



**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 **Lyford CISD** CDN **245902** Campus **001** ESC **01** UEI **DJR5XRD83Y**
Address **8240 Simon Gomez RD** City **Lyford** ZIP **78569** Vendor ID **1746001648**
Primary Contact **Dr. Michelle Dewitt** Email **michelle.dewitt@lyfordcisd.net** Phone **956-347-3900**
Secondary Contact **Dr. Alexandr Saldivar** Email **alexandra.saldivar@lyfordcisd.net** Phone **956-347-3900**

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. Michelle Dewitt** Title **Superintendent**

Email **michelle.dewitt@lyfordcisd.net** Phone **956-347-3900**

Signature *Michelle Dewitt* Date **6/17/25**

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

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?

Lyford CISD envisions an individual student planning system that empowers every student with a clear, personalized roadmap toward postsecondary success. Our goal is to provide each student with meaningful, data-informed advising that connects academic interests, personal strengths, and long-term career goals, especially within high-skill and high-wage career pathways. The student experience will be characterized by consistent, intentional advising touchpoints from middle school through graduation, supported by trained staff, digital planning tools such as Schoolinks and Skyward, and industry-aligned programming.

Currently, advising practices within the district vary in structure and depth, with limited integration between career exploration, course sequencing, and postsecondary planning. While our counselors and CTE staff are committed to student success, a formalized system to monitor progress and guide students through career pathway decisions is not yet fully implemented. Through this grant, Lyford CISD seeks to establish a comprehensive advising framework that ensures equitable access to advising supports, improves alignment between student interests and available programs of study, and integrates career pathway exploration with academic planning.

This program will foster innovation in CTE programming by enhancing our ability to guide students into pathways that lead to industry-recognized certifications, dual enrollment opportunities, and high-demand career fields. With a strengthened advising system, students will engage earlier and more deeply in career exploration, allowing for more strategic participation in aligned CTE courses and work-based learning experiences. Ultimately, this grant will support the development of a scalable model that prepares students for success in high-skill, high-wage industries critical to regional economic growth.

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.)

The identified Effective Advising Framework (EAF) Project Lead for Lyford CISD is Dr. Alexandra Saldivar, who currently serves as the district's Career and Technical Education (CTE) and College, Career, and Military Readiness (CCMR) Specialist. Dr. Saldivar brings over a decade of experience in education, having served as an administrator across elementary, middle, and high school levels. Her broad leadership background has provided her with a comprehensive understanding of student needs across grade bands and the systemic changes required to improve postsecondary outcomes. Dr. Saldivar has a proven record of managing change at the district level, including implementing new instructional frameworks, fostering industry partnerships, and guiding teachers through curricular reform. Her leadership ensures fidelity of implementation, cross-departmental collaboration, and a focus on equitable student outcomes. To support the success of this grant, Lyford CISD has committed to allocating Dr. Saldivar's time as needed to fully execute the project. She will dedicate a flexible and 40% percent of her time to leading this initiative, with district leadership ensuring that her responsibilities are aligned to the goals and timelines of the EAF Planning Grant. Seeing as Dr. Saldivar is the only CTE specialist/leader in the district, she has the appropriate authority to convene the steering committee and lead. The district also commits to biweekly meetings for the steering committee to collaborate and assess effectiveness.

The steering committee at Lyford CISD will consist of:

- Dr. Alexandra Saldivar, CTE/CCMR Specialist- \$2,000 stipend
- Mr. Efrain Barron, Lyford High School Principal- \$2,000 stipend
- Mr. Alejandro De La Garza, Lyford High School Academic Advisor- \$2,000 stipend
- Ms. Leeann Garcia, Lyford High School CTE Department Chair- \$2,000 stipend
- Mr. David Lopez, Special Education Transition Teacher - \$2,000 stipend
- Mrs. Vanessa Cantu- Lyford Middle School CTE Teacher- \$2,000 stipend

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?

Lyford CISD is fully committed to advancing a robust individual student planning system that ensures every student is equipped with the knowledge, tools, and support to make informed decisions about their postsecondary future. The district recognizes the transformative impact of strategic advising and is dedicated to creating a comprehensive framework that connects academic achievement, personal interests, and career goals to high-skill and high-wage pathways.

Through this grant, Lyford CISD will invest in SchoolLinks, a comprehensive College, Career, and Readiness (CCR) platform. SchoolLinks offers intuitive tools for early career exploration, streamlines the college and financial aid application process, enables the district to track post-graduation outcomes, and integrates real-world opportunities through industry partnerships. This system will serve as a cornerstone in building a cohesive, student-centered advising model.

Lever 1: Strong Program Leadership and Planning

District and campus leaders are deeply aligned in their commitment to system-wide advising reform. The initiative is led by Dr. Alexandra Saldivar, CTE/CCMR Specialist, who has overseen the expansion of dual enrollment academies and career pathway development. District administrators will ensure strong planning through the development of a structured implementation timeline, consistent stakeholder collaboration, and routine evaluation of advising outcomes to ensure equitable access and high-impact practices.

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

Lyford CISD is committed to professionalizing and supporting the role of school counselors and advisors. Counselors will receive targeted training on utilizing SchoolLinks for student planning, tracking progress, and delivering individualized advising sessions. Additional coaching will focus on aligning academic advising with labor market trends and dual enrollment opportunities, ensuring advisors can provide accurate, personalized guidance for every student.

Lever 3: Internal School Culture of Advising

The district is building a culture where advising is not isolated to counselors but is embedded into the daily operations of every campus. Teachers and administrators will reinforce career and college readiness through advisory periods, classroom integration of career planning, and student-led goal setting. SchoolLinks will further enhance this culture by allowing students to visualize and update their career and academic plans regularly culminating in a student portfolio that stays with them beyond graduation.

Lever 4: Effective External Partnerships

Lyford CISD maintains strong partnerships with Texas Southmost College, Educate Texas, and local industries to provide dual credit opportunities, work-based learning experiences, and aligned industry certifications. SchoolLinks will enhance these efforts by integrating real-world opportunities into the classroom, allowing students to connect directly with internships, mentorships, and employer engagements, all critical for informed student planning.

Lever 5: High-Quality Advising Materials and Assessments

The implementation of SchoolLinks will significantly improve the quality and consistency of advising materials. Students will access digital interest inventories, resume-building tools, college and scholarship planning resources, and real-time pathway data. These tools will be complemented by structured advising activities, goal-tracking protocols, and milestone assessments that inform decision-making and program evaluation.

Student Ownership and Family Engagement

Lyford CISD fosters student ownership of academic and career planning through advisory periods, CTE coursework, and student conferencing to explore interests, set goals, and monitor progress. The district also prioritizes family and caregiver engagement through parent information nights, FAFSA/TASFA workshops, and student showcases. SchoolLinks will enhance this partnership by providing caregivers with access to their student's planning dashboard, enabling them to remain actively involved in postsecondary planning. Through the Effective Advising Framework and the adoption of SchoolLinks, Lyford CISD will establish a cohesive advising ecosystem that promotes student agency, supports staff capacity, strengthens industry and postsecondary alignment, and ultimately prepares all students for success in high-skill, high-wage careers.

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?

Currently, Lyford CISD monitors progress on the individual student planning system through a combination of counselor-led advisement sessions, student course tracking in Skyward, and informal check-ins during academic advising windows. While these efforts have supported students in selecting their courses and aligning them to graduation plans, the district recognizes the need for a more systematic and data-driven approach.

At present, performance measures include course completion aligned to endorsements, participation in CTE programs of study, and industry-based certification attainment. Data is collected through Skyward, PEIMS, and CCMR accountability reports. However, the district is working to strengthen early engagement and long-term tracking of student plans. Currently, students do not receive formal exposure to CTE pathways until 8th grade. To address this gap, the district piloted a middle school outreach initiative this year, where Dr. Saldivar and student representatives from each CTE pathway visited the middle school to present on their experiences. Following these presentations, the academic advisor met individually with students to discuss potential pathway selections. Students then attended evening registration events with their parents, where they selected their courses and declared their pathways through Skyward.

This initiative has highlighted the value of early engagement, family involvement, and intentional advising. Through the support of this grant, Lyford CISD aims to expand these efforts with stronger digital tools, structured advising protocols, and longitudinal data tracking to ensure every student has a clear, supported, and personalized academic and career plan.

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.

Payroll Costs

Payroll costs for 40% of time spent working on the grant will be \$24,500 with \$2,500 to cover employee benefits for a total of \$27,000. Lyford CISD will budget for \$2,000 stipends to the members of the steering committee. $\$2,000 \times 6 = \$12,000$. Payroll total: \$39,000

Professional and Contracted Services

Lyford CISD will budget \$19,000 for SchoolLinks software program to help track CCMR and give student's ownership in creating their future. We intend to reserve an additional \$4,000 for additional technical assistance on effective advising practices in alignment with the grant. Professional and Contracted Services Total: \$23,000

Supplies and Material

A budget of \$4,000 will cover the costs for any additional supplies and materials that are needed to accomplish effective advising practices. Supplies and Material Total: \$4,000

Other Operating Costs

Lyford CISD will budget \$5,000 for any additional operating costs
Other Operating Costs Total: \$5,000

Budget Total: \$71,000

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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	