



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

NOGA ID [Redacted]

Authorizing legislation [Redacted]

This LOI application must be submitted via email to **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 **September 1, 2023 - August 31, 2024**

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: Program Agreement

**Amendment Number**

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

**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

**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:**

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

1(A)

Brady ISD will utilize grant funds to refine internal systems and structures within our school counseling program that support effective advising in College Career and Military Readiness.

1(B)

Brady ISD will adopt and implement a caseload management system, redefine roles and responsibilities within the counseling department to support advising, and establish external partnerships with a regional university to support the professional development of school counselors. Brady ISD will continue to utilize the Texas Model for Comprehensive School Counseling Programs.

1(C)

Brady ISD will provide opportunities for all students to earn an associates degree and/or Industry-Based Certification which align with the Concho Valley Workforce Development Area Analysis. BISD will continue to prioritize growth of the following high-skilled and high-wage careers as identified in the analysis: health sciences, agriculture, and culinary arts. In doing so, BISD will ensure that all counselors are adequately trained and informed on career pathways offered at Brady High School.

1(D)

Brady ISD met the following CTE defined criterion for this application: "If the percentage of Concentrators and Completers on the district's TEAL report is 25 percent or more of total student population, then the criterion has been met". Brady ISD is currently at 57 percent.

**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.

2 (A)

Traci Terrill is the EAF Coach who will assist in the implementation grant. In year 22-23, Traci was in her second year of EAF coaching for LEAs in the Planning Grant. She earned EAF Coach Designation after the Pilot Planning Year in 21-22. ESC 15 recognizes the value of the Effective Advising Framework as a forward-thinking process to begin the planning of supporting LEAs as they design and implement an individual student planning system through a comprehensive school counseling program. ESC 15 was awarded a planning grant in year 21-22 and in the following year was awarded a second planning grant for Traci Terrill and added an additional coach, Lindsey Carr. In 23-24, ESC 15 is anticipating adding a third coach, Lesley Casarez. ESC 15 is focused on sustaining and supporting this team of consultants to provide all ESC 15 LEAs support of the EAF when it is released statewide. Traci Terrill will spend 30% of her time supporting LEAs who are awarded the implementation grant. ESC Region 15 will invoice LEAs in Year 1 Implementation four times throughout the grant year the amount of \$3250 for a total of \$13,000. Presently, Traci Terrill is the CTE Specialist for the ESC and spends 60% of her time allocated to CTE. She is also assigned to support instructional materials and is allocated 10% toward that initiative.

2(B)

Richard Sweaney is the the EAF Project Lead. He currently serves as the Assistant Superintendent of Curriculum and Instruction, Special Programs and other Student Populations, and Student Support Services. As project lead, Richard's role will to be provide oversight and structure of the EAF committee, monitor data, and act as liaison between all parties involved to ensure program objectives are being met. The Project Lead will allocate approximately 15-20 hours per month to EAF. Richard's stipend will be \$9,000. Support for the Project Lead will be provided by the Region XV Service Center and EAF Coach, Traci Terrill.

2(C)

The Brady ISD EAF Steering Committee members include: Richard Sweaney - EAF Project Lead & Assistant Superintendent, Lori Holubec - High School Principal (\$8,000), Terry Cantwell - Middle School Principal (\$3,750), Chrisy Finn - Elementary Principal (\$3,750), Nita Fields - High School Counselor (\$7,000), Mindy Lay - Middle School Counselor (\$4,500), Shana Baronet - Elementary Counselor (\$1,500), Kathy Munoz - CTE Representative (\$3,750), and Barbara Landry - District Business Manager (\$3,750).

2(D) The role of the EAF Steering Committee includes:

- (1) Design the Mission, Vision, and Values of the EAF Program
- (2) Identify measurable elements and possible obstacles of program progress
- (3) Provide data tracking supports
- (4) Arrange master schedules to support EAF initiatives
- (5) Allocate funding to support all aspects of the EAF program
- (6) Identify and implement the EAF program guidelines and monitor program progress
- (7) Evaluate curriculum structure and implementation
- (8) Evaluate SEL curriculum and student outcomes
- (9) Establish and maintain partnerships with other educational institutions, and community entities

The EAF Steering Committee will allocate between 5-20 hours a month on the EAF project depending on designated roles



**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 1 of Implementation. Please include the following for **each EAF Priority**: a description of the identified EAF Priority to be implemented in Year 1, 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.

**3(A&B)**

Implementation Plan & Priorities (The implementation summary and EAF priorities have been combined in this section.)

1. Brady ISD will refine internal systems and structures within our school counseling program that support effective advising in College Career and Military Readiness.
2. Brady ISD will adopt and implement a caseload management system, redefine roles and responsibilities within the counseling department to support advising, and establish external partnerships with a regional university to support the professional development of school counselors.
3. Brady ISD will provide opportunities for all students to earn an associates degree and/or Industry-Based Certification which align with the Concho Valley Workforce Development Area Analysis. BISSD will continue to prioritize growth of the following high-skilled and high-wage careers as identified in the analysis: health sciences, agriculture, and culinary arts. In doing so, BISSD will ensure that all counselors are adequately trained and informed on career pathways offered at Brady High School.

**3(B)**

EAF Priority Descriptors (The following are the detailed implementation expectations and supports for each of the priorities listed above.)

\*Targeted grade-levels: 5-12

\*Aligned grade-level expectation:

- Grade 5 introduce possible career opportunities
- Grades 6-7 focus on career investigations
- Grade 8 narrow career focus to fit graduation plan and career pathway
- Grade 9-12 reevaluate career pathway on a one-to-one yearly basis to ensure students are college or career ready

\* 560 students impacted

\* Developmental focus areas at BISSD: academic progress, career planning, personal and social/SEL, and financial literacy

\* Performance Metrics: student participation, and student outcomes (associates degree and/or IBC, interest inventories)

\* EAF essential actions and key components for implementation:

- Brady ISD mission, and vision
- Professional development and training
- Project Lead, Steering Committee, campus counselors, and internal and external partnerships with regional university and community businesses
- Major Clarity, one-on-one parent meeting with campus counselor for each student grades 5-12
- Parent Square for additional parent communication
- Parent and Family Engagement opportunities to educate and inform parents and community

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

- Monitor progress utilizing yearly one-on-one parent meeting with campus counselor for each student grades 5-12 to discuss aligned grade-level academic expectations, and career goals-Tier 3
- Small-group advising to assist with academic and career planning (i.e., filling out FASFA, Apply Texas, Career Interest Inventories)-Tier 2

**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.

**4(A) Brady ISD EAF Budget Proposal**

\*Brady ISD will utilize grant funds to refine internal systems and structures within our school counseling program that support effective advising in College Career and Military Readiness. More specifically these funds would be utilized for personnel, professional development and training (both contracted services and employee travel), parent and family engagement opportunities, student engagement, data tracking (Data OnSuite) and academic/career readiness software (Major Clarity), and SEL curriculum.

**4(B) Brady ISD Budget Breakdown:**

**Payroll (6100)**

Employee Position/Title	Amount Needed
Campus Counselors (3)	\$13,000
EAF Project Lead	\$9,000
EAF Support	\$23,000

\*(Business Manager, Campus Principals-3, CTE Representative)

\$45,000 Total

**Professional and Contracted Services (6200)**

Professional Development	\$25,000
Travel, Lodging and Food for Professional Development	\$50,000
	\$75,000 Total

**Supplies and Materials (6300)**

Swivls, iPads, Software, Nearpod	\$35,000
Data OnSuite, Major Clarity	\$12,000
Social Emotional Learning Curriculum and Supplies	\$3,500
	\$50,500 Total

**Roles and Responsibilities:**

Campus Counselors-vertical alignment, professional development, monitor student tracking data, conduct parent/student one-on-ones, training students and parents on Major Clarity, parent and family engagement/college and career planning, Steering Committee member, campus communication

Project Lead-district EAF oversight, data gathering and disaggregation, plan and lead Steering Committee Meetings, vertical alignment, district communication

EAF Support-vertical alignment, professional development, parent and family engagement/college and career planning, campus EAF oversight, monitor student tracking data, Steering Committee member, campus communication liaison

**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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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



**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"/>	
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