



**2021-2023 Title I, 1003 ESF-Focused Support Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2021**

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, 2021**.

Grant period from

Pre-award costs permitted from

Required Attachments

- Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
 - Pathway 1: Pathway 1 Supplemental Pathway Attachment
 - Pathway 2: Pathway 2 Supplemental Pathway Attachment
- 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 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 NOT permitted for this grant.

Number of Campuses Included in this Application

Pathway 1
 Pathway 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 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 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. For all pathways, the applicant will budget at least the minimum amount indicated in the Budget Object Code 6200 - Profession and Contracted Services.

Statutory/Program Assurances, cont'd.

- 10. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.
- 11. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 12. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 13. 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 web-based improvement plan, submission of funding and pathway progress reports.

Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school support and improvement activities, including how the LEA will develop a web-based improvement plan for the eligible campuses selected for this grant.

BISD will support campuses by supporting administrators to protect their time dedicated to campus instructional leadership. We have hired four academic response to interventionists, one behavior interventionist, and four instructional coaches for the elementary grades. We also hired a director of elementary curriculum, a director of secondary curriculum, and a coordinator of special populations. Every grade level from kindergarten through sixth grade has a team leader for English Language Arts and Math. Our secondary campuses have a department head for each of the four core subjects. Our plan is to continue with these services and add instructional coaches at the secondary level. These positions have provided administrators more time in the classroom to be true instructional leaders. The only experienced principal we currently have is at our highest needs campus which is East Elementary that is IR comprehensive. The other five campus principals have one to two years of experience as principals, which has been in the midst of COVID. Two campuses currently engaged in school improvement have been trained in TIL Action Coaching, Lesson Planning, and DDI. We have seen the growth and improvement in those campuses over the past two years, and we feel the TIL training has been a huge part of moving those campuses forward. Schools that receive this grant would also have the opportunity to engage in TIL training based on their needs. Funding would be used to contract with Education Service Center 15 to provide TIL training and for other quality professional development such as Professional Learning Community training. We would also continue Action Coaching from campus administrators to teachers, and district administrators to campus administrators. The Brownwood ISD Leadership Summit will be held in June to support our administrators and leadership teams. Some topics that we are planning to include, but are not limited to, will be time management, instructional leadership, accountability, hiring processes and documentation, discipline management, and budget. We plan on basing our training as much as possible on the Essential School Framework, but know that our principals would gain more expertise if they could attend TIL trainings offered by ESC 15 over the next two years through this grant. District leaders will support campuses that receive this grant by continuing our partnership with ESC 15, prioritizing the development of campus instructional leaders to support the plan, and being involved in the plan development, implementation, and monitoring process. Since we have been involved in developing and implementing TIP Plans for two of our campuses over the past two years, we feel we have the background knowledge to help any campus that receives the grant write a quality plan and implement it with fidelity.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor a web-based improvement plans upon submission and during implementation, and (b) Implement additional action following unsuccessful implementation of such plan after the first year of the grant cycle.

BISD will monitor schools that receive this grant through locally developed year-long calendars with curriculum-based assessments, assessments and progress monitoring, benchmarks, data meetings, weekly cabinet meetings for district administrators, monthly leadership and learning meetings with all administrators and directors. Agendas for leadership meetings will include specific items to address celebrations, issues, and action steps for needed adjustments to meet the goals of improvement plans. We would also contract with ESC 15 where each campus receiving this grant would have an ESC specialist on campus twice every six-weeks. Plans would be reviewed every three weeks at the district data meetings with principals and directors. After these meetings the director of elementary and secondary curriculum, along with ESC support will monitor and adjust as needed. Instructional leaders will use the data to drive any adjustments that will need to be made periodically, but specifically after one year of implementation.

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 aligned web-based Improvement Plan.

Each campus that receives the award will be closely monitored by the ESC support, directors of curriculum and instruction, and grant project director. Through our Texas Instructional Leadership training with ESC 15, we would be better equipped to monitor our action steps and clearly articulate our next steps. All supervisors have successfully completed action coaching and this process will continue. Feedback meetings to name successes would be conducted. Through T-Pess self-assessments, key actions for each leader would be stated and these would be supported through professional development and coaching. As we work through the process our year-long calendar would be adjusted as needed to support our actions named in the improvement plan.

Budget Narrative

1. 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 includes ESC support to provide our Texas Instructional Leadership training and would also allow us to provide Professional Learning Community training based on researched-based opportunities. Due to already having instructional coaches through elementary, this grant would help us provide secondary with two instructional coaches. It would also allow us to pay for tutors to help support the work of our response to interventionists as they assess and progress monitor our tier 2 and tier 3 students. Substitutes would be provided for teachers to train and plan each grading period as well.

We have six principals and seven assistant principals in Brownwood ISD. Only one of these principals has any experience and with twenty-plus years as an administrator, she is at our highest need campus. The other five are either first or second year principals in which both years have involved COVID. Of the seven assistant principals, three moved directly from teaching in the classroom to this new role, two came from outside the district in which one has very few years of administrative experience, and the other one brings some administrative experience from another state. This grant would help us train our administrators in Effective Schools Framework/Teacher Instructional Leadership and Professional Learning Communities. With this whole process, our campuses would have well-versed training to lead campuses with backward design and be proactive instead of reactive.

Once the grant is completed in two years for the areas proven successful, we would attempt to fund locally or through other federal, state, and local grants.

Budget Narrative, cont'd.

2. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received under this grant.

We have hired four elementary academic response to interventionists, one behavior interventionist, four elementary instructional coaches, a director of elementary curriculum, a director of secondary curriculum, and a special populations coordinator. The grant would allow us to provide two secondary instructional coaches, professional development for Professional Learning Communities, ESC support, Texas Instructional leadership training , and resources that are researched based. Current funds and these grant funds would allow us to vertically align budgets to meet the needs across the district in the same way we align curriculum.

Since two of our elementary campuses have been on TIP plans for 2 years, we want to implement the best practices of the ESF and TIL training to the feeder campus, Coggin Intermediate. We feel the key practices of the ESF and TIL training in lesson planning and DDI would ensure instructional needs continue to be met for all learners.

We will use district funds to train those principals at our District Leadership Summit, but our ability for them to attend ESC 15 TIL training will depend on campuses that are awarded the grant.

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

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