



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

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, 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="7"/>
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.

In the process of completing the ESF-based self-assessment (or reviewing previously completed diagnostics), SBCISD's qualifying campuses identified specific actions that would improve their ability to build capacity in a way that will lead to improved student achievement. The thorough, reflective nature of the assessment pointed to tangible, specific practices that the schools were able to evaluate. Consequently, this evolved into a collective mission to find the most effective path to that objective. After researching the VIPs at our service, a clear match to our goals, proximity, and a historically good rapport with Region One made our selection of the TIL a clear choice.

Our plan for maximizing the use of this grant is to fully integrate the TIL process into our the current hierarchy where the elementary and secondary directors oversee the principals. Therefore, one of the most important forms of support that SBCISD will provide to all selected campuses will come from the two curriculum directors, who as Principal Supervisors will work in collaboration with the Region One TIL program in carrying out school support and improvement activities for the seven identified campuses. In doing so, the District will embrace the TIL training structures, which identify the Principal Supervisor in each of the labor-intensive components, and it is committed to the processes that will ensure success. These support components mean the directors/Principal Supervisors will: 1) participate in professional development, 2) submit a campus implementation plan, 3) participate in implementation and coaching sessions, and 4) collect evidence that attests to the full implementation of the TIL program with fidelity. The District also fully embraces the alignment of the TIL program to the Effective Schools Framework and is invested in the processes in the Data Driven Instruction Module and the Lesson Alignment Module, which align with all the prioritized focus areas identified by the seven campuses. We will utilize district level instructional coaches to extend the reach to non-participating campuses by sharing these practices during district data digs and Professional Learning Communities (on campuses, organized by grade level and content area).

In coordination with the directors, the campuses will collaborate on the development of a web-based improvement plan and utilize a the Region One partner, Plan4Learning. Since SBCISD utilizes the Plan4Learning platform currently to house its campus and district improvement plans, the addition of the web-based improvement plan for the grant execution is expected to be a seamless transition. And, as the platform currently allows all participants accessibility, collaboration, and facilitates compliance, we anticipate the web-based improvement plan will be an effective platform in this capacity as well. Given the campus and district improvement plan structure, this platform will allow us to establish our goals, maintain an iterative progress monitoring, and track funds.

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.

To ensure fidelity to the process, SBCISD's plan includes the integration of ESF Grant requirements into the current processes and structures. The Plan4Learning platform is expected to allow for regular progress monitoring as one of it's components. To monitor plans upon submission and during implementation, the directors will spearhead ESF Grant Support Meetings every month for at least one hour to review the progress monitoring feedback, adjust activities, and to periodically review appropriate use of funds outlined in the plan.

The main component of the district level ESF Grant Support Meetings will be the review of the progress of each campus. This feedback component will allow for the Principal Supervisors to coordinate with campuses to provide greater support as needed (whether that be leveraging of funds, coaching, etc.). During the entire process, Principal Supervisors will engage in weekly campus visits to observe progress and consult with principals and any necessary staff for formative feedback.

Additionally, the Principal Supervisors will receive training and coaching throughout the TIL program to support principals during the progression through the modules. Directors are in the ideal positions to provide this support to campuses as they work directly with principals and have the assistance of instructional coaches, who also support and reinforce best practices through PLCs, staff development, and other district and campus events.

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.

Because the District is already working with three Targeted Improvement Campuses, it has agreed to practices and policies that provide operational flexibility to awarded campuses. Therefore, having embraced the Effective Schools Framework utilized in TIP development, the District understands the essential actions in the areas identified by the seven qualifying campuses may affect practices and policies.

One scenario that could be anticipated is how we will support students who are lagging further behind from the cumulative effects of the summer slide, COVID gap, and remote learning engagement curve teachers and students have had to overcome. The likelihood of the TIL module Data Driven Instruction will shed light on needed practice changes is high, and the District is prepared to make those changes in the interest of increasing student achievement.

Another area that will possibly require modifications to practices and policies is during the second year of implementation under the Lesson Planning module. The District can foresee needed modifications to what is expected of teachers in the process of lesson planning, the elements of effective lesson plans, how the lesson plans are reviewed, how feedback is given, and how teachers receive support in making changes to their plans. Current practices will undoubtedly change, and the District fully anticipates such changes in the interest of instructional efficacy.

Additionally, the motivation to make these changes is intrinsic to the District. Prior to the grant, the District had utilized the ESF to initiate the process of self-evaluation via reflection. Consequently, the District is prepared to leverage local, state, and federal funding to enable the "full and effective implementation" of the web-based improvement plan that will be developed in Plan4Learning. The platform, which is used for general campus and district improvement plans currently, possesses a component for notating the funds aligned to the strategies utilized. This is how the District will fund such practices and policies.

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.

First, the proposed budget allots money for an additional teacher, instructional aide, and tutor for all campuses. These employees will assist not only with any direct managerial responsibilities added during the implementation process of the grant, but also practical funding for educators or tutors who will provide remediation, particularly during the Data-Driven Instruction module.

Specifically, the budget allows for stipends to account for added duties that would be necessary to compensate a director, coordinator, facilitator, supervisor, and other administrative personnel. And, \$154,000 was budgeted for an instructional team, consisting of a teacher, instructional aide, and tutor for each campus.

Second, the Region One Service Center estimates a total of \$173,000 for the two year service period. The focus areas identified include Data-Driven Instruction and Lesson Planning for years one and two, respectively. The cost was broken down to \$12,000 each year for each campus and \$5,000 for the additional principal supervisor since we are utilizing the two curriculum directors (one elementary and one secondary).

A healthy budget of approximately \$30,000 per campus will help each of the campuses with supplies and materials needed. Additionally, \$10,000 per campus is allocated for Other Operating Costs as needed.

Given the importance of technology under the changing pandemic environment, 49 iPads are being budgeted for the campuses.

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.

All of the San Benito CISD campuses are Title I. Federal, State, and local funds are utilized to help support campuses address the needs of students at risk of not meeting state standards. Supplemental activities and resources are provided to address identified needs in the campus comprehensive needs assessment. Action plans for supplemental activities and resources are included in the campus improvement plan that is funded with federal and state funds. Funds are utilized for a variety of supplemental services such as personnel, supplemental instruction, supplemental instructional materials, training, and professional development, instructional field trips (when applicable), and parent involvement activities. SBCISD will ensure that all Federal, State, and local resources are utilized for instructional initiatives and expenditures are reasonable, necessary and allowable. All expenditures will be driven by meeting the needs prioritized in our needs assessments. If awarded, SBCISD will ensure that all funds expended through the Title 1, ESF-Focused Support Grant will follow all Federal, State and Local guidelines and will supplement, not supplant existing initiatives that align with our District and Campus Goals.

Personnel is at times hired to provide student intensive intervention instruction throughout the instructional day to address individual student or small group instructional gaps. Funds are also utilized to pay highly effective teachers to provide students after school or before school tutorials. Instructional materials are purchased for teachers to provide and for students to receive high-quality, effective, and explicit instruction. Training and professional development are provided to ensure teachers have access to the latest research-based and proven teaching practices. Parental involvement activities that support and reinforce student learning are also provided.

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 Barrier

Group Barrier

Group Barrier

Group Barrier

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