



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="2"/>
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.

The LEA will meet with campus staff to evaluate the current ESF-Self Assessment and documentation of progress through the current improvement plan. The Superintendent and Assistant Superintendent (DCSI) will assist campus principals in creating next steps for improvement for each of the essential actions identified on the plan. This will occur at the beginning of the development of the plan, as well as after each cycle of the plan. The Superintendent and Assistant Superintendent (DCSI), along with the campus principals will work to identify barriers to address during each reporting cycle, district level actions to complete to support campuses during each cycle, and the districts commitment theory of action, all of which will be indicated in the improvement plan. The Superintendent and Assistant Superintendent (DCSI) will then develop action steps to support the campus both from the district level, as well as through the campus level action steps for each essential action listed in the improvement plan.

Based on the ESF Self-Assessment, both the Elementary and Junior High campuses identified the need to create compelling and aligned vision/mission/goals focused on a safe environment and high expectations (Essential Action 3.1) and improve upon creating objective-driven daily lesson plans with formative assessments (Essential Action 5.1). The Elementary campus also identified the need for the campus instructional leaders to have clear roles and responsibilities (Essential Action 1.1), while the Junior High identified the need for data-driven instruction (Essential Action 5.3).

Both campuses will collaborate with the ESC VIP who will guide in the planning, training and monitoring of their improvement plans. Additional staff (instructional specialist) to support data-driven instruction and lesson alignment/formative assessment will also be supported with grant 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.

The LEA will regularly meet with the Campus Grant Project Contact and the ESC VIP to evaluate progress on the web-based improvement plans. As the first year of the grant cycle closes a formative evaluation of progress toward grant objectives will be conducted and areas for change will be identified moving into the second grant year.

The district superintendent and assistant superintendent, who serves as our DCSI, will work closely with the Campus Grant Project Contacts to monitor progress of improvement plans and offer corrective action as needed. The district superintendent will be participating in the ESC VIP training and activities as the direct supervisor of the campus principals.

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 LEA will support campuses by ensuring that flexibility is provided in the areas of staffing, campus professional development, and general campus operations.

The LEA will evaluate staffing needs and assist campus principals in the movement or change in personnel based on the needed support to meet ESF Essential Actions.

The LEA will evaluate district level professional development for alignment to the ESF action steps for the campus. If the professional development does not support an ESF focus area, the campus will not be required to participate in that professional development and be permitted to focus on professional development in an area that is aligned with ESF essential actions.

The LEA will provide support directly on campuses to ensure that campus principals have the necessary time to work with campus and teacher leaders and teams to meet the expectations of the Essential Actions. This could include, but is not limited to, coverage while campus staff and personnel attend professional development targeting and ESF focus area, coverage and/or support when campus is short on staff to allow the campus administration to meet with teacher leaders regarding aspects of the ESF focused support actions, and any additional supports identified as a need by campus or district administration.

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.

The proposed budget provides funding for the ESC VIP costs over the 2-year period (\$45,000), training related costs for the ESF focused improvement areas, (\$5,000) supplies to support planned activities (\$5,000) and salary to support additional staff (\$143,000).

The district currently uses federal Title funds to support instruction on both campuses through the use of instructional coaches. Title funds are also allocated to support training to address the needs of teacher and campus instructional leaders.

As the implementation of the ESF improvement plans move forward, consultation between the LEA, campuses, and the ESC VIP will inform of the possible need to adjust funding to support newly identified areas of improvement that need to be addressed.

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 LEA regularly conducts planning, progress and evaluation meetings to align Federal, State and local resources in our efforts to meet planned objectives in our campus and district improvement plans. The campus and district improvement plans are focused on improving academic achievement for all students. Some of the strategies in the campus and district improvement plans involve building capacity of educators, which the ESF grant will also be supporting. During the needs assessment process for the 2021-22 school year, areas identified through the ESF self-assessment will be considered for additional support when developing the 2021-22 campus and district improvement plans.

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