



# 2020-2021 Statewide ESSA Title I, Part A Capacity Building Initiative

**Application Due 11:59 p.m. CT, August 24, 2020**

NOGA ID

Authorizing legislation

**ESEA of 1965, as amended by the ESSA, Sec. 1111(g)(1)(A)-(2)(N)**

This application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov)

Application stamp-in date and time

The 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, August 24, 2020**.

Grant period from **September 11, 2020 - August 31, 2021**

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)

### 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):

- 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 permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

**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 xxx Program Guidelines.
- The applicant provides assurance to adhere to all the Performance Measures, as noted in the xxx Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant provides assurance they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2020-2021 Statewide ESSA Title I, Part A Capacity Building Initiative Program Guidelines.
- Applicant provides assurance to adhere to all Performance Measures, as noted in the 2020-2021 Statewide ESSA Title I, Part A Capacity Building Initiative Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

**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.

The program would focus on improving student achievement, ensuring LEAs have sufficient guidance and technical assistance to meet federal compliance requirements, and strengthening the quality of local ESSA programs, while promoting a coordinated use of funds for best practices aligned to TEA Strategic Priorities in the ESSA Consolidated State Plan. This would include professional learning opportunities, updated and new guidance documents, and opportunities to collaborate with the other Education Service Centers to help guide compliance and programmatic trainings for LEAs.

The mission of Region 10 is to be a trusted, student-focused partner that serves the learning community through responsive, innovative educational solutions. As our mission statement and priorities already authentically align with this grant, being the recipient of this grant award will allow Region 10 to carry out its mission and priorities by utilizing our collective expertise to build the capacity of all statewide stakeholders through various professional learning modalities, guidance documents and resources.

In order to fulfill our program goals, the special revenue team will be involved in the implementation of this grant. We will meet monthly to discuss the following:

We will conduct an internal needs assessment to identify any additional expertise that is needed to meet all program requirements. If needed, we will review and vet any other internal consultants or outside contractors that may bring additional value to the team.

We will draft project activities and timelines for TEA prior to launching the design and implementation of the professional development opportunities and resources and guidance documents.

We will conduct a review of grant deliverables and ensure that the goals and project activities are assigned specific categories and/or phases. This will allow the ESC team to identify key staff members whose skills and talents align with the design and development of specific activities and appropriate timelines.

We will collaborate with the TEA staff to review and make adjustments to the plan as needed. This approach will ensure that the TEA has the opportunity to review the plan and make recommendations and/or revisions as appropriate.

We will ensure that a project evaluation tool is utilized to track and monitor the progress of the plan. This approach will be comprehensive to ensure that project team members produce deliverables in a timely fashion with clear, established lines of communication. Our collective experiences and expertise will ensure all areas of Title I are considered with the utmost care and attention when creating the deliverables outlined in this grant.

**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
Assistant Director, Special Revenue (<.5 FTE) - Will oversee the project with program coordinator and manage budget for compliance with TEA guidelines	Master's Degree preferred, extensive knowledge of Title I, program and fiscal guidelines, EDGAR requirements, CARES and federal programs knowledge, leadership and communication skills to help manage work with stakeholders
Program Coordinator (1 FTE) - will be responsible for coordinating all efforts with TEA, ESCs and other stakeholders, will be the face of the initiative	Master's Degree preferred, extensive knowledge of Title I program and fiscal guidelines, CARES and other federal program knowledge as it relates to position, strong leadership, communication, and organizational skills
ESSA/Title I Consultants - (3-4 <.5 FTE) - staff will lend their expertise to help facilitate meetings and collaborate on guidance documents and resources	Master's degree preferred, knowledge of Title I, CARES and other federal programs. experience with leading and creating training modules, strong organizational and interpersonal skills.
Support Staff (2<.5 FTE) - support staff will help coordinate/plan meetings and help with bookkeeping responsibilities required for the grant.	High school diploma; communication and interpersonal skills, ability to follow, apply, interpret and explain instructions/guidelines; computer and bookkeeping skills, strong organizational skills.

## Goals, Objectives, and Strategies

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

Region 10 will continue to provide sustained support and work cooperatively with TEA, the ESCs, and the LEAs throughout the state to ensure student success. We will continue to do this through high quality technical assistance, resource development and promoting the coordination of funds for best practices alignment. Region 10 will work collaboratively with TEA, statewide ESCs and LEAs to maintain and update the Capacity Building website. Resource and guidance documents will be created and updated to provide high quality technical assistance to support LEAs with Title I, Part A, Part D, and CARES Act funding. Region 10 is a leading resource for PNP equitable services, we will create and update the PNP toolkit and website to help ensure compliance with equitable services requirements. Region 10 has a Communication department that is able to produce and help develop high quality videos and other resources to highlight promising practices for PNP, Title I Parts A and D. We will work with TEA and the other ESCs to ensure all resources are easy to access on the Capacity Building website and work to highlight best practices with a rotating theme around Parent Family Engagement, Title I and PNP. Region 10 strives to build the leadership, presentation and training skills of all of its employees through research based instructional based models. These skills will ensure that we are able to assist TEA with trainings to the ESCs, LEAs and campuses across the state. We will continue to stay abreast of all guidelines and requirements associated with CARES funding and the coordination of those funds with Title I and other federal programs. Another goal of the program will be to help bridge the gap between federal programs and fiscal compliance components of the grant programs. This will ensure strong programs through financial and programmatic compliance. This will be done through training modules and webinars. The CBI would also review the most recent random validation findings to create trainings.

## Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

One of the major objectives of the CBI was the creation of and the maintenance of a secure website with resources made available to the ESCs, PNP Workgroup, and the committee of practitioners. Region 10 has created and continues to maintain this website. We will ensure that those requesting access are group members and given access within two weeks of membership. We will ensure that group emails are shared in a timely manner and are to the quality expected of a statewide initiative. Draft minutes after meetings will be written and submitted to TEA within one week of meeting date and made available to members after approval from TEA. Region 10 will continue to update the website with best practices, NDS videos and newly created resources per TEA approval. All new resources will be advertised to the ESCs through the NOW, TETNs, and emails as they become available. We will ensure that at least three will be created by the end date of the grant year. The CBI will continue to create high-quality videos, banners and certificates for National Distinguished Schools recipients. The coordinator will ensure that the principals are notified and kept abreast of all timelines for planned visits to their campuses and to the National Title I conference, ACET and a campus award ceremony. Region 10 was able to produce videos for the NDS recipients in the year that they won and showcase the videos at the current year ceremony. We will continue to provide these videos for TEA approval and make them available on the website no later than July 1, 2021. By continuing to highlight best practices around the statewide and updating the best practices clearinghouse LEA student outcomes could be affected by having quality resources to use through their ESC. To ensure we are meeting our performance measures we will utilize a timeline approved by TEA to make sure we will meet deadlines. We will have monthly meetings regarding the creation of resources to ensure we have at least three completed by the grant end dates. We will also review compliance reports for the ESCs to ensure we are meeting the needs of our LEAs and reaching them through our trainings, meetings and webinars. We will also have meetings with TEA to ensure we are exceeding their expectations and the needs of the ESCs, LEAs and students statewide.

**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 will include the following major categories: Payroll for required and supplemental staff to help with the initiative, contracted service to create the videos for National Distinguished Schools, travel to conferences to stay abreast of the latest programmatic and fiscal requirements for Title I, parts A and D, PNP and CARES Act funding. We will continue to budget funds for supplies and materials to support the program.

It is estimated that 60% of the overall budget will be allocated to salaries of the professional and support staff that will be integral in the success of the grant program. This is including the full-time coordinator of the initiative that will be dedicated to the program. A full-time dedicated employee will ensure that we meet our goals and objectives and are available to TEA to help meet their needs and stay in communication with the ESCs, LEAs and other stakeholders. The remaining payroll will help support the capacity building initiative by paying partial salaries of consultants to help create resources, support staff to organize and plan meetings and the assistant director who is responsible for reviewing the budget and ensuring program compliance.

Roughly 15% of the budget is dedicated to the contract for the development of the NDS videos, including travel to the recipient districts and time editing the footage from the each of the visits. Funds are also budgeted to create the banners and certificates for each of the recipients to have high-quality materials to build capacity. A portion of these funds will also be set-aside to help create and develop new online resources and tools for ESC, LEA and TEA use.

Required travel to conferences and TEA Face to Face conferences is another major piece of the proposed budget. This will ensure that the full-time coordinator is able to attend the required trainings to stay abreast of updates but to also present and be the face of the statewide initiative. By setting aside these funds we are able to ensure that we are representing the state of Texas with the latest information at national conferences and are able to share information with the ESCs, LEAs and TEA. Funds are also allocated to the travel of the coordinator to the National Distinguished schools to record footage for the video and the presentation ceremony at each district.

The remaining budget will be used to purchase supplies and materials to help facilitate trainings and create resource materials necessary to fulfill the requirements of the grant and meet the needs of the other ESCs, TEA and LEAs.

Region 10 is fortunate to have other statewide initiatives that support TEA, the other ESCs and the LEAs. Funds are allocated similarly to pay for dedicated staff and travel to trainings with TEA staff as well as trainings required to maintain a strong knowledge base.

The Special Revenue Assistant Director will work with the business office to ensure the funds are being spent in a timely manner and in compliance with all program and fiscal guidelines. If funds are needed in an area not originally budgeted, we will submit an amendment to TEA to ensure compliance and to meet the needs of the program if changes are requested. The Special Revenue team and the Business Office at Region 10 work closely together to ensure funds are available to make changes as needed and allows the program team knowledge of where funds are available to spend on the initiative.

**Statutory/Program Requirements**

1. Describe your plan to fund a minimum of .6 of a FT employee from initiative funds to coordinate the work of the initiative. Staff member must be approved by the TEA AC for GCA or his designee and be the primary subject matter expert of the initiative and primary contact with the TEA program office, with a total min. of 1 full FTE funded and working on initiative responsibilities and activities, more than 1 FTE may be proposed and funded.

Region 10 plans to fund a full-time FTE that will be the face of the Capacity Building Initiative and will spend their time dedicated to the initiative and its success. By utilizing the funds in this manner we will ensure that all performance measures are met and high-quality resources will be created for TEA, ESC and LEA use. A dedicated FTE will allow for timely meetings and updates to TEA as well as the ability to work on guidance documents and resources as requested by TEA and the other ESCs. This will also allow for timely updates to the website and the ability to research best practices to update the webpage. Consultants and the Assistant Director will also be partially funded from the initiative to lend their expertise to the creation of resources and updates to current toolkits and presentations for ESC training purposes. The PNP Coordinator will also lend expertise to the initiative and ensure quality technical assistance to the other ESCs, LEAs and COP members. A portion of the budget will also be used to pay a percentage of at least one support person who will help schedule and plan meetings at the ESC and coordinate travel to conferences to represent TEA and to gain knowledge to stay the subject matter expert of the initiative. The full-time coordinator will also be able to dedicate time to work on the NOW and send out updates through the listserv and post updates from TEA staff in a timely manner.

2. List examples of trainings and resource documents the initiative could develop to provide to ESCs and LEAs.

Region 10 will create webinars, tools, videos and online courses pertaining to Title I, Parts A and D and the CARES Act funding. We will create Professional Development opportunities for LEAs on Title I, Parts A and D. We will create videos, webinars and toolkits to ensure compliance with PNP Equitable Services and maintaining a website with promising practices and coordinated collaborations and aligned to the TEA Strategic Priorities. Resources on allowable uses of Title I, Parts A, D and CARES Act funding such as webinars, guidance documents and best practices. Develop videos and one-pagers for National Distinguished schools and list best practices from prior and current winners. Support the TEA Strategic Priorities by creating online training tools and resources to help LEAs and ESCs in the implementation of schoolwide programs, equitable services for PNP schools, Title I, Part D Subpart 2 programs and Title I, Part A Targeted Assistance Programs. Work with Region 16 to distribute Parent and Family Engagement tools to help engage parents and families to ensure student success. Create resource documents on fiscal compliance for program staff, helping to bridge the divide between program and finance staff at the LEA and ESC level. Updates to current CIPs and Comprehensive Needs Assessments to ensure alignment between needs and spending at the campus and LEA levels. Create and maintain newsletters for PNPs quarterly to keep them updated with changes in requirements under CARES and ESSA. Create updated videos on PNP consultations and securing affirmations, creating timelines for LEAs and ESCs to share so requirements are done in a timely manner and in accordance with federal requirements. Review latest random validation results from LEAs with TEA permission to create trainings and professional development to ensure all LEAs are trained in areas that are being missed. Create streamlined trainings for Random Validations so all ESCs are sharing the same information per TEA requirements. Create documents on coordination of funds with other federal programs and related state funding to maximize programs for student and educator success. Create relevant and timely presentations for ACET and other national and state conferences.

**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.

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**Amended Section**

**Reason for Amendment**