



2021-2022 SSI Community Partnerships Planning Grant- Cohort 3 Year 1
Letter of Interest (LOI) Application Due 11:59 p.m. CT, August 24, 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, August 24, 2021**.

Application stamp-in date and time

Grant period from **November 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 Community Partnerships Planning Grant- Cohort 3 Year 1 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 SSI Community Partnerships Planning Grant- Cohort 3 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.

These grant funds will allow Premont ISD to develop & implement a comprehensive community partnership model to address school & community needs. The majority of families in the Premont community live in poverty, with multiple generations & families living under the same roof. The winter ice storm of February 2021 left many of our families without access to electricity, water, & food for several days. PISD opened its campus doors to the community to access heat, water, & food. Together, our community worked to overcome one of the worst natural disasters in decades. We believe our community is ready to take the next step in improving educational outcomes & wraparound services for our students, families, & community. We believe this work will improve the greater economic mobility of our small, rural town and community. PISD has two campuses (one feeder pattern: elementary campus grades PK-5, rated D campus; high school grades 6-12, rated B campus), serving approx. 664 students (96.5% Hispanic, 91.9% economically disadvantaged). Through innovative leadership & bold school actions, Premont ISD is on the move to become the flagship school district of South Texas in student opportunities, school improvement, & student outcomes. This grant will allow us to implement best practices for community partnerships to meet our district's mission of providing strong learning environments, A-rated schools, & a supportive, engaged community. Through this grant, we will create the Premont Compass Program, with the "call to action" for all Premont residents to come together within the compass to "Chart Your Path to Success." Premont Compass will be developed as an umbrella structure to facilitate resources & communication of academic, social, emotional, family, community, & wraparound services. Currently, PISD & our existing community partners offer several programs to address academic & holistic needs of students (e.g., Communities in Schools, vision/health screenings, college advising/scholarship opportunities). However, these programs are disjointed in their administration & facilitation, which results in inefficient communication & duplication of efforts to distribute resources. PISD needs a structure to align existing programs & expand new programs to engage families & the community, provide academic services to students while at school & at home, & provide wraparound services to empower families & meet student physical, mental, & emotional needs. The Premont Compass will meet this need by aligning in & out of school supports across PISD schools, maximizing resources for effective schools & academic programs, engaging families, & building intentional community partnerships. Our grant budget reflects this vision. Currently, local, state, & federal funds provide transportation, student career exploration/work-based learning, instructional materials/assessments, free meals for students (M-F), Communities in Schools, & full day Pre-K. To develop our Premont Compass community partnership framework, we will allocate grant funds as follows. To recruit assistance from PISD teachers & office staff, we will provide extra duty pay stipends for family engagement events, planning of a literacy fair, piloting of open gym nights, & facilitation of an outreach campaign to include a community literacy fair. To build a strong foundation of our program & a solid communication strategy, we will be utilizing professional/contracted services to reimagine the PISD website, build marketing & informational materials (English & Spanish) for PISD & the Premont Compass, conduct community & family focus groups to establish baseline understanding of community perspective for engagement strategies, develop graduation/postsecondary planning resources/tracking systems, & expand capacity of the Project Manager to organize information & recruit community partners. Funds will be used to purchase supplies & materials to kick-start the program, including flyers, materials to begin an advisory board, instructional materials, & literacy fair materials. Funds will be allocated to travel for the leadership team to attend the TEA Planning Conference, attend the Harlem Children's Zone 3 Day Institute, & travel to at least one exemplar SSI/Community Partnership in Texas to learn about best practices for implementing the model. Funds will also be allocated to provide a trip for a selected group of students & their families to visit colleges/universities outside of our region in order to open perspectives on possibilities for postsecondary options. We have allocated a small portion of funds to administrative costs. PISD will match 20% of the award through time & effort of our staff (administrative time, campus/district administrators, & the Project Manager 50% FTE on the project & paid with local funds). PISD has budgeted \$300,000 for the planning grant (see Budget Worksheet). PISD hopes to receive full implementation grant funding (\$400,000) & will implement grant activities aligned with TEA & Technical Assistance provider guidance/best practices for community partnerships. In the future, adjustments will be made to meet the needs of our program to ensure long-term sustainability. Strategies will involve reallocation of current district budget, reallocation of an existing FTE to be 50% FTE for Premont Compass, & recruitment of community partners & philanthropic entities to support the program.

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.

In 2011, TEA announced Premont ISD (small, rural, high poverty district in South TX) would be closing due to chronically low accountability ratings, leading many families to leave for nearby districts. PISD was saved from closing by the Commissioner's allowance of a new partnership with TexasA&M Univ.-Kingsville. In the 2015-16 school year, PISD Met Standard on accountability. An innovative superintendent & leadership team were hired to make meaningful change. Today, many families have returned to enrollment in PISD. PISD still struggles with low academic performance & poor attendance rates. PISD has two campuses (one feeder pattern: elementary campus grades PK-5, rated D campus; high school grades 6-12, rated B campus), serving approx. 664 students (96.5% Hispanic, 91.9% economically disadvantaged). Many of our students live in dilapidated homes w/multiple generations & families living under the same roof. Adults raising our students have had a lack of access to education, which leads to significant need for literacy intervention. About 30% of our families don't feel comfortable at our schools. While these families trust us to educate their children, students of these families often have no access to educational resources at home & are at-risk for low academic performance & poor attendance. Mission: In order to develop successful individual potential PISD will create a culture that promotes risk taking in an environment that values diverse thinking & provides numerous opportunities for successful application of learning. Vision: PISD will be the flagship district of S. TX by offering high-quality academic, social-emotional, & community programs leading to student success & greater economic mobility of our region. The Community Partnerships Initiative will support our mission/needs by promoting resources available to families, developing community partnerships to provide academic/wraparound services for birth-college/career, & creating positive community engagement strategies in alignment w/the Effective Schools Framework (strong school leadership, strategic staffing, high quality instructional materials/assessments, positive school culture, effective instruction). Through the Initiative, we will create a comprehensive support program to maximize & expand our efforts in providing great schools with positive student outcomes, a supportive community, & wraparound/holistic services for our students & their families.

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.

The Community Partnerships/SSI Framework will serve as the foundation for our Initiative: the Premont Compass. Premont Compass will be a sustainable program to connect students, families/community members, and community partners with resources and support for improved academic and community outcomes. Premont Compass will be led by a designated Project Manager (L. Rodriguez), who will allocate at least 50% FTE to the program. Decisions regarding Premont Compass will be made by the leadership team (Program Manager; Superintendent; Exec. Director of Instructional Services; HS Principal; Montessori Director; Elementary Principal). The leadership team will develop a system of resources during the planning phase of the project (Nov 2021-March 2022) through bi-weekly meetings with the team and in collaboration with the TEA Technical Assistance provider. Activities will be facilitated by the Program Manager in communication with school staff. We will work together during the planning phase to operationalize our shared vision with targeted qualitative/quantitative outcomes. **PREMONT COMPASS SHARED VISION AND OUTCOMES:** 1) **MAXIMIZE** Existing Programs & Resources: Existing programs/resources offered by PISD and the community will be organized, facilitated, and communicated by the Premont Compass in order to maximize effectiveness. 2) **IMPROVE** External Relations, Family Engagement, & Community Partnerships: Premont Compass will serve as the primary source of communication strategies to improve external and family relations/engagement and expand community partnerships. 3) **DEVELOP** Excellent After School Programs: After school programs, including accelerated instruction opportunities, will be developed for students. 4) **PROVIDE** Options for Birth-2 & Adults (age 18+): Community resources will be leveraged to offer programs for birth-2 and post-12th grade. 5) **ACHIEVE** Academic Excellence, with a Focus on Literacy: TEA's Texas Home Learning resources will be utilized to support strong instruction and assessment. All students will be reading to learn by 3rd grade.

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.

The Premont Compass will be developed to provide a structure for programs to work together in order to maximize resources, improve communication, & effectively engage our community. Programs which will be incorporated into the Premont Compass strategy include: a) Communities in Schools, which provides clothing donations, hygiene education, & a community food pantry at our elementary school. b) Many students do not have access to quality food outside of free meals provided M-F by PISD; we will work with community partners to provide nutritious food on weekends. c) Free Community Vision/Health Screenings are provided by our community partner, the Premont Lions Club, who will work with us to coordinate future events. d) Full Day Pre-K is available for children ages 3-4 through Head Start; Premont Compass will maximize communication of this program. e) Literacy initiatives are provided by Premont Pride (nonprofit), who will work with us to expand literacy initiatives to all Premont residents, including adults. f) Premont Compass will work with community partners to identify opportunities for birth-age 2 (no current programs offered) such as daycare & community engagement activities for adults (no current programs offered), such as adult sport leagues & GED classes. g) The Premont Compass will work with school/community partners to develop after school programs (not currently offered except athletics), including acceleration instruction. h) Premont Compass will coordinate & lead communication of high school opportunities to the community. PISD offers high school opportunities leading to dual credit, associate degrees, & valuable industry-based certifications (at no cost to the student) through Early College High School, STEM CTE courses, & Education CTE courses (early childhood education, which will be expanded through P-TECH). Our membership in the Rural Schools Innovation Zone allows our students to take health science & building trades CTE courses at partner school districts & participate in work-based learning (job shadowing, industry tours, internships) to develop valuable employability skills. i) The Premont Compass will also seek to identify additional community partners, such as the Chamber of Commerce, businesses, & philanthropic entities to support academic programs & wraparound/holistic services for birth-college/career.

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.

PISD will work with the Technical Assistance provider to refine program outcomes goals, data tracking, & progress monitoring in order to ensure success of the Premont Compass initiative. Data will be tracked bi-weekly by the Program Manager using data dashboards, including: 1) Performance of the elementary school (currently rated a D campus) to ensure at least a B rating by the 2023-24 accountability ratings. 2) # of MOUs signed with community partner organizations (goal = 8 MOUs by 2023-24 SY). 3) Satisfaction of community partners with the Premont Compass program vision/activities/technical assistance (measured by bi-annual surveys). 4) % of kindergartners that are kinder-ready increase by 10% over baseline, measured by annual kindergarten readiness assessments. 5) % of 3rd graders reading on/above grade level on STAAR increase by 10% over baseline, measured by STAAR & progress monitored by the TEA Texas Home Learning (Amplify) & regular formative assessments. 6) % of 8th graders successful in math on/above grade level on STAAR increase by 10% over baseline measured by STAAR & progress monitored by the Texas Home Learning (Carnegie Learning) & regular formative assessments. 7) % of high school seniors graduating on time increase by 10% over baseline measured by graduation rates & progress monitored by graduation plan tracking. 8) % of HS seniors passing at least three EOCs increased by 10% over baseline measured by STAAR & progress monitored by formative assessments. 9) % of HS seniors with a post-secondary plan increases by 10% over baseline measured by postsecondary enrollment & industry employment & progress monitored by graduation plan tracking. 10) % of compliance with SSI best practices measured by the TEA fidelity of implementation tracker (goal = 100% compliance by 2023-24 SY) & progress monitored through bi-weekly leadership team meetings. 11) Effectiveness of community outreach & family engagement, measured & progress monitored by annual community surveys (qualitative), # of family engagement activities, & % of families involved in activities/programs. 12) Effectiveness of wraparound/holistic services measured by student attendance rates (goal = 96%), # of at-risk students participating in services, & qualitative feedback from students/families.

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.

Premont ISD is committed to fully implementing the Community Partnerships Initiative model through creation of the Premont Compass. The Premont Compass will utilize a Program Manager (50% FTE) to facilitate knowledge & communication of our academic, wraparound, holistic, & community supports. We will provide bi-weekly updates to TEA using the fidelity of implementation tracker, work with at least 3 partners throughout the grant, travel to all required TEA Grant Conferences (Partnership Planning, Implementation Best Practices, Sustainability Planning), attend Harlem Children's Zone 3 Day Institute, provide a 20% match to grant funds, & share program evaluation data with TEA. PISD is committed to collaboratively working with the TEA technical assistance partner to integrate best practices for community partnerships & support the planning & implementation activities (Stage 1-4: Launch, Plan, Early Implementation, Full Implementation, Continuous Improvement). During the planning grant (Nov. 21-Aug. 22), we will complete the following: finalize Premont Compass leadership, conduct diagnostic assessment using CP diagnostic tool, develop the vision & identify priority focus areas & potential partner organizations, socialize the community partnerships vision with feeder pattern campuses & communities, identify baseline for all goals, conduct school & community communications activities, conduct initial trainings on prioritized ESF levers across schools, conduct family engagement activities, secure & sign MOUs for all community partners, develop continuous improvement cycle, & conduct end of year reflection. Our program will be SUSTAINED beyond the life cycle of the grant by reallocating an existing FTE to be 50% FTE for the Premont Compass. All other expenses related to the program are already paid for with local district funds (transportation, work-based learning, instructional materials/assessments) federal/state programs (free meals, Communities in Schools, full day Pre-K), & existing community & government partners (health/vision clinics). Funding for new afterschool programs & services for birth-age 2 & college/career will be identified during the planning year. Due to our existing district resources & ability to use PISD buildings for adult GED classes & community events, we will be able to sustain these new programs through community partnerships & maximization of existing resources. Our program will follow the structure of the Community Partnerships Framework's 4 Pillars. PILLAR 1: Alignment of In & Out of School Supports Across a Feeder Pattern (PISD only has one feeder pattern). Because all communication of birth-college/career community, academic, & government programs will be facilitated through the Premont Compass, the administration of these programs & services will be aligned. This structure will allow PISD to maximize resources & effectively communicate opportunities because there will be one allocation & communication strategy for the various programs, which are currently overseen by a variety of disjointed stakeholders (Communities in Schools, Premont Lions Club, etc.). PILLAR 2: Effective Schools & Academic Programs. PISD is committed to building academic success & ensuring both of our campuses (elementary & secondary) are rated at least a B by the end of the 2023-24 school year. The Premont Compass will lead a communication strategy regarding our commitment to academic excellence. PISD will be implementing literacy programs to improve literacy for our students so that all students are reading to learn by 3rd grade. Our district has taken the principles of the Effective Schools Framework & implemented them as the PISD 5 Pillars of Excellence Instructional Framework (curriculum, instruction, assessment, relationships, effective staff). Coupled with OARS leadership practices (observation, assessments, response, support), these pillars promote student outcomes & consistency in instruction among classrooms. PISD is using the TEA's Texas Home Learning 3.0 resources (Amplify ELAR K-5, Eureka Math K-5, Carnegie Learning Math 6-12). In addition, PISD is planning to launch a Montessori Academy in the 22-23 SY for students who are more successful in an alternative learning environment. PILLAR 3: Engaged Families. The Premont Compass will lead family engagement in our community. Around 30% of our families do not feel comfortable in our schools, which results in our most at-risk students having a lack of educational resources at home & low attendance rates. By addressing the perception of PISD, we hope to have all families engaged with school activities & empower families to provide educational activities at home. PILLAR 4: Intentional Community Partnerships. The Premont Compass Program Manager will work with existing partners to determine priorities & gaps in our programs/services for birth-college/career. Existing partners: Academic partners include Head Start, Montessori, & our higher education providers (Coastal Bend College & Texas A&M Univ.-Corpus Christi); Government partners include the regional workforce board (Workforce Solutions Coastal Bend) & Jim Wells County; Community partners include, Community Bank, International Consulting Engineers, & GPM Engineering) & will provide services such as student work-based learning (job shadowing, internships) &/or scholarships.

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.

You may duplicate this page

Amended Section

Reason for Amendment

IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.

Complete the supporting budget worksheets first, i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. *Do not enter any cents.*

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

Payroll 6100

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

Professional and Contracted Services 6200

Complete this worksheet to request professional services, consulting services, and contracted services.

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at \$5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

Budget Summary

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable.

There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds, Indirect Costs, Shared Services Arrangement, or the Administrative Cost Calculation.*

Consolidate Administrative Funds - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

Indirect Costs - Refer to the Maximum Indirect Costs Worksheet on the Grants Administration Division's [Grant Resources](#) webpage to calculate the maximum indirect costs that may be claimed for the grant. Enter the amount of indirect costs budgeted for this grant on line 7 under the Total Budgeted Cost column.

Shared Services Arrangement - If applicable, enter amount of payments to member districts on line 9.

Application Part 2:

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Direct Administrative Cost Calculation - Enter the Total of All Budgeted Costs from line 8 on line 10 to determine the maximum amount allowable for direct administrative costs.

For budgeting assistance, see the Budgeting Guidance and Related Forms section on the Grants Administration Division's [Grant Resources webpage](#).

Via telephone/email (circle as appropriate):

Application Part 2:

2021-2022 SSI Community Partnerships Planning Grant- Cohort 3 Year 1

Authorized by: G.A.A., Article III, Rider 42, 87th Texas Legislature

County District Number or Vendor ID:

125905 Amendment #:

Payroll Costs (6100)

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$ -
2 Educational Aide			\$ -
3 Tutor			\$ -
Program Management and Administration			
4 Project Director			\$ -
5 Project Coordinator			\$ -
6 Teacher Facilitator			\$ -
7 Teacher Supervisor			\$ -
8 Secretary/Admin Assistant			\$ -
9 Data Entry Clerk			\$ -
10 Grant Accountant/Bookkeeper			\$ -
11 Evaluator/Evaluation Specialist			\$ -
Auxiliary			
12 Counselor			\$ -
13 Social Worker			\$ -
14 Community Liaison/Parent Coordinator			\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15 ESC Specialist/Consultant			\$ -
16 ESC Coordinator/Manager/Supervisor			\$ -
17 ESC Support Staff			\$ -
18 ESC Other: (Enter position title here)			\$ -
19 ESC Other: (Enter position title here)			\$ -
20 ESC Other: (Enter position title here)			\$ -
Other Employee Positions			
21 (Enter position title here)			\$ -
22 (Enter position title here)			\$ -
23			\$ -
Substitute, Extra-Duty Pay, Benefits Costs			
24 6112 - Substitute Pay			\$ -
25 6119 - Professional Staff Extra-Duty Pay			\$ 60,000
26 6121 - Support Staff Extra-Duty Pay			\$ -
27 6140 - Employee Benefits			\$ -
28 61XX - Tuition Remission (IHEs only)			\$ 11,250
29			\$ 71,250
30			\$ 71,250
31			\$ 71,250
32			\$ -
			Total Program Costs*:
			Total Direct Admin Costs*:

*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

Application Part 2:

**2021-2022 SSI Community Partnerships Planning Grant- Cohort 3 Year 1
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For budgeting assistance, see the Budgeting Guidance and Related Forms section on the Grants Administration Division's [Grant Resources webpage](#).

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (select as appropriate):	By TEA staff person:

Application Part 2:

2021-2022 SSI Community Partnerships Planning Grant- Cohort 3 Year 1

Authorized by: G.A.A., Article III, Rider 42, 87th Texas Legislature

County District Number or Vendor ID: 125905 Professional and Contracted Services (6200) Amendment #: 0

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.

Description of Service and Purpose		Grant Amount Budgeted
	6269 - Rental or lease of buildings, space in buildings, or land	
1	6210 Professional Services: Website development Service: 6210 Professional Services	\$ 30,000
2	Graphic design for website, flyers, and communication materials Service: 6210 Professional Services	\$ 20,000
3	Marketing videographer/interactive media resources Service: 6210 Professional Services	\$ 35,000
4	Strategic messaging/development of content and communication language Service: 6210 Professional Services	\$ 30,000
5	Community, school, and family focus group facilitation and survey development Service: 6210 Professional Services	\$ 15,000
6	Community partnerships intermediary assistance (MOU development, surveys) Service: 6210 Professional Services	\$ 16,000
7	Postsecondary planning resources Service: 6210 Professional Services	\$ 10,000
8	Data dashboard development for goals/outcomes	\$ 17,000
9	Subtotal of professional and contracted services requiring specific approval: Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 173,000
11	Grand Total:	\$ 173,000
12	Total Program Costs*:	\$ 173,000
13	Total Direct Admin Costs*:	\$ -

Application Part 2:

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*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Via telephone/email (select as appropriate):	By TEA staff person:

Application Part 2:

2021-2022 SSI Community Partnerships Planning Grant- Cohort 3 Year 1
Authorized by: G.A.A., Article III, Rider 42, 87th Texas Legislature

County District Number or Vendor ID:	125905	Amendment #:	0
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$	30,000
2	Grand Total:	\$	30,000
3	Total Program Costs*:	\$	30,000
4	Total Direct Admin Costs*:	\$	-

*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (select as appropriate):	By TEA staff person:

Application Part 2:

2021-2022 SSL Community Partnerships Planning Grant- Cohort 3 Year 1

Authorized by: G.A.A., Article III, Rider 42, 87th Texas Legislature

County District Number or Vendor ID: 125905		Other Operating Costs (6400)		Amendment #: 0
Expense Item Description			Grant Amount Budgeted	
6411	- Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	10,000	
1	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$	-	
2	(Enter name and purpose of conference)			
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	5,000	
4	6413 - Stipends for non-employees other than those included in 6419.	\$	-	
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$	-	
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	2,500	
7	6495 - Cost of membership in civic or community organizations. (Enter name and purpose of organization)	\$	-	
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$	-	
9	Subtotal of other operating costs (6400) requiring specific approval:	\$	17,500	
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$	5,000	
11		Grand Total:	22,500	
12		Total Program Costs*:	22,500	
13		Total Direct Admin Costs*:	-	

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet

In-state travel for employees does not require specific approval.

Application Part 2:

**2021-2022 SSI Community Partnerships Planning Grant- Cohort 3 Year 1
Authorized by: G.A.A., Article III, Rider 42, 87th Texas Legislature**

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (select as appropriate):	By TEA staff person:

County District Number or vendor ID:	125905	Amendment #	0
Grant Period:	November 1, 2021, to August 31, 2022	Fund Code:	429

Description and Purpose	Class/ Object Code	Program Cost	Source of Funds		Total Budgeted Cost
			Direct Administrative Cost		
1 Payroll Costs	6100	\$ 71,250	\$ -	\$ -	71,250
2 Professional and Contracted Services	6200	\$ 173,000	\$ -	\$ -	173,000
3 Supplies and Materials	6300	\$ 30,000	\$ -	\$ -	30,000
4 Other Operating Costs	6400	\$ 22,500	\$ -	\$ -	22,500
6		Total Direct Costs: \$ 296,750	\$ -	\$ -	296,750
7		*Indirect Costs:			3,250
8		Total of All Budgeted Costs : \$ 296,750	\$ -	\$ -	300,000
Direct Administrative Cost Calculation					
10		Total of All Budgeted Costs (line 8):	\$ 300,000		300,000
11		Direct Administration Cap per Program Guidelines (1.5%):			0.00
12		Maximum amount allowable for direct administrative costs:	\$ -		-

**For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting [Indirect Cost Rates](#) page. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. Indirect costs claimed are part of the total grant award amount, not in addition to the grant award amount. Do not submit an amendment solely for the purpose of budgeting indirect costs.*

To calculate maximum indirect costs, please use the Maximum Indirect Costs Worksheet available on the Grants Administration Division's [Grant Resources](#) webpage.

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Changes on this page have been confirmed with:	On this date:
Via telephone/email (select as appropriate):	By TEA staff person:

Attachment 1D: CP - LOI Response - LEA Information Form

Letter of Interest for Community Partnerships

- Applicants should submit the following document which includes information about the district or open enrollment charter school and the proposed campuses for Community Partnerships. It will need to be sent along with application parts 1 and 2.
- Input information in column B (light blue cell)
- **Incomplete subsections or incorrect information** are cause for rejection from this request for letters of interest
- In the case of **more than 4** intended feeder elementary schools, please add rows to this document to ensure applicant includes information on all proposed schools
- When complete, **send Letter of Interest to loiapplications@tea.texas.gov** with the subject line: **CP - LOI Response - LEA Information Form - <INSERT DISTRICT OR CHARTER SCHOOL NAME>**, (example: CP LOI Response LEA Information Form - Marathon ISD)

Selection of Implementation Model		Applicant Response
List Implementation Model		Feeder Pattern Improvements
Include Justification		Premont ISD seeks to improve outcomes in our school district (there is only 1 feeder pattern in PSD), and offer inclusive services for birth-2, Pre-K (3-4), K-12, and college/career, across both schools in PSD and the Premont community.
District or Open Enrollment Charter School Information		Applicant Response
District or Charter School Name		Premont Independent School District
District or Charter School Network ID Number		125-905
Total Students in District		664
District Classification (Rural, Urban, Suburban)		Rural
Superintendent Name		Steve VanMatre
LOI Author Name		Steve VanMatre
LOI Author Phone		361-348-3915
LOI Author Title		Superintendent
LOI Author E-mail Address		svanmatre@premontisd.net
Community Partnership Project Manager Name		Lily Rodriguez
Community Partnership Project Manager Phone		361-348-3915
Community Partnership Project Manager Title		Program Manager and Parent Liaison
Community Partnership Project Manager E-mail Address		lrodriguez@premontisd.net
Eligible School A		Applicant Response
School Campus Name		Premont Ernest H. Singleton Early College Academy
School Campus ID Number		125905101

Campus Total Students	325
Campus Grade Span	PK-5
Campus Principal Name	Joel Trevino
Campus Principal Email	jtrevino@premontisd.net
Campus Principal Phone Number	361-348-3915
Campus Primary Point of Contact Name	Kristina Lopez
Campus Primary Point of Contact Title	Montessori/Virtual Academy Director
Campus Primary Point of Contact Email	klopez@premontisd.net
Campus Primary Point of Contact Phone Number	361-348-3915
Campus Accountability Rating	D
Index 1 Classification Met Standard (Yes/No)	No
STAAR Percent of Students at Approaches Grade Level or Above on 2017 STAAR	45 percent
STAAR Percent of Students at Approaches Grade Level or Above on 2016 STAAR	55 percent
List Criteria in which Campus is Proposing Eligibility (Criteria 1, 2 or 3)	1, 2, 3
Justification as to why campus meets eligibility criteria	This campus is currently rated a D campus with a student population (PK-5) of 92.9% economically disadvantaged.
Eligible School B	
School Campus Name	Premont Collegiate High School
School Campus ID Number	125905001
Campus Total Students	339
Campus Grade Span	Grades 6-12
Campus Principal Name	Claudette Garcia
Campus Principal Email	claudette.garcia@premontisd.net
Campus Principal Phone Number	361-348-3915
Campus Primary Point of Contact Name	Claudette Garcia
Campus Primary Point of Contact Title	Principal
Campus Primary Point of Contact Email	claudette.garcia@premontisd.net
Campus Primary Point of Contact Phone Number	361-348-3915
Campus Accountability Rating	B
Index 1 Classification Met Standard (Yes/No)	Yes
STAAR Percent of Students at Approaches Grade Level or Above on 2017 STAAR	62 percent
STAAR Percent of Students at Approaches Grade Level or Above on 2016 STAAR	54 percent

List Criteria in which Campus is Proposing Eligibility (Criteria 1, 2 or 3)	1, 2	Premont College High School is the only secondary school in Premont ISD. It serves in the feeder pattern of the D-rated elementary campus. The high school is currently rated a B campus with a student population of 90.9% economically disadvantaged.
Justification as to why campus meets eligibility criteria		
Eligible School C		
School Campus Name	N/A	Applicant Response
School Campus ID Number	N/A	
Campus Total Students	N/A	
Campus Grade Span	N/A	
Campus Principal Name	N/A	
Campus Principal Email	N/A	
Campus Principal Phone Number	N/A	
Campus Primary Point of Contact Name	N/A	
Campus Primary Point of Contact Title	N/A	
Campus Primary Point of Contact Email	N/A	
Campus Primary Point of Contact Phone Number	N/A	
Campus Accountability Rating	N/A	
Index 1 Classification Met Standard (Yes/No)	N/A	
STAAR Percent of Students at Approaches Grade Level or Above on 2017 STAAR	N/A	
STAAR Percent of Students at Approaches Grade Level or Above on 2016 STAAR	N/A	
List Criteria in which Campus is Proposing Eligibility (Criteria 1, 2 or 3)	N/A	
Justification as to why campus meets eligibility criteria	N/A	
Eligible School D		
School Campus Name	N/A	Applicant Response
School Campus ID Number	N/A	
Campus Total Students	N/A	
Campus Grade Span	N/A	
Campus Principal Name	N/A	

Campus Principal Email	N/A
Campus Principal Phone Number	N/A
Campus Primary Point of Contact Name	N/A
Campus Primary Point of Contact Title	N/A
Campus Primary Point of Contact Email	N/A
Campus Primary Point of Contact Phone Number	N/A
Campus Accountability Rating	N/A
Index 1 Classification Met Standard (Yes/No)	N/A
STAAR Percent of Students at Approaches Grade Level or Above on 2017 STAAR	N/A
STAAR Percent of Students at Approaches Grade Level or Above on 2016 STAAR	N/A
List Criteria in which Campus is Proposing Eligibility (Criteria 1, 2 or 3)	N/A
Justification as to why campus meets eligibility criteria	N/A
Eligible School E	Applicant Response
School Campus Name	N/A
School Campus ID Number	N/A
Campus Total Students	N/A
Campus Grade Span	N/A
Campus Principal Name	N/A
Campus Principal Email	N/A
Campus Principal Phone Number	N/A
Campus Primary Point of Contact Name	N/A
Campus Primary Point of Contact Title	N/A
Campus Primary Point of Contact Email	N/A
Campus Primary Point of Contact Phone Number	N/A
Campus Accountability Rating	N/A
Index 1 Classification Met Standard (Yes/No)	N/A
STAAR Percent of Students at Approaches Grade Level or Above on 2017 STAAR	N/A
STAAR Percent of Students at Approaches Grade Level or Above on 2016 STAAR	N/A
List Criteria in which Campus is Proposing Eligibility (Criteria 1, 2 or 3)	N/A
Justification as to why campus meets eligibility criteria	N/A

Eligible School F		Applicant Response
School Campus Name		N/A
School Campus ID Number		N/A
Campus Total Students		N/A
Campus Grade Span		N/A
Campus Principal Name		N/A
Campus Principal Email		N/A
Campus Principal Phone Number		N/A
Campus Primary Point of Contact Name		N/A
Campus Primary Point of Contact Title		N/A
Campus Primary Point of Contact Email		N/A
Campus Primary Point of Contact Phone Number		N/A
Campus Accountability Rating		N/A
Index 1 Classification Met Standard (Yes/No)		N/A
STAAR Percent of Students at Approaches Grade Level or Above on 2017 STAAR		N/A
STAAR Percent of Students at Approaches Grade Level or Above on 2016 STAAR		N/A
List Criteria in which Campus is Proposing Eligibility (Criteria 1, 2 or 3)		N/A
Justification as to why campus meets eligibility criteria		N/A
Eligible School G		Applicant Response
School Campus Name		N/A
School Campus ID Number		N/A
Campus Total Students		N/A
Campus Grade Span		N/A
Campus Principal Name		N/A
Campus Principal Email		N/A
Campus Principal Phone Number		N/A
Campus Primary Point of Contact Name		N/A
Campus Primary Point of Contact Title		N/A
Campus Primary Point of Contact Email		N/A
Campus Primary Point of Contact Phone Number		N/A
Campus Accountability Rating		N/A

Index 1 Classification Met Standard (Yes/No)	N/A	
STAAR Percent of Students at Approaches Grade Level or Above on 2017 STAAR	N/A	
STAAR Percent of Students at Approaches Grade Level or Above on 2016 STAAR	N/A	
List Criteria in which Campus is Proposing Eligibility (Criteria 1, 2 or 3)	N/A	
Justification as to why campus meets eligibility criteria	N/A	
Eligible School H	Applicant Response	
School Campus Name	N/A	
School Campus ID Number	N/A	
Campus Total Students	N/A	
Campus Grade Span	N/A	
Campus Principal Name	N/A	
Campus Principal Email	N/A	
Campus Principal Phone Number	N/A	
Campus Primary Point of Contact Name	N/A	
Campus Primary Point of Contact Title	N/A	
Campus Primary Point of Contact Email	N/A	
Campus Primary Point of Contact Phone Number	N/A	
Campus Accountability Rating	N/A	
Index 1 Classification Met Standard (Yes/No)	N/A	
STAAR Percent of Students at Approaches Grade Level or Above on 2017 STAAR	N/A	
STAAR Percent of Students at Approaches Grade Level or Above on 2016 STAAR	N/A	
List Criteria in which Campus is Proposing Eligibility (Criteria 1, 2 or 3)	N/A	
Justification as to why campus meets eligibility criteria	N/A	
Eligible School I	Applicant Response	
School Campus Name	N/A	
School Campus ID Number	N/A	
Campus Total Students	N/A	
Campus Grade Span	N/A	
Campus Principal Name	N/A	
Campus Principal Email	N/A	
Campus Principal Phone Number	N/A	

Campus Primary Point of Contact Name	N/A
Campus Primary Point of Contact Title	N/A
Campus Primary Point of Contact Email	N/A
Campus Primary Point of Contact Phone Number	N/A
Campus Accountability Rating	N/A
Index 1 Classification Met Standard (Yes/No)	N/A
STAAR Percent of Students at Approaches Grade Level or Above on 2017 STAAR	N/A
STAAR Percent of Students at Approaches Grade Level or Above on 2016 STAAR	N/A
List Criteria in which Campus is Proposing Eligibility (Criteria 1, 2 or 3)	N/A
Justification as to why campus meets eligibility criteria	N/A