



**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](mailto: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 **Weslaco Independent School D** CDN **108913** Campus  ESC **1** UEI **DVRJAJJE5H5**

Address **319 W. Fourth Street** City **Weslaco** ZIP **78539** Vendor ID **74-6002548**

Primary Contact **Dr. Richard Rivera** Email **rrivera@wisd.us** Phone **956-969-6503**

Secondary Contact **Dr. Cynthia F. Cid** Email **ccid@wisd.us** Phone **956-969-6747**

**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 **Dr. Richard Rivera** Title **Superintendent**

Email **rrivera@wisd.us** Phone **956-969-6503**

Signature  Date **6/10/25**

**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 grant supports individual student planning by enabling the implementation of targeted strategies aligned with the Texas Model for Comprehensive School Counseling Framework that emphasizes academic, career, and social-emotional development for all students. Each of the proposed EAF grant's four priorities directly enhances the personalized support students receive through school counseling services, ensuring their postsecondary readiness and overall well-being. Priority 1 enhances individual student planning by identifying 12th-grade students on the path to completing Career and Technical Education (CTE) programs and ensuring they receive timely guidance, course planning support, and interventions needed to meet "Completer" status. Priority 2 promotes college readiness by increasing the number of 9th–12th-grade students meeting Texas Success Initiative (TSI) standards. Counselors integrate TSI preparation into academic planning sessions, helping students understand requirements, identify areas for improvement, and access targeted interventions such as tutoring or dual credit coursework to meet benchmarks critical for postsecondary success. Priority 3 supports the implementation of tiered social-emotional learning (SEL) interventions that are responsive to students' needs identified through the Panorama survey and counselors utilize this data to develop group sessions, individual counseling plans, and schoolwide SEL tiered interventions. Priority 4 ensures that financial planning becomes an integral part of student advisement. Through these aligned strategies, the EAF grant strengthens the school counseling program's ability to deliver individualized, data-driven planning and interventions that empower students to successfully navigate their educational pathways.

The most important innovative aspect of the EAF program is the fostering of partnerships, which can be observed in various forms between school entities to gain a better understanding of the complex requirements of the CTE program. Our EAF priority next year focuses on internships for CTE students to connect with the local business and industry community. Our efforts will ensure the alignment of programs of study to high-wage, in-demand, and high-skill occupations that are trending in the local workforce (in our community the top three are in Health Science, Business and Industry, Law Enforcement). This guarantees jobs are available in the local market in the areas in which we provide instruction. Consequently, when CTE department leaders and EAF Committee members collaborate there is a sharing of up-to-date information and the promotion of opportunities from CTE. Specifically, the counseling department is a critical partner in conveying to students the various program avenues and benefits of obtaining Industry-based Certification prior to graduation.



## Qualifications and Experience of Key Personnel

1. **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?
2. **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.)
3. **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?
4. **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 is the Region One Director for Upward Bound and also serves as the Coordinator of the Office of College, Career, and Life Readiness within the Division of Leadership and Community Impact (Dr. Karla De Luna). The coach brings extensive experience in postsecondary readiness, student advising, and program implementation across diverse educational settings. The EAF Coach will allocate 20% of her time specifically to support the district in implementing the Effective Advising Framework. The ESC fee for the contracted support provided by Region One ESC is \$20,000. The EAF Project Lead is Dr. Cynthia Cid, Director of Student Support Services. Dr. Cid brings a wealth of experience to this role, having served as a teacher, academic counselor, GEAR UP Coordinator, high school assistant principal, and currently as Director of Student Support Services. In her current role, she oversees the district's guidance and counseling services, mental health provisions, and college, career, and military readiness (CCMR) initiatives. Dr. Cid allocates a dedicated portion of her time to lead the EAF project and has the capacity to do so effectively due to her strong organizational and time management skills. She ensures all deliverables are met in a timely manner and aligns implementation with the EAF priorities and the district's Grade Level Expectations (GLEs). Her knowledge of the EAF Grant, combined with fiduciary responsibility and leadership experience, makes her well-qualified to lead this initiative. To ensure ongoing support, the district leadership team has established a diverse and collaborative EAF Steering Committee that meets monthly, with additional meetings scheduled as needed. The committee actively supports the Project Lead by contributing insights, monitoring progress, and helping align district-wide efforts with the EAF framework. Stipends for each EAF steering committee member have been allocated and are detailed in the EAF Grant Program Agreement and in the attached sheet. Weslaco Independent School District is fully committed to the successful implementation of the essential actions outlined in Lever 1: Foundational Systems and Lever 3: Individual Planning. Leadership at both district and campus levels has taken intentional, strategic actions to build a sustainable, student-centered advising system that aligns with the Texas Model for Comprehensive School Counseling Programs. In support of Lever 1, the district has prioritized the development and implementation of data-driven goals within the Individual Planning System, ensuring that every student is on a clearly defined pathway toward college, career, or military readiness (CCMR). These goals are closely monitored and aligned with campus and district improvement plans, forming the foundation for equitable and effective advising practices across all grade levels.

The District Leadership Team has been actively involved in the EAF Grant during the 2024–2025 school year, contributing directly to the formation of the EAF Steering Committee. Leadership ensured the inclusion of key counselors and administrators who bring both experience and vision to the work. Furthermore, one of the EAF priorities have been strategically embedded into the district's Lone Star Governance framework and the Superintendent's Constraints, reflecting a long-term commitment to postsecondary readiness for all students. A member of the EAF Steering Committee also serves on the District Leadership Team and along with the EAF Project Lead, ensures consistent communication and collaboration by sharing updates and outcomes from monthly EAF meetings. Aligned with Lever 3, the district has integrated the EAF priorities into its goals, reinforcing a system-wide commitment to student success. The Individual Planning System, a key element of the Texas Model, has been embedded into the district's comprehensive school counseling program and is used to guide students in setting personalized academic and career goals. This approach ensures that each student receives tailored advising and the necessary support to successfully navigate their individual career and educational pathways. To ensure ongoing awareness and buy-in, the district is implementing a multi-faceted communication strategy. The EAF initiative is communicated through the customized district EAF website, push cards, email blasts, campus-based informational meetings, and social media platforms. Additionally, student-friendly rotation messages that focus on CCMR and EAF Priorities, are deployed across campus digital kiosks to keep students and families informed and engaged. The names and roles of the EAF Steering Committee members are provided on the Grant Program Agreement and the attachment. Each member has been carefully selected based on the criteria outlined in the Program Elements, ensuring a diverse and highly qualified team that represents key stakeholder groups across the district. The Steering Committee includes district leaders, elementary and secondary school counselors, Career and Technical Education (CTE), Special Education, and CCMR specialists. To ensure strong support for the EAF Project Lead, the Steering Committee will meet monthly to review implementation progress, troubleshoot challenges, and provide strategic guidance. They will serve as liaisons between their campuses or departments and the broader EAF initiative, ensuring consistent and timely dissemination of information and feedback. The allocated stipends are detailed in the Grant Program Agreement. These stipends fall within the allowable limit, totaling no more than 20% of the overall grant budget in compliance with grant requirements.



## 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:** Implement strategies to increase the number of 12th Grade Students in Weslaco ISD who successfully complete their Career and Technical Education (CTE) program requirements to be considered "Completers."  
**SMART STUDENT OUTCOME GOAL:** By the end of the 2025-2026 school year, we will increase the percentage of 12th Grade students who successfully complete the required coursework to earn CTE Completer status from 31.6% (baseline) to 37% target  
**TARGETED GRADE LEVEL(s):** 12th Grade **TARGETED DEVELOPMENT AREA:** Career Development  
**KEY STAFF:** The Director of CTE and Director for Student Support Services will take primary ownership of EAF Priority 1, thus ensuring strategic implementation and the monitoring of student progress. School Counselors will provide academic advising and guide students in selecting and completing CTE pathways. CTE Teachers will deliver instruction, track student progress, and support completion of required coursework and provide opportunities for industry-based certification.  
**STRATEGIES TO SUPPORT PRIORITY:** Emphasis will be on Lever 3 (Internal School Culture of Advising). Weslaco ISD will focus on establishing a culture of advising by utilizing the surveys and interest questionnaires administered to provide students with the necessary support to navigate their individual career and educational Programs of Study. Ensure counselors, CTE teachers, and administrators understand CTE completion requirements, Programs of Study and Industry-Based Certifications. Establish regular collaboration meetings between CTE teachers, counselors, and administrators to monitor student progress. Begin CTE Program of Study discussions as early as middle school to ensure students plan appropriately via career fairs and information-based events. Recognize CTE Industry-based certification at awards ceremonies. Host various CTE informational events to educate parents and future students on CTE Programs of Study, industry-based certifications, and post-secondary opportunities.  
**COMMUNICATION TO STAKEHOLDERS:** Host CTE Family Nights to educate parents on CTE pathways, industry certifications, and post-secondary opportunities. Regular CTE Team Meetings – Schedule frequent meetings with CTE teachers, counselors, and administrators to track student progress and discuss support strategies. CTE Advisory Sessions – Provide personalized advisement sessions to ensure students understand program requirements and pathways. Conduct workshops and presentations on the value of CTE and how families can support students. **ADVISING RESOURCES:** Course Catalogs, Graduation Pathway Guides, Student Academic & Career Planning Tools (e.g., Career Craft, ICEV platforms) are being utilized for advising students. CTE Program Brochures & Marketing Materials promote available CTE pathways, benefits, and post-secondary opportunities. **PARTNERSHIP:** WISD has a partnership with a Workforce Solutions to connect students with career readiness workshops, job fairs, or mentorship opportunities.

**2. EAF PRIORITY:** Implement strategies to increase 9th-12th grade students who will meet TSI College Readiness standards.  
**STUDENT OUTCOME GOAL:** By the end of 2025-2026, we will increase from 20% (baseline) to 40% (target) of 9th-12th students who pass the TSI test.  
**TARGETED GRADE LEVEL(s):** Grades 9 - 12  
**KEY STAFF:** The Secondary Academic Officer will serve as the lead Facilitator, overseeing implementation, tracking progress, and reporting outcomes to the district CCMR team.  
 (a) RLA and Math coordinators will help align the district's curriculum with TSI standards and develop materials, resources, and assessments to support student readiness. They will conduct campus walk throughs, raise visibility at the middle schools to get started to understand why TSI is important. Principals/Administrators and Instructional Coaches will provide on-the-ground support to teachers by working directly with them in classrooms, helping them to implement effective teaching strategies that foster TSI readiness. (b) Content Curriculum writers will develop a TSI Curriculum Framework, Scope and Sequence, and Resources that are build off of TEKS Content Objectives are aligned to TSI expectations and share information with the teachers who will implement effective teaching strategies to foster TSI readiness. **STRATEGIES:** Emphasis will be on Lever 4 (Effective External Partnerships). Teachers (particularly in Math, Reading, and Writing) and Instructional Coaches need training on aligning instruction with TSI standards, understanding the TSI test content, and TSI objectives students most struggle with.



## Goals, Objectives, and Strategies cont'd.

**PARTNERSHIPS:** The Region One Educational Service Center is a partner in the provision of TSI support for teachers. Online platforms such as iXL provide test preparation, curriculum supplements, or skill-building exercises specifically targeted at TSI standards. Start partnership with test prep organizations that provide resources for standardized testing preparation.

**COMMUNICATION:** Develop an effective communication plan together with the district communication team to create commercials, social media posts, campus newsletters to promote financial aid process and completion of TSI.

**3. EAF PRIORITY:** Implement tiered interventions for students in Grades 5-12 to support the development of a critical Social-Emotional Learning (SEL) skill, specifically Emotion Regulation, as identified through the Panorama survey administered each Fall and Spring semester.

**STUDENT OUTCOME GOAL:** By the end of 2025-2026, we will increase the percentage of students in Grades 5-12 who will respond favorably to the Spring Panorama Survey on Emotional Regulation from 76% (baseline Fall) to 85% (target Spring).

**TARGETED GRADE LEVEL(s):** Grades 5 - 12

**TARGETED DEVELOPMENT AREA:** Personal and Social Development Expectation

**KEY STAFF:** The Director for Student Support Services will facilitate this EAF priority. The Director for Student Support Services in conjunction with school counselors, social workers, and classroom teachers will enhance SEL Programs. Teachers and Support Staff will receive training from the Director for Student Support Services, Counselors, and the Campus SEL Teams in order to create safe & supportive school environments and promote mindfulness & stress reduction practices for staff and students.

**STRATEGIES:** Emphasis is on Lever 3 (Internal School Culture of Advising).

To increase the number of students who will respond favorably to the Panorama Survey on the emotion regulation skill, the district will consider a multi-faceted approach that addresses both the direct support for emotional regulation and the conditions that foster student well being. Some potential strategies the district might adopt, implement, or improve include: enhancing Social Emotional Learning (SEL) program, teacher & staff training on emotion regulation and bullying prevention, creating safe and supportive school environments, & mindfulness & stress reduction practices. **COMMUNICATION:** Develop a clear communication plan that articulates the emotional regulation priority and its objectives to all stakeholders. This plan should include key messages, timelines, and regular updates. Distribute this information via newsletters, emails, digital kiosks, school websites, and at parent meetings. **PARTNERSHIPS:** The school district work with local Mental health providers and organizations that provide counseling services for students. Work with mental health professionals to lead workshops for teachers and staff on supporting students with mental health concerns and emotional regulation. Collaborate with them to develop trauma-informed care practices for teachers and administrators. The ISD is in partnership with Weslaco PD and their assistance is needed for youth safety and wellness. **RESOURCES:** Social-Emotional Learning (SEL) Curriculum such as Panorama, Ripple Effects, and Character Strong can be integrated into daily practices: Teachers and counselors can integrate the existing SEL curriculum into daily classroom activities and use it to supplement emotional regulation strategies.

**4. EAF Priority:** Implement an action plan to increase the number of students applying for financial aid and reduce the number of students opting out.

**STUDENT OUTCOME GOAL:** By the end of 2025-2026, we will increase the percentage of 12th grade students who complete the FAFSA or TASFA from 50% (baseline) to 85% (target).

**TARGETED GRADE LEVEL:** 12th Grade

**TARGETED DEVELOPMENT AREA:** Financial Literacy and Aid Expectations

**KEY STAFF:** The Director for Student Support Services and CCMR Specialists will facilitate this priority and will be supported by Weslaco ISD Staff (e.g., CCMR Advisors, counselors, administrators).

**STRATEGIES:** Emphasis on Lever 1 (Strong Program Leadership and Planning)

In order to increase the number of seniors completing the FAFSA, our district will focus on awareness, accessibility, and support. Launching an awareness campaign through the district media department on social media platforms, featured stories, jumbotron, and messenger can remind students and parents about deadlines and notify them about the importance of completing the FAFSA. Training student ambassadors to promote FAFSA completion among their peers and engaging parent specialists to provide support through personalized outreach. Offering FAFSA completion labs during school hours, partnering with colleges and community organizations for additional support, and ensuring every senior creates an FSA ID. **COMMUNICATION:** Develop an effective communication plan together with the district communication team to create commercials, social media posts, campus newsletters to promote financial aid process and completion of FAFSA.

**PARTNERSHIPS:** University of Texas - Rio Grande Valley, South Texas College, and TAMUK - Trio are existing partners. Local financial institutions to serve as support to engage the community and provide information for students and families on the importance of being financially prepared for college are seen as potential partners.

**RESOURCES:** Human capital such as AdviseTX Mentor and UTRGV GForce mentors in partnership with University of Texas - Rio Grande Valley help with the EAF priority. Training provided by Region One ESC and local universities can enhance advisement. These resources will be used to leverage the additional support needed for this priority. The development of an ambassadors program will help in having student engagement and leadership to promote the importance of FAFSA/TASFA. The implementation of the district communication plan will help increase the awareness of families and the community. The establishment of the FAFSA labs will serve to increase the number of families that can be serviced.



## 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.

### PRIORITY 1: Increase the Number of 12th Grade CTE Program Completers

**DATA SOURCES AND TOOLS:** CTE student course progression reports and senior transcripts, Industry-based certification (IBC) testing records, and Work-based learning and practicum documentation

**MONITORING PROCESS:** Campus CCMR Specialists/Advisors, Counselors, and CTE Staff will conduct random audits to ensure students are on track to complete program sequences. **REFLECTION:** The committee will assess completion data and identify barriers to completion. Modifications will be made to student schedules, course offerings, and certification support based on findings.

### PRIORITY 2: Increase 9th–12th Grade Students Meeting TSI College Readiness Standards

**DATA SOURCE AND TOOL:** TSI Assessment scores and testing participation rates

**MONITORING PROCESS AND TOOLS:** TSI data will be monitored after each testing window to track student growth and readiness. Tiered Interventions with a focus on supporting students who are near readiness thresholds will be implemented. **REFLECTION:** Regular reviews will inform adjustments to student tiered interventions.

### PRIORITY 3: Implement Tiered SEL Interventions Focused on Emotion Regulation

**DATA SOURCES AND TOOLS:** Panorama survey results from Fall and Spring administration

**MONITORING PROCESS:** Counselors will review Panorama results to identify students requiring Tier 2 or Tier 3 SEL support. **REFLECTION:** Data will be reviewed in the fall and spring to evaluate the effectiveness of interventions and inform professional development needs.

### PRIORITY 1: Increase the Number of Students Applying for Financial Aid and Reduce Opt-Outs

**DATA SOURCES AND TOOLS:** District FAFSA/TASFA completion and opt-out reports (tracked monthly).

**MONITORING PROCESS:** Advising teams will conduct targeted follow-ups using call logs and personalized parent-student advising sessions. **REFLECTION:** The EAF committee and campus teams will meet regularly to adjust outreach strategies and deploy additional resources as needed based on FAFSA/TASFA completion rates.

## 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

1. Payroll (\$47,000): Alignment: Priority 1: Increase FAFSA Completion & Reduce Opt-Outs; Priority 3: Increase TSI College Readiness; Priority 4: Increase CTE Completers. Justification: CCMR mentors will provide targeted support for high school students through advising sessions. Curriculum writers will develop lessons/advising tools for focused on SEL and college readiness. Allocating funds for stipends ensures participation by recognizing the time, expertise, and commitment of EAF Steering Committee members supporting sustained and diverse engagement. This investment ensures customized, campus-specific implementation that supports both student and staff capacity.

2. Professional and Contracted Services (\$25,000) Alignment: Priority 2: SEL Tiered Interventions & Priority 3: TSI Readiness. Justification: Professional development will equip counselors & other stakeholders with tools to deliver effective SEL interventions and advising support.

3. Supplies and Materials (\$28,000) Alignment: Priority 1: FAFSA Completion; Priority 2: SEL – Emotion Regulation Justification: These investments provide direct instructional support for high-impact advising.

4. Other Operating Costs (\$20,000) Alignment: Priority 1: FAFSA Completion; Priority 2: SEL Interventions; Priority 4: CTE Program Completion. Justification: Transportation will help students attend after-school FAFSA labs, CTE events, and SEL sessions. Insurance is required to ensure coverage for students and program-related services. Additional funds support communication efforts that keep families informed and engaged in student development programs. These efforts are vital for increasing participation and awareness across all priority areas.

**Summary:** Each funding allocation is directly aligned to one or more of the district's four advising priorities. The budget strategically supports students through direct services, resource access, curriculum development, professional learning, and community engagement ensuring measurable progress in FAFSA completion, SEL development, TSI readiness, and CTE program success.



**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	16,082
2. Enrollment of all participating private schools	93
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	16,175
4. Total current-year program allocation	\$120,000
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	\$6,000
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	\$114,000
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	\$7.05
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<b>\$655.65</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
<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>



*Attachment to EAF 25-26 Grant App Part 1*

**EAF Steering Committee**

<b>Name</b>	<b>Title</b>	<b>Role</b>	<b>Stipend</b>
Dr. Cynthia Cid	Director for Student Support Services	Project Lead	\$7,500
Yvette Morales	Academic Officer (Secondary)	EAF Steering Committee Member	\$2,500
Eliza Gomez	CTE Director	EAF Steering Committee Member	\$2,500
Jennifer Cardenas	504/Dyslexia Manager	EAF Steering Committee Member	\$2,500
Cari Salinas	CCMR Specialist	EAF Steering Committee Member	\$2,500
Maria Flores	CCMR Specialist	EAF Steering Committee Member	\$2,500
Adriana Cantu	Counselor	EAF Steering Committee Member	\$2,500
David Robledo	Chief Financial Officer	EAF Steering Committee Member	\$1,500