



**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):

**Applicant Information**

Organization  CDN  Campus  ESC  UEI   
Address  City  ZIP  Vendor ID   
Primary Contact  Email  Phone   
Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

- ☒ IDC application, guidelines, and instructions ☒ Debarment and Suspension Certification  
☒ General and application-specific Provisions and Assurances ☒ Lobbying Certification

Authorized Official Name  Title   
Email  Phone   
Signature  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) All work at Region 8 Education Service Center is done with a focus on our mission: building relationships to achieve successful learning communities. The ESC serves 46 small, rural school districts in Northeast Texas. We believe that strong service from ESC staff builds strong schools and ultimately strong communities. The grant program to be developed through the EAF Planning Grant has a foundation of relationships that will work to build strong systems and processes in our schools. In small districts like ours, most schools do not employ a certified school counselor; not for lack of trying but for lack of availability. This means the role of student advisor is often held by a Dean of Students, Assistant Principal, or teacher. The EAF Planning Grant will support the development of student planning and advising systems that are structured to yield successful student results. The work will support the Individual Planning and Guidance Curriculum elements of the CSCP. Through the grant, the ESC will train one EAF Coach, partnered with the two districts. This coach will guide districts through the assessment of advising practices, the creation of K–12 grade-level expectations, and the development of a Gap Analysis to identify priorities and strategies. Districts will form steering committees to lead this work, ensuring representation across campuses and stakeholders. The ESC currently streamlines advising services through the work of the Advising Supports Work Team. This team organizes professional development opportunities and provides resources to support effective advising practices across districts. As part of the 2025-2026 work team training, the ESC will host EAF overview training. All efforts of the work team at the ESC and EAF planning process will align with the EAF levers, essential actions, and key practices, promoting consistency in student advising and program of study development.

(b) The EAF program strengthens individual student planning by embedding planning into the school counseling program. It emphasizes a holistic approach to student development, ensuring that academic growth, career exploration, personal and social development, and financial literacy are addressed across all K–12 grade levels. Because so many of our schools lack a certified school counselor, the structured approach to student advising and planning included in the EAF will provide a strong foundation for student decision making and preparation for postsecondary endeavors. District steering committees will play a central role, bringing together multiple perspectives and data sources to establish clear, grade-specific advising expectations. To build sustainable capacity, the program designates trained EAF Project Leads who will guide the planning within each district. The leads for the partnering districts serve in the student counseling and advising roles in the district. By promoting a deliberate, data-driven approach, the program ensures that every student has a personalized pathway to achieve postsecondary and career success. In small, rural schools such as these, the effectiveness of any planning system relies on shared responsibility for implementation. Teachers, advisors, and administrators all play a key part in supporting student decision making and goal attainment.

(c) The program fosters innovation in CTE by aligning individual student planning systems with career pathways leading to high-skill, high-wage occupations. Districts will use strategic planning tools to integrate nontraditional fields, emerging industries, and labor market data into advising practices, ensuring students are guided toward in-demand careers. By conducting a Gap Analysis, districts will identify and address disparities in CTE access and performance, promoting equity and opportunity. The program also fosters partnerships with industry, higher education, and workforce agencies, strengthening the connections between education and career readiness. One of the districts is participating in an innovative, shared-program model for the upcoming school year. This allows them to leverage partnerships for programming and WBL opportunities otherwise unavailable to the district. The project lead at the other district has been an active participant in programming provided by the local Workforce Solutions office such as summer externships and industry tours. She has worked for multiple years to identify high-skill, high-wage careers in close proximity to the school district. Both districts will benefit from coordinated WBL activities available as part of their participation in EAF activities.



## Qualifications and Experience of Key Personnel

1. **Project Leadership: a) EAF Coach** - Who will serve as the EAF Coach(es)? What are this person's qualifications and what is your reason for selecting them as the EAF Coach? What percentage of time will the EAF Coach(es) be allocated to this project? Include any other roles the EAF Coach holds and the percentage of time they are allocated to other projects, not to exceed 100%. If selecting more than one EAF Coach, indicate which district(s) each coach will be responsible for supporting for the duration of the grant cycle. **b) EAF Coach Strategy** - What is the training and communication strategy the EAF Coach(es) will use to ensure participating districts fulfill their commitments to the deliverables of this project? How will the EAF Coach(es) monitor progress toward completion of district deliverables? How will an EAF Coach intervene, if necessary, with districts who are not meeting expectations? **c) ESC Strategy** - How will the ESC ensure the EAF Coach(es) have the necessary time and resources to successfully complete all grant requirements? How will the ESC monitor the performance of the EAF Coach(es) and track progress toward grant deliverables? What protocol will be followed if the ESC recognizes the EAF Coach is at risk or if they are notified by TEA that an EAF Coach is at-risk? What steps will be taken if the ESC does not retain the selected EAF Coach(es) for the entirety of the grant? How will the ESC ensure the grant project is integrated with other internal efforts?

(1-a) The EAF Coach will be Josh Stegall, Post-Secondary Readiness Consultant at ESC8. With 25 years of experience in education, Josh has served as an Agricultural Science teacher, High School Assistant Principal, and CTE Director. This new position at ESC8 began June 2 and will be in place for the 2025-2026 school year. The role is divided equally: 50% will focus on supporting WBL experiences for a consortium of school districts, and 50% will focus on postsecondary readiness across all ESC8-served districts. Of this, 30% will be dedicated to supporting EAF Planning districts, while 20% will focus on general postsecondary readiness throughout the region.

(1-b) As part of the planning grant year, districts will receive weekly check-ins, either in person or virtually. As the EAF Coach, Josh will attend monthly EAF coach training sessions and meet regularly with the TNTP coach assigned to him. He will create a calendar of deliverables with milestone dates to be completed before submitting each deliverable. Progress will be monitored using spreadsheets and Google folders to share documents and work products throughout the year. If schools fail to meet the expectations of the grant, onsite visits will be conducted with Steering Committee leads and other district-level administrators to identify the causes of the lack of progress. Ultimately, districts that do not complete the required deliverables will forfeit the stipends outlined in the agreement between ESC8 and the school district.

(1-c) The EAF coach position reports to the Chief Instructional Officer and the Instructional Supports Program Team Manager. The program manager is responsible for supporting the consultants on the team and ensuring their work aligns with position, department, and ESC goals. The EAF coach will have flexibility in scheduling EAF work time, coordinating it with other responsibilities. If the EAF coach is at risk, the Program Manager and Chief Instructional Officer will address concerns from TNTP and/or TEA directly with the coach and create a growth plan as needed. Should the ESC be unable to retain the coach for the duration of the grant, other staff members are available to take on the coach's responsibilities. The ESC CTE consultant currently serves as the implementation coach for two districts in Implementation Year 2. The EAF coach and CTE consultant share office space, providing additional support for the EAF coach in working with planning year schools. The ESC also supports collective advising efforts through a cross-departmental Advising Supports Work Group, which uses the EAF as the foundation for their work. The EAF Planning Grant will be integrated into the work of this group.



**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) The two districts selected for this application were chosen based on a variety of factors. The first district, Rivercrest ISD was selected based on successful initiative participation in the past. Their district is a small, 2A school district with 223 students enrolled in grades 9 - 12 (based on data provided by TEA) and 158 identified as concentrators/completers. This means that they have high CTE program participation but still have room to expand. The district has strong leadership from superintendent, Tiffany Mabe. She has been with the district in various roles for approximately 15 years. The high school counselor, Tasha Blagg, has been integral in developing CTE programming in the district. She participates in regional level training and events and has also been connected to events such as the summer externship program sponsored by our Workforce Solutions Board office. The second district, Chapel Hill ISD, is also a strong district in the region. They are led by Superintendent Daniel Pritchett. They are a 3A district with 307 students in high school and 198 concentrators/completers. Over the last several years, Chapel Hill has started the conversation related to systems that support K-12 advising so this grant will give them a strong foundation for revising and implementing those plans. In addition, they are a participant in the ESC-led NTCA collaborative that Josh Stegall will be managing this year. This is an innovative approach to shared pathways and WBL experiences between school districts, an IHE partner, and the ESC.

(b) The EAF Project Lead was selected through a collective conversation at the ESC between the CTE Consultant, Deputy Executive Director, and Josh Stegall as the potential EAF coach. Just as the districts involved were selected because of their commitment to serving students in ways that expand the traditional walls of the school district, the Project Leads share similar characteristics. At Rivercrest ISD, Tasha Blagg has served as the high school counselor for ten years. She has a background in the law enforcement industry prior to moving into education. She is a certified school counselor as well as certified in ELAR at the secondary level and an elementary generalist. As a high school counselor, she has worked with students to develop their personal graduation plans and make post secondary decisions. She is an influential voice in district decision making and provides energetic leadership to students making postsecondary decisions. At Chapel Hill ISD, Kaci Bynum has served as the Dean of Students for three years. Although she is not a certified school counselor, her role is student academic advising. Kaci served as a high school math teacher prior to moving into the Dean of Students role. Kaci is excited about the work of EAF to provide a more focused K-12 approach to advising on the high school campus as well as the elementary and middle school campuses that feed to it. The superintendent of both districts have made the commitment to support the EAF Project Lead and steering committee members by providing necessary support and resources to complete the work with fidelity.

(c) The districts selected are eligible based on multiple indicators of the CTE defined criteria. (1) Rural -- Chapel Hill ISD is identified as 42: Rural-Distant and Rivercrest ISD is defined as 43: Rural - Remote. (2) Number and Percentage of CTE Concentrators and Completers. Chapel Hill has 198 concentrators/completers with a rate of 64.5%. Rivercrest ISD has 158 concentrators/completers with a percentage of 70.9%. (3) Both districts have performance gaps to address. Rivercrest ISD has performance gaps in the following student groups: CTE Learners with Disabilities, English Learners, Learners from Economically Disadvantaged families, Learners experiencing homelessness, Female learners in 5S1, and male learners in 5S1. When evaluated by ethnicity, most groups have a performance gap in at least one area. Chapel Hill ISD has performance gaps with the following student groups: CTE Learners with Disabilities, English Learners, Learners from Economically Disadvantaged Families, Non-traditional Learners, Female learners in IBC attainment, and Male learners in a variety of indicators. When evaluated by ethnicity, the district has multiple performance gap indicators to address.



**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 planning year grant program has three primary goals.

(1) By the end of the 2025-2026 school year, Region 8 ESC will have a new staff member trained on the tenets of the EAF that will have supported 2 school districts in the EAF planning work of developing grade level expectations, reviewing current advising practices, and developing a plan for advising aligned to the EAF. Activities and strategies that support this goal will include monthly TNTP trainings and check-ins for the new EAF coach, scheduled check-ins between the EAF coach and district steering committees, and an opportunity for the new EAF coach to debrief with current implementation year districts to see long-term impact of the EAF planning/implementation process.

(2) By the end of the 2025-2026 school year, the two participating districts will have met all deliverables with an "exemplary" designation. Activities and strategies that support this goal will be the meeting and deliverable milestones year-at-a-glance developed by the EAF coach as part of the support provided to the district. In addition, using the deliverable rubric as each document is created will allow the steering committee and EAF coach to work with the "exemplary" designation in mind.

(3) By the end of the 2025-2026 school year, the two participating districts will have developed a K-12 framework of expectations that support student advising through shared responsibility in the areas of career development, academic development, personal development, and financial literacy. Strategies and activities that will support this goal include steering committee meeting agendas focused on the alignment of advising activities with district goals, exploration of activities considered to be best practices across grade bands, and the commitment of district staff to ownership of a plan that spans multiple grades and campuses.

**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 used will include data collection tools to track time spent on grant deliverables. The ESC uses software to document time and effort of ESC employees. This will be how the work data is collected for the EAF Coach. District leads and steering committee members will use a spreadsheet to track time spent on the planning process for each deliverable.

As part of the benchmarking process, districts will use Google surveys to measure perceptions by students, parents, and staff on current advising practices. These measures will be collected both BOY and EOY. Project management will be tracked using Google Sheets in order for the EAF coach to have clear timelines for each deliverable presented to the district committee members.

One of the primary project objectives is to develop a systemic system of grade level expectations. To support this work, data will be collected about current implementation of each of the planned expectations. This will establish the baseline for growth moving into the implementation year. Again, Google Surveys to collect data and Google Sheets to analyze data will be used.

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.

The proposed budget for the grant is focused on staff support. A planning year EAF school will spend many hours completing deliverables and laying the groundwork for the implementation year to come. For this reason, the entire planning grant budget will be spent on supporting this work.

ESC Staff Support - As described, approximately 30% of the EAF coach's time will be dedicated to supporting EAF planning activities with the two districts. The budgeted expense within the grant is \$34,000 to support that portion of the coach's salary. The grant will also support travel to district locations for in-person coaching sessions for a total of \$1,000 in travel support.

District EAF Steering Committee Support -- Each project lead will receive a \$7,000 stipend. This dollar figure was arrived based on an expected 10 hours per month required to lead activities on the campus as well as assume responsibility for submitted deliverables on the designated time frame. Steering committee members will each receive a \$2,500 stipend. This amount was based on an expected 4 - 5 hours per month over the course of the school year providing input, attending meetings, and developing grant deliverables.

These stipend and salary line items support the goals of the program by providing support for the time each steering committee lead and team member spend completing project deliverables such as the diagnostic, grade-level expectations, and gap analysis. The travel line item provides funds for the EAF coach to meet on-site with district steering committees. All grants at the ESC are charged the rate allowable in the grant. For this application, that will be a 5% fee.



**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)	
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	



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