



**2021-2023 Title I, 1003 ESF-Focused Support Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2021**

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 21, 2021**.

Grant period from

Pre-award costs permitted from

Required Attachments

- Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
 - Pathway 1: Pathway 1 Supplemental Pathway Attachment
 - Pathway 2: Pathway 2 Supplemental Pathway Attachment
- NOTE: All applicants MUST submit an appropriate Supplemental Pathway Attachment for EACH CAMPUS on behalf of which the applicant is applying.**

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- | | |
|--|---|
| <input checked="" type="checkbox"/> LOI application, guidelines, and instructions | <input type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General and application-specific Provisions and Assurances | <input type="checkbox"/> Lobbying Certification |

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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

Number of Campuses Included in this Application

Pathway 1	<input type="text" value="0-9"/>
Pathway 2	<input type="text" value="0"/>

PM per email B Basse 05.03.2021

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with the requirements of [Every Student Succeeds Act Provisions and Assurances](#).
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. Title I served Federally Identified campuses awarded this grant will engage in the Effective Schools Framework (ESF) continuous improvement process and create a plan to be submitted to TEA that addresses the selected pathway aligned to the Essential Actions (EA) from the ESF.
- 8. The applicant ensures it will notify the Vetted Improvement Program provider of intent to apply and, if awarded, will work in good faith with the Vetted Improvement Program.
- 9. For all pathways, the applicant will budget at least the minimum amount indicated in the Budget Object Code 6200 - Profession and Contracted Services.

Statutory/Program Assurances, cont'd.

- 10. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.
- 11. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 12. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 13. The applicant provides assurance it will participate in all grant requirements including but not limited to an ESF Self-Assessment, and ESF Diagnostic, developing a web-based improvement plan, submission of funding and pathway progress reports.

Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school support and improvement activities, including how the LEA will develop a web-based improvement plan for the eligible campuses selected for this grant.

The DCSI is committed to the success of each campus that wants to participate in the ESF Focused School Grant. Using the self assessments, each campus determines the immediate focus areas for improvement so that they can partner with the best-fit ESC Vetted Improvement Program capacity builder as part of this grant. The DCSI will assist each campus in taking their identified ESF Prioritized Focus Areas and the ESC Supported VIP?TIL chosen to ensure that they align for success. The DCIS will also review each campus Self Assessment and Targeted Improvement plan and work directly with the campus principal to ensure that the other identified activities and supplemental funds to be purchased are the correct direction that campus should take for improvement. NCISD assures it will participate in all grant requirements including but not limited to an additional ESF Self-Assessment, and ESF Diagnostic, developing a web-based improvement plan and progress submissions, submission of funding and pathway progress reports. As well as participation in feedback and coaching from the Division of School Improvement and participation in grant spending coaching and training. Each campus in our district has already completed a Targeted Improvement Plan in 2020, no matter their rating in 2018-2019. This improvement plan along with their campus improvement plan will serve as the beginning platform for the development of the required ESF web-based improvement plan.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor a web-based improvement plans upon submission and during implementation, and (b) Implement additional action following unsuccessful implementation of such plan after the first year of the grant cycle.

The DCSI has been identified as the Campus Grant Project Contact responsible for the implementation and management of grants. The Director of Federal/State programs will also be involved in monitoring the budgets of the grants to ensure that program guidelines are always followed and funds spent appropriately. Monthly and as required quarterly timelines will be established for the two year grant period to ensure: 1. Our district currently uses the 806 Technology Plan4Learning Campus Improvement plan platform. 2. We have already implemented our Targeted Improvement Plan objectives into the P4L Platform. 3. We monitor progress with formative and summative assessments throughout the school year. 4. Address any strategies and/or formative assessments that are not on target to meet the grant timeline 5. Ensure the cohort chosen is participating in and follows the ESC VIP/TIL established guidelines 6. Ensure ESC Supported VIP is being implemented with fidelity 7. Monthly and quarterly monitoring to make sure funds are being spent according to the approved budget Following a continuous monitoring cycle will allow the DCSI to take action sooner if a campus is unsuccessful in implementing the plan the first year. Being able to foresee what is not working and adjusting the plan and budget will allow for the campus to use the funds for the greatest benefit of the grant program purpose.

Goals, Objectives, and Strategies, Performance and Evaluation

1. Describe how the LEA will modify, as appropriate, practices and policies to provide operational flexibility to the awarded campus, that enables full and effective implementation of the Effective Schools Framework Essential Actions aligned web-based Improvement Plan.

The district has been facilitating ESF Improvement Plans with every campus since Fall of 2019. Each campus completed a Targeted Improvement Plan in 19-20 and used reflective practices review in summer 2020 to identify focus areas and essential actions for 20-21. Campuses have action plans aligned to their focus areas that address their identified barriers. Each campus is collecting artifacts for each essential action in their respective plans.

For flexibility, the district provides each elementary campus with an aligned scope and sequence with lessons and resources built by content experts in the Canvas Learning Management System. A weekly review of lessons and resources is provided by the district where teachers can ask questions and receive additional support. This allows the teacher to focus on the needs of the small group instruction and identified interventions for students. District instructional specialists are assigned to campuses on planning days to support teachers during planning and data review sessions.

In addition to the DCSI, the district ESF training from Region 6 will include other instructional staff (Instructional Coaches) to support campuses that are awarded the grant funds. This will enable a full and effective implementation of the ESF framework with TOT persons in the district for immediate access.

Alignment to the web based improvement plan includes campuses selecting consultants and adjusting their schedule to provide professional development and feedback based on their identified needs. For effective implementation the DCSI will review improvement plan strategies to ensure alignment to the focus areas and essential actions for improvement. Identified areas that are not being met will be a priority for the DCSI and campus principal.

Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Proposed budget for all 8 campuses consists of the following areas that were identified to meet the goals of the program for each campus:

6100 - Personnel and Payroll

- Stipends for ILT and Grant Project Coordinator
- Substitutes for professional development
- Benefits

6200 - Professional and Contracted Services

- Professional development for campuses in the following areas:
 - Data Disaggregation for Teachers and Administrators
 - Content area professional development for Math, ELRA, Writing and Science (as identified for each campus)

6300 - Supplies and Materials

- Math materials
- Reading materials
- Writing materials
- ELRA materials
- Science materials
- Supplemental testing materials
- Training books for teachers
- Classroom libraries for students

6400 - Travel and other operating cost (Professional Development for ESC)

- Administrator ESC VIP/TIL packages that are selected by campuses
- Teacher ESC VIP/TIL packages that are selected by campuses
- Other travel as needed for professional development in 6200

Currently local and federal funds are allocated to meet the goals of similar programs. For federal and state funds this includes but is not limited to Title I, Title II, Instructional Continuity grants, Restart grant and Early Education Allotment.

Adjustments will be made in the future to meet needs that are a process of the ESF Focused Support Grant. Federal funds allotted to each campus will be monitored to ensure that they are sustaining the work that has been done with the ESF Focused Support Grant. Local funding will also be monitored to ensure that it is aligned with the federal funds on the campus to ensure sustainability after the grant.

Budget Narrative, cont'd.

2. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received under this grant.

The district will work with campuses to review their local, state and federal funding sources so we can align those funding sources with the ESF Focused Support grant. All of the campuses applying for the grant are Title I campuses and have used these federal funds to support their success in working towards improvements in accountability.

Campuses choosing to partner with an ESC for a VIP/TIL program have used the ESC for teacher and leadership professional development in the past. Chosen VIP/TIL professional development services will align with the ESF Prioritized Focus Area(s) identified by the campus as well as the cohort which the campus chooses to participate.

Stipends are a grant funded cost and the employees will know that the stipends are for the two year period of the grant funds. Should the campus want to continue the stipends beyond the grant local or federal funds could be used.

Professional Development that is indicated in the ESF grant can be continued with local, state and federal funding. So continuity of services to teachers and administrators in the years following the grant should not be interrupted. This will also enable the campuses to pursue other needed professional development to continue to work of the ESF grant.

Supplemental supplies and materials to assist the ESF purposes may be purchased with the campuses local, federal and ESF grant funds. Purchases of supplemental supplies and materials will be reviewed by the DCSI and the Director of Federal and State Programs for verification that they align with the ESF Prioritized Focus Area(s) identified by the campus as well as the cohort which the campus chooses to participate.

For continuation of services for the 2023-2024 school year, the possibility of using the ESSER III funds could be an option. The ESSER III funds have a requirement that 20% of the funds are used in the district to assist student with learning loss through the implementation of evidence-based interventions, and ensure that such interventions respond to students academic, social, and emotional needs.

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