



2021-2022 SSI-CP Cohort 3- Planning Year 1
Letter of Interest (LOI) Application Due 11:59 p.m. CT, July 1, 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, July 1, 2021**.

Application stamp-in date and time

Grant period from **October 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-CP Cohort 3- Planning Year 1 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 SSI-CP Cohort 3- Planning 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 BISD proposed budget for the Community Partnerships Grant Letter of Interest (LOI) will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, and partnership inclusion. It will include a high-level snapshot of funds currently allocated to similar programs such as Extended Day, 21st CCLC grants and Literacy Initiatives. BISD utilizes grant design teams, clear goals and objectives, program evaluation, and an experienced grants department to make adjustments in the future to meet needs.

BISD is an eligible applicant as a Local Education Agency (LEA) with schools in a feeder pattern that have at least one school with a D or F rating in state accountability and have an average of 85% economically disadvantaged students. The BISD proposal will support public schools that meet the program's eligibility criteria outlined in the LOI. BISD's selected feeder schools (Morningside EL, Lucio MS, Lopez ECHS) have high percentages of students who do not perform satisfactorily on relevant state assessments, and serve the most academically struggling neighborhoods in one of the poorest counties (Cameron County) in America. Typically, BISD students score 5-20% lower on the STARR than White Students in all subjects and all grade level (2019-20 TAPR).

BISD demonstrates a commitment to improved student outcomes on clearly identified performance measures. BISD had already begun the process of developing partners to help Morningside Elementary as the playground was missing basketball goals for 5 years prior to the grant announcement. The grants department helped Morningside EL receive a small grant to install 8 basketball goals through Dicks Sporting Goods (\$10,000) pending the award in Summer 2021 and formulated Community Development Task Force with Communities in Schools (CIS) and the Ministerial and Business Alliance (MBA), two community based nonprofits and the City of Brownsville (COB).

The budget will help complete plans for Pillars (I-IV) of the Community Partnerships Framework during each phase of the grant to demonstrate progress towards academic outcomes. These plans will be evaluated by TEA (TEA approved vendor) prior to the end of each phase to determine if BISD receives the next round of funding. To ensure BISD is completing the plans with high fidelity, BISD will collaborate and plan with the state-approved technical assistance provider while monitoring grant activities by utilizing a fidelity of implementation tracker. BISD activities will report to TEA on a monthly basis. BISD will work collaboratively with the selected TEA technical assistance providers and other community organizations such as CIS and MBA to diagnose, plan, and implement innovative and educationally sound ideas that contribute to the improvement of school achievement and the well-being of participating schools in the feeder pattern. BISD will comply with any additional general requirements from TEA to ensure grantees are working towards the grant outcomes for the project; Work with at least three partners through the duration of the grant. Of the three partners, one is a community partner for after school programming (MBA/CIS), and one must be an academic partner (TSC) and one is a government partner (COB); Attend all TEA sponsored conferences and spotlight meetings held during the duration of the grant including the Harlem Children's Zone 3 Day Institute (\$10,500 for a team of 2-3); Cooperate with TEA to share promptly any and all data when requested including completing program evaluation at the conclusion of the grant. Thirty Teachers (10 per school) and 3 Administrators (1 per feeder school) will get paid a small stipend for helping the grant with evaluation data and implementation of services (\$59,400); 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 (\$ 78,000); BISD will agree to implement the program phase performance tasks and activities and provide matching funds of 20% of the grant award (Match funds will be from time and effort of the staff and Principals as well as use of the school for extended community events).

Year 1 – BISD will receive \$200,000 for implementing the Planning Components of the grant (see Budget Worksheet).
Year 2 – BISD will hope to receive \$400,000 in additional funds for the Full Implementation Phase of the grant. BISD will implement a high quality implementation plan to show progress toward the predetermined outcomes.

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.

VISION- The grant will create great schools in supported and supportive communities as grant funds will implement a comprehensive support program in a feeder pattern of schools that increases the number of students performing on grade level by leveraging academic, community, and governmental supports.

POVERTY- BISD is the highest ranked poverty school district in Texas and fifth ranked in the nation with ages 5-17 years of age comparing districts above 40,000-student enrollment (US Census American Fact Finder-2016 Community Survey, Small Area Income and Poverty Estimates-SAIPE). The US Census also indicates that 30.1% of all families living in the school district are living in poverty as compared to only 13% state and 11% national rates. Under TEA guidelines, BISD qualifies for a Provision 2 exception allowing all 100% of BISD students eligible for the Free and Reduced Lunch Rates (FRLR). BISD has a majority of the 42,989 students classified by the Texas Education Agency (TEA) as Hispanic (98.3%) with 89.5% economically disadvantaged, 67.8% at risk, and 36.1% percent English Language learners (ELL) and 589 Migrant students with 3.4% Homeless and 5,734 classified with a disability (2019-20 Texas Academic Performance Report-TAPR). In addition, BISD had excessive problems with an influx of 1,697 homeless youth for BISD (9th largest in State; TEHCY 2019 Report) due in part to the severe poverty factors affecting families. Brownsville, Texas also has many tracts designated as Opportunity Zones.

EDUCATIONAL GAPS- WalletHub compared the 150 largest metropolitan statistical areas, or MSAs, across 11 key metrics and set ranges from the share of adults aged 25 and older with a bachelor's degree or higher to the quality of the public-school system to the gender education gap (McCann, 2020). Brownsville was ranked 149th in lowest percent of high School Diploma Holders, 150th for lowest percent of Associate Degree Holders or College-Experienced Adults, 147th lowest percent of Bachelor's Degree Holders, 149th lowest percent of graduate or Professional Degree Holders, 135th lowest average in University Quality. BISD students scored 5-20% lower than white students on STARR in all core areas.

STRUGGLING SCHOOLS- Eligible BISD Feeder Pattern Struggling Schools includes: Morningside Elementary with an F rating in Student Achievement, D rating in Closing the Gaps while Lucio Middle School rated D in Academic Growth.

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.

SHARED VISION- BISD's "CP/SSI Framework" activities and strategies will improve the schools (Morningside EL, Besteiro MS and Lopez ECHS) and Brownsville community outcomes. The CP leadership team will develop a system of resources and facilitate collaborative activities to identify partners (CP Staff and Community Presentations) to create and operationalize a shared vision of achievement for school and community improvement. BISD with the CP will create a pipeline of wrap-around and holistic services for the students, families, and the community. These new services will exist as deliverables throughout the feeder pattern of schools to assist with meeting the needs of the children. BISD will visit the Harlem Children's Zone during the first year of the grant and will construct its pipeline of support and services similar to their successful strategies of the Four Pillars to include Early Childhood, Elementary School, Middle School, High School and College with 4 core areas of services: Family (Ministerial and Business Alliance-MBA), Social Service (Community in Schools-CIS), Health Programs (BISD), and Community Building (Housing Authority of City of Brownsville-HACB/COB Public Libraries) Programs. The framework of 4 Pillars with each one serving a distinct function will be supported by strong project managers with identified personnel assigned to each pillar to assist with the planning and implementation activities. Pillar 1-Alignment of in and out of School Supports Across the feeder system; Pillar 2-Effective Schools and Academic Programs; Pillar 3 -Engage Families; Pillar 4-Intentional Community Partnerships.

OUTCOME GOALS- After 2 years of Implementation, Campus performance will improve two letter grades. A 25% increase of Partnership Utilization for each campus with signed MOUs in place supporting the vision of the CP, and Student Performance Outcomes includes; increases in college ready scores (10% increase), STARR scores by 10% over baselines (BL), HS seniors graduating on time by 10%, seniors passing EOC by 10%, and seniors with a post secondary plan by 10% over BL.

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.

P-21 SERVICES-BISD created a system of resources and supports from birth to college that are scalable throughout the neighborhood of schools. BISD will coordinate partnership agencies to provide integrated wrap-around and holistic services to children and their families. The following P-21 strategies (sample) will be further supported with the CP/SSI LOI;

- ☑ Designation of Early College High Schools (ECHS) District-wide models one of which is located on the UTRGV campus.
- ☑ Creating District wide- Elementary 21st Community Learning Centers (21st CCLC) for extended day operations for increasing academic performance.
- ☑ Implementing an American Dream School Model with 28 years of Evidence Based Research practices across high disadvantaged minority student populations to include Mexican-Americans planned in the CP-SSI LOI design.
- ☑ Applying as Pathways in Technology Early College High Schools (P-TECH) Models accelerate completion of high school courses and college-level courses. TEA awarded four 2019–2022 (P-TECH) grants for Hanna, Porter, Pace and Veterans ECHS.
- ☑ Creating CHOICE district wide for open enrollment to support innovation and progress: Choosing Campus with Open Enrollments; Honoring Innovation with Budget Support; Opportune Autonomy for Campus Improvements; Inspiring Rankings for Academic Growth; Communicating Vision for Uniting Community; Evaluating Data.
- ☑ Designing a future College Paths Guidance System with BISD Technology upgrades that will continue with a comprehensive guidance (PK-21) guidance systems for ongoing technology and parent training beyond the cycle of the grant. This includes a comprehensive bilingual technology system that simplifies the PK-21 process (grade level by grade level) through simplified videos and training modules accessed through smartphones. The plan is for all BISD students and parents to have readily available Remote Learning technology at home and at school.
- ☑ Creating New Partnerships with UTRGV, TSC, Educational Service Center (ESC 1) and Communities in Schools, BISD has implemented new creative services that share roles and responsibilities for student success.

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.

GRANT EXPERIENCE- The Management Plan based on the quality of selected personnel will achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The plan will implement robust data systems and performance management routines for progress monitoring actions that drive the achievement of the predetermined outcomes of the grant. BISD is already in a number of partnership and articulation agreements with many community based organizations and public schools in the surrounding area for College Readiness and Advancement. BISD recognizes the responsibility and commitment it has for the community it supports by seeking TEA support through the CP-SSI LOI. Each participating campus will take ownership for shaping a more prepared student population. The proposed project objectives together with the management plan ensure participatory involvement of public school officials, teachers, and counselors. BISD has demonstrated willingness and capability to work with various TRIO grants and prior GEAR UP grants with successful outcomes. BISD is also implementing an \$8.1MM Innovative Approaches to Literacy Grant (IAL) Discretionary ED Grant. BISD has created an effective means to support students through effective grant administration. Grants includes; PTECH, ACE, JET, Homeless.

DIRECTOR-The Director will have procedures in place to report to the Superintendent of Schools, daily under the oversight of two key programs. Edwin Barrera, BISD Grant Coordinator with 32 years of grant experience and Dr. Dora Saucedo, Assistant Superintendent of Curriculum and Instruction with 31 years of educational experience will both provide continuous administrative oversight and grant management to the program. Both have extensive BISD experience in grant and contract administration and will assist the grant whenever possible in making sure feedback and proper protocols are properly implemented in meeting the goals and objectives of the grant. BISD will coordinate the LOI with Texas Southmost College, CIS, MBA, HACB at all feeder schools. A dedicated Director at 50% time and effort will be hired for the grant as required. MBA's Genaro Maldonado, already leading the preliminary plans, will lead the grant for the next two years.

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.

CP/SSI COMMITMENT- BISD 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. The Community Partnerships program practices (4 Pillars) will be sustained beyond the life cycle of the grant. BISD commits to full participation in CP/SSI initiatives supported by the project. BISD will lead, monitor, and sustain the implementation of these efforts, to include Wrap Around Student Support Services. Feeder Schools commit to participate in collaboratively designed CP, Alignment of in and out of School Supports Across the feeder system; Effective Schools and Academic Programs; Engage Families; Intentional Community Partnerships and Wrap around services to include mentoring, tutoring, parental involvement, outreach, and college awareness activities, as indicated in the LOI.

MATCH COMMITMENT -BISD commits to ensuring that the use of all federal funds are in compliance with regulations governing grants and that said funds will only be used to directly support the Feeder School population, in accordance with the procedures established by TEA under the CP-SSI LOI. BISD further commits to ensuring that the matching and reporting requirements of the LOI are met. In addition, BISD will build on many local initiatives with current LOI strategies, activities, and programs with school board approval.

POSTSECONDARY COMMITMENT-The LOI proposal will create a 'College and Career Completion Culture' with drastic improvements with post-secondary success to include a long-term goal of 100% graduating with a high school diploma, 90% matriculating and 50% attaining a Bachelor's degree or higher. BISD will create and expand opportunities for students to obtain recognized postsecondary credentials in science, technology, engineering, mathematics, or computer science as BISD will work with all BISD STEAM Elementary Schools to prepare students for 6th grade and beyond and by offering students opportunities to earn a certificate and associate degree from TSC or TSTC in STEAM Majors. BISD will develop and implement existing and new pathways to recognized postsecondary credentials focused on career and technical skills that align with in-demand industry sectors or occupations. P-TECH schools will lead the way in Students to obtain credentials through a wide variety of education providers, such as UTRGV and TSC, local Institutions of Higher Education (IHEs) eligible for Federal student financial aid programs, BISD Career Technical Education (CTE) for nontraditional apprenticeship programs in Allied Health Programs, Construction Trades, Pharmacy, and many more certified licensing CTE Programs. Brownsville ISD is committed not only to working with students, but also with the community as well. The district supports Campus Care Centers to serve the unmet medical needs of school age children and adolescents. Because no student deserves to go through the school day hungry, BISD features Universal Feeding, Provision Two. This plan provides breakfast, lunch, and supper, free of charge, to all students, regardless of income or ability to pay.

TEA CONFERENCE COMMITMENT- BISD Commits to CP/SSI LOI Conferences 1-3 Partnership Planning, Best Practices, Sustainability Planning, in Austin and will bring a Design Team of Community Partners to each event.

TIMELINE AND PHASES COMMITMENT- The BISD schools receiving these grant funds will implement comprehensive timelines as per LOI regulations and training with Technical Support that support program success. The feeder pattern of schools will increase the number of students performing on grade level by leveraging academic, community, and governmental supports. The adherence to timelines will demonstrate a commitment from BISD for improved student outcomes on clearly identified performance measures. CP/SSI LOI Phase commitments includes;

- PHASE I- LAUNCH (Oct. 21-Jan 22) Identifying the Design Teams, Needs Assessment of Feeder Schools, Developing the Vision, Identifying Focus Areas, Socialize the CP Vision with all stakeholders.
- PHASE II- PLAN (Jan 22-March 22) Developing Four Pillars 1-4.
- PHASE II- EARLY IMPLEMENTATION (April 22-July 22) Conduct Activities, MOUS,ESF Levers, CIP, EOY Reflections.
- PHASE 3-FULL IMPLEMENTATION AND CONTINUOUS IMPROVEMENTS (CIP) -Fully Implement Pillars 1-4. CIP Improvement Cycle1 (Oct 22); CIP Cycle 2 (Feb 23); CIP Cycle 3 End of the Year Reflection (June 23).

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.

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Amended Section

Reason for Amendment

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