



2025-2026 Effective Advising Framework Planning 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 Planning 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 **Region One, ESC1** CDN **108950** Campus ESC **1** UEI
Address **1900 W. Schunior** City **Edinburg** ZIP **78541** Vendor ID **1711588186**
Primary Contact **Dr. Daniel King** Email **dking@esc1.net** Phone **956-984-4001**
Secondary Contact **Jennifer Avelar** Email **javelar@esc1.net** Phone **956-984-6082**

Certification and Incorporation

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

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

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

Authorized Official Name **Dr. Daniel King** Title **Executive Director**

Email **dking@esc1.net** Phone **956-984-4001**

Signature **D. King** Date **05/28/2025**
Daniel King (May 28, 2025 14:23 CDT)

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 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 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

a) Provide an overview of the program to be implemented with grant funds. b) Describe how this program will support individual planning in the context of comprehensive school counseling. c) Describe how this program will foster innovation in CTE programming and/or promote careers pathways aligned to high-skill, high-wage careers or industries.

a) Region One ESC serves 38 school districts and 10 charter systems across eight counties in South Texas, reaching over 438,000 students. The ESC has a strong history of managing state and federal grants, including five GEAR UP, two TRIO, and multiple TEA and Perkins Reserve grants. Region One is now entering its third year of implementing the Effective Advising Framework (EAF) and continues to expand this work to support more districts in building effective postsecondary advising systems.

b) Region One ESC will provide technical assistance, training, and planning support to participating districts. Each district will form a steering committee including counseling, advising, CTE, administrative, and special populations staff that will work with an EAF Coach to build strong advising systems. The work aligns with the Texas Model for Comprehensive School Counseling and focuses on the individual planning component by helping students set and achieve academic, career, and personal goals. Region One will also lead College and Career trainings to support students and families in navigating milestones such as dual credit, TSI, AP coursework, graduation requirements, FAFSA/TASFA, ApplyTexas, resume writing, and postsecondary decisions.

c) The program will support CTE innovation by integrating advising with labor market data and expanding access to career-focused pathways. Districts will implement strategies such as early career awareness, endorsement planning, aligning CTE programs with Industry-Based Certifications (IBCs), dual enrollment with a CTE emphasis, work-based learning, and career exploration. This approach helps students make informed choices and prepares them for success in high-wage, high-skill, and in-demand careers.

Qualifications and Experience of Key Personnel

1. **Project Leadership:** a) **EAF Coach** - Who will serve as the EAF Coach(es)? What are this person's qualifications and what is your reason for selecting them as the EAF Coach? What percentage of time will the EAF Coach(es) be allocated to this project? Include any other roles the EAF Coach holds and the percentage of time they are allocated to other projects, not to exceed 100%. If selecting more than one EAF Coach, indicate which district(s) each coach will be responsible for supporting for the duration of the grant cycle. b) **EAF Coach Strategy** - What is the training and communication strategy the EAF Coach(es) will use to ensure participating districts fulfill their commitments to the deliverables of this project? How will the EAF Coach(es) monitor progress toward completion of district deliverables? How will an EAF Coach intervene, if necessary, with districts who are not meeting expectations? c) **ESC Strategy** - How will the ESC ensure the EAF Coach(es) have the necessary time and resources to successfully complete all grant requirements? How will the ESC monitor the performance of the EAF Coach(es) and track progress toward grant deliverables? What protocol will be followed if the ESC recognizes the EAF Coach is at risk or if they are notified by TEA that an EAF Coach is at-risk? What steps will be taken if the ESC does not retain the selected EAF Coach(es) for the entirety of the grant? How will the ESC ensure the grant project is integrated with other internal efforts?

Ms. Jennifer Avelar, Director of College and Career Success, will serve alongside a newly hired staff member from Region One ESC as an EAF Coach. Ms. Avelar has over 15 years of experience in education, with a strong background in counseling, advising, and leading college and career readiness efforts. As a TEA-recognized EAF Coach with Distinction, she has successfully supported two districts currently in EAF implementation and has played a key role in expanding Region One's EAF work to seven districts. Region One currently has three trained EAF coaches who have received Designation or Designation with Distinction, as well as one coach completing their first year. All coaches receive ongoing training and are experienced in helping districts build strong individual student planning systems that align course choices with career pathways, emphasize student relationships and support, and strengthen leadership capacity across teams. Ms. Avelar, along with the new ESC staff member, will dedicate 40% of her time to the EAF Planning Grant. The remaining 60% of her time supports other regional initiatives within the Office of College, Career, and Life Readiness. Ms. Avelar will complete all TEA-required training and implement a structured coaching strategy aligned with the Effective Advising Framework to help districts develop student-centered advising systems. This support will include site visits, virtual check-ins, and regular communication to ensure progress on grant deliverables. Each participating district will form a steering committee with representatives from administration, counseling, CTE, and special populations across both elementary and secondary levels. Region One will ensure these members are given adequate time and resources to fully participate. Ms. Avelar and the new EAF coach will lead the committees in setting goals, aligning vision and mission, and conducting needs assessments in academic, career, personal/social development, and financial literacy. Professional development and coaching will be tailored to each district's specific needs. If a district is not on track to meet expectations, one-on-one support, additional training, and/or timeline adjustments will be provided. The Office of College, Career, and Life Readiness, led by Executive Administrator Melissa I. Lopez, will oversee the grant. With over 25 years of experience in education and 22 years managing federal grants, Mrs. Lopez leads a team of directors, coordinators, and accountants who ensure program compliance and quality. ESC leadership will monitor the EAF Coach's performance through regular meetings, progress reviews, and check-ins. If Region One identifies any risks or receives notice from TEA, leadership will implement a support plan. Region One will also integrate the EAF Planning Grant with other ongoing college and career readiness initiatives. The success of the current seven EAF districts has already been showcased at the Annual Region One College and Career Conference, serving as a model for potential expansion and replication.

Qualifications and Experience of Key Personnel, cont'd.

3. District Leadership: a) Outline the process the ESC undertook to select the **partner school district(s)**. Explain the reasoning behind your selection, considering key elements such as current initiatives, participation in other projects, district and/or campus level leadership, etc., that informed the selection. b) Explain **EAF Project Lead** selection. Who is the identified EAF Project Lead at each partner district and what are their qualifications to serve as EAF Project Lead? How will the district ensure this person has the necessary time and resources to successfully complete grant deliverables? c) Explain in detail how the district(s) you have selected meet the **CTE defined criteria** listed in the Eligible Applications section of these Program Guidelines. Include information for the criterion met by the individual districts.

a.) Region One ESC introduced the Effective Advising Framework (EAF) opportunity through an Instructional Leadership Network (ILN) meeting and direct outreach to districts. The EAF model was also highlighted at Region One's annual College and Career Conference, attended by over 500 district staff. During the event, two current EAF districts and the EAF Coach shared their implementation experiences. Interested districts were invited to reach out for consideration.

After reviewing each district's current initiatives, leadership engagement, and overall readiness, Roma ISD and Hidalgo ISD were selected. Both districts are also participants in the Texas Priority Regions Gates Grant initiative, which focuses on: Data infrastructure, Early college coursework access and success, Quality advising. Their involvement in this initiative reflects a deep commitment to student postsecondary success and strong alignment with EAF goals. Both districts have demonstrated strong campus and district leadership and a solid foundation of postsecondary-focused initiatives, making them ideal partners for EAF Planning Grant implementation.

b) Roma ISD has identified Mrs. Ana M. Sepulveda as its EAF Project Lead. Mrs. Sepulveda holds a valid counselor certification and has over 20 years of experience in education, including teaching and school counseling. She currently serves as the district's CTE/CCMR Specialist, where she works closely with both campus counselors and district leadership. Her understanding of individual student planning and the Texas Model for Comprehensive School Counseling makes her well-qualified for this role. Roma ISD will ensure she has the time and support needed to fulfill all grant deliverables, including regular planning meetings and progress monitoring.

Hidalgo ISD has selected Ms. Judith Dimas, Director of Early College High School Programs, as its EAF Project Lead. Ms. Dimas is a certified principal and Licensed Social Worker with over 20 years of experience in education, including roles in teaching, counseling, and administration. She leads key district initiatives and has strong relationships with both campus and district-level teams. Hidalgo ISD is committed to providing her with the time, resources, and flexibility necessary for successful implementation of the EAF.

Both districts will also promote student and family engagement by hosting planning conferences and incorporating college and career tools into events such as advising nights and financial aid workshops.

c) CTE Eligibility Criteria

Based on 2022– 2023 data from the RFA:

Hidalgo ISD (Grades 9– 12 enrollment: 1,124)

CTE Concentrators/Completers: 595

Percentage: 52.9%

Roma ISD (Grades 9– 12 enrollment: 1,808 | Classified as Rural)

CTE Concentrators/Completers: 1,075

Percentage: 59.5%

Both districts meet the CTE-defined criteria for high numbers and high percentages of concentrators and completers.

In addition to meeting eligibility, Region One ESC reviewed each district's advising structures to ensure alignment with EAF goals. Both Roma and Hidalgo ISD have been briefed on staffing and time commitments and are fully prepared to participate in the planning year. Region One will provide coaching and implementation support throughout the grant to help strengthen their advising systems and improve student outcomes.

Goals Objectives and Strategies

Provide an overview of the program to be implemented with grant funds. Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Region One ESC will implement the Effective Advising Framework (EAF) to support partner districts in building sustainable, student-centered advising systems. Grant funds will be used to provide resources, guidance, and professional development focused on strengthening post-secondary advising, increasing awareness of career and college pathways, and promoting family engagement and CTE opportunities. The goals of the proposed program are to increase student awareness and readiness for post-secondary options, promote CTE pathways aligned with high-wage, high-demand careers, strengthen advising systems through collaboration and targeted professional development, support the development of student planning systems aligned with the EAF, and create meaningful family and community engagement in postsecondary planning.

To meet these goals, the EAF Coach will guide partner districts to develop a clear advising framework that includes a district-wide vision, mission, long-term goals, and K-12 grade-level expectations supporting academic, career, personal/social, and financial literacy development. The EAF Coach will maintain regular communication with districts through email, phone, video conferencing, and site visits, and meet with district teams to track progress, answer questions, and ensure alignment to grant requirements. The EAF Diagnostic Tool will be used to assess current advising practices and identify areas for growth. Professional development will be tailored to each district's needs and delivered to school leaders, counselors, and staff to help build a strong internal advising culture. Monthly trainings, check-ins, and office hours will further support districts in completing all EAF deliverables to meet grant goals throughout the planning year.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools and data used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

ESC Administration will meet regularly to monitor and collaborate with the EAF Coach to ensure program fidelity. Guidance and meetings will be conducted regularly, along with evaluations using SMART goals to check for progress. Communication between ESC Administration and the EAF Coach will be clear and concise, ensuring the program's success. The EAF Coach will make sure expectations are outlined and understood by all participants.

To ensure effective feedback and program sustainability, the EAF Coach will continuously refine and integrate effective programming. Clear communication will be maintained between all parties involved. The EAF Coach will ensure the program is driven by collected data and feedback. The program will utilize the data collection systems already implemented by the district to maximize and leverage data collection. This process will ensure the effectiveness of the project objectives and strategies, leading to positive student outcomes. These processes will generate outcomes that will increase student, educator, and community awareness in postsecondary programs and postsecondary options and empower, engage students in individual career and academic planning aligned to high wage in demand careers.

Budget Justification

Describe how the proposed budget will meet the needs and goals of the proposed program. Include justification for the specific funding allocations in the proposed budget and provide detail on stipends and hours expected for services rendered.

The proposed \$75,000 budget will support the goals and implementation of the EAF Planning Grant.

Payroll Costs for EAF Coach-\$35,000
 The EAF Coach will dedicate 40% of their time to this project. The Coach will lead implementation efforts, provide technical assistance, and support both Roma ISD and Hidalgo ISD in planning and executing EAF.

EAF District Steering Committee Stipends-\$24,000
 Each district will receive \$12,000 in stipend funds to compensate Steering Committee members. Members will contribute approximately 2 to 12 hours per month, with stipends ranging from \$2,000 to \$5,000 depending on role and time commitment.

Professional and Contracted Services-\$7,500
 These funds will support services, training and materials and highlight the EAF overview across Region One districts.

Other Operating Costs- \$1,750
 This will cover travel and registration for the EAF Coach, Project Leads, and Steering Committee members to attend relevant regional and statewide professional development events such as the CTAT Conference and the Region One College and Career Readiness Conference.

Supplies and Materials- \$3,000
 This will support the purchase of program related supplies, printed training materials, and implementation resources for both districts.

Indirect Costs- \$3,750
 Represents 5% of the total grant, covering administrative and operational expenses related to grant management. Any necessary budget adjustments during the grant period will be reviewed internally and submitted to TEA for approval. Region One ESC's business office, experienced in managing large-scale grants, will oversee compliance, accuracy, and effective use of funds.

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	<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