



**2024-2026 SSI Community Partnerships Framework and Workshops  
Informal Discretionary Competition (IDC) Due 11:59 p.m. CT, August 19, 2024**

NOGA ID

Authorizing legislation **General Appropriations Act, Article III, Rider 41, 88th Texas Legislature**

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, August 19, 2024**.

Application stamp-in date and time

Grant period from **September 6, 2024 to August 31, 2026**

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)

**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  UEI

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 acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
- 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 2024-2026 SSI Community Partnerships Framework and Workshop Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2026 SSI Community Partnerships Framework and Workshops Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 6. The applicant assures these grant funds will be used to: 1. Develop the Community Partnerships Framework, Guidebook, and training modules; 2. Develop and facilitate Community Partnerships Workshops; 3. Develop services and supports to assist the LEAs in developing wraparound support services for students and their families and actively engaging parents and families in a collaborative partnership.
- 7. The applicant assures they will continuously evaluate the success of the program and adjust and improve the program based on specific data, feedback, or outcomes.



**Summary of Program 1a**

1. Describe the ESC's proposed ideas for the development of the Community Partnerships framework, guidebook and training modules that will detail the systemized process necessary to assist LEAs with project planning, grant implementation, and ensuring sustainability.

Region 3 ESC proposes to develop an SSI Community Partnerships framework, guidebook, and training modules predicated upon a systematic approach that integrates clear and transparent processes and protocols to build capacity in LEAs to fully execute the goals of the SSI CP Initiative. A high-level view of the R3 proposed framework is visible within the following key elements identified as critical to the success of the SSI CP Initiative.

1. Vision and Goals- Goals support the academic, social, emotional, and physical well-being of students, enhancing family and community involvement in the school while creating and developing sustainable partnerships with community organizations and service providers to lead to a shared vision and goals between the school, families, and the community.

2. Needs Assessment- LEAs conduct a Needs Assessment to determine student and family needs via conducting surveys, focus groups, and data analysis to identify the specific needs of their students and their families, including academic support, mental health services, and extracurricular activities. An important part of this step is Community Resource Mapping to identify existing community resources, including non-profits, health services, recreational facilities, and local businesses that can be leveraged.

3. Infrastructure and Governance- Leadership Teams include school administrators, teachers, counselors, social workers, community partners, and parents. Steering committees include key stakeholders from the school and community to guide the implementation, monitor progress, and make strategic decisions. Team member training includes data collection and management systems to track student progress, service utilization, and partnership outcomes.

4. Integrated Support Services- Training in academic supports (high-quality instructional materials, intervention and MTSS, tutoring and enrichment programs), health and wellness supports (on-site or school-linked health services such as physical, mental and dental services), nutritional support services (school meals, food pantries), and social and emotional support services (counseling, mentorship programs, conflict resolution, and behavioral support programs). Region 3 currently possesses strong teams in each of these areas.

5. Family and Community Engagement- Training in family engagement and community partnerships, including parent workshops and education programs, opportunities for parent involvement in school activities and decision-making, training in the processes of formalizing partnerships with local organizations through MOUs, developing joint initiatives with community partners (health fairs, cultural events), and engaging local businesses for sponsorship and resources.

6. Professional Development and Capacity Building- Provide ongoing professional development for teachers and staff on trauma-informed practices, cultural competency, and effective family engagement strategies. Provide Community Partner Training, where the LEA offers training for community partners on school policies, student needs, and effective collaboration.

7. Funding and Sustainability, with Progress Monitoring, Evaluation, and Feedback- The framework includes a focus on diverse funding sources where LEAs will explore multiple funding avenues, including grants, government programs, local business sponsorships, and fundraising events. This focus includes prioritizing budget allocation to support wrap-around services and activities and sustainability planning by developing a long-term sustainability plan that includes regular evaluation, community investment, and contingency planning. Training in performance metrics for success (academic outcomes, attendance rates, family engagement levels, health outcomes), with a focus on conducting evaluations to assess the impact of wrap-around supports and partnerships coupled with feedback loops to establish mechanisms for continuous feedback from students, families, staff, and community partners to refine and improve the program.

A proven commitment to excellence in professional development and customer service, as well as a strong track record of success in implementing TEA initiatives and grant programs makes Region 3 an excellent candidate for this grant. Region 3 is ready and eager to maximize the impact of this grant, creating a lasting, positive effect on students, families, schools, and broader communities across Texas.

Region 3 believes in pushing the boundaries to foster achievement through innovation, creativity, and success. The Region 3 24-25 theme, "Pioneering Innovation," reflects the Region 3 commitment to leading the way in educational advancement and empowering educators to embrace change as a catalyst for progress while exploring efficiencies and opportunities.

**Summary of Program 1b**

## 2. Describe the anticipated site-related logistics (location and duration) for workshops.

Region 3's plan regarding site-related logistics for the series of workshops aimed at equipping LEAs and their technical assistance providers with the necessary training and support to develop and implement their grant projects includes the following features.

During Year 1 of the Grant, proposed locations of workshops are in 3 locations convenient to current SSI- Community Grant awarded districts:

- Grapevine, Texas (accommodating Dallas ISD and Sanger ISD)
- Houston, Texas (accommodating Houston ISD)
- McAllen, Texas (accommodating Pharr-San Juan ISD)

During Year 2 of the Grant, Region 3 will develop and plan workshops in three additional proposed core locations in Texas such as San Antonio, Austin, and Lubbock to grow the SSI- Community Partnership Initiative.

Strategically hosting workshops in multiple geographical locations throughout Texas, will optimize the number of participants attending these workshops, as well as increase maximum exposure across the State to areas identified by the Commissioner to serve the most struggling neighborhoods.

Duration of Workshops: Region 3 proposes a 2-day workshop/training, with the first day focusing on overview training of the Community Partnership Framework and Guidebook and the second day of training facilitating the creation of LEA-specific plans, processes, and deliverables of the grant.

Region 3 has a proven record of developing and facilitating workshops and conferences off-site. Each year, Region 3 plans, facilitates, and hosts a Leadership Conference for district and campus leadership. Past conferences have been held in Port Aransas, Galveston, and Sugar Land. As a TxCAN grant recipient, Region 3 coordinated and hosted Summer TxCAN Conferences for 10 years. This conference was primarily hosted in San Antonio with Region 3 staff facilitating the planning and execution of this grant. Additionally, Region 3, through the Texas Reading Initiative K-5 Literacy Coach and Conference Grant and the Texas Reading Initiative 6-12 Literacy Coach and Conference Grant, hosted 2 sizable literacy conferences off-site in July 2024, with over 400 educators in attendance.



**Performance and Evaluation Measures**

3. Describe how the ESC developed CP framework and workshops will facilitate collaborative workshops to guide participants in completing a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis, Logic Model, and Action Plan and in designing and implementing a holistic continuum of support that actively involves families and community, implementing high-quality educational programs within the school(s), and developing a sustainability plan to ensure the program, activities, and partnerships continue beyond the life of the grant.

Region 3 will facilitate collaborative workshop environments that engage team members in a vast range of activities, leverage individuals' diverse skills and perspectives to enhance the learning experience and foster critical thinking, problem-solving, and learning retention through active engagement and interaction.

With the overall goal of the Community Partnerships/Student Success Initiative (SSI) grants being to improve educational and developmental outcomes for Texas students by creating strong partnerships between schools and communities, participants will be guided through completing a Logic Model consisting of identifying the inputs, activities/outputs, short and long-term outcomes, assumptions, and external factors associated with improving the outcomes of their students. Participants will be guided to create the logic model, a graphical depiction of the logical relationship among the resources, activities and outcomes, and then use a series of if-then statements to connect the components.

To guide participants in completing a SWOT Analysis, Region 3 will use the following protocol, which will be detailed in the Community Partnerships Guidebook:

1. Gather relevant information/data: Collect reliable data and feedback from various sources, including quantitative data like test scores, enrollment, attendance, budget, and resources, and qualitative data like surveys, interviews, observations, and reviews.
2. Identify strengths: Use the information/data gathered to identify strengths.
3. Identify weaknesses: Use the information/data gathered to identify weaknesses.
4. Identify opportunities: Use the information/data gathered to identify opportunities, such as additional community supports, curriculum changes and/or enhancements, or areas where additional emphasis should be directed.
5. Identify threats: Use the information to identify threats, such as budget constraints, limited ability to access some specific community or governmental supports, etc.
6. Make a plan: Use the information/data gathered to focus on specific areas and discover actions that can help build on strengths, minimize or eliminate weaknesses, maximize opportunities, and confront threats.

Participants will integrate logic models with SWOT analyses to provide a realistic and holistic picture of the school and community's capacity to improve the educational and developmental outcomes of students. SWOT analyses will be conducted in each of the three areas: 1. Designing and implementing a holistic continuum of support 2. Implementing high-quality educational programs within the school(s), and 3. Developing a sustainability plan using performance management to establish programs, activities, and partnerships that continue beyond the life of the grant.

Lastly, participants will develop an Action Plan by designing and implementing a holistic continuum of support that actively involves families and community, implementing high-quality educational programs within the school(s), and developing a sustainability plan using performance management to ensure programs, activities, and partnerships continue beyond the life of the grant. Insights from the SWOT analysis will be translated into actionable strategies, responsibilities will be assigned, and timelines for implementation will be set, as well as timelines for periodic reviews to regularly review and update to keep the SWOT analysis current.

Particular attention will be placed on the development of a long-term plan for sustaining family and community engagement efforts beyond the grant period, including exploring multiple funding avenues such as additional grants, government programs, local business sponsorships, and fundraising events, as well as fostering community ownership and embedding family engagement practices into the LEA's culture.

**Goals, Objectives, and Strategies 1a**

4. Describe how the ESC developed framework and workshops will build grantee team capacity to implement an effective CP project, to effectively cooperate and coordinate partnership agencies to provide integrated wrap-around and holistic services to students and their families in the school community.

The Region 3 developed framework and workshops will build grantee team capacity by facilitating the team formation of an Action Team for Partnerships (ATP) in each school and comprehensive training of each team to carry out the project. The ATP of each LEA will guide the development of a comprehensive program of partnerships and the integration of all family and community connections within a single, unified plan and program.

Specifically, the team will train in important steps that the school will take to develop more positive school, family, and community connections. The ATP takes responsibility for assessing present practices, organizing options for new partnerships, implementing selected activities, evaluating next steps, and continuing to improve and coordinate practices for wrap-around and holistic services to students and their families. Starting points are identified by collecting data and information about current practices of partnership, along with the views, experiences, and wishes of teachers, parents, administrators, and students. From the ideas and goals for partnerships collected from teachers, parents, and students, the ATP develops their Two-Year Action Plan depicting specific steps that will help the school progress from its starting point on each type of involvement to where it wants to be in two years. The Action Plan will also show how all school, family, and community connections will be integrated into one coherent program of partnerships linked to school improvement goals. Specific activities that will be implemented, improved, or maintained will be clearly outlined in the plan along with a timeline of monthly actions needed for each activity.



**Goals, Objectives, and Strategies 1b**

5. Describe how the ESC developed framework and workshops will build grantee team capacity to actively engage families and community members in a collaborative partnership that supports student success.

Building grantee team capacity to actively engage families and community members in a collaborative partnership that supports student success involves deliberate training revolving around the following:

1. Providing direct training and professional learning in effective communication skills and strategies as well as evidence-based family engagement strategies such as home visits, family liaisons, and community events.
2. Establishing clear roles and responsibilities of school staff, families, and community partners and providing opportunities for collaborative leadership by involving families and community members in decision-making processes, such as serving on advisory boards or committees.
3. Develop and implement family engagement programs with flexible meeting times, inclusive activities, and home-school connections.
4. Create effective communication channels with multiple platforms, language accessibility, and two-way communication.
5. Build trust and relationships through regular, meaningful interactions and transparency.
6. Leverage community resources by building partnerships with local businesses, nonprofits, and community organizations that can provide resources, expertise and support for family engagement initiatives.
7. Provide ongoing support and resources via resource sharing with families that can help them support their children's learning and sustained, ongoing engagement through regular events, updates, and opportunities for families and community members to participate in the life of the school.

Using the above key elements, grantee teams will be provided direct training to ensure each is adequately prepared to execute the work of the grant.

**Qualifications and Experience for Key Personnel**

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

**Title and Responsibilities of Position**

**Required Qualifications and Experience**

SSI Community Partnerships Initiative Director/Lead - to lead the work and ensure all grant assurances are met, goals of the grant are met, etc.	Strong leadership and project management experience; Experience with facilitating and successfully leading change management processes within organizations; Proven experience in leading TEA Initiatives; Proposed Position
SSI Community Partnerships Instructional Coaching Lead- to lead and train LEAs in providing high-quality instructional coaching support for teachers	Demonstrated success in effective instructional coaching, particularly with high quality instructional materials, as well as demonstrated success in delivering job embedded professional learning, including asynchronous learning platforms.
SSI Community Partnerships Outreach Lead- to train LEAs in evidence-based partnership recruitment, management, and sustainability	Experience establishing formal partnerships with community and state organizations

**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.

To ensure that the proposed budget aligns with the needs and goals of the grant program and Community Partnership Initiative, each category has been carefully considered and allocated resources as follows:

1. Staffing:

A significant portion of the budget is allocated to staffing to ensure the program is adequately supported by qualified personnel. This includes salaries, benefits, and any necessary training. By investing in a skilled team, the program can effectively meet its objectives and goals and provide high-quality outputs and services.

2. Supplies and Materials:

The budget for supplies and materials is designed to cover all necessary resources that will directly support program activities. This includes consumables, equipment and technological needs, and any other items essential for day-to-day operations. Adequate funding in this area ensures staff have the tools they need to create a quality Community Partnership Framework, Guidebook, asynchronous training modules, and a series of in-person workshops with awarded LEAs.

3. Travel:

The travel budget is structured to support necessary travel related to the program, such as trainings, workshops, or meetings with stakeholders. This allocation ensures staff can represent the program, engage with partners, and stay informed of LEA needs, and TEA Initiative updates, all of which are vital to the program's success.

Overall, the proposed budget is designed to ensure the program has the necessary resources in each category to meet its objectives effectively and efficiently.



**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**