



**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.

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

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.

A) During the 2022-2023 Effective Advising Framework planning process, the steering committee was able to create an implementation plan that builds on the previously completed career and counseling framework Amarillo ISD counseling staff created. As part of the planning process, we were able to evaluate our strengths and our areas in need of improvement. Amarillo ISD EAF Steering Committee has created goals to facilitate and support student success in meeting CCMR criteria. The essential priorities that have emerged to help Amarillo ISD meet these goals are: providing resources and training to campus staff so they can work with students on advising; establishing a data sharing system with external partners as appropriate; developing and delivering trainings for internal and external stakeholders. To reach these goals and continue working towards a K-12 student advising program, the district will use these grant funds to provide training to appropriate staff members, focusing mainly on high school and middle school counselors during Year 1 Implementation. The district is also working with the local community college to access a dashboard that will allow the district an easier, more efficient way to track student CCMR data to ensure students are meeting College and Career Readiness Benchmarks. Lastly, the

B) district plans to train school counselors and advising staff on using College and Career Readiness Tools. This program will be the first step in ensuring all stakeholders have an understanding of and access to the tools necessary to meet the five-year goal and subsequent yearly goals. The program will begin by establishing the necessary training for school counselors and campus administrators at the middle school and high school levels. This training will be vital to creating and implementing an individual planning system for comprehensive school counseling. Middle school and high school campus administrators and school counselors need to understand the EAF essential actions, the goals that emerged from this process, and effective advising practices for transitioning from middle school to high school and high school to postsecondary. In order to be able to effectively implement the new learning, internal partners also need access to robust software and technology to provide individualized student advising and support more efficiently.

C) Amarillo ISD is a leader in CTE programming innovation. This program will only strengthen that. The school district and particularly AmTech Career Academy have worked tirelessly to create close partnerships with local Institutes of Higher Education and business and industry partners to ensure they are preparing students for high-skill, high-wage jobs in the Panhandle region. This program will allow the district to expand these partnerships and processes that have proven successful to the four traditional high schools, supporting the growth of CTE pathways on those campuses. The program will also provide a better-aligned process for informing middle school students of high-skill, high-wage careers available here.

D) Amarillo ISD meets the CTE-defined criteria by having 200 or more CTE concentrators or completers and having a percentage of more than 25% CTE concentrators and completers. Amarillo ISD has 8,509 students enrolled in 9th-12th grades. Of those students, 3,323 were coded as CTE concentrators or completers. This equates to 39% of the 9th-12th graders concentrating or completing a program of study.

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.

Mindy Hampton, CTE Specialist, will serve as the EAF Coach. Mindy has been at the ESC for 17 years and has extensive experience in the evolution of career and technical education through her tenure. Mindy is the lead contact for the Perkins V SSA, provides technical assistance to school districts in completing and submitting the CLNA, delivers PD and technical assistance on expanding programs of study and alignment to endorsements, works closely with CCMR initiatives, and collaborates with the ESC's School Counselor Specialist. Continuing to coach Amarillo ISD through the EAF Implementation grant will provide a seamless collaboration of effort between her current roles and responsibilities and the roles and responsibilities of EAF Coach. The EAF Coach will allocate 20% of time to support the district's implementation efforts and 80% of time to other ESC projects. The ESC fee is \$15,000 for the contracted support. Amarillo ISD has identified Tracey Morman, Director of Counseling and College/Career Readiness, as Project Lead. As Project Lead, Ms. Morman has the support and resources available from district leadership to see the completion of the grant deliverables. The district has decided that Ms. Morman will be the Project Lead because it is a natural fit for her duties as Director of Counseling and College/Career Readiness. She has the capacity, subject matter expertise, and ability to convene and coordinate the Steering Committee and other stakeholders through the strategic implementation of an individual student planning system. She has 28 years of experience in education, moving to a school counselor, and then into a district leadership position as Director of School Counseling. Ms. Morman will dedicate 15% of her time to this project and ensure that the implementation of Year 1 plans are successful. Her stipend amount is \$5,000. Ms. Morman has the support of the district leadership to convene steering committee members as necessary to carry out the work and continue moving the district forward in its improvement efforts. Steering committee members are as follows:

Crystal Troster - Lead Counselor at Tascosa HS- will dedicate 10% of her time. She has 16 years of education experience. She has experience serving at all levels of school counseling; Karyn Pierce - Director of CTE - will dedicate 15% of her time. She has 26 years of experience in education. She is also a certified school counselor; Kimber Thompson - McKinney Vento Liaison - will dedicate 5% of her time. She has served for 8 years as the McKinney Vento Liaison; Darren Jansen - Lead Counselor at Amarillo High School - will dedicate 10% of his time. He has 28 years of experience in education and has served small and large school campuses; Tammy Nash - Associate Principal at Amarillo High School - will dedicate 10% of her time. She has served in several different roles on the Amarillo High School campus. Her input provides a campus administrator's lens to ensure we are serving all students well; Angela Bivens - Elem. School Counselor - will dedicate 5% of her time; She has 27 years of experience in education that includes elementary and middle school counselor experience. Nissa Dunnam - Middle School Counselor, will dedicate 5% of her time. She has 19 years of experience in education. She has served as a middle school and high school counselor as well as an elementary school principal; Margaret Gromek - CTE/CCMR Counselor - will dedicate 10% of her time. She is a former CTE teacher who has now moved into a school counselor position. As part of the planning process, the data showed that the district needed a counselor to help with CTE and CCMR initiatives. The district was also audited earlier in the year. As part of this process, gaps that needed to be addressed were identified. The majority of the gaps are also aligned with the work of implementing an individual student planning system. Given all of these data points that have been gathered throughout the 22-23 planning grant, the district is dedicated to seeing the implementation of the grant deliverables because it will correct gaps and serve students. Having a plan to coordinate the college and career planning process for each will further the success of students in district. The district will communicate in a variety of ways. Such as monthly newsletters, and monthly stakeholder meetings.

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.

As part of the 2022-2023 Effective Advising Framework Planning grant, our steering committee discovered that we need a districtwide training plan to help train all stakeholders regarding student College and Career Readiness. We also discovered we need a districtwide way to track data that is efficient and effective. For Implementation Year 1, Amarillo ISD will be providing training sessions for middle school and high school counselors to help with the registration process for students transitioning to high school. These sessions will be used as "Train the Trainer" sessions so that counselors and administrators can turn these around to other school staff members. There will also be training for all advising staff on effectively using the data tracking tools that the district currently uses.

3.2 - This priority will provide needed training to all middle school and high school counselors to be able to turn around these trainings to the staff on their campuses. The targeted grade levels for this are 6th - 12th grade. The number of students impacted is 6,800 6th - 8th graders and 8,000 9th - 12th graders. The developmental areas addressed will be academic, career, personal and social, and financial literacy. The nature of the trainings for counselors and other stakeholders will be to provide information in all four developmental areas to create a well-rounded college and career preparedness plan for each student. During the first year of implementation, the metrics used to track the impact of the EAF priority will be sign-in sheets from trainings, student choice sheets when transitioning from middle school to high school, and agendas from parent meetings. The implementation of this priority will be led by the Director of Counseling and CCMR with help and buy-in from campus administrators and counselors. Professional development for middle school and high school counselors will be needed to ensure that all stakeholders on all campuses are providing the same guidance to students regarding college and career planning. The overall goal is to increase student and parent awareness and enrollment in CTE course offerings, dual credit opportunities, Advanced Placement courses, and OnRamps courses. Communicating this information and training requirements will be provided during monthly counselor meetings and campus leadership meetings. The trainings have also been included in the yearly professional development calendar that is provided to staff. The EAF coach from Region 16 will provide training help as needed.

4.2 - This priority will focus on establishing a data-sharing platform with Amarillo College. The database will provide invaluable information that allows the tracking of student CCMR success in an easy-to-use database rather than a Google spreadsheet. The impact on student success will provide an opportunity to ensure all students are on track to meeting CCMR indicators as well as helping students to transition from middle school to high school and from high school to postsecondary. The use of the database will require CCMR staff and school counselors to be trained in using the platform. The Director of School Counseling and CCMR will be the lead to ensure that the trainings are scheduled with Amarillo College. The trainings will be required and included in the 2023-2024 professional development plan for counselors and CCMR staff. The metrics to be used will be training sign-in sheets, student data tracking to ensure students are on track to meeting CCMR targets, and end-user feedback to ensure the database is meeting the intended needs of school counselors and CCMR staff. Students served as part of this priority will be incoming 9th - 12th grade students. This will be approximately 8,000 students. The data-sharing platform will focus mainly on academic and career development areas.

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

4.4 - This priority includes providing training to internal and external stakeholders. This has been identified as a priority because the planning analysis revealed the many different college and career readiness tools that the district has available to help school counselors and advising staff provide guidance to students. The data analysis revealed that these stakeholders need a refresher to ensure all tools are being used to their full potential and to ensure internal stakeholders are aware of how the tools work together rather than as separate tools. The district will use different experts to train on these tools depending on the tool to be used. Some training will be provided by the product vendor, and some will be provided by the district technology staff. The Director of Counseling and CCMR will be the lead in ensuring the trainings are scheduled and that school counselors and advising staff are in attendance. This priority will impact students in 7th - 12th grades. The impact will help with better tracking of PGP's for students and meeting CCMR benchmarks. The developmental areas that will be targeted as part of this priority are academic and career. This will impact close to 12,500 students and provide a more succinct way for staff to share information on student progress and success. The success of the implementation will be tracked through an increased use of these tools as evidenced by increased data input as well as monitoring sign-in sheets from the required trainings.

Our EAF Priorities are aligned to Essential Actions 3.2, 4.2, and 4.4. The Implementation Year 1 activities are designed to ensure that middle school and high school counselors and campus administrators have the capacity to communicate student course selection options that include enrolling in CTE courses, being aware of dual credit enrollment opportunities at the upper-grade levels, and Advanced Placement post courses. All of this will ensure that students and parents can effectively choose courses that will feed into the students' post-secondary goals and lead to the successful completion of CCMR benchmarks and grade-level expectations.

Student progress will be monitored through the use of current and new data-sharing/data platforms all designed to help advise students to make better-informed post-secondary decisions. Progress will be demonstrated by advising staff inputting the necessary data into the platforms while working with the students. If it is determined that students need more targeted or intensive support to meet the grade-level expectations in one or more of the development areas, our district provides Tier 2 supports through one-on-one meetings with their school counselor to determine needed resources. The school counselor can then refer the student to the appropriate district or campus resource contact to ensure they are getting back on track with meeting grade-level expectations. Tier 3 supports are offered through alternative educational opportunities that ensure the students' needs are being met while also providing an opportunity for the student to graduate with their peers. The district also provides a flex schedule at one high school that allows students to attend evenings to be given the opportunity to meet grade-level expectations and CCMR benchmarks.

The district will communicate to stakeholders in a variety of ways. The Director of Counseling and CCR will continue to provide up-to-date information for CCMR. Middle school and high school counselors will meet monthly to discuss and learn more about individual student planning and how it is implemented at each grade level. Student progress will be communicated monthly through these meetings. The communication will include the discussion of Tier 2 and 3 supports as necessary and needed. If more frequent updates are needed, these will be handled on a case-by-case basis. Information on the EAF implementation will also be provided at campus leadership meetings that are held monthly.

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 proposed budget includes stipends for steering committee members, substitute pay for staff needing to attend professional development, purchase of a career planning tool, printing costs for an EAF handbook, course guide materials, transportation to and from the middle school career fair and the high school career fair, and the consulting fee for the EAF Coach at Region 16 ESC.

The stipends paid to the EAF Steering Committee members are aligned with their daily rate and their estimated monthly hours dedicated to the implementation of the plan. The printing costs are aligned with the goals of providing materials and resources to middle school and high school counselors so that students and parents have accurate information in which to make course selections and decisions. Career Fair transportation will provide students with information on in-demand, high-wage careers specific to our Workforce Development area and will help students to prepare their academic and career plans. The travel to the Career Center is an opportunity for 8th-grade students to see the Career Center as they are preparing to make course selections for 9th grade. The career exploration software for students in grades 5th - 12th will help students in determining a pathway and provides another way for the school to communicate postsecondary plans with parents. The EAF Coach will provide face-to-face training and coaching one day per month and 2 hours of virtual coaching per month. The career planning tool will ensure that the students' planning and data follows the student as each one transitions from middle school to high school. The substitute pay aligns with the training required to help internal stakeholders better understand EAF, individual student planning, and CCMR benchmarks.

6100 - stipends for Steering Committee and substitute pay for internal stakeholders/partners

6200 - professional and contracted services needed from external partners to include high-quality training materials and online software for career exploration and planning.

6300 - high-quality printed materials to ensure external partners such as parents and students can make well-informed decisions regarding college and career planning. This will also help middle school and high school counseling staff guide students and parents.

6400 - other operating costs associated with traveling to career fairs and the Career Center. The career fairs are hosted by external partners, and school counselors and other staff travel with the students.

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" value="29,886"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="29,886"/>
4. Total current-year program allocation	<input type="text" value="150,000"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="0"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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