



**2025-2026 Effective Advising Framework Implementation 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 Implementation 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 **Rio Grande City Grulla ISD** CDN **214901** Campus **214901** ESC **1** UEI **PNRNGL9YQLD3**

Address **1 S Fort Ringgold St.** City **Rio Grande City** ZIP **78582** Vendor ID **1746003668**

Primary Contact **Guadalupe Garza** Email **ggarza22@rgccisd.org** Phone **956-716-6702**

Secondary Contact **Roxanne R. Garza** Email **rgarza001@rgccisd.org** Phone **956-370-4721**

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 **Guadalupe Garza** Title **Superintendent**

Email **ggarza22@rgccisd.org** Phone **956-716-6702**

Signature  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 District 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 District 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

1. How this program will support individual student planning in the context of comprehensive school counseling, and 2. How this program will foster innovation in CTE programming and/or promote career pathways aligned to high-skill, high-wage careers or industries.

The EAF program significantly enhances individual student planning by integrating structured, developmentally appropriate experiences aligned with the Texas Model for Comprehensive School Counseling Programs. Starting as early as 5th grade, students engage in systematic career exploration, personal goal-setting, and academic planning. The district aims to ensure equitable access to tools such as interest inventories, employer visits, and the Texas OnCourse platform, which are vital for helping students make informed decisions about their futures. Counselors and educators will collaborate to deliver personalized advising that supports each student in navigating their academic and postsecondary pathway. The implementation of financial literacy programs and decision-making skill development ensures that students are not only academically prepared but also socially and emotionally equipped to plan effectively. Targeted interventions, such as TSIA2 prep embedded into the curriculum, provide additional support in academic readiness planning. Through these coordinated efforts, the district is addressing current inconsistencies in advising and lack of early exposure by creating a cohesive, student-centered system. This ensures every student has a clear, supported path from middle school to graduation, aligned with personal goals and postsecondary readiness indicators.

The EAF program fosters innovation in CTE by directly aligning career exploration with high-demand, high-wage local industry needs. The inclusion of 7th graders in district-wide career fairs introduces students earlier to career pathways and CTE programs of study, increasing awareness and engagement. These career fairs will be redesigned to include hands-on experiences and employer-aligned exposure that reflect real-world applications and workforce relevance. The district leverages partnerships with institutions like Region One ESC, South Texas College, and UTRGV, along with plans to expand collaborations with local employers and financial institutions. These relationships are key in providing dual credit options, industry certifications, and authentic work-based learning experiences. Additionally, professional development for CTE educators focuses on emerging technologies, cross-disciplinary instruction, and differentiated learning to better serve diverse student needs. With 16 programs of study currently offered and expanded support from CTE counselors and teachers trained in career advising, the district ensures students are guided into pathways that are not only aligned with their interests but are also strategically targeted toward sectors with the highest employment growth potential in the region.

Qualifications and Experience of Key Personnel

- EAF Coach** - Who is the EAF Coach and what are their qualifications? What percentage of their time will be allocated specifically to the district to support implementation and what is the ESC fee for the contracted support?
- EAF Project Lead** - Who is the EAF Project Lead and what are their qualifications? What percentage of their time is allocated to this project? 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? Include the stipend amounts allocated for the Project Lead and each steering committee member. (Total stipend amounts for Project Lead and steering committee members are not to exceed 20% of the total grant budget.)
- District Commitment** - Outline the district's commitment to this project. Reference the District Commitments from Lever 1 and Lever 3 of the EAF in your response. Describe district leadership's involvement in the EAF grant from the 2024-2025 school year and the evidence of support shown for this initiative. In addition, how will the district communicate this initiative to necessary stakeholders in this grant project to ensure buy-in and foster an internal culture of advising?
- Steering Committee** - Who are the steering committee members and how do they meet the required criteria outlined in the Program Elements below? How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? Include the stipend amounts allocated for the EAF Project Lead and each steering committee member. (Total stipend amounts for the EAF Project Lead and steering committee members are not to exceed 20% of the total grant budget.)

- The EAF Coach assigned to support Rio Grande City Grulla CISD is Dr. Karla De Luna, who currently serves as the Region One Director for Upward Bound and Coordinator of the Office of College, Career, and Life Readiness within the Division of Leadership and Community Impact. Dr. De Luna brings a wealth of experience in student advising, postsecondary readiness, and program implementation, having worked extensively with diverse student populations and school systems. Her leadership and expertise make her highly qualified to support the district's implementation of the Effective Advising Framework (EAF). Dr. De Luna will allocate 20% of her professional time specifically to this district for EAF implementation. The Educational Service Center (ESC) fee for this contracted support from Region One ESC is \$20,000.
- The EAF Project Lead for this initiative is a seasoned educational professional with more than 32 years of experience in secondary education. Their background includes roles as a high school teacher, counselor, head counselor, and college advisor. Currently serving as the district's College, Career, and Military Readiness (CCMR) Director, the Project Lead oversees all CCMR programming, manages district-wide administration of ACT, SAT, and TSIA, supports dual enrollment, and supervises both GEAR UP facilitators and campus college advisors. They also serve as the district administrator for UT OnRamps and are responsible for college readiness reporting and class ranking. For the purpose of this project, 20% of the Project Lead's time will be formally dedicated to planning, implementing, and monitoring EAF activities. The district has committed to restructuring certain operational responsibilities within CCMR to ensure that the Project Lead has the time and capacity to fully lead the initiative. Additionally, the Project Lead has been authorized to convene and lead a district-wide EAF Steering Committee to ensure cross-departmental collaboration and accountability. A stipend of \$5,000 has been allocated to support the Project Lead's work on this project.
- Rio Grande City Grulla CISD has demonstrated a strong commitment to the EAF initiative by embedding it into the district's broader strategic goals. From the 2024–2025 school year, district leadership has played an active role in preparing for EAF implementation by establishing internal structures that support comprehensive advising practices. This includes prioritizing equitable advising access, improving consistency across grade levels, and creating opportunities for earlier and more personalized academic and career planning, as outlined in Lever 1. Additionally, in alignment with Lever 3, the district has invested in engaging students, families, and staff through enhanced communication systems and professional development aimed at fostering a shared culture of advising. To ensure continued support and buy-in, the district will utilize various outreach methods such as newsletters, district and campus-based social media, staff meetings, and parent informational sessions. These efforts are intended to promote transparency, collaboration, and a clear understanding of the EAF goals across all stakeholders.
- The EAF Steering Committee is composed of five highly qualified professionals who each bring specific expertise that aligns with the goals of the Effective Advising Framework. The committee includes a Special Education Counselor, who ensures the advising process is inclusive of students with special needs; a CTE Director, who aligns advising practices with labor market demands and supports program development; a CTE Counselor, who bridges student interests with appropriate career pathways and course planning; and High School Counselors who contribute vital campus-level insights and best practices for advising and student engagement. This team collectively meets the program's required elements by representing advising, CTE leadership, and support for special populations. The committee will meet monthly and as needed to develop advising tools, design training plans, support campus implementation, and review data to monitor progress. The Project Lead will oversee the committee's coordination. To support their contributions, each committee member will receive a stipend of \$3,800, for a total of \$24,000 in stipends across the committee and Project Lead, an amount that remains within the allowable 20% of the total grant budget.

Goals, Objectives, and Strategies

Indicate the four EAF Priorities the district will implement in the 2025-2026 school year that were developed with the support of the EAF Coach in spring 2025 using either the EAF Gap Analysis Tool or the SY25-26 EAF Priorities and Student Outcomes resource. 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), the targeted development area (academic, career, personal/social, or financial literacy and aid), the key staff who will lead and support implementation of this priority, and the strategy to support the priority. Include in the strategy the necessary staff training, communication to stakeholders, advising resources, and external partnerships.

1. Provide the information above for the district's first EAF Priority.
2. Provide the information above for the district's second EAF Priority.
3. Provide the information above for the district's third EAF Priority.
4. Provide the information above for the district's fourth EAF Priority.

1. EAF Priority One: Career Development through Career Fair Participation- The first EAF Priority focuses on increasing early career awareness and exploration through participation in career fairs. Specifically, the district aims to increase the percentage of 5th and 8th grade students who visit at least one employer aligned with their career interests from a baseline of 50% to a target of 85% by the end of the 2025–2026 school year. This priority targets the career development area and engages students in grades 5 and 8. The EAF Project Lead, campus counselors, and the CTE department will lead and support implementation. To strengthen this effort, the district will expand the scope of the career fair to include 7th grade students and restructure the format to feature CTE Programs of Study available at the high schools. Staff will receive training on using interest inventories and facilitating meaningful student reflection post-fair. Communication with stakeholders will occur through bilingual flyers, newsletters, and digital platforms, while community and industry partnerships—such as those with local banks and workforce boards will be leveraged to bring in relevant employers. Advising resources will include career exploration tools like Texas OnCourse, and students' career interests will be tracked to align future advising sessions and course selection.

2. EAF Priority Two: Academic Development through TSIA2 Preparation and Completion-The second EAF Priority addresses academic development by increasing the percentage of 10th grade students who successfully complete at least one or both components of the TSIA2 from 5% to 20% by the end of the 2025–2026 school year. This academic development priority targets 10th grade students and is led by the CCMR Director (EAF Project Lead) in collaboration with counselors, academic coaches, and core subject teachers. The district will integrate TSIA2 preparation into 9th and 10th grade coursework, particularly in math and English, and offer dedicated TSIA2 academies and Saturday testing opportunities. Counselors and teachers will receive professional development on test strategies, equity in access, and data-informed instruction. TSIA2 testing will be strongly encouraged or embedded into 10th grade schedules to promote early completion. Communication strategies include TSIA awareness campaigns and bilingual parent meetings. Region One ESC and higher education partners will support training and resources, and digital tools like Accuplacer prep platforms will be made accessible to students to enhance readiness.

3. EAF Priority Three: Personal and Social Development through Decision-Making Skills- The third EAF Priority centers on personal and social development by helping students develop and apply positive, informed decision-making skills. The district's goal is to increase the percentage of 9th–12th grade students demonstrating these skills from 25% to 70% by the end of the 2025–2026 school year. This priority targets grades 9–12 and the personal/social development domain. Campus counselors, SEL coaches, core teachers, and the EAF Steering Committee will support this initiative. Strategies include embedding decision-making instruction into social studies and CTE courses, conducting SEL-focused advisory sessions, and offering professional development on trauma-informed counseling and SEL integration. Parent engagement will be reinforced through workshops and bilingual resources to help families support decision-making at home. Internal culture-building will involve campus-wide initiatives like recognition for good decision-making and reflective student activities. The district will also partner with community organizations like SCAN and the Border Region to provide real-world decision-making scenarios and support services.

4. EAF Priority Four: Financial Literacy and Postsecondary Planning with Texas Reality Check and OnCourse- The fourth EAF Priority focuses on financial literacy and postsecondary planning by increasing the percentage of 11th and 12th grade students completing the Texas Reality Check and Texas OnCourse modules from 0% to 35% by the end of the 2025–2026 school year. This financial literacy and aid priority targets grades 11 and 12, with implementation led by teachers, counselors, college advisors, GEAR UP facilitators, EAF Steering Committee Members and the EAF Project Lead.

Goals, Objectives, and Strategies cont'd.

The district will embed these modules into English classes to ensure all students receive consistent exposure. Staff will receive training on integrating financial literacy content and advising tools into core instruction. Communication strategies include FAFSA nights, transition events, and bilingual family engagement efforts to ensure parents are informed partners in postsecondary planning. The district will expand financial literacy partnerships with local banks and continue collaboration to support presentations and financial aid guidance. Materials will be made accessible in both English and Spanish, and advising teams will track module completion and offer follow-up advising to reinforce financial concepts and postsecondary goals.

Performance and Evaluation Measures

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.

1. To monitor progress for the career development priority, the district Progress will track this priority by monitoring student attendance at career fairs and employer alignment with student interests, using sign-in sheets, interest inventories, and advisor Google Forms. Texas OnCourse data and advising logs will capture student reflections and follow-up. The CCMR Director and counselors will review participation quarterly to adjust employer outreach and advising strategies.
2. Progress for the academic development priority will be measured by monitoring TSIA2 registration, participation, and benchmark attainment among 10th grade students using the TSIA portal, College Board data, and internal dashboards. Advisors and teachers will log prep sessions and interventions. Data will be reviewed monthly by the CCMR Director and academic staff to identify support needs and refine prep efforts.
3. For the personal and social development priority, the district will assess students' understanding and making skills through SEL lessons, surveys, and reflection activities, recorded in advising logs. Data will be reviewed monthly by the EAF Steering Committee to evaluate progress and adjust instruction or advisory content as needed.
4. Progress for the financial literacy and postsecondary planning priority will be monitored through module completion tracking through platform reports and verified by counselors and advisors. Additional indicators like FAFSA completion and dual credit enrollment will be reviewed via SIS and internal dashboards. Data checks by the CCMR team will occur bi-monthly, with adjustments made based on student engagement and family participation.

Budget Justification

Describe how the proposed budget will meet the goals of the proposed program. For each category below, include the following: How does this budget category align to one or more of the four EAF Priorities the district has identified? Provide a justification for the specific funding allocations in the proposed budget which may include explanation of pay rates and hours expected for services rendered.

Payroll, Professional and contracted services, Supplies and materials, Other operating costs

The proposed budget is strategically aligned with the district's four Effective Advising Framework Priorities and is designed to strengthen the individual student planning system through targeted investments in personnel, professional learning, technology, and operational infrastructure. Personnel Costs: The budget includes stipends for the EAF Project Lead \$5,000 and five Steering Committee (SC) members \$3,800 each to support their leadership roles in planning, implementation, data monitoring, and cross-campus coordination efforts that are essential for advancing all four EAF priorities. Additionally, funds are allocated for Saturday TSIA2 testing staff to increase access for students who are unable to test during the school day. This directly supports Priority 2 by expanding availability of college readiness assessments. Professional and Contracted Services: A total of \$20,000 is allocated for contracted support from Region One ESC for an EAF Coach who will provide technical assistance, strategic planning guidance, and capacity-building support aligned to all four priorities. An additional \$6,000 is dedicated to professional development for counselors, advisors, and SC members, with a focus on data-driven advising, postsecondary planning, and equity-based strategies to ensure high-quality advising across the district. Supplies and Materials: The budget includes \$4,276 for advising-related materials, such as communication resources and student data tracking tools. These tools will be used during advising sessions across grade levels to enhance engagement and ensure personalized support aligned with each student's academic, career, and financial goals. Other Operating Costs: A total of \$12,000 is allocated for in-state travel to enable staff participation in professional development opportunities. These experiences will build advising capacity and ensure fidelity in the implementation of advising practices aligned with the EAF framework. Capital Outlay: To support equitable access to TSIA2 testing, \$36,710 is budgeted for the purchase of laptops for use across district campuses which advances Priority 2 by addressing technology access gaps that limit student participation in college readiness assessments. Indirect Costs: \$6,000.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year program allocation	
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment

<input type="text"/>	
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