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

Application stamp-in date and time

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**.

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: Region 3 ESC | CDN: 235-950 | Campus: n/a | ESC: 3 | UEI: GZCLAM15MVN5

Address: 15555 HWY 77 N | City: Victoria | ZIP: 77904 | Vendor ID: 1741586149

Primary Contact: Jennifer Stephenson-Smiga | Email: jstephenson-smiga@esc3.net | Phone: 361-573-0731

Secondary Contact: Jordin Craft | Email: jcraft@esc3.net | Phone: 361-573-0731

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: Dr. Morris Lyon | Title: Executive Director

Email: mlyon@esc3.net | Phone: 361-573-0731ext 1202

Signature: Dr. Morris Lyon Digitally signed by Dr. Morris Lyon Date: 2025.06.17 16:40:57 -05'00' | Date:

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 3 ESC will implement the Effective Advising Framework (EAF) Planning Grant in partnership with Calhoun County Independent School District (CCISD). Through this initiative, Region 3 will designate one EAF Coach to support CCISD in the development of a comprehensive, data-informed individual student planning system. The EAF Coach will participate in monthly state-led trainings and provide consistent, individualized coaching to the district's EAF Project Lead, a certified school counselor or administrator. Together, they will guide a steering committee through the EAF strategic planning process, which includes completing the EAF Diagnostic Tool, identifying K–12 grade-level expectations, and developing a Gap Analysis Tool and implementation strategy.

Additionally, Region 3 ESC will host at least two free EAF Overview training sessions for regional districts to promote awareness and readiness for future EAF implementation.

Alongside its support for CCISD's planning phase, Region 3 ESC will also provide continuous assistance to Goliad ISD as they enter Year 2 of their Effective Advising Framework Implementation Grant. Goliad ISD successfully completed the planning phase in the 2023-2024 grant cycle with Region 3 ESC's support and will now focus on executing their Effective Advising Framework implementation strategy. This dual-support approach demonstrates Region 3 ESC's capacity to guide districts through both planning and implementation phases, fostering a region-wide culture of effective data-driven student advising.

b) How This Program Supports Individual Planning in the Context of Comprehensive School Counseling:
This program will enable Calhoun County ISD to develop a strategic, district-wide individual student planning system that aligns with the Texas Model for Comprehensive School Counseling Programs. Through the work of the EAF Coach and EAF Project Lead, a cross-functional steering committee will assess current advising practices and develop aligned goals across four developmental domains: academic, career, personal/social, and financial literacy. The program prioritizes equitable access to planning tools and guidance for all students, including those from special populations, and will integrate student voice in the design of grade-level expectations and resources. The result will be a sustainable framework for individual student planning that is inclusive, developmentally appropriate, and actionable from elementary through high school.

c) How This Program Will Foster Innovation in CTE Programming and/or Promote Career Pathways Aligned to High-Skill, High-Wage Careers:
Calhoun County ISD qualifies under the EAF eligibility criteria due to its robust CTE program with a high concentration of CTE completers. Through the EAF strategic planning process, the district will align individual student planning efforts to existing and emerging CTE pathways that reflect regional labor market demands. The EAF Coach and district leaders will collaboratively identify innovative advising strategies to promote student awareness and engagement in nontraditional fields and high-demand industries. This work will strengthen the connection between student goals, coursework, certifications, and postsecondary opportunities—ensuring that students are informed, prepared, and connected to high-skill, high-wage career pathways.

By concurrrently supporting Goliad ISD's Year 2 Effective Advising Framework implementation, Region 3 ESC will facilitate cross-district collaboration to strengthen CTE advising practices across the region. Goliad ISD's implementation progress and labor market aligned pathways will serve as a model for Calhoun County ISD as they shape their advising system, ensuring that CTE programming reflects both local economic demand and proven advising innovations.

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?

Project Leadership

A) EAF Coach:

Ramona Hotman is currently the Counselor Specialist at the Region 3 Education Service Center. She is a certified school counselor with experience in both the elementary and secondary schools. She has a background in advising, graduation requirements, personal graduation plans, and providing counseling technical assistance to the district. She brings training, professional development, consultation services, and information dissemination to Region 3 area. She provides academic support and legislative updates as well as mental health support to school counselors, educators, and other school staff to ensure health, wellness, and academic success of students across the region. She will ensure that the implementation of program requirements and completion of deliverables takes place. Ramona Hotman has worked with other grant recipients in the region and knows how to work effectively and efficiently to obtain the necessary information for grant data submissions. The EAF Coach will allocate 30% of her time to the project, with the remaining 70% to be divided between regional counselor training/technical assistance, and the Student, Family, Community Engagement representative for the SPEDTex Network. She will be the only EAF coach to work with the district.

B) EAF Coach Strategy:

Ramona Hotman will develop, plan and build strong relationships with team members within the district. Training will be: provided to the team regarding program goals and expectations. The EAF Coach will communicate with all members before meetings and confirm attendance as well as implement a timeline and framework for completion. Monitoring expectations will occur routinely throughout the project through face-to-face and virtual meetings, email and phone. She will collaborate with them to collect data, identify goals and plan for implementations and monitoring of an individual student planning system aligned to the EAF. Districts that fail to meet expectations or timelines will be addressed through email and face-to-face meetings to discuss reasons and identify a plan to meet expectations.

C) ESC Strategy:

1. Ramona Hotman, the identified EAF Coach, will report all progress to her supervisor, Kelly Gabrysch, Director of District and Campus Leadership. Ms. Gabrysch will oversee the EAF implementation and provide direct support to ensure timelines, deliverables, and grant expectations are met.
2. To ensure the EAF Coach has the necessary time and resources, Region 3 ESC has strategically adjusted workloads and schedules to allow dedicated hours for grant activities. The EAF Coach will have access to Region 3's internal support, including administrative assistance, data systems, professional development, and cross-departmental collaboration tools.
3. Region 3 ESC will monitor performance and track progress through scheduled check-ins, milestone reviews, and shared digital tracking tools. Ms. Gabrysch will conduct monthly reviews of work products, timelines, and outcomes, and ensure alignment with TEA expectations.
4. If ESC leadership is notified by TEA or internal monitoring indicates that the EAF Coach is not meeting expectations, a performance meeting will be held immediately to develop a remediation plan. If improvement is not observed, ESC leadership will initiate the process to identify a replacement. If the EAF Coach is not retained, Region 3 will appoint a qualified staff member from its internal leadership team to ensure continuity of service and successful project implementation.
5. To ensure internal integration, Region 3 ESC will embed the EAF project into existing initiatives across CTE, counseling, federal programs, and school improvement. This alignment will ensure coherence with broader ESC goals around postsecondary readiness, advising, and equity.

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 the Partner School District:
Region 3 ESC undertook a strategic and data-informed process to select Calhoun County Independent School District (CCISD) as the partner for this Effective Advising Framework (EAF) Planning Grant.

The selection process considered several key factors:
-Strong Existing Infrastructure: CCISD has an established advising system with a dedicated team that includes a CTE Director, CTE Counselor, CTE Teacher, and a Diagnostician, across grade levels.
-Engagement in ESC-Led Initiatives: CCISD is an active participant in multiple Region 3 initiatives focused on college, career, and military readiness (CCMR), CTE programming, and student advising.
-Leadership Capacity: District and campus-level leadership have demonstrated a strong commitment to systemic planning and innovation in advising practices. The district has successfully executed prior grant-funded programs in partnership with Region 3 ESC, reflecting capacity for collaborative implementation.
-Alignment with Strategic Goals: The district's goals around personalized student planning, equity in access to advising resources, and alignment of educational pathways with regional workforce needs closely match the intent of the EAF framework.
-Readiness and Willingness: CCISD expressed a clear interest in participating in the planning grant and has already identified a capable EAF Project Lead and internal planning team, demonstrating high readiness for implementation.

B) EAF Project Lead Selection and Qualifications:
Calhoun County ISD has selected its CTE Director to serve as the EAF Project Lead. This individual brings extensive experience in career and technical education, student advising, and data-driven planning. As the overseer of all CTE programs within the district, the CTE Director has a comprehensive understanding of student pathways, industry certification opportunities, and the role of advising in ensuring student success.
Key qualifications include:
-Proven leadership in CTE and advising systems
-Experience in cross-departmental coordination and program implementation
-Direct oversight of advising-related personnel, including counselors and teachers
The Lead will be supported by an internal team and administrative staff, with scheduled collaboration time with the EAF Coach from Region 3 ESC. Regular touchpoints with district and ESC leadership will ensure alignment, accountability, and timely progress monitoring.

C) CTE Criteria Eligibility
Calhoun County ISD meets the CTE eligibility criteria outlined in the Program Guidelines. Specifically, the district qualifies under the category:

"An LEA with 200 or more CTE concentrators or completers (PEIMS codes 6 and 7) in Grades 9–12."

According to the District CTE Concentrators and Completers Enrollments, 2023–2024 posted with the RFA materials, Calhoun County ISD reported 633 CTE concentrators or completers out of a total Grades 9–12 population of 1,074 students, meaning 58.9% of high school students are actively engaged in CTE programs. This significantly exceeds the 200-student threshold and highlights the district's strong commitment to career and technical education.
CCISD's comprehensive CTE programming includes multiple pathways aligned with high-skill, high-wage, and in-demand regional occupations. The district's advising infrastructure—anchored by a CTE Director, CTE Counselor, CTE Teacher, and Diagnostician—demonstrates its deep investment in supporting students through meaningful career exploration, planning, and academic alignment.

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 Region 3 ESC, in partnership with Calhoun County ISD, will implement a planning-phase program focused on strengthening individual student planning through a comprehensive, data-informed advising framework. The grant-funded program will support the development of a district-wide Effective Advising Plan aligned to TEA's Effective Advising Framework and built upon local needs, current initiatives, and future workforce demands.

Major Goals of the Program:
- -Assess and strengthen current advising practices to ensure equitable access to high-quality individual student planning.
- -Develop a district-wide advising plan that integrates academic, career, and postsecondary goals.
- -Increase alignment between CTE programming and advising systems, ensuring students are guided into high-skill, high-wage career pathways.
- -Build district capacity to implement, monitor, and sustain the advising framework beyond the planning year.

Key Strategies:
- -Conduct EAF needs assessment to identify strengths and gaps.
- -Form a cross-role EAF planning team to guide the work.
- -Deliver targeted PD on advising, special populations, and CTE/CCMR data use.
- -Co-develop a comprehensive advising plan with clear roles, timelines, and equity strategies.
- -Inventory current tools and streamline advising platforms.
- -Develop a 2025–2026 implementation roadmap with staffing, policy, and resource planning

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.

Performance Measures and Evaluation Process:
Region 3 ESC and Calhoun County ISD will track planning progress and early impact indicators aligned to Effective Advising Framework (EAF) goals.
Key Performance Measures:

1. Advising System Readiness

Complete EAF Needs Assessment with stakeholder input to identify strengths/gaps.

2. Stakeholder Engagement

Establish a diverse EAF planning team; hold at least 5 meetings with documented progress.

3. Advising Plan Completion

Develop a comprehensive, EAF-aligned advising plan addressing all six domains with sustainability strategies.

4. Staff Capacity Building

At least 80% of advising staff complete PD and report improved confidence in advising.

5. Student Advising Baseline

Collect initial data on advising touchpoints and CTE participation to inform future measurement.

Evaluation Process:
- -Quarterly Reviews using a shared tracking tool
- -Data-Driven Adjustments to refine supports and strategies
- -Documentation & Reflection to support implementation readiness in 2025–2026

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.

Fiscal Management and Strategic Budget Use:
As the fiscal agent, Region 3 ESC will ensure transparent fund management, timely reimbursements, and alignment with TEA guidelines. The EAF Coach will work closely with the project lead, ESC leadership, and CFO to support proactive oversight and necessary adjustments.
The $73,000 budget directly supports development of a high-quality advising framework aligned to student outcomes and workforce needs. No indirect costs are included.

1. District Advising Team Stipends ($10,000): Compensates key staff (CTE, counselors, diagnosticians) for extended roles in advising plan design and data review.
 -CTE Director (Approx. 8 hrs/month): $2,500
 -CTE Counselor (Approx. 4–6 hrs/month): $2,250
 -CTE Teacher (Approx. 4 hrs/month): $1,750
 -Diagnostician (Approx. 4 hrs/month): $1,750
 -Elementary/Middle School Counselor (Approx. 4 hrs/month): $1,750
2.EAF Coach Technical Assistance ($35,000): Funds a dedicated ESC coach to lead planning, coaching, stakeholder engagement, and data-driven system development.
3. Professional Development ($10,000): Builds team capacity in advising, labor market data, and postsecondary planning through expert-led training.
4. In-State Travel ($5,000): Supports site visits and professional learning aligned to EAF goals.
5. Data Collection Software ($5,000): Enables tracking of advising data, stakeholder engagement, and milestone progress.
6. Supplies & Materials ($3,000): Covers planning templates, resources, and communication materials.

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 235-950 Vendor ID 1741586149 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