



**2020–2021 School Action Fund- Planning**  
**COMPETITIVE GRANT Application Due 11:59 p.m. CT, July 14, 2020**

NOGA ID

Authorizing Legislation **P.L. 107-110, ESEA of 1965 as amended by NCLB of 2001, Section 1003(g); CARES Act, Section 18003, ESSER**

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

Application stamp-in date and time

Grant period from **September 9, 2020 – July 31, 2022**

Pre-award costs are not permitted.

**Required Attachments**

Applicants must submit the TEA-supplied attachment that corresponds to their selected school action. See pg. 29 of the Program Guidelines.

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

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 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
- NCLB Provisions and Assurances requirements

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

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

**Shared Services Arrangements**

**X** 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
1,000 Lubbock County youths ages 12-17 presented with a substance use disorder, a majority of whom are not receiving treatment for alcohol use, illicit-drug use, or a psychiatric comorbidity	Explore the possibility of opening a public recovery high school providing students suffering from addiction an opportunity to continue their high school education in a sober environment by combining academics, accredited rehabilitation treatment and social support. This will include both school-based and community-based recovery support systems informed by existing agencies.
LCJJC noted that meeting the mental health/ substance use disorder needs of youth is their greatest challenge and due to significant resource constraints, they struggle to identify and access services.	Implement therapeutic, rather than punitive, interventions for students suffering from drugs or alcohol. Appropriate campus staff will allow for immediate interventions, mitigating the classroom disruption and providing necessary coping tools, allowing students continue scheduled activities.
LISD discipline and achievement data reflect students with substance abuse related disciplinary actions have disproportionately failed one or more courses and are not on track to graduate with their graduation cohort.	Develop high quality instruction to meet state requirements for awarding a high school diploma while meeting the needs of a vulnerable student population. Focus on post-secondary options including workforce training and collegiate credit recovery.

**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 the end of the Spring 2021 semester, we will have conducted a rigorous Call for Quality Schools to identify a high-performing organization to launch a new school based on a successful, ESF-aligned school model and will have codified the partnership through a Board-approved performance contract. The approved operating model will reflect a thorough understanding of addiction-related issues in Lubbock and will include considerations for intake assessment, family and group counseling, peer support, accountability and community building.

**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. See pg. 18 of the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

- (September -November 2020)
- Develop district communication plan for school action planning and implementation
  - Adopt district authorizing policy that meets TEA standards for receiving SB 1882 benefits
  - Complete partner recruitment and cultivation activities to build a pipeline of potential partner organizations and school leaders
  - Launch Call for Quality Schools (CQS)

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

(December 2020-February 2021)

- Complete Call for Quality Schools (CQS) application and review process for selecting school partner organization(s) that demonstrate a high-quality, ESF-aligned school model
- Conduct district financial spending analysis to guide contract negotiations with partner organizations, including data on current per pupil spending amounts in designated campus and the cost of district-provided services to schools
- District board votes to approve contract terms and performance expectations for school partner organization
- Create and finalize student recruitment plan and timeline
- District applies for SB 1882 partnership benefits

Third-Quarter Benchmark

(February 2021-April 2021)

- District applies for SB 1882 partnership benefits
- Finalize campus budget for the 2021-22 school year
- District meets eligibility requirements for continuation grant funding and submit continuation grant application
- Partner organization recruits and selects new staff
- Partner organization conducts summer professional development for campus staff in advance of Fall 2021 opening

**Project Evaluation and Modification**

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

The leadership team for the new district school looks forward to working in collaboration with the TEA-selected TA provider for this grant (Civic Solutions, Education First, or MAYA Consulting) to design and implement a rigorous Call for Quality Schools to support the creation of a new partner-managed campus. Specific project evaluation activities, and any necessary modifications, will focus on the following key areas: 1) Call for Quality Schools: LISD will utilize the TEA-created model documents as the foundation for its Call for Quality Schools. In order to promote structure in this work, we will create a comprehensive project plan for developing and executing the Call, beginning in August, and share widely with key stakeholders. This plan will include clear benchmarks and deliverables to ensure that we can track progress and meet key deadlines in the recruitment and vetting of potential operating partners. We plan to launch the Call as soon as possible to permit maximum flexibility to shift dates as needed during the application and evaluation phases of the process. 2) Performance Contracting: LISD leadership understands that any partnership with an external operator is defined by the terms of the performance contract and therefore plans to allocate substantial time and human resources to the development of this essential document. Within the CQS project plan (discussed above), we will create a defined performance contracting period between the recommendation of an operating partner and Board consideration. While the district expects a collegial performance contracting process, in the event that progress stalls, leadership will leverage the expertise of the TEA-selected TA provider to ensure that the operator is provided with maximum autonomy while also being held to clear and ambitious performance metrics. 3) Student Recruitment: The district plans to enroll students in the targeted new school model based on referrals from each student’s home school and will prioritize enrollment for students from Matthews Learning Center, a Comprehensive re-identified campus. In the event that student enrollment falls short of targets established in the student recruitment plan and timeline, LISD leadership will convene a meeting of key stakeholders, including staff from the district and operating partner, as well as community members and mental health professionals as needed, to determine whether under enrollment is due to a lack of interest, a lack of access, institutional barriers, or some other reason. Once obstacles are identified, a plan to remedy enrollment issues will be created, drawing upon the collective expertise of the advisory body.

**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.

- 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 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.
- 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 Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2020–2021 School Action Fund- Planning Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 4. The applicant will work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- 5. For all actions, the applicant will budget at least the amount indicated in budget guidance as "Matched School Action Technical Assistance Provider" on schedule 6200 (part 2 of the application). For Create a New School as a District Managed Campus, the applicant will also budget the amount for technical assistance for the District Administrator/Chief Innovation Officer on Schedule 6200. Both amounts will be subtracted from the total grant award and used by TEA and ESC 13 to establish a contract with the matched provider.
- 6. The applicant will identify a project manager for this grant. The applicant may use other funds for this position.
- 7. Applicants pursuing a partnership-managed model must perform a financial spending analysis in accordance with TEA requirements.
- 8. The applicant assures all fidelity of implementation revisions with the matched school action technical assistance provider will be completed on or before October 15, 2020.
- 9. The applicant will provide access to TEA and contractors for on-site visits to the district and campus.
- 10. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 11. The applicant's board must commit to Lone Star Governance (LSG) training and coaching.
- 12. The applicant assures partners operating campuses under the partner-managed option will commit to TEA-identified board training.
- 13. The applicant assures Pre-K "New Schools" will designate a feeder Comprehensive or Targeted campus by April 1, 2021.
- 14. The applicant assures enrollment at a new school will prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted School (2019 rating).
- 15. For applicants selecting the partner-managed model, the ISD must commit to the adoption of TEA's model authorizing policy and participate in the Texas Authorizer Leadership Academy.

**Statutory Requirements**

1. Describe how the ISD will carry out its school support and improvement activities, including how the ISD will develop a school improvement plan for the eligible campuses selected for this grant.

LISD is fully committed to carrying out all necessary school support and improvement activities required to ensure that the proposed new school will be a high quality school option for Lubbock students within the identified high-need population. Given that the proposed school action described in this application involves the creation of a new school, a school improvement plan will not be necessary in the near term. It is our hope that through collaboration with a high-quality operating partner that one will not be required in the life of the school. However, LISD recognizes that substantial support services may be required in the early years of this new campus and especially during the start-up period. The district is committed to working in partnership with the operating partner (selected through a rigorous Call for Quality Schools) and the established advisory body to establish operating conditions that will facilitate a successful school opening.

2. Describe how the ISD will monitor schools receiving the School Action Fund-Planning Grant, including how the ISD 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.

As noted above, a school improvement plan will not be required upon creation of the new school. Additionally, because the proposed new campus will be partner-managed, ongoing monitoring and oversight will be conducted in accordance with the performance contract created with the partner identified through the Call for Quality Schools.

3. Describe how the ISD will use a rigorous review process to recruit, screen, select, and evaluate any external organizations with whom the ISD will work with to support the campus(es) selected for this grant.

In order to rigorously recruit, screen, select, and evaluate the partner selected to operate the proposed new school, LISD will draw upon the wealth of model documents provided by TEA. Guided by the previously adopted Model Local Partnership Authorizing Policy (approved 10/28/19), Conversations with potential partners to fill the very specific need established in Lubbock have already been initiated and the upon launch of a Call for Quality Schools, the district will reach out to the Texas Charter Schools Association and colleagues within the System of Great Schools to cultivate a pipeline of high-quality applicants. In preparation for the launch of a Call for Quality Schools in fall 2020, LISD will utilize the Model Local Campus Partner Application and will add an LISD Supplement to thoroughly vet each applicant's readiness to effectively serve the high-need population of students included in the Call. In order to thoroughly screen all applications, a team of individuals with expertise in educational planning, organizational structures, financial oversight, and non-profit governance will be trained in the work of scoring proposals using the Model Local Campus Partner Application Evaluation Form. The review team will consist of both internal and external stakeholders to ensure a balanced approach to evaluation and representation of a diverse set of perspectives. This team will make a recommendation to authorize or not authorize each proposal to LISD Leadership, which will then ultimately be confirmed by the LISD Board.

**Statutory Requirements (Cont'd)**

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

We are committed to strategically deploying resources to maximize the impact of a planning year and ultimately for the restart of a high quality school for students and families served by LISD. Our team has extensive experience effectively braiding Federal, State, and local resources with grant funds to ensure we achieve our strategic objectives effectively, efficiently, and in compliance with all fiscal and regulatory requirements. While the exact nature of the resources required for a successful design, launch, and ongoing operation of our new, high quality school will be determined over the course of the planning year, we expect to ensure alignment of Title Funds, IDEA, and local education dollars. The School Action Fund grant will supplement the services that currently exist for district programming at O.L. Slaton. Of course, we will use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for Federal and State funds. The Federal Programs Director tracks the funds received by the Title I Campuses and ensures all purchases are approved and aligned with the campus improvement plan.

5. Describe how the ISD will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the school action.

LISD seeks to promote autonomy for the operating partner in order to ensure full implementation of the proposed educational model. As part of the creation of the performance contract, the operating partner will identify any existing LISD policies from which they will require exemption, which will be codified in Addendum 2 of the Partnership Performance Contract. These autonomies may apply to curricular or instructional approaches, assessment practices, or operational structures and will be granted as long as exemptions will not conflict with local, state, or federal law and will ensure equal access for all students. Within the charter bargain of operator autonomy with accountability, LISD will implement comprehensive monitoring activities to ensure that the operator’s model, including all granted exemptions, are aligned with implementation of the proposed model and to continued progress towards established performance expectations.

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

The proposed school action is the creation of a new school as a partner-managed campus. Specifically, LISD seeks to create a campus with an operating partner with specific expertise in the implementation of an addiction-recovery program that is coherent in an alternative high school setting. Within the Call for Quality Schools process, potential partners will be asked to present an evidence-based approach to supporting students struggling with addiction and expertise in promoting strong academic outcomes. The preferred systems-based model will need to include intake assessment, family and group counseling, peer support, accountability and community building. Strategies proposed will be thoroughly vetted by the expert evaluation team and the selected operating partner will be provided the authority and autonomy necessary to implement the approved model as proposed.

**Program Requirements**

1. Identify one of the following eligible school action models:

- Restart a struggling school as an ACE campus
- Restart a struggling school with a district-designed model
- Restart a struggling school as a partner-managed campus
- Create a new school as a district-managed campus
- Create a new school as a partner-managed campus
- Reassign students from a struggling school to higher performing schools
- Redesign a campus for blended learning

2(a). Describe the evaluation process and criteria utilized for selecting the school action model for the specific campus to be supported with this grant.

According to the American Community Survey (2016), specifically data reporting substance use disorder (SUD) in Lubbock County, of the 25,000 youths (age 12-17) residing in Lubbock County, 1,000 of the students presented with a substance use disorder (SUD). Of the 1000 students identified, 600 of them live in poverty and SUD and 300 of them were identified as having a comorbid psychiatric need and SUD. 800 youths (age 12-17) had an alcohol-related SUD and 800 of them fell into the category of needing but not receiving treatment for alcohol use. 900 youths had an illicit-drug related SUD with 900 youths falling within the needing but not receiving treatment for illicit drug use. The need for this targeted program is clear and without intervention, these young people are unlikely to be successful in attaining college or career readiness in any of the other Lubbock high school settings. While LISD has identified a significant gap in its offerings around support for students struggling with addiction, the district does not currently have the full suite of expertise in the area of addiction recovery or the capacity to create this new school alone. By engaging an external operating partner to manage the proposed new campus, LISD seeks to both expand its knowledge base around best-practices in addiction recovery and extend its capacity through the delegation of operating authority to the approved partner. It is also important to point out that this region of Texas does not have a recovery high school option and that the nearest recovery high school is over 350 miles away.

2(b). Describe how the school action aligns with the ISD's overall strategy for support and intervention in low-performing schools and/or the ISD's strategy for expanding high-quality school choices for students and families.

The mission of Lubbock ISD is to nurture, develop, and inspire every child, every day. As evidenced by our implementation of the System of Great Schools strategy, we are committed to moving more of our students into high quality schools year over year. Coming out of our Board's Lone Star Governance workshop last year, our district committed to the bold goal of ensuring 80% of our students would be served in A- or B-rated schools within five years, nearly double our 2019 performance. As noted above, students in the targeted sub-population are unlikely to be successful in any of LISD's portfolio of schools, which impacts the district's larger ability to attain its ambitious goals. Additionally, the creation of this new targeted model will provide an additional high-quality school option for students in need of targeted support for addiction recovery.

**Program Requirements (Cont'd)**

2(c). Describe how senior district leaders were involved in the decision to select the school action for the campus(es), and to apply for this School Action Fund Planning Grant.

Our annual planning cycle engages all members of the LISD School Board, Cabinet, and Academic Support Team in reviewing the QSA, tiering schools, and matching schools to school actions. A report that was recently commissioned for Lubbock County included input and the active engagement of leaders in all sectors(elected officials, representatives from mental health systems, major mental health providers, homeless providers , area schools, law enforcement , the court system and the universities). The data gleaned from that report along with district specific data informed the decision to pursue a planning grant seeking to create a new school as a partner managed school. The school leadership team and CIO will engage senior district leaders as we prepare a Call for Quality Schools to ensure collective ownership over the school's plan and success.

2(d). Describe how the district has worked or will work with members of the school community to convey plans and solicit input into the school action planning process.

The Department of Communications and Community Relations (CCR) is responsible for promoting positive, responsible, and transparent public relations between the Lubbock Independent School District and the community. We will leverage pieces of the communication and engagement playbook built out for the two new schools (McCool and Wester) opening SY 20-21 and will use the Call for Quality Schools as a platform to launch communication about this new partner-managed school. CCR will coordinate internal and external districtwide communications regarding the new school, in close partnership with the external operating partner, once selected. We will ensure great care is taken to consider the broader community to include internal, parent/family, student and external groups. Once a communication plan is established, implementation of the plan will include reaching out through the District website, social media, radio and television spots and interviews, mobile notifications, newspaper articles, local news spotlights, and an extensive series of community meetings. Information will be available in multiple languages and in-person and online, and one on one support will be provided for the transfer/enrollment process.



**Program Requirements (Cont'd)**

2(e). Identify the ISD staff member who will manage the implementation grant. List the qualifications of the identified staff member.

Dr. Lisa Ramirez - Chief Innovation Officer

Dr. Ramirez previously served as the Deputy Assistant Secretary for Policy and Programs in the Office of Elementary and Secondary Education at the U.S. Department of Education in Washington, D.C. Dr. Ramirez worked for the U.S. Department of Education from 2006 until 2019. She worked in various additional positions, including director of the Office of Migrant Education (OME) and director of the Office of School Support and Rural Programs(SSRP). SSRP provided oversight of the national comprehensive center program which included the Center of School Turnaround and Improvement. Prior to working at the federal level, Dr. Ramirez was the principal of Ramirez Charter School in Lubbock ISD from 2004-2006.

**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"/>
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**PNP Equitable Services**

PNP Equitable Services **does not apply** to this grant.

**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. See Program Guidelines, pages 21-27, for detailed instructions on use of grant funds.

**PAYROLL COSTS (6100)**

**BUDGET**

District Administrator / Innovation Officer Position	\$15,000
School Leader release/planning time	\$35,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Technical Assistance Matched Provider / New School Design Fellowship	\$75,000
Technical Assistance training for District Administrator / Innovation Officer Position*	\$10,000
Summer professional development	\$15,000

**SUPPLIES AND MATERIALS (6300)**

Instructional materials	\$35,000
School community engagement events	\$10,000

**OTHER OPERATING COSTS (6400)**

Communications planning and support	\$5,000
Travel expenses	\$15,000
LSG Training expenses for board members	\$5,000

**CAPITAL OUTLAY (6600)**

Facilities and infrastructure upgrade	\$30,000

**TOTAL BUDGET REQUEST** \$250,000

**Appendix I: Negotiation and Amendments (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 of the TEA website and may be emailed to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov) Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page*

**Negotiated/Amended Section**

**For amendments: Choose the section you wish to amend from the drop down menu.**

**Negotiated Change/Amendment**

**For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.**

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

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