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

TEA Texas Education Agency ®

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, 2021**.

Grant period from	**June 8, 2021-September 30, 2023**
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 Pathway Attachment
3. 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): N/A

Applicant Information

Organization	Del Valle ISD	CDN 227910	Campus Multiple	ESC 13	DUNS 010536803
Address	5301 Ross Rd	City Del Valle	ZIP 78617	Vendor ID 1741472531	
Primary Contact	Dr. Ana Rush	Email ana.rush@dvisd.net	Phone 512.386.3040		
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	Dr. Annette Tielle	Title	Superintendent
Email	annette.tielle@dvisd.net	Phone	512.386.3000
Signature	*Annette M. Tielle*	Date	4/21/2021

Shared Services Arrangements

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

Number of Campuses Included in this Application

Pathway 1   9

Pathway 2   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 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.

Through our partnership with TEA and region 13, Del Valle ISD has been able to implement the Effective School Framework district-wide. The Effective School Framework has been implemented with fidelity across the district for two years. Training has been provided to campus administration on the Effective Schools Framework and every school in our district has completed the ESF self-assessment, selected their three focus areas and are implementing a board approved ESF targeted improvement plan. The targeted improvement plan contains the district commitments for each campus. The district commitments guide the targeted support given to each campus. The District has an accountability website, where each campus is able to access their data, targeted improvement plans, and Effective School Framework resources. The district's goal is to improve our current resources and provide an interactive and teacher friendly access to these resources.
The Chief Academic Officer leads CST meetings with each campus to determine areas of need and support. Moreover, the Chief Academic Officer hosts monthly principal meetings and other leadership meetings that primarily focus on improvement. Examples of support include:
*A targeted data review meeting with the principal conducted by the Executive Director of Accountability and Compliance or the Executive Director of Curriculum
*A principal coaching session and follow up conducted by the Executive Director for Principal Leadership
*Training for the campus leadership team conducted by the appropriate content coordinator or C&I staff member
*Assistance in the development of instructional coaching plans given to the campus instructional coach by the Executive Director of Curriculum
*Review of the targeted improvement plan and adjustment of implementation plan by the principal and the Chief Academic Officer

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.

The designated District School Improvement Officer (DCSI) at DVISD is responsible for ensuring each campus receives training, completes self-assessment and develops a targeted improvement plan. The School Improvement Officer assists each campus in the implementation of the targeted improvement plan, and the Chief Academic Officer reviews every plan and provides feedback to the principals. The targeted improvement plans are live documents in google that receive continuous feedback and are referenced for further support. In the fall,, a snapshot of the targeted improvement plan is taken and presented to the Board of Trustees as part of the Campus Improvement Plan in order to receive review and approval from the board.

Through each cycle in the targeted improvement plan, each campus completes a progress towards action steps, After evaluating the progress, next action steps and adjustments are discussed. Campuses then engage in reflection and planning for the next cycle.
The district will examine quantitative and qualitative data to measure progress in implementation. Qualitative data consists of walk-thoughts, conferencing, and feedback. Quantitative data involves tracking campuses scores in district assessments, benchmark and STAAR.
Though the grant, campuses will be able to implement additional action steps and overcome barriers listed in their targeted improvement plan. Moreover, campuses will be able to attain additional support.

Three times each school year, the district Curriculum and Instruction staff, led by the Chief Academic Officer, hold Campus Support Team meetings (CSTs) to review implementation of the targeted improvement plan, review current data, and discuss specific instructional interventions and support. These meetings allow the district to monitor implementation of the plan as well as effectiveness by reviewing the most current data in light of the focus areas selected by each campus. If the CST reveals that the campus has been unsuccessful in implementation of the plan and/or if the plan is not having an impact on student achievement, then immediate interventions are provided.

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.

Del Valle ISD has district-wide initiatives to support campuses and also provides individualized support to each campus based on their needs. Each campus selected their three focus areas through the ESF framework process and developed action steps in their targeted improvement plan that aligned to their selected focus areas. The Chief Academic Officer along with the C&I executive directors review each targeted improvement plan and identify areas of support based on the campus needs.
The role of the district is to ensure district-wide initiatives are implemented along with providing individualized support to campuses. Campuses have the flexibility to determine campus needs and areas of support. Additionally, campuses have the autonomy for day to day activities that are aligned to the district compass and initiatives. Each campus has selected different focus areas, therefore, the areas of support and areas of spending may vary by campus based on their needs identified in the targeted improvement plan.
Through the CSTs, led by the Chief Academic Officer, campuses are able to discuss the areas of need and areas that need support. Action steps are created from the meeting and monitored by the C&I department to ensure their completion.

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.

In collaboration with Region 13, Del Valle ISD has implemented the Effective School Framework across our campuses. The funds from the grant will be used to further that partnership by establishing targeted cohorts that engage in professional development and coaching in order to improve student outcomes.

Due to CIVID-19, campuses across the district faced challenges in implementing some action steps in the targeted improvement plans. The funds for the grant will allow for instructional materials to be purchased in relation to prioritized lever 5: effective instruction and prioritized lever 4: high quality curriculum. Additionally, in order to target, Lever 1: Strong school leadership and planning and :ever 3 effective well support teachers, funds would be use for professional development and staffing.

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.

Del Valle ISD receives federal, state, and local funds that are used to support basic campus operational needs and resources. Through the grant, campuses at Del Valle ISD will allocate supplemental resources to support Tier I, Tier II, and Tier III intervention. Moreover, the funds will allow for the employment of additional bilingual staff to support the prioritized areas such as Effective Well-supported teachers and effective instruction.

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**