



**2023-2024 TIA System Renewal and Continuous Improvement Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, June 6, 2023**

NOGA ID

Authorizing legislation

ESEA of 1965 as amended by P.L. 114-95, ESSA, Title II, Part A, Sec. 2101(c)(B)(v)(II)

This LOI application may be submitted via email to **competitivegrants@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, June 6, 2023**.

Application stamp-in date and time

Grant period from

August 1, 2023 to August 31, 2024

Pre-award costs are **not** permitted for this grant.

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

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.

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.

- 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.
- 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.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 TIA System Renewal and Continuous Improvement Grant Program Guidelines.
- The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 TIA System Renewal and Continuous Improvement Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- The LEA assures that it will remain in compliance with all requirements related to the Teacher Incentive Allotment (TIA).
- The LEA assures that this Letter of Intent (LOI) has the support of the superintendent and other relevant senior LEA officials.
- The LEA assures that they will make every effort to publish materials and make them publicly available for stakeholders.
- The LEA assures that it will make every effort to contract with an approved Technical Assistance Provider by September 30, 2023 that will be able to meet the scope of work and deliverable(s) timeline outlined in this grant.
- The LEA assures that the primary point of contact will remain aware of this work and involved in matters related to implementation of the TIA local designation system. Additionally, the LEA assures that the primary point of contact will address any requested updates, requested meetings or communications, on progress related to this grant.

Goals, Objectives, and Strategies

Describe how the LEA will establish and document clear district-level goals, with measurable outcomes, which align to at least one key area of the TIA system renewal process including, but not limited to: **i.** Teacher Observation Systems and Practices; **ii.** Student Growth Measure Expansion and **iii.** Change Management and Systems Implementation.

Uplift Education's project will expand student growth measures at Uplift by providing additional incentives both broadly across our school network and to our Career and Technical Educators (CTE). Uplift's initial implementation of the TIA Program has garnered strong results among our core subject teachers who have clear performance goals and we believe this success can be replicated among our teachers in Hard-To-Staff electives. However, Uplift must adapt our current TIA structure in order to be able to be able to measure and evaluate elective subject teacher impact equitably and implement the TIA program effectively for these roles.

In planning this project, Uplift's People Team first garnered engagement and buy-in from relevant staff and established a TIA Project Lead. Should we receive this grant, Uplift will begin by identifying stakeholder groups and group representatives, including from the People Team, CTE teachers, and relevant Central Management Office staff such as CTE curriculum leaders, high school curriculum leaders, and high school managing directors. The TIA Lead will work with stakeholder representatives to gather general ideas, feedback, and hopes for the project. Based on this feedback, the TIA Lead will create SMART goals, solicit feedback on goals from stakeholders, and refine to create our final goals.

Uplift will hire an external consultant who will periodically review our processes and progress to ensure we are operating in-line with both our identified goals and the requirements of TEA and TIA. Uplift's grants and finance teams will provide additional support in managing and ensuring compliance with grant requirements.

Describe any identified barriers to expanding eligible teaching categories in the approved local designation system, and how the district will address those barriers through the scope of work with the Technical Assistance Provider.

Uplift has a strong track record of TIA implementation for core subject teachers but struggles in implementation for elective subject teachers. Given that many of our elective teacher roles are Hard-To-Fill, our struggle to implement TIA for these roles has exacerbated this gap. Creating a system to implement TIA for our elective subject roles will be an incentive that increases hiring rates & decreases turnover rates in Hard-To-Fill roles. We have identified the following barriers: 1. Limited Buy-In: Because of the struggles we have had in the past, currently we are grappling with how to engage elective teachers, a necessary step in expanding our TIA program beyond our traditionally measured subjects. 2. Lack of Capacity: Our TIA local designation system exists in parallel with our current structures for coaching, evaluation, and rewards. Among our traditionally measured subjects, our TIA designation system measures the impact of teachers on student growth through both teacher observation criteria and student performance criteria. Content leads and coaches provide performance evaluations and professional development for teachers. However, because of the nature of elective courses, there are far fewer content leads and coaches assigned per elective teacher and a larger variety in what is being taught in elective classes across each grade and subject. This has led to capacity issues for elective content leads and coaches. 3. Subjectivity of Measures: teachers in traditionally measured subjects benefit from standardized student performance criteria, which includes data like MAP and STAAR results. These standard criteria do not exist for elective subjects and there is a lack of training and knowledge around how to identify and evaluate value-adding measures for each individual elective course. Through adding a Technical Assistance Provider (TAP) to our TIA team, we can fill capacity, knowledge, and buy-in gaps. A TAP will build knowledge around how to implement a rubric structure across elective classes, make portfolio submission sustainable, & provide recommendations on non-traditional work storage systems. A TAP will train our teachers on system implementation to ensure they're prepared to participate in TIA. Finally, we will offer a stipend for a teacher to serve as liaison between school leaders and central staff for communication and program monitoring.

Scope of Work

Develop and describe a scope of work (aligned to goal(s) in the above section) that define major tasks, subtasks, activities, and/or deliverables for the chose Technical Assistance Provider.

Uplift's overarching goal is to create a portfolio measurement system for our elective teachers and will accomplish this through the following tasks and activities:

Task: Create a needs assessment to firsthand assess gaps that Fine Arts and CTE teachers are having in buying in to program. Address gaps in capacity by assigning to technical assistance provider as appropriate.

Task: Work with current teachers to source and gain historical knowledge to leverage existing best practices and resources in order to reduce time and overhead.

Task: Identify platform to use to build rubric. Utilize consultants' expertise for portfolio submission platforms. Reach out to vendors and requests trials for each system. Empower content leads/teachers to assess and provide feedback for each system. TIA lead will use feedback to makes final recommendations.

Task:After selecting the system we will use, we will convene teachers to lead a professional development training on how to create a portfolio system and best practices for implementation. This professional development will be a series of trainings leveraging existing training schedules.

Task: Once baselines of best practices and systems are established, we will move into a creation phase, including creating specific goals around completion of a rubric and requirements for each course for a portfolio. Teachers will have set goals to complete, collaboration days with others teaching similar contents, collaboration time with their content lead and group collaboration with the consultant. The final proposals will go through a review period where peers can assess each other's plans for quality, equity and rigor.

Task: Train teachers in sustainable implementation of portfolio systems, with consultants, content leads, and teacher representatives overseeing implementation.

Task: Pilot portfolio system by having teachers create plans for execution in their own classrooms. Allow teachers to test various methods and gather information/feedback for evaluation prior to full implementation in the 2024-25 school year.

Task: Prepare for full implementation by hiring teacher representatives, establishing liason stipends, surveying interest for team leads, and establishing a financial system for paying out stipends in accordiance with internal and external guidance.

Stakeholder Engagement

Define the process for reporting progress and outcomes to stakeholders related to the continuous improvement of the local designation system through implementation and capacity-building partnership with the TAP.

With the support of our Grant and Finance teams, we will use our internal systems to track progress and completion of goals and spending for the grant. Through these systems, we will manage all internal logistic pieces, ensure the project is executed as planned, and keep stakeholders up to date on current progress towards each goal. These reports can be compiled and shared with TIA as required and/or requested so that external partners can review project execution and progress towards our goals.

Internally, we will establish a regular meeting cadence with central management staff and internal stakeholders to report upon and review progress towards our goals. These meetings will also create opportunities for stakeholders to share their thoughts on the project activities, ideas for improvement, etc. In addition, we will share monthly updates on our progress with our impacted teachers through our campus liaisons to ensure teachers receive timely communication of accurate and up-to-date information. Finally, Uplift will leverage our external consultants to solicit feedback and provide equity checks across stakeholder groups as they evaluate our progress.

Performance and Evaluation Measures

Describe the plan for review of progress towards meeting goals and how adjustments will be made, as needed. Include the tools and process that will be used to measure performance, objectives and strategies.

Uplift will utilize the MOCHA method (<https://www.managementcenter.org/resources/assigning-responsibilities/>) of project management to make sure project assignments are clear and designated appropriately. MOCHA clarifies project roles by identifying who is Manager, Owner, Consulted, Helper, and Approver. The TIA lead will serve as Owner of the project and will be tasked with creating and designating workloads as well as gathering feedback. Once SMART goals are established, we will identify tasks and activities necessary to achieve each goal, assign tasks to appropriate stakeholders, and set deadlines for timely execution. At our meetings, as mentioned above, members of the MOCHA ownership model will present their progress and provide updates on their work as well as share and receive feedback from other stakeholders. Uplift will use Trello (www.trello.com) as our project management tool to assign and delegate tasks, as well as keep a living document of feedback and questions and concerns to be addressed. Our meeting cadence will also serve as an opportunity to ensure each stakeholder is meeting or making timely progress towards achieving their assigned goals and create opportunities to adjust project staffing and participation as necessary.

Budget Narrative

Describe how the proposed budget will meet the needs and goals for capacity building through implementation, 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.

Uplift does not have funding available to dedicate to developing the TIA program and has resources for only 1 staff member who is solely responsible for the execution of the TIA program. Our proposed budget will allow us to dedicate capacity to meeting the needs of our elective teachers.

1. External Consultant: Uplift will hire an external consultant who will guide our staff in best practices, evaluate our progress, monitor equity, ensure we are on track to meet our stated goals, and provide recommendations for continuous improvement of our project.
2. Learning Management System: Uplift has allocated a portion of the grant budget to purchase a learning management system that will facilitate storing and grading non-traditional schoolwork/portfolios in a way that is sustainable long-term
3. Campus Liason Stipend: Implementation of a new TIA program is most effective when there is clear communication at each school site. There is significant value in creating campus liaison roles and providing them stipends for their work in ensuring participation is high, work is executed with fidelity, and that communication between central management staff and campus staff is clear.

Our project is designed for long-term sustainability. A 1-year project period ensures we have the time, opportunity, and resources to reflect on processes and outcomes, make adjustments, and improve our systems as well as create evaluation rubrics, implement portfolio software, and train teachers for participation in the TIA program.

As part of our current processes, we solicit feedback from every teaching group about improvements we can make to TIA implementation. After gathering feedback, we review for both unique perspectives and broad patterns, identify strategies for improvement, and meet with central management office stakeholders to create a change. We will continue this cycle of continuous feedback and improvement throughout this project.

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"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<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