



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 16 ESC | CDN | 188950 | Campus | | ESC | 16 | UEI | NZFRZFY21F4 |
| Address | 5800 Bell Street | | City | Amarillo | | ZIP | 79109 | Vendor ID | 1751246760 |
| Primary Contact | Brandi Parker | | Email | brandi.parker@esc16.net | | | Phone | 806-677-5085 | |
| Secondary Contact | Darcie Lackey | | Email | darcie.lackey@esc16.net | | | Phone | 806-677-5042 | |

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):

- | | |
|--|--|
| <input checked="" type="checkbox"/> IDC application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General and application-specific Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |

| | | | | |
|--------------------------|------------------------|-------|--------------------|-----------|
| Authorized Official Name | Dr. Tanya Larkin | Title | Executive Director | |
| Email | tanya.larkin@esc16.net | Phone | 806-677-5015 | |
| Signature | Tanya Larkin | | Date | 6/13/2025 |

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) Overview of the Program to be Implemented with Grant Funds
Region 16 Education Service Center will partner with two identified school districts to implement a robust, student-centered advising initiative through the Effective Advising Framework. Leveraging a coach-to-district support model, the Region 16 EAF Coach will guide districts through a comprehensive planning year focused on strengthening individual student planning systems. This initiative is grounded in Region 16’s commitment to innovative, data-informed systems that support postsecondary readiness, career exploration, and equitable advising practices. The EAF Coach will participate in specialized trainings, facilitate turnaround sessions, and work closely with district steering committees to evaluate current practices and chart a strategic course for transformation.

B) Supporting Individual Planning in the Context of Comprehensive School Counseling
This program directly supports the design and implementation of an individual planning system embedded within a tiered system of supports, fully aligned to the Texas Model for Comprehensive School Counseling Programs. EAF Coaches will assist districts in analyzing K–12 advising data, identifying service gaps, and aligning efforts to key levers and essential actions outlined in the EAF Guide. The result will be a customized, data-driven plan that ensures every student receives differentiated support for goal setting, academic planning, and postsecondary exploration. This work promotes not only compliance but a transformation of school counseling systems into proactive, strategic drivers of student success.

C) Fostering Innovation in CTE Programming and Promoting Career Pathways
Region 16’s EAF Planning initiative champions innovation in Career and Technical Education by integrating advising strategies that expose students to high-skill, high-wage, and in-demand career fields—including nontraditional pathways. Through strategic planning, resource alignment, and intentional advising practices, students will be empowered to pursue recognized credentials and meaningful career trajectories. EAF Coaches will help districts embed career pathway awareness into advising systems, leveraging CTE opportunities to bridge academic planning with workforce readiness. Additionally, Region 16 ESC will host two no-cost EAF Overview sessions to promote the framework region-wide and increase participation in aligned advising and CTE initiatives.

This grant-funded project will build capacity within districts, elevate the role of school counselors, and cultivate a sustainable culture of individualized, future-focused planning for all students.

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?

EAF Coach Selection

Region 16 ESC has identified a highly qualified specialist to serve as the EAF Coach for the 2025–2026 EAF Planning Grant. This individual brings extensive experience in comprehensive school counseling, College, Career, and Military Readiness (CCMR), Career and Technical Education (CTE), and mental health and wellness. The selected Coach has a demonstrated history of success supporting districts in the design and implementation of advising systems that prepare students for postsecondary success and meet the objectives of the Effective Advising Framework.

Qualifications and Justification for Selection:

Certified school counselor with a background in K–12 whole-child development

Leadership in regional CCMR and CTE advising initiatives

Expertise in academic and career advising structures aligned to the Texas Model for Comprehensive School Counseling

Knowledgeable in mental health supports that impact student achievement

Proven ability to lead systems-level change and coach LEAs in strategic planning and implementation

Time Allocation:

The EAF Coach will dedicate 30% of their time to the implementation of the EAF Planning Grant. The remaining 70% will support aligned initiatives, including CCMR and CTE programming, EAF Implementation, and student wellness efforts. One EAF Coach will be assigned for the grant cycle and will support both participating districts through a one-to-one coaching model, with time strategically allocated based on district needs and progress.

EAF Coach Strategy

Training and Communication Strategy:

The EAF Coach will:

Fully participate in TEA-required trainings, individual check-ins, and statewide convenings

Deliver consistent training and technical assistance to district partners

Establish clear communication protocols, including pacing calendars and checklists aligned to TEA deliverables

Utilize TEA-approved tools such as the Diagnostic Tool, Grade-Level Expectations Guide, and Gap Analysis to support district planning

Monitoring Progress:

Conduct regularly scheduled meetings with each district's Project Lead and steering committee

Maintain a structured pacing calendar and monthly agenda to track deliverables and milestones

Use data collection and analysis to evaluate progress and guide course corrections

Perform quarterly implementation reviews and adjust coaching intensity as needed

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.

Intervention for Non-Compliance:
If a district does not meet established expectations, the Coach will:

Notify the Project Lead and initiate a collaborative problem-solving meeting

Develop an intervention plan with revised timelines and accountability measures

Provide intensified support to ensure rapid progress and return to on-track status

ESC Strategy for Oversight and Support
Time and Resource Allocation:
Region 16 ESC will ensure the EAF Coach is equipped to fulfill all grant responsibilities through the following strategies:

A grant-specific dashboard updated weekly to monitor progress

Bi-weekly supervisor check-ins to assess milestones, troubleshoot issues, and shift resources when needed

Access to cross-departmental supports, including CTE, CCMR, and MTSS specialists, for coordinated implementation

Performance Monitoring and Risk Mitigation:
ESC leadership will implement structured oversight protocols to ensure fidelity to grant expectations. If a risk is identified (internally or by TEA), Region 16 ESC will:

Initiate an immediate corrective action plan, which may include additional coaching, schedule reallocation, or task reassignment

Notify TEA and impacted districts, outlining continuity measures

If necessary, reassign the role to a qualified replacement with a seamless handover of responsibilities

Internal Integration:
The EAF Planning Grant is embedded within Region 16’s broader strategic initiatives. The EAF Coach will collaborate with:

The Tri-Agency Convener Grant team

Internal CTE/CCMR and MTSS teams

District-level CTE and advising leaders through regularly scheduled planning sessions

This integration ensures that advising strategies are consistent, data-informed, and aligned to both regional and state educational 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?

The primary goal of this program is to develop a sustainable, equity-driven individual student planning system aligned with the Effective Advising Framework (EAF). Through targeted coaching and strategic planning, Region 16 ESC and its partner districts will enhance advising practices that support all students in achieving postsecondary readiness.

Key objectives include: (1) building foundational understanding of the EAF among district teams through professional learning and the formation of a diverse Steering Committee; (2) conducting a thorough diagnostic of current advising practices to identify strengths and growth areas; (3) defining K–12 milestones across academic, career, personal/social, and financial literacy domains; (4) developing a locally tailored advising plan that meets EAF expectations; and (5) establishing a structured process for quarterly progress monitoring using TEA-aligned tools.

To ensure regional awareness and engagement, Region 16 ESC will host at least two EAF Overview training sessions open to all districts within the ESC region, free of charge. Artifacts, including promotional materials, customized slide decks, attendance documentation, and post-training surveys, will be collected and submitted as evidence. The EAF Coach will support each partner district using the EAF Diagnostic, Grade-Level Expectations Guide, and Gap Analysis Tool to ensure strategic alignment, capacity-building, and long-term sustainability of the advising system.

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 performance measures for this program are directly aligned with the EAF Planning Grant’s purpose of improving student outcomes through comprehensive advising systems. Key indicators include improvements in College, Career, and Military Readiness rates, FAFSA completion, postsecondary enrollment, and CTE participation. Additionally, the effectiveness of current advising practices will be assessed to inform strategic planning.

Performance will be measured using TEA-required deliverables, including the EAF Diagnostic Tool, Grade-Level Expectations Guide, and Gap Analysis Tool. These tools will guide data collection on CCMR progress, college enrollment (via TxCan), FAFSA completion, and CTE concentrator/completer counts (sourced through PEIMS/TSDS reports). The Diagnostic Tool will serve as a baseline for identifying current advising strengths and needs, while the Gap Analysis will surface student performance disparities and help establish aligned goals. Additional data will be sourced from the Texas Schools website, Local CCMR Tracker, the Comprehensive Local Needs Assessment (CLNA), and regional Labor Market Information to ensure alignment with in-demand career pathways.

To ensure continuous improvement, the EAF Coach will facilitate regular collaboration with each district’s Steering Committee. These sessions will include data reviews, strategy refinement, and documentation of progress toward EAF deliverables. Districts will set measurable goals based on findings, and periodic reviews will assess both implementation fidelity and impact on student readiness, ensuring that project objectives are met and adjusted as needed throughout the grant cycle.

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.

Salary – \$28,496 (38% of Budget): Includes all compensation, benefits, insurance, and retirement for 30% of one professional EAF Planning Coach that is essential to ensure districts receive consistent, high-quality guidance.

Database, Consultant Fees/Travel and Printing Fees - \$4,725 (6% of Budget): Database fees cover ESC-based operating costs for access to meeting rooms, internet, telephone, and necessary infrastructure to support the efficient execution of project activities. Printing funds are allocated for printing resources needed during EAF training sessions, district planning meetings, and deliverable development. Printed materials are essential for collaboration and documentation . Consultant Fees/Travel are allocated for contracted professionals who will deliver specialized training and technical assistance in areas such as CTE alignment, advising innovation, and systems planning.

Indirect Costs - \$3,750 (5% of Budget): Indirect costs cover necessary business expenses that are not directly linked to a specific function or activity but are vital for the general operation of the organization. This includes salaries and related expenses for accounting, personnel and purchasing functions.

General Supplies - \$10,529 (14% of Budget): Funds will be used to purchase materials necessary to support the development and advising systems and EAF-aligned planning. Supplies will be customized based on district needs identified through the diagnostic and gap analysis tools.

Travel – \$5,500 (7% of Budget): Funds have been allocated for in-region travel to provide on-site district coaching and support; EAF Planning Coach's attendance at two state-level CTE conferences, essential for professional growth in CTE counseling and career development best practices.

Stipends – \$22,000 (29% of Budget): Wildorado ISD: 1 Project Lead: \$3,000 -60hrs; 1 Project Lead Counselor: \$2,000 -50hrs; 4 Steering Committee Members: \$1,500 each -40hrs

RiverRoad ISD: 1 Project Lead: \$2,800 -60hrs; 1 Project Lead Administrator: \$2,000- 50hrs; 2 Steering Committee Members: \$1,500 each -40hrs; 2 Steering Committee Administration Members: \$1,600 each -40hrs

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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