



**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 loapplications@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

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 9 Education Service Center** CDN **243950** Campus [] ESC **9** DUNS **611506788**
 Address **301 Loop 11** City **Wichita Falls** ZIP **76306** Vendor ID **751246742**
 Primary Contact **Wes Pierce** Email **wes.pierce@esc9.net** Phone **940-322-6928**
 Secondary Contact **Janay Litz** Email **janay.litz@esc9.net** Phone **940-322-6928**

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 **Wes Pierce** Title **Executive Director**
 Email **wes.pierce@esc9.net** Phone **940-322-6928**
 Signature *Wes Pierce* Date **10/29/19**

20190-020460

701-20-104-006

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.

At Region 9, our passion statement is "empowering minds, inspiring hearts, and influencing character: every learner...every opportunity...every day!" In order to ensure that our ESC 9 team embodies this passion and fulfills our purpose to support and nurture our educational communities through quality professional development, specialized assistance, and personalized service, each member must have a growth mindset and must be prepared to provide job-embedded professional development.

After a careful analysis of needs, our proposal centers around Region 9's desire to increase the efficacy of our talent development. Over the past two years, we have revamped our organizational structure to ensure collaboration between departments, overhauled our evaluation tools and processes, and created an intentional onboarding process. We continue to refine our interview process, but we have yet to tackle talent development. This grant would afford ESC 9 the opportunity to formalize our interview processes for different job levels in the organization; however, the bulk of our emphasis would be on a systemic talent development model. Currently, our internal professional development practices assume a high level of training and coaching skills at the time of hire, and we rely on monthly professional development sessions to address whole-group training on various topics deemed helpful for staff. As a result, new employees often struggle to make the adjustment from working in a district classroom setting to working with adult learners who are their peers. This grant would allow us to identify quality applicants through the behavioral interview process and to design a talent development model that provides our trainers with the foundational skills necessary to ensure each team member has the capacity to deliver high quality training, effective implementation support, and one-on-one coaching.

In the area of talent acquisition, Region 9 plans to outline a formal interview process for each job level in the organization. Some of the components will overlap, as they are inherent in all aspects of ESC work; however, other components will be customized for the needed output for each particular job level. For example, education specialists will have tasks related to training and coaching; whereas, a support staff applicant may have a job task to complete under specific circumstances.

The bulk of work will occur in the area of talent development. Our concept revolves around three critical components: 1. A New Employee Academy to ensure new trainers have a common set of knowledge and skills centered around training and coaching prior to working with districts; 2. An Existing Employee Academy to ensure calibration of all current employees to those best practices determined within the ESC training model; and 3. An Internal ESC Learning Lab to assist ESC team members in developing quality training tools and materials, blended learning opportunities, and high quality coaching.

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
<p>Director of Early Learning Responsibilities include internal professional development, quality development, and new employee onboarding</p>	<p>Existing Position Qualifications and experience must include experience in designing professional development, working with new employees, and teambuilding</p>
<p>Learning Lab Specialist Responsibilities include providing support to all trainers through the creation of a training materials vetting process and an instructional rounds system</p>	<p>Proposed Position (During Expansion Grant) Qualifications and experience must include an understanding and practice of the See It, Name It, Do It model, as well as experience in designing professional development, teambuilding, and blended learning</p>
<p>ESC Talent Acquisition and Management Team (5) Responsibilities include development of internal documents and systems for job-embedded PD training and coaching</p>	<p>Existing Positions Qualifications and experience must include a variety of experience levels, as well as a willingness to implement design thinking concepts</p>
<p> </p>	<p> </p>
<p> </p>	<p> </p>

Goals, Objectives, and Strategies

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

Talent Acquisition Goal: Region 9 will create and implement formal interview processes for each job level in the organization. **Objective:** The ESC will hire high-quality applicants who fit the passion and purpose of the organization in order to assist our districts in providing quality learning experiences and outcomes.

Strategy 1: A cross-departmental ESC 9 Talent Acquisition and Management Team will be assembled to design flowcharts, questions, activities and checklists for interview processes unique to each job level. The process will be designed around a behavioral interview process.

Strategy 2: The Talent Acquisition and Management Team will train all employees in the talent acquisition model so that, regardless of the members of an interview team, the process will be implemented with fidelity.

Talent Management Goal: Region 9 will design and implement a three-pronged talent management process.

Objective: The ESC will grow and retain high-quality trainers who can provide job-embedded professional development through well-designed training sessions, responsive support, and one-on-one coaching.

Strategy 1: New Employee Academy: The ESC 9 Talent Acquisition and Management Team will create a series of professional development sessions related to designing, developing and delivering job-embedded professional development. Each new trainer will receive instruction and coaching based on Paul Bambrick-Santoyo's See It, Name It, Do It model as described in his book, "Get Better Faster." Living the Learning concept from his book, "Leverage Leadership."

Strategy 2: Existing Employee Academy: Current trainers will build upon the See It, Name It, Do It model through monthly professional development sessions. These sessions will ensure current trainers receive the basic components included in the New Employee Academy.

Strategy 3: Internal ESC Learning Lab: An ESC team member will be assigned to create a Learning Lab concept where employees have growth mindset tools readily available. The Learning Lab specialist will organize a peer review process for training materials to provide feedback related to content, activities, and learner engagement. The Learning Lab specialist will also organize a system of instructional rounds to ensure all ESC specialists rotate through teams to observe others and glean best 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.

Funds from the Initial Talent Management Grant will pay for time for our internal professional development lead to coordinate the development of our formalized interview process, as well as the time to develop the ESC 9 Talent Acquisition and Development Team. This professional development lead (currently our Director of Early Learning), will purchase and manage supplies needed for the team to reach the objectives discussed in the grant application. The grant will also cover time and effort for approximately four days of work on the Talent Management planning process for the five identified members of the ESC 9 Talent Acquisition and Development Team who will design the process under the guidance of the internal professional development lead.

Of the \$14,500 requested for the planning phase of this grant, \$10,498 of it will cover time and effort for the ESC 9 Talent Acquisition and Development Team to devote four days to the planning, design, and development of our ESC talent management system, specifically the concept outlines for the training components related to effective job-embedded professional development delivery, action coaching, and learning lab development.

A portion of the funds (\$670) will be used for supplies and materials for use during the development process. Most of the supply funds will be used to purchase copies of Paul Bambrick-Santoyo's two books, "Get Better Faster" and "Leverage Leadership" for the ESC 9 Talent Acquisition and Development Team. As a part of the planning process, the team will conduct a book study over "Get Better Faster" and will use "Leverage Leadership" as a resource during the process. This will give members of the team a common understanding of the foundational concepts underpinning instructional coaching. A small portion of funds will be used for reproduction of flowcharts, processes, and other resources, as needed.

Funds will also pay for travel for the ESC 9 Talent Acquisition and Development Team to visit other ESCs and/or organizations who have been identified as having effective interview processes and talent development models. \$2,640 of the grant funds are budgeted to allow the team to travel in-state to spend time on-site in at least two organizational settings where ideas can be gleaned. The funds will cover two nights of hotel stays, meals, and rental cars/mileage for the group.

As a result of this planning grant, the ESC 9 goal is to begin the creation of a well-designed talent development system to include several key components. During the first month of employment, each new trainer will receive instruction and coaching based on Paul Bambrick-Santoyo's See It, Name It, Do It model as described in his book, "Get Better Faster." The trainings will not only teach the model, but also will be designed and delivered as models of the concept. Training will also utilize Bambrick-Santoyo's Living the Learning concept from his book, "Leverage Leadership." Training will also include expectations and tips related to effective communication with learners, as well as how to design impactful teaching tools such as activities, Power Points, and handouts. These concepts will support our model of providing whole-group professional learning supported by follow-up assistance and coaching. New employees will also learn blended learning design and delivery strategies through various platforms, including our Canvas learning management system.

The initial planning budget will begin the planning process; however, adjustments to the model will be made if Region 9 is selected to receive the continuation grant. During the continuation cycle, a full-time ESC Talent Coach will be hired to implement the processes outlined in the goals, objectives, and strategies section, to include the day-to-day Learning Lab support for high-quality training development and instructional rounds development and support. This specialist will be invaluable in the design of each component mentioned above, and will serve as an onsite coach for all ESC trainers to use during training development and delivery. If we receive the continuation grant, the peer-to-peer network will be organized and managed by this specialist, and will center around the growth mindset for the organization and each trainer.

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 9 ESC is a great fit for this grant opportunity for several reasons. First, we have begun the process of aligning our coaching model to the concepts in the Texas Instructional Leadership Initiative. As we focus our internal action teams on moving the needle on our four strategic priorities, many of the strategies we are implementing under all four hinge upon effective action coaching. Our organization has already done basic training in action coaching with all trainers, but our next steps are to systematize this process by creating more in-depth training in action coaching, training in effective training strategies, and feedback loops for a continuous growth model. Second, our organization has already done some foundational work in formalizing the onboarding process. Region 9 has already created a calendar of onboarding experiences throughout the year, and designed the sessions to ensure that new employees have a clear understanding of our ESC and its passion and purpose. As a result, we are ready for next steps toward growing a deeper knowledge base for our trainers and helping them fit within a culture of job-embedded professional development both internally and externally. Third, we have revamped our evaluation process to revolve around goal setting and to highlight areas of strength, as well as opportunities for growth. This grant would afford us the opportunity to tie all four strands together for a seamless training model anchored by our well-designed organizational structure, our growth-based performance management system, our aligned talent acquisition process, and our clearly defined talent development structure.

Through an intentional plan for talent development, Region 9 will calibrate all existing trainers with best practices and common expectations, while ensuring new hires have a well-developed skillset and feedback loop once they begin training and coaching. This process will enhance the support we are providing to teachers in the field, and will impact student outcomes.

Ultimately, Region 9 is a good fit for this grant because of our rural setting. Many of our districts struggle to recruit high-quality educators and battle to retain them once they are hired. It is our goal to provide a higher level of sustained support to the teachers they have on staff as a means to keep those teachers in the profession and to help them feel valued in their current district.

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 two individuals mentioned in the "Qualifications and Experience for Key Personnel" section will be the key leaders of the ESC 9 Talent Management systemic alignment. The Director of Early Learning, who serves as our internal professional development liaison, will supervise the process. Upon receiving the continuation grant, the Learning Lab specialist will be hired to lead the redesign of our interview process and our talent development structure, to include the creation of the Learning Lab. These two key personnel will also work closely with the cross-departmental ESC 9 Talent Acquisition and Management Team. This team's objective is to design a detailed behavioral interview process complete with flowcharts, questions, activities, and checklists for interview processes unique to each job level. The team will also work to enhance our onboarding process for new trainers to include a series of professional development sessions related to designing, developing and delivering job-embedded professional development. The team will also design instructional rounds for internal trainer feedback and growth that will be coordinated by the Learning Lab specialist.

During the planning phase of this grant the ESC Talent Acquisition and Management Team, including the professional development liaison, will conduct the self-assessment of the ESC's talent management practices. This team will also be responsible for summarizing the findings and identifying the priorities critical to the creation of an effective talent management system. These priorities will be addressed strategically during the continuation grant phase.

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.

Our Region 9 Texas Instructional Leadership (TIL) team has had a direct influence on our current internal training model. Prior to the beginning of this school year, Pat Page, our Director of Teaching and Learning, trained our current education specialists in action coaching. In a coordinated effort across divisions and departments, Micki Wesley, our Deputy Director for Effective Schools and several of her department's specialists lead the staff through a data dig to ensure all specialists had an awareness of the needs across the region. As TIL has evolved, and our staff has begun to understand the need to move away from the "sit and get" model of training, the following learning opportunities have been designed with the concept of job-embedded professional development in mind. Region 9 is excited to have staff trainers embracing this new model; however, this grant would allow our trainers to gain more in-depth knowledge to ensure that each of these sessions and follow-ups are impactful and calibrated to the action coaching model, and for all of our trainers to have the capacity and support to conduct job-embedded PD. The Learning Lab will also help provide these instructors with a place to gain valuable feedback on training materials, as well as ideas for meaningful follow-up activities and coaching opportunities. Attached are some of Region 9 ESC's recent and/or current offerings with job-embedded components: See the attachment named ESC 9 Item #3 Statutory-Program Requirements Table.

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?

In the absence of any constraints, Region 9 ESC would create the Learning Lab mentioned in this proposal and staff it with a specialist to serve as an internal job-embedded professional development coach. This specialist would be able to organize peer reviews of training materials, provide technical assistance to ESC trainers regarding best practices and varied forms of communication in order to provide feedback and coaching, and would organize instructional rounds for ESC specialists. This staff member would support a continuous growth model for our ESC staff. This individual would lead book studies with new specialists to include a deep-dive into Paul Bambrick-Santoyo's "Get Better Faster." ESC Specialists would have workload balance to ensure that time could be devoted to quality training development, vetting of materials through the Learning Lab, and the ability to serve on instructional rounds teams. These specialists would also be able to locate some districts, ESCs, and organizations using best-practices, and would do on-site visits to learn best-practices. Funding and time are the top barriers to expanding our job-embedded professional development opportunities. Because we currently rely on our monthly professional development days to provide updates and training to staff members, we often lack time to go deep enough into the change process to ensure learning of a new concept takes root. We seek to provide meaningful follow-up and practical application to our specialists to ensure that new learning is embedded in training. The Learning Lab concept would address this barrier. Time is also a major barrier. Because our specialists are often spread thin and must work on multiple initiatives, they do not have a great deal of time to collaborate on professional learning and the development of training. A systematic process would help organize feedback opportunities.

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.

Ensuring that new employees have the necessary tools to be effective in their positions at Region 9 has been a human capital challenge. Because we lacked a structured onboarding process, new employees were often hired, given basic instructions related to the organization, and sent to a desk to work. As a result, many specialists found that the beginning weeks at the ESC were confusing and often overwhelming. Oftentimes, districts did not know the employee yet, so little interaction with external clients occurred. Experienced ESC employees were busy and seldom had time to stop and help train the new employees. During the initial month, the new employees were encouraged to study and prepare for training and technical assistance, but were not given deliberate activities or training. As a result of our onboarding program, employees are now given more background and opportunities to connect with resources in the organization. As outlined in this proposal, Region 9 is planning to take this process to the next level by creating a variety of learning opportunities and systemic trainings to make better use of the first month of a new employee's time. Once the new employee has the tools necessary to begin serving districts, the proposal also builds in mechanisms such as the Learning Lab to give employees a place for ideas, feedback, and collaboration. By providing a high level of training and support, ESC 9 aspires to retain quality specialists who are confident in their skills and able to support classroom teachers through a variety of sustained support and coaching methods.

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"/>

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:	243950	Amendment #:	0
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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
4	6269 - Rental or lease of buildings, space in buildings, or land	\$ -
2	Service: Specify purpose:	
3	Service: Specify purpose:	\$ -
4	Service: Specify purpose:	\$ -
5	Service: Specify purpose:	\$ -
6	Service: Specify purpose:	\$ -
7	Service: Specify purpose:	\$ -
8	Service: Specify purpose:	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 10,498
11	Grand Total:	\$ 10,498
12	Total Program Costs*:	\$ 10,498
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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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: 243950		Amendment #: 0
Supplies and Materials (6300)		
Expense Item Description		Grant Amount Budgeted
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 670
2	Grand Total:	\$ 670
3	Total Program Costs*:	\$ 670
4	Total Direct Admin Costs*:	\$ -

*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) 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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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: 243950		Amendment #: 0
Other Operating Costs (6400)		
Expense Item Description		Grant Amount Budgeted
1	6411 - Out of state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ _____
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ _____
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ _____
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$ _____
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 2,640
11	Grand Total:	\$ 2,640
12	Total Program Costs*:	\$ 2,640
13	Total Direct Admin Costs*:	\$ -
<p>*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.</p>		

In-state travel for employees does not require specific approval.

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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:	243950	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	\$ 10,498	\$ -	\$ 10,498
3 Supplies and Materials	6300	\$ 670	\$ -	\$ 670
4 Other Operating Costs	6400	\$ 2,640	\$ -	\$ 2,640
5 Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidate Administrative Funds		N/A		
6	Total Direct Costs:	\$ 13,808	\$ -	\$ 13,808
7	Enter Percentage (%) of Indirect Costs: 5.015	N/A	\$ 692	\$ 692
8	Grand Total of Budgeted Costs :	\$ 13,808	\$ 692	\$ 14,500
Shared Services Arrangement				
9	5493 Payments to member districts of shared services arrangements	\$ -	\$ -	\$ -
Administrative Cost Calculation				
10	Total Grant Amount Requested:			\$ 14,500
11	Reasonable and necessary administrative costs established for the program:			0.00
12	Maximum amount allowable for administrative costs, including indirect costs:			\$ -

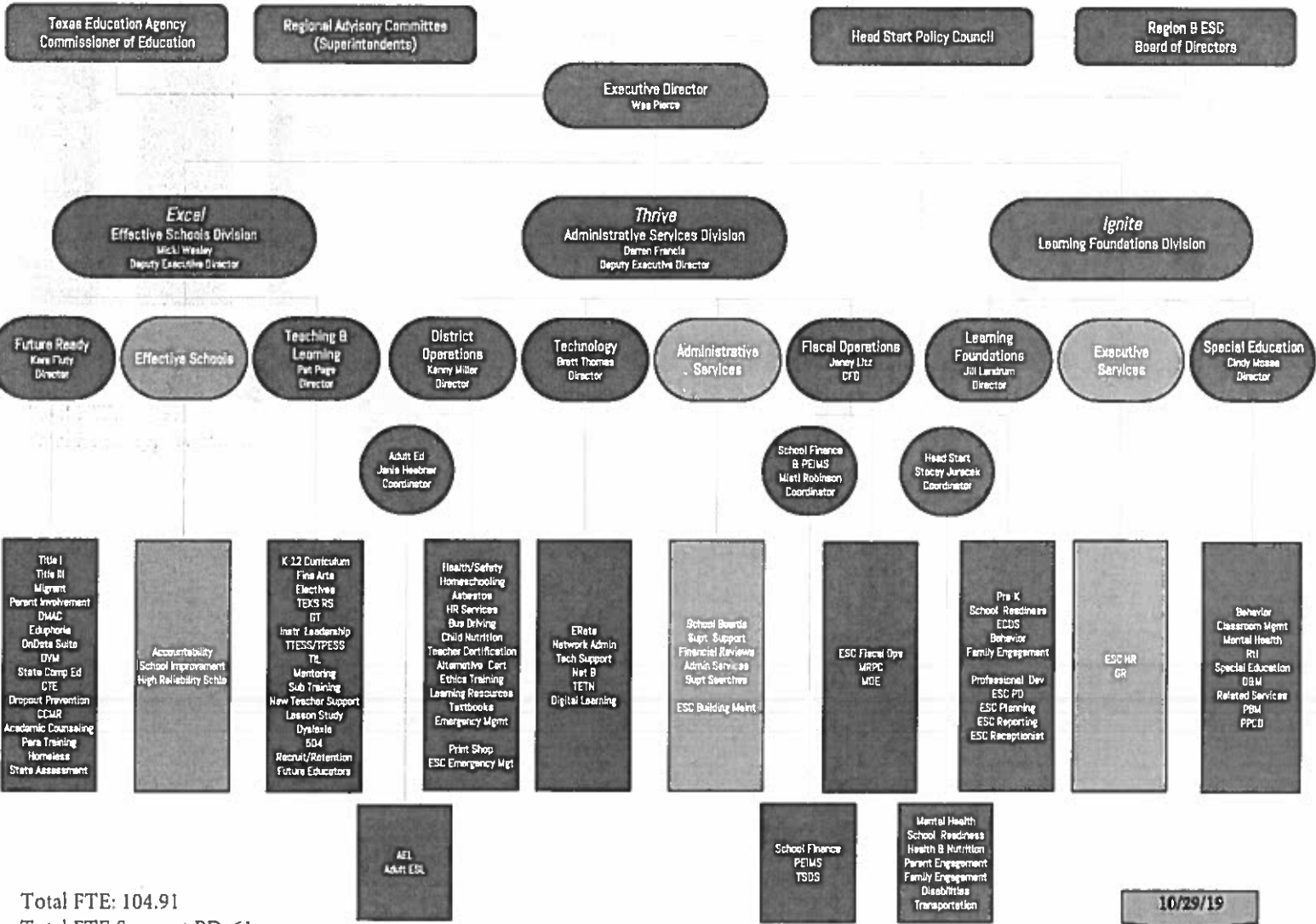
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Region 9 Education Service Center Additional Space for Statutory/Program Requirements

3. Describe the ESC's job-embedded professional development offerings, including the name of the offering, the audience it serves, the structure of those offerings, and esc titles and names of staff who provide these services.

Name of Offering	Audience	Structure	ESC Staff
<i>First-Year Teachers' (FYT) Academy</i>	New teachers	Face-to-face (F2F) with follow-up coaching hours	Joni Lemley, Shelly Cunningham, Lynra Tackitt and Janelle Walta, Education Specialists
<i>Classroom Behavior Observations</i>	Teachers	Classroom observation and follow-up with teachers F2F, modeling in classroom, email, telephone, etc.	Janelle Walta, Education Specialist
<i>New Diagnostician Academy</i>	Diagnosticians	Follow-up with teachers F2F, modeling in classroom, email, telephone, etc.	Amy Blackwell, Education Specialist
<i>Full Individual Evaluation (FIE) Workshop Series</i>	Diagnosticians	Audio conferences; Follow-up with teachers F2F, modeling in classroom, email, telephone, etc.	Amy Blackwell, Education Specialist
<i>Handle with Care</i>	Teachers, Administrators, Paraprofessionals	F2F training; yearly follow-up with refresher course	Janelle Walta, Education Specialist
<i>In-Home Training Workshop</i>	Teachers	F2F training; F2F follow-up to assist in writing protocols, handbook, etc.	Janelle Walta, Education Specialist
<i>Lesson Study</i>	Teachers	F2F observations, training and follow-up	Sara Cunningham, Education Specialist
<i>Head Start Instructional Coaching</i>	HS Teachers	F2F observations, training and follow-up by F2F, modeling in classroom, Sibme, email, etc.	Sharon West, Education Specialist
<i>Recess Grant</i>	Teachers, Child Care Partner	Instructional coaching F2F, Sibme; Follow-up and tracking through forms	Carol Gibbs, Kimberly Allen, and Kim Thorne, Education Specialists
<i>Early Learning Academy</i>	Teachers	F2F PD; Follow-up at R9 for all day meeting to demonstrate what was learned at Academy	Starsha Canaday and Christi Kelton, Education Specialists
<i>Instructional Rounds</i>	Teachers	Instructional Rounds at Brook Village Early Childhood Center in the morning; debriefing Follow-up at R9 with teachers in afternoon	Starsha Canaday and Christi Kelton, Education Specialists



Total FTE: 104.91
Total FTE Support PD: 61

10/29/19

loiapplications

From: Wes Pierce <wes.pierce@esc9.net>
Sent: Tuesday, October 29, 2019 4:40 PM
To: loiapplications
Cc: Janay Litz; Jill Landrum
Subject: ESC Talent Management Strategy Grant
Attachments: Region 9 ESC LOI Talent Management Strategy Grant.pdf; ESC 9 Item #3 Statutory-Program Requirements Table.pdf; Region 9 ESC Talent Mgmt Grant Part 2.xlsx; Region 9 ESC Org Chart-2019-20.pdf

Attached, please find Region 9 Education Service Center's application and attachments for the ESC Talent Management Strategy Grant. Please let me know if you need any additional information.

Regards,

Wes Pierce
Region 9 Education Service Center

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