



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

Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement

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="10"/>
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.

As part of our System of Great Schools district-wide strategy, Lubbock ISD conducts an annual school planning cycle to assess the quality of our school portfolio and decide which improvement strategies best support our "North Star" goal of having 80% of students served in A or B rated schools by 2026. Our Quality Seats Analysis, which includes holistic data about the performance and health of our schools, helps match schools with the most appropriate level of intervention and support. Campuses eligible for this grant will have the full support of the district in planning for and carrying out school support and improvement activities in alignment with the prioritized levers of the Effective Schools Framework (ESF) using the capacity building tools offered through TIL components areas.

Lubbock ISD supports all schools in an annual campus improvement cycle to align with the broader annual district improvement cycle. The campus level cycle includes a comprehensive needs assessment, review of data sources aligned to ESF including a self-assessment, root cause analysis, SMART goals, access to research-based strategies to address prioritized objectives, and an administrative action plan to implement proposed solutions. Lubbock ISD uses Plan4Learning as its web-based improvement plan tool to facilitate, monitor, and analyze the aforementioned campus improvement cycle components. Every campus in Lubbock ISD, working through Plan4Learning, develops a Campus Improvement Plan (CIP). In addition, Lubbock ISD campuses that have received a "D" or "F" in the TEA Accountability Rating system also implement a Targeted Improvement Plan (TIP) with assistance from the district's DCSI. Every fall, each CIP and TIP is reviewed and approved by the Lubbock ISD administrative cabinet, then by Lubbock ISD Board of Trustees.

Upon approval, Lubbock ISD district leaders and staff continue to support campus leadership teams throughout the year as they design their action plans for addressing identified areas of growth. Summer 2023, district leadership will engage all district stakeholders in collaborative meetings to assist campus leadership teams in establishing campus budgets, program evaluations, SMART goals and research-based strategies in developing those goals. These strategies include performance expectations, clearly defined roles and responsibilities, timelines, and required funding sources. Ongoing support is provided during monthly data digs with campus and district leaders, leadership meetings and PLCs with all campus principals, and regular meetings with the district's DCSI. In addition, the Curriculum & Instruction Department and DCSI monitors campus data throughout the year, which includes a quarterly data review. The Federal Programs Department monitors data for federal compliance for programmatic activities, which also includes a quarterly data/budget review. The district's DCSI and Federal Programs Department meet regularly to review and align grant objectives. Additional ad hoc meetings are scheduled for lack of progress on performance objectives.

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.

(A) Monitor web-based improvement plans: Campus leaders, along with the DCSI, enter and upload data/information from district data sources related to the annual campus improvement cycle into Plan4Learning. This data provides ongoing monitoring and support throughout the school year. This includes monthly data reviews with their campus supervisor and DCSI, and quarterly data reviews with the DCSI, Curriculum & Instruction Department and Federal Programs Department. Campus supervisors will also coordinate with other Central Office departments to streamline the data review procedures for individual campus needs. This will allow campus supervisors and campus leadership teams to identify targeted, research-based strategies for campus support and programmatic adjustments. Regular monitoring will occur on district assessments, Istation, CIRCLE, discipline data, and attendance. The district will offer administrative supports for principals on monitoring Tier I instruction, funding, and spend-down practices for external funding. In addition, on-site monitoring will occur through campus walkthroughs and RTI monitoring.

(B) Targeted Improvement Plans are continuously being monitored. Upon data indicating an area with unsuccessful progress during the monitoring process, the DCSI will facilitate a meeting and subsequent action plan between the campus leadership team and the appropriate district-level personnel. including campus supervisors. The DCSI will engage the campus leadership team in a targeted root cause analysis, which provides critical data to match campus needs with a proven set of actions determined by evidence-based district best practices. The DCSI then facilitates contact and support from the appropriate district personnel to address identified areas of growth in an iterative process. As appropriate to the campus, a variety of supports are provided including, but not limited to: coaching for the campus leadership team, instructional leaders, and/or individual teachers. In addition, TIP plans and objectives are updated to reflect current data reports. In all cases, the adjustments made to the campus improvement cycle occur in a collaborative setting among campus stakeholders and district personnel. Continued failure to make progress towards stated goals will increase the frequency of monitoring and coaching sessions with identified district staff.

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.

Lubbock ISD has a highly diverse student population, and many of our campuses have needs that are unique to the individual campus community. As a result, the district already provides campuses with a relative amount of operational flexibility in order to adapt to a dynamic social-economic environment. Lubbock ISD's implementation of the System of Great Schools Theory of Action continues to identify opportunities to provide operational flexibility in support of our strategic school actions. We have a strong track record of senior leadership collaboration focused on modifying practices that unnecessarily restrict the potential impact of school improvement, including campuses currently supported by an ESF grant and School Action Fund grants. Current new school designs in Lubbock ISD have been given various autonomies, whose proven effectiveness will be replicated and expanded with support from this ESF-Focused Support Grant.

Campuses identified as needing support for this grant are predicated on the view that our students will benefit when principals have flexibility over key decisions in school administration instructional strategies, school culture, staffing, professional development decisions, and control over external funding. To that end, all campus leaders identified in this grant were provided relevant information about the opportunities provided by Pathway 1 and Pathway 2, resulting in ten campuses opting for the former and none opting for the latter. Campus leaders then identified their ESF Priority levers based on their campus self-assessment or ESF Diagnostic. The emphasis in this process is to avoid overly compliance-based administration and increase the emphasis on establishing communities of learners with a tight instructional focus.

Existing district policies also support campus leaders' autonomy to spend down external funding provided to their campus. At the same time, campus supervisors, the Federal Programs Department, and district's DCSI assist campus leaders in developing creative solutions to meet their campus needs and responsibly spend down external monies.

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.

Lubbock ISD is applying on behalf of ten (10) of its campuses, which includes one in-district charter campus. As a result of this broad application, district leaders are able to make the development, implementation, expansion, and sustainability of ESF alignment more efficient and effective than if campuses were acting independently. District leaders will coordinate with campus leaders to establish and facilitate collaborative opportunities that will result in higher outcomes than work that was traditionally siloed at individual campuses. These campuses have budgeted funds in SY 2023-2024 from Title I, School Improvement, and ESSER monies to target intervention, tutoring, summer school opportunities, and professional development. This money is primarily used for academic support systems that may include hiring interventionists, supporting a campus RTI framework, extra duty pays for teachers, Saturday school, unfinished summer learning, and hiring tutors. This grant will assist campuses in expanding these support systems and/or adding additional components, but will critically provide campuses an opportunity to more effectively drive down into their data, target student needs with greater precision, and make more efficient and effective use of personnel. The attached budget form represents an aggregate budget for all ten campuses, with category examples provided below.

Grant Budget

6100 Payroll: \$500,600

- Interventionists, \$220,000
- Extra Duty Pay, \$220,600 (Campus RTI Framework, Saturday school, after-school tutoring)
- Employee Benefits, \$50,000

6200 Professional and Contract Services: \$43,000

- Professional Development, \$43,000

6300 Supplies and Materials: \$14,000

- Instructional materials, \$14,000 (Tutoring supplies, Intervention kits)

6400 Other Operating Costs: \$414,500

- TIL Region 17 Service Center Fee, \$252,000
- Travel costs associated w/ professional learning, \$162,500

Indirect Costs: \$27,900

Total: \$1,000,000 OR \$100,000 per campus

Of particular note in this summary is the 30% retained by the district. This money will be reserved by Lubbock ISD campuses receiving these funds in order to support school feeder patterns in the same effort. District leaders know that campus structures with aligned processes and procedures result in better student outcomes, so these funds will allow for (1) TIL training at ESC 17 to support continuity of training and PD; (2) assist in bolstering existing Title I/ESSER funds in providing interventionists, especially when ESSER funds end 2024; (3) providing inclusion with feeder school for summer PD. Lubbock ISD recognizes support roles such as interventionists are important for student success. This grant allows the district to provide funding for the salaries of this role, extending the reach of Title I funds to leverage for other critical roles, including teachers and instructional coaches. Such funding will allow Lubbock ISD to develop internal capacity for these positions, allowing the work performed under this grant to be sustained beyond the lifetime of the grant period. Due to the operational flexibilities provided to campus leaders, Lubbock ISD also anticipates campuses requesting targeted professional learning opportunities related to RTI/Intervention/lesson planning, including travel, registration, and other potential costs of attendance. All campuses will receive support from ESC 17 as an expansion of existing services provided to the district.

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.

Lubbock ISD is committed to strategically deploying resources to maximize the impact of the ESF-Focused support grant for the improvement of high-quality schools for students and families served by Lubbock ISD. Our team has extensive experience effectively braiding Federal, State, and local resources with grant funds to ensure we achieve our strategic objectives effectively, efficiently, and in compliance with all fiscal and regulatory requirements. We are confident in ensuring the alignment of federal, state, and local funds to carry out the proposed activities suggested and required in this grant program. The ESF-Focused support grant will supplement the services that currently exist for district programming at campuses across the district. Lubbock ISD will use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for Federal and State funds. The Federal Programs Department tracks the funds received by all Title I Campuses and ensures all purchases are approved and aligned with the targeted improvement plan.

First and foremost, the district provides local funding for all campuses engaged in the CIP cycle, including a districtwide contract with Plan4Learning, the web-based improvement plan platform used by Lubbock ISD. In addition, campus leaders opting into Pathway 1 allows Lubbock ISD the opportunity to continue expanding our strong partnership with ESC 17.

The district will use lessons learned from ongoing projects, such as our School Action and School Improvement grant campuses to provide critical insight in the ESF-alignment process targeting school improvement. Our district also learned valuable lessons in strengthening district-wide systems as we worked together to utilize ESSER funds. We have developed strong committees that include operations/academic leaders to address challenges in a variety of procedures in areas such as procurement, extra-duty, staffing, technology, program evaluation/ROI, and campus budgeting. ROI work with ERS-TX CFO Strategy Network will continue, and much of the learning/work we experienced this spring will be shared with our campus leadership teams this summer as we help principals evaluate funding priorities, align budgets to campus needs, and manage all funding sources to maximize return on investment.

It should also be noted that Lubbock ISD is participating in the following external funding opportunities that will complement the work to be done through the ESF-Focused Support grant:

- Teacher incentive Allotment (TIA): Additional compensation incentive to recruit and retain teachers at higher need campuses.
- Teacher Leadership Grant, Cycle 2: Supports Lubbock ISD sponsorship of a National Board-Certified Teacher (NBCI) cohort that will place more highly-effective teachers into Lubbock ISD classrooms.
- Title I Support: Lubbock ISD serves ALL campuses that are Title I eligible, including high schools. General services provided summarized in previous question,
- Title II: Funds districtwide services provided to campuses including stipends for Campus Leaders; stipends for Campus Mentors; stipends/training for New Teachers and targeted professional learning experiences such as content coop sessions.
- Title IV: Funds districtwide services to support social-emotional learning (SEL) training and school safety and security measures.
- ARP ESSER III Grant: Provides wrap-around services in light of the challenges of COVID-19 and specifically addresses support for social emotional learning and learning loss.

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