



**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

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, 2023**.

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 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

2

Pathway 2

**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 Vетted Improvement Program provider of intent to apply and, if awarded, will work in good faith with the Vетted Improvement Program.
- 9. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.

CDN 146904

Vendor ID

Amendment #

**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 LEA will provide administrative support, leadership and ongoing analysis of needs for each campus included in the grant. Through a campus self-analysis for the Junior High and an ESF Diagnostic for the Elementary, the district has identified Lever 4 and Lever 5, specifically Focus Areas 4.1 and 5.1, as substantial areas of need for both campuses. By targeting these focus areas across the campuses, we will be maximizing training opportunities, collaboration efforts and consistency of routines to support students and staff. The LEA leadership will provide the resources, VIP collaboration, as well as the time and the support necessary to implement the identified grant activities.

Hardin Elementary has engaged in the TIP process over the last year and has made substantial gains. Our district curriculum support personnel has served as the liaison between our Region Service Center staff, TEA and the campus staff to ensure effective communication and support is readily available to the campus and district administration is involved in the necessary support for success. This model has been effective and we will identify a dedicated curriculum support liaison to support the TIP development and support process and serve as the liaison between the VIP and the campuses. Additionally, the Assistant Superintendent will be involved in the process to assist in support and coordination of efforts across campuses as well as fully engage the district level team in the improvement activities.

Continuing the work done at the Elementary school this past year and using it as an impetus for strengthening our junior high campus, we will focus on providing consistency and collaboration from PK-8th grade. The expansion of our grade level teams through the enhancement of our Model Classroom Teacher program from PK-8 provides additional leadership and instructional coaching at each grade level. The LEA will encourage and model discussions with regard to high quality instructional materials. The process that was begun this past year will continue to ensure that our materials and resources provide a vertically aligned curriculum, supported by research based high quality instructional materials aligned to activities and assessments. Our goal is to build capacity to sustain the changes accomplished at the Elementary through the ESF process while expanding and supporting changes at the Junior High campus through the work with Texas Lesson Study and the resources provided through this grant.

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 LEA will develop a monitoring rubric, with the VIP, identifying specific checkpoints during the grant cycle. Included in this will be a collection of pre-determined artifacts to evaluate progress. PD will help with implementation at the campus level to ensure buy-in by all participants and successful training and interaction with the VIP. The LEA leadership will be on each campus engaging with campus members providing encouragement, disaggregating data and assisting with instructional leadership and coaching of the campus teams. Model Classroom Teachers are teacher leaders identified through an application process to lead their grade level/department level teams who will be involved in the training process to become the instructional coaches for their teams, leading conversations, modeling effective instruction and leading data analysis by the teacher teams with the support and guidance of the campus level administration. The TIP will be developed, implemented, monitored and updated through a team collaboration with teacher leaders, campus/district administration, the curriculum support liaison and the VIP.

The campus team will meet weekly along with the Curriculum Specialist, Liaison and VIP. The Campus Principals, Curriculum Support, District Leadership and Liaison will meet each six weeks to review progress and needs to ensure continued and timely support throughout the two year grant cycle.

**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.

The district's goal is to continuously develop instructional leaders with clear roles and responsibilities in order to develop and implement a focused effort to enhance teacher efficiency and increase student performance and outcomes. The district strives for all students in the district to have access to a TEKS-aligned curriculum, rigorous assessments and the high-quality resources to actively engage in all learning opportunities.

The LEA will modify, as appropriate, practice and policies to provide operational flexibility to the awarded campuses that enables full and effective implementation of the Effective Schools Framework Essential Actions aligned to the Targeted Improvement plans and eliminate ineffective practice and process that restrict student success. Necessary changes will be made to the master schedules, and job descriptions, as well as support staff to ensure the campus leadership team has the resources necessary to support the implementation of HQIMs (4.1) and embedded Professional Development (5.1) to ensure the highest quality instruction is provided to all learners and that staff grow in their own professional development.

The campus administrator along with the campus leadership team will monitor the use of the district curriculum beginning with the planning process through implementation; Model Classroom Teachers (MCT) will ensure that lessons are planned and vetted for rigor and appropriate student product utilizing research based, high-quality instructional materials. Through the work with the VIP, the campus and district teams will develop effective professional learning collaborations and successful implementation of new strategies and materials to improve classroom instruction as evidenced by improved student performance, increased engagement and effective use of HQIMs.

Designated days identified early in the school calendar will focus on training opportunities. All materials/programs made available will be supported with professional development provided in a variety of methods and formats including, embedded in professional learning collaborations, face to face, virtual, self-study and coaching models.

**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 will allow the LEA to engage with the VIP to enrich the knowledge of campus leaders and their teams in data analysis. We are missing the piece of what to do with data and how to implement corrective measures for weak areas.

As progress in the grant cycle moves forward the campus leadership team and LEA will make adjustments to the budget as needs change and develop. The grant administrator and the principals will work together in efficiently managing grant funds. The LEA and campus leadership team will take advisement from the VIP in their budget recommendations.

Included in the grant proposal are dedicated funds to pay a support person in curriculum and instruction who will be the liaison between the campuses, the LEA and the VIP. Stipends will be awarded for the Model Classroom Teachers to engage in growth and leadership activities to become instructional coaches who understand the alignment between curriculum and instruction and assessment utilizing research based high quality instructional materials and embedded professional learning. These new leaders will become built in cheerleaders and daily support for their teams.

Additional funds will support professional development activities focused on instructional strategies utilizing high quality instructional materials based on the needs identified in the data analysis. These may include materials, trainers/speakers, and additional high-quality instructional materials that supplement and support the district curriculum sources.

Technology will be used to enhance instructional practices and capture classroom lived experiences to be used for data talks during PLC time.

**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 leaders will be active in monitoring the budget including expenditures and needs. Bi-monthly reviews of the budget will be conducted at grant onset and will move to monthly after the first six months of the grant cycle to continue until completion of the full grant award. The district level leadership will be involved in the collaborative planning and monitoring of the TIP supporting ownership of the budget management by campus leaders.

**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**