



**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):

NA

Applicant Information

Organization **Rockport-Fulton ISD** CDN **004901** Campus ESC **2** UEI **N/A**

Address **619 N. Live Oak** City **Rockport** ZIP **78382** Vendor ID **1746002971**

Primary Contact **Candy Morris** Email **cmorris@rfisd.us** Phone **361-790-2212**

Secondary Contact **Amber Ladd** Email **aladd@rfisd.us** Phone **361-790-2212**

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

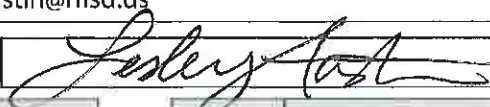
☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances

☒ Lobbying Certification

Authorized Official Name **Dr. Lesley Austin** Title **Superintendent**

Email **laustin@rfisd.us** Phone **361-790-2212**

Signature  Date **6-10-2025**

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.

Rockport-Fulton ISD's implementation of the Effective Advising Framework (EAF) strengthens individual student planning by intentionally aligning counseling, career exploration, and academic advising within a comprehensive K-12 counseling system built around Texas Model standards and the EAF Levers. Over the past year, our EAF steering committee established priorities and vertically aligned grade-level expectations that serve as progressive milestones for students to explore career interests, engage in guided planning conversations, and connect academic choices to long-term goals. We worked to align our CTE courses and educate our staff to use the updated common language around these initiatives. Individual planning is now embedded into one-on-one counseling sessions and aligned to classroom guidance, student-led conferences, and advisory lessons, and ensures that every student participates meaningfully in career and postsecondary planning. To expand capacity, the district added an additional College and Career Counselor to lower counselor-to-student ratios, increasing access to individualized advising. The district has integrated counseling activities across campuses, including CTE students in Health Science, Maritime, and Teaching & Training delivering lessons to younger students during career fairs and elementary rotations, creating authentic peer-to-peer career exploration experiences. With support from our education service center and the EAF grant, our team has engaged in professional development while accessing high-quality materials to strengthen Counseling, CTE, and CCMR services. Our CTE teachers integrate Edynamics and ICEV curriculum resources while our counselors and teachers are utilizing Xello lessons and activities along with visits to various places in industry through our partnership with Workforce Solutions. Beginning in 25-26, each campus will open a Career Center and enhance the current Wellness Centers; these centers will offer students access to career exploration resources, interactive activities for early learners, and support for positive mental health. These activities help students make early connections between academic preparation and future career pathways. Through Lever 1, these coordinated systems create consistent advising practices and monitoring structures across grade levels. Lever 3 remains central as students engage in individualized planning that considers personal goals and workforce demands. We have also expanded industry partnerships to provide more internships, practicums, and externships, ultimately working to increase CTE program of study completion and CCMR. The EAF has allowed RFISD to build stronger alignment between advising and workforce data, guiding students into pathways tied to high-skill, high-wage industries. As the program evolves, additional enhancements will further unify CTE and counseling systems, ensuring every student experiences advising that leads to clear, attainable postsecondary and workforce outcomes.

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.)

1. Rockport-Fulton ISD's EAF Coach is Melody Pro-Smith, Associate Director for Counseling and Mental Health at ESC Region 2. She brings 34 yrs experience, 14yrs of those as a secondary high school counselor and 9 years as a CTE director for the largest school district in Region 2. She has extensive expertise in comprehensive school counseling, CTE alignment, advising frameworks, and postsecondary planning. Melody delivers technical assistance, multiple full-day trainings, and ongoing consultation that directly supports RFISD's alignment with the EAF and Texas Model. She leads scheduled coaching visits, implementation monitoring, and provides guidance to district leadership and campus counseling teams. Her work supports GLEs, student planning protocols, advising systems, career exploration modules, and stakeholder communication aligned to all EAF Levers. Approximately \$12,744 is budgeted for ESC2 services to support coaching, training, and facilitation of EAF alignment. Melody devotes at least ten percent of her time to our EAF team and projects. 2. Candy Morris, Director of Federal Programs, CCMR, Counseling & Health Services, serves as EAF Project Lead with 26 years experience in education. She holds both administrator and counseling certifications, has served as principal, counselor, assessment coordinator, director, and now oversees all counseling, CCMR, and health services. Twenty-five percent of her time is committed to EAF planning and projects while at least fifty percent is devoted to district-wide CCMR and counseling leadership. The district ensures time through integration into the strategic plan, calendared planning days, Steering Committee meetings, embedded data analysis, and leadership collaboration. Steering Committee sessions review data, monitor goals, and refine plans. Stipends have been allocated within the 20 percent grant maximum. Project Lead \$3,500, College Career Counselor \$3,400, Dean of CTE \$3,400, District LPC Special Pops Rep \$1,500, and seven additional counselors at \$1,500 each to total \$22,300. These stipends cover extended duties such as evening FAFSA events, career fairs, family engagement, and summer planning and advising work aligned to EAF priorities. 3. The district demonstrates strong EAF commitment through its full Gap Analysis, K-12 GLE development, and communication plan fully integrated into the new five-year strategic plan, which was developed with the collaboration and leadership of the Superintendent, Moak Casey, and various stakeholders including community, industry partners, staff, parents, and students. Under Lever 1, vertically aligned advising structures are established, GLEs embedded into PLC collaboration, counseling integrated into MTSS, advising duties assigned to multiple staff, and all students engaged in structured planning. Under Lever 3, individualized advising has expanded, with early interventions beginning in elementary grades, career exploration and advising, parent/family career nights, endorsement and program of study advising, FAFSA sessions, and financial aid counseling in high school. Leadership involvement includes Board presentations, district-wide counseling meetings led by the Director of Federal Programs and CCMR, Steering Committee sessions, financial allocations for advising positions, and counselor-to-student ratio improvements. Advising teams present progress to Board, staff, and leadership, embedding GLEs into guidance, advisory periods, family nights, career fairs, and flex-time rotations. Stakeholder communication occurs through board reports, principal meetings, staff development, parent events, and data reviews with leadership. These systems create a consistent advising culture that supports EAF while providing reflection, accountability, and monitoring of student outcome data. 4. The Steering Committee and stipends include Candy Morris Project Lead \$3,500, Rhonda Mieth College Career Counselor \$3,400, Amber Ladd Dean of CTE \$3,400, Kelly Pape-Sims LPC Special Pops Rep \$1,500, Sandra Corpus HS Counselor \$1,500, Jackie McClendon HS Counselor \$1,500, Jamie Ledford MS Counselor \$1,500, TBA MS Counselor \$1,500, Sadie Landrum Elem Counselor \$1,500, Katie Ledbetter Elem Counselor \$1,500, and Salena Hicks Elem Counselor \$1,500. The district ensures full Steering Committee support to the Project Lead through calendared planning days, summer sessions, data reviews, training, communication platforms, and ongoing leadership involvement. The Steering Committee collaborates with the Project Lead to analyze data, evaluate progress, and adjust implementation based on results, ensuring strong collaboration, sustainable leadership, and full EAF implementation. This committee has been trained on the Texas Model and has worked to build a district system of excellence counseling model guidebook, which will incorporate all of the EAF priorities and GLE's, and the team will be spending additional time this summer to enhance and align these initiatives and strategies while working with the Dean of CTE, College Career Counselor, and campus Principals to plan out the CTE and CCMR activities and family events that will take place throughout the 25-26 school year. Some of these plans will include the introduction of our Career Centers, Financial Literacy Nights for all ages, industry visits, career and college fairs, and the layout and scope and sequence along with integration of Xello, character education & mental health guidance, personal graduation plans, and an aligned student/family grade level CCMR checklist.

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.

Rockport-Fulton ISD's EAF Priority 1 - Career Dev. - 7th gr. students will identify career interests after completing a curriculum module that explores careers and connects them to available programs of study while participating in Career Exp. course, using Xello in guidance, and exploring careers with use of VR goggles and partnership with Workforce Solutions. This priority focuses on developing early career awareness for 7th grade students through a multi-faceted, vertically aligned advising system that connects career exploration to academic and postsecondary planning beginning in middle school. Students complete interest inventories, interactive modules, and guided exploration activities through Xello, which is embedded into the Career Exploration course as well as regular counseling guidance and flex rotations. This allows students to assess their personal interests, connect those to high-demand regional workforce pathways, and begin considering their endorsements and Programs of Study as they prepare for high school coursework aligned to career goals. RFISD has intentionally expanded the integration of our CTE programs into advising by involving CTE students from Health Science, Maritime, and Teaching and Training pathways to deliver peer-led career exploration lessons at elementary campuses, creating authentic peer-to-peer teaching experiences while exposing younger students to careers from an early age. These activities strengthen student connections to real-world career fields while also helping CTE students develop leadership, presentation, and soft skills necessary for workplace success. Our district has strengthened partnerships with Texas Workforce Solutions of the Coastal Bend, who visits campuses to provide labor market insights, host workshops, and present career outlook data aligned to the local workforce needs of the region. Students have access to Virtual Reality career simulations and interactive demonstrations aligned to high-skill, high-wage occupations. To enhance infrastructure, RFISD is opening new Career Centers on every campus in 2025-2026, equipped with resources, interactive research stations, and developmentally appropriate hands-on career exploration stations for all grade levels. These centers serve as dedicated advising spaces where students can complete interest inventories, explore career videos, research postsecondary options, and then receive one-on-one career guidance from their counselors and career advisors. Counselors, CTE Teachers, Librarians, Administrators, and CTE Dean oversee implementation while the Director/ EAF Project Lead provides oversight and coordination across campuses. Professional development is provided for all staff on Xello, advising protocols, career conversations, and workforce alignment strategies. Stakeholder communication includes parent nights, digital newsletters, career showcases, board updates, and student-led advising presentations. Progress monitoring includes completion of Xello activities, advising reflections, and portfolio artifacts. The SMART student outcome goal is to increase the percentage of 7th grade students completing this GLE from 85% to 95% by the end of 2025-2026.

EAF Priority 2 - Academic & Career Dev. - 5th gr. students will increase knowledge about what college is and identify careers that require college or trade school. This priority builds early postsecondary awareness in 5th grade students by introducing academic and career connections at the elementary level that prepare students to make informed pathway choices as they progress. Counselors lead guidance lessons where students explore the differences between colleges, technical schools, apprenticeships, and military service, while classroom teachers reinforce these concepts through campus-wide college exploration themes. Students complete research on at least three colleges or training programs aligned to their Xello - identified career interests and document reflections in both digital and written portfolios. Monthly themes drive classroom discussions, morning announcements, and interactive college awareness activities, creating a school-wide culture where postsecondary conversations begin early. RFISD's new Career Centers at elementary campuses offer younger students interactive play-based career role-play areas that allow students to explore career fields in age-appropriate ways. In addition, high school CTE students travel to elementary schools to lead classroom presentations, giving younger students exposure to real career stories while allowing older students to build leadership and communication skills. The district leverages partnerships with local colleges, such as Del Mar College and Texas A&M University-Corpus Christi who provide campus visits, virtual college spotlights, and career guest speakers. Counselors, CTE Dean, Federal Programs and CCMR Director, and elementary administrators lead this work. Staff receive targeted training on how to embed college and career exploration into guidance lessons and integrate Xello activities at the elementary level. Parent engagement includes family college nights, informational newsletters, student-led portfolio presentations, and college-focused family engagement activities that mirror campus initiatives. Progress monitoring includes documentation of completed Xello lessons, student reflections, and participation in college and career events. The SMART student outcome goal is to increase the percentage of 5th grade students completing this GLE from 85% to 90% by the end of 2025-2026.

EAF Priority 3 - Financial Literacy - All 12th gr. students will develop the financial literacy skills to complete their FAFSA and plan for their futures by attending FAFSA workshops, family financial literacy engagement nights, and one on one advising meetings. This priority focuses on strengthening personal financial literacy for 12th grade students by ensuring every senior receives individualized financial aid advising and guidance on how postsecondary education can remain financially attainable. RFISD will integrate FAFSA completion into one-on-one senior planning meetings, small group financial literacy workshops, and district-wide FAFSA Nights supported by trained counselors, college representatives, and support from our CIS - Communities in Schools and Parent Family Engagement support staff. The addition of the College and Career Counselor position has reduced counselor-to-student ratios at the high school level, allowing more time for individualized advising, progress monitoring, and parent engagement sessions. Counselors and advising staff receive ongoing professional development on FAFSA rule changes, financial aid counseling strategies, and federal updates to ensure students and parents receive timely, accurate guidance. Family FAFSA events are hosted multiple times throughout the year and include translation services, extended evening hours, and support for first-generation college applicants. Every senior will complete a College and Career Readiness Checklist which tracks FAFSA submission, scholarship completion, postsecondary applications, and individualized financial literacy modules aligned to Texas graduation requirements. College and Career Decision Day will recognize all seniors for their postsecondary commitments and provide an opportunity to celebrate student successes across career, college, military, and workforce pathways. Ongoing communication to families occurs through senior newsletters, counselor-led parent information sessions, campus social media, and reminder messaging through student communication apps. Local universities, community college financial aid offices, and regional scholarship providers serve as partners who will attend FAFSA nights, provide financial aid workshops, and offer direct advising support. The SMART student outcome goal is to increase the percentage of 12th grade students completing this GLE from 75% to 85% by the end of 2025-2026 school year.

EAF Priority 4 - Personal and Social Development - K-2 students will be able to identify emotions and begin to use strategies to regulate emotions and manage behavior through guidance counseling activities and be able to discuss the importance of regulating emotions in the workplace in their future jobs and careers. This priority develops personal and social development in kindergarten through second grade students by focusing on emotional regulation, behavior management, and early workplace readiness behaviors. These skills are foundational to student success both in the classroom and in future employment. The district fully integrates the Character Strong SEL curriculum into guidance lessons led by counselors and classroom teachers. Students learn self-regulation strategies, develop coping tools, and engage in role-play scenarios to practice decision-making, problem solving, and positive peer interactions. Career conversations are embedded into SEL lessons, connecting emotional regulation to future workplace behavior expectations such as teamwork, responsibility, and self-control. The new elementary Career Centers provide dress-up stations, career play centers, and interactive workspaces where students explore various jobs while reinforcing SEL competencies tied to collaboration, leadership, and social skills. Counselors receive targeted training on SEL delivery, trauma-informed care, and age-appropriate career conversations. Stakeholder communication includes monthly SEL newsletters, parent workshops focused on behavior management strategies for home, campus events that promote social-emotional learning, and partnerships with local behavioral health agencies to support students requiring additional interventions. The District LPC, Dean of CTE, campus counselors, elementary principals, and the Director of Federal Programs and CCMR lead implementation. Progress monitoring includes counselor observations, classroom teacher feedback, student participation in SEL activities, and parent input on student growth. The SMART student outcome goal is to increase the percentage of K-2 students completing this GLE from 70% to 85% by the end of 2025-2026.

Across all four priorities, RFISD has intentionally designed an advising system that is vertically aligned, comprehensive, and fully integrated into the district's counseling, CCMR, and CTE programs as outlined in the Effective Advising Framework. The district's expansion of work-based learning opportunities through internships, externships, practicum experiences, industry certifications, and real-world learning ensures that students have early access to career pathways aligned with high-wage, high-demand industries. Industry partnerships continue to grow through collaboration with local business leaders, chamber of commerce connections, and regional economic development agencies who provide job site tours, mock interviews, mentoring, and opportunities for career exposure that directly align with regional workforce needs. With the addition of the Career Centers and enhanced College and Career Counseling capacity, RFISD is building sustainable systems that allow counselors, advisors, and CTE teachers to provide individualized advising conversations while maintaining consistent structures across all campuses. With the support of the EAF funding and projects, every student going forward will receive multiple career exploration touchpoints, ongoing academic advising, financial aid counseling, social-emotional development, and exposure to both postsecondary and career opportunities throughout their entire K-12 journey. This vertically aligned advising system will remain fully embedded into the district's strategic plan, the district counseling program aligned with the Texas Model for School Counseling, and the priorities of the Effective Advising Framework.

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.

Rockport-Fulton ISD will monitor progress through a comprehensive, multi-layered system fully embedded into the district's vertically aligned advising model, comprehensive counseling framework, and strategic plan. Counselors utilize Xello to track completion of career exploration modules, career assessments, college research, PGP's, endorsement selections, and individualized student planning activities aligned to grade-level expectations. Advising logs and participation records (sign-in sheets & logs) document student engagement in FAFSA workshops, financial literacy events, SEL lessons, individual advising sessions, industry tours, CTE practicums, internships, externships, and elementary career exploration lessons. Career center usage data is collected as students access career research tools, industry presentations, career role-play stations, and interactive guidance activities. Beginning and end-of-year student, staff, and family surveys measure changes in confidence, understanding, and readiness across academic, career, personal/social, and financial literacy domains, providing valuable perception data on program effectiveness. Monthly district-wide counselor meetings include scheduled data analysis where staff review grade-level completion rates, analyze trends in participation across all four EAF Priorities, and collaborate to share best practices and refine advising delivery. The EAF Project Lead will facilitate quarterly formal reviews with the Steering Committee, analyzing real-time student data tied to College and Career Checklists, financial aid submission rates, CTE program participation, SEL growth, and work-based learning engagement. The committee will review both quantitative data and qualitative artifacts such as student reflections, advising logs and notes, Xello-generated reports, and event participation logs to ensure students remain on track toward the SMART student outcome goals. Progress updates are shared regularly with campus administrators, district leadership, the Board of Trustees, advisory teams, and families through presentations, stakeholder meetings, family nights, counselor newsletters, and community updates. Continuous review allows the district to refine advising practices, expand partnerships, and ensure the Effective Advising Framework remains student-centered, data-driven, and responsive to student needs at every grade level.

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 for Rockport-Fulton ISD's Effective Advising Framework Implementation Grant directly supports the four EAF Priorities and aligns with the district's strategic plan developed by staff, families, students, and community partners. (6100) \$42,000 Payroll funds support stipends for the steering committee and additional extra duty pay for staff extending services beyond contract hours for individualized student planning, family CCMR events, FAFSA workshops, summer planning and events, and financial literacy nights. These funds allow counselors more capacity for one-on-one and small group guidance tied to K-12 career exploration, postsecondary planning, financial aid advising, and SEL integration. (6200) \$45,500 Professional and contracted services provide technical assistance from ESC Region 2, coaching, and full-day professional development to strengthen advising practices, monitor progress, and ensure EAF implementation fidelity. Outside experts work with students through GLE-aligned career exploration sessions, workforce presentations, and financial literacy workshops for students and families. (6300) \$14,500 Supplies and materials provide counselors, career centers, and advising teams with high-quality research-based instructional materials, career exploration resources, family planning materials, FAFSA resources, and materials for CCMR engagement nights. The district will open career centers on all four campuses this year, with research-based resources supporting exploration of local high-demand careers including Maritime, Health Science, Welding, and others. The district would also like to purchase a set of Virtual Reality goggles that will support career exploration at all levels. (6400) \$12,000 Other operating costs fund high-quality PD for counselors, CTE teachers, and related staff to attend CTAT and other high quality conferences, as well as site visits to industry partners, colleges, and related sites supporting continuous program improvement. Indirect costs \$6,000, which is within guidelines. Every expenditure directly supports RFISD's vertically aligned K-12 advising system, work-based learning expansion, and career advising structures that increase CCMR and CTE success. Total Budgeted Amount Requested: \$120,000

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

IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.

Complete the supporting budget worksheets first, i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. **Do not enter any cents.**

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total; otherwise, the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

Payroll 6100

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

Professional and Contracted Services 6200

Complete this worksheet to request professional services, consulting services, and contracted services.

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

Debt Service 6500

Complete this worksheet to request costs related to lease liabilities with terms greater than 12 months. Only request costs necessary to fulfill grant project objectives.

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at \$5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

Program Budget Summary

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds*, *Indirect Costs*, *Shared Services Arrangement*, or the *Administrative Cost Calculation*.

Consolidate Administrative Funds - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

Indirect Costs - Refer to the Maximum Indirect Costs Worksheet on the Grants Administration Division's [Grant Resources](#) webpage to calculate the maximum indirect costs that may be claimed for the grant. Enter the amount of indirect costs budgeted for this grant on line 8 under the Total Budgeted Cost column.

Shared Services Arrangement - If applicable, enter amount of payments to member districts on line 10.

Direct Administrative Cost Calculation - Enter the applicant's total award amount to determine the maximum amount allowable for direct administrative costs.

For budgeting assistance, see the Budgeting Guidance and Related Forms section on the Grants Administration Division's [Grant Resources](#) webpage.

Application Part 2: 2025-2026 Effective Advising Framework (EAF) Implementation Grant
Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, Public Law (P.L.) 109-270, Title I, Part A, §112(c)

County District Number or Vendor ID:		004901		Amendment # (for amendments only):	
Payroll Costs (6100)					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher			\$ -	\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
Program Management and Administration					
4	Project Director			\$ -	\$ -
5	Project Coordinator			\$ -	\$ -
6	Teacher Facilitator			\$ -	\$ -
7	Teacher Supervisor			\$ -	\$ -
8	Secretary/Admin Assistant			\$ -	\$ -
9	Data Entry Clerk			\$ -	\$ -
10	Grant Accountant/Bookkeeper			\$ -	\$ -
11	Evaluator/Evaluation Specialist			\$ -	\$ -
Auxiliary					
12	Counselor			\$ -	\$ -
13	Social Worker			\$ -	\$ -
14	Community Liaison/Parent Coordinator			\$ -	\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15	ESC Specialist/Consultant			\$ -	\$ -
16	ESC Coordinator/Manager/Supervisor			\$ -	\$ -
17	ESC Support Staff			\$ -	\$ -
18	ESC Other: (Enter position title here)			\$ -	\$ -
19	ESC Other: (Enter position title here)			\$ -	\$ -
20	ESC Other: (Enter position title here)			\$ -	\$ -
Other Employee Positions					
21	(Enter position title here)			\$ -	\$ -
22	(Enter position title here)			\$ -	\$ -
23	Subtotal Employee Costs:			\$ -	\$ -
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay				
25	6119 - Professional Staff Extra-Duty Pay			\$ 28,500	\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ 13,500	\$ -
27	6140 - Employee Benefits				\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ 42,000	\$ -
30	Grand Total:			\$ 42,000	\$ -
31	Total Program Costs*:			\$ 42,000	
32	Total Direct Admin Costs*:			\$ -	

***Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

For budgeting assistance, see the Budgeting Guidance and Related Forms section on the Grants Administration Division's [Grant Resources](#) webpage.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (list as appropriate):	By TEA staff person:

Application Part 2: 2025-2026 Effective Advising Framework (EAF) Implementation Grant
 Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, Public Law (P.L.) 109-270, Title I, Part A, §112(c)

County District Number or Vendor ID: 004901 Amendment #: 0

Professional and Contracted Services (6200)

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.

Description of Service and Purpose		Grant Amount Budgeted	Pre-Award
1	6269 - Rental or lease of buildings, space in buildings, or land	\$ -	\$ -
2			\$ -
3			\$ -
4			\$ -
5			\$ -
6			\$ -
7			\$ -
8			\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ -	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 45,500	\$ -
11	Grand Total:	\$ 45,500	\$ -
12	Total Program Costs*:	\$ 45,500	
13	Total Direct Admin Costs*:	\$ -	

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Application Part 2: 2025-2026 Effective Advising Framework (EAF) Implementation Grant

Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, Public Law (P.L.) 109-270, Title I, Part A, §112(c)

County District Number or Vendor ID: 004901		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 14,500	
2	Grand Total:	\$ 14,500	\$ -
3	Total Program Costs*:	\$ 14,500	
4	Total Direct Admin Costs*:	\$ -	
*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Program Budget Summary worksheet.			

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Application Part 2: 2025-2026 Effective Advising Framework (EAF) Implementation Grant
Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, Public Law (P.L.) 109-270, Title I, Part A, §112(c)

County District Number or Vendor ID: 004901		Amendment #: 0	
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. (Enter name and purpose of conference)	\$ -	\$ -
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.		\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -
7	6495 - Cost of membership in civic or community organizations. (Enter name and purpose of organization)	\$ -	\$ -
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -	\$ -
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ -	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 12,000	\$ -
11	Grand Total:	\$ 12,000	\$ -
12	Total Program Costs*:	\$ 12,000	
13	Total Direct Admin Costs*:	\$ -	

***Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

Forms to seek approval or document intent for applicable activities listed above are available on TEA's [Forms for Prior Approval, Disclosure, and Justification](#) page.

In-state travel for employees does not require specific approval.

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Application Part 2: 2025-2026 Effective Advising Framework (EAF) Implementation Grant
Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, Public Law (P.L.) 109-270, Title I, Part A, §112(c)

County District Number or Vendor ID:	004901	Amendment #:	0
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Debt Service (6500)

NOTE: Use this schedule to budget funds to retire debt principal on lease liabilities with terms greater than 12 months and to pay interest accrued on those leases. In Part 2, please provide a brief description of each item included in 6514/6512 (Principal Costs) and why it is necessary for successful implementation of the grant program.

Expense Item Description	Grant Amount Budgeted	Pre-Award
--------------------------	-----------------------	-----------

Part 1: Lease Liabilities with Terms Greater Than 12 Months

1	6514 - Subscription-based Information Technology Arrangement Liability - Principal Costs	\$ -	\$ -
2	6526 - Subscription-based Information Technology Arrangement Liability - Interest Costs	\$ -	\$ -
3	6512 - Capital Lease Liability - Principal Costs	\$ -	\$ -
4	6522 - Capital Lease Liability - Interest Costs	\$ -	\$ -
5	6523 - Interest on Debt Costs	\$ -	\$ -
6	Grand Total (sum of all lines):	\$ -	\$ -
7	Total Program Costs*:	\$ -	
8	Total Direct Admin Costs*:	\$ -	

*Complete the Total Program Costs (line 7) and Total Direct Admin Costs (line 8) lines. The sum of these lines must equal the Grand Total (line 6); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Program Budget Summary worksheet.

Part 2: Description of Subscription or Property with Justification

	Subscription/Property and Justification	Contract Start Date (for full term of contract)	Contract End Date (for full term of contract)	Property Value (total Principal Cost for full term of contract)
9	(Enter description of subscription (6514) or property being leased (6512) and provide justification of grant relevance)			\$ -
10	(Enter description of subscription (6514) or property being leased (6512) and provide justification of grant relevance)			\$ -
11	(Enter description of subscription (6514) or property being leased (6512) and provide justification of grant relevance)			\$ -
12	(Enter description of subscription (6514) or property being leased (6512) and provide justification of grant relevance)			\$ -
13	Property Value Total (sum of all lines)**:			\$ -

**The sum of lines 9-12 must equal the sum of the principal costs in Part 1, including 6514 (Line 1) and 6512 (Line 3); otherwise, the field will change color to red to indicate an error. Contract dates must indicate a period greater than 12 months.

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County District Number or Vendor ID:		004901	Amendment #:		0
Capital Outlay (6600)					
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669 - Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$ -	\$ -
66XX - Computing Devices, capitalized					
2	(Enter description and brief purpose)		\$ -	\$ -	\$ -
3			\$ -	\$ -	\$ -
4			\$ -	\$ -	\$ -
5			\$ -	\$ -	\$ -
6			\$ -	\$ -	\$ -
7			\$ -	\$ -	\$ -
8			\$ -	\$ -	\$ -
66XX - Software, capitalized					
9	(Enter description and brief purpose)		\$ -	\$ -	\$ -
10			\$ -	\$ -	\$ -
66XX - Equipment, furniture, or vehicles					
11	(Enter description and brief purpose)		\$ -	\$ -	\$ -
12			\$ -	\$ -	\$ -
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
13	(Enter description and brief purpose)		\$ -	\$ -	\$ -
14	Grand Total (sum of all lines):			\$ -	\$ -
15	Total Program Costs*:			\$ -	
16	Total Direct Admin Costs*:			\$ -	
<p>*Complete the Total Program Costs (line 15) and Total Direct Admin Costs (line 16) lines. The sum of these lines must equal the Grand Total (line 14); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>					

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Application Part 2: 2025-2026 Effective Advising Framework (EAF) Implementation Grant
Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, Public Law (P.L.) 109-270, Title I, Part A, §112(c)

County District Number or vendor ID: 004901		Amendment # 0	
Grant Period:	September 1, 2024 - August 31, 2025	Fund Code/ Shared Services Arrangement:	244/331

Budget Summary						
Description and Purpose		Source of Funds				Pre-Award Cost
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	
1	Payroll Costs	6100	\$ 42,000	\$ -	\$ 42,000	\$ -
2	Professional and Contracted Services	6200	\$ 45,500	\$ -	\$ 45,500	\$ -
3	Supplies and Materials	6300	\$ 14,500	\$ -	\$ 14,500	\$ -
4	Other Operating Costs	6400	\$ 12,000	\$ -	\$ 12,000	\$ -
5	Debt Service	6500	\$ -	\$ -	\$ -	\$ -
6	Capital Outlay	6600	\$ -	\$ -	\$ -	\$ -
7	Total Direct Costs:		\$ 114,000	\$ -	\$ 114,000	\$ -
8	* Indirect Costs:			\$ 6,000		\$ -
9	Total of All Budgeted Costs :		\$ 114,000	\$ 6,000	\$ 120,000	\$ -
Total Administrative Cost Calculation						
11	Total Award Amount:				\$ 120,000	
12	Total Administration Cap per Program Guidelines (XX%)				0.05	
13	Maximum amount allowable for total administrative costs:				\$ 6,000	

**For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting [Indirect Cost Rates](#) page.*
Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. Indirect costs claimed are part of the total grant award amount, not in addition to the grant award amount. Do not submit an amendment solely for the purpose of budgeting indirect costs.
To calculate maximum indirect costs, please use the Maximum Indirect Costs Worksheet available on the Grants Administration Division's [Grant Resources](#) webpage.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (select as appropriate):	By TEA staff person:

25-26 Effective Advising Framework Implementation Grant Program Agreement

This agreement is written by and between:

Education Service Center Region 2, hereinafter referred to as "ESC", and

Rockport-Fulton ISD, hereinafter referred to as "District",

regarding the 2025-2026 Effective Advising Implementation Grant.

This agreement provides the core functions required of the ESC and District within the Effective Advising Framework Implementation Grant. By signing this document, the identified organization(s) commit to the roles and responsibilities as outlined below. This agreement will go into effect on the start date of the grant and will terminate at the end of the grant period.

Purpose of this grant program:

The Effective Advising Framework (EAF) supports the development and implementation of an individual student planning system within the context of a comprehensive school counseling program. This grant project supports school districts in the implementation of their EAF priorities in grades 5-12. Districts will be supported by an EAF Coach at the ESC who will monitor, support, and coach the district through EAF implementation aligned to the essential actions and key practices of the Effective Advising Framework. The intended outcome of this program is to improve the district's individual student planning system and to measure the impact of individual student planning when implemented with fidelity.

Effective Advising Implementation Grant Roles and Responsibilities

The ESC agrees to the following key functions:

1. Identify an EAF Coach to serve the school district as a coach and technical service provider through the grant project. The EAF Coach should possess a strong understanding of counseling and advising practices to support academic and career development in a K-12 setting. The EAF Coach should have positive rapport with districts in the region and experience coordinating, convening, and communicating with districts on projects. The coach may or may not be a certified school counselor but should have a strong understanding of comprehensive school counseling programs as defined by the Texas Model for Comprehensive School Counseling; and
2. Provide the identified EAF Coach with the necessary time and support to successfully accomplish all grant deliverables.

EAF Coach agrees to the following key functions:

1. Support the district's effective advising implementation and seek out opportunities to develop or connect districts to tools, resources, services, and programs as defined in the program guidelines;
2. Support the district in all identified priorities by encouraging key practices aligned to the EAF;
3. Provide technical assistance and coaching to the district's EAF Project Lead to ensure they are equipped to successfully complete grant deliverables;
4. Support communications across multiple districts in the region to share best practices and foster a regional community of practice for effective advising; and

5. Work toward Coach Designation or Designation with Distinction, which includes engaging in statewide training opportunities, coaching districts toward high-quality grant deliverables, and receiving a satisfactory rating from district feedback surveys.

The District agrees to the following key functions:

1. Identify a school counselor or administrator to serve as the EAF Project Lead throughout the grant period who will be responsible for submission of grant deliverables;
2. Provide the EAF Project Lead with the necessary capacity, support, and authority to convene and lead a steering committee;
3. Identify a steering committee representing elementary and secondary levels, which is made up of at least one administrator, one certified school counselor, one Career and Technical Education representative, and one representative of programs serving special populations;
4. Provide the steering committee members with the time and capacity to support the completion of all grant requirements with fidelity, including any necessary training, under the direction of the EAF Project Lead; and
5. Foster an internal culture of advising and buy-in to support implementation of the grant project.

The EAF Project Lead agrees to the following key functions:

1. Serve as the district's representative for effective advising in the context of the district's comprehensive school counseling program;
2. Convene and coordinate the work of the steering committee;
3. Coordinate with, and receive coaching from, the EAF Coach; and
4. Oversee, monitor, and track results of the implementation of identified EAF Priorities and completion of all required grant deliverables.

Effective Advising Implementation Grant Staff Contact Sheet

ESC Information:

Name of ESC	<u>Education Service Center Region 2</u>
Name of Authorized Representative	<u>Dr. Esperanza Zendejas</u>
Authorized Representative Title	<u>Executive Director</u>
Authorized Representative Email	<u>esperanza.zendejas@esc2.us</u>
Authorized Representative Phone Number	<u>361-561-8404</u>
Name of EAF Coach	<u>Melody Pro-Smith</u>
EAF Coach Title	<u>Int. Director for Counseling & Mental Health</u>
EAF Coach Email	<u>Melody.Pro-Smith@esc2.us</u>
EAF Coach Phone Number	<u>361-561-8567</u>

District Information:

Name of District	<u>Rockport-Fulton ISD</u>
Name of Authorized Representative	<u>Dr. Lesley Austin</u>
Authorized Representative Title	<u>Superintendent</u>
Authorized Representative Email	<u>laustin@rfisd.us</u>
Authorized Representative Phone Number	<u>361-790-2212</u>
Name of EAF Project Lead	<u>Candy Morris</u>
EAF Project Lead Title	<u>Director of Federal Programs & CCMR (Counseling & Health Services)</u>
EAF Project Lead Email	<u>cmorris@rfisd.us</u>
EAF Project Lead Phone Number	<u>361-790-2212 ext. 8027</u>

District Effective Advising Steering Committee Rockport-Fulton ISD 2025-2026

Identify the staff members within the district who will serve on the steering committee. Indicate their level of involvement in the implementation of the effective advising system.

The steering committee represents elementary and secondary levels and includes, but is not limited to, one certified professional school counselor, one administrator, a representative of career and technical education, and a representative of students from special populations. Consider including someone from the finance department to support implementation.

*Team Member 1 (EAF **Project Lead, required**, certified school counselor or administrator with knowledge of comprehensive school counseling programs)*

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Candy Morris	Director of Federal Programs & CCMR (Counseling & Health Services)	96	3500

Email address: cmorris@rfisd.us

*Team Member 2 (**required**, certified school counselor or administrator)*

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Rhonda Mieth	College and Career Counselor	96	3400

Email address: rmieth@rfisd.us

*Team Member 3 (**required**, CTE representative)*

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Amber Ladd	Dean of CTE & Accountability	96	3400

Email address: aladd@rfisd.us

*Team Member 4 (**required**, Special Populations representative)*

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Kelly Pape-Sims	District LPC & Special Programs Rep	64	1500

Email address: kpapesims@rfisd.us

Team Member 5

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Sandra Corpus	High School Counselor A-L	64	1500

Email address: scorpus@rfisd.us

Team Member 6

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Jackie McClendon	High School Counselor M-Z	64	1500

Email address: jmcclendon@rfisd.us

Team Member 7

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Sadie Landrum	Elementary Counselor 3-5	64	1500

Email address: slandrum@rfisd.us

Team Member 8

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Jamie Ledford	Middle School Counselor 6-8	64	1500

Email address: jledford@rfisd.us

Team Member 9

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
*Replacement Hire –TBA (vacancy)	Middle School Counselor 6-8	64	1500

Email address: TBA

Team Member 10

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Salena Hicks	Elementary Counselor K-2	64	1500

Email address: shicks@rfisd.us

Team Member 11

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Katie Ledbetter	Elementary Counselor 3-5	64	1500

Email address: kledbetter@rfisd.us

TOTAL Steering Committee Stipend = \$22,300 <20% of total grant award of \$120,000

**Add additional Team Members on a separate document as needed and attach to this agreement.*

By signing this agreement, the identified party agrees to the roles and responsibilities that are outlined in this document and understands the importance of their roles and responsibilities in the success of this grant project. If either party terminates this agreement before the grant period ends, a written notice which meets the requirements set forth by the Texas Education Agency (TEA) must be provided with a minimum 30-day notice. If any staff person named on page 3 of this agreement changes, written notice will be provided to the other party with a minimum 30-day notice.

ESC Signatures

ESC Authorized Representative		
Name <u>Esperanza Zendejas, Ed.D</u>	ESC <u>2</u>	Title <u>Executive Director</u>
Signature <u>E. Zendejas</u>	Date <u>6/11/2025</u>	

EAF Coach		
Name <u>Melody Pro-Smith</u>	ESC <u>2</u>	Title <u>Int. Assoc. Director for Counseling & Mental Health</u>
Signature <u>Melody Pro-Smith</u>	Date <u>6/12/25</u>	

District Signatures

District Authorized Representative		
Name <u>Dr. Lesley Austin</u>	Title <u>Superintendent</u>	
Signature <u>Lesley Austin</u>	Date <u>6-10-25</u>	

EAF Project Lead		
Name <u>Candy Morris</u>	Title <u>Director of Federal Programs & CCMR (Counseling & Health Services)</u>	
Signature <u>Candy Morris</u>	Date <u>6-10-2025</u>	