



Grants to Schools Program Overview

The *Grants to Schools* Program was created in 2018 by the *John and Deborah Gillis Foundation*. The Foundation's mission is to provide multiple educational opportunities to amplify, strengthen, and empower Hopkins County students so they will be college and career ready in order to be highly competitive in a global society.

The Goal:

The Foundation's *Grants to Schools* Program's Goal is to fund up to \$100,000 annually in three-year grants to eligible schools and districts to support instructional program development, professional development for staff, or other initiatives that align with and support the Foundation's mission.

In December of 2019 the Foundation will begin to accept applications for the *Grants to Schools* Program. Grant applications will be accepted in December of each school year and grant recipients will be announced by the end of February of that same school year. The Foundation will fund the grants from July 1 through June 30 in a three-year cycle based on the initiative's submitted and accepted budget proposal.

Eligibility to Apply for *Grants to Schools*:

The following Hopkins County, Texas school districts, and the schools within such districts, will be eligible to apply for the grants:

- Como-Pickton CISD
- Cumby ISD
- Miller Grove ISD
- North Hopkins ISD
- Saltillo ISD
- Sulphur Bluff ISD
- Sulphur Springs ISD

How to Apply:

An online application must be completed and submitted no later than **5:00 pm on December 20th**.

How the Selection Process Works:

The *Grants to Schools* selection process was designed with the intent of eliminating biases and conflicts of interest for all applicants so to ensure fidelity within the *Grant to Schools Program*. Each application will be reviewed and individually scored by three qualified evaluators. All

evaluators will reside outside of Hopkins County, Texas and will have experience in the field of education as well as experience with writing, managing, or reading grants. Evaluators will score each application using a scoring rubric internally created by the Foundation. All evaluators will be required to sign a confidentiality contract to ensure that there is no disclosure of (1) information contained in the applications and (2) scores awarded to the applicants.

The evaluators will review the applications and, using the scoring rubrics, award points in each of the following areas:

1. Demonstration of need for funding;
2. Description of the project or initiative over the course of three years with SMART goals and intended outcomes;
3. Description of the work to be performed;
4. Three-year budget aligned to annual goals;
5. Strategic action plan aligned to annual goals;
6. Monitor and Evaluation (M & E) plan showing annual movement towards grant's goals and any needed adjustments;
7. Sustainability plan for how the work, or initiative, will continue beyond the life of the grant; and
8. Alignment of goals within the grant application to the mission and goals of the *John and Deborah Gillis Foundation*.

Evaluators will be assigned to read and score no more than four applications each. All scored rubrics will be sent to the Foundation's Executive Director for review. Once all scores are tallied by the Executive Director, the results will be sent to the Board President for the final determination of grant recipients and grant details. The Foundation reserves the right to modify the amount of the requested grant in order to allow the Foundation to stay within the \$100,000 annual funding amount.

Once all details have been finalized, the Foundation will make an official announcement to all applicants of grant winners. All applicants will receive a copy of their score sheets once recipients have been announced.

Maintaining the Grant:

The Executive Director will meet annually with the grant recipient's identified contact to review recipient's goals and outcomes each year, the Monitor and Evaluation report and data, and Strategic Plan for the coming year. Additionally, a written report of findings and requested adjustments must be submitted to the Executive Director by June 1st of each funding year for continued funding for years 2 and 3 of the grant.

GRANTS TO SCHOOLS SCORING RUBRICS

DISTRICT or CAMPUS/DISTRICT _____

SCORER'S PRINTED NAME AND SIGNATURE _____

PRINTED NAME _____

SCORER'S SIGNATURE _____

| Criteria | 1 Point Needs Improvement | 2 Points Average | 3 Points Very Good | 4 Points Exceptional | Score |
|---|---|--|---|---|--------------|
| Section 1: Demonstration of Need | <ul style="list-style-type: none"> Description of need is hard to understand, verbose, or uses educational jargon. It is not clear what is the specific need and no data or information is included to support justifying need. | <ul style="list-style-type: none"> Description depicting the need is somewhat clear and minimally explains why funding is needed. There is some data or information to support need in addition to antidotal descriptions of current status. | <ul style="list-style-type: none"> Description depicts the need for the project well and language clearly describes current status. Data or additional information supports narrative and shows clear need. | <ul style="list-style-type: none"> Description is very clear, concise, and easy to understand. Information and data is attached clearly supports need. Additional data or information complete a big picture explanation for need. | |
| Section 2: Description of Project/Initiative Including Intended Goals and Outcomes | <ul style="list-style-type: none"> The description of the project or initiative is vague or unclear. The goals of the grant are not addressed or clearly stated. The goals do not align with the need stated. No outcomes are described. | <ul style="list-style-type: none"> The description of the project or initiative is somewhat clear and includes details. The goals of the grant are addressed but not clearly stated. Goals and desired outcomes are minimally described and are somewhat aligned with the need described. | <ul style="list-style-type: none"> The description of the project or initiative is very clear with detailed descriptions of the work to be completed. The goals of the grant are clearly stated. Outcomes of moderate impact and value are described. There lacks some specificity in what is measurable in outcomes. | <ul style="list-style-type: none"> The description of the project or initiative is exceptionally clear and provides detailed information. The goals of the grant are clearly stated. Significant outcomes are described (e.g. increase in a specific percentage of students entering a post-secondary institution after graduation, increase in students taking SAT/ACT and scoring a ____, etc.) The specific outcomes of each goal are stated clearly | |

| Criteria | 1 Point Needs Improvement | 2 Points Average | 3 Points Very Good | 4 Points Exceptional | Score |
|---|--|--|--|--|--------------|
| | | | | <p>and are directly aligned to the described need.</p> <ul style="list-style-type: none"> • All goals and outcomes are measurable both qualitatively and quantitatively. | |
| Section 3: Description of the Work | <ul style="list-style-type: none"> • The description of the overall work over three years is hard to understand. • Alignment between goals, outcomes, and the description of work is vague. • Timeframe for completion of work as described does not appear feasible. | <ul style="list-style-type: none"> • Description of the work to be completed is addressed but vague at times. • There is alignment of between goals and the description of work. • Describes a feasible timeframe for achieving goals. • A more clear and concise description of overall work to be completed is needed. | <ul style="list-style-type: none"> • The description of the overall work to be completed is clearly stated. • Work or project described is sound and overall is aligned to grant's goals. • Describes a feasible timeframe for achieving goals. | <ul style="list-style-type: none"> • The description of work is clear and concise. • The work is strongly aligned to the grant's goals. • Describes a feasible timeframe for achieving goals. | |
| Section 4: Alignment of Budget to Description of Work and Goals/Outcomes | <ul style="list-style-type: none"> • Little to no alignment between the proposed budget to support achievement of goals and outcomes found in the description of work. | <ul style="list-style-type: none"> • Somewhat of an alignment between the proposed budget to support achievement of goals and outcomes found in the description of work. | <ul style="list-style-type: none"> • A significant alignment between the proposed budget to support achievement of goals and outcomes found in the description of work. | <ul style="list-style-type: none"> • Clear and strong alignment between the proposed budget to support achievement of goals and outcomes found in the description of work. | |
| Section 5: Three-Year Strategic Action Plan | <ul style="list-style-type: none"> • Little to no correlation between the proposed action plan, achievement of goals, and outcomes found in the description of work. | <ul style="list-style-type: none"> • Somewhat of a correlation between the proposed action plan, achievement of goals, and outcomes found in the description of work. | <ul style="list-style-type: none"> • A significant correlation between the proposed action plan, achievement of goals, and outcomes found in the description of work. | <ul style="list-style-type: none"> • Clear and strong correlation between the proposed action plan, achievement of goals, and outcomes found in the description of work. | |

| Criteria | 1 Point Needs Improvement | 2 Points Average | 3 Points Very Good | 4 Points Exceptional | Score |
|--|--|--|--|--|--------------|
| | <ul style="list-style-type: none"> Action plan is vague and does not align with described work. | <ul style="list-style-type: none"> Action plan is complete and somewhat aligned with described work. | <ul style="list-style-type: none"> Action plan is thorough and is clearly aligned with described work. | <ul style="list-style-type: none"> Action plan contains clearly defined objectives tailored to each goal. | |
| Section 6: Monitoring and Evaluation Plan | <ul style="list-style-type: none"> Very limited or no monitoring to ensure a clear focus on goals and that the action plan is executed. Limited or weak plan for evaluating impact of the work in achieving annual grant goals. No data collection process in place to measure impact of grant's actions on students' college and career readiness. | <ul style="list-style-type: none"> Somewhat of a monitoring plan to ensure a clear focus on goals and that the action plan is executed. Somewhat of a plan created for evaluating impact of the work in achieving annual grant goals. Some data collection processes are in place to measure impact of grant's actions on students' college and career readiness. | <ul style="list-style-type: none"> A significant monitoring plan created to ensure a clear focus on goals and that the action plan is executed. Clear and strong plan created and executed for evaluating impact of the work in achieving annual grant goals. Significant and strong data collection processes are in place to measure impact of grant's actions on students' college and career readiness. | <ul style="list-style-type: none"> Exceptionally designed monitoring plan to ensure a clear focus on goals and that the action plan is executed. Comprehensive systemic plan created and executed for evaluating impact of the work in achieving annual grant goals. Exceptional data collection processes are in place to measure impact of grant's actions on students' college and career readiness. | |
| Section 7: Sustainability of the Work | <ul style="list-style-type: none"> Weak or no sustainability plan created to ensure a continuation of the work beyond life of the grant. | <ul style="list-style-type: none"> Somewhat of a sustainability plan created to ensure a continuation of the work beyond life of the grant. | <ul style="list-style-type: none"> A significant sustainability plan created to ensure a continuation of the work beyond life of the grant. | <ul style="list-style-type: none"> A comprehensive and clear sustainability plan created to ensure a continuation of the work beyond life of the grant. | |
| Section 8: Alignment Between Foundation's Mission and Grant's Goals | <ul style="list-style-type: none"> Lack of alignment between the Foundation's mission and the goals of the work described in the grant's application. | <ul style="list-style-type: none"> Somewhat of an alignment between the Foundation's mission and the goals of the work described in the grant's application. | <ul style="list-style-type: none"> Significant evidence of an alignment between the Foundation's mission and the goals of the work described in the grant's application. | <ul style="list-style-type: none"> Clear and strong alignment between the Foundation's mission and the goals of the work described in the grant's application. | |
| TOTAL SCORE: | | | | | |

Once the applications are scored by the assigned evaluator the score sheet will be sent to the Foundation's Executive Director.