



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 **ESC Region 12** CDN **161950** Campus ESC **12** UEI **SMSPNHMNG2G6**

Address **2101 W. Loop 340** City **Waco** ZIP **76712** Vendor ID **1741586927**

Primary Contact **Carie Downes** Email **cdownes@esc12.net** Phone **2542971252**

Secondary Contact **Becky Lane** Email **becky.lane@esc12.net** Phone **2542971137**

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 **Tammy Becker** Title **Deputy Executive Director**

Email **tbecker@esc12.net** Phone **254-297-1240**

Signature **Tammy Becker** Date **06 / 06 / 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.

- a. Program Overview:
 ESC Region 12 will implement the Effective Advising Planning Grant in collaboration with a designated LEA. This initiative will establish a steering committee, develop a structured implementation agenda, and create customized coaching plans to enhance the LEA's Comprehensive School Counseling Program. Building on a strong foundation of collaboration among school administrators, CTE leaders, and counselors, this program will leverage existing relationships and support systems to advance strategic counseling and advising practices.
- b. Support for Individual Planning:
 Through the pilot, a designated ESC Region 12 coach will guide the LEA in developing a robust, student-centered counseling program that supports individual graduation planning with an emphasis on CTE pathways. The ESC, steering committee, and LEA will engage in regular planning sessions to co-develop and refine a model that ensures personalized academic and career advising. Ongoing professional development will build capacity among school leaders and counselors to support data-informed decision-making and student planning aligned to future goals.
- c. Innovation in CTE and Career Pathways:
 A central focus of the pilot is to foster innovation in CTE programming by aligning pathways with regional labor market needs and high-wage, high-demand careers. The ESC coach will work with district leadership to review and enhance programs of study, identify gaps, and ensure alignment with TEA-approved frameworks and labor market data. This includes strengthening advising structures to provide individualized support, improving course sequencing and credential attainment, and monitoring college, career, and military readiness (CCMR) indicators. Region 12 will also deepen its partnerships with industry, workforce boards, and post-secondary institutions to expand access to dual credit, certifications, and work-based learning. The program aims to build a sustainable framework that embeds CTE and advising supports into a cohesive system that prepares students for success beyond high school.

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?

a) EAF Coach

Region 12 has selected Becky Lane, a current CTE Specialist, to serve as the EAF Lead Coach. Becky is a certified school counselor with seven years of experience as a lead district counselor, ten years as a CTE District Coordinator, and two years serving in her current ESC role. Her background includes deep knowledge of graduation requirements, postsecondary planning, College, Career, and Military Readiness (CCMR), Perkins V compliance, and collaboration with workforce and higher education partners. She is also highly skilled in data disaggregation, academic advising, and accountability reporting.

Becky's experience with the Texas Model for Comprehensive School Counseling Programs, her strong district relationships, and alignment with TEA priorities make her exceptionally qualified for the EAF Coach role. She will dedicate approximately 40% of her time to the EAF initiative during the planning year, with the remaining 60% focused on other Region 12 counseling and CTE support. If additional coaches are needed, Region 12 will designate responsibilities based on district needs to ensure consistent support throughout the grant cycle.

b) EAF Coach Strategy

The EAF Coach will implement a structured training and communication plan that includes:

Initial onboarding for district project leads

Ongoing professional development, both in-person and virtual

Bi-monthly virtual check-ins with each district

Shared access to planning tools, documentation templates, and progress tracking systems

All district interactions and progress will be documented using TEA-aligned tools. The coach will monitor completion of deliverables, identify challenges early, and provide targeted support as needed. If a district is not meeting expectations, the coach will initiate additional coaching, facilitate resource alignment, and engage district leadership. Continued non-compliance or lack of progress will be escalated to ensure accountability and resolution.

c) ESC Strategy

ESC Region 12 is committed to providing the EAF Coach with the necessary support, time, and resources to meet all grant requirements. The coach will have access to:

Administrative and logistical support

Travel funding for district visits

Professional development directly tied to EAF priorities

Region 12 will monitor coach performance through internal reviews, regular progress updates, and use of TEA tracking tools. If the coach is deemed at-risk by the ESC or TEA, a formal improvement plan will be implemented, including clear benchmarks, timelines, and follow-up. If the current coach cannot continue, Region 12 will appoint a qualified replacement from existing staff to maintain continuity.

To ensure full integration and sustainability, the EAF initiative will be embedded in Region 12's broader work in postsecondary readiness, counseling, and CTE. This approach ensures alignment with other internal initiatives and consistent messaging across the region.

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) Selection of Partner School District(s):

The ESC began the selection process by identifying districts within our region that demonstrate a strong commitment to professional development and possess clear district-level support, both essential to fulfilling grant requirements. We reviewed district data to prioritize campuses with a high percentage of CTE concentrators and completers. Special consideration was given to rural districts where the EAF could make a meaningful and measurable impact.

Abbott ISD was selected based on multiple factors: consistent participation in ESC-led professional development, existing involvement in regional initiatives, and evidence of strong district and campus leadership committed to systemic improvement. The district also expressed a clear willingness to enhance CCMR outcomes, align K – 12 counseling practices, implement MTSS, and strengthen its CTE programming. Abbott ISD's leadership demonstrated readiness and enthusiasm to fully implement the EAF process and sustain improvements over time.

(b) EAF Project Lead Selection:

Abbott ISD's EAF Project Lead is the district's School Counselor, who plays a central role in the planning and delivery of the district's comprehensive school counseling program. This individual brings experience in CCMR advising, academic planning, and collaboration across departments. To support the project, a district-level steering committee has been established, consisting of the counselor (Project Lead), an administrator, a CTE teacher, and a special education lead. The district has committed to allocating dedicated time within the Project Lead's schedule, along with access to relevant data, professional development opportunities, and ESC support, to ensure the successful completion of all grant deliverables.

(c) Alignment with CTE Eligibility Criteria:

Abbott ISD meets the CTE-defined eligibility requirements outlined in the Program Guidelines. As a rural district, Abbott ISD serves a concentrated student population in grades 9 – 12. During the 2022 – 2023 school year, the district reported 79 high school students, with a substantial percentage qualifying as CTE concentrators and completers. The district offers a robust CTE program that includes coherent sequences of courses aligned to high-wage, high-demand occupations. Additionally, Abbott ISD demonstrates strong support for career readiness initiatives and is committed to improving outcomes for all students, including those with special needs, through collaborative efforts and inclusive planning processes.

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 and Objectives

The EAF Planning Grant will support Abbott ISD in developing a comprehensive 3- to 5-year strategic plan to enhance its student advising system. The plan will align with the Texas Model for Comprehensive School Counseling Programs, CTE Programs of Study, and CCMR goals. The primary objectives are to build a sustainable, student-centered advising framework; ensure alignment with state standards and local workforce needs; enhance collaboration among counselors, CTE staff, and administrators; and improve the use of data to guide student planning and postsecondary success.

Strategies and Activities

To achieve these goals, the district will conduct strategic planning sessions with key staff to design a roadmap for implementing and sustaining the advising system. Professional development will be offered to equip counselors, administrators, and CTE staff with tools and knowledge needed for effective advising. An EAF Coach will provide ongoing support and guidance to the Project Lead and district steering committee. Stakeholder input—including from students, families, and educators—will be integrated throughout the process. Regular monitoring and feedback loops will ensure the plan remains focused, adaptable, and results-driven. By the end of the grant year, Abbott ISD will have a well-informed, actionable plan to support students in preparing for college, careers, and beyond.

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.

The goal of this planning year is to establish a strong foundation for an advising system that supports long-term student success. Performance measures will assess both the quality of the strategic plan and the district's readiness to implement it. These measures include the completion of a comprehensive 3 - 5 year advising plan that incorporates stakeholder input and aligns with the Texas Comprehensive School Counseling Model, CTE Programs of Study, and CCMR goals. Growth in staff knowledge and confidence in advising best practices will be evaluated through training participation and pre- and post-training surveys. Collaboration among counselors, CTE staff, and administrators will be assessed based on joint planning sessions, shared documentation, and team feedback. The plan will also track how effectively student data—such as CCMR indicators, course completion, and postsecondary goals—is being used to guide advising efforts.

Evaluation will rely on tools and data sources including the Texas Academic Performance Reports (TAPR), CCMR tracking reports, local CTE data, counselor logs, TEA planning templates, and staff feedback surveys. The EAF Coach, working closely with the district Project Lead and steering committee, will support progress monitoring through regular check-ins, documentation of milestones, and coaching. ESC Region 12 will provide additional oversight using TEA-aligned tools to ensure the plan remains effective, student-centered, and ready for implementation.

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 budget is aligned with the goals and activities outlined in the EAF Planning Grant and is structured to ensure the district has the personnel, time, and resources needed to complete a comprehensive 3 – 5 year advising plan. Each allocation is designed to directly support the development of a student-centered advising system aligned with the Texas Model for Comprehensive School Counseling Programs, CTE Programs of Study, and CCMR goals.

To support implementation, stipends will be provided to key LEA staff involved in carrying out grant activities. The Project Lead will dedicate approximately 10 hours per month to coordinating the planning process, organizing meetings, and managing deliverables. Members of the Steering Committee will each contribute approximately 5 hours per month to support planning discussions, stakeholder engagement, and development of the strategic plan. Stipends are calculated to fairly compensate staff for their time and ensure consistent participation throughout the grant year.

The EAF Coach will receive salary support through the grant based on the time spent providing coaching, facilitating planning sessions, monitoring progress, and supporting the district team in meeting grant objectives. Travel funds are included to cover in-person visits by the EAF Coach and to allow LEA staff to attend a related state or regional EAF conference to strengthen capacity and align with statewide initiatives.

In addition, the budget includes funds for materials and supplies necessary to support planning activities, including advising tools, meeting materials, stakeholder engagement resources, and data tracking tools. A small allocation for indirect costs is included to support administrative functions and grant management responsibilities. These targeted investments ensure that the district is equipped to develop a well-informed, actionable advising plan that leads to long-term improvements in student support and postsecondary readiness.

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**

