2022-2023 Effective Advising Implementation
Letter of Interest (LOI) Application Due 11:59 p.m. CT, June 17, 2022

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, June 17, 2022**.

Application stamp-in date and time

Grant period from	**August 1, 2022 - August 31, 2023**
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):

Applicant Information

Organization	Rankin ISD	CDN	231902	Campus	231902001	ESC	18	DUNS	789727971

Address	PO Box 90	City	Rankin	ZIP	79778	Vendor ID	1756002297

Primary Contact	Adrian Gallardo	Email	agallardo@rankinisd.net	Phone	4326932461
Secondary Contact	Dawn Wyatt	Email	dwyatt@rankinisd.net	Phone	4326932461

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	Adrian Gallardo	Title	HS Principal

Email	agallardo@rankinisd.net	Phone	4326932461

Signature	*Adrian Gallardo*	Date	6/17.2022

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 2022-2023 Effective Advising Implementation Grant Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the xxx 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.

The EAF implementation work began by creating mission and vision statements as well as short and long-term goals. The vision describes the intended impact on students while the mission describes the role of the organization and the outcomes of their work to meet the vision. The goals are the outcomes that need coordinated effort or action. Districts should align effective advising goals to ensure students are graduating to meet statewide college, career, and military readiness (CCMR) goals for accountability. Rankin ISD's Effective Advising mission, vision, and short/long-term goals are included below:

Mission: Maximizing college and career readiness for the students of Rankin ISD to ensure they are prepared with the knowledge, academic foundation, and life skills to be a productive learner, an effective communicator, and a responsible citizen in order to be successful in an ever-changing world.

Vision: Rankin ISD students will graduate with the foundational life skills to be prepared for post-secondary education as well as entrance into the workplace in an ever-changing world.

Short-Term Goals:

Rankin ISD will maintain 95% CCMR score in the state accountability rating.

The class of 2023 will be at 40% TSI readiness or higher, to ensure preparedness for post-secondary education or entrance into the workforce.

Industry-based certificates, Level I and Level II certificates for the class of 2023 shall reach a completion rate of 60%, to ensure preparedness to enter the workplace.

All elementary and junior high students will participate in a monthly virtual or in-person career activities. Follow-up assignments will be given for each presentation, based on grade level. Rubrics will be evaluated for each grade level, as well.

Long-Term Goal:

Rankin ISD's CCMR Outcome Bonus percentage will increase by a minimum of 3% every year through the 2029-2030 school year.

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 in identifying them and ensuring they have the appropriate time and capacity to provide the necessary support? What percentage of their time will be allocated specifically to your district to support implementation? 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. **c) District Commitment** - Outline the district's commitment to this project. Consider the district commitments of the EAF 2.0 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?

A) Ryan Merritt is the CTE Consultant for ESC 18. He has assisted district with the the EAF grant coach, consultation with the EAF coach, and leading the development of the Effective Advising Program Plan for the district in collaboration with the Effective Advising Team.

B) Adrian Gallardo is the principal at Rankin High School and will serve as the project lead. Prior to becoming the principal, he served as the district's counselor. In that role he was responsible for working with Odessa College to create the crosswalks for current and past associate degrees. When the programs of study were introduced, he created a master schedule that allowed for more completers by dedicating one period to all level one classes for the freshmen (or the first year of classes for an associate's degree), another period dedicated to level two classes (or the second year of dual credit classes) and so on. He will also serve on the steering committee for the TCLAS grant focusing on P-TECH. Time allotted for grant is 5 hours a week.

C) District Commitment - Once the district has identified the grade-level expectations and transition milestones, the next step is to determine who is responsible for implementation at each level of the organizational structure. The organizational structure includes the following:

Levels of Organizational Structure Purpose

Effective Advising Leadership Who is leading the design and management of the individual student planning system, including the identification and monitoring of milestones and grade-level expectations?

School Counselors & Advisors Who is leading the implementation of the individual student planning system to support the identified milestones and grade-level expectations?

Internal Partners Who is being leveraged within the school district to support implementation?

External Partners Who is the district contracting with or entering a formal partnership with to support implementation?

High-Quality Tools and Resources What are the tools and resources to support implementation? Are they high-quality?

Effective Advising Leadership:
A building level leader who has scheduling, hiring, and budget decisions.

Knowledgeable, Well-Supported, School Counselors & Advisors:
Counseling staff who support P-TECH students, including activities such as: coordinating with Institutions of Higher Education (IHE) for registration, monitoring of students' high school and college transcripts, and monitoring high school and college courses to ensure all requirements are met.

Internal Support Partners:
TSI- Betsy Jones, Jaylie Gibson, Tim Haynes, Sarah Kimbrough
WBL-Misti Tucker, Carrie Templeton, LaNell Trussell, Kendra Davidson, Jeff Bunger
Health Science- Amy Cura
VoTech- Robbie McClure,
Family- Olga Martinez,
Budget- Melissa Hanna,

Program Requirements, cont'd.

3. **Grade-Level Expectations** : What is the summary for implementation of the grade-level intervention for **a) academic developmen**t, for **b) career development**, for **c) personal and social development**, and for d) **financial literacy?** Please include the following in your response for each intervention: the intervention identified to be implemented, the targeted grade-level, number of students, the metrics to be monitored throughout implementation, 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 quality tools and resources that will be utilized to support implementation, and the expected student outcomes. Only interventions for students in grades 5-12 will be accepted for this grant application. At least one intervention per area of development should be identified to implement with grant funds.

-12 Milestones & Grade Level Expectations
This section of the implementation plan serves as a road map with checkpoints along the way to ensure students are on track with the effective advising goals so students are graduating to meet statewide college, career, and military readiness (CCMR) goals for accountability. In the table below, transition milestones are listed along with grade-level expectations:

Elementary to Middle School Transition Milestones
By the end of the 5th grade, students will have chosen their top three preferred career clusters based on career activities and presentations.
Grade-Level Expectations
Career Development
Grade-level benchmark (K): A presentation over a given Career Cluster will be viewed each grading cycle. Students will then complete a grade appropriate project, which will be evaluated with a grade appropriate rubric.
Career Development
Grade-level benchmark (1): A presentation over a given Career Cluster will be viewed each grading cycle. Students will then complete a grade appropriate project, which will be evaluated with a grade appropriate rubric.
Career Development
Grade-level benchmark (2): A presentation over a given Career Cluster will be viewed each grading cycle. Students will then complete a grade appropriate project, which will be evaluated with a grade appropriate rubric.
Personal & Social
Grade-level benchmark (3):
Career Development
Grade-level benchmark (3): A presentation over a given Career Cluster will be viewed each grading cycle. Students will then complete a grade appropriate project, which will be evaluated with a grade appropriate rubric.
Personal & Social
Grade-level benchmark (4): Develop social emotional learning of self-awareness, self control, and interpersonal skills related to school and work.
Career Development
Grade-level benchmark (4): Students will complete a career assessment at the beginning of the year. Students will then complete two projects for each of their top three Career Clusters, for a total of 6 projects.
Academic Development
Grade-level benchmark (5):Understand middle school course requirements/options
Financial Literacy
Grade-level benchmark (5): Students attend a workshop on financial literacy
Middle School to High School Transition Milestones
All students will have chosen their top Career Cluster and/or Program of Study, along with an ICAP, prior to the start of Grade 9. Students will be given the 8-PSAT and ELAR TSI.
Grade-Level Expectations
Career Development
Grade-level benchmark (6): Students will research 4 careers, within one of their chosen Career Clusters. They will be expected to create a presentation based on each of the 4 careers.
Career Development
Grade-level benchmark (7): Students will research 4 careers, within one of their chosen Career Clusters. They will be expected to create a presentation based on each of the 4 careers.

Program Requirements, cont'd.

3. **Grade-Level Expectations cont'd.**

Career Development Grade-level benchmark (8): Students will research 4 careers, within one of their chosen Career Clusters. They will be expected to create a presentation based on each of the 4 careers. This will complete their top three Career Clusters, one cluster for Grade 6, another for Grade 7, the last for Grade 8. At the end of the year, they will choose the one cluster that they wish to focus on in high school.

High School to Postsecondary Transition Milestone
All students will successfully complete the Level 4 Program of Study and be able to articulate their plans for post-secondary education or entering the workforce.
Grade-Level Expectations
Career Development Grade-level benchmark (9): Students will successfully complete Level 1 of their chosen Program of Study.
Academic Development Grade-level benchmark (9): Students will have successfully passed or attempted three times the ELAR portion of the TSI examination.
Financial Literacy & Aid Grade-level benchmark (9): Be exposed to financial literacy through a course or workshop.
Career Development Grade-level benchmark (10): Students will successfully complete Level 2 of their chosen Program of Study.
Academic Development Grade-level benchmark (10): Students will research 4 colleges and/or trade schools that support their chosen program. They will be required to complete a project for each of those colleges, which will be evaluated with an appropriate rubric.
Financial Literacy & Aid Grade-level benchmark (10): Students analyze requirements of salary, living expenses, and how those things compare in different geographical locations.
Career Development Grade-level benchmark (11): Students will successfully complete Level 3 of their chosen Program of Study. They will also take their ACT and/or SAT examination at least once.
Academic Development Grade-level benchmark (11): Students will take the ACT and/or SAT examination at least once.
Career Development Grade-level benchmark (12): Students will successfully complete Level 4 of their chosen Program of Study.
Financial Literacy & Aid Grade-level benchmark (12): The students will complete their FAFSA application and apply to chosen colleges.

Program Requirements, cont'd.

4. **Intervention Strategy**: Describe the strategy for monitoring student progress toward outcomes throughout the grant project for each intervention. Include the following in your response: **a)** the process for monitoring all students participating in the intervention, **b)** the communication strategy amongst all stakeholders, **c)** the tier 2 intervention strategy for students in need of targeted supports, and **d)** the tier 3 intervention strategy for students in need of intensive supports.

Rankin ISD will use the CTE indicator report PDM3-404-002 to determine the progress of current students through sequences of CTE courses. The report is created through the auto coding program that compares students in grades 6-12 course completion records to the approved statewide and regional CTE programs of study. The report is available in the summer after PEIMS submission 3. This data will allow for more targeted advising of students with the goal of increasing the number of CTE completers year over year. Below is a screenshot from the report that provides an example of the information included such as name, grade, program of study, CTE indicator code, and career cluster.

CCMR Indicators- These are used to track our IBCs, which aides in reaching our Outcomes Bonus goal and our Completion Rate. Tracking the Outcomes Bonus will ensure our long-term goal of increase.
TSI Readiness- One of our short-term goals is to show an increase in this area, through tutorials and alternative testing implemented through the P-TECH committee.
IBCs- This is also one of our short-term goals. We will show an increase of the completion rate of Level I and Level II certificates.
Elementary/Middle Career Presentations- The Elementary/Middle School Career Presentations will be an integral part of our short-term goals, which will allow a smooth transition to pathway implementation in high school.
Outcomes Bonus- This will be achieved by our long term goal, which is to improve TSI and College readiness.

5. Budget: How will the proposed budget meet the goals of the proposed program? Include details related to how funds align to the implementation of the identified grade-level expectations. 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 tools and resources.

Attached

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- ⦿ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ○ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

○ Yes ⦿ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

○ Yes ○ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year program allocation

5. LEA reservation for direct administrative costs, not to exceed the program's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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

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

You may duplicate this page

Amended Section   **Reason for Amendment**

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