



**2023-2024 Effective Advising Implementation Grant Year 1  
Letter of Interest (LOI) Application Due 11:59 p.m. CT, July 14, 2023**

NOGA ID [Redacted]

Authorizing legislation [Redacted]

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto: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 **September 1, 2023 - August 31, 2024**

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): [Redacted]

**Applicant Information**

Organization  CDN  Campus  ESC  UEI

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

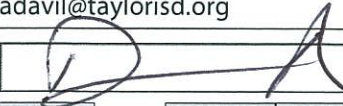
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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.) The Mission of the Effective Advising Framework (EAF) in Taylor ISD (TISD) is to inspire, equip, and empower all students to achieve their unique potential by helping students find a sense of direction and overcome challenges as they pursue their desired destinations through a comprehensive school counseling and advising framework. The implementation of EAF in TISD will focus on 3 key areas. These include EAF priority lever 2.2 - Build school counseling program capacity and efficacy through frequent check-ins and evaluation cycles with school counseling program staff, EAF priority lever 5.2 - Integrate materials into the individual planning system to support parent and family engagement, and EAF priority lever 5.3 - Provide adequate time and training for the fidelity of implementation. The long-term goal of the implementation include: by the end of the 2027 - 2028 academic year, 100% of school counseling programs in Taylor ISD will receive a rating of proficient or higher, with no counselors receiving an individual rating of "Improvement Needed", as indicated by T-SCESS. In order to move forward with implementing the EAF, TISD will begin by first developing a strong structure for comprehensive guidance within the organization. By using T-SCESS as our guiding document, both counselors and principals will be able to speak a similar language and understand the manner in which professional school counselors (PSC) can be utilized in accordance with SB179 and in alignment with campus needs. In order to begin utilizing this evaluation tool with staff in 2023 - 2024, both counselors and principals will be provided with professional development on the Texas Comprehensive Model and its alignment with T-SCESS. These professional development sessions will occur before school starts and allow time for collaboration between principals and counselors in planning for the start of this school year. By the end of the 2027 - 2028 academic year, it is the goal of TISD that all counseling programs in TISD will receive a rating of "proficient" or higher, with no counselors receiving an individual rating of "Improvement Needed". We will measure this goal through counselor evaluations completed by campus principals and turned in to the Director of Guidance & Counseling, as well as Human Resources.

b.) The implementation plan focuses on establishing a comprehensive K - 12 College, Career, & Military Readiness (CCMR) plan deeply rooted in the TISD Comprehensive Counseling Framework. The counseling framework in TISD will be implemented based on the strategies and evidence rooted in T-SCESS. Throughout the focus groups held with campus counselors and administrators, it was determined that there was a lack of consistency in program delivery, both between campuses and individuals on campus. Much of the work was housed on the counselors' plate. The committee determined that using the T-SCESS evaluation tool would provide a concrete framework for administrators and counselors to work together to develop clear, consistent expectations for a comprehensive school counseling framework in TISD. In the completion of the Diagnostic Tool, the lack of clear evidence for Year-at-a-Glance (YAG), cohesive curriculum, and missed opportunities for communication of the work happening on campus became abundantly clear. This led us to look at our overall comprehensive framework for TISD and begin to develop key areas in which advising activities could be spread out to multiple individuals within a campus, such as administrators, CTE teachers, and classroom instructional curriculum.

c.) The implementation of the EAF in TISD will foster innovation with a focus on high-skill, high-wage industry experiences, and programs of study through concrete, frequent experiences that allow students to effectively determine their program of study prior to entry into High School. Through the intentional experiences planned by PSC and the staff working alongside the counseling team as advisors, students become more aware of the opportunities and are able to use their strengths and interests to select experiences that will prepare them for success after graduation. In the same vein, TISD will open a P-TECH for Industrial Systems, Precision Machining, and Education & Training in 2023-2024. Through this program, the K-12 program will allow students access to innovative partnerships with local IHE's and industry experiences.

d.) TISD is an eligible participant in the EAF grant. Specifically, as of 2020 - 2021, TISD is considered a town-fringe district (not EAF eligible). TISD has a high number of CTE concentrators or completers (EAF eligible). In 2020-2021, Taylor had 34% of students graduating as a completer or concentrator (352 of 1026). Through the EAF planning year, the steering committee noted the turnover in staff experienced through the secondary campuses in the last four years (teachers, administrators, and counselors). In order to also create equity in campus delivery, create capacity in delivery, and develop a sustainable plan moving forward, both the EAF steering committee and multiple focus groups of counselors expressed a need for a Year at a Glance (YAG) for all three levels (Elementary, Middle, and High School). These experiences will help increase the number of students participating in CTE programs at the high school level. The CLNA indicated numerous areas in which TISD is not meeting performance accountability indicator targets set forth by Perkins IV. Through the use of the EAF, equitable experiences established in the YAG will provide opportunities for students to become connected to school (targets 1S1 and 1S2) and encourage students to pursue numerous activities throughout their high school career, rather than the most popular or cherry-picked program experiences (target 4S1).

**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.

- a.) Nanette Deaton is the EAF coach for TISD. She is an Education Specialist III with ESC 13. She coached TISD through the EAF Planning Grant cycle for SY 22/23. She brings 30 years of work experience, specifically in the areas of campus counseling, administration, and district counseling service director. Having spent the last SY coaching TISD through the EAF Planning Grant, Nanette understands the responsibilities associated with the role. She has worked with ESC leadership to determine the monthly time for TNTP/TEA and campus work, daily rate, travel mileage, etc. A chart of monthly costs was shared with TISD to support ESC 13 coaching role. Her services will cost TISD \$18,000 for the fiscal year Her costs have been included in the budget for review. The breakdown of Nanette's responsibilities and use of time are as follows: Title IV Part A 70%, Title IV MHBH 15%, Title I Part D 10%, and Counseling Local 5% (EAF Coaching).
- b.) Rachelle Finck is the EAF Project Lead for TISD. She is the Director of Guidance and Counseling for the district. She served as the project lead in SY 22/23 and will continue this work with the steering committee this year. She brings 17 years of experience, specifically in the areas of instructional leadership, campus counseling, administration, and district counseling service director. Having spent the last SY working with the EAF committee, district leadership, and community values, Rachelle understands the responsibilities associated with this role. Rachelle worked collaboratively with district leadership and the EAF steering committee to allocate time for the committee to convene appropriately throughout the school year. She will serve an Indirect Service Delivery Role on the team. Upon completion of the grant year, Rachelle Finck will receive a \$7,000 stipend for her work. The breakdown of her work are as follows: Implementation of EAF / Guidance & Counseling 60%, Alternative Education Administrator 30%, District Health Services 5%, and Safe & Supportive Schools 5%. (NOTE: The budget allocates for a CCMR Coordinator to be funded with EAF funds. If approved, this individual will work collaboratively with Rachelle Finck to serve as a co - lead on EAF implementation. Their time will be 100% allocated to the implementation of EAF within the district. Their job description will list school counseling as a primary qualification for this position. He/She will receive a \$7,000 stipend for their work. This person will serve an Indirect Service Delivery Role on the team.)
- c.) TISD District Steering Committee Members Include:  
 Rebecca Bartoli - Legacy Early College High School Counselor; HS Counselor; 20% time allocated; \$2,000 stipend. Dana Bushong - Taylor High School Counselor; HS Counselor; 20% time allocated; \$2,000 stipend. Macie Carter - Taylor Opportunity Center Teacher / Coordinator; Alternative Education Representative; 20% time allocated; \$2,000 stipend. Angela Dismukes - Taylor High School Lead CTE Teacher; CTE Representative; 20% time allocated; \$2,000 stipend. Daphnie Knapke - Taylor Middle School Academic Dean; Administrator/Support Partner (Curriculum); 20% time allocated; \$2,000 stipend. Alisia Longoria - Taylor High School Associate Principal, High School Administrator; 20% time allocated; \$2,000 stipend. Debbie Peterson - Secondary ARD Facilitator; Special Populations Representative ; \$2,000 stipend. Cynthia Proctor - Naomi Pasemann Elementary Principal, Elementary School Administrator; 20% time allocated; \$2,000 stipend. Renee Schneider - TH Johnson School Counselor; Elementary Counselor; 20% time allocated; \$2,000 stipend. Melissa Smith - Taylor Middle School Counselor; Middle School Counselor; 20% time allocated; \$2,000 stipend.
- d.) TISD's district commitment to the implementation of the EAF within the School Counseling Framework has shaped the work of Guidance and Counseling for the 23-24 school year. The district has allocated at least one position to the implementation of this work and has revised organizational charts and roles/responsibilities of District Level Directors to ensure that adequate time has been allocated to the implementation of the framework. Time has been allocated to provide monthly updates to the Senior Leadership Team (SLT) along with frequent updates to the Board of Trustees (Board). Time will also be dedicated each month during principal PLCs to discuss implementation and gather feedback.

**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 1 of Implementation. Please include the following for **each EAF Priority**: a description of the identified EAF Priority to be implemented in Year 1, 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.

The EAF Implementation Plan focuses on intentional support for the PSC and the implementation of the TISD Comprehensive School Counseling Framework. Using the Gap Analysis tool (K - 12 milestone), the EAF Diagnostic Tool, Second Step Scope and Sequence for K - 8, and the TISD Strategic Plan as data sources, the EAF committee has transition milestones and grade level expectations that are vertically aligned from kindergarten through 12th grade. The major transition points occur from elementary school to middle school (5 to 6), middle school to high school (8 to 9), and from high school to post-secondary opportunities, including college, career, and military options for all students. By the end of fifth grade, students in TISD will know course offerings and personal strengths that help students become successful in middle school. Currently, middle school PSC visit the elementary campus once to provide information on the middle school course offerings and register students for their sixth-grade courses. However, as the team evaluated the TISD Strategic Plan, it became clear that there is an opportunity to grow student understanding of College and Career Exploration through a variety of experiences for students. Currently, there is one structured conversation and annual "Career Days" on each campus to expose students to their post-secondary opportunities. However, through a strategic partnership with Second Step, a social-emotional curriculum taught in the classroom, and Xello, a Career Exploration Software currently used in secondary classrooms, the counselors and teachers will work together to develop multiple opportunities and modalities for students to be exposed to developmental - appropriate college and career exploration activities. Throughout the development of the YAG, stakeholders will work within their campus systems to determine which lessons and activities to conduct, when to conduct them, and determine success criteria for each activity provided. Through a comprehensive counseling curriculum that encompasses all four domains of CCMR instruction (financial literacy, academic development, social-emotional development, and career development. This will require a comprehensive and strategic approach to student learning in all four domains throughout their entire elementary experience. By the end of eighth grade, students in TISD will align their personal strengths to identify career options and the TISD program of study to help achieve their goals to support their lifestyle. Currently, all students in middle school have similar experiences through a required elective each year (Success in 6th grade, Tech Apps in 7th grade, and College & Career Readiness in 8th grade). However, the use of Xello, Texas OnCourse, and other curricula has been inconsistent from year to year and teacher to teacher. Similar to the advising protocol at the elementary level, counselors from the high school advise students in strategic advising conversations during the school day. This information is sent to parents in an electronic format. However, in order to increase engagement and parent/community involvement in the process, high school and middle staff will partner with district counseling staff to provide several "learning opportunities" for families to experience the courses offered at the high school, early college high school experiences through Legacy and the newly opened PTECH programs, and CTE programs of study available their freshman year. Once in high school, students will meet with their school counselor to review their Personal Graduation Plan and four-year plans. These meetings will be held annually throughout the course of the student's high school career and include intentional, personalized, and purposeful agendas to facilitate effective advising with a focus on achieving desired post-secondary outcomes. Finally, counselors will work collaboratively with Administrators, CTE staff, and Advanced Academics staff to provide multiple advising partners within the TISD infrastructure. Currently, all of the advising efforts at high school fall on the shoulders of the PSCs. High school students in TISD will graduate with a plan for entry into a post-secondary institution or a career field, including the cost of realizing their plan. Students will know their personal strengths and identify pathways to positively contribute to their community. Counselors and academic advising partners will meet with high school students regularly, and as needed based on MTSS data, to ensure their personal goals and outcomes are being met in a strategic manner. High school seniors will meet with the campus CCMR Specialist in the fall to discuss their

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

post-secondary plans and provide consistent support in order to help students achieve their post-secondary plans. During these meetings, counselors and the CCMR specialist work together to help students complete goal setting, establish key deadlines, navigate financial aid, complete a variety of applications based on student goals, and develop soft skills needed for real-world life experiences. New to TISD in the 2023 - 2024 academic year, parent workshops on navigating the post-secondary landscape will be held quarterly in both English and Spanish. These workshops will include information on FAFSA requirements, financial aid award letters, and providing support to students in their senior year of high school. A needs assessment, sent in the fall of 2023, will provide critical information from key stakeholders on additional areas of information families and community members need in order to best support their students' post-secondary goals. Attendees will be issued a survey at the beginning and the end of the workshop to determine how effective the learning was and if there are ways to improve workshops in the future. This data will be monitored after each session with the EAF team. In order to achieve our goal of "Proficient School Counseling Programs" as measured by T-SCESS on all TISD campuses by the end of the 2028 academic year, the steering committee, in collaboration with campus principals and PSC on each campus, determined that TISD needed to focus efforts on developing a strong understanding of the components of the School Counseling Framework, its application within each school, and the appropriate duties of a school counselor. Within the work of the steering committee, the committee met with various groups of stakeholders, including all PSC in the district, campus principals, assistant principals, and the Senior Leadership Team within the district. School Counselors - In conversations with counselors, a variety of themes became apparent. First and foremost, many of the counselors expressed that, since the Director of Guidance and Counseling is a fairly new position in TISD, there has not been strong, strategic professional development for PSC in the advising space. Therefore, throughout the course of the year, all secondary PSC will be required to attend the Effective Advising Co-Op workshops offered through the region center. These will also be offered to the Elementary Counselors in order to build capacity and an understanding of the "road ahead" for students and families in TISD. Elementary Counselors will be instrumental in laying the groundwork for college and career readiness in the future years and the committee wanted them to be a part of the learning as well. This learning opportunity will also be available to campus principals on both campuses. Throughout the course of the 2023 - 2024 academic year, professional development for PSC will occur during the Summer Institute, which will kick off the school year's focus and needs for the year, as well as monthly counselor huddles throughout the year. These meetings will establish a strong professional learning community for campus counselors to collaborate and consult with individuals within their same scope of work. Similarly, the PSC will undergo a year-long book study on "The Use of Data In School Counseling: 2nd Edition" in which the learning will focus on using data to strategically and methodically plan interventions provided on each campus. Through the use of this book study, counselors and administrators will be asked to identify at-risk students and provide interventions for students who are "off-track" for their CCMR goals, in the same manner, teachers provide academic interventions for students unable to meet academic goals. As TISD utilizes a strong MTSS framework for academic and social-emotional well-being, this text uses critical language in the use of an MD-MTSS framework to include CCMR in the MTSS conversation. Throughout all levels of school counseling programming, these conversations will build capacity and an understanding of how to pull data to plan interventions, monitor the effectiveness of delivered interventions, and have strategic conversations regarding the communication tools needed to discuss progress with parents, families, and teachers on campus. Administrators - In conversations with principals and assistant principals, and as outlined in the Diagnostic Tool and Gap Analysis processes, there was a clear disconnect between campus levels (elementary vs. secondary) and the role of PSC. First and foremost, many principals expressed a desire to effectively address the mental and behavioral health needs of all students on campus, thus using counselors in a newly defined manner in some cases, and formulating a clear framework for the Professional School Counseling Program for TISD campuses. Many of the principals and assistant principals expressed a desire for clear-cut expectations as the baseline for what a counselor should be doing, rather than focusing on testing and/or other non-counseling duties. Therefore, all school administrators will be invited to attend the second half of the School Counselor Institute, in which the EAF will be delivered, an overview of the Texas Comprehensive Model, and the use of T-SCESS as an advising tool will be delivered. These sessions will allow opportunities for planning between principals and counselors before the year launches. As PSC and principals hold their first PSC/Administrator Conference for the year, they will calendar clear deadlines and dates for the year as well as determine the best manner for delivery of subsequent professional development opportunities for other stakeholders throughout the year. As the school year begins and gets underway, principals will have subsequent opportunities to dive into the EAF.

**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 2023-2024 TISD EAF Budget is designed to support the implementation of the EAF and Comprehensive Counseling Framework across the district. The costs are designed to all be covered under the grant award, assuming year 2 grant funds are available, and either no longer needed OR continued through various budgetary guidelines of the district beyond 2024-2025. This will allow the program to be implemented with fidelity and create buy-in across the district at all levels, within the community, and amongst external partners. 6100 - This budget includes stipends for the 2023-2024 EAF steering committee members. This team has been refined and expanded to include new stakeholders, including multiple PSC at each campus level, instructional coaches and academic deans at the secondary level, and an associate principal to help create a deeper understanding of the framework at the campus level and build buy-in from teachers. Additionally, the Diagnostic Tool revealed that, while currently, all campuses are within the recommended campus caseload of 1:350, as elementary campuses are redefined for next year, both elementary campuses will have elementary counselor caseloads of 1:500. Therefore, an additional school counselor to support both campuses has been included in the budget. With this additional counselor, the caseloads for campuses become 1:300. Similarly, the organizational structure section of the GAP analysis revealed that, with recent transitions in the Taylor ISD community, much of the work for coordination and implementation will fall to the Director of Guidance & Counseling. Therefore, the addition of a CCMR Coordinator has been included in the grant application in order to monitor CCMR efforts throughout Taylor ISD, serve as an instructional specialist for the CCMR course at TMS, coordinate work-based learning experiences for students, and work with the THS CTE team to develop strategic learning experiences and increase IBC opportunities for all students. 6200 - This budget includes the cost of the EAF Coach as we undergo the implementation portion of the work. Currently, Taylor ISD utilizes Xello for the secondary campuses and will purchase the elementary licenses to help teachers and PSC plan strategically for advising experiences for students beginning as early as kindergarten. In order to provide additional time for high school PSC to develop and deliver guidance lessons, MesaCloud will be purchased to act as an additional auditing resource for PSC as they develop four-year plans, conduct strategic advising conversations with families and students, and quickly monitor which students are considered "off track" for high school graduation, in order to create an intervention plan to help students regain traction and return to their cohort. The GAP Analysis and Diagnostic tool also revealed that all social-emotional learning opportunities end in high school. With the addition of an advisory class period at both high schools, the grant award funds will be used to purchase Habitudes, a leadership-based SEL curriculum specifically designed for high school students. The Teaching and Learning Team will work with campuses to develop a scope and sequence for the year as well as monitor implementation. Finally, the Region 13 Effective Advising Co-Op has been included. This will allow PSC, administrators, and district leaders to attend the advising sessions to strengthen the overall understanding of the advising process. 6300 - This budget includes resources for PSC, teachers, and staff. PSC expressed a need to have consistent tools and resources for planning their advising lessons with students. Therefore, included in the EAF grant are curriculum resources to support the learning of the book study throughout the year. These will provide consistency and continuity for PSC in the planning and delivery of information between all campuses. Finally, ongoing supplies are noted separately by group. First, general supplies for CCMR teachers at the middle school level - include binder creation for CCMR teachers to include resources for instruction, planning materials, and teaching materials, as well as materials needed throughout the year to build the curriculum into a comprehensive and robust learning environment for all eighth-grade students. Secondly, general supplies for PSC - as they engage parents and the community in events, plan meaningful lessons and activities for their campus, and focus on the Comprehensive School Counseling Framework delivery. Lastly, the CTE Advisory Board - including ongoing supplies for hosting meetings, potential lunch meetings depending on when committee members are able to meet, and Advisory Board "SWAG" to build excitement and engagement in the process will be included in these funds. Finally, as counselors are working throughout the school building, each campus PSC will have 1 iPad to use to deliver guidance lessons and groups in various locations throughout the building. Finally, the sustainability of new positions and the work is critical to the budgeting process. Our A - F Accountability Data, specifically our CCMR data, reveals that Taylor ISD is on the right track toward creating a sustainable and meaningful advising experience. In 2022, our CCMR score was 37%. This year, our CCMR score will increase from 34% to 75% for the class of 2023. This increase in CCMR points, as well as our increased enrollment will also increase our CTE funding and CCMR outcomes bonus.

**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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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**