



2021-2022 SSI Community Partnerships Planning Grant- Cohort 3 Year 1
Letter of Interest (LOI) Application Due 11:59 p.m. CT, August 24, 2021

NOGA ID

Authorizing legislation

General Appropriations Act, Article III, Rider 42, 87th Texas Legislature

This LOI application must be submitted via email to competitivegrants@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, August 24, 2021**.

Application stamp-in date and time

Grant period from

November 1, 2021 to August 31, 2022

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

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Attachment 1D

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Agency Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Statement of Understanding

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.

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 2021-2022 SSI Community Partnerships Planning Grant- Cohort 3 Year 1 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 SSI Community Partnerships Planning Grant- Cohort 3 Year 1 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant assures these grant funds will be used to implement the CP framework and develop a pipeline of services and continuously evaluate the success of the program and adjust and improve the program based on specific and data and grant outcome. The pipeline of services must include the following: A focus on developing high-quality early childhood education programs; A focus on high-quality school and after-school programs and strategies; Provide support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through post-secondary education and into the workforce; Focus on family and community engagement and supports, which includes developing a family center to support families at school or at home; and provide for the social, health, nutritional, and mental health services and supports
- 6. Grantees that operate within a neighborhood and served by the CPG program must provide a feeder pattern of schools with the operational flexibility, including autonomy over staff, time, and budget, needed to effectively carry out the activities.
- 7. Grantees cannot, in carrying out the grant activities to improve PK-12 education programs, use CP funds to carry out the following activities: Utilize assessments that provide rewards or sanctions for individual children or teachers; Use a single assessment that is used as the primary or sole method for assessing program effectiveness; or Evaluate children other than for the purposes of improving instruction, classroom environment, professional development, or parent and family engagement, or program improvement.
- 8. Grantees will have at least one local after school partnership, one government partnership, and one higher education partnership including MOU's.

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.

MEET THE NEEDS AND GOALS OF PROGRAM: The proposed budget will meet the needs and goals of the program and include funding for staffing, supplies and materials, contracted services, travel, etc. The requested amount of \$300,000 for the SSI Community Partnership Grant is reasonable, cost-effective, and adequate to support a district-wide program in a rural community. The budget is reasonable when considering it will impact 3 campuses and their staff, two of which are campuses that have historically underperformed, have been formerly labeled as Improvement Required, and have or are currently undergoing School Action Fund remodeling with TEA. Below you will find where the district plans to allocate funds for the SSI CP Grant.

- 6100 (Staffing): A full-time Project Director and Extra-duty pay.
- 6200 (Contracted): Professional Development Training, College and Career Readiness Expansion, and the TEA-Appointed Vendor.
- 6300 (Supplies and Materials): Robust Data Assessment System; Early Childhood Centers/Daycares; and Campus Supplies and Materials.
- 6400 (Travel): Refreshments for Stakeholder meetings; Travel for all Key Stakeholders to attend the TEA sponsored conferences and spotlight meetings; and Attend the Harlem Children’s Zone 3 Day Institute.

HIGH-LEVEL SNAPSHOT: In partnership with Calvert ISD, the district recently secured the 21st CCLC Cycle 11 Grant. The district is in their first year of funding for this grant, which totaled to \$870,000. As part of this grant, just like in the SSI CP Grant, the district plans on working with community partnership organizations to address academic and community needs. Organizations the district plans on working with include but aren’t limited to Big Brothers Big Sisters (BBBS) of the Brazos Valley, Boys and Girls Club, and Texas A&M University (TAMU), just to name a few. In addition to partnerships and activities that will be conducted through this grant, the district currently collaborates with the following organizations to provide the activities listed below:

- Backpack Program (Partner: Brazos Valley) - Low-income students are able to receive food in their backpacks.
- Summer Program for English Language Learner Students (Partner: Texas A&M) - During the summer, students are provided the opportunity to receive an APLUS and ETELL certification program through Texas A&M.
- Extended School Day Program (Partners: Longview ISD and Cy Fair ISD) - Students are provided both Saturday and after-school instruction/tutoring opportunities.
- Development of Recreational Park (Partner: City officials) - The district partners with the city to refurbish tennis courts and develop a park that can be used by students both during and after school.

HOW ADJUSTMENTS WILL BE MADE IN THE FUTURE: The district’s current Leadership Team consists of individuals such as: District Superintendent, Campus Principal, Campus Compliance Manager, and Financial Business Officer. However, if awarded funding, additional members will be sought after to meet grant compliance. Additional individuals to added to the team may include but aren’t limited to representatives from: a community partner selected for after school programming, an academic partner, and government partner, as per Rider 43.

To be able to make adjustments according to grant need, the Leadership Team will meet on a regular basis to determine which planning activities will be incorporated and what adjustments are necessary. Additionally, during their meetings, the Leadership Team will be tasked with reviewing: community partnership activities, streams of funding either through district funds or through other grants, and Pre-K or daycare funding obtained from Average Daily Attendance (ADA) allocations to ensure efforts put forth in this grant can be sustained post-grant completion.

TEA Program Requirements

1. Need for the Project: Describe how the LEA will address the academic and community needs for the project. Address the district's mission and how the Community Partnerships Initiative will improve the quality of programming in all categories of schools in a feeder pattern. Identify the campuses within the feeder pattern that are rated Improvement Required or formerly Improvement Required and show how it will utilize the five levers of the Effective Schools Framework.

COMMUNITY NEED: Within the surrounding area, only 3.8% of individuals have a graduate or professional degree. This is less than half the state's 10.8% average (Source: 2019 U.S. Census Bureau). This struggle to obtain education can be seen as a direct correlation to the performance of students attending Hearne ISD. ACADEMIC NEED: Low educational attainment can be linked to parents not being able to assist their children. The district has 66% of the campuses labeled as Improvement Required (Hearne Elementary and High School). In addition to this statistic showing an academic need, additional academic needs include: only 22% of the students meet state standards on STAAR (50% State Avg.); the average SAT score for Hearne ISD students is only 871 (State Avg: 1027); and only 15% of Hearne ISD students enter college without needing developmental courses (State Avg: 60%). (Source: 2019-2020 Texas Academic Performance Report (TAPR)) HOW TO ADDRESS: To address this lack of education and support grant goal attainment, the district will utilize the 5 levers of the Effective Schools Framework (ESF) and implement the following TEA-requested Pillars: 1) Alignment of in and out of school supports across a feeder pattern; 2) Effective Schools and Academic Programs; 3) Engage Families; 4) Intentionally introduce and create community partnerships. These will be created in phase 2 of the grant, as per TEA's request. Additional activities that will be, or are currently done and will be maintained include: Partner with the Hearne Library to make computers, books, etc. available to parents taking self-enrichment, GED, or college courses; Partner with IHEs to educate parents about technical courses and degrees available; Partner with the local workforce board of the TWC to promote economic success through employer services, access to jobs, etc. and Partner with a TRS 3-star Provider to provide low-income families with childcare.

By performing these activities, assistance from partners made in the SSI, and implementing a Community Partnerships Initiative (CPI) Model to provide additional counseling support, the district's goal will be to improve programming for all schools within the feeder program and meet their mission of "creating a disciplined learning environment" that promotes "positive student outcomes".

2. Quality of the School and Community Improvement Design: Describe how the "Community Partnerships/SSI Framework" activities and strategies will improve the school and community outcomes and how the leadership team will develop a system of resources and facilitate collaborative activities to identify partners to create and operationalize a shared vision of achievement for school and community improvement.

In preparation for this grant, the district reviewed their 2019-2020 TAPR and PEIMS data, which detailed a strong student academic deficiency. Statistics related to these findings can be seen in the question above (#1). Based on these needs, the district believed they should pursue the SSI CP Grant. SCHOOL/COMMUNITY OUTCOMES IMPROVEMENT: To ensure milestones of the project are monitored and the grant is steadily progressing, Hearne ISD will implement the activities listed above, while also simultaneously following the TEA-provided grant timeline listed below to implement grant-related activities: Phase 1 – Launch (Oct. – Jan 22): Identify Community Partnerships Design Team; Conduct Diagnostic Assessment of Feeder Patterns using CP Diagnostic tool; Develop the Vision for the CP Feeder Pattern; etc. Phase 2 – Plan (Jan. – March 22): Develop Implementation plan for Pillar 1 – 4; Phase 2 – Early Implementation (April 22 – July 22) Conduct feeder pattern and community communication activities; Conduct initial trainings on prioritized ESF levers across all schools; Conduct family engagement activities; Secure and sign MOUs; Develop continuous improvement cycle to be used in Phase 3; and Conduct End-of-Year reflection. Phase 3 – Full Implementation and Continuous Improvement (Aug 22 – Aug 23): Full implementation of Pillars 1-4; Conduct continuous improvement; and Conduct End-of-Year reflection.

Abiding by these timelines will help the Leadership Team monitor milestones of the project and ensure they are being met. HOW TEAM IDENTIFY PARTNERS. This Leadership Team will also be tasked with meeting regularly to develop a system of resources that allows collaborative activities and promotes the increase in district partnerships and resources. These meetings will be broadcasted on the campuses' and district's webpages. SHARED VISION OF ACHIEVEMENT: The district will collectively consider academic goals, diversity of student needs, and expectations for low-performing schools when creating a shared vision of achievement that guides school actions.

TEA Program Requirements (Cont.)

3. Quality of Project Resources: Describe the development of a system of resources and supports from birth to college that are scalable throughout the neighborhood of schools. Include how the district will effectively cooperate and coordinate partnership agencies to provide integrated wrap-around and holistic services to children and their families in the school community.

BIRTH TO COLLEGE THAT ARE SCALABLE THROUGHOUT THE NEIGHBORHOOD OF SCHOOLS: The district will allocate grant funds to help cover costs associated with having a Project Director, who will have the autonomy needed to implement the program, work with stakeholders to execute the initiative and develop of a system of resources that can support members of the community from birth to college. Services will be scalable throughout the district at each of the campuses to not only help students enter the school system educated but assist with the transition from high school to post-secondary. Some of the current partners include but aren't limited to: Hearne Education Foundation, Crossroads Nursing Home, GATX, Circle X Ranch, Texas A&M, Blinn College, Brazos Valley, Longview ISD, Cy Fair ISD, the city, the local faith-based community, and Prairie View A&M. These partners, as well as others, will be utilized to identify additional support and scale up services that can be provided, help sustain the grant services once funds have been depleted, and provide the cost match for this program. Some of the matching services to be providing by partners or the district include: 1) Space and utility usage for the town hall facility during leadership meetings (district/city); 2) Provide mentors, tutors, and food for teachers (faith-based partner); 3) Extended day programming (district); 4) Provide students with extra food that they can take in their backpacks (district); 5) Dual Credit Course offerings (College partner); and 6) Personnel to cut checks and oversee expenditures for the grant (district).

PROVIDE INTEGRATED WRAP-AROUND AND HOLISTIC SERVICES: With this planning grant, funds will be allocated to host planning meetings with community partners that can provide integrated wrap-around and holistic services to children and their families. Some of the proposed services that the district would like to find partners for include Health, Dental and Vision Care; Mental Health Services; Behavioral Health, Nutrition, and Wellness; Parent and Family Targeted Services, including adult education, such as classes on child development, GED, English as a Second Language (ESL), and basic vocational skills.

4. Quality of Data Management Plan: Describe how the district intends to develop and implement robust data systems and performance management routines to ensure that progress monitoring actions will drive the achievement of the predetermined outcomes of the grant. Describe how the district will engage with partners to monitor and measure interim school progress data and conduct community outreach for each partnership organization.

DATA SYSTEMS AND PERFORMANCE MANAGEMENT ROUTINES: Grant funds will be allocated to ensure a Project Manager can dedicate the time required to develop and implement a robust district-wide data system. This Project Manager will also be charged with creating performance management routines and fidelity of implementation metrics to ensure progress monitoring actions will drive the achievement of the TEA-requested grant outcomes. All outcomes for this grant, both formative and summative, will be collected utilizing the PEIMS system and reports will be provided to TEA and stakeholders, when requested. These same stakeholders will have an opportunity to travel and visit current SSI Community Partnership Grantees, as well as attend conferences to review the different systems/routines that are most effective. Suggestions provided during these activities and those identified by other TEA vendors will be implemented.

MEASURE PROGRESS AND CONDUCT COMMUNITY OUTREACH: The Leadership Team will conduct community meetings to update all key stakeholders on the progress of the campuses' meetings and the TEA requested outcomes set for this grant. To ensure buy-in and involvement not only from stakeholders, but partnering organizations as well, the district will invite both district stakeholders and partnering organizations to planning meetings. All events will be tracked through flyers, sign-in sheets, agendas, and outreach materials developed. Surveys provided to each partnering organization will be collected to receive qualitative data to adjust the program, if necessary. This constant follow up will be crucial to ensure partner organizations remain invested in the grant, which is huge when considering partner organizations will assist with the district meeting their cost match.

TEA Program Requirements (Cont'd)

5. Commitment to Program Assurances: Describe how the district will show a commitment to fully implementing the Community Partnerships Initiative model that has been selected as well as using the tools and strategies to achieve school improvement and student success. Provide evidence the Community Partnerships program practices will be sustained beyond the life cycle of the grant.

COMMITMENT TO IMPLEMENT COMMUNITY PARTNERSHIPS INITIATIVE MODEL: District leadership that will assist with community partnership implementation include the Superintendent, Dr. Adrian Johnson, and Dr. Delic Loyde. Both these individuals understand that to participate in this grant initiative, that there is a requirement to follow the feeder pattern implementation model. Hearne ISD is fully committed to implement this model, along with the Community Partnerships Initiative (CPI) Model both during and after the grant funding period. In the CPI model, the district will be able to increase access to counseling services for this underserved community, which will assist the district in its overall strategy to provide a holistic approach of activities to achieve school improvement and student success.

TOOLS AND STRATEGIES TO ACHIEVE SCHOOL IMPROVEMENT AND STUDENT SUCCESS: Therefore, tools and strategies garnered from the other SSI Community Partnership grantees, TEA-Appointed Vendor, and TEA-provided conferences will be utilized by Hearne ISD administration and staff to measure success and school improvement. Performance markers that will be utilized to benchmark program success include:

CAMPUS PERFORMANCE:

- After two years of implementation, all feeder pattern campuses will be A or B rated OR will have improved two letter grades (ex. From F to C).

PARTNERSHIP SECURED AND UTILIZED:

- # of MOU's signed by the partner organization (s).
- % of partners supportive of the overall vision.
- % of partners satisfied with technical assistance support.

STUDENT OUTCOMES:

- % of kindergartners that are kinder-ready increases by 10% over baseline.
- % of 3rd graders reading on/above grade level on STAAR increased by 10% over baseline.
- % of 8th graders do math on/above grade level on STAAR will increase by 10% over baseline.
- % of high school seniors graduating on time increased by 10% over baseline.
- % of high school seniors passing at least three EOCs increased by 10% over baseline.
- % of high school seniors with a post-secondary plan increases by 10% over baseline.

PROGRAM PRACTICES WILL BE SUSTAINED BEYOND THE GRANT PERIOD: To give the district their best chance for program sustainment, the district will attend "Conference 3: Sustainability Planning" provided by TEA in Spring 2023. Although the program may not be fully implemented due to budget constraints, the attendance of this conference, along with other resources covered by the district and partners listed above will help Hearne ISD maintain the best practices, partnerships, wrap-around, holistic, student, and family services garnered during the planning phase of the SSI Grant. The prolonged sustainment of these services will help the district in not only meeting the predetermined goals of the grant but meet their mission of "creating a disciplined learning environment" that promotes "positive student outcomes".

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