholder engagement and advising outcomes for students and help the project lead use this information to assess and adjust advising systems for optimum student success.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.) Amy Wilson $1500.00, DeeAnna Farris $1500.00, Pam Starr $500.00, Sarah Locker $500.00, Brandy Eckermann, $500.00 Total $4500.003. District Commitment RSISD will continue to use data-driven goals for the individual planning system so that all RSISD graduates are ready for college and career, including careers in the military. Work will continue in the district to that grade level expectations for academic development, career development, personal and social development, and financial literacy (GLEs) are addressed and that students are on track in all areas to ensure all students graduate well prepared for postsecondary success. All district staff who work directly with students will understand the fundamentals of advising, including the importance of discussions about postsecondary opportunities and the importance of goal setting and tracking for the attainment of skills and knowledge that leads to high demand/high wage employment. All stakeholders in the district will be kept apprised of updates and metric tracking of student progress through EAF implementation. Families will be kept informed about their child's progress through the advising framework on a regular basis.District leadership's involvement in the EAF grant from the 2024-2025 school year and the evidence of support shown for this initiative. District leadership played an active role in the EAF work throughout the 2024-2025 school year through strategic planning and leadership. We had technical support from our EAF coach at Region 15. Evidence of leadership's support is demonstrated through planning and implementation meetings, collaboration with Lindsay Carr, our EAF coach from Region 15, surveys of students to garner information about strengths and weaknesses of the framework; as well as the work by all staff members in face-to-face settings with students. 4. Steering Committee: Counselor: DeeAnna Farris,CTE Pam Starr, CTE Sarah Locker, Special Pops Brandy Eckermann, Finance Kim Danford How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? District leaders will ensure support for the EAF steering committee lead by providing a clear structure for communication, goal attainment assessment, documentation of roles and responsibilities and by giving the project lead decision making authority over allocating resources, calendaring necessary meetings with students and stakeholders and budgetary decisions with the scope of effective advising. District leaders will actively engage with the Region 15 coach and the steering committee in order to stay apprised of progress toward short term and long term goals. Project Lead DeeAnna Faris 1500.00 Kim Danford, 1500.00; CTE Advisor: Pam Starr and Pam Starr and Sarah Locker 500.00; Special Pops: Brandy Eckermann, 500.00 Total: $5000.00

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.

Priority 1: RSISD will implement a multi-tiered support system that addresses improved advising for all students. Development area is academic and is targeted to 5th-10th grade students; the key staff to implement this goal is classroom teachers and advisors with oversight by PLC leaders and the EAF steering committee. Implementation includes the use of the CBAs (content based assessments) purchased through Region 15 for tracking of student outcomes for each six weeks. Each six weeks advisors will look over data and put in place tutoring for targeted and intensive interventions to address academic gaps that may hinder students from meeting grade level expectations. A system will also be in place that identifies students in need of tier 2 and tier 3 interventions. Outcomes will be viewed on an individual student level and also on a class level to see if teacher instruction needs to be adjusted to cover gaps that are indicated for more that 40% of students. The district will prioritize scheduling and data tracking. PLC meetings will be held on a regular schedule to go over data with teachers. The district will also improve student ownership of targets. These targets will be explained to parents at the beginning of the year. Through increased success in academics for all students, our philosophy is that students will build foundational skills, such as problem solving, critical thinking skills, communication, and resilience; all of which are important throughout the lifespan, including higher education and the workplace. The Principal will own this priority with support from our counselor and classroom teachers and paraprofessionals. Staffing needs include teachers and paraprofessionals to implement tutoring and intervention groups. Also, the district will continue to use the counselor and advisors to meet with students individually and in small groups to be sure there is fidelity in the MTSS process that has been put in place to positively impact this academic priority. Necessary staff training will take place for all staff during the beginning of the 25.26 professional development training. Ongoing training will take place as needed for updates to the EAF system. Communication to stakeholders will be scheduled and implemented monthly after steering committee meetings. The Counselor will manage all advising resources and external partnerships. Staff, student, and family engagement needs will continue to be met through the RS website, email, Remind, Facebook, and family meetings over the RS Priorities . Parents will be informed about this academic priority at the annual August parent meeting held before school starts. A plan for communicating updates and outcomes to the school board, administrators, internal and external partners,and families will be implemented through the aforementioned district communication systems. One external partner who will continue to be instrumental for the implementation of this priority is Region 15, through their MTSS supports. A main component of this support is our CBAs, purchased and implemented through Region 15, for tracking gaps in academic performance. and the support garnered through the Region 15 support team. include small group advising and table top exercises based on career interests based on information from Major Clarity and Xello.

Priority 2: Richland Springs will increase the percentage of students who graduate college and career ready. This priority focuses on the development area of career readiness and will include 9th-12th graders. The SMART goal is that RSISD CCMR total percentage will increase from 60% to 70% for the 2026 graduating class. A description of the priority includes that a survey will be given to teachers and paras that covers their knowledge of CCMR. Where gaps in understanding are found, the counselor will meet with those groups to increase understanding and awareness. By April, two more speakers will be brought to campus to address overall student outcomes. The steering committee will meet in March and April specifically to track CCMR percentage and set goals to address gaps; this will be an ongoing agenda item for meetings. All faculty meetings will have a CCMR component that increases understanding for all staff on campus. Part of the MOY goal for this priority is to begin discussions that will carry over to the 26.27 school year. The steering committee will track data for the goal of increasing CCMR from 60% to 70% for the 2025 graduation class. This tracking will be done through transcript evaluations and student interviews, as well as from information found in the District software, Pathways. Interviews will be conducted throughout the year to question students about current goals and whether they are on track or whether the goals need to be adjusted for positive outcomes for priority two. Another resource we will implement is the use of Texas Reality Check. This will be done during technology classes for 9th grade and during elective classes for 10th-12th graders. DeeAnna Farris, Counselor, with support from the Principal, the steering committee, and secondary teachers. To support the implementation of this priority, the school counselor and advisors will have monthly check-ins with the seniors and discuss pathways, scholarships, post high school education, and career opportunities in high demand, high pay areas.

A process will be in place for oversight by the EAF project lead for the scheduling of all activities that prioritizes activities related to this goal. External partners that currently support this priority for our district are Region 15 and the Texas Workforce Commission. One area for new partnerships that could be better utilized for our students would be military recruiters who could increase student knowledge about opportunities available to them through a career in the military.

Priority 3: By the end of 2025-2026, all high school students will experience hands-on advising opportunities. This priority focuses on the development area of career readiness and will include 9th-12th graders. By the end of 2025-2026, all students will have a completed PGP that aligns with their postsecondary plan and is reviewed annually with the counselor. The district will adopt an advising calendar during the first week of PD before the 25.26 school year begins,with dates for trips, speakers, parent meetings, as well as other events related to effective advising. The district will prioritize this calendar as decisions are made about student activities across the district. The district will improve communication with all faculty and staff members and parents so that CCMR and effective advising language is understood and so that advising goals are understood by all. Students in grades 10-12 will be given the opportunity to visit two college campuses in the fall and two in the spring. Student interest will drive the decision on which colleges students will visit. The counselor will schedule 2 visits for external speakers to present to our students for each semester in the 25.26 school year. Topics will include information on high-demand, high-wage jobs in the Texas economy, speakers with specific messages about college choices, regional experts on jobs available in the local community, as well as other topics. DeeAnna Farris, the Counselor,with support from the Principal, the steering committee, and secondary teachers. The professional development needed to support this priority will be continued meetings with all staff members about effective advising and its importance as we work with our students to create pathways that ultimately lead to jobs in high wage, high demand areas. The District has hired a new Principal for the 25.26 school year who is also a certified Counselor. The Principal will also serve to support DeeAnna Farris to maximize the potential of all students through effective advising. One gap that has been encountered in the past is the scheduling of college visits around other activities across campus. As a K-12 rural campus, most of our high school students are in multiple sports and activities at a given time. It is sometimes difficult to schedule around all the activities so that everyone has the opportunity to go on trips. An emphasis will be placed on calendaring early in the year and making opportunities for college and career based on student interest and need. Staff, student, and family engagement needs will continue to be met through the RS website, email, Remind, Facebook, and family meetings over the RS Priorities . Parents will be informed about this academic priority at the annual August parent meeting held at the beginning of the year.

Priority 4: 6th-12th students will complete an interest inventory. This priority focuses on the development area of career readiness and will include 6th-12th graders. The SMART goal for this priority is that 100% of students in 6th -12th grade will complete an interest inventory in Major Clarity. Students will use class time during their Tech Apps class with Pam Starr to work on this priority. 10th and 11th grade students will take the career interest inventory during their elective classes. Pam Starr, Technology Director and Instructor, with support from the steering committee and secondary staff. Teachers that will conduct these surveys during their classes will utilize the on-demand training on the Major Clarity platform for training. Reports in Major Clarity will drive decisions about small group advising and other advising related activities in the district. Advising time will be set aside during the day to implement this priority. A process will be in place for admin oversight for all activities related to this priority. We will use Major Clarity to implement our interest inventory for this priority to inform decision makers about students interests so that all goals are centered around individual student needs and interests.

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.

Student perception survey results will be given to gauge advisor-student relationships, advisor caseload will be monitored and student engagement and attendance data will be considered. Steering committee meetings will cover these metrics. Completion rates for PGPs will be monitored, as well as engaging in discussions with all students about any changes that need to be addressed. Data collections tools include Major Clarity and Pathways. Participation rates in college and career exploration events will be monitored and addressed, as needed. FAFSA completion rates, college application completion rates, CTE enrollment and work-based learning participation. Interest inventories will be administered and evaluated beginning the 5th grade year.

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

EAF budget is designed to support the successful implementation of the Effective Advising Framework (EAF) at RSISD and to ensure alignment with all four priorities. The ultimate goal being, improved student outcomes through strengthened advising practices. 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? Each budget component is tied directly to program priorities and intended impact areas.
Priority 1: $82,000.00
Priority 2: $10,000.00
Priority 3: $10,000.00
Priority 4: $10,000.00
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 7,000 EAF Coach (Region 15)
Professional and contracted services: $100,00.00 Advisors, college trips, outside speakers
The expense for advisors under the Effective Advising Framework will be impactful for our district because it directly supports students in making informed, personalized decisions about their academic and postsecondary pathways. By reducing advisor-to-student ratios, we will be able to provide more consistent, meaningful one-on-one interactions focused on student goals, strengths, and needs. The expense for college tours will be a valuable use of funds because it gives students direct exposure to postsecondary options that many had never considered; especially for first-generation and underrepresented students—advancing equity and student readiness across the district.
Supplies and materials $10,000.00 online platforms, materials, career investigation resources-

CDN 206902 Vendor ID 1746001966 Amendment #

Equitable Access and Participation

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

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

Group Barrier

Group Barrier

Group Barrier

Group Barrier

PNP Equitable Services

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

( ) Yes (●) No

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

Are any private nonprofit schools participating in the program?

( ) Yes ( ) No

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

5A: Assurances

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

5B: Equitable Services Calculation

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

CDN 206902 Vendor ID 1746001966 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