



2021-2023 Title I, 1003 ESF-Focused Support Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2021

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, 2021**.

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 Pathway Attachment
3. Pathway 2: Pathway 2 Supplemental Pathway Attachment

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 DUNS

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

RFA # SAS #

CDN 042901

Vendor ID

Amendment #

Shared Services Arrangements

Shared services arrangements (SSAs) are NOT permitted for this grant.

Number of Campuses Included in this Application

Pathway 1

2

Pathway 2

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 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 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. For all pathways, the applicant will budget at least the minimum amount indicated in the Budget Object Code 6200 - Profession and Contracted Services.

RFA #

SAS #

Statutory/Program Assurances, cont'd.

- 10. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.
- 11. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 12. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 13. 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 web-based improvement plan, submission of funding and pathway progress reports.

Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school support and improvement activities, including how the LEA will develop a web-based improvement plan for the eligible campuses selected for this grant.

The district will begin with an overall vision of school improvement developed in conjunction with the District Improvement team. This will be followed by support for campuses to develop a specific vision, mission, and goals, at each campus, using input from the Campus Improvement Team as well as getting input through surveys from all stakeholders (students, staff, parents, and community.) Communication of the district and campus visions will begin with engaging the school board and district personnel in support of each campus. We will then communicate with staff through professional development that focuses on specific strategies needed to make their vision become a reality. As a district, we will invest heavily in instructional-related professional learning for our principals and campus leadership teams. We will assign a District Coordinator of School Improvement to oversee and monitor the progress of school support and improvement activities such as training in Texas Instructional Leadership and coaching of principals and other campus leadership team members. We will leverage both feedback between DCSI and Principals and Principals and teachers as well as focus on providing support in the area of campus scheduling to create designated time for both coaching and practice in identified areas of need to transform teaching and learning.

As part of each campuses web-based improvement plan, we will use our respective campus self-assessments to discover greatest areas strength and weakness using the Effective Schools Framework. We will then identify two to three areas that will have the greatest impact on student outcomes by increasing our focus on campus practices and specific campus, teacher, and student data. We will use this information to develop a plan that creates bite-sized, manageable action steps to address these high leverage needs. We will also partner with Region 15 ESC for both plan development and support with Texas Instructional Leadership training and coaching. Frequent monitoring of the plan to identify success of action steps or needed adjustment will take place at the district and the campus levels. Campus Improvement teams include parents, teachers, staff, and community members. Plans are developed during the Spring and reviewed multiple times throughout the year. As goals are reviewed, next steps or adjustments are made to the plan to ensure continued progress for student achievement and success.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor a web-based improvement plans upon submission and during implementation, and (b) Implement additional action following unsuccessful implementation of such plan after the first year of the grant cycle.

The superintendent/DCSI, Director of Special Programs and School Improvement (DPSPI), and Campus Principals will work closely with each other and devote time in the schedule to set up feedback cycles within the school year for discussions about monitoring and progress. Recognizing time as a critical resource, the scheduling of coaching and feedback cycles will take place at all levels from the superintendent to the classroom teachers following the TIL process. The DCSI and DPSPI will visit campuses on a minimum of a weekly basis to ensure implementation of all components of the grant. District and campus personnel will be trained in TIL to ensure fidelity of implementation on and across campuses. The DPSPI will coordinate all required reporting and documentation for TEA and will work with all campuses and the DCSI to ensure timely, accurate submissions.

If a campus is unsuccessful with any part of their plan implementation, goals are not met, or student achievement does not show growth, the district will work with ESC15 capacity builders and TIL specialists to provide additional training and/or support to campus leadership teams. By having multiple campuses and district leadership attending TIL training together, campuses will have the opportunity to support one another as well as receive district and ESC support.

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 aligned web-based Improvement Plan.

District and campus leadership will work together to implement TIL training and processes on each campus in the most effective manner for campus specific needs. District and campus leadership will work in partnership to choose additional resources and programs to meet the needs of targeted student groups in the greatest of need for which this grant is intended. Campus leadership will determine specific training needs and will work with ESC15 to provide training when local training from district or campus personnel is not available or deemed as the best option for campus and student needs. The district will work with campuses to provide time for training of school leadership and teachers by providing funds for substitutes or flexible scheduling.

Creation of a Director of Special Programs and School Improvement position will allow for more focus on school improvement processes, training on the web-based improvement plan format as well as campus support for additional training when needed. By creating this position for support, campus principals will be able to devote more time for the coaching of teachers and completing observation and feedback cycles while allowing the DSPSI to complete submission requirements once progress meetings have taken place.

The district will allow campuses to have flexibility in scheduling to account for training of campus leadership and campus staff for implementation of Texas Instructional Leadership cohorts. The district will support campuses with scheduling to give teachers maximum training and time within the schedule to implement new learning. The district will ensure that campus leadership has ample time for time off campus for training, has time for one-on-one coaching of staff. the district will also monitor workload of campus leadership to determine if duties need to be reorganized to maximize implementation of the web-based Improvement Plan. If needed, calendars will be adjusted to allow for additional staff PD via early release days, built-in Professional Development and/or planning days.

Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed budget will provide a portion of the salary for the Director of Special Programs and School Improvement. With the DSPSI handling submission requirements and plan monitoring, elementary and junior high campus principals will have additional flexibility in their schedules for observation-feedback cycles, data meetings, and implementation of all TIL processes in the focus areas.

This budget also provides tools for teachers to assess and track student progress and achievement. These tools will allow campus leadership teams to disaggregate data prior to meetings and be able to follow the TIL data meeting format. This budget allows us to design a blueprint for blended learning that will meet the needs of all learners and ensure future success. We can provide targeted data-driven decisions and instructions, enhance our ability to monitor and review the integration of digital content, and open the doors for student reflection and ownership.

We have also added to the budget the contracted ESC support of the TIL programs needed that align to the most impactful areas using the Effective Schools Framework self-assessments from the campuses. This contracted amount provides initial training for all key district and campus staff, one-on-one coaching, and ESF capacity builders that are trained in TIL to ensure alignment of the program and plan.

Currently, the district uses SIG funds to provide digital software for intervention for students performing below grade level on interim and six weeks tests. Funds are also used for contracted ESC services to provide educational resources and professional development for teachers and administration and oversight for implementation of the targeted improvement plan. Funds provide substitute teachers and tutors to assist teachers during intervention periods. The district plans to develop the staff skill set needed to maintain student achievement and success in the future.

Budget Narrative, cont'd.

2. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received under this grant.

The district is creating a Director of Special Programs and School Improvement position. This position will be used for grant development and submissions, will provide instructional coaching, and oversee the district's special programs. This position will disaggregate and analyze data, monitor student progress and ensure the necessary interventions are being provided. The district intends to maintain this as a full-time position beyond the duration of this grant and it will be funded by other federal, state and local funds.

The district currently uses other federal and local funds to provide additional staff for specialized instruction in math and reading, STARR remediation, and enhanced one-on-one individualized instruction. The district's after-school program provides additional opportunities for teachers to provide one-on-one and small group instruction for students performing below grade level. It also provides enhanced learning opportunities for all students to increase overall academic achievement. Other funds are also used to provide digital access and technology for all in-school and remote instruction and for contracted ESC services. These services provide staff and students with the resources and knowledge necessary to address areas of need identified through state and local assessments. The anticipated result is an increase in overall progress and achievement in all subject areas as well as student success and improved school culture.

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"/>

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