



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

TEA
Texas Education Agency

NOGA ID

Authorizing legislation

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

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

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

Application stamp-in date and time

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

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

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

Excel workbook with the grant's budget schedules

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

Amendment Number

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

Applicant Information

Organization **Bronte ISD** CDN **041901** Campus **001** ESC **15** UEI

Address **210 S. Jefferson** City **Bronte** ZIP **76933** Vendor ID

Primary Contact **Rebecca Siler** Email **rebecca.siler@bronteisd.net** Phone **3254732511**

Secondary Contact **Tim Siler** Email **tim.siler@bronteisd.net** Phone **3254732511**

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 **Tim Siler** Title **Superintendent**

Email **tim.siler@bronteisd.net** Phone **3254732511**

Signature **Tim Siler** Date **6/12/25**

Shared Services Arrangements

Shared services arrangements (SSAs) are NOT permitted for this grant. .

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2026 Effective Advising Framework District Planning Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 Effective Advising Framework District Planning Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program

1. How this program will support individual student planning in the context of comprehensive school counseling, and 2. How this program will foster innovation in CTE programming and/or promote career pathways aligned to high-skill, high-wage careers or industries.

The EAF program at Bronte ISD allows us to provide students with individualized advising on their futures in college and career opportunities. Beginning in sixth grade, students are able to utilize the Major Clarity program to complete interest inventories and explore career pathways. Our steering committee also works with students on college and trade school options by attending college fairs, facilitating test prep for college entrance exams, utilizing virtual college visits through the College Tour, and partnering with Education Service Center 15 and Angelo State University to expose our students to different career pathways, such as athletic training and physical therapy, or jobs in the energy sector like wind. As a small, rural school, CTE programs of study could easily be a barrier, but Bronte ISD has put an emphasis on offering as many programs of study as we can to provide students with options in training for various pathways. We are able to offer Animal Science, Agricultural Technology and Mechanical Systems, and Teaching and Training. Students completing these programs are also able to obtain Industry Based Certifications in AWS D1.1 Structural Steel Welding, Educational Aide 1, and Elanco Fundamentals of Animal Science Certification. We are interested in expanding our offerings to add at least one more area, but that plan is still in development mode. EAF supports these programs of study by giving our district the means to take students to see their career path in action. For example, this past year we were able to take our Agricultural Technology and Mechanical Systems students to a job fair with partners, such as Reese Albert, and several students left that day with job offers from the companies in attendance. These types of activities will continue under the EAF program at Bronte ISD, as well as the hope to expand to other job markets and skill based industries.

Qualifications and Experience of Key Personnel

1. **EAF Coach** - Who is the EAF Coach and what are their qualifications? What percentage of their time will be allocated specifically to the district to support implementation and what is the ESC fee for the contracted support?

2. **EAF Project Lead** - Who is the EAF Project Lead and what are their qualifications? What percentage of their time is allocated to this project? How will the district ensure the EAF Project Lead has the appropriate time and capacity to lead this project? How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? Include the stipend amounts allocated for the Project Lead and each steering committee member. (Total stipend amounts for Project Lead and steering committee members are not to exceed 20% of the total grant budget.)

3. **District Commitment** - Outline the district's commitment to this project. Reference the District Commitments from Lever 1 and Lever 3 of the EAF in your response. Describe district leadership's involvement in the EAF grant from the 2024-2025 school year and the evidence of support shown for this initiative. In addition, how will the district communicate this initiative to necessary stakeholders in this grant project to ensure buy-in and foster an internal culture of advising?

4. **Steering Committee** - Who are the steering committee members and how do they meet the required criteria outlined in the Program Elements below? How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? Include the stipend amounts allocated for the EAF Project Lead and each steering committee member. (Total stipend amounts for the EAF Project Lead and steering committee members are not to exceed 20% of the total grant budget.)

EAF Coach: Lindsay Carr, School Leadership Specialist with ESC Region 15 will be the ESC EAF Coach. She has been a teacher and administrator at elementary and secondary levels prior to moving over to the ESC in 2020. Lindsay has over 15 years of experience working closely with campus and district counselors, and she is able to connect the work that teachers, administrators, and counselors do collectively to help students succeed. Lindsay has effectively coached three school districts through the EAF Planning Grant, Year 1 of Implementation, and Year 2 of Implementation. She also added another planning district for school year 2024-2025 in addition to her three EAF Implementation year-2 school grant districts. All four districts she is currently supporting are currently applying for the EAF Grant for 2025-2026. Lindsay is trained on Effective Schools Framework, RBIS, T-TESS, Texas Model/TEMPSC-III, Texas Instructional Leadership series, and she supports campus principals and instructional leaders in applications of best practice to see results in students. The percentage of her time allocated to our district's EAF implementation support is set at 10%. The ESC fee for Implementation Year 3 support is \$6,000, which will be outlined in our MOU.

EAF Project Lead: Rebecca Siler, Grants Coordinator and Technology Director for Bronte ISD. Rebecca is a 20 year classroom educator, and has worked with administration for the last 8 years as the ESSA and Perkins grant manager, as well as the District Technology Director. Her time working with the Perkins grant has given her excellent experience coordinating with the CTE department, campus principal, and counselor to build the CTE program. She has helped to implement CTE Programs of Study in the last 5 years and works with the counselor, principal, and CTE teachers to ensure that all students have the opportunity to enroll in a program and be a program completer by graduation. Rebecca was a Steering Committee member for the SY24-25, in anticipation of becoming the Project Lead for the SY25-26, as the current Project Lead was set to retire. She is knowledgeable of the Effective Schools Framework and will work closely with the EAF coach as well as the steering committee members to ensure that the EAF priorities are being met. The percentage of her time allocated to our EAF implementation support is set at 10%. The project lead stipend is \$6,000.

District Commitment: The district is committed to supporting the activities of the EAF steering committee by providing staff with time to perform duties related to the grant, transportation for staff and students to and from events, and by making EAF and CTE goals a priority in the master schedule. Bronte HS will designate each Wednesday and Friday as College and Career days during our LEAP class period. This structure has worked well for the last two school years. Wednesdays are dedicated to students working in the Major Clarity program, completing interest inventories, exploring careers suggested by their inventories, and even completing test prep for ACT and SAT. Fridays are dedicated to the College Tour and discussion of college options within the LEAP period. We are also able to schedule special guest speakers during LEAP at any point in the week. For example, in the 24-25 school year, Dr. Jesse McIntyre from Angelo State University visited our campus and did demonstrations with HS students on Athletic Training and athletic injury related physical therapy. We also utilized our partnership with ESC 15 to have them come out with a set of VR headsets that are loaded with several career options and give students the ability to climb a wind turbine for repair, or perform a knee surgery on a patient. Based on student surveys, these activities are well liked by students and beneficial in their college and career selections. Bronte ISD intends to continue these activities, as well as hopes to expand to new opportunities as well.

Steering Committee Members: Ginger Robbins, 7-12 Campus Principal; Jennifer Englert, PK-6 Campus Principal; Jessica Riddle, PK-12 Counselor; Leigh Jernigan, Business Office; Melissa Pittman, CTE Teacher; Tandy Briley, 7-12 SPED teacher
The steering committee stipend is \$3000 each.

Goals, Objectives, and Strategies

Indicate the four EAF Priorities the district will implement in the 2025-2026 school year that were developed with the support of the EAF Coach in spring 2025 using either the EAF Gap Analysis Tool or the SY25-26 EAF Priorities and Student Outcomes resource. For each EAF Priority, include the following: a description of the EAF Priority to be implemented, the aligned SMART student outcome goal, the targeted grade level(s), the targeted development area (academic, career, personal/social, or financial literacy and aid), the key staff who will lead and support implementation of this priority, and the strategy to support the priority. Include in the strategy the necessary staff training, communication to stakeholders, advising resources, and external partnerships.

1. Provide the information above for the district's first EAF Priority.
2. Provide the information above for the district's second EAF Priority.
3. Provide the information above for the district's third EAF Priority.
4. Provide the information above for the district's fourth EAF Priority.

PRIORITY 1

Description: Provide students with hands-on college exploration and preparatory experiences that include internal and external stakeholders, speakers, field trips, and college readiness opportunities.

SMART Student Outcome: 100% of students 10th -12th will have the opportunity to attend a in-person college fair. 100% of students 6th-12th will have access to virtual college tours through the LEAP Google classroom. All seniors will meet with the school counselor during Wednesday afternoon LEAP period for the purpose of completing college applications, FAFSA, scholarship applications, etc.

Targeted Grade Level: 6-12

Targeted Development Area: Academic/Career

Key Staff and Strategies to Support the Priority: The EAF committee along with LEAP teachers will plan various trips that will provide students with college and university visits and a college fair visit. Trips will include college tours, career exploration and academic preparation and exploration at those sites. The school counselor will organize and register students to attend the college fair and college visits. CTE teachers will take students on the trip. The school counselor will maintain and schedule the activities in the LEAP Google classroom. The principal will assure that the master schedule is built to support the LEAP period and assure that teachers are completing the activities scheduled during that classroom time. The principal will be responsible for keeping the integrity of Wednesday afternoon Senior time with the counselor during LEAP. LEAP teachers will be responsible for carrying out LEAP plans posted in the Google classroom. Each member of the EAF committee will spend approximately 10 hours a month per person to implement our goals. The committee will work together to plan and implement. Additional staff will not be necessary. Staff will stay abreast of EAF stipulations and will also attend Professional Development in the area of CTE in order to implement these skills and priorities. Staff will continue to make use of the LEAP Google classroom and the virtual college visits posted within it to use with students in college/university discussions. Staff and students will need time away from school to visit schools of interest. The LEAP classroom will also be used for any visits from college and/or university admissions staff. The College Tour videos will also continue to be used to make virtual visits to colleges and universities that are too far to visit in person. We will continue to make use of Class Dojo and our social media accounts to communicate with our families and community. We will continue to reach out to nearby colleges and universities to schedule visits. We will also continue to make attendance at college fairs available to our high school students. The school counselor will organize and register students to attend the college fair and college visits. CTE teachers will take students on the trip. The school counselor will maintain and schedule the activities in the LEAP Google classroom. The principal will assure that the master schedule is built to support the LEAP period and assure that teachers are completing the activities scheduled during that classroom time. The principal will be responsible for keeping the integrity of Wednesday afternoon Senior time with the counselor during LEAP.

PRIORITY 2

Description: Provide students with hands-on career exploration opportunities, including internal and external stakeholders and speakers, field trips, and other opportunities.

SMART Student Outcome: 100% of students 6th-12th will have access to Major Clarity for the purpose of career exploration. 100% of 11th graders will have the opportunity to take the ASVAB and the opportunity to participate in ASVAB interpretation and career exploration.

Targeted Grade Level: 6-12

Targeted Development Area: Career

Key Staff and Strategies to Support the Priority: District will plan various trips involving CTE categories that will prepare students with college readiness. Trips will include college tours, career exploration and academic preparation exploration. The relationship established with external partners in school year 2023-24 will continue and others will be pursued. CTE teachers will continue to seek out field trips to technical schools and businesses to provide hands-on opportunities for students. The school counselor with the help from the CTE teachers will be responsible for the planning and executing of this priority. The principal will support in the role of advocate for the value of these planned trips. She will arrange for substitute teachers and class coverage as needed.

Goals, Objectives, and Strategies cont'd.

(cont.) Each member of the EAF committee will spend approximately 10 hours a month per person to implement our goals. The committee will work together to plan and implement. Additional staff will not be necessary. Staff will stay abreast of EAF stipulations and will also attend Professional Development in the area of CTE in order to implement these skills and priorities. Staff and students will need time away from school to visit local businesses and industries. We will use LEAP classroom time to facilitate site visits from local business and industry leaders. We will continue to make use of Class Dojo and our social media accounts to keep our families and communities informed of student visits and opportunities. We will continue to reach out to local employers and ask them to come speak about their companies and job opportunities. Additionally, we will look for other local companies where we can take students on industry visits. Bronte is very small but we would like to reach out to the local nursing home and auto repair shop. The increased focus and improvements in our classrooms will continue to lead to Industry Based Certifications for our students. New resources to be considered are dependent on additional certifications being sought. The principal will continue to look for CTE classes to add to the master schedule that support IBC. The counselor will continue to verify student pathways and schedule their classes to maximize IBC opportunities.

PRIORITY 3

Description: Build school counseling program staff knowledge and expertise through ongoing professional development that focuses on ensuring equal access, examining and mitigating unconscious bias, as well as deepening advising skills to support student's academic, career, and personal and social development and financial literacy. We want to build a culture that emphasizes that we are all advisors of all students.

SMART Student Outcome: 100% of 8th grade students will have a PGP meeting with their counselor by the end of the year, and will review these annually until graduation.

Targeted Grade Level: 6-12

Targeted Development Area: Academic, Career, Personal & Social, Financial Literacy

Key Staff and Strategies to Support the Priority: Utilize the program Pathways regularly to monitor students' CCMR progress data throughout the year. The counselor is responsible for meeting with the 8th graders. The principal will encourage and support professional development for staff. Approximately 40 hours on a yearly basis will be spent on Professional Development for the members of the EAF committee and those working directly with student advising. Hours will be fulfilling the comprehensive counseling program through various offerings. Staff will need to be afforded time away from school to attend professional development opportunities. We intend to continue the partnerships created this year with Shannon Medical Center, Reece Albert and the Robert Lee Care Center. We hope to add field trips to Mueller Steel, Yellow House Machinery Co. and a landscaping company in hope of their becoming external partners. We would also like to forge a partnership with the Bronte Nursing Home and the local auto repair shop. As we attempt to build and expand our CTE offerings, these external partners may be businesses at which our students can complete an internship. Our counselor will continue to provide staff training with the priority focus being to deepen advising skills. New staff will be trained in Major Clarity and Pathways. The principal will maintain an active role in monitoring staff involvement.

PRIORITY 4

Description: Strategically select external partnerships to fill gaps in service delivery and provide intended student services. Establish a system that consistently manages external partnerships in student advising.

SMART Student Outcome: 100% of 7th-12th grade students will complete a weekly tour in The College Tour as well as spend at least 45 minutes weekly in Major Clarity.

Targeted Grade Level: 7-12

Targeted Development Area: Academic, Career, Personal & Social, Financial Literacy

Key Staff and Strategies to Support the Priority: Utilize 45 minutes during the daily LEAP (Longhorn Enrichment and Activity Period) with all students in grades 7th-12th. The counselor and high school principal are responsible for determining the master schedule and daily activities for the LEAP period that teachers will carry out. Teachers will monitor and guide students through the program 45 minutes twice a week during LEAP. Annually, new teachers will need to be trained in the use of Major Clarity. This LEAP time is also used for external partner visits. We have had military recruiters, college admissions staff, motivational speakers, and employers visit with students at this time. Staff will continue to intentionally seek out external partnerships through community and professional connections. The LEAP classroom time will continue to be available for external partnership visits. The relationship with TX Workforce Commission will continue to be fostered as they are also a resource for external partnerships. We will continue to be intentional in seeking out new partnerships. This year we added three partners, Shannon Medical Center, Reece Albert and Robert Lee Care Center. Our goal is to add additional external partners next school year.

Performance and Evaluation Measures

For each of the four EAF Priorities indicated above, describe how you will monitor progress throughout the year to ensure successful implementation so that student outcome goals are met. Include in your response the types of data used to monitor progress, the tools that will be used to collect and analyze data, and the process for reflecting on the data.

The district will continue to utilize the EAF Progress Monitoring tool to assist us in compiling data throughout the year. We will utilize reports from the Major Clarity platform on to monitor student usage, as well as data from the Pathways program to track student CCMR progress. The district will continue to use student and staff surveys to monitor progress toward goals throughout the year, as well as attendance records and sign in sheets for LEAP activities and college and career fair visits. The Steering committee members will meet monthly to discuss priorities and track the progress toward our goals, as well as discuss implementation plans for new activities or ways to improve our activities to better meet our goals.

Budget Justification

Describe how the proposed budget will meet the goals of the proposed program. For each category below, include the following: How does this budget category align to one or more of the four EAF Priorities the district has identified? Provide a justification for the specific funding allocations in the proposed budget which may include explanation of pay rates and hours expected for services rendered.

Payroll, Professional and contracted services, Supplies and materials, Other operating costs

The district will budget \$24,000 for steering committee stipends and \$5000 for substitute pay to cover any sub costs of teachers taking students on EAF related trips or attending EAF related professional development. \$6000 is reserved for the cost of our ESC consultant. \$10,000 will be allocated for staff professional development, including CTE conferences, which align with Priority 3. The bulk of our grant award, \$75,000, would be allocated to supplies and materials. The steering committee would like to purchase career modules from Paxton/Patterson labs, and create a Career Lab in an empty space on campus. Our hope is to purchase at least 15 different career modules to provide students with a wide array of career exploration options. If the funding is available, we would also like to purchase VR headsets and career pathways modules that operate with those headsets to further expand our Career Lab. This Career Lab would be available to all students grades 6-12 and teachers and the counselor can utilize time during our LEAP period to allow students to explore career options. The Career Lab could also open opportunities for us to partner with neighboring districts to allow other students in our county an opportunity to explore different careers as well. Building a Career Lab aligns to both Priority 1 and Priority 2, providing students with hands-on learning opportunities.

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	<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"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<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"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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