



**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):

N/A

**Applicant Information**

Organization Rule ISD CDN 104903 Campus Rule ESC 14 UEI

Address 1100 Union Avenue City Rule ZIP 79547 Vendor ID

Primary Contact Cortney Kittley Email ckittley@rule.esc14.net Phone 9409972246

Secondary Contact Debbie Wilkinson Email dwilkinson@rule.esc14.net Phone 9409972246

**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 Paul Harris II Title Superintendent

Email paulharris@rule.esc14.net Phone 940-997-2246 ext. 201

Signature  Date 05/01/2025

**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 enhance individual student planning by embedding personalized academic and career advising into a comprehensive school counseling framework. Counselors will utilize data-driven tools and one-on-one advising sessions to help students build personal graduation and career plans that align with their interests, strengths, and long-term goals. The program will also ensure early identification of student interests through career assessments and exploratory experiences, enabling counselors and advisors to guide students toward coursework and extracurriculars that support their aspirations. Integrating time for advising, planning platforms, and collaborative counselor-teacher interventions will provide a continuous feedback loop to monitor progress, adjust plans, and ensure students remain on track for postsecondary success.

2. The program will strengthen and expand Career and Technical Education (CTE) pathways through innovative advising strategies that connect students with high-skill, high-wage industries. This includes targeted career advising aligned to regional labor market data, industry partnerships, and increased exposure to work-based learning opportunities such as internships, job shadowing, and mentorships. Advisors and counselors will collaborate with CTE instructors and workforce partners to develop clear pathway maps and promote certifications, dual credit options, and apprenticeships that enhance employability.

## 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. Jennifer Seekins is our EAF Coach, she is a CTE consultant at Region 14. She meets with our steering committee monthly and is always available as needed for support. Twenty thousand is allocated to the region center for their contracted support of the EAF grant.

2. Cortney Kittley, the PK-12 school counselor at Rule ISD, is the project lead. To ensure the success of the Effective Advising Framework implementation, Mrs. Kittley will dedicate 50% of her contracted time to leading this project. Her responsibilities will include overseeing the steering committee, coordinating training and implementation timelines, tracking deliverables, and ensuring alignment with the district's comprehensive counseling and CTE frameworks. The district is committed to ensuring Mrs. Kittley has both the time and the administrative support necessary for success. This will be achieved by realigning a portion of her current duties, providing clerical support for project logistics, and integrating EAF responsibilities into the district's strategic advising plan. The EAF Steering Committee will serve as a key advisory and support body, meeting monthly to review progress, provide input on implementation strategies, and troubleshoot challenges. Twenty thousand is allocated for the steering committee members to implement the EAF grant.

3. The district is fully committed to the implementation and sustainability of the Effective Advising Framework and recognizes the vital role that administrators play in supporting, supervising, and managing the comprehensive school counseling program. District leadership will prioritize alignment with the commitments outlined in Lever 1 (Strong Program Leadership and Planning) and Lever 3 (Internal School Culture of Advising), ensuring that advising services are integral to the educational experience and directly support students' postsecondary success. During the 2024-2025 school year, district leadership has demonstrated robust engagement with the EAF grant initiative through: active participation in planning meetings and steering committee sessions, allocation of dedicated personnel and time to support the implementation of the EAF, approval of a district-wide professional development plan that includes training on advising fundamentals and comprehensive counseling practices, and collaboration with campus leadership to embed advising into school improvement plans and master schedules. To ensure stakeholder buy-in and foster a culture of advising, the district will implement a multi-level communication strategy that includes: regular updates to families, staff, and community partners through social media, email, Xello, and informational sessions, campus-level rollouts including principal-led meetings to ensure consistent understanding of EAF goals and practices, cross-department collaboration to reinforce advising as a shared responsibility, involving curriculum, instruction, and special programs departments, and student and family engagement through advisory nights, planning tools, and transparent access to postsecondary planning resources. This collaborative approach ensures that all stakeholders are informed, engaged, and aligned with the mission of preparing every student for success in college, careers, and beyond through high-quality advising practices. The steering committee will provide a presentation for district leadership, school board members, and staff that shows an overview of our district's data from the diagnostic tool, which helped create our vision and goals for the EAF grant. The goals that were created will help implement our four GLE priorities. Launch communication will take place at the beginning of the 2025-2026 school year and throughout the year to communicate progress.

#### 4. Project Lead- Cortney Kittley

The Project Lead will facilitate meetings, assign roles and responsibilities, ensure deliverables are submitted on time, track progress, collaborate with advisors/staff, collect data, and provide information about CCCMR and testing.

##### Admin Lead- Debbie Wilkinson

The Admin Lead will provide communication to the district and the board, lead the budget conversations, and ensure stipends are received and allocated.

##### Committee Member (CTE Coordinator)- Julie Solano

The CTE coordinator will provide information about external partners, serve as the point of contact regarding CTE courses and IBCs, and advise on communication structure to make district staff aware of the EAF grant.

##### Committee Member (Special Populations)- Jodi Andress

The special populations member will provide tiers of support regarding special population students, contribute to interventions for tier 1 and 2 students, and ensure access for all students for post secondary planning.

Twenty thousand is allocated for the steering committee members to implement the EAF grant.

**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.

The first EAF priority is to help students obtain and pass IBC assessments required for certification.

Career Development- By the end of 2025-2026, we will increase the percentage of 11th and 12th grade students who complete and pass IBC assessments from 10% to 20%.

The CTE director and EAF steering committee will own this priority and CTE teachers will support.

Rule ISD will continue to add more pathways for students related to their interests and the workforce demand of our area so students will have more opportunities to obtain an IBC. Staff will benefit from training to understand the IBC process. To engage staff, students, and families it would be beneficial to have a CTE family night and provide promotional materials. We are working on using more of Xello's features so staff, students, and families can see student's IBCs, testing, schedules, etc., this will help with communication to all involved. Rule ISD will partner with local colleges and businesses as well as the Workforce Solutions of West Central Texas to help with the obtainment of IBCs. In order to keep track of student obtainment of IBCs we plan to use Xello, Career Craft, iCEV, and Eduthings.

The second EAF priority is to help students prepare for and take the ACT and/or SAT and/or TSIA2 assessment.

Academic Development- By the end of 2025-2026, we will increase the percentage of 9th-12th grade students who score at or above college ready on the ACT and TSIA2 tests from 10% to 15%.

The school counselor and EAF steering committee will own this priority and secondary teachers will support.

Rule ISD would like to purchase a test prep program for students, such as Method Learning on Xello. This would allow our students and staff to easily access material for test prep. These tests also need to be promoted in student's classes in order to change the culture of testing and its value. First our staff need to be trained on Xello and all of its features and be given opportunities to use it in class with students. Then staff need to be encouraged to show students in class how to use the test prep program. Promotional material or a parent information night needs to be provided for parents to understand why these tests are important, how to access their student's academic information, and how they can help their student study. To help with culture building we would like to bring in guest speakers, our college partners, and our youth success advisor to relay to students the benefits of taking these tests and what opportunities they can provide.

The third EAF priority is to help students define personal values, beliefs, and life goals.

Personal and Social Development- By the end of 2025-2026, we will increase the percentage of 9th-12th grade students who are able to define their own personal values, beliefs, and life goals from 18% to 30%.

The school counselor and EAF steering committee will own this priority and secondary teachers will support.

To help with this priority students will use Xello to help create their personal values, beliefs, and life goals. Xello will also give them the opportunity to complete a personality style and allow them to explore post-secondary opportunities. Rule ISD would also like to bring in outside partners to give students the opportunity to complete an aptitude test. Training about Xello and its features are needed for staff so they can help students plan and prepare goals and plans. Teachers will be assigned grade levels to be in charge of for Xello completion activities. Help staff create lessons on what makes a good goal for students and check in with students. To help students with this personal and social development goal we will bring in partners such as Noah Project, Haskell Agrilife Extension Agency, Cisco College, Region 14, and Workforce Solutions of West Central Texas.

## Goals, Objectives, and Strategies cont'd.

The fourth EAF priority is for all seniors to complete the FAFSA or TAFSA application.

Financial Literacy and Aid Expectations- By the end of 2025-2026, we will increase the percentage of 12th grade students who complete the FAFSA from 60% to 75%.

The school counselor and the EAF steering committee will own this priority and Workforce Solutions of West Central Texas will support along with our secondary math teacher.

To support this priority Rule ISD will provide a FAFSA night for students and their families. We will bring in Panhandle-Plains Higher Education Foundation and Workforce Solutions of West Central Texas to provide a presentation about FAFSA to help families one on one with support to complete the FAFSA application. Our partnership with Workforce Solutions of West Central Texas will help complete this goal with the support of our youth success advisor. Students will also get one on one support from the school counselor. We can improve our approach by providing more information to parents and students about financial aid and its benefits at an earlier age. Our secondary math teacher can help educate students on financial aid. Providing a parent/student informational night on the FAFSA will help fulfill this priority, also communicating through our social media and providing informative material.

### 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 monitor progress of the four EAF priorities the steering committee and stakeholders will meet throughout the school year to ensure successful implementation and to evaluate the needs of student outcome goals. To monitor this progress data such as student enrollment in CTE pathways, IBC participation and pass rates, student interest survey data, assessment scores of ACT and TSIA2, student participation rates in test prep courses, teacher engagement with college readiness lessons, completion rates of personal inventories and goal-setting modules in Xello, participation in college/career tours, and FAFSA submission and completion reports will be assessed. To help keep track of this information we will use tools such as Xello, Career Craft, iCEV, Eduthings, and regional workforce data to help track IBC goals, testing schedules and completions. We will also use Xello to document student progress in personality and career exploration activities as well as feedback and data from community partners. To reflect on this data there will be monthly reviews of IBC progress by the CTE director and steering committee, quarterly check-ins with CTE teachers to assess instructional and engagement strategies, annual progress reports, student and staff feedback surveys, bi-monthly data reviews by the steering committee, collaboration meetings with stakeholders, ongoing staff training to improve facilitation of personal development lessons, and shared progress through social media and parent meetings to promote transparency and drive participation.

### 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 funds will be used to compensate the steering committee members who will continue to work above and beyond to work on GLE priorities and to help support the Effective Advising Framework grant as well as compensate a CTE teacher aide to help support CTE teachers and students with the attainment of IBCs. Professional and contracted services funding will be allocated to contract with external vendors and organizations for the EAF Coach who will provide technical assistance to the district through ongoing coaching, training, support, or other specified services, school counselor conferences, and career readiness services. School counselor conferences will allow the school counselor to stay up to date on effective advising strategies for students and staff, and career readiness services will help students determine their strengths and weaknesses in order to provide them with an idea of a future career and will help them plan for their post secondary education. Supplies and materials will support engaging student learning experiences that promote assessment success and career exploration. Test prep programs will be used to help students with testing preparation as well as post secondary needs and IBC materials are needed to help students obtain an IBC in their program of study. Other operating costs will be used to support student field trips to colleges and industry tours to help students to see first hand what goals they would like to work towards for high school graduation and beyond. Funds will also be needed for teacher professional development, Eduthings, and advising events for students and families. Teacher professional development will help our staff better understand the effective advising framework related to CTE, IBCs, and test preparation for students. Eduthings will help our CTE program by tracking student achievement, measuring our CTE programs effectiveness, data collection, and will help improve student outcomes related to IBCs. Advising events will help students and families better understand and be involved in their own educational plans/goals for their future. Students and families will better understand IBCs, programs of study, test prep, FAFSA, and post secondary needs.

### 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"/>	
<input type="text"/>	

## 24-25 Effective Advising Framework Planning Grant Agreement

This agreement is written by and between:

\_\_\_\_\_ Region 14 ESC \_\_\_\_\_, hereinafter referred to as "ESC", and

\_\_\_\_\_ Rule ISD \_\_\_\_\_, hereinafter referred to as "District",

regarding the 2024-2025 Effective Advising Framework Planning Grant.

*This agreement provides the core functions required of the ESC and District within the Effective Advising Planning 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 August 1, 2024, or on the start date of the grant, whichever is earlier, and will terminate at the end of the grant period.*

### **Purpose of this grant program:**

The Carl D. Perkins Career and Technical Education Act is intended to expand opportunities for every student to complete career and education pathways that lead to credentials with value in the labor market. The planning and implementation of an individual student planning system within the context of a comprehensive school counseling program in a school district is essential to students' academic, career, personal, and social development. This grant project supports school districts in the leadership and planning of an individual student planning system, aligned to the Effective Advising Framework (EAF), with technical assistance provided by Effective Advising Framework Coaches (EAF Coaches).

### **Effective Advising Planning Grant Roles and Responsibilities**

*Education Service Centers agrees to the following key functions:*

1. Serve as fiscal agents and grant leads throughout the grant period; and
2. Identify a staff member to serve as the EAF Coach throughout the grant period and reserve the necessary capacity for all staff to meet grant requirements.

*EAF Coaches agrees to the following key functions:*

1. Complete all TEA grant requirements to achieve EAF Coach Designation or EAF Coach Designation with Distinction;
2. Lead the district in the completion of a Diagnostic Tool, Grade-level Expectations Guide, and Gap Analysis Tool;
3. Provide technical assistance and coaching to the district's Project Lead and Steering Committee to identify EAF implementation priorities and student outcome goals; and
4. Oversee the timely completion of all grant deliverables.

*The District agrees to the following key functions:*

1. Identify a certified school counselor or administrator to serve as the Project Lead throughout the grant period who will be responsible for submission of grant deliverables to the EAF Coach;
2. Provide the Project Lead with the necessary capacity, support, and authority to convene and lead an Effective Advising Steering Committee;
3. Identify an Effective Advising 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; and

4. Provide the Steering Committee Members with the time and capacity to support the completion of all grant requirements with fidelity, including the training on each component, under the direction of the Project Lead.

*The 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. Work closely with and complete all grant requirements set forth by the EAF Coach; and
3. Convene and coordinate the work of an Effective Advising Steering Committee.

## **Effective Advising Planning Grant Staff Contact Sheet**

### **ESC Information:**

Name of ESC	Region 14
Name of Authorized Representative	Emilia Moreno
Authorized Representative Title	Director of Federal Programs
Authorized Representative Email	emoreno@esc14.net
Authorized Representative Phone Number	325-675-8674
Name of EAF Coach	Jennifer Seekins
EAF Coach Title	CTE Consultant; EAF Coach
EAF Coach Email	jseekins@esc14.net
EAF Coach Phone Number	325-675-8659

### **District Information:**

Name of District	Rule ISD
Name of Authorized Representative	<u>Debbie Wilkinson</u>
Authorized Representative Title	Principal
Authorized Representative Email	dwilkinson@rule.esc14.net
Authorized Representative Phone Number	940-997-2246 ext. 101
Name of Project Lead	Cortney Kittley
Project Lead Title	Counselor
Project Lead Email	ckittley@rule.esc14.net
Project Lead Phone Number	940-997-2246 ext. 102

### **District Effective Advising Steering Committee**

Identify the staff members within the district who will serve on the Effective Advising Steering Committee. Indicate their level of involvement in the planning of the Effective Advising System.

The Effective Advising 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.

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

<b>Name</b>	<b>Title</b>	<b>Approximate Hours per Month allocated to EAF</b>	<b>Stipend Amount</b>
Cortney Kittley	Counselor	60	\$8,000

Email address: [ckittley@rule.esc14.net](mailto:ckittley@rule.esc14.net)

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

<b>Name</b>	<b>Title</b>	<b>Approximate Hours per Month allocated to EAF</b>	<b>Stipend Amount</b>
Debbie Wilkinson	Principal	40	\$4,000

Email address: [dwilkinson@rule.esc14.net](mailto:dwilkinson@rule.esc14.net)

*Team Member 3 (required, CTE representative)*

<b>Name</b>	<b>Title</b>	<b>Approximate Hours per Month allocated to EAF</b>	<b>Stipend Amount</b>
Julie Solano	CTE representative	40	\$4,000

Email address: [jsolano@rule.esc14.net](mailto:jsolano@rule.esc14.net)

*Team Member 4 (required, Special Populations representative)*

<b>Name</b>	<b>Title</b>	<b>Approximate Hours per Month allocated to EAF</b>	<b>Stipend Amount</b>
Jodi Andress	Special Populations	40	\$4,000

Email address: [jandress@rule.esc14.net](mailto:jandress@rule.esc14.net)

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**

ESC Authorized Representative			
Name	EMILIA MORENO	ESC 14	Title Director
Signature	Emilia Moreno		Date 6/4/2025

EAF Coach			
Name	Jennifer Seegins	ESC 14	Title EAF Coach
Signature	Jennifer Seegins		Date 5/30/25

**District Signatures**

District Authorized Representative			
Name	Debbie Wilkinson	Title	Principal
Signature	Debbie Wilkinson		Date 5/30/25

**EAF Project Lead**

Name Courtney Kitting

Title Counselor

Signature Courtney Kitting

Date 5-29-25