



2023-2024 Effective Advising Implementation Grant Year 2
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 2 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 2 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.

Channelview ISD will continue in providing a clear vision districtwide on the implementation of the Effective Advising Framework (EAF). The goal of the Effective Advising program in Channelview ISD is to ensure a seamless process that will continue to support a system within the context of a comprehensive school counseling program that will meet the needs of students' academic, career, personal and social developmental needs. Advising begins at the elementary level and continues through Jr. High, High School and beyond. The goal is to ensure that all students will be empowered to make informed decisions about post-secondary options, inclusive of college, career, and/or military. In addition, students will be advised and exposed to the various CTE Programs of Study offered at Channelview High School and be well equipped to make appropriate selections of Endorsements that meet their future life goals.

The continued implementation is aligned to the key practices of the Effective Advising Framework in efforts to improve the district's ability to impact the individual student planning system to be consistent and effective throughout the district.

Action: 1.1: Fully develop clear data-driven goals for the individual planning system to graduate all students to be ready for college and career, including careers in the military, while creating grade level benchmarks to ensure all students are on-track to graduate prepared for postsecondary opportunities.

Strategy 1: 1. A Diagnostic aligned to the Effective Advising Framework is completed on an annual basis to identify, essential actions, and key practices that will ensure fidelity of implementation of the individual student planning system. 2. Student-level formative and summative metric data for all student populations is collected and disaggregated routinely to drive equitable practices. This data is shared with school counseling program leadership and administrators to inform all of on-going goal setting related to effective advising to ensure campus administrative support. 3. The school counseling program annually administers a needs assessment to students and caregivers for the purpose of collecting, analyzing, and communicating data around the area of college, career, and military readiness. Ensuring that all stakeholders are aware of all CTE programming, technical dual credit, WBL and certification opportunities available to students K-12. 4. Caseload management system is provided to support efficiency and efficacy of the individual student planning system and to track provision of equitable advising for ALL students toward grade-level benchmarks. 5. The School Counseling program uses a multi-tiered system of student support to plan targeted and intensive interventions for students who are not on-track to meet grade-level benchmarks.

Action: 2:1: Build school counseling program staff knowledge and expertise through ongoing professional development that focuses on examining and mitigating unconscious bias as well as deepening advising skills to support student academic and career development. In addition to building program capacity and efficacy.

Strategy 1: Ensure school counseling program staff's growth and learning is supported by professional development to successfully facilitate all students' academic, career, personal and social development as well as financial literacy. 2. School counselors and advisors engage in professional development on and off-campus, including, but not limited to: Participation in professional associations, college and industry visits, financial aid training, Educator externships in high-growth, high-demand occupations, continuing education and research on best practices, seeking opportunities for knowledge sharing and collaboration across advising, counseling, and instructional staff, CTE programming, inclusive of programs of study, work-based learning, CTE course offerings, industry recognized certification offerings, and CLNA baseline data. 3. Ensure that the school counseling program staff evaluations are managed by a qualified campus leader who is well-versed in school counseling and advising responsibilities. It is recommended that evaluations are completed by someone who has been a certified school counselor or is trained in effective advising and the Texas Model for Comprehensive School Counseling.

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

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

EAF Coach:

LaShonda Evans has served as the Counseling Education Specialist for the past 8 years at Region 4 and has a unique impact in school counseling in the 40+ districts in the region. Prior to her time at Region 4, she served in Klein ISD as a Lead Counselor of a comprehensive high school and served on several district level committees that created several improvements within the framework of the District Counseling department. She has an extensive background in advising best practices, master scheduling, graduation requirements, personal graduation plans and providing counseling technical assistance to districts.

Project Lead:

Mia Young has served as Channelview ISD's CTE Director for the past 17 years and has worked closely with K-12 Counselors to increase the career awareness component at all levels. She has worked closely with the steering committee on the EAF Pilot. Ms. Young was identified as the project lead as her new role as Director of CCMR and Advanced Academics adds counselors under her umbrella of supervision, in addition to the Coordinator of Counseling & SEL. She has an understanding of the comprehensive school counseling programs as defined by the Texas Model for Comprehensive School Counseling and is knowledgeable of high-quality career and education pathways. Mia Young has a positive rapport with both campus and district level staff and will be supported by both Assistant Superintendents of Teaching and Learning and School Leadership as this is a high priority for the Superintendent of Schools for Channelview ISD and will have the ability to allocate the necessary time to ensure full implementation of the framework.

District Steering Committee:

Mia Young: Director of CCMR & Advanced Academics - \$8,000 - 30%

Dr. Tiffany Wilson: Coordinator of Counseling & SEL - \$8,000 - 30%

Karen Bryant : Director of Student Services - \$4000 - 15%

Erin Bowman: CTE Coordinator - \$4000 - 15%

Bridgette Galloway: High School Lead Counselor - \$4000 - 15%

Catherine Johnson: High School SEL Counselor - \$4000 - 15%

Delanah Nickson: Special Education Counselor - \$4000 - 15%

Latonya Rudolph: Jr. High Counselor - \$4000 - 15%

Brandee Edwards: Elementary Counselor - \$4000 - 15%

District Commitment:

Channelview ISD's district leadership will be intentional in providing guidance and support for the EAF implementation process by promoting and communicating to all stakeholders the importance of this district initiative. The district will ensure that both short and long term goals are on track to be met with yearly goals and timelines. Campus leaders will ensure that campuses are in line with district goals.

Lever 1 - Provides efficient organizational structures, processes, and supports.

Lever 2 - Ensure adequate resources are provided to the effective advising services program leaders.

Lever 3 - Ensure district and campus leadership clearly communicates effective advising to be a shared responsibility.

Lever 4 - Ensure district leadership supports and actively engages in partnerships with industry and higher education.

Lever 5 - Provide resources to students and their families to ensure equity of access to information about postsecondary options and career pathways.

Program Requirements, cont'd.

3. District Implementation Plan:

a) **Implementation Plan** - What is the summary of the district's EAF Implementation Plan for Year 2 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 2 of Implementation.

Implementation Plan:

As we continue to develop a comprehensive guidance program, it will be necessary to identify additional training and professional development opportunities for both counselors and administrators to ensure advising practices are aligned to campus and district needs and implementation is occurring on a continual basis with fidelity.

Channelview ISD will continue in the development of organizational structures and systems. We believe with the continued planning and development of our comprehensive counseling plan this area will be addressed and improvements will lead to improved advising practices. Once Principals understand the sense of urgency and importance of effective advising and the importance of the counselor's role on campus the same message can be articulated throughout the district which will assist in the efforts of the Steering Committee to move forward with full implementation of the framework.

The steering committee will continue to work closely with campus counselors and administrators to ensure grade level expectations data is being collected and needs are being addressed and met with appropriate interventions. To do this it is important we ensure proper professional development and resources are secured for implementation with fidelity.

Based on the updated diagnostic our scoring fell in the area of planning or preparing for implementation in 4 out of 5 of our levers. Lever 5 scored slightly below and fell in the area of not yet started. It is recommended that the steering committee focus on securing materials, tools, and resources that support college, career, and military awareness, exploration, and preparation for grades 5-12. Improvements are also needed in the area of parent engagement in this area.

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

A) Academic Development: Every 11th grade student, a total of 733, will participate in the in ACT or SAT assessment or a relevant alternative. These students will be individually monitored for assessment completion through our Xello software (grant funded), as well as through SIS system, Skyward. The Essential Action identified is 1.1: Develop clear Advising goals which align to district and campus goals related to graduating all students who are ready for college and career, including careers in the military. Our key practice will include continually monitoring K-12 grade-level benchmarks to ensure students are on track to graduate and are prepared for postsecondary opportunities. Key staff to support implementation will be College Board, ACT, Inc, Campus Administration, Coordinator of Counseling & SEL, Lead Counselor, Career Advisor and Director of CCMR & Advanced Academics.

B) Career Development: Every 8th grade student, a total of 739, will participate in the Career Investigations Class, AVID or a relevant alternative that allows the opportunity to explore careers, post-secondary opportunities and support development of the students' Personal Graduation Plan. These plans will be monitored for completion through Xello software (grant funded) and uploaded copies to appropriate counselors; in addition, industry partners will visit classroom and provide field experiences for students. Provide Employability Skills Training to all CTE teachers and directly to in grade 11. In addition, employability skills training will be presented to students in grades 5 and 8 in an effort to graduate students from high school college and career ready. The students will receive an age appropriate task based activities to facilitate classroom conversations about employability skills and careers. Sign in sheets and exit surveys will be collected as evidence of participation. The Essential Action identified is 2.1: Develop organizational structure of internal and external school counselors, advisors, and advising support partners who are responsible for delivering advising services to students. Our key practice will include clearly articulating the organizational structure of school counselors, advisors, and advising support partners and their roles. Key staff to support implementation will be Xello Inc., Business partners, Career Investigations teachers, 5th and 8th grade teachers, Secondary Counselors, Campus Administration, CTE Coordinator, and Director of CCMR & Advanced Academics.

C) Personal and Social Development: Every 6th grade student, a total of 652, will assess personal strengths and limitations, with a well-grounded sense of confidence, optimism by hosting student-lead parent conferences. Each teacher will be responsible for scheduling a face to face or virtual conference with a parent or guardian and the student will lead the discussion of assessment scores, classroom activities, personality profiles and student growth goals. Students will be prepped by teachers on expectations of the conference. This data will be housed in both the SIS and Xello (grant funded) for certain component of the discussion. The Essential Action identified is 3.5: Advising staff involve families and community as key stakeholders throughout program development, delivery, and evaluation. Our key practice will include parents and caregivers having access to student progress data and information periodically throughout the year. Key staff to support implementation will be Xello Inc. Skyward, classroom teachers, Campus Administrators, Coordinator of Counseling and SEL, parents and guardians.

D) Financial Literacy: Every 12th grade student, a total of 625, will complete the FAFSA prior to graduation as well as complete a financial literacy component in Economics. The FAFSA portion will be monitored via Xello (grant funded) as well as through PEIMS reporting to ensure that every student has completed their FAFSA. The financial literacy component in Economics is taught utilizing district-based curriculum. The Essential Action identified is 4.3: Advising partners are consistently evaluated against program goals. Our key practice will include advising partnerships to track and share student-level milestone and outcomes data with district, campus, and program leadership. Key staff to support implementation will be Xello Inc., Social Studies teachers, Secondary Counselors, Campus Administration, Coordinator of Counseling & SEL, College Advisor, and Director of CCMR & Advanced Academics.

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 2EAF 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.

Lever 1
 Leadership and Planning: \$40,000 for weekly meetings. Meeting will be held with EAF Coach 3 hrs per week for the months August 2022 thru June 2023. These meetings will be held with the EAF Steering Committee, District and campus leadership on EAF Framework and Texas Model for Comprehensive School Counseling. \$37,000 for EAF Steering Committee and Project Lead stipends. \$7,500 for stipends of committees to create handbooks for Advising, WBL, POS ARD/Counselor Procedures, Crisis Protocol Handbook.

Lever 2
 School counselors and advisors: \$10,400 for training on Texas Model for Comprehensive School Counseling via Region IV; \$12,750 for 15 half day training specific to Counselor needs with Region IV; \$18,600 for CTAT Conference for Counselors & Advisors to align Programs of Study, certifications, CCMR, Apprenticeships and Work-Based Learning. \$12,600 TCA Conference for all components of counseling, trauma, suicide prevention, mental health. \$11,400 TSCA Conference for academic counseling.

Lever 3
 Internal partners: \$10,400 training on EAF Framework and Texas Model for Comprehensive School Counseling model

Lever 4
 External partners: \$30,000 NOVA training for counselors and advisors to support student crisis

Lever 5
 High quality tools and resources: \$36,614 Xello college & career software for K-12 for CCMR documentation, PGP and career exploration tools; \$ 11,000 Nepris software for Virtual industry tours and live chats with industry leaders, college information and more; \$75,701 Character Strong curriculum for K-12 students and implementation support.

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"/>
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

