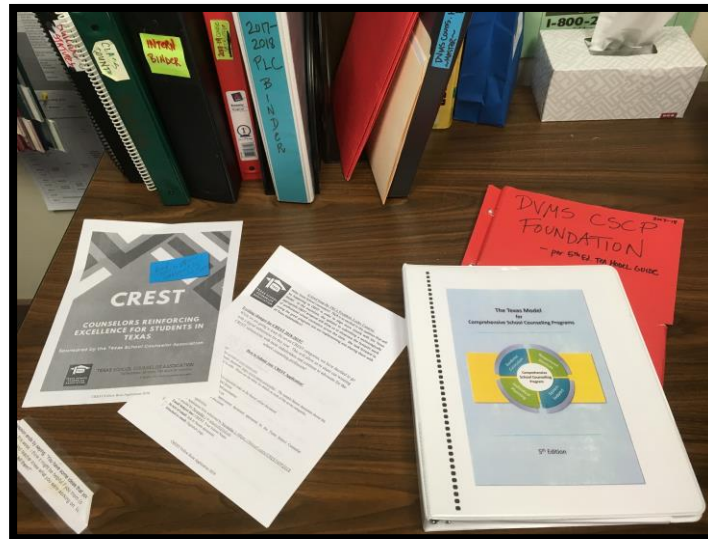


# The Texas Model for Comprehensive School Counseling Programs

## A Brief Overview



2022

# Introduction

# Introduction

## Stephanie Lerner

- Counselor Support Program Manager
- Counseling, Advising, and Student Supports Team
- Contact: [Stephanie.Lerner@tea.texas.gov](mailto:Stephanie.Lerner@tea.texas.gov)

## My Role:

- Serve as primary point of contact for Texas school counselors (SC)
- Develop SC resources and conduct SC trainings
- Support the strong implementation of a comprehensive counseling program

## My Background:

- School counselor in Central Texas Title 1 public schools (ES & MS): 2008-2019
- Author of counseling and ESL books
- MS in Counseling, BS in Education
- 2016-18 winner of Texas CREST award, 2018 Texas School Counselor of the Year finalist
- Classroom teacher for 13 years in USA and overseas

# TEA Resources

[TEA COVID & Post Pandemic Resources](#)

[TEA Counselor Webpage](#)










[TEA Counselor Newsletter](#)

[The Texas Model for Comprehensive School Counseling Programs, 5<sup>th</sup> ed.](#)



Search COVID-19 Resources and Guidance

General Guidance and FAQs

 <b>Public Health Orders</b> Updated August 4 2020 Public Health Orders	 <b>General Support</b> Updated June 25 2020 Accountability, School Boards, Charters, Mental Health, Student Discipline, School Safety, School Improvement, Emergency Child Care Guidance	 <b>Instructional Continuity Planning</b> Updated August 4 2020 Texas Home Learning, Resources, Strong Start, School Calendar, Operation Connectivity
 <b>Special Education</b> Updated July 28 2020 Guidance, Instructional Supports, Parent Resources	 <b>Special Populations</b> Updated August 6 2020 English Learners, Highly Mobile and At-Risk, Gifted and Talented	 <b>Academics</b> Updated August 4 2020 CCMP, Early Childhood, Graduation 2020, Grading Academic Credit, Reading Academies, Instructional Materials, Virtual School Network
 <b>Waivers, Finance &amp; Grants</b> Updated August 4 2020 Federal Funding, FEMA-Related Issues, Attendance and Enrollment, State Funding, Waivers, Remote Instruction Requirements	 <b>Reporting &amp; Data</b> Updated June 30 2020 TSDS & PEIMS, Data Reporting and Compliance, General IT, E-Rate, Cybersecurity	 <b>Student Assessment</b> Updated July 27 2020 STAAR Assessment, Optional Beginning of Year Assessments, TELPAS, FitnessGram, Other Assessments, Optional End of Year Assessments

# Presentation Agenda & Objectives

## Agenda

- Introductions & TEA Main Resources
- *The Texas Model for Comprehensive School Counseling Programs (Texas Model): Content Overview & Importance*
- Connection to Comprehensive School Counseling Program (CSCP) Resources from TEA
- Conclusion

## Objectives

- Objective 1 - The participant will review the content and importance of the Texas Model.
- Objective 2- The participant will connect with various CSCP resources.

# A Key Question

Do you have the tools necessary to plan, implement, and assess a comprehensive school counseling program?



**Type your YES/NO  
response into the chat  
feature!**

# The Texas Model

Objective 1 - The participant will review the content and importance of the Texas Model.

# Why a Texas Model-aligned CSCP Matters

Following the Texas Model to plan, implement, and evaluate your school's CSCP ensures that:

- Students receive optimal support.
- The counseling program is based upon state law, campus data/goals, the school's mission, and SC professional standards.
- Counselors have time to counsel students.
- The program is in compliance with the law.





# The Texas Model in Statute

## TEC 33.005 COMPREHENSIVE SCHOOL COUNSELING PROGRAMS.

(a) A school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association.

(b) The school counselor shall design the program to include:

- (1) a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- (2) a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- (3) an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- (4) system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

How does this work with SB 179? 

# Senate Bill 179

- Use of public-school counselors' work time.
- Effective: September 1, 2021
- The board of trustees of each school district must adopt a policy that requires a school counselor to spend at least 80 percent of the school counselor's total work time on **duties that are components of a counseling program**.
- Each school district must annually assess the district's compliance with the policy and, on request by the commissioner, provide a written copy of the assessment to the agency on or before the date specified by the commissioner.

So now let's look at the content of the TX Model to see how these four components are included.

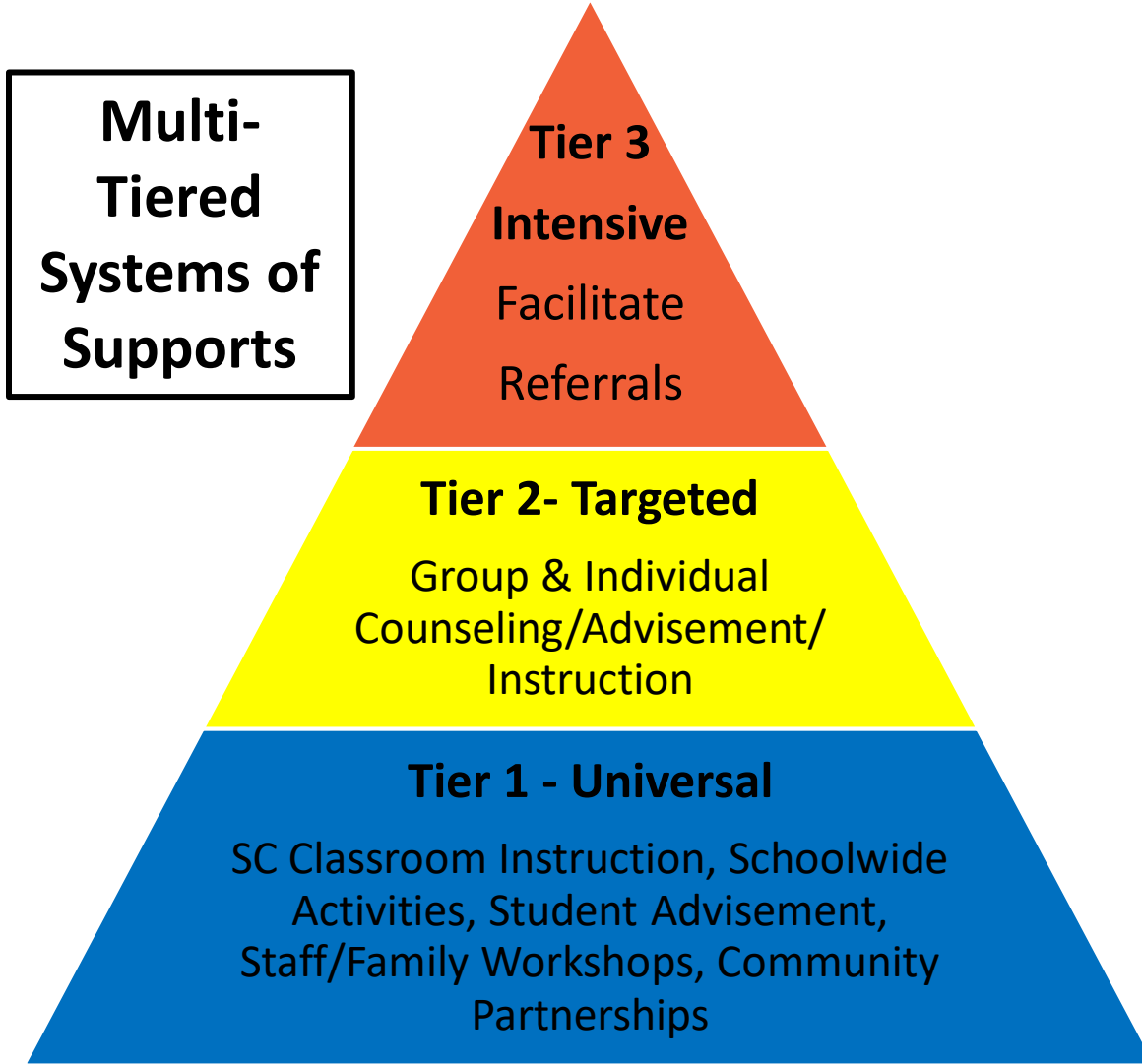


# The Texas Model – 5 Sections

- Introduction- lays out all the building blocks of the Texas Model.
- Section I- breaks down the responsibilities in school counseling.
- Section II- explains the Program Implementation Cycle.
- Section III- offers step-by-step instructions and workbook boxes for creating the foundation of the school counseling program.
- Section IV- covers the role and duties of the school counselor; this section gives step-by-step instructions and workbook boxes for creating the program design of the school counseling program (all tiers covered).
- Section V- provides the program guidance curriculum scope/sequence for tiers 1 and 2.

Now let's discuss MTSS and how the TX Model fits into the organizational framework of MTSS. 

# Multi-tiered System of Supports in School Counseling



- You can implement school counseling interventions in each of the tiered delivery areas.
- Many interventions can be modified to use at all 3 tiers.
- Guidance lessons, student support groups and individual sessions are the focus of comprehensive school counseling program.

(Goodman-Scott et al., 2020)

# Programming During a Pandemic

## Why focus on a Texas Model-aligned CSCP development during a pandemic?

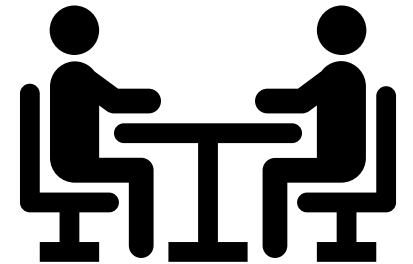
- Forward-looking
  - Focus on a more positive and back-to-normal future
  - CSCPs will be essential for successful return
- Immediate Value
  - A structure and baseline for a school-based counseling program anytime
  - A starting point to prioritize program components this year

# Collaborating with Your Administrator

Have regular (i.e., weekly or monthly) meetings with your principal to give updates on the school counseling program; in these meetings, share the Texas Model with your administration.

Here are some tips:

- ✓ Politely and professionally discuss the Texas Model's Appropriate/Inappropriate SC Duties chart.
- ✓ Share that these are the duties which you are accountable for by law; be prepared to show TEC 33.005 and HB 18.
- ✓ Follow the steps on pg. 117 of the Texas Model to implement a plan to decrease NCDs with your administration- this will free up your time for appropriate SC duties that help your students best.
- ✓ Consider fair share duties, especially during a pandemic.



# Rome Wasn't Built in a Day

## Tips for tackling this project in manageable steps:

- Create your CSCP as a multi-year project.
- Move through the checklist at a pace that works for you.
- Review all the checklist steps with your Counseling Advisory Team (CAT) to determine which steps should be prioritized.
- Possibility: Do CSCP foundation your first year/semester, with the other parts added after.
- Strive for program/student progress, even small.
- Ratios and duties matter- without the 250:1 ideal caseload that is free from extensive non-counseling duties, you may not be able to run the optimal CSCP. Move forward with your CSCP, doing the best you can; use it to educate stakeholders.

## Take Away Activity

How might ***you*** realistically fit this project of a TX Model-aligned CSCP into your busy school counselor work life?

**Jot your idea  
in the chat  
and let's  
discuss!**



# Resources

Objective 2- The participant will connect with various CSCP resources.

# Texas Model CSCP Presentation



## Steps:

- Counseling Advisory Team (CAT) Creation
- Texas Model Review
- Program Audit
- Data Analysis
- Foundation Creation
- Foundation Publication
- Program Design Creation
- Program Design Publication
- Program Tracking Tool
- Presentation to Administration

## Steps:

- Staff Presentation
- Annual Program Plan Meeting
- Goal Driven Program
- PLC Meetings
- Administration Meetings
- Program Improvements
- SC Competencies Review
- Weekly Schedule Posting

## Steps:

- Mid Year Program Audit
- Mid Year Data Mining
- EOY Program Audit
- EOY Data Mining
- Program Modifications
- Transparency

# The CSCP Checklist

## Aligning Your Comprehensive School Counseling Program with the Texas Model \*Per HB 18

Texas Education Code 33.005 (2019) states that school counselors must “plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the *Texas Model for Comprehensive School Counseling Programs*” (TCA, 2018). This alignment checklist was created to help you do just that! It is divided into the 3 stages of acquiring a comprehensive school counseling program (CSCP)- planning, implementing and evaluating. Each stage has various tasks with checkboxes, so that school counselors (SC) can move through the tasks in a comprehensive and ordered fashion. As you complete each task, check it off and move to the next task. All explanations, descriptions, and page numbers for the tasks below are located in the *Texas Model for Comprehensive School Counseling Programs 5<sup>th</sup> ed.* For some of you, creating a CSCP may seem like an overwhelming and time-consuming project- give yourself grace to move through the checklist at a pace that works for you. Keep in mind that the key is to see program/student progress (even small) from one semester to the next.

*\*Another point to consider is that ratios and duties matter- without the 150:1 ideal caseload that is free from extensive non-counseling duties, you may not be able to run the optimal CSCP. That's okay. Just move forward with your CSCP and do the best you can, then use your CSCP to advocate for appropriate counseling duties and a better ratio.*

### STAGE ONE: PLANNING

*\*Tip: Complete planning stage during May and June for the following school year.*

- Commit to action of creating a CSCP by forming a Counselor Advisory Team (CAT) who will engage in the planning tasks below.
  - \*CAT should include school counselors (from campus and/or district), principal or other admin rep, teacher rep, community member; other possible CAT members- school therapist, school psychologist, school resource officer, nurse, etc.)*
- Read the *Texas Model for Comprehensive School Counseling Programs 5th ed. (TX Model)*.
- Assess your current counseling program by completing the Counseling Program Audit (pg. 172) with the CAT, use some audit “absents” to help inform the goals of your CSCP.
  - \*If you have no program or mostly “absent”, know that starting this checklist means you are in compliance with the law and is great progress. Keep in mind that the key is to see program/student progress (even small) from one semester to the next.*
- Compile and analyze school data with the CAT to determine student needs (pgs. 57-66).
  - \*If you are just starting out, choosing just 1-2 data sources from these pages is fine in order to avoid overwhelming yourself with too much data.*
- Create your CSCP Foundation by working through Section III of the *TX Model* with the CAT, completing each of the activity boxes within the section.
  - Mission Statement
  - Definition
  - Rationale
  - Assumptions
  - Goals
  - Program Design Priorities
- Write your foundation in a Microsoft Word document to share with community/staff/administration.
  - \* See example foundation template, if needed.*
- Create your CSCP Program Design with the CAT by working through Section IV of the *TX Model*, completing each of the activity boxes within the section and then making a yearly calendar (divided into months), and program balance chart/weekly calendar.
  - \*Completing each of the bulleted items below will guide you in designing the specifics of your program.*
  - Guidance Curriculum Services
  - Campus Responsive Services
  - Independent Planning Priorities
  - Monthly Calendar (pg. 105)- Use the Section V content/topics for your calendar, as needed.
  - Program Balance Chart (pgs. 121-124)- You can turn this chart into your weekly calendar.

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- Compile your program design elements (activity box info, calendars, etc.) in a Microsoft Word document to share it with stakeholders.
  - \* See example program design template, if needed.*
- Set up your Counseling Program Tracking and Data Analysis Report tool.
  - \*Use the templates on pgs. 107/125 to guide you in and keep track of how you are spending your time; alternately there are many other wonderful tracking and report tools such as [ASCA's Use of Time assessment](#), a simple self-created Excel sheet, SCUTA, [EZAnalytics](#), etc.*
- If this hasn't already occurred through the CAT, present all of your planning work to your admin for approval; be sure to give them a copy of all Word docs.

### STAGE TWO: IMPLEMENTING

- Work with your admin to briefly present the CSCP to staff on your campus.
  - \*For example, you might just present your CSCP's mission, goals and calendar, during the BOY staff meeting.*
- Complete an Annual Program Plan with your admin- review your Job Description/Program Balance together to guide this meeting; both SC's and admin should initial/receive copy of the Annual Program Plan once all are in agreement.
  - \*Prep your job description (pg. 169) and program balance (pg. 123) before the meeting, then your principal can review the plan and suggest modifications, as needed. For a more streamlined Annual Program Plan- use [ASCA's Annual Agreement Template](#).*
- Use your CSCP goals, weekly chart, and calendar to drive your daily tasks and interactions with students/community.
  - Set a weekly time for reviewing alignment between your CSCP goals/calendar and your daily tasks.
  - Set aside blocks of time to plan for this alignment, just as you would plan your lessons as a teacher.
- Meet regularly with your PLC or/and CAT to review CSCP goals, monthly calendars, data from Counseling Program Tracking tool, etc.
  - \*These regular reviews will guide your team in analyzing progress, identifying areas of concern, and determining next month's guidance/counseling program activities.*
- Meet regularly with your admin to review CSCP goals and give updates/data on completed calendar activities.
  - \*In these admin meetings, share data from your student activities (i.e., guidance lesson pre/posttest, decreased discipline referrals of group members during group sessions, etc.). Also, share data from your Counseling Program Tracking tool data to show how you spend your time that month compared with the Recommended Program Balance Service Distribution (pg. 125). Advocate in these meetings for counseling program needs (i.e., less non-counseling duties) if your tracking tool shows that you are out of compliance with the program balance recommendations, with Texas Education Code 33.006 regarding the primary responsibility of the school counselor, or with the appropriate duties of the school counselor according to pg. 119 of the Texas Model.*
- Make program improvements as needed during implementation.
- Review school counselor competencies (pg. 22-27) at least 2x per year.
- Prominently display your weekly schedule throughout the school (i.e., the door to your counseling classroom and/or office, the front office, etc.)

### STAGE THREE: EVALUATING

- At the mid-year point, fill out the School Counseling Program Audit (pg. 172-178) with the CAT to note progress or weak areas to focus on.
- At the mid-year point, data mine with the CAT to check on progress achieving goals.
  - \*Use one or more of the same data points from pgs. 58-66.*
- At the end of the school year, fill out the School Counseling Program Audit (pg. 172-178) with the CAT again and compare it with the BOY Audit to identify areas of progress and need.
  - \*Present this data to admin/staff.*
- At the end of the school year, data mine with the CAT to determine if goals were achieved.
  - \*You can use same planning data points from pgs. 58-66.*
- With the CAT, determine CSCP aspects/activities to continue or to modify.

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# An Example CSCP

Feel free to use the example as a template in creating your own CSCP.

## Counseling Department Master Calendar 2020-21- Example Template

This calendar is based on the following guidelines.

### 1. The TEA Model School Counseling Program Guide Components and Content Areas of:

Components	Content Areas
Guidance Curriculum	Interpersonal Effectiveness
Responsive services	Intrapersonal Effectiveness
Individual Planning	Personal Health and Safety
System Support	Post-Secondary Planning and Career Readiness

### 2. The three program goals of the CMS Comprehensive School Counseling Program of 2020-21:

#### Program Goals for the 2020-21 Year

- By May 2021, students in 6/7/8gr will decrease the number of failed classes by 10% from previous year to current school year. Source: SMS Failure Term Report & Skyward
- By May 2021, students in 6/7/8gr will decrease the number of discipline referrals by 10% from previous school year to current school year. Source: CMS Annual Discipline Report & Skyward
- By May 2021, students in 6/7/8gr will decrease the number of crisis incidents by 10% from previous school year to current year. Source: CMS Crisis Reports

### 3. Campus Improvement Plan Goals:

- Increase student success through expanded opportunities for all on college and career readiness.
- Increase collaboration with stakeholders through consistent and communications.
- Increase engagement of school community in addressing & maintaining focus on the CMS Mission.
- Maintain financial strength and stability while addressing appropriate resources.
- Provide a safe and supportive learning environment.

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**August**  
**Content Area- Personal Health & Safety**  
**CSCP Goals Addressed: a, b, c**  
**Domain- Personal**  
**Guidance Curriculum Lesson Topics (GC)**  
 Meet the Counselor: Schedule Change Protocol, Handling "3 Hens" Emergencies vs Counseling Request student help  
 From: Campus Crime Stoppers/Incident Reports & SAO, guidance lessons present administrators to student help

**Major Project Focus:**

- Child Abuse Prevention
- Create yearly counseling calendar (SS)
- New student class selection (SS)
- Plan 1<sup>st</sup> semester guidance lesson (SS)
- Counseling program presentation to staff (SS)
- Assist with scheduling data entry (NCD)
- Parent/student schedule consult (IP)
- Cardinal Camp & Meet the Teacher- present counseling program (GC)
- Final all Cardinal Admins/Office Admin (RS)

**September**  
**Content Area- Interpersonal Effectiveness**  
**CSCP Goals Addressed: a, b, c**  
**Domain- Academic**  
**Guidance Curriculum Lesson Topics (GC)**  
 Crisis Prevention- recognizing mental illness  
 Conflict Resolution (CR)- role play (partners/groups)  
 Good Grades Strategy-how to do grade well checks  
 Advise students on scheduling concerns/conflict (IP)  
 Student concerns check-in (RS)  
 Staff Social Prevention Week- Activities (GC)  
 Playcer 1<sup>st</sup> semester group counseling (GC)  
 Team SST consults for new school year (SS)  
 Inventory (SS)  
 Present Counselor Forum, Volleyball Game (RS)

## COMPREHENSIVE SCHOOL COUNSELING PROGRAM (CSCP)

### Example Foundation Template

#### Cass Middle School CSCP Mission Statement

The mission of the Cass Middle School Comprehensive Counseling Program is to support the academic success, the post-secondary/career preparation, and the personal/social development of our diverse student population using best practice school counseling strategies and a tiered approach to meet the needs of all students. Together with our stakeholders, our tiered approach incorporates direct and indirect services that ensures equity and access for every student in order to help them become our future leaders and contributors of a global society with 21st century skills.

#### Program Definition- below are the defining elements of our CSCP

- Delivery- Campus school counselors deliver the comprehensive school counseling program with support from administration and campus staff.
- REDCOMPETENCIES**- Students demonstrate the competencies of interpersonal and intrapersonal effectiveness, personal health and safety, post-secondary education and career readiness.
- Clients- Students are served through our campus with the possibility to expand to the community if additional counselors are hired to align ratios with TEA ratio recommendation.
- Organizational Elements- Elements that go into making our school counseling program organized to help ensure that unnecessary elements are left out and needed elements are maintained are:
  - The master counseling yearly calendar
  - Following the 5<sup>th</sup> Edition TEA Model for CSCP
  - SCUTA
  - Weekly schedules
  - Weekly PLC's (professional learning community)
  - TEA/TSCA guidance lesson curriculum objectives/goals
  - Annual Agreement with Principal
  - District and DVMS Counseling Handbook for systems and procedures
  - Research based interventions such as Solution Focused Brief Theory

#### Program Rationale

Below are the 8 statements that make up the rationale

- The importance of our school counseling process is to support students' personal/social development and career readiness.
- Students first need to acquire the intrapersonal personal health/safety competencies in order to achieve the post-secondary education/career

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Our goal is to provide a safe and supportive learning environment for all students. We will ensure that all students have access to the comprehensive school counseling program and that all students are supported in their academic, personal, and social development. We will ensure that all students are supported in their academic, personal, and social development. We will ensure that all students are supported in their academic, personal, and social development.

We will ensure that all students are supported in their academic, personal, and social development. We will ensure that all students are supported in their academic, personal, and social development. We will ensure that all students are supported in their academic, personal, and social development.

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Weekly Schedule Program Balance Example Template

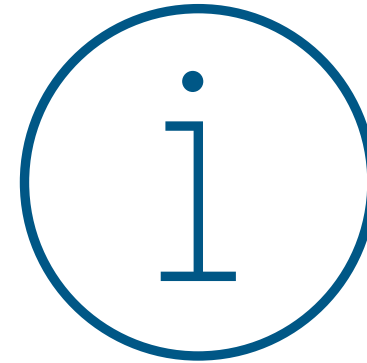
TIME	MONDAY	TUESDAY	WEDNES	THURSDAY	FRIDAY
8:30-9:00	Crisis (RS)	Staff Referrals/SST (RS)	Crisis (RS)	Staff Referrals/SST (RS)	Crisis (RS)
9:00-9:30	Student Concerns (RS)	Student Concerns (RS)	Student Concerns (RS)	Student Concerns (RS)	Student Concerns (RS)
9:30-10:00	New Student Scheduling/Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/Advising (IP)	New Student Scheduling/Advising (IP)	New Student Scheduling/Advising (IP)
10:00-10:30	New Student Scheduling/Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/Advising (IP)	Group Counseling (GC)	Weekly Counseling Team Mtg (SS)
10:30-11:00	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Individual Sessions/Referrals (RS)	Group Counseling (GC)	New Student Scheduling/Advising (IP)
11:00-11:30	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Individual Sessions/Referrals (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
11:30-12:00	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Individual Sessions/Referrals (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
12:00-12:30	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Individual Sessions/Referrals (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
12:30-1:00	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Individual Sessions/Referrals (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
1:00-1:30	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Individual Sessions/Referrals (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
1:30-2:00	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Individual Sessions/Referrals (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
2:00-2:30	New Student Scheduling/Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/Advising (IP)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
2:30-3:00	New Student Scheduling/Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/Advising (IP)	Group Counseling (GC)	Weekly Suspension Conference (RS)
3:00-3:30	New Student Scheduling/Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/Advising (IP)	Group Counseling (GC)	Weekly Principal-Counselor Meeting (SS)
3:30-4:00	Session (SS)	Session (SS)	Session (SS)	Session (SS)	Session (SS)

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# Resource Dissemination

- [TEA Counseling Webpage](#)
- [TEA Counseling, Advising, Student Supports Newsletter](#)
- **Your ESC Counselor Specialist**
- **Email Stephanie:  
Stephanie.Lerner@tea.Texas.gov**



# Conclusion

# Pandemic Resources

- **NEW!! TEA's School Mental Health Website & Toolkit**
- Project Restore: Trauma-informed practices for educators
- TEA's Educator Wellness Resource
- TEA At Risk Resource: Guidance in reaching absent students during/after COVID
- TEA Mental Health Resource Sheet
- Pandemic Parent Resources:
  - Tips for At Home Learning
  - Positive Parenting Pack
  - Common Sense Parent Resources
- American School Counselor Association (ASCA) Pandemic Resources
  - ES COVID school counseling toolkit
  - MS COVID school counseling toolkit
  - HS COVID school counseling toolkit

**Please fill in the presentation survey so I can best meet your counseling needs with future presentations/resources.**

**Thank you!**

**Link to survey in chat box!**





# School Counselor Program Resources

*Available! Find them on our website (link below) or email [stephanie.lerner@tea.Texas.gov](mailto:stephanie.lerner@tea.texas.gov)*

- *Texas Model* training and materials
- Trauma-Informed School Counseling training and materials
- Financial Aid Graduation Requirements training and materials
- Stress management group counseling guide
- Crisis Intervention and Prevention training and materials
- **Mental Health Wellness Guidance Lessons training and materials**
- **Data in School Counseling training and materials**
- Pandemic Mental Health Support Presentation: School Counseling Interventions at Each Tier
- [Counseling, Advising, & Student Supports Webpage/Newsletters](#)



# Let's Review

**So, a brief review of the main topics we covered in this presentation today:**

- The main sections of the Texas Model
- The importance of the Texas Model
- CSCP resources from TEA



# Questions & Thank You



## Contact Information:

**Stephanie Lerner**

Counselor Support Program Manager

Counseling, Advising, and Student  
Supports Team

Texas Education Agency

**[Stephanie.Lerner@tea.texas.gov](mailto:Stephanie.Lerner@tea.texas.gov)**

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