



**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):

N/A

Applicant Information

Organization **ESC Region 11** CDN **220950** Campus ESC **11** UEI **HUPKFNJ5JUF1**

Address **1451 S. Cherry Lane** City **White Settlement** ZIP **76108** Vendor ID **1751246000**

Primary Contact **Joi Wallace** Email **jwallace@esc11.net** Phone **817-740-7714**

Secondary Contact **Laura Weir** Email **lweir@esc11.net** Phone **817-740-3602**

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 **Clyde W. Steelman, Jr. Ed., EdD** Title **Executive Director**

Email **clydes@esc11.net** Phone **817-740-3630**

Signature **Clyde W. Steelman, Jr.** Date **06/17/2025**

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 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.

ESC Region 11's mission is to be an innovative community that builds trust, provides quality services, and collaborates with partners to support learning and growth. The 2025 – 2026 Effective Advising Framework (EAF) Planning Grant will directly advance this mission by helping Poolville ISD design sustainable, data-informed advising systems that integrate college, career, and military readiness into a broader, comprehensive school counseling model.

Poolville ISD faces challenges typical of small and rural districts: limited advising infrastructure, overextended staff, and inconsistent access to career exploration resources. They have 65.6% of students as concentrators or completers, but they require more robust systems to connect students' academic planning with postsecondary goals. Region 11 identified Poolville ISD through a multi-step selection process that considered CCMR trends, proximity to successful EAF districts, and leadership capacity for meaningful collaboration. ESC Region 11 grant staff will expand effective school advising efforts designed to increase the number of EAF coaches with "Designated" or "Designated with Distinction". To achieve this goal, Region 11 will utilize an Effective Leadership Framework (EAF) Coach who will continue the grant initiative by beginning work with Poolville ISD.

Through the grant, ESC Region 11 will assign a dedicated EAF Coach to work one-on-one with Poolville ISD. The coach will guide the local steering committee through a structured planning process grounded in the Effective Advising Framework and aligned with the Texas Model for Comprehensive School Counseling Programs. The process includes use of the EAF Diagnostic Tool, backward mapping of K – 12 grade-level expectations, and a Gap Analysis to identify root causes, set outcome goals, and define implementation strategies. Poolville ISD will also administer stakeholder surveys to gather qualitative insight that complements lagging quantitative data.

This project explicitly supports individual student planning by helping the district define a clear sequence of grade-level advising expectations aligned to four domains: academic development, career exploration, personal/social growth, and financial literacy. These expectations will ensure all students—starting as early as elementary school—receive intentional, developmentally appropriate guidance throughout their K – 12 experience. ESC Region 11 will also provide training and technical assistance aligned to the 5th Edition of the Texas Model, reinforcing the integration of student planning into the broader school counseling framework.

The program also promotes CTE innovation by strategically aligning advising systems with high-wage, high-skill career pathways. Through the steering committee process, Poolville ISD will assess the alignment of their current CTE offerings with labor market data and postsecondary opportunities. The EAF Coach will work in partnership with ESC Region 11's CTE leadership staff to ensure the advising plans elevate student access to rigorous programs of study that reflect industry demand and regional economic needs.

By the end of the grant cycle, Poolville ISD will have a comprehensive, actionable advising plan that reflects its unique student population, aligns with statewide advising and counseling standards, and builds meaningful bridges between academic planning and career readiness.

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?

ESC Region 11 has selected Jacob Hildebrand to serve as the EAF Coach for the 2025 – 2026 Planning Grant cycle. Mr. Hildebrand brings six years of experience supporting CTE programming across the region and has served as an EAF Coach for the past year. During that time, he has successfully supported LEAs through the diagnostic and strategic planning process, helping them build student-focused advising systems aligned to the Effective Advising Framework (EAF) and the Texas Model for Comprehensive School Counseling Programs. His background in academic and career advising, strong working knowledge of school counseling frameworks, and established relationships with local education agencies make him uniquely qualified to provide effective, context-specific coaching throughout this grant.

Mr. Hildebrand will dedicate 20% of his time to EAF Planning Grant responsibilities to support Poolville ISD. In addition to the planning grant, he also contributes to ESC Region 11's CTE Leadership efforts, Perkins V Shared Services Arrangement (SSA) projects, and EAF Implementation Grant support. His time and responsibilities are balanced and tracked through ESC Region 11's Project and Performance Management (PPM) system, ensuring that grant deliverables are met without exceeding 100% total allocation.

The coaching strategy is anchored in alignment with the EAF/TNTP training schedule. Following each statewide training session, Jacob will immediately facilitate targeted sessions with his district partners to ensure content is applied quickly and effectively. Monthly check-ins—prioritized as in-person where possible—will offer additional touchpoints for coaching, progress monitoring, and problem-solving. A timeline of key deliverables and deadlines will be shared early in the grant cycle with districts to promote transparency, reduce confusion, and prevent last-minute issues.

Throughout the grant cycle, the EAF Coach will remain in close communication with Poolville ISD's Project Lead to monitor progress, flag potential delays, and co-develop solutions to any barriers that arise. In cases where additional support is needed, Jacob will schedule supplementary coaching or technical assistance sessions to ensure districts remain on track.

ESC Region 11 has robust structures in place to support EAF Coaches. Through the PPM process, the ESC provides oversight and tracks performance using short- and long-cycle review protocols, regular check-ins, and performance benchmarks aligned to TEA requirements. Should an EAF Coach be identified as at-risk—either internally or through TEA notification—ESC Region 11 will respond promptly by reviewing its bench of trained coaches for additional coaching capacity or replacement if needed. If a coach is unable to continue in the role, the ESC will ensure uninterrupted support to partner districts through immediate reassignment and onboarding of another qualified staff member.

ESC Region 11 also ensures the grant project is integrated with other regional initiatives, including mental health, counseling, McKinney-Vento, CTE leadership, and CCMR support. This internal alignment allows for resource sharing, collaborative problem-solving, and strategic coherence across all services provided to the districts.

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.

ESC Region 11 selected Poolville ISD as a partner district for the 2025 – 2026 EAF Planning Grant through a deliberate, multi-step selection process. The selection began with a review of regional LEAs’ CCMR performance data over the last three years. Districts demonstrating either stagnant or declining CCMR outcomes were prioritized, with further consideration given to proximity to current EAF districts and demonstrated capacity for collaboration. Notably, Poolville ISD is a neighboring district to Springtown ISD, which has seen early success in its implementation of the Effective Advising Framework. The opportunity for informal peer learning and geographic proximity to existing EAF work adds a valuable layer of support for both districts.

Additionally, Poolville ISD has a strong foundation in Career and Technical Education. Poolville ISD reports that 65.6% of students in grades 9 – 12 are classified as CTE concentrators or completers, exceeding the eligibility threshold of 25%. These figures reflect robust student engagement in CTE programming, positioning the district to benefit from an integrated advising and career planning system that is aligned to high-skill, high-wage, and in-demand industry pathways.

Poolville ISD also demonstrates strong local leadership and a commitment to improving advising outcomes. In Poolville ISD, Teresa Kelley has been identified as the EAF Project Lead. Ms. Kelley currently serves as the district’s CTE Director and brings the added perspective of having previously served as a school counselor. Her dual expertise allows her to bridge the advising and CTE spaces with credibility and insight. Over the past year, Teresa has taken a lead role in aligning district efforts to improve CCMR performance by collaborating with her team, actively engaging in professional development, and learning from both ESC Region 11 and peer districts. Her leadership has helped the district build momentum toward a more strategic and integrated approach to postsecondary readiness.

To ensure Ms. Kelley has the time and support necessary to fulfill grant responsibilities, Poolville ISD has committed to dedicating a portion of her time and resources specifically to this initiative. Stipends will be provided to both her and the steering committee members to recognize the additional workload and incentivize consistent engagement. ESC Region 11 will also provide templates, coaching tools, and administrative support to help Poolville ISD manage deliverables and timelines effectively.

This strategic approach to district and leadership selection ensures that Poolville is well-positioned to design and implement advising systems that meet the needs of their students and align with both state expectations and local priorities.

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?

Program Overview:

ESC Region 11's 2025 – 2026 Effective Advising Framework (EAF) Planning Grant aims to support Poolville ISD in developing a comprehensive, student-centered advising system aligned with the EAF to enhance postsecondary readiness.

Major Goals/Objectives:

- * Assess Current Practices: Utilize the EAF Diagnostic Tool to evaluate existing K – 12 advising practices, identifying strengths and areas for improvement.
- * Define Grade-Level Expectations: Collaborate with district steering committees to establish clear, developmentally appropriate benchmarks across academic, career, personal/social development, and financial literacy domains.
- * Engage Stakeholders: Collect input from students, families, educators, and community partners through surveys and sessions to inform the strategic plan.
- * Conduct Gap Analysis: Analyze data to set strategic priorities and student outcome goals, with ongoing support from the EAF Coach.
- * Build Implementation Capacity: Develop an actionable roadmap detailing training needs, staffing, communication protocols, and progress monitoring systems.

Activities/Strategies:

Implementation will involve monthly coaching sessions, steering committee meetings (both in-person and virtual), shared planning documents, and aligned professional development. ESC Region 11 will coordinate with internal teams to ensure access to high-quality tools and resources.

These strategies aim to establish durable systems that connect advising practices to meaningful career pathways aligned with high-skill, high-wage industries.

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 Region 11 will implement a clear, outcome-driven performance framework to ensure that all grant objectives are met and that the work directly contributes to improved student advising systems and readiness outcomes. This framework includes specific tools, timelines, quality expectations, and feedback mechanisms tied to both district and ESC performance.

- *EAF Diagnostic Tool (Due in 4 months): Analyze current advising practices using disaggregated student data to identify equity gaps.
- *K – 12 Grade-Level Expectations (Due in 6 months): Establish clear academic, career, personal/social, and financial advising benchmarks for each grade.
- *Gap Analysis & Communication Plan (Due in 10 months): Define EAF priorities, student outcome goals, and implementation strategies. This comprehensive evaluation—spanning deliverable completion, quality review, stakeholder feedback, and regional outreach—ensures that all strategies contribute directly to improved student advising outcomes.

Measuring Effectiveness:

- *Milestone Tracking: Monitor timely submission of grant deliverables.
- *Quality Assurance: Coaches will review all deliverables, ensuring alignment with the EAF and the use of data to inform priorities.
- *Stakeholder Feedback: A steering committee survey will assess satisfaction with tools, processes, and coaching.
- *Coach Engagement: Document participation in monthly TEA/TNTP trainings and coaching sessions.

ESC Region 11 will host at least two free EAF Overview sessions for regional districts. Success will be measured through outreach materials (emails, promotional content), attendance records, and post-session surveys addressing satisfaction and learning outcomes. This comprehensive evaluation—spanning deliverable completion, quality review, stakeholder feedback, and regional outreach—ensures that all strategies contribute directly to improved student advising outcomes.

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 2025 – 2026 Effective Advising Framework Planning Grant budget directly supports program goals by ensuring ESC Region 11 and Poolville ISD have the staff, tools, and resources needed for effective planning and implementation.

Personnel (\$27,716): Covers 20% of the salary/benefits for EAF Coach Jacob Hildebrand, who will provide coaching, facilitate training, lead planning meetings, and support completion of grant deliverables.

Internal Services/Technology (\$2,184): Supports essential tech tools, network access, and virtual collaboration platforms critical for planning and communication.

General Supplies (\$100): Minimal allocation for planning materials.

Stipends (\$14,000): Compensates district leads and committee members for time spent outside regular duties on planning, stakeholder engagement, and deliverables

Travel (\$2,000): Covers EAF Coach travel to Poolville ISD for in-person support and professional learning, vital for relationship-building in a rural context.

Indirect Costs (\$4,000): Reflects ESC Region 11's approved indirect rate for administrative and grant management expenses. This budget strategically aligns funding to grant outcomes and has been reviewed for compliance with all oversight requirements.

Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

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

☒ Yes ☐ No

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

Are any private nonprofit schools participating in the program?

☐ Yes ☒ No

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

5A: Assurances

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

5B: Equitable Services Calculation

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

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

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

You may duplicate this page

Amended Section	Reason for Amendment
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Application Part 2:**2025-2026 Effective Advising Framework (EAF) Planning 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)****IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.**

Complete the supporting budget worksheets first, i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. **Do not enter any cents.**

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total; otherwise, the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

Payroll 6100

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

Professional and Contracted Services 6200

Complete this worksheet to request professional services, consulting services, and contracted services.

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

Debt Service 6500

Complete this worksheet to request costs related to lease liabilities with terms greater than 12 months. Only request costs necessary to fulfill grant project objectives.

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at \$5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

Program Budget Summary

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds*, *Indirect Costs*, *Shared Services Arrangement*, or the *Administrative Cost Calculation*.

Consolidate Administrative Funds - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

Indirect Costs - Refer to the Maximum Indirect Costs Worksheet on the Grants Administration Division's [Grant Resources](#) webpage to calculate the maximum indirect costs that may be claimed for the grant. Enter the amount of indirect costs budgeted for this grant on line 8 under the Total Budgeted Cost column.

Shared Services Arrangement - If applicable, enter amount of payments to member districts on line 10.

Direct Administrative Cost Calculation - Enter the applicant's total award amount to determine the maximum amount allowable for direct administrative costs.

For budgeting assistance, see the Budgeting Guidance and Related Forms section on the Grants Administration Division's [Grant Resources](#) webpage.

Application Part 2:

2025-2026 Effective Advising Framework (EAF) Planning 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:		220950	Amendment # (for amendments only):		N/A
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		1	\$ 27,716	\$ -	
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 (Enter position title here)			\$ -	\$ -	
22 (Enter position title here)			\$ -	\$ -	
23	Subtotal Employee Costs:		\$ 27,716	\$ -	
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			\$ -	\$ -	
28 61XX - Tuition Remission (IHEs only)			\$ -	\$ -	
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:		\$ -	\$ -	
30	Grand Total:		\$ 27,716	\$ -	
31	Total Program Costs*:		\$ 27,716		
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:

Application Part 2:

2025-2026 Effective Advising Framework (EAF) Planning 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:		220950	Amendment #: N/A	
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:			
	(Specify purpose here)	\$ -	\$ -	
3	Service:			
	(Specify purpose here)	\$ -	\$ -	
4	Service:			
	(Specify purpose here)	\$ -	\$ -	
5	Service:			
	(Specify purpose here)	\$ -	\$ -	
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:	\$ -	\$ -	
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 2,184	\$ -	
11	Grand Total:	\$ 2,184	\$ -	
12	Total Program Costs*:	\$ 2,184		
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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Application Part 2: 2025-2026 Effective Advising Framework (EAF) Planning 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: 220950		Amendment #: N/A	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 100	
2	Grand Total:	\$ 100	\$ -
3	Total Program Costs*:	\$ 100	
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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Application Part 2:

2025-2026 Effective Advising Framework (EAF) Planning 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:		220950	Amendment #: N/A	
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.	\$ 16,000	\$ -	
11	Grand Total:	\$ 16,000	\$ -	
12	Total Program Costs*:	\$ 16,000		
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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Via telephone/email (list as appropriate):	By TEA staff person:

Application Part 2: 2025-2026 Effective Advising Framework (EAF) Planning 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: 220950		Amendment #: N/A	
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)	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.			

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Application Part 2:

2025-2026 Effective Advising Framework (EAF) Planning 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:		220950	Amendment #:		N/A
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.					

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Application Part 2: 2025-2026 Effective Advising Framework (EAF) Planning 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: 220950		Amendment # N/A	
Grant Period:	September 1, 2024 - August 31, 2025	Fund Code/ Shared Services Arrangement:	244/331

Budget Summary						
Description and Purpose		Source of Funds				Pre-Award Cost
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	
1	Payroll Costs	6100	\$ 27,716	\$ -	\$ 27,716	\$ -
2	Professional and Contracted Services	6200	\$ 2,184	\$ -	\$ 2,184	\$ -
3	Supplies and Materials	6300	\$ 100	\$ -	\$ 100	\$ -
4	Other Operating Costs	6400	\$ 16,000	\$ -	\$ 16,000	\$ -
5	Debt Service	6500	\$ -	\$ -	\$ -	\$ -
6	Capital Outlay	6600	\$ -	\$ -	\$ -	\$ -
7	Total Direct Costs:		\$ 46,000	\$ -	\$ 46,000	\$ -
8	* Indirect Costs:			\$ 4,000		\$ -
9	Total of All Budgeted Costs :		\$ 46,000	\$ 4,000	\$ 50,000	\$ -
Total Administrative Cost Calculation						
11	Total Award Amount:				\$ 50,000	
12	Total Administration Cap per Program Guidelines (XX%)				0.05	
13	Maximum amount allowable for total administrative costs:				\$ 2,500	

**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.

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Application Part 2:**2025-2026 Effective Advising Framework (EAF) Planning 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:	0	Amendment #	0
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SUBMITTING AN AMENDMENT

This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.

AMENDED BUDGET REQUEST

Description		Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1	Payroll Costs	6100				\$ -
2	Professional and Contracted Services	6200				\$ -
3	Supplies and Materials	6300				\$ -
4	Other Operating Costs	6400				\$ -
5	Debt Services	6500				\$ -
6	Capital Outlay	6600				\$ -
7	Total Direct Costs:		\$ -	\$ -	\$ -	\$ -
8	Indirect Costs:					\$ -
9	Total Costs:		\$ -	\$ -	\$ -	\$ -

Shared Services Arrangement

10	6493	Payments to member districts of shared	\$ -	\$ -	\$ -	\$ -
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Instructions: Request for Amendment

After the original application is approved and the grantee has received the Notice of Grant Award (NOGA), the grantee may need to make changes to the budget or the planned program. Most grantees are permitted to make some changes to the budget or program without notifying or getting approval from TEA. (Some grantees are required to notify and get approval from TEA for all changes to their budget or programs.) In other cases, however, the grantee is required to submit formal notice to TEA of the desire or intent to change the budget or program.

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the “When to Amend the Application” document posted in the Amendment Submission Guidance section of the Grants Administration Division's Administering a Grant page to determine when an amendment is required for this grant. https://tea.texas.gov/Finance_and_Grants/Administering_a_Grant.aspx. “When to Amend the Application” provides details on which grantees are and are not required to submit amendments and when amendments are required. Also refer to the General and Fiscal Guidelines, Amending the Application, for more detailed information about amendments.

Regardless of how a grantee amends the application to distribute funds among the class/object codes, the grantee is still responsible for carrying out the scope and objectives of the grant as described in the approved application.

TEA reserves the right to reject unnecessary amendments without reviewing and approving them.

Submitting an Amendment

An amendment must be submitted when the program plan or budget is altered for the reasons described in the “When to Amend the Application” guidance posted in the Amendment Submission Guidance section of the Administering a Grant page of the TEA website.

How to Submit an Amendment

An amendment should be submitted to competitivegrants@tea.texas.gov.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Pages to Include with an Amendment

*Required for **all** amendment requests*

1. Page one of the application with up-to-date contact information and current authorized official's signature and date
2. Appendix I: Amendment Description and Purpose

Required for budget amendment requests

3. Amended Budget Request from the Excel budget workbook
4. Updated Program Budget Summary from the Excel budget workbook
5. Updated supporting budget pages from the Excel budget workbook

Assembling the Amendment

Follow these steps to complete all schedules required to be submitted:

1. Complete page 1

- a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes #2.
- b. Ensure all applicant information is current and correct.
- c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.

2. Complete Appendix I: Amendment Description and Purpose

- a. Choose the section you wish to amend from the drop down menu
- b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.
(example) Payroll 6300 —Reduce amount for extra-duty pay—Staff was able to complete training during regular working hours.

3. If you are requesting a budget change, complete the Amended Budget Request page from the Excel budget workbook

- a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.
- b. In column B, enter the amount being deleted from each class/object code.
- c. In column C, enter the amount being added to each class/object code.
- d. Column D and the total direct cost line will automatically calculate your changes

4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponding supporting budget page with the new amounts.

5. Do not resubmit any attachments required in the original application.