



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="3"/>
Pathway 2	<input type="text" value="4"/>

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.

Alief ISD will support schools engaging in this ESF grant opportunity by partnering with campuses individually in professional development and collaboration meetings to provide guidance on Target Improvement Plans (TIP) and adjusting support to meet the campus needs. These meetings will include central and campus leadership on a routine monthly basis so that there is consistency in the opportunities to reflect, learn, and make adjustments that will support each campus in their success. All campuses have rooted their current improvement plan and goal efforts in either a district led self-assessment aligned to ESF, or an ESF diagnostic was performed at the campus with the ESC region partner. Central administration will support the campus principal as they facilitate the meetings to hold a balance in progress monitoring and assessment of implementation in actions from the TIP so that the campus can identify barriers to inform decision-making and drive new actions. Additionally, campus teachers will be a partner in the reflection conversations as a necessary voice to the work that is being done. The cohort of campuses that Alief is seeking to administer this grant has already been practicing in the use of a web-based improvement platform this year and Office 365 platforms. Additionally, three of the seven proposed campuses used ESC Regions 4's Targeted Improvement Plan form this year and five of the seven campuses were TIP locally progress monitored with central administration facilitation support at the same rigor of TEA required TIP monitoring schools. The acceleration of this practice with EALS and E3 Alliance will only enhance the continued real time and efficient collaboration of analyzing roles and responsibilities carried out in practices at planning and PLC as they work to effectively and efficiently address their actions and ESF goals. Additionally, this partnership will help our campus leaders develop sustainable aligned systems that improve instructional practices and outcomes for our students.

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.

Each campus involved in the grant will align their calendars with the Associate Superintendent (principal supervisor) and the DCSI to have monthly check-in meetings collaborating on the actions in their improvement plan, and monitoring meetings with their partnered EALS and E3 Alliance coach. Similar to the current TEA TIP, the agenda and discussions will be guided by the progress monitoring questions that seek clarity in reflection towards next steps and adjustments. Additionally, campuses in this grant will collaborate with their vetted partner coach and central district support leaders to work alongside the campus instructional leaders so that they can serve as a resource to best practices and help facilitate the district and campus principal's vision and ESF goal. Each of the described checkpoints will create proactive monitoring using data from universally designed walkthrough forms rooted in ESF 4.1 and 5.1; as actions arise that do not result in intended outcomes, stakeholders are able to readily collaborate and address an adjustment moving forward that does not take the campus off track from reaching their Cycle goal/ Desired Annual Outcome and long term ESF and Campus Accountability goals. Actions and discussions will be set with the vision that they are building systems and structures towards sustainability and should last beyond the two-year time frame in levers 1.1, 5.1 and 5.3. Furthermore, the campus and district will hold a mid-plan check-in conference during the summer of 2024. The campuses will reflect on their first-year goals and achievement in systems, in order to adjust for next year, and find areas of improvement or re-development in the web-based TIP plan prior to the start of the start of the second school year. This midpoint check-in collaboration meeting will include data reviews of student achievement data as well as walkthrough data and data from their most recent ESF Diagnostic to identify which systems are improving student outcomes and things that need to be adjusted to make informed decisions for the year two plan.

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.

Alief ISD will rely on the collaboration meetings with the Principal, EALS & E3 Alliance coaches, Associate Superintendent (principal supervisor), and the DCSI to drive informed implementation. These stakeholders will hold quarterly oversight meetings to keep track of campus support needs to establish the operational flexibility based on the collaboration of the oversight. This is a practice that our district has utilized frequently with our campuses that are required to implement a TEA TIP. The outcomes of these meetings allow for the district to make staffing adjustments, budgeting allocations, and procurement of resources to implement their plan as well as data analysis for the various elements of their web-based improvement plan.

The Effective Schools Framework will and has always served as the structure and guide during oversight discussions paired alongside the campus plan to make the best decisions so that the campus can fulfill the actions in the improvement plan and achieve its goals. The intent of the district oversight committee collaboration is to remove barriers from the campuses and provide support in a timely fashion to enable full and effective implementation of the ESF essential actions aligned with the improvement plan. Key decision makers, including the principal supervisors, are intentionally included in these meetings to facilitate the work and support from a policy and practice perspective. The continuous improvement cycle will be implemented throughout the year as part of this process's effectiveness and use.

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.

Alief ISD grant leadership team, led by the Chief of Accountability and Associate Superintendents, built the \$700,000 budget in accordance with grant guidelines. The budget is designed to support 3 eligible High School campuses under Pathway 1 – participation in regional education service center for Essential Actions Lever Support Program (EALS) with ESC region 4 and 1 Middle School, 1 Intermediate school and 2 Elementaries under pathway 2-partnership with ESF external vetted partner E3 Alliance. The total budgeted cost of those consulting partnerships for 7 campuses is \$370,000. An additional \$70,000 is budgeted for other consulting services, as needed for each of the 7 participating campuses. The district's assistant superintendents, as project managers, will work closely with each campus leadership team, with the campus needs assessments as a guide, to identify and prioritize unique needs. The \$246,000 payroll budget is for teacher extra duty pay (\$216,550), with \$29,450 also included for fringe benefits as determined by district payroll standards. The \$14,000 program supplies and materials portion of the budget is a \$2,000 allocation to each of the 7 participating campuses to support these ESF initiatives.

The grant leadership team, led by the central assistant superintendents and School Improvement & Accountability Department leaders, will meet regularly throughout the grant period to assess program progress and budget implementation. Central leaders will be in regular communication with participating campus leadership to monitor progress and spending, and will adjust, as necessary, in line with district procedures and grant guidelines.

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.

Campus principals will be active partners in this grant funded program. With the use of the web-based platform Plan 4 Learning district-wide, central and campus leaders will collaborate to enter each of this project's components as part of the campus' Targeted Improvement Plan. Subsequently, each component will be progress monitored and updated at the campus level. Principals have direct access to budget information in Plan 4 Learning, including funds specifically allocated to this grant project.

At monthly TIP progress monitoring meetings, principals and central school improvement staff discuss goals and actions as aligned to that campus' budget. Principals have a voice and influence on the budget through these meetings.

At the central accounting and compliance level, the grant award is set up with distinct allocations and separate budget codes for each campus. Principals work closely with central staff to ensure timely and appropriate use of grant funds, as well as compliance with district, state, and grant-specific rules and regulations.

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