



**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	<input type="text" value="13"/>
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 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.

Texans Can Academies will support campus(es) in carrying out school support by providing TIL (Texas Instructional Leadership) Pathway professional development through Region 10. intensive Summer training will be provided on content training, campus-based leadership coaching, and teacher training. Texans Can Academies will also ensure we provide support to and strengthen campus systems, build staff capacity, improve school outcomes, and continue implementation of the campus/district efforts.

Texans Can Academies will engage in the improvement process for the district and campuses including: data analysis, needs assessment, and developing, implementing and monitoring plans for improvement aligned to the Essential Actions School Framework and Pathway I (TIL) Texas Instructional Leadership. (District/LEA's) Texans Can Academies will participate in an ESF Diagnostic, participate in ESF aligned trainings, develop a web-based improvement plan based on the ESF Diagnostic, collaborate in feedback and coaching sessions with Region 10 and the Division of School Improvement, and participate in grant spending coaching and training to ensure 100% program and fiscal compliance.

We will work to ensure we build the capacity of the campus and district instructional leaders on their ability to improve instruction and instructional leadership to ensure successful student outcomes with academic achievement. The LEA will partner with Region 10 to provide professional development, one-to-one coaching, to support the areas of data driven Instruction, observation, feedback, lesson alignment, and formative assessment through the TIL model. The LEA will ensure campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings to review web- based improvement plans as well.

Our web-based improvement monitoring system will be Plan4Learning. This system will house our improvement plans for web-based progress monitoring and provides the Campus Administrator and the Project Manager/DCSI to collaborate on real time adjustments.

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.

Texans Can Academies will monitor the school improvement and targeted improvement plans monthly through an approved web-based vendor Plan4Learning system. Using a web-based school improvement plan will allow district and campus leaders to update plans in real time. Using a web-based tool will also allow for timely progress monitoring of the School Improvement plans. The district will create timelines for developing, reviewing, submitting, and progress monitoring school improvement plans with campus leaders. The district will ensure campuses have support in the development and implementation of web-based improvement plans monthly with the first session to begin in July/August 2021. Texans Can Academies will also implement a cycle of progress monitoring to determine the strengths and areas of continuous improvement of implementation after the first year of the grant cycle to revise and re-prioritize actions to ensure successful implementation.

Additional actions will be but not limited to the following: Data Analysis Needs Assessment Review Continuous Improvement Monitoring with District and Campus Leaders Cycles of School Improvement Plan Reviews to determine if ESF Success Criteria & Key Practices are on track Monthly review of the prioritized focus areas and key actions to determine if targets on track. Monitor monthly ESF criteria of key practices and success criteria. Professional development Coaching and Feedback Observations along with Campus Site Based Visits.

During the Summer of 2022, all stakeholders will meet to discuss the performance objectives of the ESF Grant. The measurable goals that were met will be reviewed to continue the implementation as needed. The data goals that were not met will be reviewed to outline the reasons for possible shortfalls. The ESC will guide us in the process to adjust and implement.

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.

Texans Can Academies will modify its practices to provide operational flexibility to the awarded campuses to ensure full and effective implementation of the ESF Essential Actions are aligned in a web-based Improvement Plan. Texans Can Academies will align its evaluation tool for campus and district leaders to ensure full implementation of the ESF Essential Actions are aligned to the Improvement Plan. Texans Can will adapt evaluation tools and monitoring tools to ensure the web-based Improvement plans can be monitored for success. The goals for Texans Can Academies will be included in our District Improvement Plan and targets set by the ESF diagnostic data.

The goals of the principal evaluation will be aligned with the Effective Schools Framework Essential Actions based on the following: Essential Actions: 5.3: Data-driven instruction and Essential Action 5.1: Objective-driven daily lesson plans with formative assessments. Texans Can Academies will ensure district and LEA campus goals, objectives, performance, and evaluation measures are embedded in our leadership practices and instructional policies to ensure full effective implementation of the Effective Schools Framework Essential Actions aligned web-based Improvement Plan. Texans Can Academies will include performance indicators that align to the ESF Essential Actions web-based Improvement Plan.

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 needs and goals of the project will be carried out using scientifically based research techniques. The identified needs from the ESF Diagnostics and the barriers will be the center of the budget projection listed. Education Service Center Region 10 will lead the district and campuses through the partnership of the grant for the two years. The contract with the ESC will be approximately 70% of the budget. The program that will be followed with Education Service Center Region 10 will include mainly the Effective Framework for Data-Driven Instruction. This will include face-to-face professional development, implementation support, action coaching and feedback. Building the capacity of campus leaders to lead their campus in transforming the conversation around data is the ultimate goal for success. This will ensure a continuation of the strategies after the grant period ends.

All planned activities will be monitored and evaluated through observations, surveys, and formal and informal evaluation methods to determine their merits and effectiveness in achieving project goals. Any observations and recommendations will be closely monitored to enable the Project Manager/DCSI to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds. With such close monitoring and ongoing evaluation of activities, activity schedules, participant satisfaction and participation levels, the initiative will have the opportunity to continuously improve.

The teachers and staff that will be pertinent stakeholders will be a part of the team that will be meeting after school and Saturdays to implement the program objectives of professional development over the topics outlined in the need's assessment for data analysis and lesson planning. Extra duty pay will be the incentive to increase "buy-in" for participation. Around 18% of the grant will be allocated for extra duty pay. Education Service Center Region 10 will provide active monitoring in conjunction with the DCSI of the artifacts to review the implementation of the data reviews, lesson plans, and growth plans from the feedback. Support staff will be utilized to assist with the web-based improvement plan data input on the Plan4Learning site.

Extra duty pay will be provided for hours work after the work day as needed. The DCSI and pertinent content specialist will travel to campus sites to assist with planning and professional development activities. Travel expenses incurred will be reimbursed. Travel will only be around 2% of the grant.

Materials will be purchased for book reviews around data analysis outlined by Paul Bambrick-Santoyo. All stakeholders will be included in the book study. Principal led after school professional development days will be held to review the data from core content areas from assessment. Supplies for the meetings will be purchased to display the data. Reteach strategies will be reviewed by content to document success or areas needing improvement based on the TEKS outlined in the assessment. Eduphoria data system will be used for assessment creation and analysis. This section will encompass around 10% of the funds.

Because all 13 campuses are recipients of the School Improvement Grant for comprehensive campuses, we do have similar funds that are budgeted for activities and resources. The majority of the funds are utilized for technology support and upgrades to ensure the learning management system (Schoology) is accessed by all students.

Quarterly budget adjustments to the improvement plan that includes revisioning the strategies for ongoing success will be a rigorous process. Timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant will be a part of the revisions. Summer planning for the 2nd year will be an area conducted along with Education Service Center Region 10 to ensure efficient grant management/training is a part of the process.

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 will align all federal, state, and local funds to work in tandem with other provisions and funding available from the ESF Grant. The LEA demonstrates compliance with the requirement by having a methodology that describes how it allocates State and local funds to all of its campuses on an equitable basis. The district uses the comparison of state and local expenditures per pupil. Local funds currently are used to staff the campuses based on student enrollment.

Title I funds are allocated to hire supplemental content teachers to support individualized classes for targeted learning with a student academic mastery levels from STAAR EOC data. Instructional Aides are also hired to support the students directly in content for Math and Reading. The 21st Century Community Learning Centers grant supports schools by hiring after school tutors to support student gaps for content areas. Professional development (PD) opportunities are outlined to incorporate areas directly outlined by need and student groups.

PD for all teachers to address the learning gaps of our at-risk population are budgeted from state and local funds. Additional support for data analysis will be outlined using funding from the ESF grant as we follow the Texas Instructional Leadership (TIL) partnership with Education Service Center Region 10.

The ESF grant will support the Effective School Framework of data disaggregated by all student groups. There will be specific (PD) data meetings of the English learners using Title III funding, which supports language instruction for English learners.

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