



**2025-2026 Effective Advising Framework Planning Grant
Informal Discretionary Grant (IDC) Application Due 11:59 p.m. CT, June 17, 2023**

NOGA ID

Authorizing legislation

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, June 17, 2025**.

Application stamp-in date and time

Grant period from **September 1, 2025 - August 31, 2026**

Pre-award costs permitted from **Pre-Award Costs Are Not Permitted**

Required Attachments (linked along with this form on the TEA Grants Opportunities page)

Excel workbook with the grant's budget schedules

Attachment 1: 2025-2026 Effective Advising Framework Planning Grant Program Agreement

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **02 Region II ESC** CDN **178950** Campus ESC **2** UEI **ENLDKXDQ7NN6**

Address **209 North Water Street** City **Corpus Christi** ZIP **78404** Vendor ID **1741587916**

Primary Contact **Melody Pro-Smith** Email **melody.pro-smith@esc2.us** Phone **361-561-8567**

Secondary Contact **Esperanza Zendejas** Email **esperanza.zendejas@esc2.us** Phone **361-561-8454**

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 **Esperanza Zendejas** Title **Executive Director**

Email **esperanza@zendejas@esc2.us** Phone **361-561-8400**

Signature ***E. Zendejas*** Date **6/11/2025**

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 Planning Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 Effective Advising Framework Planning Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program

a) Provide an overview of the program to be implemented with grant funds. b) Describe how this program will support individual planning in the context of comprehensive school counseling. c) Describe how this program will foster innovation in CTE programming and/or promote careers pathways aligned to high-skill, high-wage careers or industries.

a) Overview of the program to be implemented with grant funds is to enhance CTE Innovation and Counseling Integration Program. This initiative will expand access to high-quality, industry-aligned CTE pathways while embedding comprehensive school counseling practice to support student success. The program will: Introduce new CTE pathways in high-demand fields such as health science, information technology, and advanced manufacturing. Integrate career exploration tools and digital portfolios into counseling services. Provide professional development for counselors and CTE instructors to collaborate on individualized student planning. Establish partnership with local industries and postsecondary institutes to offer internships, dual credit, and industry certifications. In addition, funds will be used to support ESC coaching support, stipends for steering committee, curriculum development, technology software, travel for counselor regional and state conference and student support services to provide career assessments and interest inventories and student-led conferences and counseling sessions. This program builds Robstown ISD's commitment to preparing students for career through real-world, applied learning experiences.

b) Support for individual planning in the context of Comprehensive School Counseling by strengthening individual planning: Embedding career assessments and interest inventories into middle school and high school counseling sessions. Using student data dashboards to track academic progress, career interests, and postsecondary goals. Facilitating student-led conferences where learners present their career plans and progress to families and advisors. Leveraging the expertise of Workforce Solutions of the Coastal Bend to provide students with up-to-date labor market information and career counseling. Offering one-on-one counseling sessions focused on aligning academic choices with career aspirations. To further support the individual planning model, Robstown ISD will create opportunities for school counselors to collaborate with their counterparts from other districts. In addition, Counselors are able to attend annual regional counseling conference will be hosted, bringing together school counselors from across the Coastal Bend region. This conference will feature workshops, keynote speakers, and breakout sessions focused on innovative counseling practices, career readiness, and the integration of CTE pathways. The conference will also provide a platform for counselors to network and build collaborative relationships. Counselors will also create digital resources and tools that will be shared within the district to support career readiness, CTE Pathways, and mission and vision of school counseling model plan. This regional collaboration will be facilitated through the following initiatives: This approach ensures that every student receives personalized guidance, aligning with the Texas Model for Comprehensive School Counseling Program.

c) In fostering innovation in CTE, the program will launch project-based learning modules that simulate real-world industry challenges, giving students hands-on experience in solving problems relevant to their chosen fields. Dual credit and industry certification opportunities will be expanded through partnerships with Del Mar College and local employers. Students will also benefit from career expos and industry speaker series, exposing them to emerging professionals and career pathways. The program will invest in technology-rich learning environments, including virtual reality (VR) goggles and industry-standard software, allowing students to engage in immersive simulations that replicate real-world job settings. These tools will be especially impactful in fields like health science and advanced manufacturing, where students can practice skills in a safe, controlled, and engaging environment.

Grant funds will support a range of activities, including ESC coaching support, stipends for steering committee members, curriculum development, technology and software acquisition for students and counselors, and travel for counselors to attend regional and state conferences. Additionally, funds will be used to provide student support services, such as career assessments, interest inventories, CTE promotional materials for students and parents and high student-led career sessions for elementary and middle school students. This comprehensive approach reflects Robstown ISD's commitment to preparing students for success through real-world, applied learning experiences and personalized guidance aligned with the Texas Model for Comprehensive School Counseling.

Qualifications and Experience of Key Personnel

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

a) Melody Pro-Smith brings over 35 years of comprehensive experience in education to her role as the EAF Coach for Region 2 ESC. She holds both a Bachelor's and a Master's degree in School Counseling, which have laid the foundation for her extensive work in student support and educational leadership. Her career includes 14 years as a high school lead counselor and 8 years as Director of Career and Technical Education (CTE) for the largest district in Region 2. Most recently, she served as a CTE and Counseling Specialist at Region 2 ESC, where she provided expert support across all educational levels and successfully managed the regional counseling cooperative program. Currently, Mrs. Pro-Smith has been promoted to the position of Associate Director for the Counseling and Mental Health Department at Region 2 ESC. In her previous district role, she was instrumental in launching a new high school, building comprehensive support systems for students and staff, and leading district-wide initiatives in CTE and College, Career, and Military Readiness (CCMR). She has also cultivated strong partnerships with local industry leaders, the Workforce Solutions of the Coastal Bend, and higher education institutions. In addition to her leadership responsibilities, Mrs. Pro-Smith recently completed her first year as a planning-phase EAF Coach, supporting two districts in Region 2. She will continue in this capacity, dedicating 15% of her time to guiding the district through the design and development of their EAF planning which include 1 full day start of year training and steering committee members, seven Monthly coaching check in and prep, 1 full day Mid year report support and review, 1 day ongoing, technical assistance. Her remaining 85% time allocation includes: 80% – Counseling and Mental Health Support Services 5% - Stronger Connections Grant.

b) The EAF Coach will implement a comprehensive strategy to ensure participating districts are fully supported in meeting the goals and deliverables of the grant. The strategy begins with initial on boarding, where the EAF Coach will conduct kickoff meetings with district leadership to establish a shared understanding of project expectations, timelines, and deliverables. These meetings will also introduce the Effective Advising Framework (EAF) and its alignment with the district's broader goals for student success. To build foundational knowledge, the EAF Coach will provide targeted training on the EAF framework, including its components, implementation phases, and how it integrates with Career and Technical Education (CTE) programs of study and career advising practices.

To ensure districts are equipped to manage their grant resources effectively, the EAF Coach will also facilitate budget training sessions, helping district teams understand how to align expenditures with grant priorities and reporting requirements. Additional training will be provided on career advising strategies grounded in the Texas Model for Comprehensive School Counseling, with a focus on the Individual Planning domain. This training will emphasize how pre- and post-advising activities support students in exploring career pathways, aligning with both CTE and College, Career, and Military Readiness (CCMR) goals.

Ongoing communication will be maintained through monthly check-ins, either virtually or in person, to review progress, address challenges, and provide coaching. A shared digital resource hub (e.g., Google Drive or SharePoint) will house essential tools, templates, timelines, and reference materials. To monitor progress, the EAF Coach will use a dashboard system Planning & Performance Management (PPM) to track key milestones and deliverables, review monthly district reports, and conduct quarterly site visits to assess implementation fidelity and provide in-person support.

If a district is not meeting expectations, the EAF Coach will initiate a targeted support plan in collaboration with district leadership, outlining specific goals, timelines, and action steps. Coaching frequency will increase, and the plan will be adjusted as needed to better align with the district's context. Once the district is back on track, a debrief will be conducted to reflect on outcomes and enhance future coaching strategies. c) ESC Intervention Strategy: If a district is not meeting expectations, the EAF Coach will identify and document areas of concern using progress monitoring tools. A targeted support plan will be developed with district leadership, outlining clear goals, timelines, and resources. Coaching check-ins will increase in frequency, and progress will be closely tracked. If improvement is not observed within 30 days, the support plan will be adjusted to better meet the district's needs. Once the issue is resolved, a debrief will be conducted to reflect on outcomes and enhance future coaching strategies.

Qualifications and Experience of Key Personnel, cont'd.

3. **District Leadership:** a) Outline the process the ESC undertook to select the **partner school district(s)**. Explain the reasoning behind your selection, considering key elements such as current initiatives, participation in other projects, district and/or campus level leadership, etc., that informed the selection. b) Explain **EAF Project Lead** selection. Who is the identified EAF Project Lead at each partner district and what are their qualifications to serve as EAF Project Lead? How will the district ensure this person has the necessary time and resources to successfully complete grant deliverables? c) Explain in detail how the district(s) you have selected meet the **CTE defined criteria** listed in the Eligible Applications section of these Program Guidelines. Include information for the criterion met by the individual districts.

a) **Selection Process for Partner District(s)** The ESC undertook a strategic and data-informed process to select partner districts for participation in the EAF initiative. This process began with a regional needs assessment, analyzing district performance data, CTE program offerings, and alignment with the Texas Model for Comprehensive School Counseling. Robstown ISD was selected based on its demonstrated commitment to expanding high-quality CTE pathways, its active participation in regional initiatives such as the CCMR Accelerator and the Counseling Co-op, and its strong leadership at both the district and campus levels. Robstown ISD has shown a proactive approach to innovation, including the launch of new CTE programs in Robotics, Regional program of study cosmetology and advanced manufacturing, and the integration of career advising into its counseling framework. The district's leadership team has a proven track record of implementing grant-funded initiatives with fidelity and sustainability. Their participation in the ESC's CCMR training and CTE Teacher to Industry Coop further supports their readiness to implement the EAF framework with fidelity and impact. b) **EAF Project Lead Selection:** The identified EAF Project Lead for Robstown ISD is Mr. Benito Portillo a highly experienced educational leader who currently serves as the Assistant Principal and District Career & Technical Education (CTE) Coordinator at Robstown Early College High School. With over a decade of experience in school and district leadership, he has successfully led campus-wide instructional initiatives, managed CTE programs aligned with workforce needs, and coordinated cross-departmental efforts to improve student outcomes. His background includes roles as a principal, assistant principal, and district CTE coordinator, where he oversaw curriculum development, budget management, and program evaluation. He holds a Master's degree in Educational Leadership, is certified as a Principal (EC-12), and is bilingual in English and Spanish. The district will ensure he has the time and resources to fulfill all grant responsibilities by allocating dedicated time for EAF planning and implementation, supported by administrative staff and the CTE Advisory Committee. c) **Alignment with CTE Eligibility Criteria:** Robstown ISD meets the eligibility criteria outlined in the Program Guidelines through its active engagement in Career and Technical Education (CTE) and its commitment to strengthening student advising systems. Based on 2023–2024 enrollment data, the district serves 787 students, with 311 students identified as CTE concentrators or completers, representing 39.5% of the student population. While this percentage is currently below the state average, it reflects a solid foundation and a clear opportunity for growth through targeted advising and program expansion. The district offers multiple CTE programs of study aligned with high-wage, high-skill, and in-demand occupations, including health science, welding, and advanced manufacturing. Robstown ISD is actively expanding its offerings through new partnerships—such as a developing collaboration with Tesla—to create pipelines in instrumentation, millwright, and robotics, including future practicum opportunities in drone surveying. In addition to expanding access to high-quality CTE pathways, is prioritizing improvements in its guidance counseling services, with a strong emphasis on the Individual Planning component of the Texas Model for Comprehensive School Counseling. This model outlines a comprehensive, developmental approach to school counseling that supports students in achieving academic success, career readiness, and personal/social development. Robstown ISD is actively reviewing and refining its K–12 guidance procedures to ensure alignment with this model, particularly in how students are supported in setting and achieving individualized academic and career goals. Recognizing the need for more responsive and student-centered systems, the district has acknowledged that its current counseling services—especially in the area of Individual Planning—require thoughtful updates and reevaluation. To support this work, the district has proactively engaged ESC Region 2 for technical assistance in reviewing and strengthening its counseling framework. This initiative also underscores why Robstown ISD was selected as the Effective Advising Framework (EAF) Grant planning district. The selection was based on a strategic, data-informed process that included a multi-year review of Texas Academic Performance Reports (TAPR) and CTE CEDARS data. Robstown ISD stood out due to its demonstrated commitment to expanding high-quality CTE programs, its active participation in regional initiatives such as the CCMR Accelerator and the ESC Counseling Co-op, and its leadership in piloting innovative advising practices. Additionally, the district's proactive efforts to align its counseling services with the Texas Model—especially in the Individual Planning domain—highlight its readiness to begin planning the EAF framework with fidelity. These factors, combined with strong district and campus leadership, positioned Robstown ISD as an ideal candidate for the EAF planning grant.

Goals Objectives and Strategies

Provide an overview of the program to be implemented with grant funds. Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Robstown ISD's proposed advising program is a strategic initiative aimed at significantly improving college and career readiness outcomes for all students. The district seeks to increase the percentage of students meeting key readiness benchmarks—such as ACT, TSI, and completion of CTE programs of study—by 15% over a two-year period. To achieve this, the district will align its K–12 counseling curriculum with the Texas Model for Comprehensive School Counseling, ensuring that college and career readiness lessons are intentionally embedded throughout the academic year. Students will gain greater access to rigorous academic opportunities, including dual credit and advanced coursework, through strengthened partnerships with local colleges and universities. The program will also provide targeted support to students and families through a series of workshops and campus events focused on the college application process, FAFSA completion, and scholarship navigation. These events will be designed to increase postsecondary access and affordability, with clearly defined staff roles to ensure consistent delivery across campuses. A cross-functional advising team will be established to coordinate efforts across departments, including academics, student services, and career programs. This team will develop shared tools to ensure such as advising checklists and planning templates—and lead outreach efforts to increase awareness and engagement with advising services. To enhance communication, the district will implement a comprehensive messaging plan to ensure students and families are well-informed about available resources and expectations. Outreach strategies will include orientations, workshops, and digital campaigns, with a goal of reaching at least 75% of the target population. Feedback will be gathered through student and parent surveys to assess the effectiveness of advising practices and guide continuous improvement. To ensure long-term sustainability, LEA will conduct a cost-benefit analysis in collaboration with the finance dept. and the CTE Advisory Committee. The district will also explore additional funding opportunities, including grants and industry partnerships, to support the program beyond the grant period. The advisory committee will play a key role in evaluating the program's impact and recommending refinements based on data and student needs. Robstown ISD aims to create a lasting advising model that prepares students to make informed choices and thrive in high-demand careers.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools and data used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

To support the goals of the Effective Advising Framework (EAF), the LEA has developed a comprehensive and innovative approach to measuring student outcomes and ensuring the effectiveness of advising strategies. Performance measures are directly aligned with the program's purpose and include: college application and enrollment rates, career placement rates, postsecondary persistence and completion, FAFSA submission and completion rates, student satisfaction and engagement, and stakeholder feedback. To track and analyze these outcomes, the LEA utilizes a suite of integrated tools, including the CCMR Tracker, the Texas Model Tracker, and the Naviance platform. Naviance plays a central role in the district's advising system by offering personalized student planning tools, administering career interest inventories, and tracking college application activity. It also supports the development of individual graduation plans (IGPs) and provides real-time data on student progress toward postsecondary goals. The Texas Model Tracker ensures that advising practices are aligned with the Texas Model for Comprehensive School Counseling, particularly in the Individual Planning domain, which focuses on helping students set and achieve academic and career goals. The LEA's innovative use of data dashboards allows counselors and administrators to monitor key indicators such as the number of students completing interest surveys, applying to colleges, submitting FAFSA applications, and enrolling in postsecondary institutions. These dashboards are updated regularly and used in data-driven advising meetings to tailor interventions and supports for individual students. To ensure the effectiveness of project objectives and strategies, the LEA will implement a multi-tiered evaluation process that includes: Data Collection and Analysis: Quantitative and qualitative data will be gathered from student records, Naviance reports, surveys, and advising logs. This data will be disaggregated by student group to ensure access and identify opportunity gaps. Regular Monitoring and Reporting: Progress will be reviewed through monthly data reviews, quarterly performance reports, and annual evaluations. These reports will highlight successes, identify areas for improvement, and inform strategic adjustments. Stakeholder Engagement: Feedback will be collected from students, families, counselors, teachers, and community partners through surveys, focus groups, and advisory committees with student participation.

Budget Justification

Describe how the proposed budget will meet the needs and goals of the proposed program. Include justification for the specific funding allocations in the proposed budget and provide detail on stipends and hours expected for services rendered.

ESC 2 : Payroll Salary - \$15,000- This includes salary and all benefits, insurance, retirement, etc. for one professional staff member.

Indirect Costs - \$3,570,

ESC Coach travel to districts: \$500,

Steering Committee Stipends \$15,000

- Stipend for Robstown ISD Project Lead :\$ 4000(for approximately 70 hours of dedicated project time) Stipend for RISD
- Director of early College/District Lead Counselor (approximately 60 hours of dedicated project time)
- Stipend for Steering Committee Members (four for approximately 40 hours of dedicated project time) General \$ 2500

Travel and registration- \$14,000 : All travel necessary to achieve the objectives outlined in the Program Guidelines both regional and statewide, this includes EAF coach travel cost to districts, District Counselors to attend CTAT and Texas Counseling Association conference

General supplies\$26,930: include, but are not limited to; office supplies, supplies that may be used as resources by participating ISDs and/or used for activities to promote the program and curriculum activities to support K-12 career initiatives. . Software Counselor tracker, virtual googles, promotional materials events related to program and implementation. In addition,These funds are used for printing materials and costs associated with the planning process activities which are needed resources for training.

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

Application Part 2:**2025-2026 Effective Advising Framework (EAF) Planning 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)

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) Planning 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:		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			\$ 13,000	\$ -
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:		\$ 13,000	\$ -
Substitute, Extra-Duty Pay, Benefits Costs				
24 6112 - Substitute Pay			\$ -	\$ -
25 6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -
26 6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27 6140 - Employee Benefits			\$ -	\$ -
28 61XX - Tuition Remission (IHEs only)			\$ 2,000	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:		\$ 2,000	\$ -
30	Grand Total:		\$ 15,000	\$ -
31	Total Program Costs*:		\$ 15,000	
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) Planning 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: 0		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 (Specify purpose here)	\$ -	\$ -
2	Service: (Specify purpose here)	\$ -	\$ -
3	Service: (Specify purpose here)	\$ -	\$ -
4	Service: (Specify purpose here)	\$ -	\$ -
5	Service: (Specify purpose here)	\$ -	\$ -
6	Service: (Specify purpose here)	\$ -	\$ -
7	Service: (Specify purpose here)	\$ -	\$ -
8	Service: (Specify purpose here)	\$ -	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ -	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ -	\$ -
12	Total Program Costs*:	\$ -	
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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Via telephone/email (list as appropriate):	By TEA staff person:

Application Part 2:

2025-2026 Effective Advising Framework (EAF) Planning 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:		0	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:		\$ 26,930		
2	Grand Total:		\$ 26,930	\$ -	
3	Total Program Costs*:		\$ 26,930		
4	Total Direct Admin Costs*:				
<p>*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.</p>					

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Application Part 2:

2025-2026 Effective Advising Framework (EAF) Planning 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: 0		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.	\$ 15,000	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ 14,000	\$ -
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:	\$ 29,000	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 500	\$ -
11	Grand Total:	\$ 29,500	\$ -
12	Total Program Costs*:	\$ 29,500	
13	Total Direct Admin Costs*:		
<p>*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.</p> <p><i>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.</i></p>			

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

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County District Number or Vendor ID: 0		Amendment #: 0	
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)	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:		0	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*:			\$ -	
*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.					

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Application Part 2:

2025-2026 Effective Advising Framework (EAF) Planning 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: 0			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				
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1	Payroll Costs	6100	\$ 15,000	\$ -	\$ 15,000	\$ -
2	Professional and Contracted Services	6200	\$ -	\$ -	\$ -	\$ -
3	Supplies and Materials	6300	\$ 26,930	\$ -	\$ 26,930	\$ -
4	Other Operating Costs	6400	\$ 29,500	\$ -	\$ 29,500	\$ -
5	Debt Service	6500	\$ -	\$ -	\$ -	\$ -
6	Capital Outlay	6600	\$ -	\$ -	\$ -	\$ -
7	Total Direct Costs:		\$ 71,430	\$ -	\$ 71,430	\$ -
8	* Indirect Costs:			\$ 3,570		\$ -
9	Total of All Budgeted Costs :		\$ 71,430	\$ 3,570	\$ 75,000	\$ -
Total Administrative Cost Calculation						
11	Total Award Amount:				\$ 75,000	
12	Total Administration Cap per Program Guidelines (XX%)				0.05	
13	Maximum amount allowable for total administrative costs:				\$ 3,750	

*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.

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Application Part 2:

2025-2026 Effective Advising Framework (EAF) Planning Grant

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County District Number or vendor ID:	0	Amendment #	0
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SUBMITTING AN AMENDMENT

This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.

AMENDED BUDGET REQUEST

Description	Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1 Payroll Costs	6100				\$ -
2 Professional and Contracted Services	6200				\$ -
3 Supplies and Materials	6300				\$ -
4 Other Operating Costs	6400				\$ -
5 Debt Services	6500				\$ -
6 Capital Outlay	6600				\$ -
7	Total Direct Costs:	\$ -	\$ -	\$ -	\$ -
8	Indirect Costs:				\$ -
9	Total Costs:	\$ -	\$ -	\$ -	\$ -

Shared Services Arrangement

10	6493	Payments to member districts of shared	\$ -	\$ -	\$ -	\$ -
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Instructions: Request for Amendment

After the original application is approved and the grantee has received the Notice of Grant Award (NOGA), the grantee may need to make changes to the budget or the planned program. Most grantees are permitted to make some changes to the budget or program without notifying or getting approval from TEA. (Some grantees are required to notify and get approval from TEA for all changes to their budget or programs.) In other cases, however, the grantee is required to submit formal notice to TEA of the desire or intent to change the budget or program.

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" document posted in the Amendment Submission Guidance section of the Grants Administration Division's Administering a Grant page to determine when an amendment is required for this grant. https://tea.texas.gov/Finance_and_Grants/Administering_a_Grant.aspx. "When to Amend the Application" provides details on which grantees are and are not required to submit amendments and when amendments are required. Also refer to the General and Fiscal Guidelines, Amending the Application, for more detailed information about amendments.

Regardless of how a grantee amends the application to distribute funds among the class/object codes, the grantee is still responsible for carrying out the scope and objectives of the grant as described in the approved application.

TEA reserves the right to reject unnecessary amendments without reviewing and approving them.

Submitting an Amendment

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Administering a Grant page of the TEA website.

How to Submit an Amendment

An amendment should be submitted to competitivegrants@tea.texas.gov.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Pages to Include with an Amendment

Required for all amendment requests

1. Page one of the application with up-to-date contact information and current authorized official's signature and date
2. Appendix I: Amendment Description and Purpose

Required for budget amendment requests

3. Amended Budget Request from the Excel budget workbook
4. Updated Program Budget Summary from the Excel budget workbook
5. Updated supporting budget pages from the Excel budget workbook

Assembling the Amendment

Follow these steps to complete all schedules required to be submitted:

1. Complete page 1

- a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes #2.
- b. Ensure all applicant information is current and correct.
- c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.

2. Complete Appendix I: Amendment Description and Purpose

- a. Choose the section you wish to amend from the drop down menu
- b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.
(example) Payroll 6300 —Reduce amount for extra-duty pay—Staff was able to complete training during regular working hours.

3. If you are requesting a budget change, complete the Amended Budget Request page from the Excel budget workbook

- a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.
- b. In column B, enter the amount being deleted from each class/object code.
- c. In column C, enter the amount being added to each class/object code.
- d. Column D and the total direct cost line will automatically calculate your changes

4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponding supporting budget page with the new amounts.

5. Do not resubmit any attachments required in the original application.

25-26 Effective Advising Framework Planning Grant Program Agreement

This agreement is written by and between:

ESC 2, hereinafter referred to as "ESC", and

Robstown ISD, hereinafter referred to as "District",

regarding the 2025-2026 Effective Advising Framework Planning Grant.

This agreement provides the core functions required of the ESC and District within the Effective Advising Planning 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 August 1, 2025 or on the start date of the grant, whichever is earlier, and will terminate at the end of the grant period.

Purpose of this grant program:

The Carl D. Perkins Career and Technical Education Act is intended to expand opportunities for every student to complete career and education pathways that lead to credentials with value in the labor market. The planning and implementation of an individual student planning system within the context of a comprehensive school counseling program in a school district is essential to students' academic, career, and personal and social development. This grant project supports school districts in the leadership and planning of an individual student planning system, aligned to the Effective Advising Framework (EAF), with technical assistance provided by EAF Coaches.

Effective Advising Planning Grant Roles and Responsibilities

Education Service Centers agrees to the following key functions:

1. Serve as fiscal agents and grant leads throughout the grant period; and
2. Identify a staff member to serve as the EAF Coach throughout the grant period and reserve the necessary capacity for all staff to meet grant requirements.

EAF Coaches agrees to the following key functions:

1. Complete all TEA grant requirements to achieve EAF Coach Designation or EAF Coach Designation with Distinction;
2. Lead the district in the completion of the EAF Diagnostic Tool, Gap Analysis Tool, and EAF Communication Template;
3. Provide technical assistance and coaching to the district's EAF Project Lead and steering committee to identify EAF implementation priorities and student outcome goals; and
4. Oversee the timely completion of all grant deliverables.

The District agrees to the following key functions:

1. Identify a certified school counselor or administrator to serve as the EAF Project Lead throughout the grant period who will be responsible for submission of grant deliverables to the EAF Coach;
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; and
4. Provide the steering committee members with the time and capacity to support the completion of all grant requirements with fidelity, including the training on each component, under the direction of the EAF Project Lead.

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. Work closely with and complete all grant requirements set forth by the EAF Coach; and
3. Convene and coordinate the work of the steering committee.

Effective Advising Planning Grant Staff Contact Sheet

ESC Information:

Name of ESC	<u>Regional Education Service Center 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>361-561-8454</u>
Name of EAF Coach	<u>Melody Pro-Smith</u>
EAF Coach Title	<u>Associate Director Counseling and 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>Robstown ISD</u>
Name of Authorized Representative	<u>Benito Portillo</u>
Authorized Representative Title	<u>Assistant Principal / District CTE Coordinator</u>
Authorized Representative Email	<u>benito.portillo@robstownisd.net</u>
Authorized Representative Phone Number	<u>361-767-6600</u>
Name of EAF Project Lead	<u>Benito Portillo</u>
EAF Project Lead Title	<u>Assistant Principal / District CTE Coordinator</u>
EAF Project Lead Email	<u>benito.portillo@robstownisd.net</u>
EAF Project Lead Phone Number	<u>361-331-0171</u>

District Effective Advising Steering Committee

Identify the staff members within the district who will serve on the steering committee. Indicate their level of involvement in the planning of the individual student planning 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.

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
Benito Portillo	Assistant Principal / District CTE Coordinator	7	\$4,000

Email address: ____benito.portillo@robstownisd.net____

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

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Lisa Spivey	Director of Early College / District Counselor Lead	6	\$3500

Email address: __lisa.spivey@robstownisd.net____

Team Member 3 (required, CTE representative)

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Nelda Garibay	Counselor	4	\$2500

Email address: ____nelda.garibay@robstownisd.net____

Team Member 4 (required, Special Populations representative)

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Tanya Olmeda	Counselor	4	\$2500

Email address: ____tanya.olmeda@robstownisd.net____

Team Member 5 (optional)

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount
Annette Hinojosa	Counselor	4	\$2500

Email address: __annette.hinojosa@robstownisd.net____

Team Member 6 (optional)

Name	Title	Approximate Hours per Month allocated to EAF	Stipend Amount

Email address: _____


**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 chooses to terminate this agreement prior to the end of the grant period, 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 Dr. Esperanza Zendejas ESC 2 Title Executive Director

Signature  Date 6/11/2025

EAF Coach

Name Melody Pro-Smith ESC 2 Title Associate Director Counseling and Mental Health

Signature  Date 6/12/25

District Signatures

District Authorized Representative

Name Benito Portillo Title Assistant Principal / District CTE Coordinator

Signature  Date 06/05/2025

EAF Project Lead

Name Benito Portillo Title Assistant Principal / District CTE Coordinator

Signature  Date 06/05/2025