



2025-2027 Statewide ESSA Title I, Part A Capacity Building Initiative

Application Due 11:59 p.m. CT, July 21, 2025

NOGA ID

Authorizing legislation

ESEA of 1965, as amended by the ESSA, Sec. 1111(g)(1)(A)-(2)(N)

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

Application stamp-in date and time

The 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, July 21, 2025**.

Grant period from

September 1, 2025 - August 31, 2027

Pre-award costs permitted from

Not Permitted

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):

Applicant Information

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

- ☒ IDC 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.

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.

- ☒ 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 IDC 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.
- ☒ 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.
- ☒ The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2027 Statewide ESSA Title I, Part A Capacity Building Initiative Program Guidelines.
- ☒ The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2027 Statewide ESSA Title I, Part A Capacity Building Initiative Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- ☒ 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.
- ☒ The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
- ☒ Any personnel or consultant travel approved in this grant must be reimbursed according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The Educational Service Center - Region 18 is dedicated to advancing educational equity and excellence by supporting districts in the effective implementation of federal programs. Our mission is to build the capacity of local education agencies (LEAs) through high-quality technical assistance, innovative regional and statewide training, and responsive tools that strengthen instructional leadership, promote program compliance, and drive academic success, especially among disadvantaged and underserved student populations.

With a strong record of success in supporting federal programs, ESC 18 offers deep expertise in the implementation of Title I, Part A; Title I, Part D, Subpart 2; Private Nonprofit (PNP) services; and EDGAR compliance. We work closely with school leaders across diverse urban, rural, and high-need communities, equipping them to navigate complex federal regulations and build effective, sustainable ESSA-aligned practices focused on student outcomes.

Qualifications and Experience for Key Personnel

Provide data on the qualifications and experience of the existing or future staff members, as required per the program guidelines as follows: **-At least** (3) three years' working experience with Title I, Part A, program requirements, programs, and/or activities; **-At least** (3) three years' experience facilitating and/or leading ESC workgroups and projects that focused on Title I, Part A, related requirements, programs, and/or activities; **-At least** (2) years' experience providing ESCs and LEAs statewide training and/or technical assistance in Title I, Part A, requirements, programs and/or activities; **-Collaborative** and established working relationship and experience with other ESCs to complete Title I, Part A, related goals and/or outcomes; and **-Proven capacity** to develop and deliver high-quality professional development trainings with large-scale audiences, hybrid/blended models, and demonstration of successful implementation.

Primary Contact: is an educational consultant at the Region 18 Education Service Center, where she specializes in federal programs. Her expertise is crucial in helping school districts manage their grants, as she serves as a consultant for Title I, Part A & D, Title II, Part A, Private Nonprofit (PNP), Rural Low-Income Schools (RLIS), Title IV, Part A, and State Compensatory Education (SCE). Additionally, she assists with McKinney-Vento. Before her current role, Eshe gained valuable experience in higher education during her six-year tenure at Midland College. There, she was responsible for developing, implementing, managing, and expanding a scholarship program worth \$1.6 million, which included 149 individual scholarships and maintained a database of over 5,000 members. Duties include: Responsible for managing the project budget, monitoring expenditure, ensuring monthly grant drawdowns, ensuring timely completion of grant activities, and overseeing all reporting requirements.

Project Lead: is an experienced educator, project manager, and public speaker with a proven record of leading high-quality initiatives in curriculum design, professional development, and federal program implementation. Skilled in managing complex projects, supervising staff, and delivering outcomes on time and within budget. Expertise includes school improvement, data-driven instruction, differentiated learning, and alignment of State and Federal program requirements (ESSA, TEC). Strong background in planning and hosting conferences, leading adult learning sessions, and developing tools to support instructional leadership and program compliance. Known for strong communication, collaboration, and problem-solving abilities.

Duties include: Brings extensive experience in leading this initiative. Oversee quarterly performance reporting, attend TEA-mandated training, and facilitate quarterly meetings with TEA.

Responsibilities include:

- 1) Developing and updating resources for Title I, Part A (TIA), Title I, Part D (TID), PNP services, and EDGAR.
- 2) Designing and delivering Training of Trainers (TOT) sessions on Schoolwide Programs, Comprehensive Needs Assessment (CCNA), District/Campus Improvement Plans (DIP/CIP), PNP, TID, and fiscal management.
- 3) Coordinating the implementation of EDGAR and ESSA Academies.
- 4) Coordinating the development and implementation of National Distinguished Schools (NDS).

Content Developer/Website Manager

Responsibilities:

- 1) Oversee activities related to the National Distinguished Schools (NDS) program.
- 2) Develops and promotes resources.
- 3) Maintains and updates the Capacity Building website.
- 4) Tracks and analyzes webpage traffic.
- 5) Implements SEO strategies to expand visibility.
- 6) Produces video content to highlight promising practices.
- 7) Assists in the development of ESC-based training materials for TIA, TID, PNP, and EDGAR.

Administrative Assistant

Responsibilities:

- 1) Maintains ESC-wide listservs for TIA, TID, PNP, and EDGAR (CFO/Business Managers).
- 2) Manages program documentation and reporting.
- 3) Supports the development of TOTs and academy implementation across ESC regions.
- 4) Supports the development and implementation of the NDS program

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Goal 1: Strengthen statewide collaboration and communication with the PNP Equitable Services Workgroup.

Objective 1.1: Ensure 100% of ESC group members gain access to a secure group webpage and receive timely email updates throughout the year.

- 1) Conduct quarterly surveys to identify new staff and responsibilities.
- 2) Maintain website access through the sign-up link/portal

Objective 1.2: ESC 18 Capacity Building team will attend all PNP training and workshops.

- 1) Provide support to the PNP Ombudsman, including assistance with presentations, note-taking, recordings, and Q&A.
- 2) Develop a PNP-specific TOT and best practice toolkit.
- 3) Launch a "Newbie" training series featuring PNP-driven best practices.

Objective 1.3: Submit draft meeting minutes to TEA within one week of each PNP Workgroup meeting.

Goal 2: Monitor and report initiative activities and progress.

Objective 2.1: Establish a centralized system to monitor initiative activities using performance data such as participation metrics, surveys, and FAQs.

- 1) Implement a regional "buddy system" to identify and support high-need areas.
- 2) Develop and implement ESSA conference content on specific needs

Objective 2.2: Submit quarterly performance reports to TEA.

Goal 3: Expand dissemination of compliance resources and best practices for Title I programs.

Objective 3.1: Publish at least three new resources annually for each of the following: Title I, Part A; Title I, Part D; and PNP services.

- 1) Topics include CCNA, LEA Program Plans, Schoolwide Plans, TID Facility Contracts, DIP/CIP development, TIA Evaluation Toolkit, and fiscal management implementation.
- 2) Develop quick-reference guides, checklists, matrices, and maintain a comprehensive video training library.
- 3) Develop and implement a realistic, strategic timeline for each program's documentation rollout
- 4) Monthly Newsletter/bulletin highlighting the individual programming
- 5) Maintain Federal Programs Planner

Objective 3.2: Disseminate resources to ESCs and LEAs within five business days of posting.

- 1) Includes training materials and program documentation tools.

Goal 4: Coordinate and celebrate National Distinguished Schools.

Objective 4.1: Ensure all selected schools receive banners and plaques by TEA's deadline.

- 1) Redesign the NDS program to align with ESEA Network criteria.
- 2) Develop a nomination and notification system.
- 3) Create one-page papers, guidelines, and implementation timelines.
- 4) Establish a regional (ESC) nomination committee.
- 5) Update TEA's NDS webpage.

Objective 4.2: Produce and publish two best practices videos by May 1.

(continued below)

Goals, Objectives, and Strategies, cont'd.

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Goal 5: Coordinate and deliver Capacity Building and EDGAR/UGG Conferences

Objective 5.1: Ensure robust regional participation in annual conferences.

1) Plan and host an in-person conference event that includes:

~One five-day academy comprised of:

~Two days focused on building capacity around ESSA implementation (Statewide Capacity Initiative).

~Three days dedicated to federal grant compliance and administration, including EDGAR and Uniform Grant Guidance (UGG) requirements.

Activities and Strategies:

1) Maintain a secure collaboration platform for PNP Workgroup activities.

2) Onboard new members and track access.

3) Host and document meetings, submitting minutes to TEA.

4) Implement a tracking dashboard to manage deliverables.

5) Submit quarterly performance reports to TEA.

6) Collaborate with experts to create compliance and best practice resources.

7) Update the Capacity Building website and alert stakeholders.

8) Coordinate award ceremonies and logistics for NDS recipients.

9) Produce and promote high-quality video showcasing best practices.

10) Highlight ESC contributions to regional success through video and analytics.

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.

Objective 1: PNP Equitable Services Workgroup Communication

1) Indicators: 100%-member access; timely email updates; minutes submitted within 7 business days.

2) Evaluation: Membership logs, email dissemination records, archived minutes, web analytics.

Objective 2: Initiative Monitoring and Reporting

1) Indicators: All activities tracked; 100% of reports submitted on time.

2) Evaluation: Dashboard data, website analytics, SEO, documentation usage, survey feedback.

Objective 3: Dissemination of Best Practices

1) Indicators: Minimum three new resources per program; dissemination within 5 days.

2) Evaluation: Analytics, survey responses, regional feedback minutes ("Buddy Feedback").

Objective 4: National Distinguished Schools

1) Indicators: 100% of awards delivered; two videos published by May 1.

2) Evaluation: Delivery receipts, production schedule, viewership data.

Overall Program Evaluation

1) Annual assessment based on ESC feedback, surveys, analytics, and alignment with TEA goals.

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.

To support the goals and objectives of the Title I, Part A Capacity Building Initiative, the budget will strategically fund key activities in alignment with federal guidelines and program needs.

Personnel and Staffing:

Funds will support the salaries and benefits of key personnel including the Project Lead, Content Developer/Website Manager, and Administrative Assistant. These staff members will be responsible for implementing activities with fidelity, maintaining timely communication with TEA and regional partners, and coordinating deliverables. ESC 18 recognizes the value of regular in-person meetings with TEA and is exploring the addition of an FTE located near Austin to facilitate ongoing collaboration while maintaining monthly engagement with ESC 18 leadership.

Professional Development and Travel:

Budgeted funds will support travel related to providing technical assistance, attending TEA-sponsored trainings, and facilitating statewide convenings. Covered expenses include mileage, lodging, and per diem in accordance with state travel policies. Additionally, funds will support registration for professional learning opportunities that enhance staff expertise in federal program administration.

Supplies and Materials:

Funds will be allocated for materials needed to effectively develop and disseminate training resources, including instructional tools, printed handouts, resource guides, and general office supplies essential for program delivery and communication.

Contracts and Consultants:

Contracts may be established with consultants for the development of specialized resources or program evaluation services. External vendors may also be engaged to enhance digital accessibility, or translation services.

Technology and Infrastructure:

Funding may be used to support necessary subscriptions and licenses for virtual delivery and stakeholder engagement, such as webinar platforms, survey and analytics tools, or cloud-based collaboration systems.

Indirect Costs:

Indirect costs will be charged in accordance with ESC 18's approved indirect cost rate agreement to support general administrative and operational expenses.

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