



**2025-2026 Effective Advising Framework District Planning Grant
Informal Discretionary Grant (IDC) Application Due 11:59 p.m. CT, June 17, 2023**

NOGA ID

Authorizing legislation

This IDC application must be submitted via email to competitivegrants@tea.texas.gov.

The IDC 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, 2025**.

Application stamp-in date and time

Grant period from **September 1, 2025 - August 31, 2026**

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: 2025-2026 Effective Advising Framework District Planning Grant Program Agreement

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Copperas Cove ISD** CDN **050910** Campus **001** ESC **12** UEI **EFERL2CHVFR4**

Address **408 S Main St** City **Copperas Cove** ZIP **76522** Vendor ID **1746000564**

Primary Contact **Amy Simpson** Email **simpsona@ccisd.com** Phone **(254)547-1227**

Secondary Contact **Kimberly Blalock** Email **blalockk@ccisd.com** Phone **(254)547-1227**

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 IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

☒ IDC application, guidelines, and instructions

☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances

☒ Lobbying Certification

Authorized Official Name **Dr. Brent Hawkins**

Title **Superintendent**

Email **hawkinsb@ccisd.com**

Phone **254-547-1227**

Signature

Date

6/16/2025

Shared Services Arrangements☐ Shared services arrangements (SSAs) are NOT permitted for this grant. .**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 2025-2026 Effective Advising Framework District Planning Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 Effective Advising Framework District Planning Grant 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.

Summary of Program

What is the district's vision for the student experience of the individual student planning system? What is the current state of advising practices and what improvements does the district want to make through this grant process? How will this program foster innovation in CTE programming and/or promote careers pathways aligned to high-skill, high-wage careers or industries?

Copperas Cove Independent School District (CCISD) prioritizes an individual student planning system focused on personalized learning, social-emotional development, and academic success, now and in the future. CCISD's vision emphasizes providing superior opportunities for each student through carefully designed instructional practices. Some of the key elements of CCISD's vision for individual student planning include personalized learning through technology integration, character development through targeted Social-Emotional Learning (SEL), comprehensive systems of support, and college and career readiness.

CCISD's vision for the individual student planning system is centered around creating a personalized and supportive learning environment that addresses the academic, social, and emotional needs of each student. The district seeks to ensure that each and every student has the opportunity to reach their full potential, both while attending CCISD and after.

Currently, Copperas Cove High School (CCHS) counselors hold transition meetings with each 8th grade student to review courses for the following school year. They also hold individual meetings with students in each cohort to review Personal Graduation Plans (PGP's), transcripts, graduation requirements, course selections, and college, career, and military readiness. These meetings allow for the student and counselor to build a relationship as well as guide them toward meeting his/her personal, behavioral, and academic goals. Other activities include career interest inventories, one-on-one PGP's, attendance review committee meetings, individual counseling sessions, and meetings with teachers and families to address academic and/or behavioral concerns.

Qualifications and Experience of Key Personnel

1. Who is the identified EAF Project Lead and what are their qualifications? What experience do they have leading and managing change at the district level? What percentage of their time is allocated to this project? How will the district ensure the EAF Project Lead has the appropriate time and capacity to lead this project? How will the district ensure the EAF Project Lead has the appropriate authority to convene a steering committee across the district? 2. Who are the steering committee members and how do they meet the required criteria outlines in the Program Elements below? How will the district ensure the steering committee provides the necessary support to the EAF Project Lead? Include the stipend amounts allocated for the EAF Project Lead and each steering committee member. (Total stipend amounts for the EAF Project Lead and steering committee members are not to exceed 75% of the total grant budget.)

1. EAF Project Lead: Amy Simpson, Director of Behavioral Support Services, MEd., LPC-Associate, supervised by: Rhonda Burnell, MEd, LPC-S, CCTP II; district position, supervises Professional School Counselors, SEL Facilitators, and Behavior Coaches and develops programs and interventions that align with the Texas Model for Comprehensive School Counseling Programs, with 25% of her time allocated to Individual Planning within the Comprehensive School Counseling Program. By providing strategic staffing, professional development opportunities, stakeholder engagement, and resource allocation to the EAF Project Lead, the district will ensure that Ms. Simpson has the time, capacity, and resources needed to lead the initiative effectively.

2. Steering Committee members include: Robert Turner, Director of CTE Programs; Melissa Deward, Counseling Coordinator at Copperas Cove High School (CCHS); Carlin Grammer, Principal at CCHS; Yoshenobia Harris, SEL Facilitator at Copperas Cove Junior High School (CCJHS); Hillary Newton, Professional School Counselor at Martin Walker Elementary (MWE); Denisa Temples (Special Education Coordinator).

Duties and responsibilities will be determined and delegated to appropriate members of the committee to help support the EAF Project Lead.

Stipend amounts: \$1000/semester for each member of the steering committee, including Project Lead; 7 members=\$7000/semester, \$14,000 for the year 25-26.

Goals, Objectives, and Strategies

1. Describe the district's commitment to improving the individual student planning system. 2. Reference the District Commitments in the Effective Advising Framework. Provide evidence for how district administrators and campus administrators will fulfill the District Commitments in Lever 1: Strong Program Leadership and Planning, Lever 2: Effective, Well-Supported School Counselors and Advisors, Lever 3: Internal School Culture of Advising, Lever 4: Effective External Partnerships, and Lever 5: High Quality Advising Materials and Assessments. 3. How does the district encourage students to own their individual career and academic planning? How does the district engage families/caregivers in students' postsecondary planning?

Copperas Cove ISD demonstrates a strong commitment to enhancing its individual planning system through a multifaceted approach that integrates technology, personalized learning, social-emotional support, and family/community engagement. Copperas Cove ISD's commitment to improving the individual student planning system aligns closely with the District Commitments outlined in the Effective Advising Framework. These commitments guide the district's approach to personalized advising and student success, including:

1. Commitment to Student-Centered Planning: technology and data-driven tools (ie. blended learning platforms) are integrated in educational pathways to meet the unique needs of students.
2. Commitment to Building Relationships: the implementation of Capturing Kids' Hearts, behavior coach and counseling support, and SEL instruction in the classroom foster strong, trusting relationships between staff and students at CCISD.
3. Commitment to Holistic Development: social-emotional learning and character development support students emotionally, socially, and academically, aligning with the framework's emphasis on advising that supports the whole student.
4. Commitment to Collaboration and Community Engagement: parents and community stakeholders are actively involved at CCISD through advisory councils and family engagement activities, ensuring advising and planning are supported by relationships outside the classroom.
5. Commitment to Continuous Improvement and Equity: strategic initiatives and professional development for staff aid CCISD in refining advising practices to promote equity and high-quality educational experiences for each and every student.

Lever 1: Strong Program Leadership and Planning

District and campus administrators/leadership teams in Copperas Cove ISD fulfill the District Commitments under Level 1 by proactively engaging in leadership and planning of strong advising programs through productive resource allocation, professional development for all staff members, relationship-building initiatives, and community collaboration. The goal is to deliver personalized, equitable, and holistic student support.

Lever 2: Effective, Well-Supported School Counselors and Advisors

Through purposeful recruitment and hiring practices, strategic counselor placement, and continued training and professional development, CCISD will fulfill the District Commitments under Lever 2. Collaboration with university counseling programs, attending job fairs, and the use of interview panels ensures comprehensive candidate evaluation, giving priority to candidates with experience in advising, CCMR, and SEL to meet student needs effectively. Counselors are also matched to campuses based on student demographics, specific needs, counselor strengths, and experience with diverse populations, ensuring personalized and equitable support. Throughout the school year, staff participates in training on the counseling model, district policies, planning protocols, and the use of technology tools.

Lever 3: Internal School Culture of Advising

CCISD will clearly articulate a district-wide vision that every student will graduate with a viable postsecondary plan. The vision will include closing opportunity gaps and increasing access to CCMR pathways. The district and campuses will collaborate, define, and clarify roles and responsibilities in regard to student supports and planning. Campuses will continue to implement advisory periods, dedicated to advising conversations, career exploration, and planning. Campuses will also monitor grade-level milestones, maintain student advising profiles, and monitor equity gaps. Teachers and staff will receive training on college and career advising basics, reinforcing the belief that supporting students' postsecondary success is a shared responsibility. Students will be connected with local colleges, workforce boards, and employers, ensuring support continues even after graduation. Students progress will be celebrated and visible to reinforce the vision.

Lever 4: Effective External Partnerships

CCISD campuses will conduct a needs assessment to analyze current advising and support services to determine any missing pieces, strategically selecting partners that specialize in college access, career readiness, financial aid and literacy, and social-emotional supports. Evidence will be reviewed to determine if these partnerships improve access, equity, and postsecondary readiness for students.

Lever 5: High Quality Advising Materials and Assessments

CCISD will use clear, age-appropriate materials for each grade level, focused on academic planning, career exploration, college pathways, military options, and financial literacy and aid. Advising materials will be embedded into instruction and campus systems such as SchoolLinks, Pathways, or Xello to guide students through interest inventories, college searches, and goal tracking.

Performance and Evaluation Measures

How does the district currently monitor progress on the individual student planning system? What are the current performance measures and data collection tools used by the district to track progress toward academic and career planning?

Copperas Cove Independent School District (CCISD) employs a comprehensive approach to monitor individual student progress, focusing on academic achievement, career planning, and personalized learning. Current strategies, performance measures, and data collection tools include the following:

1. Curriculum-Based Measures to assess the effectiveness of instructional methods and guide teaching practices. These assessments help determine if classroom strategies are meeting the needs of students and inform decisions regarding staff development.
2. State Assessments and Student Success Initiatives for 5th and 8th graders which mandate grade advancement based on performance on the STAAR Reading test. This highlights the importance of early academic intervention and support.
3. Annual performance targets aim for a 10% increase in students meeting or exceeding standards in ELA and Math on state assessments.
4. Skyward serves as the primary platform at CCISD for managing student data, including attendance, grades, and academic progress. Our PEIMS staff ensures accurate data entry and compliance with state reporting requirements.
5. Counseling and Advising services are designed to support students' social-emotional and academic well-being and success. Counselors and advisors collaborate with students, teachers, and parents to address individual student needs, Personal Graduation Plans, and post-secondary readiness throughout each school year.
6. Instructional Coaches at CCISD assist in analyzing assessment data, setting instructional goals, and providing professional development to staff. These individuals play a key role in ensuring that teaching practices are aligned with student needs and district objectives.
7. Personalized Graduation Plans, CCMR, and our growing CTE programs all help ensure students are on track to graduate with practical experiences, knowledge, and certifications to aid in postsecondary readiness and success.

Budget Justification

Describe how the proposed budget will meet the needs and goals of the proposed program. Include justification for the specific funding allocations in the proposed budget and provide detail on stipends and hours expected for services rendered.

Professional and Contracted Services: CCISD will reserve \$26,500 in funds for software and technology to support data collection and tracking for intentional postsecondary planning, activities, and tracking at the junior high/high school level. In addition, CCISD will reserve \$3,500 for professional development opportunities for the EAF Team Lead and Steering Committee Members, especially in regard to CTE course expansion within the junior high and high schools. This may also be used to cover introduction to work-based learning opportunities offered through CTE programs that are not already implemented at the high school level.

Stipends: The EAF Team Lead and Steering Committee members will receive 2 \$1,000 stipends during the 25-26 school year. The team consists of 7 members (7 x \$1,000 x 2=\$14,000).

Supplies and Materials and Professional Development presented to CTE and Advising Staff Members: \$6,000 is assigned for additional supplies and materials, including guest presenters and local work-based learning leaders.

Total Budget: \$50,000

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