



**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 **Region XIV ESC** CDN **221-950** Campus **N/A** ESC **14** UEI **PX6SCA5K4L32**
Address **1850 Highway 351** City **Abilene** ZIP **79601** Vendor ID **1-751247833**
Primary Contact **Emilia Moreno** Email **emoreno@esc14.net** Phone **325-675-8674**
Secondary Contact **Emily Jeffrey** Email **ejeffrey@esc14.net** Phone **325-675-8003**

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 **Chris Wigington**

Title **Executive Director**

Email **cwigington@esc14.net**

Phone **325-675-8037**

Signature

Date

5-7-25

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.

The ESC EAF Coach will support the comprehensive school counseling programs of two identified districts in Region 14 by utilizing the Effective Advising Framework. Districts will be trained by the EAF coach to analyze current district advising and individual planning practices and determine how these align with the EAF five levers, essential actions, and key practices.

Districts will be expected to complete a diagnostic tool, including a landscape analysis of current CTE programs, a K-12 Grade level expectations guide and a gap analysis tool to develop an implementation plan which will include the Effective Advising Framework Priorities. Since one component of the comprehensive school counseling program is individual student planning, districts will be expected to review data from the diagnostic and gap analysis tools to identify unintentional barriers for student advising and planning.

Districts will identify a steering committee to review and analyze data. Steering committee members will meet bi-weekly and/or monthly with the EAF coach. The data will encourage deep conversation about which CTE programs are needed and will support student choice based on awareness. Planning based on the data will include guidance focused on developmentally and age appropriate student information, including any resources and literature that highlights topics for individual planning for students. Districts will determine Grade-level expectations that expose students to career exploration, work-based learning, and college planning. The Effective Advising Framework will foster innovation in CTE programming by promoting career pathways aligned to high-skill, high-wage careers or industries and high-demand occupations within the district's community. The committee, along with the EAF coach, will work toward a strategic plan for individual student planning aligned to the Effective Advising Framework.

The participating LEAs are part of the Perkins V Shared Service Agreement which allows for extra support for counselors, educators, and administrators including training, technical assistance and providing programs that focus on preparing and guiding students in career pathways aligned to high-skill, high-wage, or in-demand occupations. Additionally both districts are part of the Texas Regional Pathways Network (TRPN) Grant that aligns the district to career pathways within the region that are high-skill, high-wage industries. Utilizing the resources from EAF levers, TRPN and CLNA, each district will work to craft a program that enhances both student and community outcomes.

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?

1.a) EAF Coach: Jennifer Seekins presently serves as the Effective Advising Framework Coach and will continue in that capacity in 2025-2026. In 2024-2025 Jennifer served as the EAF coach for five districts in Region 14. Jennifer has her M.ED. and LPC-S. ESC 14 chose Jennifer to be the EAF coach based on her experience in counseling students and working with adults. Jennifer has served as a high school counselor, a lead counselor for both rural and large school districts, and Dean of Students for a medical magnet program. Jennifer has also developed career and guidance lessons for students' individual planning. She has a strong understanding of counseling and advising practices to support academic and career development in K-12 settings. Her strong understanding of comprehensive school counseling programs as defined by the Texas Model of Comprehensive School Counseling has proven her ability to serve as the EAF Coach for this grant. Due to her effectiveness with EAF, she has earned the Coach Designation with Distinction. Districts report high satisfaction with her ability to coach, as evidenced in mid-year satisfaction surveys at both Baird and DeLeon ISDs. The EAF Coach will spend 40% of her time coaching and working with the district to support the development and implementation of an individual student planning system within the context of a comprehensive school counseling program. The EAF Coach will spend 55% of her time supporting the Career and Technical Education programs which include Perkins V Shared Service Agreement and Texas Regional Pathways Network districts. These responsibilities will be shared with the current Career and Technical Education Specialist.

1.b) EAF Coach Strategy: The EAF Coach will support school districts in the leadership and strategic planning that is aligned to the Effective Advising Framework through technical assistance. Training will be provided through the Education Service Center and/or on site for LEAs. The EAF Coach will communicate face to face, through email, telephone and zoom options. The coach will create an EAF Essential Actions document to help LEAs stay up to date with next steps. The EAF Coach will monitor progress toward completion of project deliverables by creating a task calendar to track and document the completion of deliverables for the project as required by the grant. The EAF coach will check in with districts bi-weekly and monthly to monitor progress and completion of benchmarks and goals. A shared google doc will be created to document activities for reflection and progress of work. The EAF Coach will meet with the Project Lead Bi-weekly and/or monthly to determine barriers that are causing lack of progress toward goals of the grant. If barriers are determined, then the EAF coach will meet with District authorized representatives to discuss and reflect on next steps to move progress back on track or to make changes.

1.c) ESC Strategy: There will be check-ins with the Director of Federal Programs and the Region 14 CTE Specialist to ensure that the EAF Coach has the necessary time and resources to successfully complete all grant requirements. Comprehensive Action Plans will be developed to help the EAF coach optimize time to implement grant requirements. The Federal Programs Director and CTE Specialist will monitor the performance of the EAF Coach and track grant deliverables through monthly check ins and budget reports. Time and effort reports will reflect time spent on the grant. A shared google doc will track progress and goals met. Region 14 will implement the following strategy if the EAF Coach is at risk or Region 14 has been notified by TEA of an at-risk situation: 1) the ESC Director of Federal Programs meeting with the EAF Coach will determine the factors that may be contributing to the at-risk status, 2) a growth plan will be put into place to monitor more closely the EAF Coach activities for the grant requirements, 3) the ESC will take steps to find a replacement to continue the EAF coaching work in districts and EAF Coach training, 4) the ESC CTE Specialist along with the ESC Counseling Consultant will continue the work until a replacement is hired for the EAF Coach position. The work that is being implemented through the EAF grant is also actively supported through Texas Model Of Comprehensive School Counseling for current district counselors. The ESC has a strong working partnership with the Workforce Solutions of West Central Texas career education projects. This includes a Youth Success Advisor program that works with seniors in preparing and planning for postsecondary. Additionally, a Career Education Outreach (CEO) program works with middle school students, teachers and counselors to expose students to career opportunities and prepare for transition to high school.

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.

3. a) Region 14 selected Anson and Hawley ISDs because both districts have working counseling vision and mission statements with solid knowledge of the Texas Model for Comprehensive Guidance and Counseling Programs. Both districts, aside from meeting the application guidelines, have been active in seeking alignment and opportunities for the students, both with workforce development and postsecondary planning. The districts selected also participate in the Perkins V Shared Service Agreement which currently supports career and college exploration, work-based learning opportunities, advanced academics and industry partnerships. Another partnership includes the West Central Texas Workforce Solutions Career Education development that includes career events, Career Education Outreach, Youth Success Advisors for Seniors and Work-based learning opportunities for students. Both districts will be part of the work for the Texas Regional Pathways Network (TRPN) grant. EAF will help sustain the work started by the TRPN. Districts met the CTE defined criteria listed in the eligible application section of the program guidelines as 42 - Rural: District.

3. b) EAF Project Lead - The Project leads are both high school counselors with experience and knowledge of the Texas Model of Comprehensive School Counseling and the capacity of staff to participate in the grant requirements. An initial conversation was held with the districts to discuss the importance of dedicating time to the grant requirements. The district understands the importance of allowing and supporting the Project Lead and Steering Committee to work with data to create the strategic plan for the district, which includes use of diagnostic tools, gap analysis, K-12 grade-level expectations and budget building.

3. c) Both selected districts meet the CTE defined criteria for Eligible Applicants because both are defined as rural districts. Both also meet NCES definitions of rural/remote or rural/distant. Both districts have 50% or more CTE concentrators or completers based on student enrollment. Anson has a CTE enrollment of 222 with 113 Concentrators/Completers at 50.9%. Participation in EAF will help close the gap in student performance specifically in the area of "program quality - attained recognized or 5S1 (2%) in the Comprehensive Local Needs assessment" since EAF helps districts to advise all students toward postsecondary success. Hawley has a CTE enrollment of 235 with 177 Concentrators/Completers at 75.3%. Participation in EAF will help close the gap in student performance for "program quality - attained recognized or 5S1 (12%) in Comprehensive Local Needs assessment" since EAF helps districts to advise all students towards postsecondary success.

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?

Goal 1: Districts will utilize steering committee meetings to collect, analyze and disaggregate data, determine goals and strategically plan for implementation and monitoring of an individual student planning system aligned to the EAF. The strategic planning process will include the identification of key transitional milestones and K-12 grade-level expectations for all students in the areas of academic development, career development, personal and social development, and financial literacy. The Steering committee will strategically identify the staff, training and resources either already in place or still needed to implement the individual planning system with fidelity.

Goal 2: Districts will be expected to outline the roles and responsibilities of the steering committee and then work to complete a diagnostic tool, a grade-level expectation guide, a gap analysis and a budget template within the timeframe specified by the EAF Coach. The EAF Coach will create steering committee agendas and provide each district with a timeline for completion. Through the use of face-to-face visits, phone calls, emails or zoom, the EAF coach will guide the Project Lead to meet the deadlines in accordance with the timeline.

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 EAF Coach will support districts to collect data and report on the following mandatory performance and evaluation measures:

- Diagnostic Tool from each partner school district within 6 months of grant start date
- Grade Level Expectations Guide from each partner school district within 8 months of the grant start date
- Gap Analysis Tool, including EAF priorities and student outcome goals, from each partner school district within 10 months of the grant start date; and
- EAF Coach Designation with Distinction measured by:
 - Engagement in and successful completion of all training and individual check-ins
 - Quality of Diagnostic Tool, Grade level Expectations Guide, and Gap Analysis Tool from each partner district; and
 - Satisfaction of partner districts in the services they received

The EAF coach will create a performance and evaluations measure due-dates calendar that will be shared in each district's google folder and communicated through face-to-face visits, emails, phone calls and Zoom. The EAF Coach will expect districts to complete tasks at least 1 week in advance of upload to meet the grant timeline and review for quality and effectiveness. If a district submits an item that is less than quality, the EAF coach will contact the district and determine how the tool can be more effective.

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.

\$47,121 is budget to support EAF Coach. Jennifer Seekins. Jennifer possesses a strong understanding of counseling and advising practices to support academic and career development in a K-12 setting. She has a positive rapport with districts in the region and experience coordinating, convening, and communicating with districts on projects. Jennifer will dedicate 40% of her time, which is equivalent to 16 hours a week.

\$20,000 is budgeted for 2 EAF Project Leads in Anson ISD and Hawley ISD. Individuals selected from those district will have positive rapport at the district and the ability to lead, manage, and hold accountable the individual student planning system of the district.

\$3,000 is budgeted for General supplies defined as resources to be used by EAF Coaches to convene participating ISDs. Supplies include training costs for activities to promote the program. Funds also will be used to promote and host the EAF Overview training sessions available to all districts in the ESC.

\$2,895 is budgeted for Travel, including regional and statewide travel for professional development opportunities, travel to Anson and Hawley ISD, and travel for additional training opportunities for the EAF Coach, EAF Project Lead, and/or steering committee members to expand their knowledge of comprehensive school counseling programs or effective advising practices to strategically plan for implementation.

An Indirect Cost Rate of 3.742% totals \$1,984.

Total cost equals \$75,000.

Equitable Access and Participation

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

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

Group		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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