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: Region 4 ESC | CDN: 101950 | Campus: | ESC: 4 | UEI: YLGVGT9NJZC3

Address: 7145 West Tidwell Road | City: Houston | ZIP: 77092 | Vendor ID: 174589572

Primary Contact: Isabel Hovey | Email: isabel.hovey@esc4.net | Phone: 713-744-6366

Secondary Contact: Jennifer Brock, EdD | Email: jbrock@esc4.net | Phone: 713-744-6355

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: Rodney Watson, Ph.D. | Title: Executive Director

Email: rodney.watson@esc4.net | Phone: 713-744-6534

Signature: Rodney Watson Digitally signed by Rodney Watson Date: 2025.06.16 14:24:11 -05'00' | Date: 06/16/2025

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.

Region 4 Education Service Center (ESC) will implement the Effective Advising Framework (EAF) District Planning Grant – Cohort 4 by providing strategic planning support and coaching to two additional local education agencies (LEAs). Drawing on three years of successful EAF implementation, Region 4 will guide each LEA in forming a cross-functional steering committee—comprised of a team lead, administrator, school counselor, CTE representative, and a representative for special populations. These teams will participate in structured training, technical assistance, and ongoing coaching to develop and launch a comprehensive, K–12 individual student planning system aligned to the EAF. The goal is to build sustainable advising structures that support academic achievement, postsecondary readiness, and alignment with local workforce needs.

The program places individual student planning at the center of a district-wide strategy for school counseling improvement. With guidance from Region 4 EAF coaches, LEA teams will establish grade-level advising expectations, roles, timelines, and goals that support students as they navigate academic and career decisions. Monthly coaching, strategic planning tools, and customized feedback will ensure that advising systems are actionable and well-integrated into each district's comprehensive counseling model. This work will result in advising systems that help students identify appropriate coursework, plan for graduation and postsecondary transitions, and pursue pathways aligned to their goals.

This initiative strengthens the connection between career advising and CTE programming by intentionally integrating high-skill, high-wage, and in-demand career pathways into each LEA's advising model. With input from both counseling and CTE leaders, LEAs will identify opportunities to enhance access to industry-aligned programs, work-based learning experiences, and recognized credentials. Region 4 will support the development of advising tools and implementation strategies that help students explore and enter pathways tied to regional workforce needs—including sectors such as healthcare, energy, logistics, and advanced manufacturing. These efforts will promote long-term student success in education, employment, or military service.

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. Project Leadership

A. EAF Coach

Region 4 ESC has identified LaShonda Evans and Twiana Collier as the designated EAF Coaches for this project. Each brings extensive experience and qualifications in school counseling, academic advising, and postsecondary readiness.

LaShonda Evans has served as a Counseling Education Specialist at Region 4 ESC for 11 years, supporting over 40 school districts. Her prior experience includes serving as Lead Counselor at a comprehensive high school in Klein ISD, where she played a pivotal role in district-level counseling initiatives. Ms. Evans has deep expertise in advising best practices, graduation requirements, personal graduation plans, and technical assistance for school counseling programs. She successfully served as an EAF Planning Grant Coach in SY 2021–2022, 2022-2023, 2023-2024 and as an Implementation Grant Coach in SY 2022–2023, 2023–2024, and 2024–2025. She was recognized as a Coach of Distinction in 2022–2023.

Twiana Collier, who joined Region 4 in July 2023 as an Education Specialist, brings 29 years of experience in Aldine ISD. She most recently served as Director of Counseling and Student Support Services, overseeing PK–12 counseling programs. Her background includes leadership in college readiness, advanced academics (AP, Dual Credit), and financial aid initiatives. Ms. Collier successfully served as an EAF Planning Grant Coach in SY 2023–2024 and is participating in the 2024–2025 Implementation Grant cycle.

Both coaches will allocate 15% of their time to this project. Their remaining responsibilities include broader support for school counselors and CTE stakeholders across Region 4 ESC. No additional coaches are assigned beyond these two; each will support one LEA, which will be designated upon award.

B. EAF Coach Strategy

To ensure LEAs meet all deliverables, the EAF Coaches will employ a multi-layered training and communication strategy, including:

Training Timeline and Communication Plan: A comprehensive schedule of training sessions, check-ins, and milestones will be co-developed with LEA teams during the initial launch phase. This plan will highlight key deliverables and deadlines aligned with grant requirements.

Regular Communication: Coaches will host monthly team check-ins, maintain open lines of email communication, and use collaborative tools to ensure transparency and consistency.

Progress Monitoring: Coaches will track each district's progress toward deliverables via structured agendas, implementation rubrics, and milestone checklists. Data and notes from site visits, virtual meetings, and feedback forms will be recorded for reflection and reporting.

Intervention Protocols: If districts are not meeting expectations, coaches will initiate immediate support meetings with the district's EAF Steering Committee. Coaching will be intensified, and revised action steps will be implemented with accountability measures. Coaches will also notify ESC leadership of persistent barriers and engage appropriate internal supports.

C. ESC Strategy

Region 4 ESC is committed to ensuring that the EAF Coaches have the necessary time, support, and resources to meet all project goals:

Ongoing Monitoring: Coaches meet monthly with the Accountability, Research and Compliance Director to review progress. A shared grant progress tracker is maintained and updated regularly to document activities, milestones, and deliverables.

Cross-Departmental Collaboration: The Counseling, CTE, CCMR, and Special Populations teams meet regularly to coordinate efforts and align services. These internal structures ensure integration of EAF goals into broader ESC initiatives.

Risk Mitigation Protocol:If an EAF Coach is identified as at-risk—either internally or through TEA notification—a performance review will be conducted immediately. Region 4 will assign an interim coach from the existing counseling or CTE team to maintain continuity. A long-term replacement, vetted for EAF knowledge and advising expertise, will be selected and on-boarded quickly, ensuring minimal disruption to LEA support.

Internal Communication: ESC staff are kept informed through internal newsletters, team meetings, and targeted updates from the Accountability, Research and Compliance Department, ensuring awareness and coordination across departments.

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.

District Leadership

A. Potential partner school districts were invited to an informational session on the Effective Advising Planning Framework to review and discuss the requirements and expectations of the grant. In addition, all potential partner school districts attended a TEA webinar where additional details were outlined. Districts also had the opportunity to participate in a Q&A session to have all of their questions answered. All partner school districts were selected and invited based on the lack of current resources and initiatives, in the areas of counseling and advising in their districts, as well as the desire to increase services to students, especially in the area of CCMR. After discussions with their respective supervisors, superintendents and counselors, ultimately the selected partner school districts identified to participate in the 2025-2026 Effective Advising Framework Planning Grant program include:

- Aldine ISD
- Galena Park ISD

B. Both partner school districts selected meet the CTE defined criteria listed in the Eligible Applications section of these Program Guidelines. Each of the selected partner school districts have CTE programs with high numbers of CTE concentrators or completers (200 or more), as well as high percentages of CTE concentrators or completers (25% or More).

Aldine ISD is an urban school district—historically transitioned from rural/suburban to fully urban in North Houston/Harris County. As of the 2023–24 school year, the district enrolled 19,465 students in grades 9-12, with 40.6% as CTE concentrators/completers (n=7,894).

Galena Park ISD is an urban school district that serves areas within the Houston metropolitan region (e.g., Galena Park, parts of Houston and Channelview). As of the 2023–24 school year, the district enrolled 7,454 students in grades 9-12, with 52.1% as CTE concentrators/completers (n=3,881).

C. Project Lead Selection:

Aldine ISD has identified Josefina Treviño-García, Director of Guidance and Counseling as the lead on this project. Josefina Treviño-García serves as the Director of Guidance, Counseling, and Student Support Services for Aldine Independent School District. Under her leadership, the district's comprehensive guidance and counseling program is recognized as a critical component of the educational experience for all students. Rooted in a developmental framework, the program supports academic achievement, career awareness, and personal/social growth across all grade levels. A committed advocate for data-informed counseling practices, Treviño-García proudly celebrated Aldine ISD's first-ever CREST (Counselors Reinforcing Excellence for Students in Texas) award, earned by the school counseling team at Goodman Elementary School. This recognition, presented at the Texas School Counseling Conference, highlights the district's dedication to excellence and student-centered support services.

Galena Park ISD has identified Dr. Seretha Augustine, Senior Director for Student Support Services, as the lead on this project. A versatile and dedicated professional, she brings 30 years of experience in education, having served as a mathematics teacher, school counselor, administrator, Associate Principal of Curriculum and Instruction, and now as Senior Director. Dr. Augustine provides leadership and support to all district counselors and high school registrars, working to ensure student needs are met through comprehensive services. Over her 20+ year career, she has worked closely with youth and their families through school-based academic and social programs, always striving to better serve students. Her goal is to help students reach their full academic, social, and emotional potential, guided by a student-centered, solution-focused philosophy. Under her leadership, the district has made remarkable strides in advancing comprehensive school counseling programs that support students' academic, career, and personal/social development. Dr. Augustine believes in a collaborative, strengths-based approach, empowering counselors to be strong advocates for their students. She is passionate about identifying student needs and developing programs to ensure success. She truly believes that "Counseling is HEART work!" ~ Author unknown

Both project leads are excited and see the great value and need for this framework to be implemented, are eager to be a part of this planning grant and to achieve designation with distinction by completing all grant deliverables within the grant time-frame.

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?

Goals, Objectives, and Strategies:
Region 4 ESC will use EAF Planning Grant funds to support participating LEAs in developing comprehensive advising plans aligned with the Texas Effective Advising Framework. The primary goal is to design sustainable, student-centered advising systems that promote college, career, and military readiness (CCMR) through data-driven advising practices for all students.

Major Goals/Objectives:
Guide LEAs in developing district-level advising plans using the EAF Planning Rubric.
Strengthen cross-departmental collaboration among counseling, CCMR, CTE, and other key stakeholders.
Build advisor capacity through targeted training in effective advising strategies.
Use data to identify gaps, set measurable goals, and inform advising practices.

Activities/Strategies:
EAF Coaches will lead planning sessions, facilitate stakeholder engagement, and provide individualized support.
LEAs will conduct self-assessments using the EAF Planning Rubric and develop action plans based on identified needs.
Professional development will be offered on advising best practices and data use.
Ongoing progress monitoring through site visits, check-ins, and technical assistance will ensure alignment with grant deliverables.
Coaches will assist LEAs in submitting all required documents, including the final advising plan, rubric, and road-map.

This strategic approach will equip districts with the tools and support needed to establish strong advising foundations that support student success and meet state goals.

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 and Evaluation Measures:
To ensure alignment with the goals of the EAF Planning Grant, Region 4 ESC will implement a structured evaluation process focused on student-centered advising outcomes. Performance will be measured through both required deliverables and continuous progress monitoring.
Key Performance Measures:
Completion of the EAF Diagnostic Tool by each partner district within four months of the grant start date.
Submission of K–12 Grade Level Expectations within six months.
Completion of the Gap Analysis Tool, including identified EAF priorities, student outcome goals, and an implementation strategy, within ten months.

Evaluation Tools and Processes:
EAF Coaches will use standardized TEA-provided tools (Diagnostic, Grade-Level Expectations, and Gap Analysis) to guide planning and assess readiness.
Data collected will be used to identify gaps, track progress, and refine district strategies to improve CCMR outcomes.
Regular coaching sessions, site visits, and progress check-ins will ensure timely completion of deliverables and fidelity to project goals.
Districts will receive ongoing technical assistance, and intervention plans will be implemented as needed to support districts not meeting benchmarks.

All evaluation efforts will focus on building advising systems that are data-driven and sustainable, with the ultimate goal of improving student postsecondary readiness and success.

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.

Stipends for Aldine ISD total $10,000. The EAF Steering Committee will be comprised of the following staff members:
1. D'Shanna Moss, Program Director of Counseling, EAF allocation per Month=5-7hrs, Stipend Amount=$2,500
2. Autumn Boyd, Executive Director, EAF allocation per Month=3-5hrs, Stipend Amount=$1,500
3. Kalwenda Lott, Program Director, EAF allocation per Month=3-5hrs, Stipend Amount=$1,500
4. Efrain Uribe, , Program Director, EAF allocation per Month=3-5hrs, Stipend Amount=$1,500
5. Michael Minter, Program Director, EAF allocation per Month=3-5hrs, Stipend Amount=$1,500
6. Kesha Bolton, Assistant Principal, EAF allocation per Month=3-5hrs, Stipend Amount=$1,500

Stipends for Galena Park ISD total $10,000. The EAF Steering Committee will be comprised of the following staff members:
1. Dr. Seretha Augustine, Senior Director for Student Support Services, EAF allocation per Month=5-7hrs, Stipend Amount=$2,500
2. Roxanne McCabe, Elementary Counselor, EAF allocation per Month=3-5hrs, Stipend Amount=$1,500
3. Jesse Cantu, CTE Coordinator, EAF allocation per Month=3-5hrs, Stipend Amount=$1,500
4. Chad Perry, Senior Director Special Education, EAF allocation per Month=3-5hrs, Stipend Amount=$1,500
5. Andrea Jones, High School Counselor, EAF allocation per Month=3-5hrs, Stipend Amount=$1,500
6. Danna Moten, Stronger Connection Grant Counselor, EAF allocation per Month=3-5hrs, Stipend Amount=$1,500

EAF Coaches will lead planning sessions, facilitate stakeholder engagement, and provide individualized support. Total time and effort allocated for EAF coaches to provide these activities is estimated at approximately 24 hours per month.
Other budget allocations include $1500 for additional materials and supplies that do not require specific approval; $7,978 for professional and contracted services for customized supports related to data coding and validation for CTE and professional learning in career and technical education and effective advising for steering members.

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 101950 Vendor ID 174589572 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