



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

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.

A key component in the development of the Targeted Improvement Plan will be for the campus leadership to complete a comprehensive needs assessment based on the 2022-2023 data. The campus and district leadership will review MCLASS, DRA, MAP Growth, Interim assessment, and preliminary STAAR data for their students and determine areas of need. The campus leadership team in collaboration with district leadership, will create targeted areas that can be impacted directly by leaders and educators leading to students' academic improvement. The current Targeted Support Plan for Rochell focuses on overall school improvement and this includes regular targeted action planning with district leadership and instructional specialists. The action planning includes feedback to educators by administrators, specific educators enrolled in the coaching cycle and their progress and focus on targeted student intervention. The inclusion of specific campus leadership team training empowers the campus leadership team to lead instructional improvement measures daily. The current improvement plan would benefit from the inclusion of direct and regular coaching opportunities from an outside source to review and provide feedback to the campus leadership team. The LEA will continue to support the campus leadership as they monitor classroom instruction in observation sessions that provide actionable feedback to the educators.

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 would need to provide additional support to the campus leadership team, so they may participate fully in all training opportunities and implementation of the training with their staff. Professional learning schedules may need to be adjusted to ensure adequate time for staff training to include the use of substitutes or additional summer days. Action steps, as determined through the collaboration of district and campus leadership, are reviewed and a comprehensive needs assessment is completed annually. The district's action planning model includes monthly collaboration meetings and classroom visits with debrief sessions that focus on next steps. Action planning addresses current state, based on data and classroom observations, and the desired state with scaffolded steps. These specific action steps review all staff and details actions designed to support them in areas of instructional improvement specific to each educator. Responsible parties include campus leadership and campus coaching support with assistance from district leadership and specialists. The inclusion of specific campus leadership team training empowers the campus leadership team to lead instructional improvement measures daily. The LEA will continue to support the campus leadership as they monitor classroom instruction in observation sessions that provide actionable feedback to the educators.

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 LEA would need to provide additional support to the campus leadership team so they can participate fully in all training opportunities and implementation of the training with their staff. This may include supporting administrators when campus leadership are learning themselves or training their staff. District and campus professional learning schedules may be adjusted to ensure adequate time for staff training to include the use of substitutes or additional summer days

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 proposed budget will meet the needs and the goals of the program by providing campus leaders opportunities to develop their leadership skills through professional learning and coaching leading to improved student outcomes. The campus leaders, in collaboration with the ESC (TIL), will increase their leadership capacity. The budget allows for funding of additional small group interventionists to provide targeted intervention that will close students' gaps in learning. Finally the budget will provide supplies and materials needed for the implementation of staff training and additional student needs. As the campus leaders continue to facilitate their staff learning, additional materials may be needed. These may include reading materials, math/science manipulatives, chart paper, journals, student incentive stickers, office supplies, etc. Through district and campus action planning, adjustments will be made to ensure the grant funds are meeting the needs of the campus.

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.

The LEA will ensure that campus leaders receive a breakdown of the budgeted amounts to be spent on the implementation of the Targeted Improvement Plan. The campus will collaborate with the ESC (TIL) to discuss needs throughout the various stages of the implementation of the campus and administrators coaching program. The campus will submit a requisition of funds to the Federal Programs Department where it will be reviewed for grant allowability and ensure it is deemed reasonable and necessary. If EDGAR requirements are met and all district policies and procedures were followed then the purchase order request would be submitted to the DCSI for final approval. Only then would the purchase be approved and funds spent. Having these checks and balances in place will help the district ensure that the funding is aligned to the Targeted Improvement Plan.

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