



**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 **White Settlement ISD** CDN **220920** Campus ESC **11** UEI **UF7RN8L1XFX9**

Address **8224 White Settlement Rd** City **Fort Worth** ZIP **76108** Vendor ID **75-6002729**

Primary Contact **Theresa Paschall** Email **theresa.paschall@wsisd.net** Phone **817-367-5346**

Secondary Contact **Heather Crow** Email **hcrow@wsisd.net** Phone **817-367-5338**

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 **Frank Molinar**

Title **Superintendent of Schools**

Email **fmolinar@wsisd.net**

Phone **817-367-1300**

Signature

Date **06/11/2025**

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 Grant in Year 2 is poised to take our progress from Year 1 and elevate it even further, particularly in the realm of individual student planning. In Year 1, we achieved great improvement, with 100% of our 8th, 11th, and 12th graders engaging in annual Personal Graduation Plan (PGP) conferences, and 96% participation from our 9th and 10th graders. While the latter group fell just short of full participation due to unique individual circumstances, every student from 5th grade onward received invaluable guidance lessons from our counseling staff that focused on post-secondary exploration, planning, and effective goal setting.

With the Effective Advising Framework grant, WSISD is resolutely committed to cultivating a culture and environment that promotes student success in academics, careers, personal growth, and social development. One of our priorities for Year 2 aims to boost the percentage of special education students who meet College, Career, and Military Readiness (CCMR) standards from 72% to an 80%. We will accomplish this by broadening and refining course offerings and fostering collaborative, sustainable partnerships with Career and Technical Education (CTE) and Advanced Academics.

Thanks to this grant, WSISD has acquired additional enhancements for XELLO, including essential TSIA, SAT, and ACT test preparation tools. In addition, we will provide SAT & ACT summer boot camps; teachers are being trained by Princeton Review to facilitate ongoing bootcamps; and digital access for students to work on SAT, ACT, and TSIA test prep. The district will collect and assess data to ensure the value. These test prep opportunities will continue throughout the 2025-26 school year.

Looking ahead to the 2025-26 school year, we're making strategic adjustments and enhancements to our CTE pathways. For example, our Construction and Architecture program has formed an innovative partnership with a local plumbing school to introduce this exciting new pathway for our students. Together, we are not just planning for the future; we are actively shaping it! We will assess course offerings and programs of study, which requires intentional, sustainable collaboration with CTE and Advanced Academics in order for all students to have the opportunity to prepare and find success in their post-secondary endeavors.

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.)

Stephanie Tennyson is an EAF Coach at ESC Region 11 who meets all the outlined criteria for the role. With 1 year of experience serving as an EAF coach for ESC Region 11 and 8 total years supporting CTE programming, Stephanie brings a strong background in K–12 advising and academic/career development. She has established positive, collaborative relationships with districts across the region and has successfully led communication and coordination efforts on various initiatives. Stephanie has a strong understanding of comprehensive school counseling as defined by the Texas Model, making her well-equipped to support effective advising regionally. As part of her responsibilities, Stephanie will dedicate 5% of her time specifically to coaching White Settlement ISD, ensuring tailored support and consistent guidance for the district.

Theresa Paschall is the EAF Project Lead for WSISD. Theresa is the Director of Counseling and Student Services for WSISD. She has worked previously as a teacher, elementary counselor, intermediate counselor, DAEP/AEP counselor, CTE counselor, and high school counselor. In addition, Theresa is an adjunct professor at Texas Christian University in the counseling department, bringing strong experience in comprehensive school counseling programming, Career Technical Education, and academic and post-secondary advising. The district supports Theresa in her position as EAF Project Lead and values this grant for WSISD students. The district ensures that the steering committee has ample time to meet and work to ensure the benefits and services of this grant to support students. The steering committee did not allocate for stipends and chose for the money to go 100% to what we do for students.

WSISD is committed to valuing the EAF for our students and recognizing its importance in strengthening our advising processes, enhancing student opportunities, and preparing our students for their futures and the community's future. At Brewer High School, the administration committed to and fulfilled bi-weekly meetings with campus counselors and academic advisors to ensure all parties adhered to established priorities, including timelines, advising, assessing advising data, and ongoing planning for the 2025-26 master schedule. Training was provided for all campus staff regarding Effective Advising priorities and the “why” of what was being done to support students across all areas of our students’ high school experience. Teachers were trained in utilizing Xello with students, and CTE teachers received additional training and expectations from industry advisory councils, as well as exposure and opportunities outside the classroom in industry settings.

The district took several steps in communicating the initiatives with the EAF grant to stakeholders by utilizing the communication deck provided by the EAF coaches for sharing with the school board and the superintendent’s cabinet. In addition, students were advised on the goals and the “why” of the new experiences that were being provided to them through counselors and tasks to complete within Xello. Students received support from counselors and teachers to make informed decisions about their academic and post-secondary planning. The Academic Advisor, the position made possible through grant funds, worked with all 9th-grade students and took advising to a tier 2 and 3 level for students who were at risk of not getting the credits needed for successful completion of their current grade level. This proved to be a very successful intervention and plan. Communication has also included parent informational meetings and opportunities to meet with their student’s counselor, along with their student.

The Steering Committee for WSISD is a broad and necessary committee for carry out the determined priorities for the students of the district.

On the committee are:

1. Project Lead: Theresa Paschall, Director of Counseling and Student Services
2. Committee Member — Heather Crow, Assistant Superintendent
3. Committee Member — Kerry Cooper, Director of Elementary Curriculum and Instruction (also represents Special Education as former Director of Special Programs)
4. Committee Member — Crystal Intfen, Director of Secondary Curriculum and Instruction — oversees CCMR
5. Committee Member — Eric Kibodeaux, Director of Career and Technology Education
6. Committee Member — Kara Touliatos, High School Counselor
7. Committee Member — Tommy Neal, High School Principal

WSISD EAF Steering Committee decided not to take a stipend and use the funds for the priorities and plans of the EAF grant directly for the students.

Goals, Objectives, and Strategies

Indicate the four EAF Priorities the district will implement in the 2025-2026 school year that were developed with the support of the EAF Coach in spring 2025 using either the EAF Gap Analysis Tool or the SY25-26 EAF Priorities and Student Outcomes resource. For each EAF Priority, include the following: a description of the EAF Priority to be implemented, the aligned SMART student outcome goal, the targeted grade level(s), the targeted development area (academic, career, personal/social, or financial literacy), 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.

1. Provide the information above for the district's first EAF Priority.

Priority 1 Monitor throughout the year and in ARD meetings the coursework progress and have ongoing conversations about PGP progress and CCMR potential for all students and specifically our special services students.

By the end of 2025-2026, we will increase the percentage of Special Education students who meet CCMR Accountability from 72% to 80%.

9th-12 Grade

Academic Development

Counseling owns this priority and Special Education and Instructional Teams will support this priority.

We are increasing and changing our course offerings as well as the path for offerings. We are increasing personalized and individualized advising for each student with their counselor. The Advanced Academics Team is more involved in this process. We will monitor and evaluate this goal using our CCMR tracker tool.

Special Education, Curriculum and Instruction, and Counseling team members at the district and campus levels will need to train together for reset of the purpose and related information. We will continue interdisciplinary monthly meetings for ongoing work with additional teams joining on an as-needed basis (e.g. Diagnosticians, CTE, etc.).

2. Provide the information above for the district's second EAF Priority.

Priority 2 Receive advisement for PGP; explore career and college opportunities; College and Career Fair, Individual meetings, CTE Block Party

By the end of 2025-2026 schedule changes that change a student's program of study will impact less than 10% of students.

7th-9th Grade

Career Development

Counseling department owns this priority in collaboration with Instructional teams, campus administration, CIS social workers, and TCU Advise counselor.

WSISD has added an academic advisor to the High School that has developed a timeline for delivery and curriculum for exploration and guidance in grades 7th through 9th grade.

Training and exploration of current universities, military, career forecast and future forecasting, skills and knowledge needed for college and career readiness.

3. Provide the information above for the district's third EAF Priority.

Priority 3 Prepare for and take ACT and/or SAT and/or TSIA2 Assessment

By the end of 2025-2026, we will increase the percentage of 11th grade students who are TSI complete from 30% to 36%.

8th-11th Grade Academic Development

Curriculum and Instruction Department will own this priority

The district will begin offering summer opportunities for TSIA2 bootcamps and embed preparation across all curriculum content areas. Current advanced academics staff will support this initiative by overseeing bootcamps and testing students as culminating activity.

Goals, Objectives, and Strategies cont'd.

4. Provide the information above for the district's fourth EAF Priority.

Priority 4 Participate in postsecondary affordability information session with family member about scholarships, FASFA, and planning for financial aid deadlines

By the end of 2025-2026, we will increase the number of parent engagement events and communication around FAFSA/TASFA/Financial Aid from two events to five events.

7th-12th Grade

Financial Literacy and Aid

Brewer High School administrators and counselors

The district will increase communication with parents about the benefits of completing FASFA/TASFA. We will also increase the number of parent nights and opportunities for parents to get assistance in completing the forms.

We will educate all staff at BHS on the benefits of students and parents completing the FASFA/TASFA forms.

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.

Priority 1 - This will be monitored through PGP audits, visit with students, and tracking. The process for reflecting will be check-ins with counselors and updates provided to Steering Committee in monthly meetings by high school principal and counselor on committee.

Priority 2- The work has already begun on this and numbers will be used from last years adverts to compare to the 25-26 school year. Steps have already been initiated to increase college fair participants as far as colleges and planned outreach and communication to students & families. College and career exposure will be measured mostly in Xello as far as career inventories, college searches, personality inventories, and resumes.

Priority 3 - We will track on a google document the students attending boot camps and taking the tests. We will compare data received from scores reported and monitor throughout the year — increase in performance and numbers taking the test toward our goal.

Priority 4 - The work has begun on this priority, also. Planning is in the works for the opportunities we will offer next year. The goal is to increase the number of information setting students and parents will receive. We will compare attendance for the 25-26 school year to that of the 24-25 for increased attendance and 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

EAF Coach from Region 11 ESC - \$8,000

Priority 1 - \$14,000 - We will need to procure supplies for parent nights and events, resources to share with students and families, advertisements, etc. We will also need to procure a tool/platform to house the various programs in the district for students to investigate and create their PGP in for annual meetings with counselors as well as ongoing progress evaluation.

Priority 2 - \$80,000 - We will need the continuation of our Academic Advisor role for this priority.

Priority 3 - \$15,000 - Staff to teach Princeton Review boot camps \$10,000

TSIA opportunities for students- \$5,000

Hourly pay at \$40 an hour

Priority 4 - \$3,000 - We will need to procure supplies for parent nights and events, resources to share with students and families, advertisements, etc.

\$3,000

Equitable Access and Participation

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

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

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

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

☐ Yes ☒ No

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

Are any private nonprofit schools participating in the program?

☐ Yes ☒ No

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

5A: Assurances

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

5B: Equitable Services Calculation

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

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section**Reason for Amendment**

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