Attachment 1

TEA Student Success Initiative/Community Partnerships

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I. Purpose of the Program

The Texas Education Agency is preparing to award Community Partnerships/Student Success Initiative grants to Texas public school districts and open enrollment charter schools to support the creation of innovative school and community partnerships. The grant will provide technical assistance to schools to create a continuum of resources from birth through college by leveraging community, academic, and government partnerships to provide wrap-around and holistic services for students and families. The Community Partnerships grant provides local school districts with support to improve the quality of elementary and secondary education to help all children experience rigorous academic content and meet student achievement state and local standards.

A. Background

Consistent with the General Appropriations Act, 86th Legislature, Texas Education Agency Rider 43 Student Success Initiative, the Texas Education Agency (TEA) shall award grants to schools with high percentages of students who do not perform satisfactorily on relevant state assessments, and that serve the most struggling neighborhoods, as determined by the Commissioner, to implement a comprehensive support program that increases the number of students performing on grade level by leveraging academic, community, and governmental supports. The Commissioner shall prioritize issuing awards based on applications that demonstrate a commitment to improved outcomes on clear performance measures.

The vision of the Community Partnerships initiative is to support significant improvements in educational and developmental outcomes for children and youth who live in struggling communities by providing access to great schools and access to a system of high-quality community, academic, and government resources from birth through college and a career.

B. Eligibility Requirements for the School District and School Participation

The rider requires the grants to serve schools in the most struggling neighborhoods.

The eligible school district will apply on behalf of the schools in communities or neighborhoods that have at least 85% economically disadvantaged student populations in rural school district communities (<1,000 students) and/or mid-size school district communities (<15,000 students) with academically struggling schools. Larger school districts may apply for one feeder pattern of schools that have at least 85% economically disadvantaged population of students with a total enrollment for the feeder pattern between 2,000 and 7,000 students. All eligible LEAs must have at least one school that is improvement required (IR) or is formerly improvement required (FIR). School districts that have previously received Community Partnerships grant funding are not eligible for planning grants.

C. Project Description and Requirements

The Community Partnerships initiative focuses on low-income neighborhoods in Texas that have inadequate resources and will provide increased access to high quality school programs in a feeder pattern, including increased access to high quality early childhood programs.

The school district will submit a proposal that will show a strong commitment to planning and implementing the Community Partnerships initiative in the following areas:

1. **Need for the Project** – The school district will address the academic and community needs for the project and increasing the quality of programming in all grades in a feeder pattern of schools.
2. **Quality of the School and Community Improvement Design** – The school district will show in the project proposal how the "Community Partnerships/SSI Framework" will improve school and community outcomes and describe 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.

3. **Quality of Project Resources** – The school district will show in its proposal how it will develop a system of resources and supports from birth to college that are scalable throughout the neighborhood of schools. The district will describe in its proposal how it will effectively cooperate and coordinate partnership agencies to provide integrated wrap around and holistic services to children and their families in the school community.

4. **Quality of Management Plan** – The school district will show in its proposal how it will develop and implement robust data systems and performance management routines to ensure progress monitoring actions will drive the achievement of the predetermined outcomes of the grant. The district will show in its proposal how it will engage with partners to monitor and measure interim school progress data and conduct community outreach for each partnership organization.

5. **Reasonableness of Resources** – The school district will show in its proposal a commitment to fully implementing the Community Partnership initiative model they have selected and commit to using the tools and strategies to achieve school improvement and student success. The school district will show in its proposal evidence that the Community Partnerships program practices will be sustained beyond the life cycle of the grant.

D. Community Partnerships Program Design Activities

The Community Partnerships grant will support school districts with planning and implementation for the following performance tasks activities:

Performance Tasks	Actions	Planning Grant Outcomes	Implementation Grant Outcomes
Step 1 - Leadership Team Development (Actions completed prior to the grant) **1 Month**	**Program Design Team develops a detailed implementation plan** • Considering the characteristics of the backbone organization and partners, the leadership team has prioritized the implementation of activities • Service providers have access to training with cultural competency. • Plan in place that promotes a positive and collaborative climate within the central team and across partner organizations. • Services providers/partners are regularly engaged in identifying implementation roadblocks	Identifies/distinguishes roles and responsibilities for each member of the leadership team.	Team members exhibit consistent engagement and improved performance and effectiveness levels.
Step 2 - Landscape Analysis **1-2 Months** **Sustainability Planning (Year 2 of the grant)**	**Goal setting: Set clear and actionable goals (outcomes) for the overall project.** Each goal relates to a community challenge your project seeks to address. Current State SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats) Needs Assessment & Root Cause Analysis Assessment and Mapping of Existing Resources/Assets	Conducts in-depth SWOT analysis, digging deep into data informed root causes, with the leadership team with support from the technical assistance vendor.	Team members actively seek solutions in response to performance management data and identify key actions that will be taken to make progress toward goals.
Step 3 - Collective Action Network Development (Partnerships)	**Knowing and Engaging Community Members** • Identify Appropriate Partners • Build Initiative Steering Committee	Engages in the work with the leadership team with support from the technical assistance vendor to identify a	Teams meet performance outcomes for community actions.

1-2 Months **Ongoing Collective Action Network Development (Year 2 of the grant)**	• Identify and Train Effective "Backbone Organization" • Define Roles and Responsibilities Across Network Partners • Formalize Partnership Commitments (including signed Memorandums of Understanding) • Set Performance Expectations Across Network	minimum of at least three community partners (i.e. community, university, government). Identify organization and leadership team for backbone organization. Develop a map for a continuum of resources from birth through college	Backbone organization prepared to facilitate initiative. Wrap around services are made available to the schools and community.
Step 4 - Vision Setting Planning and Development **1-2 Months**	**Vision Setting** • Logic Model Development • Theory of Action Development	The logic model includes accountability outcomes with activities, outputs, and outcomes that are clearly defined.	The vision is actionable and shared throughout the schools and the community.
Step 5 - Data Performance Management (Years 1 and 2) **3-5 Months and Ongoing** **Sustainability and Communication Plans (Year 2)**	**Establishing the Community Agenda and Data-Driven Decision Making** • Defining Common, Accessible, Measurable Performance Metrics • Web-based Dashboards and Scorecards • Data Usage - Compile, Analyze and Use Population Level Data & Indicators • Benchmarking Performance - Process for Progress Monitoring • Continuous Cycle of Improvement	Engages in the work with the leadership team with support from the technical assistance vendor to assess current state of data management practices and routines with plans for improvement.	District and school leadership teams launch data performance management tools and routines.

Performance Tasks Sequence Model

	Performance Task 1	Performance Task 2	Performance Task 3	Performance Task 4	Outcomes
Main Components	**Landscape Analysis**	**Collective Action Network Development**	**Vision Setting**	**Data Performance Management=**	Increased Student Achievement and Improved School Communities
Key Features	• Assess Data • Identify Root Causes • SWOT Analysis	• Identify Appropriate Partners • Identify and Train Effective "Backbone Organization"	• Logic Model Development • Theory of Action Development	• Defining Common, Accessible, Measurable Performance Metrics	
Outputs	**List of Priorities**	**Partnership MOUs**	**Focused and Aligned School and Community Improvement Actions**	**Improved Data Performance Management Routines**	

Phase 1 Actions	Phase 2 Actions	Phase 3 Actions	Phase 4 Actions

E. Community Partnerships/Student Success Initiative (SSI) Framework

The District describes in its proposal how it will provide leadership to increase academic and community outcomes by addressing the following principles and providing evidence of implementation:

Design Principles	Evidence of Implementation
I. Community Partnerships Program Design a. **Leadership team/Professional Development** b. **Goal Setting** c. **Engaging Community** d. **Partnerships Network** e. **Visioning** f. **Data Systems** g. **Sustainability** h. **Communications**	• Identification of partnerships and development of a "backbone" organization that will, ultimately, be responsible for the being the visible and sustaining champion for the work across the feeder pattern • Clearly state goals, interim progress measures, and performance management routines across the partnership organizations • Evidence of outcomes for each performance task • Professional development plans • Strong communication and marketing plans • Financial Resources identified beyond the life cycle of the grant

II. Delivering Effective Schools and Academic Programs
a. **Effective Schools Framework**
b. **Content Training, Social Emotional Learning and Restorative Practices**
c. **Innovation in school design, school choice, governance**
	• A plan and progress against the plan for comprehensive and aligned efforts to address the following items, across the entire feeder pattern:
	   a. Systematic supports and improvements on a prioritized set of Effective Schools Framework levers
	   b. Supports to implement high quality content, social and emotional learning practices
	• A documented analysis of potential innovations in school design, choice, or governance models that could help accelerate academic improvements or fulfill family needs

III. Ensuring Families are engaged and have access to school and partnering agency wrap around services	• A plan and progress against a plan that targets efforts to engage families across the feeder pattern related to academics, social and emotional learning, and wraparound services • Documentation of meaningful regular and two-way communication about academics, social and emotional learning, available wraparound services and encouragement of family's active participation in their child's education at school

IV. Developing strong and intentional community partnerships
a. **Academic (University or College)**
b. **Local (YMCA, business, Boy's and Girl's Club, Big Brothers and Big Sisters, Faith based**
c. **Government – Health and Human Services Commission, Texas Department of Agriculture**
	• Summary information on the benefits of community partnerships
	• Plans to develop deep and meaningful partnerships that clearly address feeder pattern needs in:
	   a. Academic areas
	   b. Community health
	   c. Other community needs
	• Partnership agreements with, at minimum:
	   a. An organization specializing in academic support, broadly defined
	   b. An organization with local ties to the community
	   c. An organization that is a state or local governmental entity

F. Pre-determined Outcomes/Goals and School Categories

All Districts must submit a proposal to support a feeder pattern of schools within a given neighborhood. However, more emphasis may be placed on one school in a school category that is focusing on an innovative model or is listed as "Improvement Required." TEA has selected a set of minimum required goals to depict expectations of a successful program within each category.

As part of this program, all community partners are expected to work together with district and school personnel to achieve the stated goals in each category reflective of schools in a feeder pattern improvement model. While these outcomes are required and are components of a successful program, schools and community partners must focus on the activities listed under **Community Partnerships/SSI Framework** for whole school improvement.

Category	Community Partnerships Metric Description and Goals
Early Childhood	
Grades 1-12 • The school district must create indicators for other grade levels to measure and monitor	
Community Based Accountability • The school district must create 5 community indicators that it will measure and monitor	

II. Community Partnerships Conferences

School districts participating in the Community Partnerships grant must commit to attending all conferences to learn about the Community Partnerships initiative and the support that is provided.

Item	Description	Description	Participants	Location	Estimated Timing	Timing Rationale
1						Bring together Planning group
2	**Conference 2:** Best Practices and Communities of Practice Conference	Participants will engage in partnership best practices and leadership training (Backbone Organization for leadership teams)	Full Group	TBD	Spring 2020	Bring together planning and Implementation group
3	**Conference 3:** Implementation Best Practices	Leadership teams are engaged in launching data performance management routines and exposed to Equity and Excellence training	Full Group	TBD	Fall 2020	Bring together Implementation group
4	**Conference 4:** Sustainability Planning	Participates will engage with resource personnel to complete sustainability plans	Full Group	TBD	Spring 2021	Bring together Implementation group

III. Grant Funding Expectations

School districts that receive funding will demonstrate a high level of commitment for participating in the Community Partnership initiative practices. It is important for the grantee to make progress toward the pre-determined outcomes in order to receive the second year of funding.

A. **Planning Grants –** TEA anticipates that approximately 4 districts will be awarded amounts ranging from $200,000 to $300,000.
B. **Implementation Continuation Grants -** TEA anticipates that at least 8 districts will be awarded continuation funding for at least a year.
C. **Matching Funds** -School districts receiving the Community Partnerships grants must agree to provide matching funds of 20% of the grant award. This must be reflected in the proposal submission for the grant.

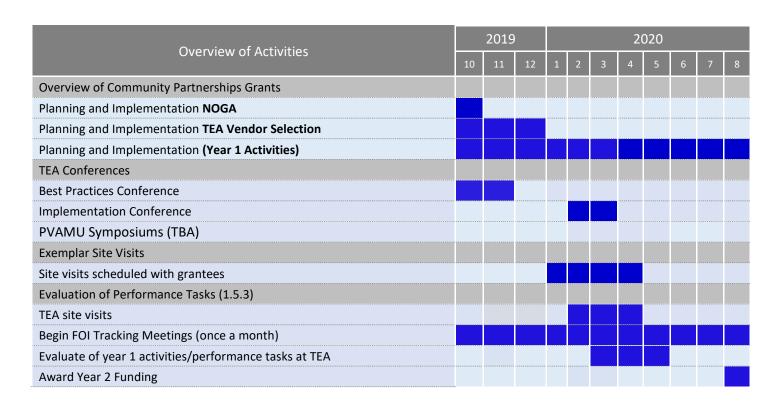# IV.Required Use of TEA Approved Technical Assistance Providers

Selected grantee school districts and communities will be required to complete a set of performance tasks during each year of the grant to demonstrate progress towards outcomes. These performance tasks will be evaluated by TEA, or a TEA approved vendor, prior to the end of each grant year to determine which grantees receives the next year of funding. TEA will work with each district to determine the most appropriate vendor services needed by the district based on needs of the school district and improved readiness levels for planning and implementation of the Community Partnerships initiative.

Grantees will contract and work directly with the vendor to outline the statement of work that meets their specific needs. The school district project manager and the vendor representative will report planning and implementation performance tasks progress to TEA every two weeks on a fidelity of implementation tracker. Community based measures will be tracked by the grantee on a secure web-based tool, and this resource will be introduced at the Spring 2020 TEA State Community Partnerships Conference. The schools will use this tool to monitor and evaluate the impact of the wrap around services that are provided by the community partners.

For the Planning Grants of the Community Partnerships Initiative, each grantee will be **required to spend $100,000 of grant funding for each year of funding to contract with the TEA appointed vendor to support the performance tasks activities**. Planning grantees will have limited discretion over which activities vendors support, based on the specific needs of their community. The grantee will contract services with a TEA selected vendor for support with planning grants performance tasks.

For the Implementation continuation grants of the Community Partnerships Initiative, each large urban district grantee receiving grant funding will be **required to spend $150,000 of the grant award for each year of funding to contract with the TEA appointed vendor for customized support activities**. Smaller school districts are **required to spend at least $50,000 of grant award for each year of the grant to contract with the TEA appointed vendor with customized support activities**. Continuation Implementation grantees will have greater discretion over which activities vendors support, based on the specific needs of their community and readiness levels.

V. Overview of Activities 2019-2020

Overview of Activities	2019			2020								
	10	11	12	1	2	3	4	5	6	7	8
Overview of Community Partnerships Grants											
Planning and Implementation **NOGA**	█										
Planning and Implementation **TEA Vendor Selection**	█	█	█								
Planning and Implementation **(Year 1 Activities)**	█	█	█	█	█	█	█	█	█	█	█
TEA Conferences											
Best Practices Conference	█	█									
Implementation Conference					█	█					
PVAMU Symposiums (TBA)											
Exemplar Site Visits											
Site visits scheduled with grantees				█	█	█	█				
Evaluation of Performance Tasks (1.5.3)											
TEA site visits					█	█	█				
Begin FOI Tracking Meetings (once a month)	█	█	█	█	█		█	█	█	█	█
Evaluate of year 1 activities/performance tasks at TEA							█	█	█		
Award Year 2 Funding											█

VI. Selection Criteria

Proposals will be selected based on the ability of each Proposer to carry out all the requirements contained in the Letter of Interest. The following diagram shows the scoring criteria and associated points that will be used to review responses to the Letter of Interest. Innovative practices are strongly encouraged in proposal submissions.

Item	Community Partnerships Grant Scoring Criteria	Possible Points
1	**Need for the Project**	**50**
1.1	The school district will address the academic and community needs for the project.	20
1.2	The school district will address its mission and how the Community Partnerships initiative will improve the quality of programming in all categories of schools in a feeder pattern.	15
1.3	The school district must identify 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.	15
2	**Quality of the School and Community Improvement Design**	*50*
2.1	The school district will show in the project proposal how the "Community Partnerships/SSI Framework" activities and strategies will improve school and community outcomes.	30
2.2	The school district will describe 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.	20
3	**Quality of Project Resources**	*30*

3.1	The school district will show in its proposal how it will develop a system of resources and supports from birth to college that are scalable throughout the neighborhood of schools.		15
3.2	The district will describe in its proposal how it will effectively cooperate and coordinate partnership agencies to provide integrated wrap-around and holistic services to children and their families in the school community.		15
4	**Quality of the Management Plan**		**20**
4.1	The school district will show in its proposal how it will develop and implement robust data systems and performance management routines to ensure progress monitoring actions will drive the achievement of the predetermined outcomes of the grant.		10
4.2	The district will show in its proposal how it will engage with partners to monitor and measure interim school progress data and conduct community outreach for each partnership organization.		10
5	**Commitment to Program Assurances**		**30**
5.1	The school district will show in its proposal a commitment to fully implementing the Community Partnership initiative model they have selected and commit to using the tools and strategies to achieve school improvement and student success.		20
5.2	The school district will show in its proposal evidence that the Community Partnerships program practices will be sustained beyond the life cycle of the grant.		10
		TOTAL	**180**

A. Innovative Practices through College / University Partnerships

The Collaborative Partnership between TEA and the College/University focuses on problems of practice and supports the development of partnerships between researchers or college level personnel assisting struggling public schools working with the intent to improve schools by advancing the relevance of education research, and/or by bridging the gap between educational theory and the everyday work of practitioners and policymakers.

School Improvement	School Redesign	School Action
Improve campus practice on foundational aspects of schooling: • **School Culture,** • **Teacher Development** • **Data Driven Instruction** • **Curriculum Alignment** • **Educational Leadership and Counseling Development**	• **Early College High School(s) PTECH High School(s)** • **Math Innovation Zones** • **Rural School Innovation Zones** • **College Advisory/Financial Literacy** • **Mentor Programs** • **Project Graduation** • **Summer Bridge**	• **1882 Partnerships** • **ACE model with wrap around services** • **PreK Partnerships**

B. Program Requirements
All selected grantees must adhere to the following requirements of the grant:
- School district leadership holds the schools accountable and can provide evidence to TEA for the activities in "**Community Partnerships/Student Success Initiative Framework.**"
- Comply will any additional general requirements from TEA to ensure grantees are working towards the predetermined outcomes for the project
- Work with at least **three** partners through the duration of the grant. Of the three partners, at least one must be a community partner, one must be an academic partner, and one must be a government partner per Rider 43

- Use the minimum required funds outlined in this grant to purchase technical assistance support from the TEA state-approved list of vendors
- Attend all TEA sponsored conferences and trainings held during the duration of the grant including college and university symposiums
- Plan and attend one exemplar site visit.
- Cooperate with the TEA to share promptly any and all data when requested including completing program evaluation at the conclusion of the grant
- Grantees must designate and provide for a project 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
- School districts receiving the Community Partnerships grants must provide matching funds of 20% of the grant award.
- Establish a leadership team or stakeholder committee that is comprised of the school principal, central staff, instructional support personnel, parents, families, students, community leaders, and partners in the planning, implementation, and evaluation of the Community Partnerships initiative.
- Develop a map for a system of resources on a continuum from birth through college inclusive of MOUs for community, academic, and government partnerships.
- Provide backbone organization leadership training, and race and equity training locally.
- The LEA will commit to using the [Community Tool Box](#) as a resource to ensure evidence based practices occur during planning and implementation activities. (Access Code: ABC123)