



**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**.

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 **Robert Lee ISD** CDN **041902** Campus **K-12** ESC **15** UEI **001454347**

Address **1323 Hamilton** City **Robert Lee** ZIP **76945** Vendor ID **1756002326**

Primary Contact **Aaron Hood** Email **aaron.hood@rlisd.net** Phone **325-453-4555**

Secondary Contact **Mandi McCown** Email **mandi.mccown@rlisd.net** Phone **325-453-4555**

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 **Aaron Hood** Title **Superintendent**

Email **aaron.hood@rlisd.net** Phone **325-453-4555**

Signature  Date **6-2-25**

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.

Robert Lee ISD is a small, rural school district who has limited resources available to students when developing a program to support all students for career readiness. Our district seeks funds to increase the level of service by implementing the Effective Advising Framework and benefits from having a committee to implement this program with fidelity. The program will continue to develop and improve the existing individual career and academic advising system which has grown with the help of EAF funding. Our initial goal is to support all students K-12 by providing programs, field trips, speakers and other opportunities for students to gain knowledge and experiences related to career interests. RLISD would like 100% of students to have access to tools and resources to be engaged in an individual college and career plan that develops the skills needed to be successful after graduation.

Robert Lee ISD would like to continue providing an opportunity to have individual support through advising and providing experiences to meet the needs of all students. The 6th-12th grade students will continue to use Major Clarity to complete interest inventories and explore career options. All students in 6th grade are all enrolled in an Exploring Careers course where they use the Paxton and Patterson career lab. This lab, which was purchased with EAF funds, creates hands-on experiences exploring different careers opportunities throughout the school year. Our CTE students are also allowed to use the career lab to explore all the different career options that are included in the lab.

Robert Lee students have also had the opportunity to listen to a variety of different speakers. This has allowed students the chance to become more successful on the ACT exam, provide motivation for students to set personal goals and encouraged students to have a growth mindset. These opportunities have been very beneficial to our students and we would like to continue to allow these experiences for our students.

In conclusion, Robert Lee ISD is committed to excellence. We would like the opportunity to continue improving on the latest developments and changes in college and career readiness through professional development and learning opportunities. Robert Lee is a small, rural community in West Texas and we struggle to provide career based experiences for our students and for that reason we are grateful for this opportunity. The experiences of this grant will continue to benefit all students and staff at Robert Lee ISD.

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.)

Lindsay Carr, School Leadership Specialist with ESC Region 15 will be the ESC EAF Coach. She has been a teacher and administrator at elementary and secondary levels prior to moving over to the ESC in 2020. Lindsay has over 15 years of experience working closely with campus and district counselors, and she is able to connect the work that teachers, administrators, and counselors do collectively to help students succeed. Lindsay has effectively coached three school districts through the EAF Planning Grant, Year 1 of Implementation and Year 2 of Implementation. She also added another planning district for school year 2024-2025 in addition to her three EAF Implementation year-2 school grant districts. All four districts she is currently supporting are currently applying for the EAF Grant for 2025-2026. Lindsay is trained on Effective Schools Framework, RBIS, T-TESS, Texas Model/TEMPSC-III, Texas Instructional Leadership series, and she supports campus principals and instructional leaders in applications of best practice to see results in students. The percentage of her time allocated to our district's EAF implementation support is set at 10%. The ESC fee for Implementation Year 3 support is \$6,000, which will be outlined in our MOU.

Mandi McCown, Robert Lee K-12 counselor, will serve as Project Lead again this next year. Mandi holds a master's degree and is a certified school counselor who has been advising students at Robert Lee for the past five years. Mandi spends about 80% of her time in the counseling role that allows her the opportunity to establish the goals of this project with the support of the EAF team.

The EAF Steering Committee will consist of three administrators, two CTE teachers and two SPED teachers. The EAF steering committee will continue to meet once a month with the EAF Coach Lindsay Carr. The committee will also meet with the EAF Project Lead throughout the year to make sure the EAF program is being implemented with fidelity. The administrators will make sure the funds are spent effectively and goals are being met. Robert Lee ISD will be dedicated to the implementation of this program through promotion, external partnership development and system support to implement the vision of this project. The district pledges to continue the work of the EAF Steering Committee by providing resources to students and their families and continue to provide current information about postsecondary options and pathways for all students.

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:

Provide the opportunity for students to participate in various career development activities based on student interests and local workforce data. By the end of 2025-2026, we will increase the percentage of students that have a documented postsecondary plan in Pathways from 80% to 90%. The targeted grade levels for this priority will be 5-12th grade focusing on career development. The district will continue to schedule field trips aligned to indicate student interests and will survey the students based on each field trip they attend. We will continue to utilize the field trip scope and sequence to career fairs and industries that align with student interests and local workforce data. We will continue to maintain a EAF Activity Calendar of Events to ensure we are capturing each area of interest throughout the year. The counselor will maintain the EAF Calendar of Events and the EAF Committee will ensure that student interests are explored through programs including Major Clarity, Reality Check, and surveys created by the EAF committee.

The EAF Committee will be responsible for students going through the modules and student interests in Major Clarity. No staff development will be required other than communication to teachers and staff that are new to the district. The Career Fair, Schedule of Events and list of speaker contacts are maintained by the EAF Committee. We will be using the course catalog and communication template to work with staff, students and families. This will be essential in keeping everyone informed of vital information as it is available. The counselor maintains contacts and memorandum of understanding with the Texas Workforce Commission and has a contact list for the Career Expo, Career Fair, industry and business contacts for field trips and speakers.

Priority 2:

Provide the opportunity for students to engage in rigorous college preparation curriculum. Students will increase their percentage of Mastery Prep usage time during which they are engaged in the college preparatory curriculum from 70% to 80%. The targeted grade levels for this priority will be 9-12th grade and focusing on academic development. The district will create a scope and sequence of usage for Mastery Prep curriculum for sophomores to complete during the school day each week. The counselor will check usage time for each student and will advise students on an individual basis. She will communicate with administrators and teachers on when students have designated time to do Mastery Prep. The EAF committee will support this priority by working with students to make sure students are using this program to explore future career opportunities and to gain knowledge to help prepare students for taking the TSIA2, ACT and SAT assessments. New professional development and staffing are not needed; however, on-demand training for Mastery Prep would help the counselor and EAF committee be more intentional in its advising structure with students. Current teachers of sophomores will need to receive communication from the counselor and steering committee about the scope and sequence and timeline of Mastery Prep usage. The counselor will communicate the purpose of Mastery Prep to students and parents. We will be using the course catalog and communication template to work with staff, students and families. This will be essential in keeping everyone informed on vital information as it is available. No other external partnerships are necessary for this priority. This resource can be more intentionally leveraged by having a scope and sequence lined out for sophomores to do throughout the year. Usage reports and individual advising based on usage reports will be conducted by the counselor on a monthly basis.

Priority 3:

Provide the opportunity for students to participate in various college exploration and development activities. By the end of the 2025-2026 school year, we will increase the effectiveness of Institutes of Higher Education field trips and external speakers on students' postsecondary plans based on future surveys and Pathway plans. The targeted grade levels for this priority will be 6-12th grade focusing on academic development. The district will continue to schedule field trips, FAFSA night for students and families, and individual advising for students. We will continue to utilize the field trip scope and sequence for college visits, as well as speakers from various universities and departments and maintain an EAF Activity Calendar of Events to ensure we are capturing each area of interest throughout the year. The counselor will maintain the EAF Calendar of Events and the EAF Committee will ensure that student interests are explored through Major Clarity and College Tour videos. The EAF Committee will create surveys that align to field trips and student interests.

The scope and sequence of college visits and external speakers will be maintained by the counselor and EAF committee. This information will be shared with teachers, students and parents. The Pathways program used to track students' postsecondary plans will be used by the counselor, as well as Google forms, that will be utilized to track students experience and effectiveness of field trips and postsecondary institutions influencing their decision.

The EAF committee will continue to update and use the course catalog and communication template to work with staff, students and families. This will be essential in keeping everyone informed of vital information as it is available. memorandum of understanding with Howard College already exist and will continue to be updated for dual credit. Partnerships for career day, field trips and speakers are kept informally in a running document managed by the counselor and shared with the EAF committee.

Teachers will utilize The College Tour videos as students become interested in going the college route. New resources are currently not needed in this area; however, individual student planners would be helpful in creating a running portfolio for students and their postsecondary plans.

Priority 4:

Provide the opportunity to increase students' awareness of their interests, strengths, employability skills and motivation to pursue their goals. Our goal is for 100% of students in grades 6-8th grade will complete an interest inventory and strength assessment in Major Clarity. This priority will focus on personal and social development. The district will continue to utilize Major Clarity as an advising curriculum. We will continue to structure the master schedule in a way that maximizes the effectiveness of our CTE teachers so that they see all junior high students each day in class. The CTE teachers will utilize their junior high CTE courses to teach students how to use Major Clarity, complete the interest inventory and strengths assessment. This will serve as the foundation for test drives for various careers and journal the information learned. No additional staffing will be needed to support this priority. The CTE teachers will continue to have all junior high students each day and continue to build on their program according to the interest of the students. They will continue to provide opportunities for students to receive an industry based certificate in high school and allow students to gain knowledge of the different pathways and options when creating their personal graduation plan at the end of 8th grade. The EAF team will continue to update and utilize the course catalog and communication template to work with staff, students and families. This will be essential in keeping everyone informed of vital information as it is available. The only advising material needed for this priority already exists. Major Clarity has been purchased through our Perkins SSA through Region 15.

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.

The EAF team will continue to use data collected from Major Clarity, Mastery Prep and surveys created by the EAF committee that is emailed out to students to collect data on their experiences throughout the year to help identify the interests and areas where we need to improve as a district. The EAF team will use the student results to help support and improve our CTE programs that aligned to high-skill, high-wage industries that will help students in their postsecondary plans. Major Clarity will be used as a tool to identify the interests of our students. We will gather data from Mastery Prep to discuss the usage of the program and the success rate of college prep exams. The data used from student surveys will help the EAF team in planning and implementing events that will be aligned to the interest of our students. During the EAF team monthly meetings we will continue to discuss, evaluate and plan events such as field trips, speakers and career day to meet the needs of the students according the the data collected. Our goal is to meet the needs of all students and to provide opportunities for students to gain knowledge and experiences in different areas of colleges, careers and the military.

The EAF project lead will use Pathways to monitor student progress and identify students who meet CCMR during the 2025-2026 school year. She will also continue to meet with all 8th grade students to create their personal graduation plan through ASCENDER and all 12th grade students to make sure graduation requirements are met by using an Excel spreadsheets and documented in Pathways.

The EAF team will continue to work together to meet the needs of all our students in the district. The program will continue to develop and improve the existing individual career and academic advising system which has improved with the help of EAF funding.

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 intended outcome of this program is to continue providing an opportunity to have individual support through advising and providing experiences to meet the needs of all students. Our initial goal at Robert Lee is to support all students by providing programs, field trips, speakers and other opportunities for students to gain knowledge and experiences related to their career interests. We will also continue to use funds to improve our CTE courses offered to meet the interests of all students.

The proposed budget of \$110,000 details funding in the following categories for the total direct costs: \$21,500 for payroll including leadership/advising for school counselor, administration and teachers, as well as data entry clerk and bookkeeper and substitutes. The amount of \$6,000 for professional and contracted services for Region 15; \$75,000 for supplies and resources and \$4,000 for other operating costs. The total of all direct costs of the grant with indirect costs added is a total of \$110,000.

In the grant we have requested \$75,000 for supplies and materials. With this money we have included funds for any professional development and training opportunities for teachers and staff if needed, guest speakers and external partners/professionals in specific fields for advising students. We will also use the funds to continue to improve our CTE programs to meet the needs of our students, ICEV enrichment licenses for CTE courses, and TSIA/ACT/SAT test preparation for high school students. This will allow our district to continue to implement and improved the opportunities for CCMR readiness. The EAF team would also like to continue including field trips that allow students to experience a variety of careers and opportunities with hands-on experiences.

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"/>

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**