



**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="1"/>
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.

Eager to learn, but challenged with uncontrollable factors related to poverty are the experience of the majority of students at Carlisle ISD. Despite limitations, prioritizing and providing access to high quality education should not be one of their hurdles. Carlisle is a small, rural district with a student population that is 74% economically disadvantage. Although eager to learn, our students consistently perform below state norms at the meets and masters level for state student achievement. Our district recognizes the need for high leverage instructional leadership to guide necessary improvement. Texas Instructional Leadership (TIL) is a program intended to foster continuous improvement by helping instructional leaders in the areas of observation and feedback, student culture, data driven instruction, and lesson alignment.

As a partner with Region 7 TIL team, the leadership team will develop strong instructional leadership practices while increasing teacher efficacy throughout the district.

This grant would provide our instructional leadership team the opportunity to access training that would build capacity in practices align to the Effective School Framework (ESF). This capacity building would translate into well-supported teachers that have direct impact on students and encourage longevity in the district.

To define our work, the leadership team, consisting of district and all campus leaders, completed an ESF self-assessment. This assessment identified ESF Level 2-Effective, Well-Supported Teachers as the first prioritized focus area. To ensure that all students have access to high-quality educators, the leadership team will focus its efforts on building teacher capacity through observation and feedback cycles. The district's anticipated outcome is to establish consistency in feedback cycles focused on high leverage practices that generate an increase in student achievement. The feedback cycles will be tracked and analyzed through focus walkthroughs that are recorded in the Power Walk system to discover campus-wide trends for professional development and individual coaching targets. Through the funds of this grant, leaders will strengthen their capacity by implementing TIL coaching practices. Effective coaching skills will bridge the gap between vague feedback and specific coaching and action steps that generate true growth in teacher practice. The ESF self-assessment also revealed ESF Lever 5: Effective Instruction as a focal area for leadership development. The district sees this as an opportunity to enhance data literacy practices. Instructional leaders will build capacity around exemplar assessment practices, analysis protocols, and action planning in order to ensure all data is used to inform and drive the delivery of instruction for each learner. Therefore, our second prioritized focus area is identified as data driven instruction.

The leadership team will use the two priority focus areas to build the foundation of the web-based improvement plan. The data gleaned from walkthroughs and training will guide the essential action plans. The plan will be monitored frequently by the leadership team.

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.

Leader action steps will be defined, sequenced, and monitored to ensure progress towards short-term and long-term goals. The progress monitoring plan will be segmented into a 60 day cycle period allowing the district's leadership team to be proactive in identifying barriers and addressing them swiftly. The improvement plan will align with district annual goals. The improvement plan will be an active roadmap that will reflect the district's progress. At the conclusion of each cycle, the leadership team will meet to self-assess progress made on individual action steps, in addition to overall progress towards short and long term goals. Areas that were unsuccessful will be reevaluated, and strategic planning will be utilized to define the required steps for the necessary improvement.

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 district will mirror the ESF process and identify the needs based on data and increase focus in each of the prioritized areas. Clear communication will explain the expectations and inform staff of the purpose of pursuing practices aligned with the ESF. A plan will be developed that reflects the prioritized areas and the essential key practices that align with the TIL training. Teachers will be required to follow the prescribed strategies as identified in the plan within the context of their classroom. Implementation is monitored on a routine basis through focused walkthroughs and coaching sessions.

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.

Payroll Budget:

The district proposes a project director and four administrators that comprise the leadership team. The project director will spend a designated eight hours a week implementing the grant requirements and support. A grant accountant will designate four hours per week recording grant purchasing entries. The leadership team will be allotted a stipend of \$1,500 per member per year to acquire training and implement the key practices. This work will require collaboration and research that would be outside their contracted hours. The district plans to embed this work into the professional development days as determined by the district calendar. However, additional planning days will be allotted for core teachers to apply practices learned from the observation and feedback cycles and data analysis meetings. Sub pay at \$100 per day has been budgeted to allow for coverage of core teachers.

Professional and Contracted Services:

The district will be partnering with Region 7 ESC as the TIL provider. The budget has allowed funds for additional instructional leadership team members to be trained, as well as funds to engage in the ESF diagnostic process.

Supplies and Materials:

The district proposes an additional \$2,000 for the purchase of reference materials or supplies that may rise.

Other Operating Costs:

A total of \$2,000 has been allotted for travel costs to the Region 7 Service Center for training, site base visits, and other travel related expenditures.

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 Federal, State, and local resources to upgrade current initiatives that support the TIL practices. In 2019, Title I funds were allocated for district wide training on Fundamental 5 practices. As we continue to implement and support that work, the observation and feedback protocols provided in TIL would strengthen the coaching conversations and broaden the framework. Currently, the district does not have a surplus of funds to allocate to professional development for instructional leaders. The current funds are allocated to personnel salaries. The grant would be a critical piece in securing funds required for access to TEA approved instructional leadership providers that provide unique implementation support and coaching.

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