



**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 San Angelo ISD CDN 226903 Campus ESC 15 UEI

Address 1621 University Ave City San Angelo ZIP 76904 Vendor ID 1756002404

Primary Contact Rebecca Cline Email Rebecca.Cline@saisd.org Phone 325-947-3838

Secondary Contact Farrah Gomez Email Farrah.Gomez@saisd.org Phone 325-947-3838

Certification and Incorporation

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

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

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

Authorized Official Name Dr. Christopher Moran Title Superintendent

Email Christopher.Moran@saisd.org Phone 325-947-3838

Signature *Christopher Moran* Date June 16, 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.

The Effective Advising Framework Implementation Grant will support individual student planning in the context of a Comprehensive School Counseling Program by providing specific leverage for school counselors to:

1. Prioritize activities as school counselors guide students through 4 year graduation plans and identify postsecondary pathways.
2. Monitor and manage student's educational, career and personal goals through Naviance.
3. Help to create a collaborative community of advising with key stakeholders.

This program will strengthen the partnership between the Director of CTE, the Director of Counseling and Mental Health, and the School Counselors through collaborative activities. As we move into a new student information system (SIS) which includes Naviance, a CCLR platform, training with our 8th grade Career Pathways teachers, CTE teachers, School Counselors, and families will be imperative. The system will provide all stakeholders access to student's 4 year graduation plans, videos and activities that students can complete throughout their middle and high school career, and also ensure the Director of CTE is given the ability to forecast student enrollment in programs of study.

Qualifications and Experience of Key Personnel

- 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?
- 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.)
- 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?
- 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.)

Traci Terrill, CTE Specialist and Lindsay Carr, School Leadership Specialist with ESC Region XV will be the ESD EAF Coaches for SAISD. Traci began her work in EAF by participating in the first Planning Pilot in 21-22. She earned EAF Coach Designation at the end of 21-22 Planning Grant year and EAF Coach Designation with Distinction during the 22-23 Implementation grant year. Traci serves as EAF Coach to one district in Year 3 Implementation, two districts in Year 2 Implementation, and co-coaches our district with Lindsay Carr. Our district is the largest district within Region XV to date. Lindsay serves as EAF Coach to three districts in Year 2 Implementation and co-coaches our district with Traci Terrill. Lindsay began coaching EAF Planning districts in the 22-23 school year, and she received EAF Coach Designation with Distinction during the 23-24 Implementation Grant Year. Traci and Lindsay collectively have over 35 years of experience working closely with campus and district teachers and leaders, and they are able to connect the work that teachers, administrators, and counselors do collectively to help students succeed. The percentage of their time allocated to our district's EAF implementation support is set at 10%. The ESC fee for implementation Year 1 support is \$12,000 which will be outlined in the MOU.

Rebecca Cline, Director of Counseling and Mental Health will serve as the project lead for SAISD. Rebecca was the project lead for the EAF Planning year 2024-2025. She has 27 years of experience in education with 18 years of experience in the area of school counseling. Rebecca has served as the lead for the Stronger Connections Grant as well. Rebecca will be allocated 10% of her time to lead the work of the grant, and time will be protected for her to complete key activities and support the steering committee and campuses. The EAF Planning Committee will continue with the same members from 2024-2025 into 2025-2026.

Committee Members:

Rebecca Cline - Director of Counseling and Mental Health - \$3500
Michael Kalnbach - Executive Director of Secondary School Leadership - \$2000
Roxanne Fentress - Director of CTE - \$2000
Joellen Gonzales - Coordinator of Secondary Instructional (Special Education) Services - \$2000
Yvonne Busenlehner - High School Counselor - \$2000
Rachel Gandar - High School Lead Counselor - \$2000
Total Stipend Amount - \$13,500

The mission of SAISD is to engage all students in a relevant and inspiring education that produces future ready graduates. SAISD is committed to become a collaborative community of advising K-12 and ensure students and families receive the guidance necessary to make informed decisions about post-secondary pathways. As a committee we identified gaps through diagnostic activities and it is evident that advising needs to not just be a priority for our current 8th graders, Juniors and Seniors, but for all students grades 8-12. This is challenging with time and duty constraints. Students will benefit from grades 6-12 under the grant as counselors will utilize data from the planning year and the committee will work to put systems and timelines in place for students, counselors and families to interact with Naviance, our new CCLR platform. The EAF implementation grant opportunity has been shared with principals, assistant principals, and college career facilitators/school counselors.

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 - Students will select the post-secondary pathway that best fits their interests and strengths with their school counselor.

This priority will focus on equipping students with self-awareness, information, and guidance necessary to make informed decisions with their parents/guardians about high school course selection and post-secondary plans. Career exploration and assessments within Naviance will allow students to deeply review interests, strengths and options.

By the end of the 2025-2026 school year, SAISD will increase the percentage of 9th-12th graders who have a clear post-secondary pathway by 10%.

Key staff will include: School Counselors and Administrators, Career Pathways Teachers, Director of CTE and Director of Counseling and Mental Health. Strategies to support the priority will include staff training in Naviance, career advising and workshops for teachers and CTE staff on embedding career exploration into current CTE curriculum.

Priority #2 - Students will select their high school pathway that best fits their interests and strengths with their school counselor.

This priority will focus on ensuring students make informed decisions when selecting courses and an endorsement for high school. With guidance from 8th grade school counselors and Career Pathways teachers, students will utilize the information from Naviance to choose courses and an endorsement that sets the foundation for post-secondary success.

By the end of 2025-2026 SAISD will increase the percentage of 8th graders who complete a 4 Year Graduation Plan in grades 8-11 by 10%.

Key staff who will lead the work includes the middle school counselors and administrators, Director of CTE, Career Pathways teachers and the Director of Counseling and Mental Health. The strategies to support the priority include training in the Naviance system with all stakeholders to effectively utilize the curriculum and assessments within the platform.

Priority #3 - Students in grades 6-8 will participate in guidance curriculum that supports academic, social/emotional and post-secondary needs.

This priority ensures that all middle school students receive intentional, developmentally appropriate guidance lessons that build academic success skills, fosters social/emotional development, and introduces post-secondary readiness concepts. School counselors will deliver a CSCP designed to equip students with the skills, knowledge and mindsets needed to succeed in middle school, high school and beyond.

By the end of the 2025-2026 school year we will increase the number of students who participate in a consistent guidance curriculum that supports academic, social/emotional and post-secondary needs by 20%.

Key staff who will lead the work include teachers, school counselors, school administrators, Director of Counseling and Mental Health. Strategies utilized to support the priority include protected time for school counselors to deliver the guidance curriculum in grades 6-8, communicate key dates and timelines with all stakeholders around individual planning and progress monitoring of graduation plans.

Goals, Objectives, and Strategies cont'd.

Priority #4 - Students will complete the Texas Reality Check at least two times before they graduate.

This priority focuses on helping students understand the connection between lifestyle goals, education and career choices by completed the activity. This interactive tool allows students to estimate the cost of their desired lifestyle and compare it to potential income from various career paths, emphasizing financial literacy and post-secondary planning. It encourages informed decision making and promotes real-world application of career exploration.

By the end of 2025-2026 SAISD will increase the percentage of students in grades 8-12 who complete the Texas Reality Check Activity from 85% - 90%.

Key staff who will lead the work includes the Career Pathways teachers in 8th grade, school counselors, campus administrators, Director of CTE, Director of Counseling and Mental Health, and social studies teachers. Strategies utilized to support the priority include training social studies teachers on how to access the activity, save results, and utilize the results to lead student reflection. Communication with counselors, teachers and parents/guardians will be imperative as we work to become a collaborative culture of advising.

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 committee will monitor progress throughout the year by meeting monthly to review data points (quantitative data, reflection tools, and staff feedback) and reflect on next steps.

Priority #1 - Students will select the post-secondary pathway that best fits their interests and strengths with their school counselor. Data points include:

- Percentage of students with completed 4 year graduation plans and a postsecondary goal
- Pre and Post Assessment data found in Naviance around interests and strengths

Priority #2 - Students will select their high school pathway that best fits their interests and strengths with their middle school counselor. Data points include:

- Percentage of students who have selected an endorsement that best fits their strengths and interests.
- Counselor advising session logs (i.e. - minute meetings, graduation planning meetings)

Priority #3 - Students in grades 6-8 will participate in guidance curriculum that supports academic, social/emotional, and post-secondary needs. Data points include:

- Percentage of students receiving the guidance lessons using attendance reports
- Completion records school counselors

Priority #4 - Students will complete the Texas Reality Check at least 2 times before the graduate. Data points include:

- Completion rates
- Budget vs. Career fit Summary from the activity

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 payroll budget category aligns to the overall goal of the EAF by providing stipends and protected time for the committee members to engage in data review, collaborative planning and implementation support. The hours that each committee member has agreed to align with the stipend pay.
Professional and Contracted Services.

The professional and contracted services category aligns to the overall goal of the EAF by providing training in the area of TIER 2 Small Group advising for students by high school counselors as they use this as an intervention for students who do not have a clear postsecondary pathway. It will include an August training along with quarterly check in time with the committee. Tailored videos and visuals for SAISD students, families and stakeholders that will be used for multiple years will support the communication initiative. The EAF coach will receive the required allotment of funds required by the grant to help provide support to the committee monthly.

The supplies and materials budget category aligns to the work in Priority #3. Expenses include supplies for small group counseling sessions along with technology (i.e. - small televisions in the counselor's office or screen extenders for laptops) which allows counselors more flexibility in projecting Naviance activities during small group or individual planning sessions.

There are no needs under other operating costs at this time.

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)	

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**