



# 2024-2025 Stronger Connections Grant

Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

NOGA ID 

Application stamp-in date and time

TEA will only accept grant application documents by **email**, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov).

The application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement

**Authorizing legislation:**

**Grant period:**

**Pre-award costs:**

**Required attachments:**

## Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

## 1. Applicant Information

Name of organization

Campus name  CDN  Vendor ID  ESC  UEI

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

## 2. 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 grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions       Debarment and Suspension Certification  
 General Provisions and Assurances       Lobbying Certification  
 Application-Specific Provisions and Assurances       ESSA Provisions and Assurances requirements

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

Grant writer is an employee of the applicant organization.       Grant writer is **not** an employee of the applicant organization.

### For TEA Use Only:

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

RFA/SAS # 

2024-2025 Stronger Connections Grant

Page 1 of 11

**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are not permitted for this grant.

**4. Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The district's Economically Disadvantaged (ED) rate is 87.41% (4 priority pts). Within the last year, economic need has only increased due to a fire, which destroyed 16 housing units and a tornado, which damaged structures, hospitalized several, & killed another.	PIISD will implement the following to assist their ED students: Evidence-based programs such as BASE Education, to help students identify coping strategies; LearnSafe, to detect if these students are discussing harming themselves or others online; and PBIS incentives, to promote school attendance, which is typically low amongst ED students.
PIISD had 686 disciplinary placements. This includes 18 JJAEP and 6 DAEP expulsions, 41 DAEP suspensions, and 621 in-school suspensions (ISS) for Student Code of Conduct violations. (Source: 2021-2022 PEIMS).	To address this, PIISD will hire a Licensed Certified Social Worker (LCSW) and a Social Worker. These individuals will provide prescriptive learning opportunities according to campus needs to improve school climate and promote a school culture of socially appropriate behavior. The LCSW and Social Worker will assist students in teaching them techniques to cope with stressful situations.
The student chronic absenteeism rate in 2019-2020 was 5.4% and increased to 16.9% in 2020-21. This is over a 300% increase from the year prior. (Source: 2021-2022 Texas Academic Performance Report).	PIISD will be implementing a Positive Behavior Intervention System management to curtail absenteeism and reward positive behavior. PIISD will hire an At-Risk Coordinator and a Guidance Support Clerk to follow up with students who have two consecutive unexcused absences.

**5. SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

PIISD's SMART goal is to improve student safety, health, and well-being by providing support that addresses and responds to bullying, violence, and acts of hate. This, in turn, will improve academic achievement among students. SPECIFIC: It will reduce referral placements and absences by 30%, as well as improve overall academic achievement by 10%. MEASURED: It will be measured through climate surveys, PEIMS (discipline, grades, attendance), and TAPR. ACHIEVABLE: The goal is achievable when including multiple partnerships such as TEA, the Texas Center for Student Support, Region One, full-time project staff, and professional contracted vendors who will assist PIISD in meeting grant targets. RELEVANT: It will show that safe, inclusive, and supportive learning environments improve academics and the well-being of students. TIMELY: Improvements will be made by 9/30/2025

**6. Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

- Establish a Student Support Program at three district campuses (elementary, junior high school, and high school).
- Meet with the local Region ESC to discuss the contracted services and technical assistance that will be provided as part of the Texas Stronger Connections Grant Program. Work with TEA to identify an approved partner who can provide professional and contracted services as part of the Texas Center for Student Supports.
- Market and hire the grant-funded positions: Administrative Clerk, Licensed Certified Social Worker (LCSW), Social Worker, At-Risk Coordinator, and a Guidance Support Clerk.
- Align the student support team structure with the campus behavioral threat assessment teams.

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

- Work with the Texas Center for Student Supports (TCSS) to develop a plan for family support and engagement.
- Identify parents, students, staff, businesses, and community members who can serve on the School Health Advisory Committee (SHAC)/District Education Improvement Committee (DEIC). Members will evaluate the effectiveness of the grant program and identify funding streams for program sustainability.
- Engage in Student Support Program (SSP) planning activities and professional development trainings for targeted campus personnel.
- Establish and implement the SSP, which will be aligned with the content and training provided by the TCSS.
- Incorporate a case management system into the student support team structure.

**Third-Quarter Benchmark**

- Implement data collection related to target grant outcomes and create a reporting system with assistance provided by the Texas Center for Student Supports.
- Collect, gather, and analyze climate surveys, PEIMS reports, and TAPR to monitor efficacy of the implementation of the Student Support Program.
- Evaluate SSP effectiveness based on progress made toward objectives and goals.
- Provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.
- Meet with stakeholders to identify other avenues, funding streams, and other funding sources that can be used for program sustainability.

**7. Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

**HOW EVALUATION DATA WILL BE USED TO MODIFY PROGRAM:**

PIISD understands the need to carefully evaluate grant and campus-level data utilizing resources such as surveys, external data report(s), state assessments, grades, sign-in sheets, and PEIMS-related data to continually guide improvements to the grant program. Key stakeholders of the group, such as the Grant Program Director, Licensed Certified Social Worker, Social Worker, At-Risk Coordinator, and other members of the district’s Safe and Supportive School Team and members of the Campus Behavioral Threat Assessment Team will have access to review the data monthly. Data collected and reviewed during these meetings could include but is not limited to school climate survey outcomes, number of behavior referrals, disciplinary placements, threat assessments conducted, etc. This data will be reviewed in relation to the quarterly benchmarks and SMART goals, which will help stakeholders determine if the program needs to be modified.

**IF BENCHMARKS OR SUMMATIVE GOALS DO NOT SHOW PROGRESS/MODIFY FOR SUSTAINABILITY:**

If the quarterly benchmarks and SMART goal are not being met or are not feasible, the stakeholders will request additional guidance from the local Region ESC and/or the Texas Center for Student Support to address identified issues. If modifications must be made, the district will send out letters and/or TEA-provided surveys to the stakeholders to notify them of the district’s intent to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. By listening to feedback and suggestions obtained from stakeholders, the district will be able to receive continued buy-in and prolong grant sustainability.

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**8. Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee 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 grant 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 Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2024–2025 Stronger Connections Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
4. The applicant will formally establish a Student Support Program at three district campuses (one elementary, one intermediate/middle school, one high school) to address school climate and establish a student support team structure aligned to the training and support provided by the Texas Center for Student Supports and the regional ESC. If the applicant has few than three campuses or does not have three of the listed types of campuses, the applicant will establish the Student Support Program and the student support team structure at all campuses, up to three, served in the district.
5. The applicant will allocate 6% of awarded funds for contracted services for technical assistance provided by the regional ESC. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
6. The applicant will allocate 10% of awarded funds for professional and contracted services with a partner approved by the Texas Center for Student Support and TEA. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
7. The applicant will use the family engagement playbook developed by the Texas Center for Student Supports to partner and build support with parents and families prior to a student support team assessment, and during the student support implementation process to facilitate a student support partnership with families.
8. The applicant will establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program.
9. The applicant will engage in Student Support Program planning activities from the beginning of the grant program through implementation at the beginning of the 2024-2025 school year.
10. The applicant will establish and implement at the beginning of the 2024-2025 school year, the Student Support Program aligned to the content and training provided by the Texas Center for Student Supports.
11. The applicant will incorporate a case management system into the student support team structure aligned to the training and support provided by the Texas Center for Student Supports.
12. The applicant will align the student support team structure with behavioral threat assessment team operation and outcomes to ensure that students are well supported and that the effectiveness of interventions are monitored.
13. The applicant will implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data to monitor efficacy of the implementation of the Student Support Program, including student support team structure, quality of support leading to positive outcomes, and data related to increases in desired outcomes (e.g. increase in student support team referrals for nonacademic needs, increase in effective supports received by students, reduction in disciplinary incidents, reduction in bullying and harassment, increase in referrals for mental health services, reduction in removals from class, etc.).
14. The applicant will provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**9. Statutory/ TEA Program Requirements**

1. Describe how the LEA will identify the campuses that will participate in the establishment of the Student Support Program described in the program description? Include the criteria or considerations that will influence the determination by the LEA.

PIISD, in partnership with the Texas Center for Student Supports, will use a range of criteria to identify the campuses that will participate in the establishment of the Student Support Program. This partnership will consider the following factors when making our determination:

1. Student Needs: Consider the academic, social, emotional, or behavioral needs of students on different campuses. This will be based on conversations with the counselors, administrators, educators, and the Behavioral Threat Assessment Team.
2. Data Analysis: Analyze data such as student achievement scores, attendance, dropout rates, discipline incidents, or demographic information. The district will identify and prioritize campuses that exhibit high precedence of discipline incidents and reports of harmful or threatening behavior.
3. Campus Improvement Plans (CIP): Review each school's improvement plans or similar documents that outline the goals and strategies for enhancing student performance. The district will select campuses with the highest needs based on the Comprehensive Needs Assessment (CNA), as well as those whose CIPs align with the program's objectives.
4. Stakeholder Input: Seek input from administrators, teachers, staff, parents, or community members to understand their perspectives on which campuses would benefit the most from the Student Support Program. This collaborative approach ensures that diverse viewpoints are considered.
5. Equity Considerations: Take into account equity considerations, aiming to distribute resources and support fairly across campuses, prioritizing schools serving disadvantaged or marginalized populations to address educational disparities.
6. Capacity and Resources: Assess the capacity and resources available within each campus to implement the program effectively. The district will consider factors such as staff expertise, infrastructure, existing support services, or potential collaborations with external organizations.

In summary, the district carefully considers student needs, data analysis, school improvement plans, stakeholder input, equity considerations, and capacity/resources to identify the campuses that will participate in the establishment of the SSP.

2. Describe how the LEA will ensure that campus leaders and staff are committed to the success of the Student Support Program.

The district will ensure campus leaders and staff's commitment to the success of the Student Support Program through effective measures:

1. Communication and Training: Clearly communicate the program's goals, objectives, and significance to campus leaders and staff through a series of kick-off sessions. These comprehensive training sessions will be provided to ensure a thorough understanding of the program's purpose, strategies, and expected outcomes.
2. Collaboration and Engagement: Foster a collaborative environment that actively engages campus leaders and staff in the development and implementation of the Student Support Program. Open dialogue, feedback mechanisms, and involvement in decision-making processes will be encouraged to promote staff commitment to the program.
3. Alignment with School Improvement Plans: Align the goals and strategies of the Student Support Program with the existing Campus Improvement Plans. This integration ensures that campus leaders and staff perceive the program as an integral part of their overall efforts to enhance student success.
4. Resource Allocation: The district has allocated Personnel (Licensed Certified Social Worker, Social Worker, At-Risk Coordinator) and Professional Contracted Services to ensure a smooth implementation of the program. In addition, the district has allocated Mental Health/SEL software (BASE Education/LearnSafe) that will supplement the district's activities. This will reduce the added workload that can come from implementing a grant program, which will promote staff commitment.
5. On-going Evaluation and Support: Establish a system for continuous evaluation and improvement, providing regular feedback and assistance to campus leaders and staff. This helps identify areas for improvement, celebrate successes, and address challenges, fostering a culture of continuous improvement and commitment.

Through these strategies, the district ensures that campus leaders and staff are fully invested in the Student Support Program. By fostering a collaborative and supportive environment, the program addresses bullying, violence, and acts of hate while supporting students' holistic needs.

**For TEA Use Only:**  
Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**9. Statutory/Program Requirements (Cont.)**

3. Describe how the LEA will engage parents and families to solicit support for the program.

The district will engage parents/families to solicit support for the program through:

- 1. Communication: Communicate with parents and families about the program through social media, website, Remind, and Class DoJo, to share clear and concise information about its purpose, benefits, and alignment with the district's mission.
- 2. Parent Education Sessions: Organize parent education sessions to inform them about the program's objectives, strategies, and outcomes, emphasizing its importance in addressing bullying, violence, and promoting student well-being.
- 3. Parent Advisory Committees: Establish dedicated parent advisory committees for the Student Support Program (SSP), providing a platform for parents and families to contribute opinions, suggestions, and concerns. These committees will have personalized meetings with the Superintendent to emphasize that their input is valued and considered in program planning and implementation.
- 4. Partnerships with Parent Organizations: Collaborate with Elementary PTO, and parent engagement groups to engage parents and families in supporting the SSP.
- 5. Surveys/Feedback: Use surveys/feedback to gather input from parents and families. Regular surveys will assess satisfaction; gather suggestions for improvement; measure the program's impact on students and the community; and improve school culture climate.
- 6. Texas Center for Student Supports (TCSS): Utilize the family engagement playbook to build support with parents and families.

By engaging parents and families through effective communication, involvement, and feedback, PIISD ensures active participation in supporting the SSP. This collaborative approach strengthens the program's impact and fosters shared responsibility for creating safe and inclusive learning environments.

4. Describe how the LEA will ensure that there is adequate staff to support the establishment and implementation of the Student Support Program.

The district will ensure adequate staff to support the establishment and implementation of the SSP through several measures.

- 1. First, the district will conduct a comprehensive needs assessment of staffing needs, considering factors such as the number of participating campuses, student population, and services required to support high-need and underserved populations.
- 2. Next, the district will allocate additional resources to hire new staff members dedicated to the SSP, including Licensed Certified Social Worker, Social Worker, and At-Risk Coordinator. These individuals will be fingerprinted prior to being hired and will have expertise in providing support services during crisis/stressful situations and/or addressing students' academic, social, emotional, and behavioral needs.
- 3. Then, the district will provide professional development opportunities to staff members, the Safe and Supportive Team, and the campuses' behavioral threat assessment teams, enhancing their skills in supporting students within the program. Training sessions, workshops, and coaching will be offered to equip the staff with necessary tools and strategies to provide students with safe, inclusive, and supportive learning environments.
- 4. Furthermore, the district will contract with external organizations UTGRV, United Way of Southern Cameron County, Valley Regional Hospital and/or agencies to provide non-employee mentors/support staff. Non-employees will also be required to be fingerprinted prior to meeting with students and families.
- 5. Lastly, the district will establish an on-going monitoring system and an evaluation system to assess the program's effectiveness and identify staffing gaps or needs. This will allow for necessary adjustments and resource allocation. Through careful assessment, resource allocation, professional development, partnerships, and monitoring, the district will ensure adequate staff for the establishment and implementation of the SSP, maximizing its impact on student success and well-being.

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**9. Statutory/Program Requirements (Cont.)**

5. Describe how each of the campuses will be supported by the grant program, if awarded, currently conduct behavioral threat assessments and how the campus will incorporate current systems into the student support team structure.

**HOW THREE CAMPUSES WILL BE SUPPORTED BY THE GRANT PROGRAM:** The campuses will be supported by the grant program and the Campus Behavioral Threat Assessment Team, who will collect information from multiple sources, monitor outcomes, and analyze developing threats. Through constant monitoring and support facilitated through this grant program, the campuses will be able to identify concerns, improve school climate, and provide professional development training to staff.

**CURRENTLY CONDUCT BEHAVIORAL THREAT ASSESSMENTS:** The Campus Behavioral Threat Assessment Teams analyzes various disciplinary data, evaluates teacher and staff reports, and discusses results with the district Safe and Supportive School Team (SSST). The district SSST evaluates these assessments through established protocols, involving a multidisciplinary team of central administrators, counselors, teachers, and law enforcement, in coordination with local law enforcement agencies. Through this approach, the district team identifies behavioral threats, outlines priorities, and implements approaches designed to minimize potential threats.

**INCORPORATE CURRENT SYSTEMS INTO THE STUDENT SUPPORT TEAM STRUCTURE:** If awarded the grant, the targeted campuses will integrate their current behavioral threat assessment systems into the student support team structure. The Campus Behavioral Threat Assessment Team, along with the district Safe Supportive School Team, will work with administrators and staff to align this assessment process. This alignment will ensure that the campuses are provided with relevant training, coaching, and support to implement comprehensive assessments and student interventions.

Overall, integrating current behavioral threat assessment systems into the student support team structure ensures a collaborative approach to promoting a safe and supportive environment across all grade levels and will build relationships and trust with students and staff.

6. Describe how the LEA currently identifies student support needs and how it identifies and establishes partnerships with external mental health and behavioral health providers to meet student needs.

The district employs a comprehensive approach to IDENTIFY STUDENT SUPPORT NEEDS AND ESTABLISH PARTNERSHIPS with external mental health and behavioral health providers. To IDENTIFY STUDENT SUPPORT NEEDS, the district conducts regular assessments and screenings, considering academic, behavioral, and social-emotional aspects. Input from teachers, administrators, and parents is also gathered to gain a holistic understanding of students' difficulties and challenges. In order to meet these needs, the district ESTABLISHES PARTNERSHIPS with external mental health and behavioral health providers. Extensive research and evaluation are conducted to identify reputable providers who align with the district's values and objectives. Contracts and agreements are then established to formalize the partnerships. For example, partnerships PIISD has established include but are not limited to: Tropical Texas Behavioral Health, Valley Regional Hospital, Port Isabel City Police, and Port Isabel City Manager. However, due to the location of the district, Texas Behavioral Health and Valley Regional Hospital are more than 40 minutes away, causing gaps in services.

Nonetheless, the district maintains ongoing communication and collaboration with current partners to ensure a coordinated approach to student support. Regular professional development sessions are conducted by these partners to enhance the district staff's knowledge and skills in addressing student support needs. Additionally, the district actively engages in community outreach and networking to identify and establish partnerships with local providers. These collaborations allow the district to leverage the expertise and resources of external providers to meet the diverse needs of students.

Overall, the district's approach to identifying student support needs and partnering with external mental health and behavioral health providers is proactive and comprehensive. Through assessments, collaborative input, professional development, and community partnerships, the district strives to provide students with the support they need to thrive in all aspects of their lives.

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**9. Statutory/Program Requirements (Cont.)**

7. Describe how the LEA currently partners with the regional ESC to support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and improving academic outcomes for students.

The district partners with the regional Education Service Center (ESC) to support student mental health, behavioral and emotional health, physical health, and academic outcomes. Collaborating with the ESC, the district develops evidence-based programs and provides professional development sessions for staff to enhance their understanding of mental health issues and effective strategies.

- To support students mentally, physically, and emotionally, PIISD staff attended the ESC-provided School Safety Summit Conference; Coordinated Response After a Crisis; Behavior Threat Assessment and Management Training; Cameron County Safety Meeting; Suicide 101 Prevention and Resources; and the Bullying Prevention Training. Additionally, PIISD works with the ESC to receive various safety-related resources, such as the Full Threat Assessment Case Worksheet, which is used to assist teams in determining whether the student/situation poses a threat of violence to others, self, or to both (or poses no threat of violence). Lastly, the ESC collaborates with other vendors such as Doctors Hospital at Renaissance (DHR), to provide PIISD with a workshop series on Mental Health Matters for Educators, Administrators, and Counselors.
- To promote physical health and well-being, the district and ESC enhance wellness programs, encourage healthy habits, and integrate health education into the curriculum. To do this, ESC offers year-round workshops and resources on health promotion, nutrition, and physical fitness.
- To improve academic outcomes, the district collaborates with the ESC to enhance instructional practices. The ESC provides professional development opportunities on research-based strategies, data analysis, and personalized learning.

The partnership between the district and the regional ESC is essential for supporting student well-being and academic success. Through collaboration, professional development, and access to specialized resources, the district effectively addresses student needs and fosters a supportive learning environment.

8. Describe how the LEA will use this grant program to supplement current work to improve services and supports for the mental health, behavioral and emotional health, and physical health and wellness of students.

Due to funding and location limitations, PIISD is currently only able to conduct the following, with relation to mental health, behavioral and emotional health, and physical health and wellness services: 1) Contract with Lightspeed to ensure administrators are alerted when students use keywords that demonstrate mental/emotional distress, such as: suicide, kill, gun, etc. 2) Partner with Tropical Texas Behavioral Health, which provides telemedicine/telehealth programs that help us identify and assess the behavioral health needs of students. 3) Implement Character Strong to ensure staff receives research-based PreK-12th grade SEL curricula and professional learning. If funded, we will supplement these efforts to enhance student mental health, SEL, physical and behavioral health services. Funds will also be used to provide a wider variety of professional development opportunities for educators, equipping them with the necessary skills and knowledge to address the needs of students and families. Grant resources and external partners will allow the district to implement evidence-based practices and interventions that have proven effective in promoting mental, behavioral, and emotional health. This will include implementing social-emotional learning programs, trauma-informed approaches, and restorative practices. The district will also use grant funds to improve physical health and wellness services for students. This will involve purchasing PBIS supplies and specialized materials to expand access to physical education, nutrition education, health promotion activities, social-emotional learning programs (BASE) and self-harm detection software (LearnSafe), trauma-informed approaches/ restorative practices, and safe and supportive environments. By leveraging the grant program, the district will be able to augment its current initiatives and provide additional resources, staff, and training to enhance the overall well-being of students.

9. Enter the LEA Total Enrollment: 1,930

10. Enter the Regional Educational Service Center that serves the LEA: 1

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.



**10. Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**11. PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

- Yes  No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

Are any private nonprofit schools participating in the grant?

- Yes  No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

**Assurances**

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**Equitable Services Calculation**

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>

**For TEA Use Only:**  
 Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**12. Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**Payroll Costs**

1.	<input type="text" value="1-LCSW &amp; 1-Social Worker help students by teaching them coping techniques. (22 months)"/>	<input type="text" value="\$260,333"/>
2.	<input type="text" value="1-At-Risk Coordinator, 1-Guidance Support Clerk provide services chronic absences (22 mo)"/>	<input type="text" value="\$139,333"/>
3.	<input type="text" value="Administrative Clerk performs data entry/tasks to help with operation of the program. (22 mo)"/>	<input type="text" value="\$47,667"/>
4.	<input type="text" value="Salaries referenced include the following fringe benefits calculated at 9%. (22 months)"/>	<input type="text" value="\$40,260"/>
5.	<input type="text"/>	<input type="text"/>

**Professional and Contracted Services**

6.	<input type="text" value="Required 6% of funds for technical assistance provided by the regional ESC"/>	<input type="text" value="\$60,000"/>
7.	<input type="text" value="Required 10% of funds to the Texas Center for Student Supports"/>	<input type="text" value="\$100,000"/>
8.	<input type="text" value="Data collection/analysis to identify best practices and strategies to support the program."/>	<input type="text" value="\$42,910"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

**Supplies and Materials**

11.	<input type="text" value="PBIS Management System will help teach and reinforce positive behaviors."/>	<input type="text" value="\$38,055"/>
12.	<input type="text" value="Technology/software-SEL curriculum, personalize support for students (BASE/Ripple Effects)"/>	<input type="text" value="\$105,000"/>
13.	<input type="text" value="All-in-one health (LearnSafe) self-harm detection-alerting administrators potential threats"/>	<input type="text" value="\$59,352"/>

**Other Operating Costs**

15.	<input type="text" value="Travel Costs for Conferences/Registration Fees for Safe and Supportive Team (4 employees)"/>	<input type="text" value="\$20,000"/>
16.	<input type="text" value="Travel Costs Training with Texas Student Support Center and Region ESC (4 employees)"/>	<input type="text" value="\$10,000"/>
17.	<input type="text"/>	<input type="text"/>

**Debt Services**

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>

**Capital Outlay**

20.	<input type="text"/>	<input type="text"/>
-----	----------------------	----------------------

Direct administrative costs:

Indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**Appendix I: Negotiation and Amendments**

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 of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

***You may duplicate this page.***

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**For TEA Use Only:**  
 Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.