



**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 **Thorndale ISD** CDN **166905** Campus **High Scho** ESC **13** UEI **PH9JAF3NEX3**

Address **300 N Main Street** City **Thorndale** ZIP **76577** Vendor ID **1746002399**

Primary Contact **Zack Kleypas** Email **zack.kleypas@thorndale.txed.net** Phone **512-898-2538**

Secondary Contact **Andie Warner** Email **andie.warner@thorndale.txed.net** Phone **512-898-5060**

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 **Zack Kleypas** Title **Superintendent**

Email **zack.kleypas@thorndale.txed.net** Phone **512-898-2538**

Signature  Date **06-05-2025**

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.

Building an effective advising framework within a comprehensive school counseling program is a crucial step toward supporting individual student planning. A well-designed advising system ensures every student receives structured, personalized guidance aligned with their academic, career and social-emotional development, as well as their financial literacy awareness.

This program will foster innovation in CTE programming and promote career pathways aligned with high-skill, high-wage careers or industries in several capacities. The counselor and college and career advisor will first help identify these emerging high-wage, high-demand jobs and help tailor them to real-life opportunities. Integrating career exploration to all students K-12, will help bring more awareness to these opportunities. Allowing our middle school students to partake in career interest inventories will be a great resource to help plant this seed. Giving our high school students the opportunity to attend career fairs or enroll in courses tied to work-based learning will expand this knowledge to our students. Additionally, exposing our students to programs like Xello and My Texas Future, will help broaden their knowledge on what is necessary to meet their future goals. Partnering with our CTE teachers and building relationships with our external partners will help grow future opportunities for our students. Through our CTE courses, we will work towards expanding our industry based certifications offered on campus. This will help set our students up for success before starting their future career.

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.)

EAF Coach - Ms. Miya Brevard was selected as EAF Coach based on her role as the Coordinator for Career and Technical Education (CTE). Ms. Brevard has a strong understanding of the Texas Model for Comprehensive School Counseling Programs and utilizes the model to guide all training, support, resources, and information disseminated to our LEAs. She holds a Master of Education from Concordia University and has over 20 years experience working with students in CTE. Ms. Brevard will allocate up to 10% of her time to support districts in designing and developing their respective plans. The remaining time and effort will be allocated to the following projects; note that percentages change monthly: College and Career Readiness services, CTE Summer Grant, and State CTE Leadership and Administrator Grant. The fee for ESC contracted support is \$10,500.

EAF Project Lead - Ms. Andie Warner has her Master of Science from Texas State University and her School Counseling certification from Texas A&M Central Texas. She has 16 years experience in education. Andie has 10 plus years of experience as a high school counselor where she is well versed in advising practices as well as leading other school counselors and families. Her leadership roles include Advanced Placement Coordinator and College and Career Advisor. Ms. Warner hosts College and Career fairs, FAFSA Nights as well as serves as the campus coordinator for the Texas College Bridge to ensure student data, teaching staff and all program requirements are met and campus requirements are current. Ms. Warner will allocate up to 20% of her time to ensure all EAF priorities are being met successfully and revising areas where needed. The district will ensure the EAF project lead has the appropriate time and capacity to lead this project by maintaining the 80% time allotment to work towards effectively implementing this project. The district will ensure the steering committee provides the necessary support the EAF project lead by allowing time to be scheduled during the school day to develop and coordinate with the EAF planning team. The Project Lead, Ms. Warner, will receive a \$6,000 stipend. All other committee members will receive a \$2,500 stipend.

District Commitment - Thorndale ISD is fully committed to the successful implementation of the Effective Advising Framework program. The district's overall goal is to increase student achievement and postsecondary readiness for all learners. Effective advising plays a critical role in guiding students toward academic success, career exploration, and meaningful postsecondary pathways. The district plans to integrate the EAF across all campuses in order to reach more students. To ensure our EAF program is successful, the district will support school leaders and counselors and assist with resource allocation. The district will maintain clear, consistent, and strategic communication with all stakeholders involved in the implementation of this project. Some of the ways our district plans to do this is to present our plan at our next school board meeting. The district will also create newsletters and social media posts that can be shared with our parents and students. This communication strategy ensures transparency and builds community support as we strengthen advising and student outcomes. Looking at Lever 1 and Lever 3, the district commits to focusing on the suggested changes below

Lever 1.1 - Individual Student Planning

Increase 1:1 planning opportunities through scheduling adjustments, support staff, or technology-based planning tools.

Lever 3.1 - Family Engagement

Increase outreach, especially targeting economically disadvantaged families through more accessible platforms (texts, events, translated materials).

Lever 3.3 - Postsecondary Readiness Supports

Implement a structured sequence of college/career readiness lessons across all grade levels and enhance FAFSA, scholarship, and application support

Steering Committee - Mr. Tandy Betak is the principal at Thorndale High School. He will be receiving a \$2,500 stipend. Ms. Lauren Hairston is our CTE representative at Thorndale High School. She will be receiving a \$2,500 stipend. Ms. Nisa Stevens is our Special Education Coordinator at Thorndale High School and will be receiving a \$2,500 stipend. Ms. Andie Warner (EAF Project Lead) is the High School Counselor at Thorndale High School and will be receiving a \$6,000 stipend. The district will ensure the steering committee provides the necessary support the EAF project lead by allowing time to be scheduled during the school day to develop and coordinate with the EAF planning team.

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 – Thorndale ISD would like to increase the amount of IBCs we offer on campus and expand future opportunities for students. The district teachers who teach a CTE course will help research, select and implement new IBC’s or replace current IBC’s for better student opportunities. Teachers have access to a curriculum that is geared towards each IBC offered for their program of study. Teachers who offer courses that are attached to an IBC will need access to the certifications and the training, including professional development course(s) that will allow them to best serve their students to be successful by earning their IBC. Staff can work to find local resources and industry professionals that can help with instruction and clarification of the requirements for the IBC and share that information or resource with our students. By the end of 2025-2026, Thorndale ISD will increase the percentage of 9-12 students who complete the Career Development GLE from 41% to 50% by the end of the 2025-2026 school year. Communication highlighting new IBCs we will offer on campus will be included in newsletters to parents and students. This information will also be shared by the students' classroom teacher.

Priority 2 - Thorndale ISD would like to increase our college, career and military readiness (CCMR) percentage through ACT/SAT/TSIA2 testing. In order to do this, the district will need to research options for test prep. Utilizing new test prep materials and /or in person bootcamps, the district can better prepare students to successfully meet CCMR on these exams. Thorndale ISD currently uses IXL, Edmentum and other online resources for ACT, SAT and TSIA2 prep. Future partnerships would lend themselves individualized/in person training and support. Additionally, the district will look into hiring a SAT/ACT/TSIA2 tutor/bootcamp instructor outside of school hours. By the end of 2025-2026, we will increase the percentage of 9-12 students who complete the Academic Development GLE and meet the passing standard to 25% by the end of the 2025-2026 school year. The campus principal and counselor will oversee the implementation of these test prep materials/sessions. Once the district has gained access to test prep resources and secured a bootcamp instructor, we plan to share this information with our high school students and parents through our Parent Square app.

Priority 3 – Thorndale ISD would like to maintain teaching students the importance of learning how to advocate for themselves. Thorndale ISD feels it is important for all students to be able to advocate for themselves. Thorndale ISD will help in implementing this priority through our Leader in Me curriculum. This program is used in every advisory period to ensure all students are receiving instruction. By the end of 2025-2026, the district will maintain 100% of 9-12 students who complete the Personal and Social Development GLE by the end of the 2025-2026 school year. All staff will work towards helping students reach this goal during their advisory class.

Priority 4 – Thorndale ISD would like to increase financial literacy awareness to ALL students. The district will incorporate a financial workshop for all 9-12 students to expose students to common financial situations they will face after high school. The district plans to incorporate lessons from Everfi to help teach the importance of financial literacy. Next year, Thorndale ISD plans to partner with Capital Farm Credit to host a Financial Literacy workshop that they call “The Game of Life.” By the end of 2025-2026, we will increase the percentage of 9-12 students who complete the Financial Literacy GLE from 85% to 100% by the end of the 2025-2026 school year. The high school principal, counselor and Business teacher will work together to implement this priority. The district will advertise this event on our social media page, as well as our Parent Square app.

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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.

1.) TISD will monitor enrollment in IBC programs from year to year to gather data on those who have successfully completed these exams. Monitoring enrollments each year will help us determine whether these programs are growing or need to be re-evaluated. The district will create Google sheets for each IBC exam offered to continue monitoring growth each year. At the end of each year, the district will check for growth in these areas. If no growth is shown, the district will look into other options for IBCs. 2.) TISD will monitor ACT/SAT/TSIA2 test prep progress by keeping track of the number of students attending bootcamps/using IXL/Edmentum through a Google sheet. We will continue to monitor student progress through benchmark assessments and practice test scores. At the end of each year, the district will evaluate the percentage of students meeting CCMR through these test scores to check for growth. A student survey will be sent to all students that attended an in-person bootcamp/tutoring session at the completion of testing to get input on the effectiveness of this test prep opportunity. The district will identify students who need more support to see how we can encourage them to participate. 3.) TISD places high value on teaching students to advocate for themselves as a core life skill. The Leader in Me curriculum is used in every advisory period to ensure consistent, district-wide instruction in self-advocacy and personal development. Advisory staff across the district will be responsible for helping students meet this goal. Advisory will serve as the primary structure for delivering and monitoring progress. The district will send out a student survey at the end of each year to determine the effectiveness of this curriculum. Based on survey results, the district will evaluate whether this program is meeting the needs of our students. 4.) TISD is committed to increasing financial literacy awareness for all 9 – 12 grade students. The district will place emphasis on preparing students for real-world financial situations after high school. The district will use Everfi curriculum to deliver high-quality financial literacy lessons. We also plan to partner with Capital Farm Credit to host a hands-on financial literacy Workshop. In order to monitor student participation, attendance will be taken at the beginning of the workshop and a student satisfaction survey will be given at the end. Based on student input the district will decide if these resources satisfy the district's financial literacy awareness standards.

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 - TISD will reserve \$72,500 (\$55,000 salary/\$17,500 benefits) for hiring a College and Career Advisor to assist in ensuring successful implementation of all priorities. This budgeted item aligns with all priorities listed above. Hiring a College and Career Advisor will allow them to work closely with all students to increase IBC enrollments and ACT/SAT/TSIA2 scores, as well as teaching self-advocacy and how to be financially smart with their decisions. Professional and contracted services - TISD will reserve \$25,000 for EAF Coach, EAF Project Lead and EAF Steering Committee Member stipends. This will also include \$1,000 to purchase the SCUTA program to assist the counselor with tracker time effectively for auditing purposes. This budgeted item will allow our EAF Coach, Project Lead and Steering Committee Members to remain working together to maintain a successful EAF program. Supplies and materials - TISD will reserve \$14,000 to purchase a program that will assist with tracking CCMR/outcome bonuses more effectively, a character building program for secondary education, college and career marketing supplies, senior recognition materials, supplier for incentives and a program to create more attractive flyers to display around all campuses. It is important for our district to purchase a program to help track CCMR and outcome bonuses. Being a small school where many people wear many hats, things can easily get missed. Having a program to help track this information can help ensure we are receiving the most funding for our school. Our district also feels it is important to highlight our senior accomplishments. With this money, we plan to purchase senior graduation signs to display in town to share with our community. Our district also has limited licenses for Canva. We would like to purchase additional licenses for our counselor and college and career advisor to help promote events taking place on campus or around the community. Other operating costs - TISD will reserve \$2,000 for any travel/conferences needed for the high school counselor and college and career advisor to attend. Attending conferences/trainings are important for the effectiveness, growth, and professionalism of school counselors and college and career advisors. Learning new ideas and collaborating with others will help build resources available that will positively impact all of our priorities listed above.

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	647
2. Enrollment of all participating private schools	117
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	764
4. Total current-year program allocation	\$15,336
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)	\$15,336
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	20
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	\$2,340

Appendix A: Amendment Description and Purpose (leave this section blank when completing the initial application (or 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
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Application Part 2: 2025-2026 Effective Advising Framework (EAF) Implementation Grant
Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, Public Law (P.L.) 109-270, Title I, Part A, §112(c)

County District Number or Vendor ID:		166905	Amendment # (for amendments only):	
Payroll Costs (6100)				
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional				
1 Teacher			\$ -	\$ -
2 Educational Aide			\$ -	\$ -
3 Tutor			\$ -	\$ -
Program Management and Administration				
4 Project Director			\$ -	\$ -
5 Project Coordinator			\$ -	\$ -
6 Teacher Facilitator			\$ -	\$ -
7 Teacher Supervisor			\$ -	\$ -
8 Secretary/Admin Assistant			\$ -	\$ -
9 Data Entry Clerk			\$ -	\$ -
10 Grant Accountant/Bookkeeper			\$ -	\$ -
11 Evaluator/Evaluation Specialist			\$ -	\$ -
Auxiliary				
12 Counselor			\$ -	\$ -
13 Social Worker			\$ -	\$ -
14 Community Liaison/Parent Coordinator			\$ -	\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15 ESC Specialist/Consultant			\$ -	\$ -
16 ESC Coordinator/Manager/Supervisor			\$ -	\$ -
17 ESC Support Staff			\$ -	\$ -
18 ESC Other: (Enter position title here)			\$ -	\$ -
19 ESC Other: (Enter position title here)			\$ -	\$ -
20 ESC Other: (Enter position title here)			\$ -	\$ -
Other Employee Positions				
21 College and Career Advisory			\$ 55,000	\$ -
22 (Enter position title here)			\$ -	\$ -
23	Subtotal Employee Costs:		\$ 55,000	\$ -
Substitute, Extra-Duty Pay, Benefits Costs				
24 6112 - Substitute Pay			\$ -	\$ -
25 6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -
26 6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27 6140 - Employee Benefits			\$ 17,500	\$ -
28 61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:		\$ 17,500	\$ -
30	Grand Total:		\$ 72,500	\$ -
31	Total Program Costs*:		\$ 72,500	
32	Total Direct Admin Costs*:			
<p>*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p> <p>For budgeting assistance, see the Budgeting Guidance and Related Forms section on the Grants Administration Division's Grant Resources webpage.</p>				

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (list as appropriate):	By TEA staff person:

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 Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, Public Law (P.L.) 109-270, Title I, Part A, §112(c)

County District Number or Vendor ID:		166905	Amendment #:		0
Professional and Contracted Services (6200)					
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.					
Description of Service and Purpose			Grant Amount Budgeted	Pre-Award	
1	6269 - Rental or lease of buildings, space in buildings, or land (Specify purpose here)		\$ -	\$	
2	Service: EAF Coach from ESC Provides support and guidance throughout the school year to ensure successful implementation.		\$ 10,500	\$	
3	Service: SCUTA To assist with tracking the counselors time more effectively for auditing purposes.		\$ 1,000	\$	
4	Service: EAF Lead The EAF Lead will meet with all EAF committee members to plan/implement goals for our priorities needed on campus each year.		\$ 6,000	\$	
5	Service: Committee Member Stipends The EAF Committee Members will assist in tasks needed to ensure successful implementatin and monitoring of our priorities.		\$ 7,500	\$	
6	Service: (Specify purpose here)			\$	
7	Service: (Specify purpose here)		\$ -	\$	
8	Service: (Specify purpose here)		\$ -	\$	
9	Subtotal of professional and contracted services requiring specific approval:		\$ 25,000	\$	
10	Remaining 6200 - Professional and contracted services that do not require specific approval.		\$ -	\$	
11	Grand Total:		\$ 25,000	\$	
12	Total Program Costs*:		\$ 25,000	\$	
13	Total Direct Admin Costs*:			\$	

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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County District Number or Vendor ID: 166905		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 14,500	
2	Grand Total:	\$ 14,500	\$
3	Total Program Costs*:	\$ 14,500	
4	Total Direct Admin Costs*:	\$ -	
<p>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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County District Number or Vendor ID:		166905	Amendment #:		0
Other Operating Costs (6400)					
Expense Item Description			Grant Amount Budgeted	Pre-Award	
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.		\$ -	\$ -	
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. (Enter name and purpose of conference)		\$ -	\$ -	
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.		\$ -	\$ -	
4	6413 - Stipends for non-employees other than those included in 6419.		\$ -	\$ -	
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.		\$ -	\$ -	
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.		\$ -	\$ -	
7	6495 - Cost of membership in civic or community organizations. (Enter name and purpose of organization)		\$ -	\$ -	
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.		\$ -	\$ -	
9	Subtotal of other operating costs (6400) requiring specific approval:		\$ -	\$ -	
10	Remaining 6400 - Other operating costs that do not require specific approval.		\$ 2,000	\$ -	
11	Grand Total:		\$ 2,000	\$ -	
12	Total Program Costs*:		\$ 2,000		
13	Total Direct Admin Costs*:		\$ -		
<p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p> <p>Forms to seek approval or document intent for applicable activities listed above are available on TEA's Forms for Prior Approval, Disclosure, and Justification page.</p>					

In-state travel for employees does not require specific approval.

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County District Number or Vendor ID:		166905	Amendment #:		0
Debt Service (6500)					
NOTE: Use this schedule to budget funds to retire debt principal on lease liabilities with terms greater than 12 months and to pay interest accrued on those leases. In Part 2, please provide a brief description of each item included in 6514/6512 (Principal Costs) and why it is necessary for successful implementation of the grant program.					
Expense Item Description			Grant Amount Budgeted	Pre-Award	
Part 1: Lease Liabilities with Terms Greater Than 12 Months					
1	6514 - Subscription-based Information Technology Arrangement Liability - Principal Costs		\$ -	\$ -	
2	6526 - Subscription-based Information Technology Arrangement Liability - Interest Costs		\$ -	\$ -	
3	6512 - Capital Lease Liability - Principal Costs		\$ -	\$ -	
4	6522 - Capital Lease Liability - Interest Costs		\$ -	\$ -	
5	6523 - Interest on Debt Costs		\$ -	\$ -	
6	Grand Total (sum of all lines):		\$ -	\$ -	
7	Total Program Costs*:		\$ -	\$ -	
8	Total Direct Admin Costs*:		\$ -	\$ -	
*Complete the Total Program Costs (line 7) and Total Direct Admin Costs (line 8) lines. The sum of these lines must equal the Grand Total (line 6); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Program Budget Summary worksheet.					
Part 2: Description of Subscription or Property with Justification					
Subscription/Property and Justification		Contract Start Date (for full term of contract)	Contract End Date (for full term of contract)	Property Value (total Principal Cost for full term of contract)	
9	(Enter description of subscription (6514) or property being leased (6512) and provide justification of grant relevance)			\$ -	
10	(Enter description of subscription (6514) or property being leased (6512) and provide justification of grant relevance)			\$ -	
11	(Enter description of subscription (6514) or property being leased (6512) and provide justification of grant relevance)			\$ -	
12	(Enter description of subscription (6514) or property being leased (6512) and provide justification of grant relevance)			\$ -	
13	Property Value Total (sum of all lines)**:		\$ -	\$ -	
**The sum of lines 9-12 must equal the sum of the principal costs in Part 1, including 6514 (Line 1) and 6512 (Line 3); otherwise, the field will change color to red to indicate an error. Contract dates must indicate a period greater than 12 months.					
FOR TEA USE ONLY					
Changes on this page have been confirmed with:			On this date:		
Via telephone/email (select as appropriate):			By TEA staff person:		

Application Part 2: 2025-2026 Effective Advising Framework (EAF) Implementation Grant
 Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, Public Law (P.L.) 109-270, Title I, Part A, §112(c)

County District Number or Vendor ID:		166905		Amendment #:		0	
Capital Outlay (6600)							
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award		
6669 - Library Books and Media (capitalized and controlled by library)							
1		N/A	N/A	\$ -			
66XX - Computing Devices, capitalized							
2	(Enter description and brief purpose)		\$ -	\$ -			
3			\$ -	\$ -			
4			\$ -	\$ -			
5			\$ -	\$ -			
6			\$ -	\$ -			
7			\$ -	\$ -			
8			\$ -	\$ -			
66XX - Software, capitalized							
9	(Enter description and brief purpose)		\$ -	\$ -			
10			\$ -	\$ -			
66XX - Equipment, furniture, or vehicles							
11	(Enter description and brief purpose)		\$ -	\$ -			
12			\$ -	\$ -			
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)							
13	(Enter description and brief purpose)			\$ -			
14	Grand Total (sum of all lines):			\$ -			
15	Total Program Costs*:			\$ -			
16	Total Direct Admin Costs*:			\$ -			
*Complete the Total Program Costs (line 15) and Total Direct Admin Costs (line 16) lines. The sum of these lines must equal the Grand Total (line 14); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Program Budget Summary worksheet.							

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (select as appropriate):	By TEA staff person:

County District Number or vendor ID:		166905	Amendment #		0
Grant Period:	September 1, 2024 - August 31, 2025		Fund Code/ Shared Services Arrangement:		244/331

Budget Summary						
Description and Purpose		Source of Funds				
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1	Payroll Costs	6100	\$ 72,500	\$ -	\$ 72,500	\$ -
2	Professional and Contracted Services	6200	\$ 25,000	\$ -	\$ 25,000	\$ -
3	Supplies and Materials	6300	\$ 14,500	\$ -	\$ 14,500	\$ -
4	Other Operating Costs	6400	\$ 2,000	\$ -	\$ 2,000	\$ -
5	Debt Service	6500	\$ -	\$ -	\$ -	\$ -
6	Capital Outlay	6600	\$ -	\$ -	\$ -	\$ -
7	Total Direct Costs:		\$ 114,000	\$ -	\$ 114,000	\$ -
8	* Indirect Costs:			\$ 6,000		\$ -
9	Total of All Budgeted Costs :		\$ 114,000	\$ 6,000	\$ 120,000	\$ -
Total Administrative Cost Calculation						
11	Total Award Amount:				\$ 120,000	
12	Total Administration Cap per Program Guidelines (XX%)				0.05	
13	Maximum amount allowable for total administrative costs:				\$ 6,000	

**For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting [Indirect Cost Rates](#) page.*

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. Indirect costs claimed are part of the total grant award amount, not in addition to the grant award amount. Do not submit an amendment solely for the purpose of budgeting indirect costs.

To calculate maximum indirect costs, please use the Maximum Indirect Costs Worksheet available on the Grants Administration Division's [Grant Resources](#) webpage.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (select as appropriate):	By TEA staff person:

25-26 Effective Advising Framework Implementation Grant Program Agreement

This agreement is written by and between:

Education Service Center Region 13, hereinafter referred to as “ESC”, and

Thorndale ISD , hereinafter referred to as “District”,

regarding the 2025-2026 Effective Advising Implementation Grant.

This agreement provides the core functions required of the ESC and District within the Effective Advising Framework Implementation 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 the start date of the grant and will terminate at the end of the grant period.

Purpose of this grant program:

The Effective Advising Framework (EAF) supports the development and implementation of an individual student planning system within the context of a comprehensive school counseling program. This grant project supports school districts in the implementation of their EAF priorities in grades 5-12. Districts will be supported by an EAF Coach at the ESC who will monitor, support, and coach the district through EAF implementation aligned to the essential actions and key practices of the Effective Advising Framework. The intended outcome of this program is to improve the district's individual student planning system and to measure the impact of individual student planning when implemented with fidelity.

Effective Advising Implementation Grant Roles and Responsibilities

The ESC agrees to the following key functions:

1. Identify an EAF Coach to serve the school district as a coach and technical service provider through the grant project. The EAF Coach should possess a strong understanding of counseling and advising practices to support academic and career development in a K-12 setting. The EAF Coach should have positive rapport with districts in the region and experience coordinating, convening, and communicating with districts on projects. The coach may or may not be a certified school counselor but should have a strong understanding of comprehensive school counseling programs as defined by the Texas Model for Comprehensive School Counseling; and
2. Provide the identified EAF Coach with the necessary time and support to successfully accomplish all grant deliverables.

EAF Coach agrees to the following key functions:

1. Support the district's effective advising implementation and seek out opportunities to develop or connect districts to tools, resources, services, and programs as defined in the program guidelines;
2. Support the district in all identified priorities by encouraging key practices aligned to the EAF;
3. Provide technical assistance and coaching to the district's EAF Project Lead to ensure they are equipped to successfully complete grant deliverables;
4. Support communications across multiple districts in the region to share best practices and foster a regional community of practice for effective advising; and

5. Work toward Coach Designation or Designation with Distinction, which includes engaging in statewide training opportunities, coaching districts toward high-quality grant deliverables, and receiving a satisfactory rating from district feedback surveys.
-

The District agrees to the following key functions:

1. Identify a school counselor or administrator to serve as the EAF Project Lead throughout the grant period who will be responsible for submission of grant deliverables;
2. Provide the EAF Project Lead with the necessary capacity, support, and authority to convene and lead a steering committee;
3. Identify a 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;
4. Provide the steering committee members with the time and capacity to support the completion of all grant requirements with fidelity, including any necessary training, under the direction of the EAF Project Lead; and
5. Foster an internal culture of advising and buy-in to support implementation of the grant project.

The EAF 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. Convene and coordinate the work of the steering committee;
 3. Coordinate with, and receive coaching from, the EAF Coach; and
 4. Oversee, monitor, and track results of the implementation of identified EAF Priorities and completion of all required grant deliverables.
-

Effective Advising Implementation Grant Staff Contact Sheet

ESC Information:

Name of ESC	Education Service Center Region 13
Name of Authorized Representative	Millie Klein
Authorized Representative Title	Chief Deputy Executive Director, Chief of Staff
Authorized Representative Email	millie.klein@esc13.txed.net
Authorized Representative Phone Number	512-919-5105
Name of EAF Coach	Miya Brevard
EAF Coach Title	Career and Technical Education Coordinator
EAF Coach Email	miya.brevard@esc13.txed.net
EAF Coach Phone Number	512-919-5204

District Information:

Name of District	Thorndale ISD
Name of Authorized Representative	Zack Kleypas
Authorized Representative Title	Superintendent
Authorized Representative Email	zack.kleypas@thorndale.txed.net
Authorized Representative Phone Number	512-898-2538
Name of EAF Project Lead	Andie Warner
EAF Project Lead Title	Counselor
EAF Project Lead Email	andie.warner@thorndale.txed.net
EAF Project Lead Phone Number	512-898-5060

District Effective Advising Steering Committee

Identify the staff members within the district who will serve on the steering committee. Indicate their level of involvement in the implementation of the effective advising system.

The 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. Consider including someone from the finance department to support implementation.

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

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Andie Warner	Counselor	12-15 Hours	\$7,000

Email address: andie.warner@thorndale.txed.net

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

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Tandy Betak	HS Principal	5 Hours	\$4,000

Email address: tandy.betak@thorndale.txed.net

Team Member 3 (required, CTE representative)

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Lauren Hairston	CTE Rep	5 Hours	\$4,000

Email address: lauren.hairston@thorndale.txed.net

Team Member 4 (required, Special Populations representative)

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Nisa Stevens	SpEd Rep	5 Hours	\$4,000

Email address: nisa.stevens@thorndale.txed.net

Team Member 5 (optional)

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount

Email address: _____

Team Member 6 (optional)


Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount


Email address: _____

**Add additional Team Members on a separate document as needed and attach to this agreement.*


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.

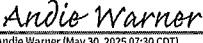
ESC Signatures

<i>ESC Authorized Representative</i>	
Name <u>Millie Klein</u>	ESC <u>13</u> Title <u>Chief Deputy Executive Director, Chief of Staff</u>
Signature <u></u> <small>Millie Klein (May 29, 2025 16:18 CDT)</small>	Date _____

<i>EAF Coach</i>	
Name <u>Miya Brevard</u>	ESC <u>13</u> Title <u>Career and Technical Education Coordinator</u>
Signature <u></u> <small>Miya Brevard (May 29, 2025 15:15 CDT)</small>	Date _____

District Signatures

<i>District Authorized Representative</i>	
Name <u>Zack Kleypas</u>	Title <u>Superintendent</u>
Signature <u></u> <small>Zack Kleypas (May 30, 2025 07:49 CDT)</small>	Date _____

<i>EAF Project Lead</i>	
Name <u>Andie Warner</u>	Title <u>Counselor</u>
Signature <u></u> <small>Andie Warner (May 30, 2025 07:30 CDT)</small>	Date _____

25-26 EAF Agreement -Thorndale ISD


Final Audit Report

2025-05-30


Created:	2025-05-29
By:	Lee Ann Rodriguez (leeann.rodriguez@esc13.txed.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAAh-BLLqNyc8BsVCRxON4FwEJ9Vz4_bGmJ

"25-26 EAF Agreement -Thorndale ISD" History

-  Document created by Lee Ann Rodriguez (leeann.rodriguez@esc13.txed.net)
2025-05-29 - 8:13:10 PM GMT
-  Document emailed to miya.brevard@esc13.txed.net for signature
2025-05-29 - 8:13:56 PM GMT
-  Email viewed by miya.brevard@esc13.txed.net
2025-05-29 - 8:15:03 PM GMT
-  Signer miya.brevard@esc13.txed.net entered name at signing as Miya Brevard
2025-05-29 - 8:15:40 PM GMT
-  Document e-signed by Miya Brevard (miya.brevard@esc13.txed.net)
Signature Date: 2025-05-29 - 8:15:42 PM GMT - Time Source: server
-  Document emailed to Millie Klein (millie.klein@esc13.txed.net) for signature
2025-05-29 - 8:15:44 PM GMT
-  Email viewed by Millie Klein (millie.klein@esc13.txed.net)
2025-05-29 - 9:18:05 PM GMT
-  Document e-signed by Millie Klein (millie.klein@esc13.txed.net)
Signature Date: 2025-05-29 - 9:18:20 PM GMT - Time Source: server
-  Document emailed to andie.warner@thorndale.txed.net for signature
2025-05-29 - 9:18:22 PM GMT
-  Email viewed by andie.warner@thorndale.txed.net
2025-05-30 - 12:29:15 PM GMT
-  Signer andie.warner@thorndale.txed.net entered name at signing as Andie Warner
2025-05-30 - 12:30:47 PM GMT

 Document e-signed by Andie Warner (andie.warner@thorndale.txed.net)

Signature Date: 2025-05-30 - 12:30:49 PM GMT - Time Source: server

 Document emailed to zack.kleypas@thorndale.txed.net for signature


2025-05-30 - 12:30:51 PM GMT

 Email viewed by zack.kleypas@thorndale.txed.net

2025-05-30 - 12:47:55 PM GMT

 Signer zack.kleypas@thorndale.txed.net entered name at signing as Zack Kleypas

2025-05-30 - 12:49:30 PM GMT

 Document e-signed by Zack Kleypas (zack.kleypas@thorndale.txed.net)

Signature Date: 2025-05-30 - 12:49:32 PM GMT - Time Source: server

 Agreement completed.

2025-05-30 - 12:49:32 PM GMT



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