



**2025-2026 Effective Advising Framework Implementation 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 Implementation 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 **Goliad ISD** CDN **088902** Campus **District** ESC **3** UEI **Z5JCL4DHTZM1**

Address **161 N. Welch Street** City **Goliad** ZIP **77963** Vendor ID **17460009974**

Primary Contact **Holly Lyon** Email **hlyon@goliadisd.org** Phone **361-645-3259**

Secondary Contact **Jennifer Resendez** Email **jresendez@goliadisd.org** Phone **361-645-3259**

**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 **Holly Lyon** Title **Superintendent**

Email **hlyon@goliadisd.org** Phone **361-645-3259**

Signature **Holly Lyon** Date **6-16-25**



**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.

The EAF Grant will help support our individual and student planning in the context of comprehensive school counseling by guiding our counselors and team in the process of ensuring our students are College, Career, and/or Military ready when they graduate from high school. Our district's House Bill 3 goal for CCMR is that 88% of our graduating Seniors will establish College and Career Readiness by the time they leave Goliad ISD and venture out into the world. In an effort to support our students' future endeavors, our district will use funds from the grant to support our counselors, events, and programs that will drive our students to be college and career ready.

The EAF Grant will also serve to foster innovation in CTE programming by allowing our counselors to promote career pathways aligned to high-skill and high-wage careers or industries. Our goal is to utilize the knowledge and skills of our counselors, combined with our CTE Coordinator at the high school, to help foster alignment of our current course offerings with pathways that can set our students up for success. We also intend to partner with community members in the workforce to expose our students to high need jobs in our area. Our counselors will serve as a vessel to assist our students in navigating their options of technical and trade schools that might be helpful in preparing them for high-wage careers or industries. We also intend to invite guest speakers into the schools to further introduce our students to workforce opportunities that they may not have otherwise been exposed to.



## 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.)

EAF Coach: The EAF Coach is provided by the Region III Service Center

EAF Project Lead: Brittany Salazar will serve as the Project Lead. She is the Director of Student Services and also oversees the Assessment and Accountability Department within the school district. She is a former school counselor of 9 years and has worked with other counselors. Her time allocated to this project will be the majority at approximately 7 hours per month. The district will ensure that she has appropriate time to lead the project by allowing her full access to her own time and resources within the work day. She is responsible for meeting with the Steering Committee periodically throughout the year and will oversee the implementation of the priorities as well as ensuring that the budget funds allocated to the project are spent appropriately.

District Commitment: The District is committed to the implementation of the established priorities that support the different Levers in the Plan. To ensure continuity in the implementation process of the plan, the District included all Campus Leadership Team members to support students in their continual process of Personal Graduation Plans (PGP) from the beginning of middle school and transitioning to the high school. To build a School Culture, Campus Leadership Teams incorporated the overarching goal of CCMR in Campus Improvement Plans along with strategies to ensure student groups were supported in their pathways. During Campus Site-Based Decision Making committees, District Education Improvement Committees, and various informational flyers and events, information has been shared with all stakeholders.

Steering Committee: The Steering Committee is comprised of Brittany Salazar (Project Lead), \_\_ TBD \_\_ (Lead High School Counselor), Samantha Longino (High School CTE Coordinator), Marcela Gonzales (Special Populations Representative and Middle School Counselor), Alison Edwards (Elementary School Counselor), and Jennifer Resendez (Business Manager). Each of these roles satisfies the outlined requirements listed on the Steering Committee role sheet. They each will have different jobs associated with the implementation of the grant and oversight. The district will ensure that the steering committee provides the necessary support to the EAF Project Lead by allocating time throughout the year to steering committee meetings and encouraging continuous communication between the Project Lead and the committee members. The Project Lead will be allocated \$7,000.00 in stipends, the Elementary Counselor \$1,000.00 in stipends, and the Business Manager \$2,000.00 in stipends. The High School Counselor, CTE Coordinator, and Special Populations Representative are receiving their compensation through salary budgeting with the business office.



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.

EAF Priority 1

Description: Complete a curriculum module that explores careers and connects them to available pathways.

Student Outcome: By the end of 2025-2026, we will increase the percentage of 7th grade students who complete GLE Priority 1 from 0% to 100%.

Target Grade: 7

Development Area: Career Development Expectations (CD)

Key Staff: GMS Counselor, Marcela Gonzales and CTE Coordinator, Samantha Longino

Strategy: Students will be enrolled in a College and Career course in 7th grade that will help them prepare for their aligned pathways available to them in high school.

EAF Priority 2

Description: Complete a college application to any Institution of Higher Education

Student Outcome: By the end of 2025-2026, we will increase the percentage of 12th grade students who complete a college application from 0% to 50%.

Target Grade: 12

Development Area: Academic Development Expectations (AD)

Key Staff: GHS Counselor

Strategy: Students will meet with their high school counselor to discuss the process of filling out a college application. Students and the high school counselor will confer with one another to determine the completion process and the counselor will record student progress on a separate spreadsheet.

EAF Priority 3

Description: Develop Solutions in response to stressful situations or events

Student Outcome: By the end of 2025-2026, we will increase the percentage of 6th grade students who complete GLE Priority 2 will increase from 0% to 50%.

Target Grade: 6

Development Area: Personal & Social Development Expectations (PS)

Key Staff: GMS Counselor, Marcela Gonzales

Strategy: Students will gain an early introduction to restorative practices when dealing with stressful situations via Tier I SEL curriculum.



Goals, Objectives, and Strategies cont'd.

EAF Priority 4  
Description: Attend a training about financial planning for various postsecondary options.  
Student Outcome: By the end of 2025-2026, we will increase the percentage of 11th grade students who complete GLE Priority 4 from 0% to 50%.  
Target Grade: 11  
Development Area: Financial Literacy and Aid Expectations (FL)  
Key Staff: GHS Counselor  
Strategy: Students will be financially literate after graduating from high school by being provided with an opportunity to attend a financial planning workshop with a guest speaker from a local finance department.



**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.

Progress for each of the EAF Priorities will be monitored by the Steering Committee throughout the school year using data tracking tools.

Priority 1 will be monitored through our master scheduling tool, ASCENDER. A report from the district level will show the number of 7th grade students who complete the curriculum module that explores careers and connects them to available pathways.

Priority 2 will be monitored through a local documentation source, such as a spreadsheet, with the high school counselor. He/She will report on the progress of this goal at the steering committee meetings throughout the year.

Priority 3 progress will be monitored through reports from our local SEL online curriculum. Assignments will be given to 6th grade students and the committee will view how many complete the courses related to stress and anxiety.

Priority 4 will be monitored by the high school counselor and be presented to the steering committee. He/She may will local documentation and present artifacts, such as photographs or other documents, regarding the implementation of the financial literacy training for Juniors.

**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

Priority 1 - Payroll of GMS counselor doing master scheduling; Payroll of HS CTE Coordinator tracking pathways and CTE courses that align to the pathways

Priority 2 - payroll of HS counselor tracking college applications

Priority 3 - payroll of GMS counselor implementing SEL program

Priority 4 - payroll of HS counselor implementing financial literacy training



**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	<input type="text" value="1,229"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="1,229"/>
4. Total current-year program allocation	<input type="text" value="120,000"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="120,000"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="98"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text" value="0"/>



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