



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.

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.

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RFA/SAS #

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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
89.03% of students who attend Pawnee ISD (PISD) are classified as Economically Disadvantaged (ED). This qualifies the district to receive 4 priority points. (Source: 2022-2023 PEIMS Data)	The district will partner with the Texas Center for Student Support to implement a Student Support Program (SSP) that addresses common issues amongst ED students, such as Social-Emotional Learning (SEL), mental health, anxiety, & drug abuse. PISD also plans to introduce students, families, faculty, and staff to equine-assisted psychotherapy as a means of improved mental health.
The current teacher turnover rate is 39.5%, more than double the state's average of 17.7%. This turnover reduces staff-teacher familiarity and increases the chance of student disciplinary issues. (TAPR)	To address this, PISD will hire a full-time Licensed Professional Counselor (LPC) throughout the grant period. This individual will address behavioral and emotional issues when they arise and be able to assist in instilling a PBIS reward system.
The student chronic absenteeism rate increased from 1.7% (2019-20) to 7.9% (2021-22), which is a 365% increase. (Source: 2021-2022 Texas Academic Performance Report)	PISD will hire an At-Risk Coordinator and Truancy Prevention Coordinator to address chronic absenteeism. The At-Risk Coordinator and Truancy Prevention Coordinator will work in conjunction with campus administration and the LPC to develop and implement a program to address chronic absenteeism before it evolves into truancy situations for students/families.

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.

Pawnee ISD's goal is to improve academic achievement as well as mental, behavioral, emotional, and physical health/well-being of students through systemic change that addresses and responds to bullying, violence, and acts of hate. PISD's goal is SPECIFIC: It will reduce behavior referrals and placements by 30%, while increasing attendance by 10%. MEASURED: It will be measured through finalized MOUs, climate surveys, and PEIMS (discipline outcomes, grades, and attendance). ACHIEVABLE: The goal is achievable when including multiple partnerships such as TEA, the Texas Center for Student Support, Region 2 ESC; full-time project staff; and professional development trainers. RELEVANT: It will show that safe, inclusive, & supportive learning environments improve academics and the well-being of students. TIMELY: The improvements will be made by September 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

- I) Formally establish a Student Support Program at the district's PK-10 campus.
- II) Meet with the local Region 2 ESC to discuss the contracted services and technical assistance that will be provided as part of the Stronger Connections Grant Program.
- III) Contract with a mental health service provider who provides individual and group therapy through equine-assisted psychotherapy.
- IV) Market and hire the grant-funded positions (At-Risk Coordinator, Licensed Professional Counselor, Data Entry Clerk, Truancy Prevention Coordinator).
- V) Align the student support team structure with the behavioral threat assessment team.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

I) Work with the Texas Center for Student Supports to develop a family engagement playbook that will support partnerships with families. II) Identify parents, students, staff, nonprofits, businesses, and community members who can serve on the School Health Advisory Committee (SHAC)/District Education Improvement Committee (DEIC) Advisory Committees. These members will be charged with providing input on the grant program and identifying funding streams for program sustainability. III) Participate in Student Support Program planning activities from the beginning of the grant program through implementation of the 2024-2025 school year. IV) Establish and implement at the beginning of the 2024-2025 school year, the Student Support Program. This will be aligned to the content and training provided by the Texas Center for Student Supports. V) Incorporate a case management system into the student support team structure.

Third-Quarter Benchmark

I) Implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data to monitor the efficacy of the implementation of the Student Support Program.
 II) Provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.
 III) 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: The district will evaluate grant and campus-level data utilizing resources such as surveys, external data reports, state assessments, grades, sign-in sheets, and PEIMS-related data. Key stakeholders of the group, such as the At-Risk Coordinator, Licensed Professional Counselor (LPC), Truancy Prevention Coordinator, and Behavioral Threat Assessment Team will have access to review the data monthly. Data that will be reviewed during these meetings could include but is not limited to school pride survey outcomes, disciplinary outcomes, student referrals, threat assessments conducted, etc. Based on their review, stakeholders can determine if the program needs to be modified. If it is determined that the quarterly benchmarks and SMART goals will not be met, the grant program will 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 2 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.

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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.

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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.

Due to the district's rural and isolated location, Pawnee ISD (PISD) only has one campus. This campus services grades PK-10 (eventually to expand to PK-12). Therefore, the district did not need to identify specific campuses to target for the Student Support Program. While this was not needed, PISD did review the following factors, to determine if this grant, and the Student Support Program, were something that we needed:

- I) Student Needs: Academic, social, emotional, or behavioral needs of students.
- II) Data Analysis: Student achievement scores, attendance rates, dropout rates, discipline incidents, or demographic information.
- III) Campus Improvement Plan: The campus improvement plan and similar documents were reviewed to determine if the district's goals aligned with those of the grant program.
- IV) Stakeholder Input: Input from school administrators, teachers, staff, parents, and community members was requested to understand varied perspectives and determine what would best benefit the campus.
- V) Capacity and Resources: The capacity and resources available within the campus were assessed. These resources include staff expertise, infrastructure, existing support services, and current collaborations with external organizations.

Based on the review of this data, the district determined that the campus could benefit greatly from the Student Support Program implemented through this Stronger Connections Grant Program.

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

Pawnee ISD will provide students with a safe, inclusive, and supportive learning environment. To ensure this is done, the district will implement the following measures, which promote staff commitment:

- I) The district will provide adequate resources, including funding, staffing, and support services, to facilitate the implementation of the SSP. This will ensure the campus leader and staff do not get overwhelmed with the grant initiatives and remain committed to its success. Training and support assistance such as management, reporting, and compliance will also be provided through district-contracted services to foster grant success.
- II) The district will ensure that the campus leader and staff receive clear communication and training regarding the program's goals, objectives, and activities. This will help them better understand the importance of the program's implementation; thereby, promoting commitment.
- III) The district will ensure a collaborative environment is cultivated, actively involving the campus leader and staff in the development and implementation of the SSP. This will foster collaboration and engagement between the campus leader, staff, and students. Open dialogue, feedback mechanisms, and involvement by stakeholders in decision-making processes will encourage commitment to the program.

Through these strategies, Pawnee ISD will ensure the full commitment of the campus leader and staff in the SSP. By doing so, the program will effectively address issues like bullying, violence, and acts of hate, while also supporting students' holistic needs.

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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:

I) Communication: Communicating with parents and families about the program through various channels (i.e., Remind), sharing clear and concise information about its purpose, benefits, and alignment with the district's mission.

II) Parent Education Sessions: Organizing 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.

III) Parent Advisory Committees: Establishing dedicated parent advisory committees for the Student Support Program (SSP), providing a platform for parents and families to contribute opinions, suggestions, and concerns. Their input is valued and will be considered in program planning and implementation.

IV) Partnerships with Parent Organizations: Collaborating with parent organizations to engage parents and families in supporting the SSP. Joint meetings, workshops, and events foster dialogue and active involvement in the grant's goals.

V) Surveys/Feedback: Using surveys/feedback to gather input from parents and families. Regular surveys assess satisfaction, gather suggestions for improvement, and measure the program's impact on students and the community.

VI) Texas Center for Student Supports (TCSS): Utilizing the family engagement playbook to build support with parents and families.

By engaging parents and families through effective communication, involvement, and feedback, PISD ensures active participation in supporting the SSP. This collaborative approach strengthens the program's impact and fosters shared responsibilities 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.

I) First, the district will conduct a comprehensive assessment of staffing needs, considering factors such as the campus demographics, student population, and services required. II) Next, the district will allocate additional resources to hire new staff members dedicated to the SSP, including an At-Risk Coordinator, Licensed Professional Counselor, Data Analysis Clerk, and Truancy Prevention Coordinator. These individuals will be fingerprinted prior to being hired and will have expertise in addressing students' academic, social, emotional, and behavioral needs. III) Then, the district will provide professional development opportunities to existing staff members, enhancing their skills in supporting students within the program. Training sessions, workshops, and coaching will be offered to equip staff with necessary tools and strategies. IV) Additionally, the district will contract with Courage Ranch, a mental health service provider in the area focusing on equine-assisted psychotherapy for individuals and groups. This therapy can consist of interacting and connecting with horses by grooming, petting, bathing, feeding, and leading the horse to designated areas. Outcomes of these sessions will include improved social skills, emotional regulation, and empathy. V) Furthermore, the district will continue to contract with Coastal Plains Health Services and Camino Real Community Services to provide mental health screenings and services to students. Non-employees will also be required to be fingerprinted prior to meeting with students and families. VI) The district will establish an on-going monitoring (i.e., Lightspeed and STOPit App) and evaluation system to assess program effectiveness and identify 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.

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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.

If awarded the grant program, Pawnee ISD will integrate current behavioral threat assessment processes into the student support team structure. To ensure alignment, the district will take the following steps:

- I) Conduct a comprehensive evaluation of the campus' existing behavioral threat assessment procedures. This includes reviewing documentation, protocols, and guidelines currently in place.
- II) Look at gaps and analyze the current practices to identify the strengths and areas that require improvement. This assessment will provide valuable insights into our campus's ability to effectively address behavioral threats.
- III) Implement a student support team structure that will be designed to incorporate and enhance the existing behavioral threat assessment systems. This integration will ensure a seamless transition and promote continuity in addressing potential threats.
- IV) Offer training and collaboration with expert partners. Comprehensive training and professional development services will be provided to the student support team members to familiarize them with the current behavioral threat assessment procedures. This training will emphasize the importance of collaboration among team members and the utilization of existing systems.
- V) Ensure continuous improvement by implementing on-going evaluation and feedback mechanisms to monitor the effectiveness of the integrated systems. This feedback will help us make necessary adjustments and improvements to ensure the student support team structure remains aligned with the campus's behavioral threat assessment practices.

By aligning the current behavioral threat assessment systems with the student support team structure, Pawnee ISD is certain this will help the district enhance the overall safety and well-being of students across the campus.

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' challenges and needs.

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 we have established include but are not limited to: Save the Children, Texas Child Health Access Through Telemedicine (TCHATT), Coastal Plains Health Services, and Camino Real Community Services.

The district maintains ongoing communication and collaboration with these partners to ensure a coordinated approach to student support. To ensure students can be supported appropriately, regular professional development sessions are conducted by these organizations for staff members to enhance their knowledge and skills in addressing student support needs. 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.

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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 for teachers and counselors to enhance their understanding of mental health issues and effective strategies. Trainings were provided to our Principal, Teachers, Counselor, Nurse, and Leadership Team Members. One of the training sessions was held at Texas State University and the other was held at the Region 2 Education Service Center.

For behavioral and emotional health, the district works closely with the ESC to establish early identification and intervention systems. The ESC provides guidance and resources for positive behavior support, restorative practices, and counseling services. ESC specialists, such as behavior specialists or school psychologists, work in conjunction with our Special Education Cooperative, campus counselor, and campus administration to address individual student needs.

To promote physical health and well-being, the district and ESC enhance wellness programs, encourage healthy habits, and integrate health education into the curriculum. The ESC offers workshops and resources on health promotion, nutrition, and physical fitness, benefiting students and staff.

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 also supports curriculum development, assessment design, and student interventions for struggling students.

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, we are 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 potential threats, such as: suicide, kill, gun, etc. 2) Partner with Coastal Plains Health Services and Save the Children to help us identify and assess the behavioral health needs of students.

If funded, we will supplement these efforts to enhance student mental health, SEL, physical health, and behavioral health services. The funds will also be used to provide a wider variety of professional development opportunities for educators and administrators, 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 (i.e., BASE), trauma-informed approaches, and restorative practices. The district will also use the 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, and safe and supportive environments. The district will also establish a partnership with Courage Ranch to offer Equine-Assisted Therapy. Therefore, 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: 465

10. Enter the Regional Educational Service Center that serves the LEA: 2

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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"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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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.	At-Risk Coordinator: Manage, report, and support grant-related activities. (22 months)	\$77,000
2.	License Professional Counselor: Help students address mental health, etc. (22 months)	\$119,167
3.	Data Analysis Clerk: Performs data entry/tasks to help with operation of the program. (22 mo)	\$45,833
4.	Truancy Prevention Coordinator: Monitor/address students with chronic absenteeism.(22 mo)	\$82,500
5.	Extra Duty Pay & Fringe Benefits (calculated at 18%).	\$77,410

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$43,500
7.	Required 10% of funds to the Texas Center for Student Supports	\$72,500
8.	Consultant will host workshops on identifying risk-factors, de-escalation, and more.	\$17,632
9.	Equine Assisted Therapy: Promote positive behavior/mental health.	\$30,000
10.	Natural Lifemanship Training Course (\$2,000/person x 4 staff)	\$8,000

Supplies and Materials

11.	Technology/Software: Laptops, software (i.e., BASE), poster machine, & interactive flat panel	\$40,000
12.	PBIS: Help Teach and Reinforce Positive Behaviors.	\$10,090
13.		

Other Operating Costs

15.	Travel Costs for Conferences/Registration Fees for Threat Assessment Team (6 employees).	\$9,000
16.	Travel Costs for training with Texas Student Support Center and Region ESC (6 employees).	\$7,000
17.	Travel Costs to Transport Students To/From Equine-Assisted Therapy Facility	\$16,000

Debt Services

18.		
19.		

Capital Outlay

20.		
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Direct administrative costs: \$14,500

Indirect administrative costs: \$54,868

TOTAL GRANT AWARD REQUESTED: \$725,000

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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"/>	
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