TEA
Texas Education Agency

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	Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement

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	**July 3, 2023-September 30, 2025**
Pre-award costs permitted from	**Award Date**

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): N/A

Applicant Information

Organization	Alice ISD	CDN	125901	Campus	Junior & High	ESC	2	EIN	NLMLE3VS6V71

Address	#2 Coyte Trail	City	Alice	ZIP	78332	Vendor ID	746000007

Primary Contact	Dr. Alma Garcia	Email	dralma.garcia@aliceisd.net	Phone	361-664-0981

Secondary Contact	Dr. Carl Scarbrough	Email	drcarl.scarbrough@aliceisd.net	Phone	361-664-0981

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. Carl Scarbrough	Title	Superintendent

Email	drcarl.scarbrough@aliceisd.net	Phone	361-664-0981

Signature	*Dr. Carl Scarbrough* (DocuSigned by: 7D5E75BC9432427...)	Date	4/19/2023

CDN 125901   Vendor ID 746000007   Amendment # N/A

Shared Services Arrangements

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

Number of Campuses Included in this Application

Pathway 1   0

Pathway 2   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.

CDN 125901 Vendor ID 746000007   Amendment # N/A

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.

CDN 125901   Vendor ID 746000007   Amendment # N/A

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.

> HOW THE LEA WILL SUPPORT CAMPUS(ES) IN CARRYING OUT SCHOOL IMPROVEMENT ACTIVITIES: The administration and school board of Alice ISD has a long history of supporting its campuses in their endeavors. If awarded the 2023-2024 ESF Grant, the district will provide support to its participating campuses (Alice High School and Adams Middle School) in the DEVELOPMENT AND IMPLEMENTATION of A Targeted Improvement Plan (TIP) that will be geared at building staff capacity, improving student growth, and increasing student achievement. As part of the ESF Grant, the district will support both campuses as they work with the partnering External Vetted Improvement Program (VIP) to address areas of weakness that have been identified in their Effective Schools Framework Diagnostics. These weaknesses include: 4.1: Daily Use of High-Quality Instructional Materials; 5.1: Professional Development for Effective Classroom Instruction; and 5.3: Data-driven instruction. Support that will be given will include:
> • Developing campus instructional leaders (principals, assistant principals, counselors, teacher leaders) by helping to develop clear roles and responsibilities befitting their position.
> • Having the district's VIP provide leaders & teachers with on-going, job-embedded, collaborative, student-centered professional learning that enables them to improve practice, grow in their leadership capacity, & meet performance expectations. This would include training, modeling, & preparing teacher leaders to lead collaborative learning sessions through Professional Learning Communities .
> • Appointing a campus leader, Campus Intervention Team (CIT), District Coordinator of School Improvement (DCSI), and a Principal supervisor to develop and implement the TIP based on grant goals and performance measures.
> • Analyzing data related to student performance, attendance, teacher skills, training completion, knowledge of Effective Schools Framework, and the Teacher and Student Advancement (TAP System) to identify areas that need improvement.
> • Providing participant support in three pillars, including face-to-face professional development, implementation support, and one-on-one coaching for Campus Instructional Leaders and Principal Supervisors. They will also receive help in consistent communication and responsiveness with Coaches, submitting artifacts, and implementing feedback.
> • Ensuring the campuses participate in ongoing feedback, coaching, and implementation support from the Division of School Improvement and engage in the supported Vetted Improvement Programs to build capacity.
> In short, the district will create and implement a TIP that meets the grant's purpose and addresses the campuses' specific needs. This will help improve the campus's academic performance. The campuses have been labeled as a Comprehensive Support Improvement (Alice High School-15 points) and Targeted Support (Adams Middle School-5 pts), with an economic disadvantage rate of 78.2% and 84.4% respectively (71-85% economically disadvantaged earns -5 pts), and defined as residing near a distant town (10 pts).

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.

> To MONITOR the schools receiving the ESF-Focused Support Grant UPON SUBMISSION AND IMPLEMENTATION, the district will utilize Plan4Learning (web-based platform) and work with the External VIP to determine how each campus is progressing within the success criteria for Essential Actions (EA) 4.1, 5.1, and 5.3 throughout implementation. Based on our initial ESF diagnostics, we have developed a plan for the scope of work for each campus. We will use the web-based improvement plan, Plan4Learning, to document clear, cyclical assessment points with the VIP to inform additional actions that may need to be taken if implementation was unsuccessful.
> The performance measures to be monitored will be in accordance with TEA-provided guidelines and include: 1.) Participation in an ESF-Diagnostic. 2.) Identification of a District Coordinator of School Improvement (DCSI) and Campus Leadership Team (CLT) differentiated trainings. 3.) Development of a Targeted Improvement Plan. 4.) Participation in feedback and coaching from the Division of School Improvement and selected Vetted Improvement Program. 5.) Participation in grant spending coaching and training. 6.) Number of one-on-one coaching cycles that occurred with all Teacher and Student Advancement (TAP System) participants directly coached by External VIP. 7.) Overall implementation of principal and/or principal manager action steps laid out in the program. 8.) The outcomes and completion rate of staff perception surveys provided by the External VIP and administered twice to three times yearly. 9.) Number and percent of instructional leaders and/or teacher leaders having completed all training dates for the Teacher and Student Advancement (TAP System) program.
> IMPLEMENT ADDITIONAL ACTIONS AS NEEDED TO MEET BARRIERS AND CHALLENGES AFTER THE FIRST YEAR OF THE GRANT CYCLE: If the program fails to show progress, the Campus Leader and CIT will meet to come up with strategies to improve outcomes. They'll analyze data to identify gaps in the program and decide on the best course of action. This may involve IMPLEMENTING ADDITIONAL ACTIONS, like improving communication with the VIP, having more frequent meetings between the Campus Leader and CIT, and scheduling more trainings to involve more teachers. These modifications will be made to ensure the program's success. The district may also seek guidance from TEA or other schools with similar programs to address issues appropriately.

Goals, Objectives, and Strategies, Performance and Evaluation

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

The district must take several steps to MODIFY ITS PRACTICES AND POLICIES to provide OPERATIONAL FLEXIBILITY to the awarded campuses, enabling the FULL AND EFFECTIVE IMPLEMENTATION OF THE EFFECTIVE SCHOOLS FRAMEWORK ESSENTIAL ACTIONS and aligned Targeted Improvement Plan. Below are some possible steps the district might take:

- Allow the campuses to modify their school and employee calendars as necessary to accommodate additional days of professional learning required to meet the goals of EA 4.1 and 5.1. This would include integrating the web-based ESF Targeted Improvement Plan (Plan4Learning) to support the campus improvement plan for ESF Focused Support Campuses.

- Assess the current policies and practices at the awarded campus to identify areas that need modification to effectively implement the Effective Schools Framework Essential Actions and Targeted Improvement Plan.

- Identify areas where flexibility is needed to support the implementation of the Essential Actions and Targeted Improvement Plan. For example, the district may need to provide flexibility in budgeting, staffing, scheduling, or curriculum to align with the Effective Schools Framework Essential Actions.

- Develop a plan that outlines the specific policies and practices that need modification, the desired outcomes, and the strategies for implementation.

- Communicate the plan with all relevant stakeholders, including school leaders, teachers, staff, parents, and community members, to ensure their understanding and support for the modifications.

- Provide professional development to the awarded campus staff on the Effective Schools Framework Essential Actions and the modified policies and practices.

- Monitor progress regularly to ensure that the modifications are effectively implemented and identify any areas that require further modification.

- Adhere to the goals and strategies listed on the Plan4Learning Campus Improvement Plans.

Overall, the district must be flexible and responsive in modifying its policies and practices to provide the operational flexibility required for the awarded campuses to effectively implement the Effective Schools Framework Essential Actions and Targeted Improvement Plan.

CDN 125901   Vendor ID 746000007   Amendment # N/A

Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including staffing, supplies and materials, contracts, travel, etc. Include a short narrative describing how adjustments will be made in the future to meet needs.

The budget will MEET THE NEEDS AND GOALS of the program, including STAFFING, SUPPLIES AND MATERIALS, CONTRACTS, AND TRAVEL.

1. Grant funds will be used to receive the minimum required trainings to implement the Vetted Improvement Program (VIP) provided by the National Institute for Excellence in Teaching (NIET). The program services will include:

Year 1:
- Minimum of 10 days of onsite coaching and support per school for TAP System implementation and school plan/TIP monitoring - 10 days X $2,750 X 2 schools = $55,000
- District Training for Leadership Teams, PLCs, TIP/School Plan, and T-TESS Deep Dive - 5 days X $2,750/day = $13,750

Year 1 Total- $68,750

Year 2:
- Minimum of 10 days of onsite coaching and support per school for TAP System implementation and school plan/TIP monitoring and 1 day of T-TESS deep dive - 10 days X $2,750 X 2 schools = $55,000
- District Training for TIP/School Plan Development - 1 day X $2,750/day = $2,750
- Leadership and PLC training for new leaders in year 2 (may be invited to attend the 3-day regional training if it is a small number). Estimated 10 new team members- $450 for 10 individuals= $4,500

Year 2 Total- $62,250

After year 1 implementation, the team will look at the support needs for the school(s) implementing and their progress towards their targeted improvement plan and determine what, if any, adjustments are needed for the support in year 2.

2. Instructional Materials have been budgeted to purchase materials for campuses to meet TEA criteria for high-quality instructional materials aligned to TEKS and the rigor of state assessments.

3. Professional development through on-site monitoring/coaching days will be planned with our VIP and Campus Instructional Leadership Teams collaboratively according to data generated at the campus level and implemented collaboratively with ILTs so that the campus has ownership in the Essential Actions for sustainability and capacity building.

4. Travel expenses have been budgeted for TEA-required events, VIP-required events, and district-directed trips to support the Effective Schools Framework.

5. Other materials/supplies for grant activities have been budgeted for costs directly associated with grant activities.

ADJUSTMENTS TO MEET FUTURE NEEDS: After implementing professional development training and materials with grant funds, the district will use a Distribute Learning Model for future staff development. If more funding is required, the district will seek support from local organizations, Title I, Title II, Title III, Title IV, and other sources for additional funds. These funds will replace equipment and any new software upgrades or professional development needed.

CDN 125901   Vendor ID 746000007   Amendment # N/A

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 district WILL ENSURE that CAMPUS LEADERS HAVE DIRECT ACCESS TO GRANT FUNDING to ensure alignment with the targeted improvement plan. This will be done via the following steps:

1. The district will provide clear guidelines and instructions on accessing the grant funds for the targeted improvement plan (TIP). This information will be communicated to campus leaders transparently and timely.

2. The district will work closely with campus leaders to identify the specific needs of the campus and develop a budget plan that aligns with the TIP. This budget plan will include all necessary expenses to implement the TIP and improve the academic performance of the campus.

3. The district will support campus leaders to help them effectively manage and allocate the grant funds to ensure alignment with the TIP. This support may include training, technical assistance, and regular check-ins to monitor progress and adjust the budget plan as needed.

4. The district will establish clear accountability measures to ensure the grant funds are being used in accordance with the TIP and the campuses are making progress toward its academic goals. This may include regular reporting requirements and site visits to ensure compliance and effectiveness.

Overall, the district will prioritize direct access to grant funding for campus leaders to ensure that they have the resources necessary to implement the TIP and improve the academic performance of the campuses.

RFA # 701-23-112 **SAS #** 578-24   **2023-2025 Title I, 1003 ESF Focused Support Grant**

CDN 125901   Vendor ID 746000007   Amendment # N/A

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 [   ]

CDN 125901   Vendor ID 746000007   Amendment # N/A

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