



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

Education Agency

NOGA ID

ing legislation

Application must be submitted via email to competitivegrants@tea.texas.gov.

Application stamp-in date and time

IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature acceptable.

EA must receive the application by **11:59 p.m. CT, June 17, 2025**.

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 Implementation Grant Program Agreement

Amendment Number

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

N/A

Applicant Information

Organization Taylor ISD CDN 246911 Campus ESC 13 UEI
Address 3101 North Main Street City Taylor ZIP 76574 Vendor ID
Primary Contact Jamie Moller Email jmoller@taylorisd.org Phone 512-365-1391
Secondary Contact Jennifer Patschke Email jhp@taylorisd.org Phone 512-365-1391

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 Jennifer Patschke

Title Chief of Human Resources

Email jhp@taylorisd.org

Phone 512-365-1391

Signature

Date 6-12-2025

RFA # 701-25-122 SAS # 653-26

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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

1. How this program will support individual student planning in the context of comprehensive school counseling, and 2. How this program will foster innovation in CTE programming and/or promote career pathways aligned to high-skill, high-wage careers or industries.

1. How EAF will support individual student planning in the context of comprehensive school counseling:

EAF supports individual student planning by offering digital tools for goal setting and progress tracking across academic, career, and personal domains. It enables comprehensive career exploration (interests, tasks, job growth) and academic path visualization from middle school through high school, connecting course choices to post-secondary goals and tracking graduation requirements. Additionally, EAF provides resources for college applications, financial aid, and workforce entry (certifications, apprenticeships), while serving as a portfolio for student achievements and reflections.

2. How this program will foster innovation in CTE programming and/or promote career pathways aligned to high-skill, high-wage careers or industries:

The EAF program supports district-wide innovative CTE program development allowing committee members and stakeholders to analyze student interest and career exploration data that enables schools to create responsive courses. This program benefits students and parents by visually mapping career pathways, dual enrollment, apprenticeships, and post-secondary programs, we directly link CTE courses to high-skill, high-wage careers. The program supports counselors to be able to advise on personalized CTE pathways. The EAF program also facilitates real-world connections through industry partnerships for guest speakers, mentorships, internships, and job shadowing, which fosters a sustainable approach to CTE and CCMR beyond the walls of our classrooms. Through EAF, CTE teachers are empowered to support the creation of student digital portfolios showcasing their projects, certifications, and skills to showcase their abilities in their future workforce which will also increase visibility and attraction to innovative CTE programs.

Qualifications and Experience of Key Personnel

1. **EAF Coach** - Who is the EAF Coach and what are their qualifications? 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?
2. **EAF Project Lead** - Who is the EAF Project Lead and what are their qualifications? 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 steering committee provides the necessary support to the EAF Project Lead? Include the stipend amounts allocated for the Project Lead and each steering committee member. (Total stipend amounts for Project Lead and steering committee members are not to exceed 20% of the total grant budget.)
3. **District Commitment** - Outline the district's commitment to this project. Reference the District Commitments from Lever 1 and Lever 3 of the EAF in your response. Describe district leadership's involvement in the EAF grant from the 2024-2025 school 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?
4. **Steering Committee** - Who are the steering committee members and how do they meet the required criteria outlined 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 20% of the total grant budget.)

1. EAF Coach & Qualifications:

The designated EAF Coach for Taylor ISD is Nanette Deaton, Counseling Services Education Specialist III at ESC Region 13. Mrs. Deaton holds the TEA "EAF Coach with Distinction" designation, reflecting her demonstrated expertise in supporting grant implementation, aligning advising systems to the Effective Advising Framework, and building sustainable, student-centered advising practices. Mrs. Deaton brings a wealth of field-based experience to her coaching role, having served as a campus counselor, administrator, and district-level counseling director. She has led the design and implementation of effective individual planning systems that prioritize postsecondary readiness and equitable advising access. The 2025—26 school year will mark her fourth year serving as an EAF Coach, during which she has supported multiple LEAs across diverse contexts through this grant. Her coaching is grounded in a collaborative, data-informed approach that aligns with TEA's EAF 2.0 priorities—strengthening district steering committees, leveraging TNTF tools and deliverables, and guiding districts in the development and execution of actionable advising implementation plans. The coaching support outlined for 2025—26 is consistent with the level of service provided this year and is designed to support implementation across the school year. The EAF Coach will be dedicating 30% of her time and effort to support EAF implementation work. Our standard coaching plan includes a combination of steering committee meetings, one-on-one consultation with the Project EAF Lead, technical assistance, and TNTF-aligned coaching touchpoints. For planning purposes, the current coaching proposal is \$12,000—unchanged from last year's reduced rate.

2. EAF Project Lead and 4. Steering Committee:

The EAF Project Lead for Taylor ISD is Jamie Moller, Director of Student Services at Taylor ISD. Ms. Moller has been the Project Lead for 1 year and will continue to be the Project Lead for next year. Ms. Moller brings a wealth of leadership experience to her project lead role, having served as a campus administrator for 8 years and currently the Director of Student Services where she supervises campus nurses, campus counselors, and campus Assistant Principals for the District. To ensure the EAF Project Lead has the appropriate time and capacity to lead the project effectively, the district will take intentional steps to prioritize this role. The responsibilities of the Project Lead will be clearly defined. Adjustments will be made to their workload through task delegation ensuring they have dedicated time approximately 4-6 hours per month to lead the project. The district will provide stipends to the Project Lead and steering committee members to support engagement. Project Lead receives \$4,000 and steering committee members receive \$2,500 per member. To ensure the steering committee provides consistent and meaningful support to the Project Lead, the district will establish clear roles, responsibilities, and expectations for committee members. The committee will meet monthly with members committing to active participation, collaborative problem-solving, and strategic decision-making. Progress check-ins will be embedded into meeting agendas, offering the Project Lead opportunities to share updates, request feedback, and identify areas requiring additional support. By empowering the steering committee to make timely, informed decisions, the district will foster a collaborative environment that reinforces the Project Lead's success and the overall impact of the Effective Advising Framework. The current steering committee members are: Cynthia Proctor-Principal, Chrisit Hortenstine-CCMR Specialist, Megan Windler- Academic Dean, Kari Schroder- High School Counselor, Renee Schnider- Elementary Counselor, Melissa Smith- Middle School Counselors, Steven Vigil- CTE Coordinator, Stephanie Hartman- SPED Director.

3. District Commitment:

We have created an effective steering committee based on the Program Element requirements with clear roles and responsibilities outlined. We have created systems in order to ensure we monitor individual student planning to meet or exceed our goals for the 2025-2026 school year. Our District, Project Lead, and steering committee are committed to ensuring we create a school culture of advising to prepare all students for postsecondary success. Our goals are aligned to ensure we are providing students with the necessary supports to navigate their individual career and educational pathway. The steering committee was able to present in multiple District meetings with a vast number of stakeholders to share information about the EAF grant and our goals for post secondary advising.

Goals, Objectives, and Strategies

Indicate the four EAF Priorities the district will implement in the 2025-2026 school year that were developed with the support of the EAF Coach in spring 2025 using either the EAF Gap Analysis Tool or the SY25-26 EAF Priorities and Student Outcomes resource. For each EAF Priority, include the following: a description of the EAF Priority to be implemented, the aligned SMART student outcome goal, the targeted grade level(s), the targeted development area (academic, career, personal/social, or financial literacy and aid), the key staff who will lead and support implementation of this priority, and the strategy to support the priority. Include in the strategy the necessary staff training, communication to stakeholders, advising resources, and external partnerships.

1. Provide the information above for the district's first EAF Priority.
2. Provide the information above for the district's second EAF Priority.
3. Provide the information above for the district's third EAF Priority.
4. Provide the information above for the district's fourth EAF Priority.

1. By the end of 2025-2026, we will increase the percentage of 11th grade students who are TSI complete from 29% to 60%. TSI Essay scores will increase from 66% to 75%, TSI Reading scores will increase from 25% to 40%, and TSI Math scores will increase from 35% to 50%. The THS CCMR Specialist, THS Academic Dean, English teachers, Math teachers and THS Counselors are the key staff who will lead and support the implementation of this priority. English III and Algebra 2/PreCal Teachers will need to be trained on the test requirements and new test prep materials as well as time for internalization and implementation. To meet our TSI completion goals, we will implement the following strategies: Incorporate TSI test preparation into English III and Algebra II/Pre-Calculus curriculum, offer TSI testing opportunities within core classes and through monthly campus-wide testing days, and encourage teachers to take a sample TSI test to better understand the test and instructional needs. In order to communicate with our stakeholders, we will inform students, staff, and families about what TSI is and why its a priority through Parent University Nights and consistent email updates. We will also use various communication channels, including short videos and social media, to effectively share this information and calendar events early in the school year to ensure execution of family engagement opportunities. We currently use IXL test prep on an individual student basis. To utilize external partnerships, Taylor ISD will review and adjust current MOUs with Temple College to ensure that the TSI prep curriculum that is adopted is aligned with the goals and expectations of that partnership.

2. By the end of 2025-2026, we will increase the percentage of 6th-grade students who complete three Xello lessons from 30% (baseline) to 65% (target). Taylor Middle School (TMS) Counselors, TMS Administrators, and TMS Success Teachers are the key staff for implementation. For professional development, TMS Counselors will provide training for Success Teachers on how to monitor and guide the completion of Xello lessons. Xello lessons will be embedded into the 6th-grade Success course. Counselors will complete the first Xello lesson with students, progress monitor, and share completion rates with the administration team. Counselors will need continued access to this platform in the 2025-2026 school year for all students.

3. Our third EAF priority is for students to earn a CCMR point. Our goal is: By the end of the 2025-2026 school year, we will increase the percentage of 12th grade students who have earned their CCMR point from 79% to 88%. We will achieve this by increasing the number of IBC tests given throughout the year, encouraging students to follow a CTE pathway, realigning pathways and explicitly outlining the culminating IBC for each, continuing our partnership with Temple College, encouraging students to enroll in more dual credit courses, and continuing to offer incentives to seniors who graduate with a CCMR point. The key staff who will lead and support implementation of this priority are THS Counselors, THS CCMR Specialist, THS Academic Dean, THS Administrators, and THS CTE Teachers. The strategy to support the priority includes having (and training) strong CTE teachers who can prepare students for IBCs, recruit and retain students in those CTE programs, and revise course sequencing to maximize completion of pathways. Strong communication will be needed to inform students, staff, and families about the importance of CCMR, completing pathways, and earning IBCs. We will accomplish this, in part, through Parent University Nights and consistent email updates, using various communication channels with short videos and social media, to effectively share this information. While we already have advising resources in place, such as lessons in middle school College Career Readiness classes, Course Selection Guides, and course selection presentations by counselors, our goal is to implement more visuals and utilize social media to overcome English literacy barriers within our community. We will continue working with our 40+ external partners (including Durcon, Samsung, and Gemini) to provide the best equipment, resources, and experiences for our students to ensure they are ready for their chosen College, Career, or Military branch beyond TISD.

Goals, Objectives, and Strategies cont'd.

4. By the end of the 2025-2026 school year, we will increase the percentage of 6th to 12th grade students who participate in at least one post-secondary field trip from 28% to 90%. Counselors will calendar events in advance and administrators will designate a field trip coordinator per trip, market the opportunities to students and families, and provide different types of opportunities. The key staff who will lead and support the implementation of this priority are TISD Counselors, THS CCMR Specialist, TISD Academic Dean, TISD Administrators, TMS Administrators, and Communities in Schools staff. Campus designated coordinators will work with the school district's transportation department to plan the logistics of the trip, coordinate with teachers and school staff to ensure adequate staff attend each field trip, and ensure that all permission slips are gathered and documented. Communication will include student, staff, and family emails, campus newsletters and social media, and all-calls. Campus coordinators will collaborate with our current external partnerships to plan and provide opportunities for post-secondary field trips. Permission slip forms, marketing flyers, and sign-up Google forms are the advising materials needed.

Performance and Evaluation Measures

For each of the four EAF Priorities indicated above, describe how you will monitor progress throughout the year to ensure successful implementation so that student outcome goals are met. Include in your response the types of data used to monitor progress, the tools that will be used to collect and analyze data, and the process for reflecting on the data.

As the TSI test is administered monthly and throughout core classes, TSI scores will be uploaded into Oand loaded into TISDs CCMR Accountability Spreadsheet and monthly upload of SAT and ACT scores. The CCMR Specialist, administrators and teachers can see the progress of passing scores and who is complete. TSI scores and progress will be analyzed during monthly CCMR meetings and targeted TSI prep for students during Homeroom.

TMS counselors will progress monitor and share completion rates with the administration team weekly. Counselors will use data completion records from within the Xello platform to share with the administration. After reflecting on the data, counselors and administration will collaborate to equip teachers to complete all lessons.

We will ensure each pathway is complete and has an appropriate IBC(s) listed on published documents. We will monitor the registration for all students taking IBCs on a common spreadsheet. Teachers will project student success and check alternate avenues for CCMR points for students. After IBCs are complete, we will include scores on that spreadsheet and add points to our CCMR tracker. We will analyze IBC data to determine effectiveness of pathway preparation and student success on IBCs. We will confer with students who were not successful on IBCs and determine their best course of action for earning a point, including, but not limited to, retaking the IBC.

Secondary counselors and the CCMR specialist for the district will use a tracking system to monitor and indicate which students have participated in at least one post-secondary field trip from 28% to 90%. After reflecting on the data, CCMR team will reflect to determine which students still need to participate in a field trip and will collaborate to determine a plan for those students to have a way to participate in a field trip.

Budget Justification

Describe how the proposed budget will meet the goals of the proposed program. For each category below, include the following: How does this budget category align to one or more of the four EAF Priorities the district has identified? Provide a justification for the specific funding allocations in the proposed budget which may include explanation of pay rates and hours expected for services rendered.

Payroll, Professional and contracted services, Supplies and materials, Other operating costs

The district's first EAF Priority involves implementing the Mastery Prep TSI Program, which is projected to cost approximately \$18,000. This amount covers licenses for approximately 900 students enrolled at Taylor High School and our Algebra 1 8th grade students at Taylor Middle School at a rate of \$20 per license. Additionally, stipends will be provided for teachers participating in TSI Prep Professional Development during the summer of 2025. This includes compensation of approximately \$1,600 for four math and four reading teachers, each receiving \$25 per hour for 8 hours of training. We are looking into splitting up the training into two 4 hour sessions. The second EAF Priority addresses the need for continued access to Xello for all TMS students. The estimated cost for renewing the program is approximately \$6,900, based on enrollment of 600 students. This program allows for career exploration. The third EAF Priority focuses on College, Career, and Military Readiness (CCMR) initiatives. This includes \$8,000 in stipends for staff, based on a set percentage of students participating in the IBC test based on District goals (\$1,000 for each of 8 staff members), an estimated \$3,200 for a CCMR incentive trip for students who have earned their CCRM point by the end of the 2025-2026 school year, approximately \$600 for CCMR graduation cords, and \$5,000 for IBC test preparation materials. The fourth EAF Priority consists of educational field trips. The total estimated cost is \$28,000, which allocates \$4,000 per grade level. This budget covers transportation, food, and any related fees. The purpose of these field trips are to expose all of our secondary students to at least one post secondary opportunity. Lastly, the district also identifies the need for a Counseling Secretary at Taylor High School to support the counseling department and related student services. We will budget the salary of \$40,000 which is equivalent to last school year.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year program allocation	
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

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**

