



**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](mailto: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

RFA #  SAS #

**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="3"/>
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 Vетted Improvement Program provider of intent to apply and, if awarded, will work in good faith with the Vетted 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.

Jasper ISD will support campuses in carrying out school support and improvement activities by collaboratively working with the campus leaders to determine the needs and approaches necessary for their campus to thrive based on the ESF Diagnostic (Parnell Elementary) and ESF Self-assessment (Jasper Jr. High School and Few Primary School). The ESF Diagnostic for Parnell Elementary revealed two areas for deeper analysis. The areas were ESF Essential Actions:

3.1 - compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations and

5.1 - objective-driven daily lesson plans with formative assessments.

Jasper ISD will continue supporting Parnell in the ESF activities as the campus has experienced some growth by implementing action steps that have proven effective in changing the schoolwide culture. The district will continue to strengthen and refine systems that will advance school improvement efforts and support the ESF Essential Actions. The district is now shifting to a narrower focus by addressing the identified student needs and essential actions that the campus will engage in to increase successful student outcomes through objective drive daily lesson plans with formative assessments.

The awarded funds will allow the district's targeted campuses (JJHS and Few) to engage in professional development activities that will improve the areas of refinement indicated in the ESF Self-assessment. Jasper ISD will continue monthly meetings with principals, engage in district walkthroughs, and review campus artifacts that align with the necessary action steps. The district will collaboratively work with the principals and campus leaders to reflect and determine progress and refinement.

The district will also assist the targeted campuses (Few Primary and JJHS) in all aspects of ESF and the continuous improvement process.

Previously, the targeted campuses engaged in ESF Self-assessment and determined the following areas in need of action/refinement:

5.1 Objective-driven daily lesson plans with formative assessments and 5.3 data-driven instruction.

The district will utilize Region 5 ESC to engage in the Texas Instructional Leadership and provide professional development activities that align with the campuses' identified needs. Aligning with the ESC will assist the district and campus leaders in prioritizing the work necessary for increased student outcomes. The district's principal manager and campus principal will participate in training from the ESC along with invaluable one-on-one coaching. The district's principal manager will set dates for meetings, trainings, and review artifacts collected, and provide feedback. The district will ensure that the resources needed to implement the action steps will be made available to the campus promptly. Currently, the campuses use 806 Technologies for Campus Improvement Plans and will align the new work into the web-based program. The district will support these efforts by monitoring the efforts on each campus on a 90-day cycle, which aligns with the current Jasper ISD practices of campus improvement planning. Monitoring the progress of actions through the software will align with other activities in the district and will be used to monitor campus progress throughout the life of the grant.

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.

Jasper ISD will monitor campuses through quarterly formative reviews and align the monitoring to processes currently in place for the Campus Improvement Plan. The district utilizes 806 Technologies software to provide alerts, emails and document progress of strategy implementation through formative reviews, which are entered into the software. The district leaders will review the information entered, including the uploaded artifacts. Aligning the CIP to the ESF Improvement Plans will combine efforts and lead to a unified plan. During the monthly principal meetings, the agenda will include a time for principals to share progress and any artifacts that align with the implementation of their refinement areas. The campuses will also receive coaching and feedback from the ESC as we engage in the TIL process. The district's principal manager will monitor and attend training provided by the ESC. Also, attendance sign-in sheets and agendas will be collected and reviewed. Each principal will work closely with the ESC, the DCSI, and other identified district personnel to receive coaching. The district leaders will continue engaging in district walkthroughs and providing feedback to campus leaders after each walkthrough using observation tools surrounding the campus' s area of focus. The observation tool used will be developed in collaboration with the campus leaders and principal manager. Once walk-throughs are complete, the walkthrough team will meet and review areas of growth and areas of refinement. The district will support these efforts by monitoring the efforts on each campus on a 90-day cycle, using software that aligns with the current Jasper ISD practices of campus improvement planning. Monitoring the progress of actions through the software will align with other activities in the district.

The district will address campuses that are unsuccessful in implementing the plan by reviewing the data, engaging in open-ended dialogue, reflection, and root cause analysis. After review, the campus leadership team will adjust and develop high yield strategies to ensure success and progression on the ESF Essential Actions. If new strategies are needed, or strategies need to be adjusted, the team will make adjustments and document the changes in the software. The campus will be provided a refreshed copy of the plan after each quarterly review. In collaboration with the campus leadership, the grant will be monitored and amended throughout the grant process, and the district will ensure timely drawdowns.

**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.

Jasper ISD will modify, as appropriate, practices and policies to provide operational flexibility to the awarded campuses that enable full and effective implementation of the ESF Essential Actions aligned web-based Improvement Plan in several ways. Each campus is able to control staffing and general operations on campus. Jasper ISD will work to remove all barriers, including allowing campuses to make decisions on general operations. If a campus determines a barrier exists, district leaders will work with principals to address and remove all barriers.

Currently, Jasper ISD supports each campus by providing MAP NWEA and training for campus leaders to disaggregate the data allowing focus on the deficits and progress monitor student growth and learning. Campus leaders have access to MAP NWEA data as soon as assessments are entered into the program. MAP NWEA provides reports, training, and learning modules. Each principal will continue to have access to MAP NWEA and one-on-one training to enhance understanding of quartiles and tiers for optimal student growth.

The district and campus will engage in the ESF surveys and interviews to evaluate and address barriers that impede student learning and success. The district's priority is to remove and eliminate obstacles. After setting goals, the district will review, monitor, and adjust goals as necessary. A diverse group of stakeholders will be involved in setting goals, reviewing, monitoring, and evaluating the strategies and goals if needed. The district and the campus will work towards continuous improvement of all processes and practices within the district.

**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.

Jasper ISD will coordinate supplemental funds with local and state funds to ensure that the identified needs are being met. The grant award will allow all campuses to participate in robust training consistent on all campuses. Teachers who lead the work of coaching, lesson planning, and PLC protocols will receive stipends. Although the grant period is two years, the expectation is that the processes and systems developed will increase student outcomes many years after the grant award. Teachers will become the change agents for a positive learning culture and climate on all campuses. The district has developed a budget for the ESF funds as follows:

Object 6200 - The most significant expenditure will be in the 6200 object code to work with Region 5 ESC to improve focus areas related to the ESF Diagnostic and ESF Self-assessments. The expenditure will allow campus administration, teachers, and district-level principal managers to participate in professional development activities to include but not be limited to the following: change management, strategic planning, coaching, data-driven instruction, observation/feedback, and school-wide culture routines. Also, the district would like to provide consistency to the Jasper High School campus by providing training to campus leaders. Including Jasper High School will allow all Jasper ISD campus leaders to participate and in the TIL activities provided by the local ESC.

Object 6100 – Jasper ISD will allocate funds to 6100 to provide stipends to participating teachers. The stipends will compensate teachers for additional work and time spent outside of their regular contract related to implementing the changes based on the new learning and data collections. Teachers and campus leaders are the catalyst to success and will assist in leading and implementing the changes necessary for student achievement.

Object 6300 – Funds will be allocated to purchase supplies such as supplemental instructional materials, books to enhance training, supplies for training, and campus materials that align to enhancing the culture/climate of the campus and increase data-driven instruction.

Object 6400 – A minimal amount of funds will be allocated to travel as the Region 5 ESC will provide training within the district. However, some travel may include learning visits to other campuses outside of the district and travel to the ESC.

**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.

Jasper ISD will align other Federal, State, and local resources to carry out the activities supported with funds received under this grant by reviewing the comprehensive needed assessment and identifying areas that coordinate with the funding. Currently, the district utilizes Title funds to provide limited professional development opportunities to staff. Jasper ISD will continue to provide professional development opportunities and other resources to the campuses. The district will also continue to align current federal, state, and local resources to ensure supplanting does not occur. Currently, Jasper ISD reviews spending and ensures funds are maximized quarterly to provide campuses with resources promptly. Planning and communication are essential in our district as we work to maximize resources and reduce duplicated efforts. Funds received under this grant will allow the district to engage in a new initiative on the targeted campuses and provide resources to sustain the learning on the comprehensive campus. The district will use the funds to impact all campuses with a consistent leadership development system and sustainable improvements in student achievement centered around the instructional core.

**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*

<b>Amended Section</b>	<b>Reason for Amendment</b>
<input type="text"/>	
<input type="text"/>	
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