



**2023-2024 Effective Advising Implementation Grant Year 1**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, July 14, 2023**

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI 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, July 14, 2023**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

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

- Excel workbook with the grant's budget schedules
- Attachment 1: Program Agreement

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Campus  ESC  UEI

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

CDN

Vendor ID

Amendment #

### Shared Services Arrangements

Shared services arrangements (SSAs) are **NOT** permitted for this grant. **Check the box below if applying as fiscal agent.**

### 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 2023-2024 Effective Advising Implementation Grant Year 1 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Effective Advising Implementation Grant Year 1 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.

## Program Requirements

### 1. Summary of Program:

- Provide an overview of the program to be implemented with grant funds.
- Include how this program will support individual planning in the context of comprehensive school counseling.
- Include how this program will foster innovation in CTE programming and/or promote careers pathways aligned to high-skill, high-wage careers or industries.
- Explain in detail how the district met the CTE defined criteria listed in the Eligible Applications section of these Program Guidelines. Include information for each criterion met by the district.

Bronte ISD is seeking funds for the purpose of implementing the Effective Advising Framework (EAF) grant with fidelity. Bronte ISD is a small, rural school district with fewer than 240 students EC-12th. As part of our plan, we intend to train all internal partners on the elements of effective advising which includes organizational structure and resources. The EAF steering committee will provide beginning of the year professional development to clearly communicate the goals established during the EAF planning year. They will train internal partners in the use of advising resources that will be used 5th-12th grades. Bronte ISD has hard working teachers and staff who wear many hats and have managed an "A" rating and 80% of our CTE students completing their course of study. The funds from this grant will help us achieve even more and expose our students to the many opportunities outside our town of 900 people.

Although Bronte ISD has only one school counselor for all students PreK-12th, the administration is committed to the counselor spending 80% of her time with students. Receiving funds through the EAF grant would allow the purchase of programming for our counselor to use in individual planning with students. The EAF grant would allow our counselor and other staff to attend professional conferences that are rarely attended due to lack of funds. Grant funding would also be used to pay for TSIA, SAT, ACT test prep materials and testing younger high school students. Interpretation and understanding the scores of these tests would be used when counseling students individually by our school counselor. Bronte ISD's long term goal through EAF is that every high school student will have a plan for their life post high school graduation. The funds received through this grant would make a huge impact in providing experiences and advising for students that would inturn assist them in their post high school decision making. Upon approval by TEA, funds would also be used for 11th and 12th grade field trips to nearby colleges, universities, and technical schools as well as a college fair that is held annually in a nearby city.

Unlike larger schools who have many elective offerings for their students, Bronte offers band, theatre arts, yearbook and CTE courses. Our CTE teachers go above and beyond thinking outside the box to provide our students with opportunities in their classroom and the community as much as they can. We have students who have been repairing small appliances, lawnmowers and even restoring a tractor. We have students who carry out their practicum in elementary classrooms and others at the county Ag barn in a nearby town.

During the 2023-24 school year, Bronte ISD will be establishing an onsite, employee only childcare center. This center will allow us to add the Education and Training Career Cluster as our students will now have a location to observe and complete the Practicum in Early Learning. These students will be able to earn the Child Development Associate IBC through this on site childcare center. The EAF grant will allow for a portion of the teacher salary who oversees this program as she teaches advising-related curriculum in these courses under the direction of the school counselor. Should we receive these funds, we would be able to fully develop the AG Plant Science program of study. Bronte has a small golf course where we hope to work with these external partners and give our students exposure to planning and maintaining a golf course. Bronte is surrounded by farming and ranch land, so there are external partners in these areas that we would like to be able to work with. Additional funding from the EAF grant would allow our CTE teachers to provide our students with opportunities that will help them as they plan for their future after high school.

Bronte ISD is a rural school district and listed as a rural remote district by TEA. Bronte ISD does have a CTE program. We are currently able to offer the Animal Science and Applied Agricultural Engineering programs of study through our Ag program and the Family and Community Services program of study through our Human Services program. Funding through the EAF grant would allow us to expand our CTE offerings. District CTE Concentrators and Completers data from the 2021-22 school year documents 54 students enrolled in grade 9-12 with 43 of those students being completers. This results in 80% of Bronte ISD secondary students being completers. Bronte ISD fully meets the CTE defined criteria in the Program Guidelines for this EAF grant funding.

**Program Requirements, cont'd.****2. Project Leadership:**

- a) **EAF Coach** - Who is the EAF Coach and what are their qualifications? What is the process the partner ESC undertook to ensure they have the appropriate time and capacity to provide the necessary support? 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? What other roles does the EAF Coach hold at the ESC and what is the amount of time allocated to other projects?
- b) **Project Lead** - Who is the Project Lead and what are their qualifications? What is the process the district undertook to identify them and ensure they have the appropriate time and capacity to provide the necessary support? What percentage of their time is allocated to this project? In addition, please include the district's strategy for supporting the Project Lead in obtaining the necessary support from the steering committee and all stakeholders to effectively lead this project. Include the stipend amount allocated for the Project Lead.
- c) **District Steering Committee** - Who will be the steering committee members as defined in the EAF and included below in the Description of Program? For each member, please answer the following: their role and/or qualifications to serve on the committee, and percentage of their time that will be allocated to this project. Include the stipend amount allocated for each steering committee member. Please include representatives from K-12. Consider including someone from the finance department to support this aspect of the grant.
- d) **District Commitment** - Outline the district's commitment to this project. Consider the District Commitments of the EAF in your response. Describe district leadership's involvement in the planning 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? Consider the Communication Plan in the district EAF Implementation Plan in your response.

EAF Coach- Lindsay Carr, School Leadership Specialist with ESC Region 15, will be the EAF Coach. Lindsay has been at ESC 15 for 3 years and has teaching and administrator experience at the elementary and secondary levels. Lindsay has 12 years of experience working closely with campus and district counselors and is able to connect the work teachers, administrators, and counselors do collectively to help students succeed. Lindsay is trained on Effective Schools Framework and has begun work with opt-in districts to align the vision, mission and goals, CNAs and CIPs in order to determine the next highest leverage action steps to better their campus as a whole. Lindsay worked with Bronte ISD as our coach in the planning grant during the 2022-23 school year as well as coaching two other rural school districts in our region. She will meet every other month for a half day with the project lead during year 1 of implementation. The ESC fee is \$300 for a grand total of \$1,800.

Project lead - Daisy Sanchez will continue as project lead. Mrs. Sanchez holds a BEd in Elementary Education and an MEd in School Administration. She holds additional certification as a School Counselor and Reading Specialist. Mrs. Sanchez has 29 years experience in education at the elementary, middle and high school level. She also successfully lead Bronte ISD's steering committee during the 2022-23 school year planning grant. EAF is very much part of a comprehensive school counseling program. Because of this, Mrs. Sanchez will have all the time she needs to lead the EAF grant process. Bronte ISD is fully committed to Mrs. Sanchez spending 80 % of her time, if not more, with our students. As part of the grant, the EAF steering committee will include substitute teacher pay to allow for the committee to meet at various times throughout the year during the school day so Mrs. Sanchez will be able to lead those meetings. The stipend allocated for Mrs. Sanchez as the project lead will be \$10,000.

District steering committee - Jennifer Englert, Elementary Principal; Ginger Robbins, Secondary Principal; Seth Sumrall, CTE teacher; Valerie Jones, SPED teacher; and Leigh Jernigan, financial secretary will make up the District Steering Committee. Each member of the DSC will be compensated a stipend of \$5,000. (Total allocated fro DSC is \$25,000.). Ms. Englert holds both a Bachelor's and Master's degrees in education. She has previously served as a classroom teacher, assistant principal and most recently, elementary principal at Bronte ISD. She has worked in different parts of the state and at different size schools which gives her varied perspectives and ideas.

Mrs. Ginger Robbins is new to Bronte ISD as the secondary principal. Mrs. Robbins has taught in the classroom and served as an assistant principal. She, like Ms. Englert, has worked at other districts within Texas and different size schools, so she also comes with many thoughts and ideas for growth and success.

Seth Sumrall is our CTE rep. He came to Bronte ISD from Mississippi. He comes with many years of AG and CTE experience. Valerie Jones will be our special population representative. Mrs. Jones has many years of experience in education at the elementary level.

Leigh Jernigan has been the financial secretary at Bronte ISD for several years. She holds a Bachelor's of Arts degree from Angelo State University.

Bronte ISD's commitment is evident in the diagnostic tool. BISD provides time, resources, professional development and other support systems to implement the vision of this project. Bronte ISD admin has worked with the steering committee in planning PD on EAF and the ways BISD will implement the work of the committee. BISD pledges to continue to support the work of the EAF steering committee by providing time, resources and ensure equity of access to all students.

**Program Requirements, cont'd.****3. District Implementation Plan:**

a) **Implementation Plan** - What is the summary of the district's EAF Implementation Plan for Year 1 of implementation?

b) **EAF Priorities** - Indicate the EAF Priorities for Year 2 of implementation. Please include the following for **each EAF Priority**: a description of the identified EAF Priority to be implemented in Year 2, the targeted grade-level(s), number of students impacted, developmental area addressed (academic, career, personal and social, or financial literacy), alignment to grade-level expectation(s) developed in the planning year, the metrics to be monitored throughout implementation to demonstrate the impact of the EAF Priority (may include participation data, process data, or outcome data), the EAF levers or essential actions identified to support fidelity of implementation, the key staff (leadership, school counselors or advisors, internal partners, external partners) who will support implementation, the communication and/or professional development needed to address implementation of the priority, the quality materials and tools that will be utilized to support implementation, and the anticipated student outcomes and their alignment to the metrics. Consider your EAF Priority Map in your response.

c) **Intervention Plan** - Consider the grade-level expectations that are aligned to your EAF Priorities. Describe the strategy for monitoring student progress toward indicated outcomes for each priority throughout the grant project. How will you monitor student progress? How will you communicate progress to all stakeholders? Describe the Tier 2 and 3 targeted supports for students in need of these levels of intervention.

Implementation of grade level expectations and/or priorities for Grades 5-12 **only** will be accepted for this grant application. **A minimum of three** EAF Priorities or grade level expectations connected to EAF Lever(s) and/or Essential Action(s) must be indicated to implement with grant funds for Year 1 of Implementation.

Implementation Plan Year 1- Bronte ISD will implement professional development that is consistent with the planning year grant to address equipping key internal partners with the knowledge, skills, and ability to carry out the mission and vision of the EAF project. New programs will be initiated as outlined in the plan. Any staffing changes since creation of the plan will be addressed by the EAF team. Furthermore, we will be implementing a plan for gaining stakeholder insight and input through the use of consistent surveys. These surveys will be utilized as planning and assessment tools to assess strengths and weaknesses of the plan and address training, partnership and any additional resources needed as we continue to work towards our long term goal.

Priority 1- Implement EAF training for staff and implement the Texas Model of Comprehensive School Counseling and TEMPSC-III. This first priority will impact all students 5th-12th grades which totals 127 students. This priority addresses all areas of development when carried out. Levers 1.4 and 3.2 are addressed through this priority. This priority will begin to be carried out through beginning of the year professional development days and additional PD days throughout the school year. Training will be led by the EAF steering committee and involve all teachers, paraprofessionals and administrators. Professional conferences that will be funded through this grant will further prepare internal partners to accomplish this first priority. Upon being trained, internal partners will understand EAF and will understand their role in the EAF. Internal partners will also be trained on programs being used in their classrooms to establish effective advising with students. Major Clarity will be one of the programs introduced to internal partners for use in their classrooms. An end of year survey has been planned to solicit responses from all stakeholders as to the implementation of effective advising during the 2023-24 school year.

Priority 2- Establish a clearly defined mission, vision, and values that aligns with district/campus mission, vision, and values. Priority 2 will impact all students 5th-12th grades which totals 127 students. When implemented with fidelity, all development areas will be impacted. This priority will furthermore ensure the implementation of curriculum, CTE pathways and partnerships meet the expectations of the district. Lever 3.1 "A clear communication plan for the vision, mission, and goals of the individual planning system is in place to ensure buy-in and commitment across the district" is addressed through priority 2. The EAF steering committee, superintendent, campus principals and the school counselor will be responsible for promoting and establishing this priority. As with priority 1, professional conferences that will be funded through this grant will further prepare internal partners to accomplish this priority. The end of year survey will be used as a tool to gather data from all internal partners including students for evaluation purposes. This tool will also provide data for changes that need to be made as well as reinforce those parts that worked well in the 2023-23 school year.

Priority 3 - Create and implement an advising scope and sequence that includes high-quality resources and involves internal and external stakeholders. Lever 1.4 is directly addressed through this third priority. With priorities 1 and 2 firmly established, priority 3 will be developed and implemented in classrooms and through counselor/student meeting times. This priority directly impacts students in their daily schedule and the types of information and experiences they have. The EAF team, along with the counselor and principals will develop a CCMR scope and sequence. The advisory period will

**Program Requirements, cont'd.**

**3. District Implementation Plan cont'd.**

include teachers implementing the advising scope and sequence and ensuring that the grade level expectations are met. This will create a clear calendar with specific topics that align to the four developmental grade level expectations and that are adequately covered with students throughout the year. Priority 3 will impact all students 5th-12th grades which is a total of 127 students. All developmental areas will be impacted as the grade level expectations identified during the planning period are incorporated into this scope and sequence. Bronte ISD is seeking grant funding that will allow this priority to be fully realized. CTE programs will be added and others expanded, high quality CCM programs and materials will be purchased for use in carrying out this developed scope and sequence. Field trips will be paid for through this grant funding allowing students to visit colleges, universities and technical schools per TEA approval. Test prep materials and testing units will be funded through this grant. An end of year survey will be sent to stakeholders to evaluate EAF priorities established during the 2023-24 school year. This data will be used for future planning.

Intervention plan - Major Clarity, a computer program which is included in our planning, will be one avenue used for tracking data and student progress. Student progress will also be tracked in classrooms through assignments completed and classroom grades. The EAF steering committee special populations representative, Valerie Jones, will work with teachers to address the needs of our Tier 2 and 3 students. Special ed. transitions services will also be incorporated as needed for our students. Bronte ISD makes use of Class Dojo, the school website, social media platforms, letters home, Monday folders, daily announcements and scrolling TV monitors throughout the school and in person meetings to inform all stakeholders of school and individual happenings.

**Program Requirements, cont'd.****4. Budget:**

(a) How will the proposed budget meet the goals of the proposed program? Include the following: how the budget aligns to the Implementation Plan and Year 1 EAF Priorities, justification for the specific funding allocations in the proposed budget, and explanation of pay rates and hours expected for services rendered.

(b) Organize the proposed budget breakdown into the following categories: funds for leadership and planning, school counselors and advisors, internal partners, external partners, and high-quality materials and assessments. Indicate the budget code(s) for each category aligned to payroll, professional and contracted services, supplies and materials, and other operating costs.

The long term goal established by the EAF steering committee states, "100% of Bronte High School seniors will graduate high school with a postsecondary plan." The funding provided through the EAF grant will put this goal within reach. The funding through this grant will put a framework of advising in place that involves all internal stakeholders and will provide for growth and expansion of our CTE programming. Funding through this grant will allow for professional conferences that are not currently available because of lack of funds. This grant will also provide for counseling center technology. An interactive screen would be purchased for use during student advising, PGP planning, presentations and informative meetings with parents and stakeholders. Also included is purchasing of test prep materials for ACT, SAT, TSIA2 and testing units of those exams. Upon TEA approval, funding for field trips to colleges, universities, technical schools, college fairs and career fairs would also be funded. These trips would foster establishing relationships with external partners. Paws in Jobland, an easily understandable program would be purchased for use in career exploration, Sets of posters related to career exploration and preparation for post high school life would also be purchased through these funds.

As a small, rural school district, Bronte ISD has limited funds to expose students to the world beyond their small community. This grant will provide many more opportunities for our students and help in building an effective framework of advising throughout our community.

Internal partners; leadership and planning-

6100 - \$68,000 for substitute teacher pay, portion of teacher salary noted on pg.3, professional staff extra duty pay

Leadership and planning; school counselors and advisors-

6200 - \$9,000 for attendance at professional conferences; ESC XV EAF coach

High quality materials and assessments-

6300 - \$80,000 for test prep materials and testing units (SAT, ACT, PSAT, PreACT, TSIA2, etc.), Paws in Jobland, CTE Enrichment Equipment, Counseling Center technology, poster sets (Plan for After High School, College Preparation, Career Clusters)

External partners=

6400 - \$10,000 for field trips to colleges, universities, technical schools, college fair, career fair; feeding students on these trips

**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)	
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	



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

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

*You may duplicate this page*

Amended Section	Reason for Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	