eGrants TEXAS EDUCATION AGENCY

SAS#: EAFIAA27

Organization: RIVERCREST ISD
Campus/Site: N/A
Vendor ID: 1751214786

County District: 194903
ESC Region: 08
School Year: 2026-2027

2026-2027 Effective Advising Framework Implementation Year 1 App

General Information
GS2000 - Certify and Submit

Due: 06/16/2026 11:59 PM
Application Status: Submitted

Amendment #: 00
Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	06/14/2026 04:02 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	06/14/2026 04:03 PM
PS3014 - Program Narrative	*	Complete	06/16/2026 10:31 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	06/16/2026 10:11 AM
BS6101 - Payroll Costs		Complete	06/16/2026 10:11 AM
BS6201 - Professional and Contracted Services		Complete	06/16/2026 10:11 AM
BS6401 - Other Operating Costs		Complete	06/16/2026 10:11 AM
BS6501 - Debt Services		Complete	06/16/2026 10:12 AM
BS6601 - Capital Outlay		Complete	06/16/2026 10:12 AM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	06/16/2026 10:09 AM

Certification and Incorporation Statement

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Select Contact: Select One or Add New Contact

First Name: TIFFANY	Initial: D	Last Name: MABE	Title: SUPERINTENDENT
Phone: 903-632-5205	Ext:	E-Mail: TMABE@RIVERCRESTISD.NET	

Submitter Information

First Name: Tiffany	Last Name: Mabe
Approval ID: tiffany.mabe	Submit Date and Time: 06/16/2026 10:37:40 AM

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General Information
GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant		
Organization Name: RIVERCREST ISD		
Mailing Address Line 1: 4100 US HWY 271 S		
Mailing Address Line 2:		
City: BOGATA	State: TX	Zip Code: 75417

B. Unique Entity Identifier (SAM)
UEI (SAM): LEG7YGEJMCM1

Part 2: Applicant Contacts

A. Primary Contact	Select Contact: Select One or Add New Contact	
First Name: TIFFANY	Initial: D	Last Name: MABE
Title: SUPERINTENDENT		
Telephone: 903-632-5205	Ext.: 4001	E-Mail: TMABE@RIVERCRESTISD.NET

B. Secondary Contact	Select Contact: Select One or Add New Contact	
First Name: TONYA	Initial:	Last Name: ROBERTS
Title: Curriculum & Special Programs Director		
Telephone: 903-632-5205	Ext.: 4004	E-Mail: TROBERTS@RIVERCRESTISD.NET

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General Information
GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.

- **Please do check the "Change Completed" box.**
- **Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.**

Negotiation Items	
1. Date:	Schedule: Select One ▼
TEA Negotiation Note:	
Grantee Comments:	☐ LEA Completed Change

Add Row | Delete Row

eGrants
TEXAS EDUCATION AGENCY

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Program Description
PS3013 - Program Plan

Statutory Assurances and Focus Area Selection

A. Statutory Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

- [x] 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 IDC 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.
- [x] 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
- [x] The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2026-2027 Effective Advising Implementation Year 1 Grant Program Guidelines.
- [x] The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2026-2027 Effective Advising Implementation Year 1 Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- [x] The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- [x] The applicant provides assurance to provide data to TEA on student completion of courses through the Fall PEIMS Collection Process.
- [x] 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.

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Program Description
PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

1. Provide an overview of the program to be implemented with grant funds, including: • The district's mission, vision, and long-term goals for effective advising. • How the program will address the specific needs identified through the EAF Diagnostic Tool. • How the program will foster innovation in CTE programming and/or promote career pathways aligned to high-skill, high-wage careers or industries.

Resources provided will ensure every student graduates with the confidence to execute a postsecondary plan and be productive citizens and provides a structured pathway for daily growth through advising. Three long-term goals will inform ongoing program planning, integrate grade level expectations, and guide effective advising strategies. (1) By the end of 2028-2029, Rivercrest will consistently achieve and maintain a CCMR rating of 95% or higher, without utilizing college prep courses. (2) By the end of 2028-2029, Rivercrest will increase the percentage of graduating seniors who successfully complete at least 9 dual credits from 44% to 50%. (3) By the end of 2028-2029 school year, Rivercrest will increase the percentage of students meeting TSI criteria from 22.5% to 50%. Our program will utilize grade-level milestones to systematically close gaps identified by EAF Diagnostic Tool across four foundational areas: Academic Advising & Vertical Alignment, Career Awareness & Exploration Gaps, Postsecondary Assessment Readiness, & Financial Literacy Access. The proposed EAF Framework program transitions CTE from isolated electives into an innovative, integrated system engineered to feed high-skill, high-wage regional industries that serve our community partners and learners through Simulated & Active Learning, Student Leadership Integration, Embedded Employability, Accelerated Postsecondary Credit Accumulation, & Practicums and Credentials.

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Program Description
PS3014 - Program Narrative

B. Qualifications and Experience for Key Personnel

Identify the following:

1. EAF Coach – Who is the EAF Coach? What is the ESC fee for the contracted support?

Kerri Bowles, a CTE Consultant at Region 8 Education Service Center (ESC), will serve as the program's Effective Advising Framework (EAF) Coach and will be allocated to support the district's implementation of the framework. She holds a Bachelor of Science degree in Agriculture Science and a Master of Education in Educational Leadership. Her background includes 12 years of hands-on experience at Chapel Hill serving as an Agriculture Science instructor, a science teacher, and the CTE Department Coordinator. Since 2010, she has worked extensively with CTE programming across 46 school districts within Region 8 ESC. Beyond supporting CTE programs, she also leads the Advising Supports team at the ESC, where she delivers customized professional development and technical assistance specializing in graduation requirements, academic planning, and College, Career, and Military Readiness. These customized technical assistance services will be secured through an ESC contract fee of $6,500, as outlined in the ESC Agreement catalog.

2. EAF Project Lead – Who is the EAF Project Lead and how do they meet the qualifications outlined in the Program Elements for this position?

Tasha Blagg serves as the EAF Project Lead for Rivercrest High School, where she enters her second year leading the EAF Steering Committee. As a Certified School Counselor and the campus CTE Coordinator, her institutional knowledge is backed by an 11-year tenure with Rivercrest ISD, which includes nine years as the high school counselor and two preceding years as the 10th and 12th-grade English teacher.
Prior to her time at Rivercrest, she spent a decade accelerating student outcomes across two other school districts, mastering a wide variety of K–12 teaching positions. Throughout her 21-year career, she has consistently been elevated into key leadership roles, serving as Lead Teacher, PBS Campus Coordinator, and IGC Coordinator. While serving as school counselor, Tasha has developed robust partnerships with teachers, local industry leaders and postsecondary partners. This diverse background and established network provide her with a uniquely comprehensive, high-level perspective that will help streamline and gusset the district's individual planning, framework implementation, and postsecondary goals.

3. District Commitment – How will the district ensure the EAF Project Lead has the appropriate time and capacity to lead this project? How will the district ensure the steering committee provides the necessary support to the EAF Project Lead?

As School Counselor, the EAF Project Lead dedicates 80% of her time to direct student services, including individual planning, responsive services, guidance curriculum, and guidance support. The campus and district actively recognize allocating 20% of her time to EAF implementation. Furthermore, the district generously grants the Project Lead the necessary time to work in close collaboration with the steering committee and the EAF Coach to identify systemic gaps and develop strategic goals that drive lifelong student outcomes. The district will continue to allow the EAF Steering Committee to focus intensely on identified priorities, supporting their work by enabling them to meet often. Each team member will be assigned a specific priority for the school year, working directly with the Project Lead. While counselors often lead individual student planning, it remains a shared responsibility among all staff members. Campus schedules explicitly reflect and prioritize classes dedicated to individual planning needs; at the high school level, this is reinforced by a structured FLEX time built into the schedule, which will be strategically utilized for group planning that aligns with the long-term goals identified by the steering committee. To ensure campus-wide alignment from day one, dedicated time during beginning-of-the-year staff development is allocated to the EAF Lead and the steering committee to roll out identified gaps and targeted goals for each grade level.

4. Steering Committee - What structures will the EAF Project Lead use to lead the steering committee meetings? How often will the steering committee meet? How will the EAF Project Lead ensure EAF priorities are implemented, and grant deliverables are completed on time?

To respect the busy schedules of school administrators, counselors, and teachers, the Project Lead will use existing resources focused on maximizing existing systems rather than creating new administrative burdens. Meetings will be structured around the project's specific training, staffing, and scheduling structures. BOY and MOY staff development days will be used for necessary meetings between staff to discuss initial needs and progress monitoring. All other communications will strive for email sharing and sharing of Google documents or a Google HUB. Committee meetings will align with the school calendar and the specific check-in schedules required by the EAF Coach for deliverables while considering professional development timelines. Time will be allocated for an intensive initial meeting to ensure EAF priorities and goals are shared successfully and that vendor-led training is locked in for the start of the school year. The Project Lead will not create a separate tracking system. Instead, progress monitoring will be directly embedded into existing district meetings, coaching sessions, and staff evaluation processes. If a teacher or counselor is falling behind on an EAF priority, it will be flagged and coached through standard campus evaluation structures. The Project Lead will actively audit the rotating non-core scheduling structure to guarantee 6th, 7th, and 8th graders are receiving their career study advising sessions without disrupting core academic time.

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Program Description
PS3014 - Program Narrative

C. Goals, Objectives and Strategies

Indicate the four EAF Priorities the district will implement in the 2026-2027 school year that were developed using the EAF Gap Analysis Tool. For each EAF Priority, include the following: a description of the EAF Priority to be implemented, the aligned SMART student outcome goal, the targeted grade level(s), and the targeted advising development area or focus area. What activities/strategies will be implemented to meet the goal for this priority?

1. Provide the information above for the district's first EAF Priority.

Priority 1: Equip students with a systematic roadmap for discovering and navigating their future careers while in middle school.
Smart Goal: By the end of 2026-2027, we will increase the percentage of 8th grade students who participate in a career exploration curriculum from 0% to 100%.
Targeted Grade Level: 6-8
Targeted Developmental Area: Career Exploration
Key Staff Lead: Rhonda Christophersen, Steering Committee Member; Tasha Blagg and Emily Hasselle will lead this priority to coordinate with Camey Limbock, JH Counselor, 7th grade ELAR teacher, and Gabe Purviance, JH CTE Teacher.
Strategy for Implementation: The JH Counselor and CTE teacher will coordinate with Workforce Solutions of Northeast Texas to secure Pathful access for all 8th grade students enrolled in a CTE course. The guided career interest sessions will be scheduled on a weekly basis by the JH Counselor in coordination with the CTE teacher. Students not enrolled in a CTE course will be guided in pull-out sessions individualized to their schedule needs. Students will continue use of the program as they navigate throughout high school. 7th-grade counselor sessions will serve as the foundation for 8th-grade CTE exploration, which then provides the primary data for ELAR research papers. This "one-project, two-class" model increases student accountability and reduces redundant workloads.

2. Provide the information above for the district's second EAF Priority.

Priority 2: Expand the current support of CTE pathways & offerings to high school students, bridging the gap between classroom theory and real-world clinical practicums while connecting practice to IBCs.
Smart Goal: By the end of 2026-2027, we will increase the percentage of high school students who completed an IBC from 43% to 53%.
Targeted Grade Level: 11-12
Targeted Developmental Area: CTE Coursework and Programs
Key Staff Lead: Tasha Blagg, HS School Counselor and Chris McClure, HS Principal, will lead the priority to coordinate with HS CTE teachers and industry partners.
Strategy for Implementation: Staff Lead will ensure teachers and students are aware of Program of Study requirements and the Industry-Based Certifications (IBCs) needed for completion. Teachers will guide students through pathway coursework and partner with community members to increase career awareness and the value of IBCs. Healthcare pathways will be adjusted to add a Certified Nurse Aide certification by moving the EKG Technician certification to the 11th-grade Health Science Theory course. Additionally, CTE teachers will gain access to iCEV resources to support certification preparation in Graphic Design and Environmental & Natural Resources pathways, creating new opportunities for students to earn Adobe Illustrator and Ducks Unlimited Conservation & Management certifications.

3. Provide the information above for the district's third EAF Priority.

Priority 3: Bring the classroom to life by giving students the keys to the local industry through classroom presentations and hands-on professional experiences in and out of the classroom.
Smart Goal: By the end of 2026-2027, we will increase the percentage of 9th through 12th grade students who make personal contact with an industry professional from 10% to 80%.
Targeted Grade Level: 9-12
Targeted Developmental Area: Work-Based Learning
Key Staff Lead: Chris McClure, Lacie Cameron, and Tasha Blagg will lead CTE teachers, campus support staff and industry partners.
Strategy for Implementation: Staff Lead will ensure that all CTE teachers are aware of their aligned programs of study.CTE teachers will create WBL opportunities for Concentrators and Completers by partnering with aligned industries to host externships. The externships will allow for 15-20 hours of real-world experience of WBL opportunities designed to strengthen soft skills, connect classroom learning, and build mentor relationships. All CTE classrooms will expand industry learning into the classroom by hosting a minimum of one classroom presentation aligned to their program of study. The school counselor will plan and implement an annual CCMR Expo, including Careers on Wheels and workshops, that will host postsecondary institutions to include technical schools, junior colleges, and universities alongside professional industry partners that connect preparation to completion pathways.

4. Provide the information above for the district's fourth EAF Priority.

Priority 4: Execute a systematic TSI preparation framework that identifies student gaps and provides data-driven instruction to maximize post-secondary readiness.
Smart Goal: By the end of 2026-2027, we will increase the percentage of 8th grade students who participate in a postsecondary readiness assessment like PreACT from 0% to 90% .
Targeted Grade Level: 8-12
Targeted Developmental Area: Postsecondary Readiness Assessment Supports
Key Staff Lead: Tasha Blagg, Rhonda Christophersen, Cami Limbock and Emily Hasselle will lead PreACT. HS math and ELAR teachers will be informed of student progress toward TSIA readiness by Ms. Blagg and/or Mr. McClure.
Strategy for Implementation: PreACT will be incorporated into 8th grade assessments. Families will be informed with student profiles delivered and discussed after assessment. Individual scores will be maintained and utilized for instruction and advising that increases postsecondary readiness. Additional testing is prioritized as students move through high school and monitored by the SC for advising. All 12th grade students unsuccessful in any TSI readiness area will be tested each semester. Lead staff will work to ensure all math and ELAR teachers are informed of students' needs and integrate TSI/ACT Boot Camps into the calendar. Ms. Blagg will meet with students to discuss TSIA completion during individual advising sessions and PGP inventories. Key teachers will attend appropriate professional development.

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Program Description
PS3014 - Program Narrative

D. Performance and Evaluation Measures

1. For each of the four EAF Priorities indicated above, describe how you will monitor progress throughout the year to ensure successful implementation so that student outcome goals are met. Include in your response the types of data used to monitor progress, the tools that will be used to collect and analyze data, and the process for reflecting on the data.

Priority 1: The JH Counselor will use sign-in sheets for all 14 career cluster lessons, with pre/post assessments and surveys to measure student growth. Career exploration activities will support a graded 7th-grade ELAR research paper. Pathful usage reports will be reviewed quarterly, and all 8th-grade students will participate in advising sessions and complete a Personal Graduation Plan (PGP).
Priority 2: Ms. Blagg will track IBC attainment and CTE status through Ascender and maintain CCMR/CTE spreadsheets shared with district leadership. Campus emails will communicate student needs to CTE teachers. Sign-in sheets will document CTE and industry-related classroom presentations. Mr. McClure will monitor CTE curriculum implementation through iCEV usage, lesson plans, observations, and walkthroughs.
Priority 3: Externship packets, time logs, sign-in sheets, and student reflections will document work-based learning experiences for teachers and CTE concentrators. CCMR Expo records, including sign-in sheets, flyers, and contact lists, will be maintained to support industry partnerships. Students in grades 9–12 will complete BINGO reflection activities for credit and incentives. Industry partner surveys will be collected to identify workforce needs, trends, and recommendations.
Priority 4: Ms. Blagg will maintain CCMR tracking spreadsheets using assessment, ACT, and Accuplacer data. Sign-in sheets will document Boot Camp participation, and Mrs. Roberts will upload ACT and PreACT

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Program Description
PS3014 - Program Narrative

E. Budget Narrative

Describe how the proposed budget will meet the goals of the proposed program. For each category below, include the following: What is the budget amount for this category? What expenses are being proposed for this category? How does each expense align to one or more EAF priority? If applicable, include explanation of pay rates and hours expected for services rendered.

1. Payroll (Enter N/A or $0 if this category does not apply)

6100 – $38,300: Teacher Externships – $10,000: Ten teacher stipends to coordinate after-school Work-Based Learning opportunities for CTE Completers. Supports Priorities 2 and 3 through industry partnerships and real-world learning experiences.
TSIA/ACT Boot Camps – $10,000: TSIA Boot Camps will provide $1,000 stipends per semester for two math and two ELA teachers ($8,000). ACT Boot Camps will provide $1,000 stipends for one math and one ELA teacher ($2,000). Supports Priority 4 through targeted college-readiness instruction and intervention. Fund staff, prep materials, and data tools needed for targeted instruction. Enables the district to identify student skill gaps and provide focused, data driven support.
EAF Steering Committee – $10,800: Four stipends of $2,700 for planning, development, and implementation of goals through collaboration, data analysis, and progress monitoring. Supports Priorities 1–4.
EAF Team Lead – $7,500: Stipend for coordinating program implementation, data monitoring, reporting, and collaboration with the EAF Coach and Steering Committee. Supports Priorities 1–4. The stipend will compensate for significant extra responsibilities, specialized leadership, and time commitments beyond standard job duties.

2. Professional and Contract Services (Enter N/A or $0 if this category does not apply)

6200 - $7,700: $6500 for EAF Coach from ESC to provide technical assistance to the district through ongoing coaching, training, support, or other specified services. These funds support all priorities by funding the EAF Coach to provide ongoing coaching, training, and technical support. This ensures effective implementation, strengthens data-driven practices, and improves outcomes like IBC attainment, industry engagement, and college readiness. $1200 for ESC TSIA Consultants that will provide ongoing coaching, training, and support to our district ELAR and math teachers. These will be half day trainings that will be scheduled at the beginning and middle of the school year. These funds support Priority 4 by providing Region 8 ESC TSIA Consultants to train and support district teachers in implementing a structured, data driven TSIA preparation framework. Building teacher capacity to identify student gaps and effectively prepare students "in-house", increasing readiness for assessments and improving college readiness outcomes.

3. Supplies and Materials (Enter N/A or $0 if this category does not apply)

6300 - $35,312: $1000 for student scrubs. These funds support Priorities 2 and 3 for CNA students. $2000 for experiential certification experiences, student workshops, and test practice. These funds support Priorities 2 and 3 by enhancing and supporting new certification options in CNA, Adobe Express, and Wildlife Conservation. $9212 for hardhats, safety glasses, and listening devices to be used during industry tours and WBL events. These funds support Priorities 2 and 3 to ensure professional readiness and participation in manufacturing. $6,000 for CCMR Expo/Career fair set up and audio visual equipment to be used in career fair as well as parent meetings and professional presentation support. These funds support Priorities 1, 2, and 3 by providing tables, tablecloths, prizes, and various promotions for career fairs and student engagement events. $8,600 for postsecondary assessments that measures college readiness and identifies academic skills gaps. These funds would support Priority 4 by providing Pre-ACT testing and TSI assessments to measure readiness and identify academic skill gaps. $8500 for TSIA & Accuplacer Conference for four teachers and one counselor to attend. These funds would support Priority 4 by providing Pre-ACT testing and TSI assessments to measure readiness and identify academic skill gaps.

4. Other Operating Costs (Enter N/A or $0 if this category does not apply)

6400 - $10,488: $8,000 for iCEV curriculum that provides standardized, industry aligned CTE instruction, skills, and certifications. These funds support all priorities (1–4) by providing ICEV curriculum, which delivers standardized, industry aligned CTE instruction and skills. This strengthens career exploration, expands CTE pathways and IBC preparation in high school, enhances real-world industry connections, and supports data-driven instruction for postsecondary readiness. $2488 for PreACT tests that assess readiness for college and career success. These funds support Priority 4 by purchasing Pre-ACT testing curriculum to assess student readiness for college and career success. Supporting preparation framework by identifying student skill gaps and guiding data-driven instruction, thereby increasing participation in postsecondary readiness assessments.

5. Debt Service (Enter N/A or $0 if this category does not apply)

N/A

6. Capital Outlay (Enter N/A or $0 if this category does not apply)

N/A

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PS3014 - Program Narrative

7. Provide the sum of all requested costs including any administrative costs here. Please provide only the total costs and no additional narrative.

Grand Total Budgeted Costs = $91,800

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Program Budget
BS6001 - Program Budget Summary and Support

Statutory Authority: Strengthening Career and Technical Education for the 21st Century Act, PL 115-224.

Part 1: Available Funding

Available Funding	
Description	**26-27 EAF Implementation Yr1**
1. Fund/SSA Code	244
2. Planning Amount	
3. Final Amount	
4. Carryover	
5. Reallocation	
Total Funds Available	

Part 2: Budget Summary

A. Budgeted Costs		
Description	**Class/ Object Code**	**26-27 EAF Implementation Yr1**
1. Consolidated Administrative Funds		Yes No
2. Payroll Costs	6100	
3. Professional and Contracted Services	6200	
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		
9. Indirect Costs		$0
Total Budgeted Costs		$0
Total Funds Available Minus Total Costs		$0
10. Payments to Member Districts of SSA	6493	

B. Pre-Award Costs
Part 2B Pre-Award Costs is hidden because it does not apply to the funding source(s) for this grant application.

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Program Budget
BS6001 - Program Budget Summary and Support

C. Breakout of Direct Admin Costs

Enter amounts in Direct Admin Costs fields if applicable.

Description	Class/ Object Code	26-27 EAF Implementation Yr1		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100			
2. Professional and Contracted Services	6200			
3. Supplies and Material	6300			
4. Other Operating Costs	6400			
5. Debt Services	6500			
6. Capital Outlay	6600			
7. Operating Transfers Out	8911			
Total				

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Program Budget
BS6101 - Payroll Costs

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
	26-27 EAF Implementation Yr1
Total Payroll Costs	

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	26-27 EAF Implementation Yr1
1. Administrative support or clerical staff (integral to program)	

B. LEA Positions	
Position Type	26-27 EAF Implementation Yr1
1. Professional staff	☐
2. Paraprofessionals	☐
3. Administrative support or clerical staff (paid by LEA indirect cost)	☐

C. Campus Positions	
Position Type	26-27 EAF Implementation Yr1
1. Professional staff	☐
2. Paraprofessionals	☐
3. Administrative support or clerical staff (paid by LEA indirect cost)	☐

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	☐
2. Extra duty pay/beyond normal hours for positions not indicated above	☐
3. Substitutes for public and charter school teachers not indicated above	☐
4. Stipends for positions not indicated above	☐

Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements
1. ☐ The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.

eGrants TEXAS EDUCATION AGENCY

Organization: RIVERCREST ISD
Campus/Site: N/A
Vendor ID: 1751214786

County District: 194903
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School Year: 2026-2027

SAS#: EAFIAA27

2026-2027 Effective Advising Framework Implementation Year 1 App

Program Budget
BS6201 - Professional and Contracted Services

Part 1: Professional and Contracted Services

Budgeted Costs

Description	Class/Object Code	26-27 EAF Implementation Yr1
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	
Subtotal Professional and Contracted Services Costs		
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Administrative Costs is hidden because it does not apply to the funding source(s) for this grant application.

Part 3 : Itemized Professional and Consulting Services

Itemized Professional and Consulting Service (6219, 6239, 6291)

Description	26-27 EAF Implementation Yr1
1. Service:	
Specify Purpose:	
Add Item / Delete Item	
Total Professional and Consulting Services Costs	

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Program Budget
BS6401 - Other Operating Costs

Part 1: Other Operating Costs

Budgeted Costs

Description	Class/ Object Code	26-27 EAF Implementation Yr1
1. **Out-of-State Travel for Employees** LEA must keep documentation locally.	6411	
2. **Travel for Students to Conferences (does not include field trips)** LEA must keep documentation locally.	6412	
3. **Educational Field Trips** LEA must keep documentation locally.	6412 6494	
4. **Stipends for Non-employees other than those included in 6419** LEA must keep documentation locally.	6413	
5. **Travel Costs for Officials such as Executive Director, Superintendent, or Board Members** Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. **Non-Employee Costs for Conference** LEA must keep documentation locally.	6419	
7. **Hosting Conferences for Non-Employees** LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		
Total Other Operating Costs		

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Admin Costs is hidden because it does not apply to the funding source(s) for this grant application.

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Program Budget
BS6501 - Debt Services

Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs

Budgeted Costs

Description	Class/ Object Code	26-27 EAF Implementation Yr1
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Select One Contract Start Date: Contract End Date:

Add Item Delete Item

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Select One Contract Start Date: Contract End Date:

Add Item Delete Item

eGrants
TEXAS EDUCATION AGENCY

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2026-2027 Effective Advising Framework Implementation Year 1 App

Program Budget
BS6601 - Capital Outlay

Part 1: Capital Expenditures

Budgeted Costs	
Description	**26-27 EAF Implementation Yr1**
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements,or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	
Total Capital Outlay Costs	

Part 2: Furniture, Equipment, Vehicles or Software

Items

☐ 1. Generic Description: ____ Number of Units: ____

Fund Source: Select One Total Costs: ____

Describe how the item will be used to accomplish the objective of the program:

Add Item | Delete Item

eGrants TEXAS EDUCATION AGENCY

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Provisions Assurances
CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications

1.	☑ I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2.	☑ I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3.	☑ I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4.	☑ I certify I am not debarred or suspended. I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements.	Debarment and Suspension Certification

5. Choose the appropriate response for Lobbying Certification:

a. ☑ I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements. — Lobbying Certification

b. ☐ This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.

Instructions for completing and attaching the Disclosure of Lobbying Activities form.

- Print and sign the form.
- Scan the signed form and save it to your desktop.
- Click the **Attach Files** icon on the Table of Contents page to attach your signed form to this eGrants application.

SSA Funding Report

Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
			Total:	**R: $0**	**R: $0**	**R: $0**	**R: $0**	**R: $0**	**R: $0**	**R: $0**	**R: $0**