2025-2026 TIA Renewal and Continuous Improvement Grant
Informal Discretionary Competition (IDC) Due 11:59 p.m. CT, December 4, 2024

Texas Education Agency

NOGA ID [   ]

Authorizing legislation | **Authorized by ESEA of 1965 as amended by P.L. 114-95, ESSA, Title II, Part A, Sec. 2101(c)(B)(v)(II)**

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

The IDC 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, December 4, 2024**.

Application stamp-in date and time

Grant period from | **January 17, 2025 to August 31, 2026**

Pre-award costs are not permitted for this grant program.

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): | **N/A**

Applicant Information

Organization	Donna Independent School Distric	CDN 108902	Campus	ESC 1	UEI GD9NKJUFC2D3

Address 116 N. 10th St. | City Donna | ZIP TX | Vendor ID 746000691

Primary Contact Rashad Rana | Email rrana@donnaisd.net | Phone 956-464-1600

Secondary Contact Angela D. Dominguez | Email angela.dominguez@donnaisd.net | Phone 956-464-1600

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 IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

☒ IDC application, guidelines, and instructions
☒ General and application-specific Provisions and Assurances
☒ Debarment and Suspension Certification
☐ Lobbying Certification

Authorized Official Name Alfonso Perez | Title Chief Financial Officer

Email alfonso.perez@donnaisd.net | Phone 956-464-1600

Signature [signature] | Date 12/4/24

Shared Services Arrangements

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

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 2025-2026 TIA Renewal and Continuous Improvement Grant Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 TIA Renewal and Continuous Improvement 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 Every Student Succeeds Act Provisions and Assurances requirements.

☒ 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. The LEA assures that it will remain in compliance with all requirements related to the Teacher Incentive Allotment (TIA).

☒ 8. The LEA assures that this IDC application has the support of the superintendent and other relevant senior LEA officials.

☒ 9. The LEA assures that they will make every effort to publish materials and make them publicly available for stakeholders.

☒ 10. The LEA assures that it will make every effort to contract with an approved Technical Assistance Provider by April 1, 2025 that will be able to meet the scope of work and deliverable(s) timeline outlined in this grant.

☒ 11. The LEA assures that the primary point of contact will remain aware of this work and involved in matters related to implementation of the TIA local designation system. Additionally, the LEA assures that the primary point of contact will address any requested updates, requested meetings or communications, on progress related to this grant.

Summary of Program

Outline activities and strategies that will be implemented to meet the goals of the grant. Describe any identified barriers to expanding eligible teaching assignments in the approved local designation system, and how the district will address those barriers through the scope of work with the Technical Assistance Provider (TAP).

The district's strategy focuses on implementing a Comprehensive Teacher Evaluation System and leveraging the Texas Incentive Allotment (TIA) program to enhance teacher effectiveness and student outcomes. Key initiatives include:
Evaluation System:
Multi-measure approach combining teacher observations, student growth metrics, and stakeholder feedback.
Training and calibration for evaluators to ensure fairness and consistency.
Professional Development:
Tailored training based on evaluation results
Mentorship programs for new or struggling teachers
Incentives for advanced certifications and additional roles
Stakeholder Engagement:
Workshops and forums to promote awareness of TIA goals
Transparent communication plans and feedback loops
Data and Analysis:
Partnering with a Technical Assistance Provider (TAP) for data validation and monitoring trends
Dashboards to track progress on teacher designations
Incentive Allocation:
Equitable distribution of TIA funds prioritizing high-need campuses
Monitoring the effect on teacher retention and performance
Barriers and Solutions:
Challenges like limited understanding, data reliability, equity concerns, resistance to change, and teacher retention are addressed through solutions such as improved training, equitable criteria, incentives, and TAP support.
Collaboration with TAP:
TAP will refine the system, ensure equity, and support long-term sustainability, aligning with TIA objectives to expand eligible teaching assignments and drive success across the district.

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

Goals, Objectives, and Strategies

How will the LEA establish and document clear district-level goals, with measurable outcomes, which align to at least one key area of the TIA system renewal process including, but not limited to: 1. Teacher Observation Systems & Practices (i.e. Inter-rater Reliability); 2. Student Growth Measure Expansion (i.e. Portfolios, SLOs, or Assessment Systems); 3. Change Management & Systems Implementation (i.e. Data Systems or Compensation Planning).

Develop a robust and reliable teacher observation system ensuring consistent evaluation standards across the district.
Objectives:
Train 100% of evaluators on inter-rater reliability to achieve at least 95% alignment in scoring.
Conduct bi-annual calibration sessions to ensure scoring consistency.
Analyze observation data quarterly to identify and address discrepancies.
Strategies:
Implement comprehensive training programs using research-based observation frameworks.
Use digital tools to facilitate video-based calibration exercises and feedback loops.
Establish a peer review panel to oversee observation reliability and provide ongoing support.
2. Student Growth Measure Expansion (Assessment Systems)
Goal:
Expand the use of reliable and valid assessment systems to measure student growth across all grade levels and subject areas.
Objectives:
Ensure that 95% of teachers have access to training and resources for implementing student growth measures.
Collect and analyze baseline data from at least 90% of classrooms by the end of the school year.
Strategies:
Provide professional development workshops on integrating student growth measures into instruction.
Utilize district-wide data dashboards for tracking and reporting student growth trends.
3. Change Management & Systems Implementation (Data Systems or Compensation Planning)
Goal:
Successfully implement a district-wide data system and teacher compensation plan aligned with TIA requirements.
Objectives:
Launch a user-friendly data management system with 90% teacher and staff adoption within the first six months.
Develop a compensation framework that ties teacher incentives to observed performance and student growth, achieving a 100% transparent communication rollout by the end of the implementation year.

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.

Student Growth: Tracks academic progress over time, emphasizing a teacher's ability to improve learning regardless of starting points.
Student Achievement: Evaluates proficiency through standardized tests like STAAR, reflecting teaching effectiveness.
Equity of Outcomes: Focuses on reducing achievement gaps among diverse student subgroups.
Tools for Measuring Performance
Value-Added Models (VAM): Estimates teacher impact on student growth, accounting for demographics.
Classroom Observations: Uses rubrics like T-TESS to assess instructional quality and engagement.
Stakeholder Feedback: Collects insights from students, parents, and peers.
District and Campus Data: Reviews metrics like attendance and discipline that correlate with success.

Performance and Evaluation Measures (Cont'd)

Processes for Ensuring Effectiveness
Data Validation: Uses audits to ensure accuracy and reliability.
Evaluator Training: Promotes consistent application of evaluation tools.
Alignment with State Standards: Ensures criteria match Texas Education Agency (TEA) guidelines.
Continuous Improvement: Collects feedback and analyzes trends to refine strategies.
Transparency: Provides clear expectations and updates on progress.
The TIA program leverages validated tools, equity-focused measures, and a commitment to accountability to enhance teacher quality and student success.

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.

A significant portion of the budget is allocated to staffing to ensure the program has skilled personnel to execute activities and provide support. This includes salaries, benefits, and professional development. Staff positions include program coordinators, administrative support, and specialized roles required to achieve the program's outcomes. These resources will ensure continuity, quality service delivery, and program sustainability.
Funds are allocated for essential supplies and materials necessary to implement program activities. This includes office supplies, instructional materials, technology, and program-specific tools. By ensuring adequate resources, staff and participants will have access to the tools needed to successfully achieve program goals.
Contractual funds are reserved for third-party services that support program goals. These include partnerships with vendors, consultants, or organizations that bring specialized expertise. For example, external evaluators may be engaged to assess program impact or trainers to deliver targeted skill-building workshops.
The travel budget supports staff participation in professional development, program outreach, and other essential engagements. This includes transportation, lodging, and per diem expenses for conferences, site visits, and community outreach events that align with the program's objectives
The program budget will be reviewed quarterly to assess alignment with program goals and identify emerging needs. Adjustments will be made by reallocating funds as necessary—for example, shifting unused travel funds to cover increased material costs or staffing needs. Stakeholder feedback and data from program evaluations will guide these adjustments to ensure resources continue to meet the program's evolving priorities.
By ensuring flexibility and careful monitoring, the proposed budget will sustain the program's long-term success and impact.

TEA Program Requirements

1. Scope of Work: Describe the scope of work the LEA will develop that aligns with the goals (in section 1a of Goals, Objectives, and Strategies) that defines major tasks, subtasks, activities, and/or deliverables for the chosen Technical Assistance Provider.

The Scope of Work (SOW) for a Texas Education Agency (TEA) program focused on Teacher Observation Systems & Practices should outline a detailed plan for collaboration between the Local Education Agency (LEA) and a selected Technical Assistance Provider (TAP) to enhance teacher observation systems. The goal is to improve instructional quality, professional development, and student outcomes.
Key components of the SOW include:
Purpose: Establishing a framework for collaboration to improve observation systems and practices.
Goals and Objectives: Refining teacher observation systems, providing training for consistent evaluations, and fostering continuous improvement through feedback.
Major Tasks:Planning and Development: Conducting needs assessments, designing an implementation plan, and defining performance metrics.
Training and Capacity Building: Offering training for administrators and teachers, creating resources like rubrics and templates.
Piloting the observation system, collecting feedback, and expanding district-wide.
Data Analysis and Reporting: Collecting data on observations, analyzing trends, and reporting findings to stakeholders.
Ongoing Support: Providing coaching and integrating findings into professional development.
Deliverables: Needs assessment report, customized implementation plan, training materials, rubrics, quarterly progress reports, and a final report.
Timeline: A schedule outlining major tasks, milestones, and deliverables.
Alignment with TEA Goals: Ensuring the project supports effective teacher evaluations, professional growth, and data-driven improvements.
Roles and Responsibilities: The LEA handles logistics and oversight, while the TAP provides expertise, resources, and training.
This comprehensive approach ensures the program meets TEA's expectations and improves teacher observation systems.

2. Stakeholder Engagement: Define the process for reporting progress and outcomes to stakeholders related to the continuous improvement of the local designation system through implementation and capacity-building partnership with the Technical Assistance Provider.

The Stakeholder Engagement Process for reporting progress and outcomes in the continuous improvement of the local designation system, through collaboration with the Technical Assistance Provider (TAP), includes the following steps:
Identify Stakeholders: Internal stakeholders (LEA leadership, school administrators, teachers) and external stakeholders (TEA, parents, community partners).
Define Reporting Expectations: Set clear timelines, formats, and content aligned with TEA goals and reporting requirements.
Regular Progress Updates: Provide frequent updates (quarterly or semi-annually) using reports, dashboards, and virtual meetings. Include task completions, milestones, and adjustments.
Data Collection and Analysis: Gather data on key performance indicators (e.g., teacher evaluations, student outcomes), analyze trends, and share successes, challenges, and areas for improvement.
Engagement through Feedback Loops: Organize feedback sessions (focus groups, surveys, town halls) to gather input from stakeholders and guide future improvements.
Stakeholder Reports: Share quarterly and annual reports summarizing progress, successes, challenges, and next steps. Highlight success stories.
Transparent Communication: Share progress through accessible platforms (LEA website, newsletters) and ensure clear communication about adjustments.
Final Evaluation and Sustainability Plan: At the end of the TAP partnership, provide a final report with outcomes, lessons learned, and a sustainability plan for ongoing improvements.
This process ensures stakeholders are well-informed and engaged in the continuous improvement of the designation system.

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	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

⦿ Yes   ○ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.
Are any private nonprofit schools participating in the program?

○ Yes   ⦿ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	13001
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	13,001
4. Total current-year program allocation	
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	0
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	0

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)   0

CDN 108902   Vendor ID 746000961   Amendment #

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**