



**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 [REDACTED]

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 **July 3, 2023-September 30, 2025**

Pre-award costs permitted from **Award Date**

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

0

Pathway 2

4

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.

The four elementary schools in Abilene ISD that are applying for the Effective Schools Grant (ESF) all have similar needs for school improvement. These areas include building capacity with their teachers to plan and provide quality instruction based on data and instructional best practices. The district will play a significant role in being directly involved in creating each Targeted Improvement Plan that is specified around each Prioritized Focus Area and aligned to the district and campus goals. The district will also put systems in place to ensure that all related campus activities occur with fidelity and are implemented in the classrooms in a variety of ways.

Partnering with the VIP, engage2learn (e2L), who can help provide adult learning for campus leaders and teachers is essential. District leadership and e2L will work in tandem to implement and monitor an adult learning model, including coaching and PLC processes. Campus administrators and teachers will learn to choose quality data to analyze, build instructional plans around that data, and utilize engaging teaching strategies in the classroom with their students. These activities will become part of the PLC cycle for the campus. District leaders will also receive training and coaching on specific critical actions to provide ongoing support and training opportunities through the district curriculum and instruction department related to the Prioritized Focus Areas at each campus.

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.

The district will support the TIP process with systems of progress monitoring for implementation with fidelity, which would include regular meetings on a predetermined schedule with campus staff and the VIP, ongoing cyclic observation and feedback at the campus and classroom level, as well as utilizing e2L's online talent development platform to monitor progress, ensuring leader and teacher growth is aligned to Essential Action Key Practices. The district will also provide quality assessment resources aligned to the TEKS with appropriate Tier I rigor, and monitor student success on those assessments at the district level.

As the ESF grant moves into the second year, a detailed reflection and assessment of implementation would be completed by the district, campus leadership, and e2L to analyze progress and make necessary adjustments for the second year of implementation. Performance through the state accountability system and STAAR assessments will also be disaggregated and used to identify areas for improvement in instructional planning. Reallocation of remaining funds will be made as necessary to address individual professional learning needs.

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.

Abilene ISD will make certain commitments to the ESF grant awarded campuses in an effort to ensure effective implementation. This includes systematic adjustments that affect the ESF campuses as well as provide cohesion across the district to line up with the district's vision and goals over the next two years. Campus Improvement Plans and District Improvement Plans will also reflect specific objectives and strategies to monitor and measure the implementation of essential actions and their impact on student and campus performance.

The district will develop specific calendars of events related to the actions in each campus's Targeted Improvement Plan. This would include purposeful scheduling of coaching events with e2L, district assessment windows, campus level and district level professional development activities, and times for teachers to work together in PLCs.

e2L will work with district administrators on specific critical moves for supporting campus leaders related to each focus area to ensure continuity and long-term sustainability of continuous improvement processes. The district will work with the campus leadership and e2L to plan and provide targeted professional development activities for the ESF campus that directly support the Essential Actions. This will include job-embedded coaching and modeling as well as training sessions outside of the classroom. Teachers will be expected to invest in the professional learning process and work with e2L coaches and district content coordinators, with ongoing opportunities for collaboration, feedback, and adjustment of support.

Monitoring of specific activities and events with the VIP and the campus that are identified in the TIP will be ongoing on a monthly basis, with the district making adjustments as needed after each meeting to support the campus and the VIP. Certified Coaches from e2L will collaborate with the campus and district leaders to provide progress monitoring feedback regarding each individual teacher and grade level group, along with plans for the next steps. Student performance will be tracked on campus and also at the district level with support from our accountability director and the curriculum and instruction department. Progress will be reported to TEA on a quarterly basis, with direct input from the campus and e2L.

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.

The budget proposed for the ESF grants for each campus includes direct coaching and training support through the VIP contract with e2L for campus leadership and teachers. The form of coaching and training includes executive coaching, individual teacher and grade level coaching, training on creating frameworks and leading PLCs, and data collection and analysis. During coaching days, opportunities to mentor, co-teach, and shadow coaching will be incorporated. All of these activities directly correlate with the focus areas each campus has chosen, with the goal of increasing effective instruction in every classroom. Any additional remaining grant funds will be evaluated through the lens of TIP essential actions for related expenses or indirect costs the district may incur. These funds will supplement existing funding sources for daily operations and materials.

The estimated number of coaching days with e2L and targeted activities for each year will be set when the campus creates the Targeted Improvement Plan. As monthly and quarterly discussions and progress monitoring occurs, adjustments in how the coaching days on the campus will be specifically adjusted to meet the current needs of the teachers and students will be addressed. As the grant moves into year two, the campus and district leadership will take on more responsibility to ultimately lead the activities beyond the scope of the grant years.

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.

Campus leadership will work directly with the district and e2L to specify the number of coaching days on campus for each grant year, including which teachers and grade levels will participate. Leadership training will include critical actions in operational flexibility for supporting campus leaders and fiscal responsibility. The principal and principal supervisor will also participate in a discussion each quarter to review grant fund balances, evaluate other needs related to instructional best practices, and purchase supplemental materials directly related to the implementation of focus areas actions in the TIP. Other funding options, such as Title I funds, will be explored as appropriate to help support additional campus needs outside of the grant funds.

The district has procedures in place to evaluate specific fund requests that the campus principal will submit in the event of using the grant funds for purchases other than the VIP. The purchase request includes a justification for the purchase, which in this case would include the direct correlation to focus areas of the Targeted Improvement Plan. Additionally, on the request form, the campus must agree to the following requirements for use of funds:

- The funds are for the use/benefit of the campus.
- The use of funds is tied to a need identified as a result of a comprehensive needs assessment conducted for the current year.
- The use of funds is included in the appropriate improvement plan (district/campus), to include how the use of funds will be evaluated and how the needs of students at risk of not meeting State Standards are being met.
- The use of funds is reasonable and necessary to carry out the intent and purpose of the funds being used.
- The use of funds is allocable and allowable under federal guidelines.
- The use of funds meets all EDGAR requirements.
- The use of funds is in accordance with LEA policies and procedures.

During the second year of the grant, the quarterly discussion and evaluation of progress will also include plans for sustaining once the grant period concludes. Another needs assessment will be conducted specifically regarding the next steps to continue the growth made as related to instructional best practices and data analysis. The information from this campus-generated needs assessment will be combined with information gathered from the required Diagnostic Visit that will be conducted with our regional service center to set new goals, objectives, and strategies for sustainment. Other funding sources, such as Title I and At-Risk funds, will be considered for related expenses as necessary.

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