



**2025-2026 Effective Advising Framework Implementation Grant
Informal Discretionary Grant (IDC) Application Due 11:59 p.m. CT, June 17, 2023**

NOGA ID

Authorizing legislation

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, June 17, 2025**.

Application stamp-in date and time

Grant period from **September 1, 2025 - August 31, 2026**

Pre-award costs permitted from **Pre-Award Costs Are Not Permitted**

Required Attachments (linked along with this form on the TEA Grants Opportunities page)

Excel workbook with the grant's budget schedules

Attachment 1: 2025-2026 Effective Advising Framework Implementation Grant Program Agreement

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information


Organization **Paint Creek ISD** CDN **104-907** Campus **001** ESC **14** UEI **LCKGPXGKW94**
Address **4485 FM 600** City **Haskell** ZIP **79521** Vendor ID **17516127744**
Primary Contact **Kevin White** Email **kwhite@paintcreek.esc14.net** Phone **940-203-0537**
Secondary Contact **Jennifer White** Email **jwhite@paintcreek.esc14.net** Phone **940-864-2868**

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 **Kevin White** Title **Principal**
Email **kwhite@paintcreek.esc14.net** Phone **940-203-0537**
Signature  Date **06/03/2025**

Shared Services Arrangements

☐ Shared services arrangements (SSAs) are NOT permitted for this grant. .

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2026 Effective Advising Framework District Planning Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 Effective Advising Framework District Planning Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program

1. How this program will support individual student planning in the context of comprehensive school counseling, and 2. How this program will foster innovation in CTE programming and/or promote career pathways aligned to high-skill, high-wage careers or industries.

1. How this program will support individual student planning in the context of comprehensive school counseling: The Effective Advising Framework (EAF) Grant supports individual student planning by providing a structured, student-centered approach that aligns with the goals of comprehensive school counseling programs. This program emphasizes data-informed advising, personalized check-ins, and collaborative goal-setting, all of which help ensure that each student has a clear, actionable plan for success beyond high school. As students receive consistent guidance in setting academic, career, and personal goals that are tailored to their unique interests, strengths, and postsecondary aspirations, this program simultaneously allows strengthening of the partnership between counselors, advisors, educators, families, and students, making planning more proactive, meaningful, and impactful.

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 will foster innovation in Career and Technical Education (CTE) programming by strengthening the systems that guide students toward high-skill, high-wage career pathways. Through this grant, we will implement data-informed advising strategies that ensure all students have equitable access to career exploration, personalized academic planning, and work-based learning opportunities. By aligning advising practices with labor market information and employer needs, the grant will enable advisors to better connect students to emerging industries and in-demand credentials. It will also support the integration of career pathways into academic counseling, helping students make informed decisions that lead to credentials of value and seamless transitions into postsecondary education or the workforce.

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.)

Jennifer Seekins of Region 14 is our EAF Coach. Mrs. Seekins has been our EAF coach for this particular Grant for the past 2 years and is also an Instructional Leader for CTE planning for Region 14. She has been a vital part of the success of Paint Creek ISD and its story for students success with this grant work and planning. It is very difficult to speak on the time allocated for this project. Mrs. Seekins visits with on our district 3 to 5 times a year with many other zoom meetings. She is on call for us 24/7 and has always been available for any questions we have regarding this grant work. She is a full time employee for Region 14 in their CTE department which is in charge of our grant coaching assignments. Paint Creek ISD has ZERO complaints of Mrs. Seekins time and efforts for our grant work. The ESC fee for their time and work last grant year was \$20,000. Paint Creek ISD is planning on the same fee if awarded this implementation year. Jennifer White is the Project Lead for for Paint Creek ISD regarding our EAF grant. Mrs. White has 29 years service in education and 10 years as a school counselor. She is the CTE Instruction Leader for Paint Creek ISD in scheduling and student planning. She is currently the Region 14 K-12 School Counselor of the year and has started many programs that support our students post secondary choices with guest speakers, work force field visits, FASFA planning nights, and multiple meeting with students to discuss their post secondary plans and choices. Mrs. White ia allocated all resources and time to perform the duties of Project Lead. Since most of these duties also fall into her other roles, just support from the grant to elevate our programs, I would say that she spends anywhere from 4-9 hours a week to fullfil these duties and make this program successful. The district and administration will also help in any duty needed to help Mrs. White make this program successful. It is difficult to assign stipend amounts to the Project Lead and committee members in a Grant Appliation with no idea of the amount awarded, but will base them off last years awarded amount of \$120,000. Project Lead will be allocated \$10,000, Authorized Representative will be allocated \$10,000, Committee member and CTE Instructor \$2000, and second Committee member and CTE Instructor \$2000. Paint Creek ISD is committed to the success of the Priorities set in our EAF Goals. As stated in Lever 1, the district allows adequete time for our steering committee members to fullfil their responsibilities and duties to make this program a success. This committment is displayed with input from our members, time allotted for professinoal development, and planning. The district takes the advise and leadership of our school counselor due to her experience and major role in this grant work. This allows for both the counselor and administration to be aligned with Grant goals, district goals, and more importantly student goals. The district has made it a priority to make sure that all goals opportunities are provided to our staff and students. These are mentioned in all 4 of our Priorities of the EAF Grant. The district communicates with our staff and parents opportunities and plans throughout the year as needed in committee meetings, parent nights, and FASFA and 4 year planning events. The distritct leadership is hands on in all of the priorties and decision making regarding the grant and goals. The principal is the main source of contact with this grant and helps the counselor in planning all K-12 events from IBC tours, college visits, elementary speakers, and travel. The principal attends 80% of these events with the staff and students. The administration is on the steering committee and helps guide the goals to be in line with district goals. The district communicates its vision for this goal to all staff members throughout the year in staff meetings and emails. The district asks the parents and community members for input throughout the year as we express our goals and successes in these priorities. These are all documented in our parent night meetings, College nights, FASFA and Financial planning nights for students and parents. This year the steering committee members for the EAF Grant are Jennifer White, District Counselor. Her budgeted stipend is \$10,000 for this years work on the Grant. The next member of the steering committee is Roy Gardner. He is our upper level math teacher and our Welding/Ag. Mechanics teacher. Mr. Gardner has been on the steering committee throughout the districts time with the EAF grant and has provided much needed input on community support and opportunities for our CTE needs. His current stipend is \$2000. Ms. Salinas is our Animal Science teacher. She has many community ties in our community and guides many of our students in their post secondary choices in this field due to our farming community and location. She was added to our committee last year and has played a vital role. Her current stipend is \$2000. The final committee member is the K-12 principal. This individual plays a major role in the planning and supporting of all other committee members. He works closely with the Project Lead to make sure that all goals and priorities are being met. As stated in prior answers. The district allows for the project lead to have scheduled time to meet her needed responsibilities on this grant. The Principal also takes the lead on many projects with her oversight to help in planning and scheduling events.

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: Complete a curriculum unit that explores careers and will connect them to available pathways.

SMART format with the baseline and target metrics included.

By the end of 2025-2026, we will maintain the percentage of all 9th grade students who get exposure to CTE opportunities and IBC options at 100%. Targeted Grade level: 9th Grade

Targeted development area: Career Development

The key staff will be the Counselor, Project Lead, The Principal, steering committee.

The biggest strategy we have used in the past and will continue to sustain or success is the counselor plans outside speakers to discuss career choices and 2-3 field trips to view specific careers. The funds from EAF help support and sustain this strategy, travel, and fees. Xello has been a purchased program that has helped grades 6-12 in accessing information in this area as well with EAF funding. The most utilized staff training at this time has been our PD for XELLO. We have been very successful with outside resources from Region 14, Jennifer Seekins, and our contract with Work Force Solutions.

Priority 2: 10th grade students complete the PSAT exam while 11th grade students complete the SAT, ACT, or TSIA2 exam.

SMART format with the baseline and target metrics included:

By the end of 2025-2026, we will increase the percentage of all 10th grade students who complete the PSAT from 50% (baseline) to 95% (target)-By the end of 2025-2026, we will increase the percentage of all 11th grade students who complete the SAT/ACT/TSIA2 from 50% (baseline) to 85%

Targeted Grade Levels: 10th and 11th Grade.

Primary development area that this priority addresses: Academic Development

The key staff for this priority will be the Project Lead(Counselor), and the Principal.

Our biggest strategy for this priority has been to schedule grade level testing on campus for all these tests and viewing weak areas for those that do not meet their goals. The EAF funds has been a vital tool in paying for these test and the preparation for them. We feel to sustain our success these funds are needed to allow us this opportunities for our students and our low income student population.

Priority 3: 12th Grade students and parents will explore cost of colleges based on education required for career interests.

SMART format with the baseline and target metrics included: By the end of 2025-2026, we will increase the percentage of all 12th grade students who attend a financial Aid night from 66% (baseline) to 100% (target). Targeted Grade Levels: 12th Grade.

The Primary Development Area: Financial Literacy and Aid

The key staff for this priority will be the Counselor and Principal in planning and communicating meetings, parent nights, and events that will guide them in post secondary planning. Our biggest impact and strategy for this priority was the contract with Work Force Solutions. This agreement has been a major success in our students preparation for post secondary choices and the parent involvement in this area. This contract allowed our parents to meet with advisors for FASFA, college enrollment, and financial planning for students needs. The Grant funds have helped us sustain this contract and will in the future.

Priority 4: 11th Grade will visit at least one workplace aligned with career interest; 12th Grade participate in a college exploration day or a college visit. SMART format with the baseline and target metrics included:

By the end of 2025-2026, we will maintain the percentage of all 11th grade students who visit a workplace aligned with career interest at 100%. By the end of 2025-2026, we will increase the percentage of all 12th grade students who attend a college day visit from 33% (baseline) to 100% (target). The primary development area that this priority addresses: Career Development.

Targeted Grade Levels: 11th and 12th Grade. The key staff for this area will be the Counselor, Principal, and Work Force advisor in planning. Our action and strategy was using EAF funds to travel to multiple colleges, skilled work force job choices, and using EAF funds to pay multiple speakers to discuss job needs in our area. This allowed for us to introduce our students to multiple choices. These funds have been vital in our success in allowing our students to visit areas of interest in post secondary choices.

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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.

Priority 1: All 9th graders are introduced to career opportunities multiple times throughout the year. We are a small district of only 10 ninth graders and can easily monitor the the data that proves 100% of our students have been introduced, traveled, or discussed their career choices after high school. Data will be kept through a district spreadsheet, attendance sheets for trips and guest speakers, and individual folders on each student and their reflections.

Priority 2: The District Counselor offers the TSI2/PSAT/ACT and SAT throughout the year at the cost of the District and EAF funds. Data is collected from test, reports, and shown to the students and teachers so that they can work and focus on areas with deficiencies. This strategies help our students to pass these test to earn a CCMR point and qualify for Dual Credit courses. We keep digital reports from all these test sites and local spreadsheets.

Priority 3: The District contracted with Work Force Solutions. This contract allowed a specialist to come in every week and meet with our seniors multiple times a year to fill out their FASFA, meet with parents and discuss their financial needs for the choices after high school. The Counselor sets FASFA night with specialist from Cisco Jr. College to help fill out FASFA applications. This is all documented through work force advisors logs, sign-in sheets at FASFA nights, and local spreadsheets.

Priority 4: The District met this goal due to the work from the school counselor and her dedication to get our students on college campus's, skilled work force areas such as Welding-Medical field, and outside speakers to inform our 11th/12th graders in local area job needs. These are all documents through attendance clerk for college day visits, spreadsheets and attendance for all the college visits as well as IB trips and speakers.

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

Beginning with Payroll-6100, this category helps in meeting all four of our Priorities. We have allocated for teacher training, substitute pay, and an additional aide if funds are allotted within reasonable time. There are fees set aside for steering committee members, Counselor, and Admin. that put in extra hours for these programs such as planning, driving, fees for substitutes when CTE teachers are on field trips to meet our goals. Many instructional staff are pulled to help in administering TSIA2, ACT, and SAT test. These areas must be filled with additional staff or substitutes.

The biggest portion of 6200-Professional and Contract services is our contract fee with Region 14 and EAF Coach. We believe this is a must contract and agreement to sustain the success Paint Creek ISD has shown from their guidance and work on the EAF Grant. The remaining \$15,000 in this budget line is for Staff Professional Develepment, Travel fees, CTE conferences for steering committee members.

6300- Supplies and Materials cost are budget for fees associated with ACT, SAT, and TSAI2 testing for all students. These fees are paid to give all our students an opportunity to meet our Priority 1 goal. Fees and contracts for CTE, IBC, programs are also budgeted in for our Ag. Mech courses, Animal Science, and Educational Route as well as our CNA programs.

The final budget line, 6400 for operating cost will help in student travel and touch on Priority 2 and 3 for the majority, but benefit all 4. This budget line is designated for driving cost, travel expenses for IBC and College travel, and as well for certification test for our students and staff in these areas.

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	113
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	113
4. Total current-year program allocation	\$120,000
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	\$24,000
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	\$96,000
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	\$849.00
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	0

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
