



2019-2021 School Action Fund - Implementation

COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019

NOGA ID []

Authorizing legislation

P.L. 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Section 1003(g)

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time
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GRANTS ADMINISTRATION
2019 MAY -9 PM 2:31

Grant period from **July 1, 2019 to July 31, 2021**

Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

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

Applicant Information

Organization **Hearne ISD** CDN **198905** Vendor ID [] ESC **6** DUNS []
Address **900 Wheelock** City **Hearne** ZIP **77856** Phone **979-279-3200**
Primary Contact **Dr. Delic Loyde** Email **delicloyde@gmail.com** Phone **713-805-9654**
Secondary Contact **Dr. Adrain Johnson** Email **abjohnson@hearne.k12.tx.us** Phone **979-279-3200**

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

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name **Dr. Adrain Johnson** Title **Superintendent**

Email **abjohnson@hearne.k12.tx.us** Phone **979-279-3200**

Signature Date **05/09/2019**

Grant Writer Name **Christi Martin** Signature Date **05/09/2019**

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

2019-019723

701-19-106-011

Shared Services Arrangements

SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The Raw Score for (CCMR) College, Career, and Military Readiness rating for the 2017-18 school year was only TEN PERCENT.	The school will be operated by, an independently governed nonprofit organization (PathForge) specializing in college, career and military readiness. The PathForge model combines commitment to a coherent, guaranteed viable curriculum with the principles of guided pathways and high-quality work-based learning.
Only TWENTY TWO percent of Hearne High School's Economically Disadvantage students Met or Mastered English/Math STAAR.	The PathForge model employs the MAP formative assessment system to drive frequent data analysis, fine-grained differentiation of student needs, and flexible small group instruction to ensure that gaps in learning are identified and quickly addressed.
Only TWO percent of Hearne High School students earned either 9 or more hours of dual credit in any subject or 3 or more hours in ELA or Math.	PathForge will finalize dual credit relationships with select programs at area universities, including Texas A&M University at College Station and Blinn Community College, Bryan Campus.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By 2022, the percentage of Hearne High School students who graduate College, Career and/or Military Ready will rise from 10% to 55%.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Hearne ISD and PathForge finalize a performance contract that meets the requirements of Texas Education Code, Section 11.174 and Commissioner's Rules adopted thereunder. [Note: This benchmark will be accomplished no later than July 12, 2019.]

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Any issues that prevent delivery of contractually required services by the district in the manner specified in the contract are resolved to the satisfaction of the PathForge Executive Director within 5 business days.

Third-Quarter Benchmark

The Tripod student survey demonstrates that students find instruction engaging and that the school staff has high expectations of their performance.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Project Partners will fully engage with the Matched Technical Assistance Provider to ensure that project expectations are met. Project Partners recognize that independent governance arrangements are novel and require a great deal of change management. Accordingly, both district and PathForge leadership look forward to working closely with the matched technical assistance partner to guide early implementation efforts. More specifically, project partners will develop and formally commit to a project management plan that sets forth the objectives, processes and behavioral norms that will guide implementation of the Performance Contract between the parties. Progress on the metrics identified in the project management plan will be reviewed at least monthly to ensure that course corrections are made in a timely way.

Further the district will leverage the expertise of the matched technical assistance provider to establish continuous improvement routines for the district's central office as the district shifts its role from direct operator to service provider and performance manager. We will establish protocols for collecting feedback and adjusting practices across the following domains of activity:

- Guarding autonomy and operational flexibility of Operating Partners with respect to people, time, money, and budget
- Customer satisfaction with respect to service delivery
- Use of Data to Drive Operator Performance Management (per ELA Local Board Policy)
- Routines for Continuous Improvement

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee 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 grant 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 Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 School Action Fund - Implementation Program Guidelines.
- The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2021 School Action Fund - Implementation Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.
- The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.
- The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.
- The applicant assures that a project manager will be identified. Please note: this position may be funded other grant funds.
- The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.
- The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.
- The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.
- The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.
- The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.
- For LEAs pursuing the Create a new school action model:** The applicant assures enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.
- For LEAs pursuing the Partner-managed model:** The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.

Statutory Requirement

Please refer to the Program Guidelines page 8 and address the six questions below:

1)

Describe how the LEA will carry out its school support and improvement activities, including how the LEA will develop a school improvement plan for the eligible campuses identified as a 2018–2019 Comprehensive School.

The District has selected the Partner-Managed Restart School Action as a bold improvement plan. Given that direct school improvement activities will be carried out by the external partner, PathForge, the role of the district leadership is to monitor performance and compliance and intervene as provided in its board policy ELA Local. More specifically, the roles of the board of trustees, district administration, and school operator in implementing the overarching school improvement action are as follows: The role of the operator, PathForge, is to achieve the contractual student performance goals. It will have full authority over people, time, money and program. The role of the district administration is to ensure that PathForge has the autonomy guaranteed by the performance contract, that district services are provided according to the terms of the contract and to collect and present to the board of trustees performance data needed for the board to take action under ELA - Local (which tracks TEA's model authorizer policy) as needed. District administrators will visit the campus quarterly to monitor vital compliance matters. PathForge will report enrollment, performance data, behavior data, and an independent audit annually.

2)

Describe how the LEA will monitor schools receiving Title I - Part A funds, including how the LEA will:

- a) Monitor school improvement plans upon submission and implementation, and
- b) Implement additional action following unsuccessful implementation of such plan after a number of years determined by the district.

a)

The district will implement a comprehensive performance accountability and compliance monitoring system that is aligned with the academic and financial performance goals specified in the performance contract and provides the board of trustees with the information necessary to make evidence-based intervention decisions. Further, under the terms of the contract, PathForge will collaborate with the district to implement Title 1 protocols for monitoring students' performance, implemented strategies, and teachers' proficiency. Similarly, PathForge will meet regularly with the district's Special Education Director to ensure compliance with IDEA.

b)

As provided in the district's board policy ELA Local, the board will take progressive intrusive action if the school operator, PathForge, is not achieving the academic and/or financial goals specified in the performance contract. If after three years of failure to meet goals, the board of trustees will terminate the performance contract, revoke the campus charter, and seek a different operator with a track record demonstrating its ability to achieve ambitious student outcomes with similar populations of students.

3)

The district will evaluate potential partners on the basis of fit with the community's school vision with respect to following domains of competency: Organizational Structures, Processes/Procedures, Communications, and Capacity & Resources; Critical Success Factors (i.e. Academic Performance, Use of Quality Data to Drive Instruction, Leadership Effectiveness, Increased Learning Time, Family/Community Engagement, School Climate, and Teacher Quality); and Continuous Improvement Processes (i.e. Data Analysis, Needs Assessment, Implement & Monitor, and Improvement Planning).

Statutory Requirement (Cont'd)

4)

Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received under this subsection.

The School Action Fund Grant funds will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. Further, as required by the performance contract, the district, in coordination with the school operator and matched technical assistance provider, will ensure that all funds-- federal, state, and local-- generated by the campus are allocated to the school operator for use at that campus. Ultimately, the funds that flow to the campus will be augmented by supplemental funding under SB 1882. The district will use any share of those funds it retains to continuously improve its performance management and service delivery work with respect to the operating partner.

5)

Describe how the LEA will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans.

The district will continue to refine the organizational changes it has been making as it implements the current SB 1882 performance contract with the partner operating two other campuses in the district. The performance contract ensures for the current partner, and will for PathForge, that the operator has autonomy over people, time, budget, and program. In terms of operationalizing these freedoms, the the district is working on the following: (1) Refining mechanisms that enable the partner to direct expenditure of and easily monitor funds it is entitled to control; (2) training of central office staff about the limited parameters of district authority with respect to the campus; (3) establishing procedures for rapidly resolving any conflicts that arise concerning perceived authority; and (4) establishing minimally intrusive procedures to ensure compliance with applicable laws (especially those addressing special populations).

The district is eager to work with its matched technical assistance provider to continue its evolution as an organization aligned to support and performance management of autonomous schools. We aim to enable operators to focus on student outcomes and so wish to eliminate any friction arising from the dependencies between the two organizations.

6)

Describe how the selected school action model will incorporate one or more evidence-based strategies during the implementation phase.

The selected school action model, Restart via Partnership, will incorporate evidence-based strategies both in the implementation of the structural shift to independent operation and also in the specific school model to be implemented by PathForge. With respect to the structural shift, the district will rely on growing body of research focusing on the portfolio model of district operation, including the work of Center for Reinventing Public Education (CRPE) and the Progressive Policy Institute. For instance, the district will heed the evidence regarding the importance of community engagement in the early stages of partnership implementation. With respect to the school model itself, PathForge commits to ensuring to a guaranteed viable curriculum as elaborated by Marzano. Further, the school will capitalize on the research showing that the students exposed to rigorous post-secondary experiences while in high school both enroll and persist in higher education (whether in a career, college, or military setting) at higher rates than similarly situated students. Finally, PathForge is exploring a collaboration with a residency-based teacher preparation program such as that pioneered by AUSL.

TEA Program Requirement 1

Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner-managed. *Note: The district or partner-managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school" model.

Select one of the following models:

Select one:

- Restart a struggling school
- Create a new school
- Replicate a successful school (must select Partner-managed option)
- Reassign students from a struggling school (type of management does not apply)

- District-managed
- Partner-managed

TEA Program Requirement 2

A) Please describe the evaluation process and criteria utilized for selecting the school action model.

The district has selected the Partner-Managed Restart option based on the need to accomplish step-change increases in student achievement without further delay. The district engaged a consultant with experience establishing innovative school partnerships as it explored a variety of options to expand the resources and options available to Hearne High School students.

As a result of this process, the district determined that, over the course of the next several years, an arrangement similar to that being established among Premont, Freer and Brooks County ISDs (Rural Schools Innovation Zone) would serve the Brazos Valley communities well. Accordingly, Hearne ISD has been taking the lead in working with stakeholders to catalyze the creation of a nonprofit organization that will have the support regional higher education institutions, employers, and civic leaders. This organization, PathForge, is recruiting an executive director who will ideally have experience, or at least deep familiarity, with initiatives such as the Dallas Promise and P-Tech initiatives. Although our context is different, we believe that there is much that can be learned from the Rural Schools Innovation Zone and the Dallas work. The plan is for Hearne ISD to launch the initial partnership with PathForge, establish two to three guided pathways across a number of high-demand, high-wage fields, and then, once the Hearne school is operating smoothly, invite other districts in the area to participate in an arrangement similar to the Rural Schools Innovation Zone in South Texas. Initial conversations with other districts in the area have been promising.

The experience of Hearne in our current Partnership under SB 1882 was another significant factor in our choice of this school actoin. This arrangement has been well-received by our community and built the confidence needed to launch other such partnerships. Our stakeholders have come to understand that by establishing a partnership with an independently governed organization, Hearne students will not only benefit from additional funding, but also from the collective wisdom of the nonprofit's board and staff and from the security and sustainability achieved via the performance contract and independent governance.

TEA Program Requirement 2 (Cont'd)

B) Please describe the district vision for improving the campus(es) through the implementation of a school action

District leadership recognizes that dramatic acceleration of student achievement at the High School level will require a substantial infusion of resources, talent being chief among them. The location and small size of our district makes it difficult to attract and retain highly qualified educators who bring a sense of urgency and commitment to serving disadvantaged students. The expertise, financial resources, and flexibility that can be concentrated at the high school via the Restart Partnership can be a game-changer. Research shows that the current generation of young adults, and teachers especially, are attracted to organizations that have clearly defined missions, especially those with social justice missions. By restarting the High School under the operating authority of a specialized organization with a differentiating value proposition, we believe that the school/operator can begin to attract graduates from A&M College Station and other regional higher education institutions. This dynamic can be further accelerated by the residency partnership that PathForge is exploring (e.g., with AUSL). Further, we believe that the independence and guaranteed continuity of the model (by virtue of the performance contract and independent governance) will be attractive to educators tired of seeing successful work swept aside when a new board or new administration comes into power. With respect to programmatic elements, the restart will enable the school to establish a fresh set of norms around high expectations and energetic use of data to drive differentiated instruction. The restart is also an opportunity for PathForge to re-engage students around guided pathways that enable all students to connect their present educational experience with a clear vision for their future. Work-Based and dual credit opportunities will cultivate habits and skills associated with success in higher education as well as employment.

C) Please describe how this grant aligns to and accelerates the district's broader strategy and theory of action.

Through its participation in Lone Star Governance, the Hearne Board of Trustees has selected the System of Great Schools as its theory of action, believing that students will be best served if the district shifts its role from direct operator of schools to partnership cultivator and performance manager. We believe that we must create the conditions that make our schools magnets for outstanding talent and understand that business as usual is not the way to do that. We also understand that performance contracts and independent governance establish conditions that enable continuous improvement without disruption by changes in district leadership or politics. Our broader strategy also uses partnerships as a multi-pronged talent tool: We gain the expertise and connections of nonprofit board members; the specialized staff in the nonprofit; and, the mission-driven educators attracted to a clearly articulated equity-focused school model. This grant also advances our broader strategy by enabling PathForge to demonstrate early value both to our community and our neighboring districts. Like the RSIZ in South TX, we think the SGS theory can be applied in rural settings via multi-district cooperatives. We have had promising conversations with our neighbors, but it is important that we build confidence through a strong, credible start. The funds will secure the best professional support to finalize the performance contract, and importantly, arrive at a very clear description of the revenue that will be under the control of the partner. The funds will also enable PathForge to provide the intense differentiation of instruction and supports that are needed to jumpstart student progress and further build regional confidence. A bit later in the grant term, the grant will be used as seed funding for the partner's talent strategies (e.g., teacher residency program via AUSL or other strong residency) and suite of Work-Based Learning options. These strategies will also be highlighted regionally in the interest of attracting other districts to the RSIZ-type cooperative.

D) Please identify the district staff member to manage the implementation grant and the qualifications of the identified staff member.

Dr. Valerie Sharp serves as Chief Innovation Officer and brings deep academic, performance management, and change management experience. Dr. Sharp has been a school leader, district-level academic content specialist, and has excelled in a range of cabinet level roles, including: Director of Data Services, Director of Student Services, Director of Secondary Curriculum and Instruction, and Coordinator for Research and Evaluation. Further, she is one of the few Texas administrators with experience integrating external operators into a district, having helped facilitate the operation of schools by open-enrollment charter schools in North Forest ISD.

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 grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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 grant?

- 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	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

	BUDGET
PAYROLL COSTS (6100)	
Chief Innovation Officer (salary and benefits for 2 years)	\$250,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Matched Technical Assistance Provider	\$500,000
Start-Up Implementation Funding for School Operator	\$1,000,000
Data, finance, dual credit, communications support	\$56,500
SUPPLIES AND MATERIALS (6300)	
technology and materials per School Operator specifications	\$190,000
OTHER OPERATING COSTS (6400)	
Travel to TEA meetings	\$3,500
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
CAPITAL OUTLAY (6600)	
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
Total Direct Costs	\$2,000,000
Indirect Costs	<input type="text"/>
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	\$2,000,000