



**2019-2020 Education Service Center Talent Management Strategy Grant
Letter of Interest (LOI) Application Due 5:00 p.m. CT, OCTOBER 29, 2019**

NOGA ID []
 Authorizing legislation Public Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA), Title II, Part A

This LOI application may be submitted via email to loiapplications@tea.texas.gov or in hard copy by mail or hand delivery. Mail or hand deliver one original to the following address:

**Document Control Center, Grants Administration Division, Texas Education Agency
1701 N. Congress Avenue, Austin, TX, 78701-1494**

The LOI application may be signed with a digital ID, or it may be signed by hand. Both forms of signature are acceptable, regardless of how the application is submitted. (The digitally signed LOI application may be emailed, or it may be printed and submitted in hard copy. The hand-signed LOI application may be scanned and emailed, or it may be submitted in hard copy.) TEA must receive the application by **5:00 p.m. CT, OCTOBER 29, 2019**, regardless of whether it is emailed, mailed, or hand-delivered.

Application stamp-in date and time

October 29, 2019

YF

Grant period from **January 20, 2020, to April 30, 2020**

Pre-award costs permitted from **Award Announcement Date**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. A current organization chart, including the number of FTEs currently employed by the ESC, and the number of FTEs who are support PD delivery services. Limit to one page.
3. OPTIONAL: Additional narrative response to Statutory/Program Requirements. Limit to one page. See page 7 of the Program Guidelines.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): []

Applicant Information

Organization **Region One Education Service Center** CDN **108950** Campus [] ESC **1** DUNS **010531333**

Address **1900 W. Schunior** City **Edinburg** ZIP **78541** Vendor ID **74-1588186**

Primary Contact **Dr. Eduardo Cancino** Email **ecancino@esc1.net** Phone **(956) 984-6022**

Secondary Contact **Kelly VanHee** Email **kkvanhee@esc1.net** Phone **(956) 984-6151**

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 **Dr. Cornelio Gonzalez** Title **Executive Director**

Email **cgonzalez@esc1.net** Phone **(956) 984-6001**

Signature *Dr. Cornelio Gonzalez* Date **October 29, 2019**

2020-020459

701-20-104-005

Shared Services Arrangements

Shared services arrangements (SSAs) are not permitted for this grant.

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.

- 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.
- 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.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2019-2020 Education Service Center Talent Management Strategy Grant Program Guidelines.
- The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2019-2020 Education Service Center Talent Management Strategy Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Four core considerations serve to frame the need and purpose for the Region One ESC (ROESC) Talent Management Strategy (TMS) to be implemented with grant funds. A primary consideration has been provided by Commissioner Education Mike Morath relative to HB3 support for Early Literacy and the current state of Texas Reading results. In referencing the Texas Commission on Public School Finance report, only 58% of Texas students currently come to school Kindergarten ready and in 2018 only 4 in 10 students met the state's 3rd grade reading standard. A second consideration references the 2016 Tri-Agency Report to the Office of the Governor through a partnership of TEA, THECB, and TWC. This Tri-Agency Workforce Initiative identified that Texas faces a significant challenge in helping all students in P-12 schools become career and college ready in areas that address both current and future workforce needs. Specifically, that for Texans in the 25-34 age group, only 35% had an associate degree or higher. A third consideration relates to the 60x30TX plan commissioned by The Texas Higher Education Coordinating Board, citing graduation reports for Texas for fiscal years 2004 to 2014, indicates that only about 10% of the poorest eighth-grade students in Texas eventually attain any type of postsecondary credential when tracked for 11 years. Finally, a fourth core consideration is the Federal ESSA expectations for proficiency levels of all students served in a school system as measured in Domain III of our State Accountability System. Specifically, ESSA baseline targets in the Academic Achievement category have been set for 2018-2022 and focus on the percent of students in identified sub-populations served as having reached the "Meets Performance Level or above". The ESSA interim goals set for 2022-2023 increase the "Meets Performance Level or above" proficiency targets to an even higher level of expectation. The overall mission of ROESC TMS expands on existing efforts to develop teams of highly-skilled capacity builders equipped to provide high quality face-to-face PD, implementation support, and ongoing coaching. Now more than ever, school systems in our service area are in high need of quality targeted expanded services that will positively impact the areas identified in the four core considerations. Alongside these efforts is a critical need to expand and enhance current efforts to increase ESC human capital expertise in provision of high-quality PD founded on the three pillars of job-embedded PD. In the ROESC area, proficiency targets need to be met at a higher level of expectation. In addition, the percentage of English Language Learners (ELLs) that show English Language Proficiency under Domain III requires 36% to make progress on one composite level on TELPAS from one year to the next. At this time, there are about 25% of ROESC districts that reached the goal in 2019, with ROESC performing at 33% average performance on this component. Additional support is needed for ELL students to ensure they attain the progress measures needed from year to year. These supports would involve literacy support and ensuring that students receive the ongoing teacher support to show growth from one composite level on TELPAS to the next and that the growth progress measure is met. The Deputy Director of the Division of Instructional Leadership, School Improvement, and College Readiness Support for Effective School Support (ESS) will lead this project.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Deputy Director, leads the activities of the Division of Instructional Leadership, School Improvement, & College Readiness (position is currently in place)	Ed.D. in Organizational Leadership; Certifications: Superintendent, Principal, Teacher; 30 Yrs Exp. in Effective Leadership Practices, Human Capital Development, Systems Alignment, Innovative Practices, Data-Driven Learning

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

In 2010, the Region One ESC (ROESC) Division of ESS began a human capital development (HCD) three-year (3 YR) cycle initiative. Components included development of Division-wide capacity building teams and Internal professional development (PD) capacity building calendar, identifying and providing all Division professional staff with high-impact research-based PD each year, and implementing an Innovations for Excellence framework delineating efforts to develop, pilot, and implement targeted PD in high need areas aligned to the three pillars of job-embedded PD. We are in the fourth 3 YR cycle of this HCD initiative that is highly aligned to the goals and expectations of the ESC Talent Management Strategy (TMS) Grant. Current efforts demonstrate to a high degree the evidence of investment from ROESC leadership embracing a culture and mindset to invest in and support the work. We are committed to even more effective and impactful efforts in Organizational, Performance Management (PM), Talent Acquisition, and Talent Development practices. Major goals and objectives of the ROESC TMS expand existing efforts to develop our staff into teams of highly-skilled capacity builders equipped to provide high quality (HQ) face-to-face PD, implementation support, and ongoing coaching. Key TMS strategies are: 1. Identify effective research-based programs/experts in areas of Early Literacy, Mastery Level Instructional Approaches, Enrichment Intervention Models, and Effective Instructional Coaching/Mentoring Programs ensuring provision of targeted high-need quality PD; 2. Develop a Spring 2020 PD Calendar to ensure PD opportunities are identified, planned, and provided; 3. Develop an Innovations for Excellence Calendar to plan and develop aligned HQ PD services; 4. Provide area school systems timely and high needs-based targeted PD services provided by an expanded pool of highly-skilled capacity builders; 5. Implement PM system with measures, processes, and assessments to assure services align to TMS practices.

Budget Narrative

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 for Region One Education Service Center (ROESC) Talent Management Strategy (TMS) Grant responds to the need to further expand and improve the talent management component of the ROESC Human Capital Management System (HCMS) Model. ROESC proposes a budget from the Texas Education Agency (TEA) of \$20,000.00 for the planning year of the TMS Grant.

Funding will only be requested for Professional and Contracted Services as we leverage support to manage talent and align to the Texas Education Strategic Priorities. The proposed budget will meet the needs and goals of the organization by securing the services of reputable nationally acclaimed authors, consultants, and organizations that will provide innovative best practices research and training to ensure ROESC staff have a greater impact on the districts we serve.

The proposed budget clearly illustrates the funding being requested for ROESC to further scale up PD opportunities are realistic and based on actual costs that adequately support the organization and goal of the grant. The PD components consist of: (1) leadership capacity training (career and leadership development); (2) Effective Schools Best Practices Training (effective school systems); (3) School Improvement Training (RTI, Differentiated Instruction, and High Proficiency Student Levels); and (4) Literacy Training (K-3 Literacy).

The leadership component includes leadership training, coaching skills for leaders, and a Leadership Academy. Effective Schools Best Practices component will include training best practices aligned to the TEA Strategic Priorities (Effective Schools Framework). School Improvement initiatives will further impact special populations to increase student achievement. Literacy best practices will be used to help ensure students are reading on or above grade level by the end of 3rd grade.

Region One ESC will make adjustments in the future to ensure we are managing talent and building a pipeline of highly qualified and high performing ESC employees to serve the region. The adjustments will expand and address the areas of need as we further use talent development (train/mentor) and talent management (retain/evaluate) to ensure the organization is identifying key talent to further impact the region we serve. Improvements to the Division's talent development and management practices will refine and strengthen Region One ESC's alignment to the Texas Education Agency Strategic Priorities.

Statutory/Program Requirements

1. Describe why your ESC is a good fit for this opportunity, including how improving your talent management strategy aligns with your Service Center's strategic priorities and what previous work you have done that will set your Service Center up to develop or expand a talent management strategy.

Region One ESC (ROESC) is a good fit for this opportunity due to our 50+ year reputation for excellence in education through believing in "Students First". This philosophy drives staff to support public school districts to improve performance and enhance the operational efficiency and effectiveness. We provide resources, expertise, and high-quality services to area districts meeting the needs of underserved, at-risk, low-income, and minority students and their parents. Talent Management (TM) is the key in attaining a workforce that will continue to drive the center's strategic priorities, aligned to the TEA Strategic Priorities. Our Human Capital Management System (HCMS) model consists of seven core components: (1) Recruit; (2) Hire; (3) Place; (4) Train; (5) Mentor; (6) Retain; and (7) Promote & Reward. The components are part of talent acquisition (TA), talent development (TD), and talent management (TM) (see attachment). The model will be improved as a TM strategy to further train, mentor, and retain a high-quality workforce aligned to needs of the region's educators and students. The Deputy Director and Human Resources (HR) Director will collaborate to implement this strategy. TD (Train): ROESC has an exemplar "Excellence for Innovations" model for PD. We will partner with reputable nationally acclaimed authors, consultants, and organizations to provide innovative best practices research and training ensuring staff are at the helm of educational practice. ROESC will continue to provide: (1) Whole group training (i.e. Division Training, Career & Leadership Development); (2) Implementation Support (i.e. use of disaggregated data to provide real-time feedback); and (3) One-on-One Coaching (job embedded). In expanding the work, staff are immersed in research, reading, and training by experts. TD (Mentor): ROESC will develop a formal, comprehensive coaching/mentoring strategy linking staff to a Division Mentor (DM) (not a supervisor/evaluator) to foster professional growth. DMs will coach/support assigned staff to reflect on challenges, successes, and best practices to further impact their work with educators in the region. TM (Retain): The HR Dept will monitor ROESC's performance trends through the use of its performance management evaluation system. TM will be improved as ROESC creates an evaluation performance trend report enabling us to be data-driven regarding staff performance, opportunities to enhance PD, and measure inter-rater reliability. Retaining talent/providing leadership opportunities is key to succession planning, new job vacancies, and career pathways. This model will be refined and shared.

2. A core part of the planning grant will include a self-assessment of the ESC's talent management practices. If different from the individuals identified in the Qualifications and Experience for Key Personnel, describe the ESC team that will be responsible for conducting that assessment, summarizing the findings and identifying the priorities if they are selected for the continuation grant.

The Deputy Director for Instructional Leadership, School Improvement, and College Readiness Support, will lead the Region One ESC (ROESC) team responsible for conducting the self-assessment, summarizing the findings, and identifying the priorities to meet the Talent Management Strategy (TMS) Grant requirements. As an ESC Team, they will develop the self-assessment that is aligned with the TEA Strategic Plan (Playbook), ESC Strategic Priorities, and include the Human Capital Management System (HCM) Model as they further assess the ESC's talent management practices. The Deputy Director will work collaboratively with the Human Resource Department. The Deputy Director will be responsible for planning, developing, and managing the ROESC TMS Grant. He will provide direction and leadership for the overall administration and coordination of the TMS Grant which focuses on talent practices (talent acquisition, talent development, and talent management). The Deputy Director will also oversee daily operations to ensure compliance with the Texas Education Agency grant requirements. ROESC has invested in a major undertaking and is in Year Three of the ROESC human capital development project implementation. This is evidence of investment of time from leadership exhibits the "mindset" to support the work on assessing and expanding HCM at the ESC. Our team will be supported by the ROESC Executive Director as they are leading efforts to expand on talent management strategies for the organization. Through the work on the self-assessment, summarizing the findings, and identifying the priorities, the ROESC will be able to create a model for other ESC's in the state to replicate.

Statutory/Program Requirements (Cont.)

3. Describe the ESC's current job-embedded professional development offerings, including the name of the offering, the audience it serves (e.g. teachers, principals, principal managers), the structure of those offerings, and ESC titles and names of staff who provide these services.

Region One ESC provides high-quality customized professional learning (PL) designed at state/local levels. The primary goal is to build teacher capacity and refine educator practice to ensure all students have equitable access to highly effective teachers. Strong models of learning are supported by PD standards, grounded in leading research, and strengthened by the utilization of high-yield instructional strategies. PL is layered to support classroom teachers, campus leaders, and district leaders utilizing the three pillars of job-embedded PL: face to face, implementation, and on-site coaching. The following locally developed extended PL examples address layers of support for teachers, campus leaders, and district leaders to ensure effective face-to-face, strong implementation support, and customized on-site support for participants.

Title	Whole Grp	Implementation	One on One Coaching	Audience	Lead ESC Staff
Instructional Coaching 2 Day		Needs Assessment	5-10 Days	Teachers	R. Guzman, E. Garza, L. Martinez
Early Literacy Phonics	6 Days	Set-up & Surveys	6 Days	Teachers	N. Maclas, Specialist
Planning for Mastery	6, 1/2 Days	6, 1/2 Days	Customized	Teachers	L. Martinez, Coord. CIA
ELL Leadership Acad.	6 Days	T. Assistance	Customized	Leaders	K. Chapa, Director

4. If resource and capacity constraints were not an issue, how would the ESC expand its job-embedded professional development services? Aside from capacity constraints, what barriers are keeping your ESC from expanding your job-embedded professional development services?

Customized on-site support (campus-based), such as content coaching, instructional leadership support and one-to-one instructional guidance for teachers are highly requested services from local school districts. Region One ESC (ROESC) prides itself in the relationships, transparency and trust with Local Education Agencies; and because of these relationships, the districts value the highly qualified, highly skilled staff that ROESC hires. Because of their level of expertise, ESC specialists are constantly on-demand. While the staff makes every attempt possible to fulfill the demand, the lack of human resources sometimes makes it difficult to meet the individualized support requested by every campus. Ongoing professional development (PD) may be provided through micro-learning through technology support. Some of the barriers to this include facilitation, training support, distance learning equipment and other technology-based resources. If these barriers were not a constraint, we would deliver micro-learning, staff will be able to continue professional growth and be provided with cross-training opportunities to ensure that the expansion of the services continues throughout the Region One area. These areas would include: leadership, effective school practices, school improvement and K-3 Literacy PD on high quality instructional coaching designs that would benefit the Region One community.

5. Describe a current or recent human capital challenge the ESC is facing (e.g. filling hard-to-staff positions or conducting performance evaluations) and its response or intervention strategy.

Strategic human capital management is a challenge many organizations face. A needs assessment was conducted three years ago in the areas of talent acquisition, talent development, and talent management. The human capital challenge ROESC faces is the lack of fidelity in ensuring the Performance Evaluation System is fully implemented. Working together to overcome the challenge is the key in managing talent. Region One ESC created a Human Capital Management System (HCMS) Task Force to further assess the Performance Management Evaluation System. As we further refine and strengthen the system, a ROESC Supervisors Academy will be provided at the beginning of each year to help guide, mentor, and lead employees through the evaluation process from goal setting to summative evaluation. The ROESC Supervisors Academy will include a refresher training on the Performance Management System, inter-rater reliability, and coaching skills to further support employees. Supervisors will be thoroughly trained on evaluation components to further manage talent. The HCMS Task Force will develop a plan of strategies that will be implemented, monitored, and assessed on a quarterly basis to further impact talent management. This initiative will be part of the evidence of investment from ROESC leadership and "mindset" to support the work of managing talent within the organization as we expand on existing efforts. The HCMS Task Force will collaboratively work with Human Resources Department to ensure supervisors and employees are following the system with fidelity.

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

Application Part 2:

2019-2020 ESC Talent Management Strategy Grant

Authorized by ESEA, as amended by Every Student Succeeds Act (ESSA), Title II, Part A 2101(c)(4)(B)(vii)

County District Number or Vendor ID: 1741588186 Amendment #: 0

Professional and Contracted Services (6200)

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.

Description of Service and Purpose		Grant Amount Budgeted
1	6269 - Rental or lease of buildings, space in buildings, or land	\$ -
2	Service: Leadership Training Specify purpose: Build leadership capacity (Career & Leadership Development)	\$ 4,047
3	Service: Effective Schools Best Practices Training Specify purpose: Impact regional services on effective school systems.	\$ 5,000
4	Service: School Improvement Training Specify purpose: RTI, Differentiated Instruction, & High Proficiency Student Levels	\$ 5,000
5	Service: Literacy Training Specify purpose: Impact regional services for K-3 Literacy	\$ 5,000
6	Service: Specify purpose:	\$ -
7	Service: Specify purpose:	\$ -
8	Service: Specify purpose:	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 19,047
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -
11	Grand Total:	\$ 19,047
12	Total Program Costs*:	\$ 19,047
13	Total Direct Admin Costs*:	\$ -

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Application Part 2:

2019-2020 ESC Talent Management Strategy Grant

Authorized by ESEA, as amended by Every Student Succeeds Act (ESSA), Title II, Part A 2101(c)(4)(B)(vii)

County District Number or vendor ID:	1741588186	Amendment #	0
Grant Period:	January 20, 2020, to April 30, 2020	Fund Code/ Shared Services Arrangement:	255

Program Budget Summary

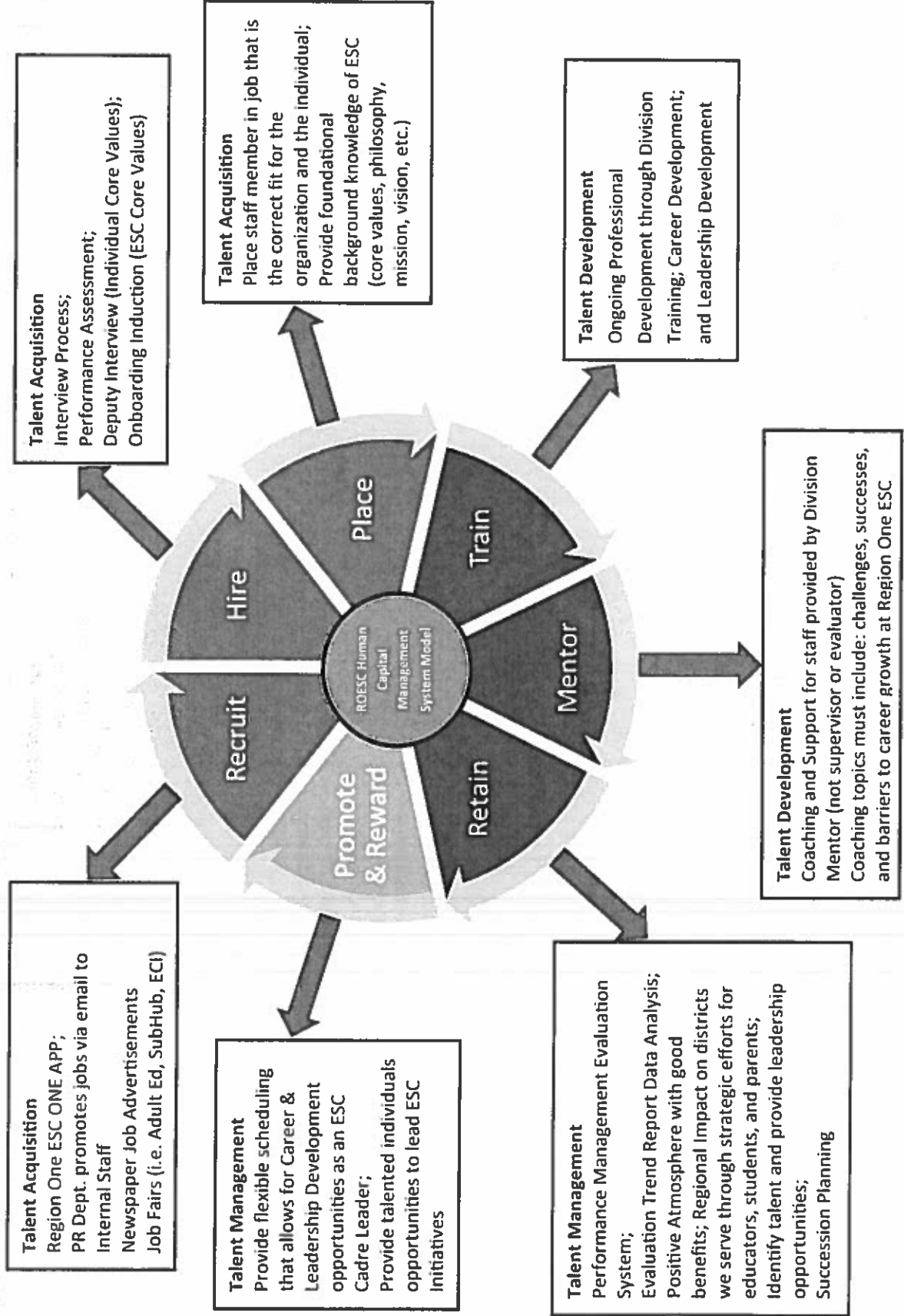
Description and Purpose	Class/ Object Code	Source of Funds		
		Program Cost	Admin Cost	Total Budgeted Cost
1 Payroll Costs	6100	\$ -	\$ -	\$ -
2 Professional and Contracted Services	6200	\$ 19,047	\$ -	\$ 19,047
3 Supplies and Materials	6300	\$ -	\$ -	\$ -
4 Other Operating Costs	6400	\$ -	\$ -	\$ -
5 Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidate Administrative Funds			N/A	
6	Total Direct Costs:	\$ 19,047	\$ -	\$ 19,047
7	Enter Percentage (%) of Indirect Costs: 5%	N/A	\$ 953	\$ 953
8	Grand Total of Budgeted Costs :	\$ 19,047	\$ 953	\$ 20,000
Shared Services Arrangement				
9	\$493 Payments to member districts of shared services arrangements	\$ -	\$ -	\$ -
Administrative Cost Calculation				
10	Total Grant Amount Requested:			\$ 20,000
11	Reasonable and necessary administrative costs established for the program:			0.05
12	Maximum amount allowable for administrative costs, including indirect costs:			\$ 1,000

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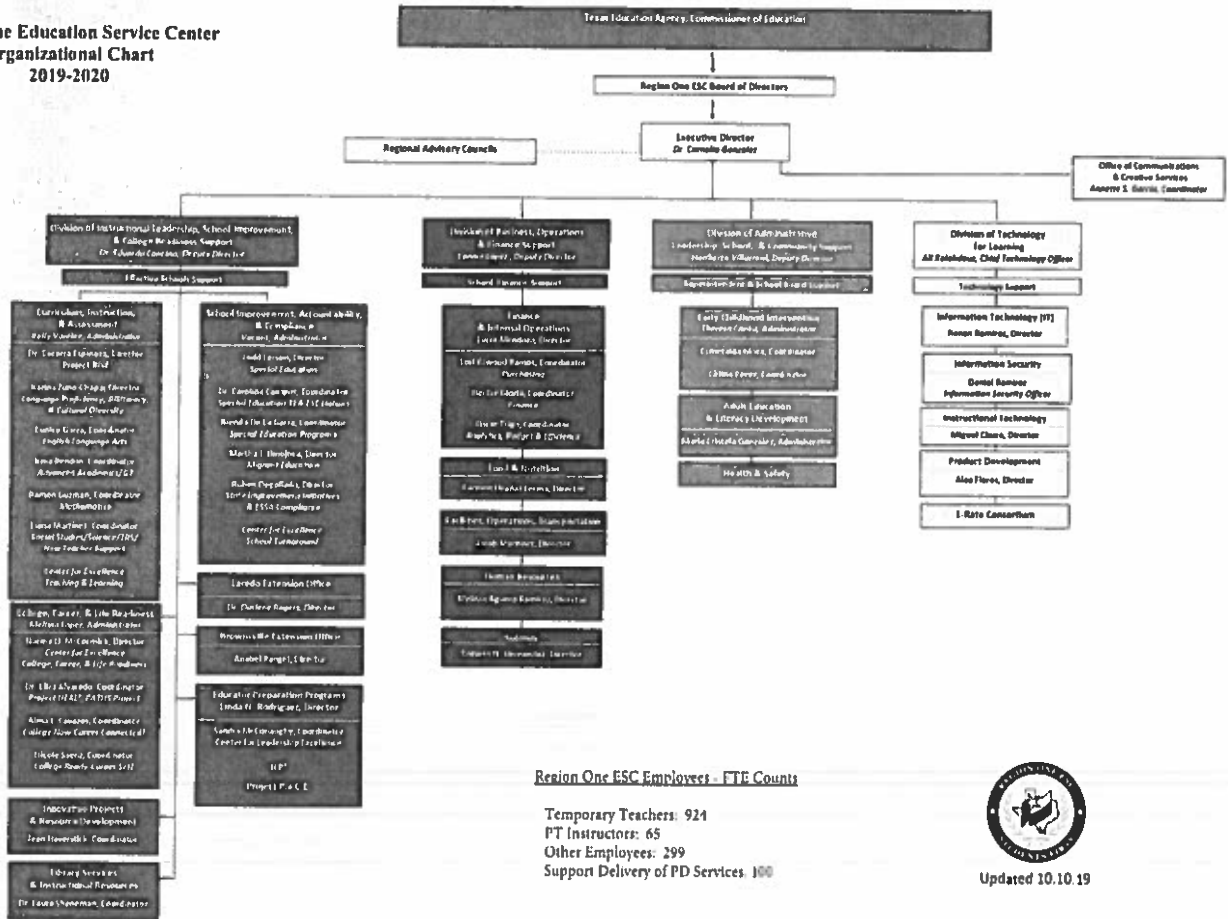
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



Region One Education Service Center Human Capital Management System (HCMS) Model



**Region One Education Service Center
Organizational Chart
2019-2020**



Region One ESC Employees - FTE Counts

Temporary Teachers: 924
 PT Instructors: 65
 Other Employees: 299
 Support Delivery of PD Services: 100



Updated 10.10.19

loiapplications

From: Kelly K. Vanhee <kkvanhee@esc1.net>
Sent: Tuesday, October 29, 2019 4:51 PM
To: loiapplications
Cc: Eduardo Cancino; Gonzalez, Cornelio; Angie Iglesias
Subject: LOI ESC Talent Management Grant
Attachments: Region One ESC Talent Management Strategy Grant Budget Schedules.xlsx; Organizational Chart 201-2020 Itr 10.10.19.pdf; ROESC Human Capital Management Model 102819 - Final Version.docx; LOI Application - Region One ESC for Talent Management Strategy Grant.pdf

To Whom It May Concern,

Attached is the LOI for the 2019-2020 ESC Talent Management Strategy Grant that includes the following:

- Application Part 1
- Application Part 2- Budget tables
- Organization Chart
- One Page HCMS Attachment

Sincerely,

Kelly K. VanHee
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Region One Education Service Center
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