



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):

Applicant Information

Organization 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="0"/>
Pathway 2	<input type="text" value="14"/>

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.

International Leadership of Texas (ILTexas) has a culture, climate, motto, and ideology of putting "Others Before Self" that is demonstrated through collaboration, support, and service. ILTexas will support implementation of school improvement activities through the development of a campus support team comprised of Campus Leadership, additional Campus Stakeholders, Area Superintendents, the District Coordinator for School Improvement (DCSI), Organizational content experts, the Federal Programs Department, and the Vetted Improvement Plan partner. This team will collaborate with campus educators and leaders in the development of their Comprehensive Needs Assessment (CNA) and Targeted Improvement Plan (TIP) through the grounding and centering of the Essential Actions contained in the Effective Schools Framework model. As the CNA and TIP are active, living, editable documents, both will be reviewed quarterly by the campus support team to identify if needs, actions, and school improvement activities need to be adjusted for student outcome maximization. The campus support team will provide regular professional development, weekly coaching, capacity building activities, celebration of wins, and options for course modification (as needed) with staff serving our students and implementing the plan. Lastly, evaluations based on quantitative and qualitative data will be reviewed quarterly within the campus support team for the purposes of increasing academic success, increasing educator skillsets, providing resources, and full implementation of the programmatic intents of the grant.

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.

International Leadership of Texas (ILTexas) enacts a collaborative model with meeting the academic, social-emotional, and overall holistic needs of the students and families we serve. As part of the collaborative model campus teachers meet regularly with organizational content experts and campus instructional leadership staff. In doing so, formative evaluations are occurring consistently for the purposes of improving the quality, depth, and breadth of instructional practices buttressed by quantitative and qualitative data analysis. To centralize evaluative practices ILTexas employs the usage of an online platform that houses Campus Needs Assessments, Campus Improvement Plans, and Targeted Improvement Plans (as applicable). Campus Leadership, Area Superintendents, the District Coordinator for School Improvement (DCSI), Organizational content experts, the Federal Programs Department, and the Vetted Improvement Plan partner will monitor Targeted Improvement Plans (at a minimum quarterly) throughout grant implementation and submission. Should unsuccessful implementation of the Targeted Improvement Plan occur after the first year of the grant cycle, collaborative meetings with the previously mentioned stakeholders will occur every two months with the intent of increasing implementation support. The outcomes of each meeting will determine the next level of individualized support required by each campus to ensure successful implementation of the grant program.

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.

International Leadership of Texas (ILTexas) campuses prepare students for exceptional leadership roles through the personalization of student academic, social-emotional, and community service outcomes. Both the Effective Schools Framework (ESF) Essential Actions and the Targeted Improvement Plan (TIP) are centered in improving the wholistic and comprehensive success of students and staff served on campuses through engagement in a needs assessment process and targeted action plan. Through the implementation of effective instructional practices, high-quality instructional materials and assessments, positive school culture, and strategic staffing ILTexas empowers campuses to modify, as appropriate, practices and policies for the intent of maximizing effective implementation of the ESF Essential Actions and TIP. Operational flexibility, for the purposes of implementing this supplemental competitive grant opportunity, will include but is not limited to regular collaborative meetings between campus leadership, their DCSI, Area Superintendents, Headquarters pedagogical experts, and the Federal Programs Department for the purpose of identifying ways to maximize programmatic implementation of the grant. If adjustments are needed for grant implementation this vested group of educational leaders will review options for increasing flexibility to fulfill grant intents, update the Campus Improvement Plan, Targeted Improvement Plan, communicate updates to campus stakeholders and headquarters staff, and amend the grant application. This collaborative approach to programmatic implementation will allow for organization wide responsiveness to needs as they arise.

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.

International Leadership of Texas implements fiscal responsibility through the usage of strong internal controls (policies, procedures, etc.), thorough record keeping, and regular professional development for staff that engage with federally funded programs. This allows for positive stewardship of federal funds in accordance with Generally Accepted Accounting Principles (GAAP) and the Education Department General Administrative Regulations (EDGAR). The proposed budget will meet the needs of the eligible campuses and goals of the program through the maximization of coaching, collaboration, and professional development centered in building the capacity of campus leadership and campus educators. Utilizing sixty percent of the proposed allocation (not inclusive of indirect costs) for contracted services will provide campuses high quality support through professional development with the goal of increasing effective classroom instruction, building educator capacity through observation and feedback cycles, and increasing the skill sets of staff to engage with data-driven instruction. Doing so will directly impact the quality of education provided in the classroom. Thirty percent of the proposed allocation (not inclusive of indirect costs) is ear marked for the required expense of partnering with an External Vetted Improvement Program. In addition, ten percent (not inclusive of indirect costs) is allocated for travel expenses required by the Agency for the purpose of engaging in events and district-directed trips to support the Effective Schools Framework. Lastly, 4.308% of the overall allocation is earmarked for indirect costs. As the Targeted Improvement Plan is implemented and new needs arise specific to campus success and ESF tenants, the campus leadership, DCSI, and other vested Charter personnel will meet, engage in the needs assessment process, and identify which areas (if any) may need to be adjusted. If required, a grant amendment will be submitted.

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.

International Leadership of Texas will provide access for campus leadership to fully engage with their budget for the purposes of implementing this supplemental, competitive grant. This will include, but is not limited to, submitting requisitions for allowable expenditures, viewing the grant award, budget, expenses, and encumbrances within our accounting software. In addition, internal federal funding professional development (post award), technical assistance, collaborative meetings, and campus consultations will be available at campus discretion with their Area Superintendent, District Coordinator for School Improvement (DCSI), and Federal Programs Department to support the implementation of the program and associated funding.

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