



**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):

Applicant Information

Organization CDN Campus ESC DUNS

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 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.

The proposed budget has been developed to align with the program's purpose and intent and to ensure the success of the program. Marlin ISD will provide ongoing monitoring of the program's performance and will make adjustments to the budget to meet future needs as they arise.

Program Budget

6100-Personnel Costs: \$40,000 to pay for 50% of salary cost for the Program Manager who will be available to dedicate at least 50 percent of his/her time to implementing the plan, including but not limited to overseeing TEA required performance tasks, coordinating with community and government partners, and completing all other TEA project requests.

6200-Contracted Services-\$90,000

The cost for contracted services will provide support for the district to work with a technical assistance provider to develop a Community Partnerships Design Team, conduct a diagnostic assessment of feeder pattern schools, develop and articulate a vision for the feeder schools, identify priority focus areas and potential partner organizations, integrate the community partnerships vision at the campus-level, establish baseline for SMART goals. Funds will also be used to pay for contracted services with three community organizations: one community partner for after school programming, one academic partner, and one government partner.

6300-Supplies and Materials-\$40,000

The cost for supplies and materials to implement the Community Partnerships Framework:

Pillar 1: Out-of-school supports: Costs for supplies and materials will be used to provide academic support that is embedded within academic enrichment opportunities for students to close achievement gaps and succeed in core academic areas.

Pillar 3: Engaged families: Supplies and materials will be used for training parents on how to support their child's academic success through a research-based parent engagement curriculum and program.

Pillar 4: Intentional Community Partnerships: at a minimum one community partner for after school programming, one academic partner, and one government partner

6400-Miscellaneous Operating Costs-\$30,000: Travel and registration costs for staff and Community Partnerships Design Team to attend:

-(1) all TEA sponsored conferences and spotlight meetings held during the duration of the grant

Conference 1: Partnership Planning; Conference 2: Implementation Best Practices; and Conference 3: Sustainability Planning

-(2) the Harlem Children's Zone 3 Day Institute

-(3) other professional development to support the effectiveness of the program

Total Budget: \$200,000

Marlin ISD will commit to meeting the 20% match requirement with an additional \$40,000 allocated towards the program. The district allocates the following federal and state grant funds for similar projects to include:

(1) ESSA (Title I and Title IV) funds: for parent engagement , afterschool tutoring, academic support in Reading and Math, and social emotional learning.

(2) ESSA Title II funds: to train teachers to implement high-quality instruction in Reading and Math for student in need of academic assistance.

(3) State Compensatory Education funds: for programs and services for at-risk students to receive accelerated instruction in Reading and Math; social emotional learning programs; afterschool and summer academic interventions

(4) Rural Low Income funds: to coordinate academic and instructional services for students attending Title I campuses

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.

Marlin ISD will address the academic and community needs for this project through a comprehensive partnership approach. The need for this project is evident by students performance in Reading and Math at both Marlin Elementary and Marlin Middle Schools. Marlin Elementary School's (MES) 2019-20 TAPR report shows 12% of students scored Meets Grade Level on STAAR Reading. MES's Math STAAR performance showed that 18% of students Met Grade Level. Marlin Middle School's (MMS) 2019-20 TAPR report shows 13% (grades 6-8) scored at the Meets Grade Level on STAAR Reading and scored 21% at Meets Grade Level on STAAR Math. Both campuses have been identified as an Improvement Required campus and received an F rating. MES has an economically disadvantaged student rate of 99.8% and MMS has a rate of 86.7%. Marlin ISD is located in a rural community and during COVID-19 school closures, many of the students were without access to remote learning due to lack of internet access. The learning loss in Reading/Language Arts and Math that occurred during this time was greater than anticipated. The project will work to achieve Marlin ISD's mission: to create "a community of unique, diverse people, is to provide an exceptional learning experience in a safe, nurturing environment, challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society." The Community Partnerships Initiative will improve the quality of programming in all categories of both schools in the elementary to middle school feeder pattern. The focused efforts of the community partnership to improve the elementary campus will impact and benefit students as they promote to the middle school. Marlin ISD will utilize the five levers of the Effective Schools Framework to increase student achievement in core academic areas with the support of community partnerships: Lever 1: Strong School Leadership and Planning; Lever 2: Strategic Staffing; Lever 3: Positive School Culture; Lever 4: High Quality Instructional Materials and Assessments; and Lever 5: Effective Instruction. After 2 years of implementation, both feeder pattern campuses will increase their rating from F to C.

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.

The Marlin ISD community will develop and implement a plan based on the Community Partnerships Framework. Strategies and activities will be aligned with the design principles across the feeder pattern, effective schools and academic programs, family and community engagement, and intentional partnerships. A TEA approved service provider will be selected to 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. Marlin ISD will establish academic achievement outcomes as defined by TEA's criteria for success. The work to achieve the outcomes will drive the success of this program. Schools and community partners will provide input into how outcomes will be achieved using different partnership strategies and approaches.

Stage 1: (1) Recruit and facilitate the Community Partnerships Design Team (2) Administer the CP Diagnostics Tool to assess the feeder pattern (3) Develop and articulate an established vision for the feeder pattern (4) Identify priority focus areas and select community partnerships to support each priority (5) Communicate and conduct outreach to share the vision with the feeder pattern schools and the community

Stage 2: (1)The district's 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. (2) Develop an implementation plan to include each of the four Pillars

Stage 3: (1) Conduct community feeder pattern and communication activities (2) Conduct initial trainings on prioritized ESF levers for MES and MMS.(3) Conduct family engagement activities (4) Secure and sign MOUs for each partner

Stage 4: (1) Develop and plan for a continuous improvement cycle (2) Conduct end of the year reflection

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.

Marlin ISD will develop a system of resources and supports from birth to college that are scalable throughout the neighborhood of schools. To address the birth to college pipeline, the following supports and programs are in place to align with students needs as they progress to each grade level.

Birth to Pre-K- The Headstart program will support the needs of low-income families with young children in the community with parent education and training, nutrition, child development, health/wellness, education services, English language acquisition, and services for children with development delays or disabilities. MISD will implement an early childhood program in collaboration with community organizations to further expand parent education and home/school connection.

Kinder-5th Grade- Community partners will provide afterschool academic interventions and enrichment activities with the focus on parent engagement, social emotional learning, and increasing student achievement in Reading and Math.

6-12th Grades-In partnership with the Texas AgriLife Extension in Falls County students and families will provide programs and services to strengthen

b. 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 to include health/wellness classes and services, mental health referrals, parent education, employment referrals, job skill development, financial literacy, housing assistance, childcare, GED or Adult Basic Education classes for parents to qualify for employment opportunities, ESL classes, or other applicable programs and services to meet the community's needs. The district will enter into an MOU with each community partner to provide wraparound services. All services provided by partners will be reviewed and evaluated by the Program Manager for effectiveness and relevancy to addressing the needs of students and their families within the community.

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.

Marlin ISD's Data Management Plan will include a robust data system and performance management routines to ensure progress monitoring actions will drive the achievement for the established performance outcomes.

The applicant agrees to collect data and report on the following mandatory performance and evaluation measures:

(1) Campus performance: After two years of implementation, both feeder pattern campuses will improve two letter grades from From F to C

Partnership utilization:

(1) # of MOU's signed by the partner organization

(2) % of Partners supportive of the overall vision

(3) % of Partners satisfied with technical assistance support

Student outcomes:

(1) % of kindergartners that are kinder-ready increases by 10% over baseline

(2) % of 3rd graders reading on/above grade level on STAAR increased by 10% over baseline

(3) % of 8th graders do math on/above grade level on STAAR will increase by 10% over baseline

(4) % of high school seniors graduating on time increased by 10% over baseline

(5) % of HS seniors passing at least three EOCs increased by 10% over baseline

(6) % of HS seniors with a post-secondary plan increases by 10% over baseline

Month progress monitoring by the Program Manager and the Community Partnerships Design Team will drive the achievement of the meeting predetermined outcomes of the program and on target to increase each campus' to achieve a C rating by the end of the program period. Interim school progress data will be measured and monitored during each meeting. MISD will conduct regular community outreach for each partner organization to ensure goals are met.

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.

Marlin ISD is fully committed to implementing the Community Partnerships Initiative model. The district has allocated a 20% match to ensure the program's success. District and campus leadership have met and agreed to fully support this initiative. Time has been allocated into the district and campus leadership calendar to attend and participate in program planning and monitoring meetings throughout the grant period.

The Program Manager will utilize the following tools and strategies to achieve school improvement and students success with the support of community partnerships and organizations:

1. MISD commits to utilize and implement the Community Partnerships Framework to guide the progress of the program:
 - Pillar 1: Alignment of in and out of school supports across the feeder pattern
 - Pillar 2: Effective schools and academic programs
 - Pillar 3: Engaged families
 - Pillar 4: Intentional community partnerships
2. MISD and community partners will complete plans for Pillars I, II, III, and IV of the Community Partnerships Framework.
3. During each phase of the program, each Pillar will be reviewed and monitored by the Community Partnerships Design Team to identify and demonstrate progress towards academic outcomes.
3. MISD will collaborate and plan with the state-approved technical assistance provider while monitoring grant activities by utilizing a fidelity of implementation tracker.
4. MISD will collaborative with technical assistance providers and community organizations to diagnose, plan, and implement innovative and educationally sound ideas that will contribute to the improvement of school achievement and the well-being of participating schools in the MES and MMS feeder pattern.
5. MISD will develop a pipeline of services to include the following: a high-quality early childhood education program; a high-quality school and after-school programs and strategies; 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; family and community engagement and supports, develop a family center to support families at school or at home; and provide services for the social, health, nutritional, and mental health of families in the community.
6. MISD will continuously evaluate the success of the program and adjust and improve the program based on specific and data and established outcomes.
7. MISD will provide feeder pattern schools with the operational flexibility, including autonomy over staff, time, and budget, needed to effectively carry out program activities.
8. MISD will have a minimum of at least one local after school partnership, one government partnership, and one higher education partnership and will enter into an MOU for each partnership.

The Community Partnerships program practices will be sustained beyond the life cycle of the grant. Staff and community members will receive training and professional development on how to implement best practices in order to build capacity for future success beyond the grant period. In addition, the following strategies will work to sustain the funding for the grant beyond the program period:

1. The Marlin ISD's Education Foundation will seek external funds to support the cost for sustaining community services and partnerships.
2. The Marlin ISD School Board will review the program's performance and determine the allocation of local funds to extend the program.
3. Federal and state funds will also be allocated as applicable and allowable for each funding source.
4. In each community partners' MOU, a commitment to providing in-kind services and resources to further extend the program's effectiveness will be required.

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

