



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

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 DUNS

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 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.

Channelview ISD will provide 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 supports 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 will begin at the elementary level and continue 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.

The implementation will be 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.

After completing the EAF Planning Pilot Grant led by our EAF Coaches from Region 4 EAC, the Channelview ISD Steering Committee has identified the following needs:

Need: 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.

Strategy: 1. The district's school counseling program convenes an Effective Advising Steering Committee to inform the effective advising system design. The Effective Advising Steering Committee includes, but is not limited to: administrators, school counseling program lead, school counselors and advising staff, CTE directors, core academic teachers, external partners with expertise in academic and career related information, students, parents and caregivers, etc. 2. The steering committee collects student-level formative and summative metric data for all student populations and disaggregates to drive equitable practices. This data is then shared with school counseling program leadership and administrators to inform goalsetting related to effective advising.

Need: 2.2: Build advisor capacity and efficacy through frequent check-ins, and evaluation cycles with hired or contracted advising staff.

Strategy: 1. Advisor evaluations are managed by a qualified campus leader who is well-versed in school counseling and advising responsibilities. Whenever possible, it is recommended 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. 2. Leaders use normed advisor evaluation tools and processes and student data to track advisor performance and progress over time. 3. Leaders determine the frequency of check-ins and evaluation cycles based on advisor needs, student short and long-term outcomes, and evaluation system guidance.

Need: 3.1: Aligned vision, mission, goals, and values that are clearly communicated across the district.

Strategy: 1. Advising related goals are clearly defined and tied to student outcomes. 2. Advising related goals are represented in the district's comprehensive school counseling program goals and aligned to and communicated within campus and district vision, mission, goals, and values. 3. Advising related goals reflect and are in support of the campus and district's implicit and explicit priorities and needs. 4. Administrators and school counseling program leaders have a clear communication plan in place to ensure buy-in across the district.

Need: 4.1: Advising partnerships intended to provide student services are strategically selected.

Strategy: 1. Identify gaps in campus and district capacity to meet program goals, with particular consideration for gaps in ability to serve special populations equitably. 2. Potential partners are selected based on their ability to address specific needs in the advising content areas (academic information, career information, and academic & career development) and gaps identified in the needs assessment. 3. School community (including students and their families) are involved in partnership selection process. 4. Evaluate track-record of potential partners in terms of efficient use of resources and impact on student outcomes.

Need: 5.5 Provide school counselors, advisors, and advising support partners adequate time and training to ensure fidelity of implementation.

Strategy: 1. Identify a lead point of contact for the tool or resource who will lead staff engagement, develop a plan for implementation, and monitor execution. 2. Identify opportunities all school counselors, advisors, and advising support partners to receive appropriate training on new tools and resources prior to implementation.

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?

EAF Coach:

Monelle Rougeau has served as the CTE Specialist for the past 12 years at Region 4 and has extensive knowledge (28 years) in all aspects of career and technical education and has been trained on the Effective School Framework model. She has worked with six districts implementing the ESF model. In addition, Monelle has worked closely for the past seven years with the counselor specialist, LaShonda Evans, to develop a united and seamless approach to the CTE and counseling programs. Monelle also has a deep understanding of the College, Career, Military, Readiness accountability system.

Project Lead:

Mia Young has served as Channelview ISD's CTE Director for the past 16 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. She 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 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

The district provides efficient organizational structures, processes, and supports to ensure effective advising services are well organized within the context of the district's comprehensive school counseling program.

Lever 2

Adequate resources are provided to the effective advising services to specifically support annual training and professional development of school counselors, internal and external advisors, advising support partners, and advising program leadership, including district and campus administration.

Lever 3

District and campus leadership clearly communicates effective advising to be a shared responsibility among all staff members.

Lever 4

District leadership supports and actively engages in partnerships with institutions of higher education in their region (and frequent feeder institutions outside the region), regional employers, workforce boards, and community organizations. They meaningfully involve these partners in the advising program design and implementation processes.

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. **Grade-Level Expectations** : What is the summary for implementation of the grade-level intervention for a) **academic development**, 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.

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 components 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.

3. Grade-Level Expectations cont'd.

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.

A) Academic Development: Every 11th grade student will be individually monitored for assessment completion through our Xello software (grant funded), as well as through SIS system, Skyward. Each grade level counselor will be responsible to ensure their students have meet criteria of being registered, takes the assessment and gets the scoring sheet. In addition, monitoring of students who are absent and make plans to register to take assessment at another date. Weekly reports to be run for updates on the status of each 11th grade student. Each month, counselors will ensure uploads from SIS system to Xello are accurate. Campus counselors will update campus administrators who will forward reports to Director of CCMR & Advanced Academics. Any 11th graders who have not participated in the assessments will be registered until 100% of 11th graders have met the milestone.

B) Career Development: Every 8th grade student will participate in a 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 and uploaded copies to appropriate counselors; in addition, industry partners will visit classroom and provide field experiences for students. Classroom visits will be scheduled by classroom teachers each semester. CTE Counselor and Career Advisors will ensure each 8th grade student has a PGP in place at the end of each semester. Campus counselors will follow up with students who were absent or new students who transferred in to complete their PGP.

C) Personal and Social Development: Every 6th grade student 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. Teachers and counselors will be responsible for rescheduling any missed conferences.

D) Financial Literacy: Every 12th grade student 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 as well as through PEIMS reporting.

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.

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