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

Texas Education Agency®

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: Education Service Center 15 | CDN: 226950 | Campus: N/A | ESC: 15 | UEI: H3JFJA74LXD1

Address: 612 S. Irene | City: San Angelo | ZIP: 76903 | Vendor ID: 175-1254237

Primary Contact: Robin Graves | Email: robin.graves@esc15.net | Phone: 325-481-4026

Secondary Contact: Lesley Casarez | Email: lesley.casarez@esc15.net | Phone: 325-481-4095

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

☒ General and application-specific Provisions and Assurances

☒ Debarment and Suspension Certification

☒ Lobbying Certification

Authorized Official Name: Casey Callahan | Title: Executive Director

Email: casey.callahan@esc15.net | Phone: 325-658-6571

Signature: Casey Callahan Digitally signed by Casey Callahan Date: 2025.06.16 07:46:18 -05'00' | Date: 6/16/2026

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 specific purpose of the Effective Advising Planning Grant is to support identified partner districts in the leadership and strategic planning of an individual student planning system, aligned to the Effective Advising Framework within the context of a comprehensive school counseling program, with technical assistance provided by EAF Planning Coaches. The ESC will support two districts in planning an Effective Advising Framework that ensures all students are equipped with the academic, social/emotional, and employability skills to be prepared for college, career, and military endeavors after graduation, in guiding students through individual goal setting, exploration of postsecondary options, and creating and monitoring an individual career and academic plan that begins no later than middle school.

The EAF Coach will guide the steering team in identifying roles and responsibilities of each member as well as establishing short-term and long-term goals. To assist in goal setting, the EAF Steering Committee will analyze data, including CCMR data historically from current graduates from the beginning of the CCMR data collection. The EAF Coach will provide technical support to assist team members in gathering data from OnDataSuite and other data resources. From this analysis, the team will identify areas of strength and opportunities for growth among student groups. To further assist in goal setting, the EAF Steering Committee will complete an Effective Advising Diagnostic to evaluate their current advising practices. This diagnostic will be performed in order to determine short-term and long-term goals for planning an Effective Advising Framework Implementation Plan. ESC 15 will guide the LEAs in establishing data collection points to assess progress and determine adjustments to be made in the planning phase of the levers.

ESC 15 will guide the Steering Committee and Project Lead in developing clear understanding of roles and responsibilities of team members as well as additional supports provided by administration, counselors, and teachers. The Steering Committees will develop or strengthen advising practices at the elementary and middle school grade levels aligned with the Texas Model for Comprehensive School Counseling Program's four major core components: guidance curriculum, individual planning, responsive services, and system support. Travel costs will allow the EAF coaches to be in-person to collaborate with and support the Steering Committee at each district. The grant funds will allow ESC 15 EAF Coaches to allot up to 20% of their total work time to support the two designated districts in developing their plan.

To be able to conduct this level of planning, the partner districts will appoint a project lead who will take the Steering Committee through these strategic planning levels of the EAF Diagnostics and Texas Model. All steering committee team members will be appointed specific tasks as they are appropriate to their job descriptions. As they work toward the development of an advising plan, the Steering Committee will also consider the data that will need to be collected, how this data will be used to enhance advising, what measures are needed to track data at each grade level, and also how data shows trends in CCMR Accountability. Other tools provided by TEA and TPRN will be used to collect information needed to complete the Effective Advising Diagnostic and the Implementation Plan. While Project Leads have already been named by the districts, each LEA will also identify members of the EAF Steering Committee, to include, but not limited to, a counselor and/or administrator, a CTE teacher, a Special Education teacher, and a representative from each level (elementary and secondary).

At the conclusion of the planning grant year, each partner district will have completed the Effective Advising Diagnostic and Gap Analysis reflective of current advising practices as indicated by the levers assessed. Evidence will be collected and district commitments, as well as areas of strengthening, will be identified. The steering committee will have also completed an Implementation Plan to include roles and responsibilities of the steering committee, additional supporting partners, data collection processes and tools, K-12 milestones, and sustainability plan (financial and systematic). Resources to support these areas will be collected throughout the plan.

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) Alex Nieto will serve as a new EAF coach under this grant, due to her qualifications, which include a bachelor's in psychology with a minor in adult education. She has been in education for over 13 years and currently serves on several non-profit boards in the San Angelo community. Her knowledge of school PEIMS coding, advising special populations, and involvement with utilizing grants to provide needed services in Texas make her an asset to selected EAF districts. Additionally, Lesley Casarez will serve as an EAF coach with distinction under this grant, due to her qualifications, including a PhD in Educational Psychology and a master's degree in counseling. She has been a counselor educator for over 15 years and currently serves on the development committee for the 6th edition of the Texas Model for Comprehensive School Counseling Programs. Her knowledge of school counseling, advising, and involvement in counseling associations in Texas makes her an asset. Lesley has coached two districts through planning and implementation. As Alex and Lesley continue to support districts, the role of EAF Coach will benefit LEAs by providing a framework to connect all the supports from school counseling to CCMR and CTE. ESC 15 anticipates great alignment between CTE, CCMR, school counseling, and the role of the EAF coach. Each coach will allocate 10% of her time to this project. Lesley 's time is will be allocated as 25% school counseling, 26.7% TEHCY Capacity Building, 8.3% OASIS federal grant, 20% Stronger Connections Grant, 10% EAF Implementation, and 10% EAF Planning. Alex's time will be allocated as 25% PAX, 50% CTE, 10% EAF Planning, and 15% Instruction and Admin Support. Both coaches will collaborate to support Water Valley ISD and Irion Co. ISD. At the end of the 2025-2026 EAF Planning Grant Cycle, Region 15 will have officially met all requirements of the ESC EAF coaches to become an exemplary 'model EAF Steering Committee.'" Alex represents special populations, Lesley represents counseling, Traci Terrill represents CTE, and Lindsay Carr represents administration; we would also be representing both elementary and secondary experience!

b) Early, positive, and consistent communication will be crucial to the success of the EAF Steering Committee. Lesley and Alex will schedule predetermined checkpoints with each LEA to deliver trainings, determine progress, and decide on appropriate interventions, if necessary. Lesley and Alex are both experienced in establishing trust and rapport from the beginning, as well as leveraging the teamwork of the Steering Committee, including the Project Lead, in order to achieve the common goals set by the committee. Both the EAF Coaches and Project Leads will create a timeline of deliverables with the Steering Committee. Regular check-in opportunities will be face-to-face or via distance learning. The EAF Coaches will provide bi-weekly checks with the EAF Leads to ensure deliverables and milestones are progressing as indicated in the grant. If the EAF Coach determines a district is unable to fulfill the deliverable, steps will be taken to address the root cause, and, if needed, select a new Project Lead and/or team members.

c) Frequent communication between the ESC Authorized Representative, Robin Graves, and the EAF Coaches, Lesley Casarez, and Alex Nieto will be critical to the successful completion of all grant requirements. Consistent and clear communication is also crucial to the effective integration of other internal efforts of the department and progress monitoring of the grant deliverables. Through the monthly department meetings and check-ins, including running meeting minutes, with the ESC Authorized Representative and the EAF Coaches, the grant deliverables will be able to be tracked and monitored for success, as well as aligned to other internal efforts already in place. If the ESC determines the EAF Coach(es) to be at-risk, early intervention meetings will occur to determine action steps for improvement, including a specific timeline and expectations. If the expectations are not met within the timeline provided, TEA will be notified and the EAF Coach(es) will be removed from the EAF Planning Grant. The aforementioned steps will be carried out if the ESC is notified by TEA that the EAF Coach(es) is/are at-risk, along with any recommendations TEA provides. The monthly department meetings will provide the ideal forum for communicating current initiative efforts and determine areas of crossover and alignment between various programs within the department. This will allow the ESC to ensure the grant project is integrated with other internal efforts. ESC 15's staff most closely connected with the objectives of the EAF are housed under the Teaching and Learning Department. Within this department, each program (Curriculum and Instruction, Special Education, State and Federal Programs, Administration) works together on multiple initiatives that require frequent collaboration and communication and meets monthly to determine action steps across multiple initiatives that often have common efforts involved. Lesley and Alex frequently (monthly) meet with other staff, including Counseling/ Title 1/Title II/Title III, Data Services, CTE, and Administration. The collaboration between members of other programs is crucial to the success of each initiative individually and holistically. As the EAF Coaches, Lesley and Alex will provide the various departments and committees a timeline of the EAF Planning Grant and the three participating districts. They will also provide information and awareness to all programs during the regularly scheduled ESC 15 Planning Week in August.

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) ESC 15 conducted thorough research of the current support systems each district currently implements at the district and campus level. Particular attention was given to districts who have identified CCMR support staff beyond the initial high school counselor. Much consideration was given to the location and level of support these schools have historically received from the state and region. Both districts that were selected to participate in the EAF Planning Grant are rural districts identified as Title I school districts. After this analysis, ESC 15 selected the following two districts to participate in EAF Planning: Irion County ISD and Water Valley ISD. Each district within the last few years, has identified staff beyond the initial high school counselor to provide students with opportunities to earn Industry-Based Certification. All districts have staff in place that work on various levels of student support. Each district, if selected for this grant, has identified campus administrators, high school and/or district level counselors, curriculum specialists, Special Education specialists, and CTE educators as members of the Steering Committee. Because of this support system of professionals, each district demonstrates the commitment needed for student success on CCMR Indicators and are highly motivated to establish a dedicated EAF Steering Committee and create an EAF. The EAF Coaches will work closely with the identified Project Leads to deliver professional development as prescribed by TEA.

B) Water Valley ISD has selected the all-level and only school counselor, Christina Colwell, as Project Lead. As a certified school counselor since 2013, she has experience implementing a school counseling program that follows the Texas Model for Comprehensive School Counseling. By building and maintaining a positive rapport with students, parents, and staff she is able to identify and address areas of need related to individual planning. She currently serves as Water Valley ISD school counselor and previously served as a school counselor in San Angelo ISD, giving her extensive experience with the CTE program and CCMR. Twenty minutes will be built into her daily schedule to address the grant's requirements.

Irion Co. ISD has selected school counselor Emily Allen as Project Lead. As a certified school counselor since 2014, Emily has experience building school counseling programs and building positive relationships with stakeholders in the school community including students, parents, and staff. She is able to identify individual student needs and has experience with CTE programs and CCMR. Approximately twenty minutes will be built into her daily schedule to address grant requirements.

C) Water Valley ISD is considered a rural distant district per NCES with a high percentage of CTE concentrators or completers. The application requires a percentage above 25%, and Water Valley ISD has 90 of the 108 students, or 83.3% indicated as concentrators or completers.

Irion Co. ISD is considered a rural distant district per NCES with a high percentage of CTE concentrators or completers. Irion Co. has 46 of 91 students, or 50.5% indicated as concentrators or completers.

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?

a.) Involve all members in developing an effective advising plan.
b.) Assist committees in disaggregating data and completing required deliverables.
c.) Assist committees in reflecting on the district's effective advising vision, long-term goals, and K-12 grade-level expectations for postsecondary success.
d.) Engage with the effective advising implementation priorities for SY24-25.

Activities/Strategies:
*Disaggregate historical data to look for trends
*Establish steering committee and define roles and responsibilities of members
*Define mission and vision statement
*Student/family surveys to gauge collect information about students' experiences with current advising structures, and whether they feel supported in their postsecondary and career exploration and preparation.
*Collect baseline data on student outcomes and gauge the impact of the district's current advising systems
*Confirm GLE Priorities for the first year of implementing the EAF and create a student outcome goal for each priority
*Identify gaps in the EAF Levers to support with EAF implementation
*Review critical effective advising functions and identify gaps in advising materials
*Determine what each stakeholder needs to know about EAF planning for implementation to be successful.
*Identify key messages, as well as the timeline, format, and ongoing communication needs for each stakeholder

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.

*Create steering committee, assign roles, design clear system, set benchmarks, identify tools and resources, develop organizational structure, and identify external partners
*Focus on a plan to recruit and retain high quality school counselors
*Focus on developing a school culture that supports a commitment to student preparedness for post-secondary readiness
*Develop a plan and partnership with external partners
*Identify and/or develop high quality materials for students and their families

Tools/Data:
*Previous instruments created by TEA/TNTP (Gap Analysis, Diagnostic, mid-year and final reports, and other instruments to be developed)
*CCMR data
*Student or Family Surveys
*Current advising resources (Major Clarity)

Processes:
*Monthly virtual or in-person check-ins
*Google Folders or Drives for each district
*Structures for schedule of team meetings, meeting agendas, and meeting minutes, tracking attendance, time spent, and responsibilities fulfilled for each steering committee member
*Agreements between district and each member outlining their roles and responsibilities, stipend amounts, time commitment, etc.

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.

As the fiscal agent, ESC 15 will provide technical support in the dissemination of grant funds with $3,571 in Indirect Costs. The EAF Coaches will facilitate a discussion with the superintendent and CFO of each LEA in the current spending of CCMR Bonus funds, and other funding sources (whether state funds, federal funds, or competitive grant funds) in the sustainability of the EAF Steering Committee and Project Lead, and the necessary resources that assist in the data collection and analysis, as well as the other monetary supports that move the EAF Steering Committee to fully integrate the EAF across the district. While in close contact with the Project Lead, the EAF Coaches will address adjustments if they arise by communicating with the ESC Authorized Official and the CFO of ESC Region 15.

Due to the time and effort (10%) the EAF Coaches will dedicate to the support of each LEA, $24,400 will go towards the EAF Coach's salary and benefits percentage. Each district selected for this grant opportunity is a rural district which will require monthly check-ins and frequent in-person professional development; therefore, $2,000 is dedicated specifically to travel for the EAF Coaches to and from these school districts.

Steering Committee members will be committing time and effort in developing a plan for an Effective Advising Framework. Each Project Lead will be dedicating a great amount of time meeting with the EAF Coach and collaborating with the Steering Committee in analyzing data, performing progress monitoring, and adjusting planning based on individual student advising. Due to the amount of time the Project Lead and Steering Committee will be committing to the EAF process, $40,000 is dedicated specifically to stipends for LEAs, with $20,000 going to each district.

The Steering Committee will need to consider additional needs in order to maximize the individual advising planning; thus, $5,029 is dedicated to resources, technology, and software needed to optimize the support for each Steering Committee.

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)	

CDN 226950 Vendor ID 175-1254237 Amendment #

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