



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	<input type="text" value="1"/>
Pathway 2	<input type="text" value="0"/>

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 district plans to utilize the ESC's The Texas Instructional Leadership (TIL) program to support the campus in recognizing gaps that allow a campus to establish clear roles and responsibilities, strengthen professional growth opportunities, modify success criteria practices, design well-designed instructional routines and create opportunities for intentional school improvement activities. RGCGISD's commitment to providing resources and professional development opportunities will enable the campus to implement evidence-based strategies and actions that align with the TIP, ultimately leading to improved student outcomes. By focusing on ESF Diagnostic, ESF Lever 1.1, (strong leadership and planning); and ESF Lever 5.2, (building teacher capacity through observation and feedback cycles) the campus will be able to address key areas of need and build a strong foundation for ongoing school improvement efforts.

Additionally, the district will work with the campus to form a team for school improvement that will represent a number of stakeholder groups. This team will include teachers, campus administrators, the district administrator for effective schools, and the director for school improvement. RGCGISD has supported school improvement efforts by designating an Effective Schools Director to directly work with the district coordinator for school improvement (DCSI) who will collaborate with campus leaders to ensure that the TIP is properly implemented in order to sustain and enhance school improvement activities. The provision of ongoing professional development opportunities will guarantee that district and campus leaders have the knowledge and abilities necessary to maintain and improve school improvement initiatives over time.

The district has also established a strong relationship with Region One and will continue to rely on them for new resources, support, and guidance. Most recently, Grulla Elementary, one of the district's campuses, was highlighted by Region One with TEA participants for its outstanding school improvement efforts. The campus was able to raise its grade from a F to an A in 2021– 2022. Even though many other factors also contributed to their success, their participation in the Texas Instructional Leadership Vetted Program (TIL) and the ESF best practices aligned training and coaching provided by Region One solidified their achievement. RGCGISD will leverage their relationship with the Texas Education Agency to access funding and support for school improvement initiatives. The district will continue to engage in the TCLAS (HQIM) Grant, Strong Foundations in Literacy and Math Grant, E3+ Grant, Data Fellow Grant, Blended Learning Grant, RSSP support, and CRIMSI supports. These initiatives will not only enhance the quality of education in RGCGISD but also ensure that students are well-equipped with the necessary skills to succeed in their future endeavors. The district's commitment to improving student outcomes is evident through its participation in these grants and programs.

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.

RGCGISD will continue to support the ESF-Focused Support Grant by ensuring the ESF administrator supports the campus creation of a well-developed TIP that highlights the most effective actions to impact learning. RGCGISD District Level ESF support team will also work with the focus school (Veterans Middle School) to identify and utilize evidence-based interventions to address identified areas of need. This partnership will ensure all students have access to high-quality instruction and support to achieve academic success. RGCGISD will help ensure funding aligns with the target improvement plan action steps and provide data systems to track school culture data to assist the awarded campus in developing a successful Targeted Improvement Plan. This collaborative effort will lead to a more effective and efficient use of resources in achieving the desired outcomes. Stakeholders will have access to real-time updates on the progress of the implemented plan, fostering trust and certainty in the district's ability to address school improvement.

The district ESF administrator and Region One will assist in impacting school improvement by managing on-site meetings prior to initial Targeted Improvement Plan cycle submissions. This will provide a platform to assess the effectiveness of previous improvement plans and make necessary adjustments. A yearly established tracking system will be implemented to support and provide campus ILT with pre- and post-planning meeting opportunities to reflect, revise, and refine examples aligned to ESF Levers. District-wide quarterly checkpoints will be implemented to ensure the campus instructional leadership team is able to plan to implement strategies that are supported in the TIP. These checkpoints will also serve to provide timely feedback, which helps prevent misunderstandings or delays in TIP submissions.

RGCGISD ensures that the focus school will continue to be supported past the first year of the grant by continuing to have regular monitoring checkpoints. Campus ILT will be supported and provided with comprehensive ongoing training prior to the start of each school year. RGCGISD is committed to support Veterans Middle School in achieving its target improvement plan action steps and improving student outcomes that will last years after the grant period. Ongoing training will engage participants in consistently reviewing and analyzing the TIP's essential actions and help align resources to better support sustained school improvement.

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.

RCGGISD recognizes the unique needs of low performing schools and aims to provide the flexibility to address those needs. To find any barriers or impediments to the successful campus-level implementation of the Effective Schools Framework Essential Actions and aligned Targeted Improvement Plan, the district will review district policies and practices to prioritize principal and principal supervisor instructional leadership, allowing them the necessary authority to create conditions for school success.

All stakeholders, including district administrators, campus administrators, teachers, and parents, will participate in this review. Using the review as a guide, we will determine which district policies and procedures can be modified to fully and successfully implement the ESF Essential Actions. To prioritize frequent and comprehensive feedback for teachers at the campus level, district policies relating to teacher evaluations and feedback, for instance, could be revised.

If necessary, we will create a plan to modify the identified district policies and practices. The plan will outline specific objectives, deadlines, and roles for carrying out the adjustments. All stakeholders involved in the plan will then be informed of the changes and the justifications behind them, including district and campus administrators, teachers, and parents. The goal of this ongoing communication is to keep all parties informed and involved.

In order to ensure that district and campus administrators have the knowledge and skills to implement the changes successfully, the LEA will also offer training and support to them. The district level ESF team will create sessions for professional development, coaching, and ongoing assistance. The LEA will build data teams to evaluate assessment results at the campus level, and the LEA will continuously monitor and assess their efficacy. Regular input from campus administrators, teachers, and other stakeholders will be part of this monitoring. As a result, a supportive and positive school culture will be created throughout the district.

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 Rio Grande City Grulla Independent School District is an eligible ESF Focused School grant award recipient. The focus school is labeled an Additional Targeted Support (ATS) campus, and based on recent ESF diagnostics, the campus is in need of support to strengthen ESF Levers 1.1 and 5.2. If awarded, the school will use the ESF grant to implement the targeted ESF levers, including observation and feedback cycles, with the aim of achieving 100% of the intended outcomes. The Texas Instructional Leadership Program (TIL) will be financed to support the focus school in improving student performance, teacher effectiveness, and creating a positive learning environment for both students and teachers.

RGCGISD and the campus will work to ensure transparency and accountability in the utilization of funds. The school will utilize additional funds to provide professional development opportunities for teachers and staff to enhance their skills in implementing the ESF levers with fidelity and address identified areas for school improvement. Funding will be allotted to purchase supplies and materials such as instructional manipulatives, technology hardware and software, supplemental instructional materials, resources to support professional development, and student materials that will enhance learning and support HQIM implementation. The two-year grant will allow the district the operational flexibility to improve retention, support, and recruitment of highly effective teachers and administrators. Adjustments to the proposed budget may be made to reallocate funds to areas that need more support or shift resources to address priorities that align with the measurable levers highlighted throughout the grant period.

Rio Grande City CISD will use the awarded funds as follows:

- 30% Texas Instructional Leadership Model Implementation Training Costs (VIP)
- 40% Payroll Costs: Program management, extended duty pay for training outside of work hours, substitute pay
- 10% Resources and Supplies
- 20% Technology and Supplies

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.

The Rio Grande City Grulla Independent School District will abide by all grant policies and regulations presented in the ESF program guidelines. The district will provide the campus with adequate funding and sufficient control over their budget to ensure access to necessary resources for the implementation of the school's improvement plan and high-quality instruction to meet students' learning needs. The district will also provide training and resources to ensure the successful implementation of the grant activities and maximize the campus's direct access to funding for the Targeted Improvement Plan action steps.

Furthermore, the district will evaluate the effectiveness of the grant activities and make necessary adjustments to ensure the desired outcomes. This includes providing accountability and transparency in the use of funds, providing accurate and timely reports on the progress of the grant activities, working closely with the grantor, and maintaining open communication with all stakeholders involved in the grant activities.

RGCGISD and the campus will work together to monitor, assess, administer audit controls, and execute proposed budget transactions to ensure grant activities align with the Target Improvement Plan goals and objectives. The grant committee will provide regular reports to stakeholders on the progress of the project and any adjustments made to the budget or plan, which is essential for ensuring financial accountability and transparency as well as preventing mismanagement of funds. By keeping stakeholders informed, the project team can also receive valuable feedback and support throughout the programs development, helping to ensure that the plan stays on track and meets its TIP objectives.

The committee will follow a transparent guideline review process to ensure all stakeholders are aware of funding progress and that the expenditures are aligned with school improvement goals. Campus will have full flexibility in operating expenses, and the committee will provide regular updates to the community and stakeholders. Campus ILTs will participate in the grant application process to ensure proposals align with the school's Targeted Improvement Plan action steps and mastering predetermined exemplars. This process will ensure that the campuses will receive funding for initiatives that are most likely to drive meaningful progress and success.

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