



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 Region 3 ESC

CDN 235-950

UEI GZCLAM15MVN5

Address 15555 HWY 77 N

City Victoria

ZIP 77904

Vendor ID 1741586149

Primary Contact Jennifer Stephenson-Smiga

Email jstephenson-smiga@esc3.net

Phone 361-573-0731

Secondary Contact Jordin Craft

Email jcrafft@esc3.net

Phone 361-573-0731

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 Dr. Morris Lyon

Title Executive Director

Email mlyon@esc3.net

Phone 361-573-0731 ext 1202

Signature

Date

7-7-25

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.

Program Overview:

Region 3 ESC will lead the Title I, Part A Capacity Building Initiative to strengthen the ability of all 20 Texas ESCs and their LEAs to implement Title I, Part A and Title I, Part D, Subpart 2 programs with fidelity. The initiative will provide high-quality professional development, technical assistance, and resources to improve compliance, instructional effectiveness, and equitable access for economically disadvantaged and at-risk students across the state.

Mission: To empower ESCs and LEAs by equipping them with the knowledge, skills, and tools necessary to enhance compliance, elevate instructional quality, and ensure equitable educational opportunities for Texas's most vulnerable student populations.

Specific Needs:

- Inconsistent access to statewide, standardized training and technical assistance
- Need for improved instructional strategies to close persistent achievement gaps among economically disadvantaged and at-risk students
- Support required to ensure full compliance with federal and state programmatic and fiscal requirements

How the Program Will Address Mission and Needs:

- Targeted Professional Development: Statewide training, workshops, and conferences for ESC and LEA Title I staff to improve program knowledge and effectiveness.
- Technical Assistance & Compliance Support: Customized guidance on fiscal management, program monitoring, equitable services, and instructional best practices.
- Resource Development & Dissemination: Practical toolkits, online modules, compliance guides, and model frameworks tailored to ESC and LEA needs.
- Collaboration & Networking: Facilitation of statewide ESC workgroups, peer mentorship, and best practice sharing to promote consistent, high-quality program implementation.

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.

Program Coordinator (New Position):

- 3+ years of experience in educational administration, Title I program management, and ESC-level leadership.
- 2+ years providing statewide training and technical assistance to ESCs and LEAs.
- Demonstrated success in fostering collaboration among multiple ESCs to achieve Title I program goals.
- Proven ability to design and deliver high-quality professional development for large audiences using hybrid and blended formats.

Project Lead (New Position):

- 3+ years of direct experience with Title I program requirements and ESC-level workgroup leadership.
- Proven success developing and delivering large-scale, hybrid/blended professional development for ESC and LEA audiences.
- Experience coordinating statewide conferences and events focused on Title I, Title II, and Private Nonprofit (PNP) programs.
- Skilled in creating tools, resources, and guidance documents to support ESC and LEA implementation.
- Proficient in managing program-related digital content and maintaining web resources to ensure easy access to timely, high-quality materials.
- Strong record of collaboration with multiple ESCs to drive data-informed decision-making and improve program outcomes.

Title I Specialist (Existing Position):

- 3+ years of experience supporting Title I program compliance, fiscal management, and instructional best practices.
- Established history of providing statewide training and technical assistance to ESCs and LEAs.
- Proven success in fostering ESC collaboration to promote consistent Title I program implementation statewide.
- Expertise in creating and delivering professional development for large audiences in hybrid/blended formats.

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 LEA Capacity for Title I, Part A Implementation

Objective 1.1: Equip district leaders with knowledge to implement Title I effectively.

Objective 1.2: Ensure compliance with federal and state Title I regulations.

Strategies:

Conduct quarterly Title I Leadership Trainings for district Title I coordinators and administrators. Develop and distribute a Title I, Part A Compliance Toolkit with guidance on funding usage, intervention models, and monitoring. Offer one-on-one consultation sessions for LEAs to provide customized support on budgeting, reporting, and documentation. Implement a peer mentoring program, pairing experienced Title I coordinators with new program leaders. Facilitate annual compliance audits to help districts proactively address potential issues before TEA monitoring visits.

Goal 2: Improve Student Achievement in Title I Schools

Objective 2.1: Support evidence-based instructional strategies to close achievement gaps.

Objective 2.2: Assist schools in implementing data-driven interventions.

Strategies:

Provide targeted professional development on research-based instructional methods (e.g., Science of Reading, structured literacy, and differentiated math instruction). Guide districts in implementing Multi-Tiered Systems of Support (MTSS) to strengthen academic interventions. Assist LEAs in utilizing assessment data (STAAR, MAP Growth, local benchmarks) to inform instructional decisions. Create a repository of model intervention frameworks for LEAs to adopt in their campuses. Partner with districts to conduct curriculum alignment reviews, ensuring Title I funds are effectively supporting core instruction.

Goal 3: Enhance Family & Community Engagement

Objective 3.1: Strengthen family involvement in student learning.

Objective 3.2: Provide resources for families to support academic success at home.

Strategies:

Conduct regional family engagement summits, offering training on literacy and numeracy strategies for parents. Develop and distribute bilingual family engagement toolkits with guidance on supporting learning at home. Provide LEAs with templates and resources to develop Title I Family Engagement Policies & School-Parent Compacts in compliance with ESSA requirements. Establish a Community Advisory Council with stakeholders from parents, local businesses, and district leaders to strengthen community partnerships. Support districts in implementing home-school communication strategies, including parent-teacher conferences, newsletters, and digital engagement platforms.

Goal 4: Maximize Effective Use of Title I, Part A Funds

Objective 4.1: Assist LEAs in strategic budgeting for student impact.

Objective 4.2: Ensure fiscal compliance and sustainability.

Strategies:

Conduct annual financial training sessions for district finance teams and program directors on compliant Title I fund allocation. Develop budget planning templates to help LEAs align expenditures with student achievement goals. Provide ongoing technical assistance on Title I funding flexibility options, such as schoolwide programs and targeted assistance models. Conduct quarterly financial check-ins with LEAs to address budget concerns and ensure federal compliance. Create guidance documents on supplement-not-supplant provisions, ensuring proper use of Title I funds.

Goal 5: Support Private Nonprofits & Title I, Part D Programs

Objective 5.1: Strengthen PNP equitable services compliance and collaboration.

Objective 5.2: Enhance Title I, Part D supports for neglected and delinquent youth.

Strategies:

Assist LEAs with Private Nonprofit (PNP) compliance under ESSA Sec. 1117 & 8501 through training, tools, and webinars. Maintain a PNP Equitable Services webpage with resources and secure access for TEA and workgroup members.

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?

Develop videos highlighting best practices in ESC-LEA-PNP collaboration. Goal 5 Strategies Cont. Provide Title I, Part D technical assistance on program compliance and evidence-based interventions. Collaborate with TEA to address USDE Title I, Part A monitoring recommendations

Goal 6: State & National Coordination for Title I Initiatives

Objective 6.1: Support TEA in disseminating best practices and compliance resources.

Objective 6.2: Represent TEA in key Title I meetings and conferences.

Strategies:

Attend and present at TEA-ESC meetings, National ESEA Conference, ACET Conferences, GCA Institute, and additional TEA-requested events. Assist with Title I National Distinguished Schools recognition, including video development and event coordination. Organize and host a three-day Department of Grant Compliance and Administration Institute for ESCs. Sustain a password-protected site for TEA, ESCs, and Title I Community of Practitioners to access guidance and resources. Facilitate Title I Community of Practitioners and PNP Workgroup activities, including meeting minutes, listservs, and document repositories.

Measuring Success:

- 100% of ESC and PNP workgroup members will receive secure, timely resources and communication.
- 100% of participating LEAs will gain compliance and fiscal guidance to strengthen Title I program implementation.
- 80% of trained educators and administrators will report increased confidence in Title I practices.
- Participating Title I schools will demonstrate at least a 5% improvement in STAAR reading and math proficiency.

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.

Performance Measures:

1. Group Access & Communication: 100% of group members will access secure webpages and listservs within two weeks. Meeting minutes submitted to TEA within one week.
2. Progress Tracking & Reporting: Activities and outcomes tracked and submitted via quarterly reports.
3. Resource Development: Three new resources per program area (Title I-A, I-D, PNP) developed and published annually.
4. National Distinguished Schools Coordination: Banners, plaques, and best-practice videos delivered and posted by May 1.

Measurement Tools:

- Website analytics.
- Access logs
- Dissemination reports
- Survey results and STAAR performance data

Processes for Ensuring Effectiveness:

- Quarterly reviews of progress
- Semi-annual TEA reporting
- Annual assessment of training/resource quality

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.

1. Payroll Costs – \$275,000

Supports 3.0 FTEs dedicated to the Capacity Building Initiative to directly implement program activities, ensuring statewide technical assistance, compliance monitoring, and instructional support that enhances Title I program effectiveness and student achievement.

~Program Coordinator (New Position) – Leads initiative implementation, facilitates ESC collaboration, and provides guidance on Title I compliance and instructional strategies to enhance student outcomes.

~Project Lead (New Position) – Develops and delivers targeted professional development, supports data-driven decision-making, and strengthens program effectiveness.

~Title I Specialist (Existing Position) – Provides direct technical assistance, statewide training, and fiscal compliance support to ensure alignment with federal regulations.

2. Supplies & Materials – \$40,000

Funds will support the development and distribution of:

Title I Compliance Toolkit – A resource for LEAs with guidance on funding use, intervention models, and documentation best practices.

Data-Driven Instructional Materials – Evidence-based tools aligned with Title I interventions to support student success.

3. Professional & Contracted Services (Technology & Website Development) – \$40,000

Sustain and maintain a Capacity Building Website – A statewide, TEA-aligned platform housing compliance toolkits, training modules, and data-driven instructional strategies.

Interactive Training Videos & E-Learning Modules – Web-based professional development sessions designed to ensure equitable access to high-quality Title I compliance training for rural and urban LEAs.

Secure Resource Hub for ESCs – Includes downloadable templates, best-practice guides, and compliance checklists.

4. Travel & On-Site Support – \$25,000

Supports statewide and out-of-state travel for:

ESC staff conducting on-site compliance visits, technical assistance, and training for LEAs.

Attendance at federal Title I conferences and TEA-mandated meetings to ensure staff remain current on compliance requirements and best practices.

Future Budget Adjustments

Funds will be reallocated based on:

LEA Needs Assessments – Addressing emerging district challenges.

Student Performance Data – Prioritizing investment in evidence-based interventions.

Stakeholder Feedback – Refining training and resource development to meet evolving needs.

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