



**2023-2025 Title I, 1003 ESF-Focused Support Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2023**

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to **loiapplications@tea.texas.gov**.
The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 21, 2023**.

Grant period from

Pre-award costs permitted from

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Pathway 1: Pathway 1 Supplemental Attachment
3. Pathway 2: Pathway 2 Supplemental Attachment
4. Memo of Discussion

NOTE: All applicants MUST submit an appropriate Supplemental Pathway Attachment for EACH CAMPUS on behalf of which the applicant is applying.

Amendment Number

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

Applicant Information

Organization CDN Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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

Number of Campuses Included in this Application

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2025 Title I, ESF-Focused Support Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 Title I, ESF-Focused Support Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with the requirements of [Every Student Succeeds Act Provisions and Assurances](#).
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. Title I served Federally Identified campuses awarded this grant will engage in the Effective Schools Framework (ESF) continuous improvement process and create a plan to be submitted to TEA that addresses the selected pathway aligned to the Essential Actions (EA) from the ESF.
- 8. The applicant ensures it will notify the Vetted Improvement Program provider of intent to apply and, if awarded, will work in good faith with the Vetted Improvement Program.
- 9. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.

Statutory/Program Assurances, cont'd.

- 10. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 11. The applicant provides assurance it will participate in all grant requirements including but not limited to an ESF Self-Assessment and ESF Diagnostic, developing a Targeted Improvement Plan, and submission of funding and pathway progress reports.
- 12. The applicant provides assurance it will provide awarded campuses access to grant funding and funding information in a timely manner, so that funding can be used to meet the needs and action steps of the campus during the grant period.

Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school improvement activities, including how the LEA will help develop a Targeted Improvement Plan for the eligible campus(es) selected for this grant.

The district Superintendent, acting as DCSI worked with the campus principals and the campus leadership team to complete an ESF Self-Assessment for the campus in the fall of 2022. In addition, an ESF Diagnostic was conducted by ESC 6 personnel in the spring of 2023. The diagnostic results showed a need for growth in Lever 4 - Highly Qualified Instructional Materials and Assessments (specifically 4.1, Daily use of high-quality instructional materials aligned to instructional planning calendars and interim formative assessments) and Lever 5 - Effective Instruction (specifically 5.1, Effective classroom routines and instructional strategies). Under these levers, specific areas for focus that are planned for the 2023-24 school year are (1) Lesson planning and (2) Formative assessments. The campus will seek TIL training from Region 6 ESC . This campus has experienced extensive teacher turnover and a shortage of certified teachers to fill important core subject classes. The Superintendent has worked closely with principals to remedy this situation by implementing an active teacher recruiting program and enacting incentives to retain teachers in the district. These efforts have led to a more stable staff. However, many of the new teachers lack years of experience and some are working through alternative certification programs. They are in need of training in effective instructional strategies and use of formative assessments that will lead to student success in the classroom. Teachers have been given some training in data collection but lack the knowledge of how to use that data to drive future instruction. The district will support the campus in developing a Targeted Improvement Plan by ensuring that campus leadership and the campus leadership team are given sufficient time and resources to write the TIP. The DCSI will review the plan with campus leadership to ensure that the actions and goals are aligned with the Diagnostic findings.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor Targeted Improvement Plans upon submission and during implementation, and (b) Implement additional actions as needed to meet barriers and challenges, after the first year of the grant cycle.

The DCSI will monitor the campus receiving the grant through the 806 Technologies platform. The DCSI will meet weekly with campus leadership to monitor TIP actions and goals and to develop action steps to meet those goals. The DCSI will provide scheduled monitoring to ensure action steps are implemented with fidelity and will address any barriers that arise. Timely necessary adjustments will be made to the plan to align with TIL training and to ensure that the campus will be successful. Because we are a small, rural district, changes to master schedules, professional development schedules, etc. will not be barriers. However, the District will reach out to Region 6 for support should any barriers arise.

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 will make any necessary changes to professional development calendars, master schedules, and job descriptions as well as adding support staff if needed to ensure that the campus leadership have the resources needed to strengthen Lever 4.1 and 5.1. The district will continue to provide quality curriculum and resources via TEKS Resource System, DMAC and HQIM such as Amplify Reading and Eureka Math. The district has worked closely with Region 6 and will continue to follow their lead, guidance and recommendations and make adjustments when needed. The DCSI and campus principals have all received ESF training. As a small, rural district, our policies and procedures are easily adjusted to better meet the campus needs and best practices. Close communication between campus and district personnel is an asset in making adjustments and providing the flexibility needed by the targeted campus.

Budget Narrative

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

The proposed budget will include prices quoted by Region 6 for TIL training including the participation of DCSI, campus principals and the Instructional Leadership Team. Region 6 has quoted a cost of \$20,800 for professional development over the two years of the grant. The goal for this 2-year sustained, professional development will be to have all teachers creating effective lesson plans, using research-based instructional strategies and assessments and receiving timely constructive feedback from their instructional leaders which will lead to further student success. The campus currently conducts weekly PLC meetings to review student performance data and to discuss effective instructional practices. The instructional coach, along with the campus principals provide model lessons for classroom teachers that align with the Targeted Improvement Plan and TIL trainings. The remainder of the grant will be spent on providing additional professional development opportunities and instructional coaching that pertains to the ESF Framework for the campus. If adjustments to the budget are necessary, the district will submit an amendment to the grant and upon TEA approval will make the needed changes to the grant budget.

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.

To ensure that campus leaders have direct access to grant funding, the District will create budget codes specifically for the ESF Grant and will give campus principals direct access to those budget codes. The DCSI will approve each purchase order utilizing the ESF grant funds to verify that the expenditures align with the actions and goals of the Targeted Improvement Plan.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment