



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

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 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.

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 LEA will support La Fe Preparatory School in all its school-level improvement efforts in alignment with each lever and Essential Action of the Effective Schools Framework that are already under way. The LEA will support the campus to strengthen campus systems, build staff capacity, and improve student outcomes. The LEA will work with the campus to develop a web-based improvement plan that aligns with the annual goals identified in the school's Targeted Improvement Plan. The DCSI will ensure that time is allotted to enable the campus leaders to participate in ESF-aligned required trainings. The DCSI will ensure that funding report submissions and progress updates meet all required deadlines and deliverables. The LEA will ensure that the campus leadership team meaningfully engages with the ESC TIL team by providing time and resources for the team to attend face-to-face professional development, one-on-one coaching, and will support the ongoing implementation of TIL on the campus.

The LEA will work with the campus leadership team to create the web-based improvement plan using a platform such as Plan4Learning (or the preferred platform adopted by TEA). The web-based improvement plan will be based on the Prioritized Focus Areas that are identified in the campus TIP. Progress toward goals will be measured by student data and analysis of evidence that ESF key practices are being implemented. The DCSI and campus principal will have access to the web-based TIP in order to update progress toward formative and summative goals. The web-based TIP will ideally include functionality that allows the LEA to enter data for key metrics so that progress can be monitored frequently. The DCSI and campus leadership team will meet at least monthly to review the web-based plan and discuss progress toward goals, update data, and calibrate around key metrics for success. The review of the web-based TIP will include analysis of student data on interim assessments, formative and summative goals for student progress by grade level and content area, and data collected from Weekly Data Meetings with each grade level. Campus leaders will enter their activities toward goals, e.g., parent/staff/student survey data, evidence of instructional team meetings, and data from observation and feedback cycles.

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 LEA will ensure that all grant expenses are directly linked to the ESF Focus Areas for La Fe Preparatory School, including the 2-year engagement with the ESC TIL cohort training.

a) The DCSI will monitor the web-based and targeted improvement plans according to the TEA submission calendar and will work with the campus leadership team to ensure that Action Steps are met and that barriers to the completion of the Action Steps in each cycle are addressed. Prior to required submission of the web-based plan and the TIP, the DCSI and campus principal will review student data for each cycle to assess the effectiveness of the identified Action Steps toward meeting student outcomes and goals in each Prioritized Focus Area for that cycle. The analysis will include a review of barriers to address and the DCSI will work with the principal to develop a plan to address these barriers. The DCSI will support the campus in the successful implementation of the web-based and Targeted Improvement Plan by participating in progress conferences and ongoing analysis of progress toward annual goals. The DCSI will work with the campus leadership to ensure that Action Steps are aligned with the ESF Key Practices and Success Criteria and that they are measurable, and attainable, with a start and end date, specific evidence to be collected, and persons responsible for collecting the evidence. Prior to submission of the improvement plan, the DCSI and campus leadership team will review the evidence of progress toward each Action Step and, if necessary, collect additional data to ensure that the progress toward each step is accurate.

b) In the event that the campus has not successfully implemented the plan after the first year of the grant cycle, the LEA will engage in a review of the improvement plan, roles and responsibilities, and actions taken to implement the plan in order to create a corrective action plan for the campus. The corrective action plan will include a needs assessment to determine whether additional resources are needed or whether there needs to be an adjustment to the resources (instructional, operational) to ensure that Action Steps are met and progress is made toward annual goals. The DCSI will work with the principal to assess staff roles and responsibilities and make adjustments, if necessary. The DCSI and principal will analyze student data from interim assessments and individual student data trackers to identify gaps in student understanding and provide the required training and resources needed to address those gaps and improve student performance. The corrective action plan will include dates by which corrective action must be completed, persons responsible for each corrective measure, and targeted metrics to assess the effectiveness of the plan.

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.

The LEA will provide campus leadership the operational flexibility to:

1. Attend all TIL trainings, including face-to-face and one-to-one coaching sessions.
2. The LEA will support the campus leadership in adjustment to campus practices to align with the school's ESF-identified prioritized focus areas with emphasis on the Key Practices and Success Criteria, as well as TIL practices, including the ongoing implementation of Data-Driven Instruction.
3. The LEA will collaborate with campus leadership to adjust current systems to meet the requirements of the web-based and Targeted Improvement Plans, including but not limited to staffing considerations, adjustments to the instructional program, and operational systems.
4. The LEA will provide the campus leadership with the flexibility to adjust campus-wide assessment practices, routines and procedures, and staff roles and responsibilities as necessary to ensure achievement of annual and formative goals.
5. The DCSI will participate in all ESF trainings, as well as TIL trainings, in order to understand the resources, time, and operational flexibility required to support successful implementation of DDI, Lesson Alignment, and Formative Assessment.

The LEA will work with the campus principal in ongoing review of campus needs and adjustments in scheduling, staffing, and/or resources required to meet the formative and summative goals set in the web-based improvement plan and the TIP.

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 ESF-Focused Grant budget will be allocated to support part-time staff to assist in the following activities:

1. Payroll Costs- Continuing support of the LEA's instructional intervention and support program, with \$21, 600 allocated for tutors, who provide instructional interventions to students in Reading and Mathematics. (ESF 4.1, 5.1)
2. Contracted Services -
 - * Partnering with the ESC to deliver training, implementation support, and one-on-one coaching to the campus instructional team through TIL for two years, in the amount of \$40,000. This funding will support Lesson Alignment, Formative Assessment, and the second year of DDI implementation support. (ESF 5.1, 5.3)
 - *Contracting with the ESC to provide DMAC and TEKS RS support for the purposes of student data analysis and TEKS aligned assessments and to ensure a high-quality, TEKS aligned curriculum. TEKS RS and DMAC are provided to the LEA via the ESC. (ESF 5.1, 5.3)
 - * Professional Development provided by the ESC. Amount allocated for capacity-building trainings for teachers and leadership is \$9,331. (ESF 1.1, 2.1)
3. Supplies and Materials: Allocated budget amount for high-quality instructional materials (ESF 4.1)to support the instructional program is \$15,900. This funding will allow the LEA to continue providing the Sharon Wells Mathematics curriculum in 2021-2022. Students at La Fe Preparatory School have made significant gains in mathematics this year; continued use of this curriculum will enable further gains.
4. Other Operating Costs - The allocated amount for additional activities in support of ESF Essential Actions is \$900. (ESF 2.1, 3.1)

As the needs of La Fe Preparatory School change as a result of increased enrollment, hiring of new staff, or implementation of new programming to improve student outcomes, a budget amendment will be considered to allow for reallocation of funds as necessary.

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 LEA will partner with ESC Region 19 to engage in Pathway 1, TIL, for two years according to the grant requirements. The LEA will continue to engage in School Improvement requirements with the Texas Education Agency, including TIP submissions, progress review calls with the agency. The LEA will engage in all required ESF-aligned trainings with the Texas Education Agency and those provided by ESC Region 19. In addition, the LEA will collaborate with the ESC Region 19 School Improvement team to receive support and training in TIP development, capacity-building services to ensure the completion of the Action Steps identified within each Prioritized Focus Area in the ESF-aligned TIP and web-based implementation plan. The LEA will support campus leadership in implementing systems that support improved student outcomes to ensure that the campus meets Federal and State Accountability progress measures. In year 1, the campus will engage in Lesson Alignment as well as continued implementation of DDI. In year 2, the campus will engage in Formative Assessment through TIL. The grant funding will support training and professional development to address instructional needs based on interim assessment data, as well as ongoing ESC training in DMAC and TEKS RS to support teachers and leadership in creating TEKS-aligned interim assessments and data analysis.

The ESF-Focused Support Grant will supplement the LEA's ongoing school improvement efforts and support initiatives to improve the LEA's Federal and State Accountability status. This supplemental funding will provide the resources necessary to serve the student population and staff at La Fe Preparatory School.

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
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