



**2023-2025 Title I, 1003 ESF-Focused Support Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2023**

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to **loiapplications@tea.texas.gov**.

The LOI 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, April 21, 2023**.

Grant period from

Pre-award costs permitted from

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
 2. Pathway 1: Pathway 1 Supplemental Attachment
 3. Pathway 2: Pathway 2 Supplemental Attachment
 4. Memo of Discussion
- NOTE: All applicants MUST submit an appropriate Supplemental Pathway Attachment for EACH CAMPUS on behalf of which the applicant is applying.**

Amendment Number

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

Applicant Information

Organization CDN Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

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

- LOI application, guidelines, and instructions Debarment and Suspension Certification
- General and application-specific Provisions and Assurances Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements Shared services arrangements (SSAs) are NOT permitted for this grant.**Number of Campuses Included in this Application**

Pathway 1

Pathway 2

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 2023-2025 Title I, ESF-Focused Support Grant Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 Title I, ESF-Focused Support Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
5. The applicant provides assurance that they accept and will comply with the requirements of [Every Student Succeeds Act Provisions and Assurances](#).
6. 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.
7. Title I served Federally Identified campuses awarded this grant will engage in the Effective Schools Framework (ESF) continuous improvement process and create a plan to be submitted to TEA that addresses the selected pathway aligned to the Essential Actions (EA) from the ESF.
8. The applicant ensures it will notify the Vetted Improvement Program provider of intent to apply and, if awarded, will work in good faith with the Vetted Improvement Program.
9. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.

Statutory/Program Assurances, cont'd.

- 10. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 11. The applicant provides assurance it will participate in all grant requirements including but not limited to an ESF Self-Assessment and ESF Diagnostic, developing a Targeted Improvement Plan, and submission of funding and pathway progress reports.
- 12. The applicant provides assurance it will provide awarded campuses access to grant funding and funding information in a timely manner, so that funding can be used to meet the needs and action steps of the campus during the grant period.

Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school improvement activities, including how the LEA will help develop a Targeted Improvement Plan for the eligible campus(es) selected for this grant.

The El Paso Leadership Academy (EPLA) will support our campus(es) with school improvement activities by assigning our Chief Academic Officer (CAO) as the District Coordinator for School Improvement (DCSI) contact, who will work directly with campus leaders in the development, monitoring and evaluation of the Targeted Improvement Plan (TIP). The CAO will be responsible for ensuring the TIP is adhered to with fidelity and will ensure the required financial supports needed for implementing the plan are provided. The CAO will conduct weekly on-site visits with the campus leaders to assess first-hand that the TIP activities are being completed as outlined. The CAO will also conduct weekly classroom walk-throughs to assist in the identification of additional supports that may be needed to: support improved data driven classroom instruction, data analysis, creation of daily lesson plans, professional development planning/execution, TIP updates/modification needs, staffing needs, and leadership development. The CAO will provide weekly updates to the Chief Executive Officer (CEO)/ Superintendent on the TIP progress and follow-through on TIP activities, providing evidence/artifacts that support the reported findings. The CAO will ensure school improvement stays in the fore-front of all campus decision-making efforts and that performance progress is reviewed by the campuses' leadership teams on a minimum of a weekly basis by regularly attending the individual campuses' administrative team meetings. The CAO will also meet one-on-one with the respective campus leaders in completing the TIP quarterly reviews and progress status reporting. The CAO will also work directly with the campus leader (principal) in conducting the summative evaluation of the TIP and its included school improvement efforts to assist in the identification of future growth activities that should be addressed for the subsequent school year. Once school improvement standards have been reached and a DCSI is no longer required, EPLA will continue to have the CAO execute these same practices each year.

The CAO will be the primary district contact within the LEA who will help with the development of the TIP for any eligible campus. The CAO will meet with the identified TIP committee and campus leader to identify goals, strategies, and progress measures used within the plan. The CAO will also assist the committee in ensuring the Effective Schools Framework Success Criteria is embedded within the structure of the TIP document and used to assess alignment and support of planned activities. The CAO will assist the team in obtaining both qualitative and quantitative data to use in establishing the various metrics that will be used for monitoring the plan's implementation and achievement of successful outcomes. The CAO will serve as the LEAs contact for the submission of all required documentation regarding the School Improvement Process to both the state and federal reporting agencies.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor Targeted Improvement Plans upon submission and during implementation, and (b) Implement additional actions as needed to meet barriers and challenges, after the first year of the grant cycle.

The El Paso Leadership Academy (EPLA) will monitor schools receiving the ESF-Focused Support Grant by assigning the CAO as the DCSI and by implementing the following:

(a) Having the CAO assist with the development, monitoring and evaluation of the Targeted Improvement Plans from the onset of school improvement efforts. Prior to submission of the plan, the CAO will meet with the individual campus leaders and review the plans for accuracy (free of typographical errors, succinct, etc), alignment to ESF/Success Criteria standards, inclusion of all required metrics (goals/objectives/strategies/person responsible for oversight as required by the planning document), alignment with district goals and measures, and engagement of all relevant stakeholders. During the plan's implementation, the CAO will meet weekly with the respective campus leaders one-on-one to monitor and review the plan's overall progress, conduct classroom walk-throughs to assess fidelity of implementation, meet weekly with the campuses' administrative leadership team to identify status of instructional/data reviews & progress and to identify next steps if the TIP is not being implemented with fidelity, attend all TIP committee reviews/providing feedback as needed, and provide weekly reports to the CEO/Superintendent on the status of implementation, progress & anticipated mastery of the TIPs quarterly and end-of-year outcome measures. The CAO will also ensure the campus teams maintain evidence/artifacts to support the implementation of items outlined within the TIP.

(b) After the first year of the grant cycle, the LEA will conduct a full review of the TIP and end-of-year status of outcome mastery to assist in the identification of potential barriers and challenges to anticipated school improvement growth mastery. This review will include the CAO/DCSI, the CEO/Superintendent, and the respective campuses' School Improvement Committee members. The team will develop a list of potential barriers and challenges, then use a root cause analysis ("The 5 Whys") method of determining the underlying cause to any barriers/challenges noted. Once the root causes have been determined, new goals/objectives/essential actions will be developed to address those barriers/challenges and embedded into the TIP for the second year of the grant cycle.

Goals, Objectives, and Strategies, Performance and Evaluation

1. Describe how the LEA will modify, as appropriate, practices and policies to provide operational flexibility to the awarded campus, that enables full and effective implementation of the Effective Schools Framework Essential Actions and aligned Targeted Improvement Plan.

EPLA is fortunate to have a CEO/Superintendent who believes in providing operational flexibility to campus(es) as long as it aligns with organizational and Board approved practices and policies. Therefore, as the campus(es) need support in being able to enact full and effective implementation of the Effective Schools Framework Essential Actions and aligned Targeted Improvement Plan, there is already an established support system for modifying practices/policies to do so. That system includes the following: the campus leader makes a request for a modification (in conjunction with the DCS/CAO), the CAO/Campus Leader collectively forwards the request to the CEO/Superintendent for approval, and then, if it requires Board of Director approval, the item is placed on the upcoming Board of Director meeting agenda for approval. If the request does not require Board of Director approval, the CEO/Superintendent approves the request himself. Immediately upon approval, the campus leader, in conjunction with the school improvement team, is able to move forward with the modified practice/policy.

Modifications that may be necessary might include (but not limited to) the following: changes to the master schedule design to allow for more professional learning community meetings/time to address instruction, changes in the academic school year calendar to allow for more professional development days, changes to internal evaluation procedures to allow for more classroom walkthroughs and subsequent coaching sessions, changes to hours of operation --to increase instructional minutes, changes to budgetary processes to allow for budget line item changes to support identified Essential Actions activities, changes to teaching assignments to support areas of improvement needing the strongest support by master teachers, changes the teacher/administrator hiring practices to ensure highly qualified and high performing staff in key areas, etc.

Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including staffing, supplies and materials, contracts, travel, etc. Include a short narrative describing how adjustments will be made in the future to meet needs.

The EPLA grant budget will enable the campus(es) to address the needs and goals of the program by enabling the organization to provide effective professional development to both campus administrators and teachers on best practices associated with teaching & learning and with coaching & guiding instructional practices. EPLA plans to use the support of our Regional Education Service Center to accomplish this task by providing on-going support with the Texas Instructional Leadership (TIL) areas of Lesson Alignment, Data Driven Instruction, Observation and Feedback, Formative Assessment, and Schoolwide Culture Routines. EPLA has currently been implementing the Lesson Alignment and Formative Assessment topics and plans to expand to the other topics in the new year. The proposed budget will enable EPLA to contract that school improvement service with Region 19. The grant will also enable us to send individual teachers to area trainings that support individualized needed areas of support, in addition to the on-campus trainings provided by the campus' Instructional Leadership Team. The budget will also assist in supporting the purchase of supplies and materials that will be used in school improvement professional development sessions, purchasing data meeting supplies--e.g. data wall materials, supporting with book studies through the purchase of leadership and data books, purchasing cultural posters/materials, providing social emotional resources and training opportunities (e.g. contracted services), travel and materials to support best practices in hiring in high need areas (e.g. seeking Emergent Bilingual and Special Ed teachers/paraprofessionals).

Adjustments to the proposed budget may be made in the future to meet unforeseen needs by ensuring identified barriers, challenges, and Success Criteria Essential Action steps are reflected in the TIP and that budgetary changes are required. The School Improvement Committee will provide support and advise to the campus leader in justifying the needed change. The campus leader, in conjunction with the CAO/DCSI, will submit a budget change request to the Director of Federal Programs for review and processing.

Budget Narrative, cont'd.

2. Describe how the LEA will ensure campus leaders have direct access to grant funding to ensure alignment to the Targeted Improvement Plan.

EPLA will ensure campus leaders have direct access to grant funding to ensure alignment to the Targeted Improvement Plan (TIP) by including campus leaders in the development of the TIP goals, objectives and Essential Actions and in the development of the proposed budget to support those actions. The campus leader, as well as the DCSI/CAO, will also be provided a copy of the grant application and included proposed budget. The Director of Federal Programs will provide both the campus leader and DCSI/CAO with monthly budget balance reports and an electronic copy of a budget transfer request to use in case of a unforeseen adjustment to the TIP that requires a change in the budget allocation. The Director of Federal Programs will also submit any required grant amendment necessary to support the needed change in the grant's budget proposal and will notify the campus leader and DCSI/CAO when the amendment has been approved. The campus leader will work directly with the DCSI/CAO and the campus' School Improvement Committee to identify and justify the reason for the proposed budget change; however, the campus leader will have the final decision in addressing all budgetary needs associated with the School Improvement Grant. The campus leader will also work directly with the district's Finance Coordinator and Director of Federal Programs in processing any purchases and payments associated with the School Improvement Grant.

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	

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