



# 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:** PL 117-159 Bipartisan Safer Communities Act Title II School Improvement Programs, BSCA

**Grant period:** From 11/15/2023 to 09/30/2025

**Pre-award costs:** ARE NOT permitted for this grant

**Required attachments:** N/A

## Amendment Number

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

## 1. Applicant Information

Name of organization A+ Unlimited Potential Charter School (A+UP)

Campus name A+ Unlimited Potential CDN 101871 Vendor ID 463897845 ESC 4 UEI WV5EYWW

Address 2410 Hamilton City Houston ZIP 77004 Phone 713-204-3837

Primary Contact Paul Castro Email pcastro@aplusup.org Phone 713-204-3837

Secondary Contact Terrie Roberts Email troberts@aplusup.org Phone 713-955-7586

## 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 Paul Castro Title Superintendent Email pcastro@aplusup.org

Phone 713-204-3837 Signature  Date 7/6/2023

Grant Writer Name Maggie Rodriguez Signature  Date 7/6/2023

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

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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
Houston has over 3,000 homeless people and 300 gangs. Also, the campus used to serve as a probation office & parolees often come by seeking a probation officer. They target students offering them drugs/ alcohol & attempt to recruit them into their gangs.	To deter students from participating in drug, alcohol, and gang related activities, exterior cameras and lighting will be installed along the exterior of the campus. This is important since these activities lead to bullying, violence, and acts of hate.
Houston has an estimated 300 gangs with over 20,000 members. Approximately 50% of gang members are 17 years or younger and 48.9 % of violent crimes committed by gangs. (Houston Chronicle)	A Student Resource Specialist (SRS) will be hired who will implement a systemic change and host student/parent workshops which will inform them of the risks of joining a gang and result in improved academic achievement as well as mental, behavioral, emotional, and physical health and well-being of students.
Students are affected by violence around them, COVID (11,691 Houston deaths) & disasters (91% of the pop was without power for up to 17 days due to 3 floods/hurricane/freeze). These disasters have led to increased social/emotional distress.	To help students cope with the anger, confusion, frustration, fear, and depression that lead to self-destructive behavior, funds will be used to increase the time (by 60%) the Counselor is at school. In addition, a cooldown room will be created that will provide students with a space to deal with their emotions. This will help to address the social, emotional, behavior, and physical health needs of the students.

**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.

A+UP's SMART Goal was created to address bullying, drugs, violence, depression, suicide attempts, and terroristic threats. The goal is:  
 SPECIFIC: Reduce referrals and suspensions by 25%. Have 75% of students feel they are in a safe/secure setting.  
 MEASURABLE: Attendance, counselor logs, PEIMS data, climate/student surveys, incident reports, etc. will be used to measure progress. ACHIEVABLE: When considering A+UP will partner with Texas Center for Student Supports (TSCC), Region 4 ESC, and University of Houston; Increase Counselor's hours; Hire a Student Resource Specialist (SRS); and acquire PD training and equipment. RELEVANT: Creating a safe learning setting is needed to improve behavior, academics, and mental well-being. TIMELY: Improvements will be achieved 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**

- 1) Establish a Student Support Program (SSP) Advisory Committee to oversee program implementation.
- 2) Hire & offer relevant strategies/practices training to new grant-funded positions (Program Director, Administrative Clerk, Counselor, and SRS), as well as the district Counselor.
- 3) Work with the TEA-approved TCSS and Region 4 ESC to provide contracted services and technical assistance.
- 4) Align the student support team structure with the Threat Assessment Team and SSP Advisory Committee.
- 5) Invite families, students, and staff to provide input and be part of a SSP.
- 6) Purchase supplemental supplies, curriculum (i.e., BASE), and equipment to address students' social/emotional health, drug/alcohol prevention, and welfare of students.

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

**Second-Quarter Benchmark**

- 1) Develop and implement the SSP, based on guidance provided by TCSS in order to ensure implementation is underway by the start of the 2024-25 school year.
- 2) Work with the TCSS to align training to the needs identified by the SSP and the Threat Assessment Team.
- 3) Identify stakeholders (staff, teacher, students, parents, community members) to serve on the SSP Advisory Committee.
- 4) Provide training to staff and parents on early detection of student risk-factors that may lead to threatening and unsafe behavior (i.e., drug abuse, depression, cutting, suicide, terrorist threats, etc.)
- 5) Integrate a data collection system & student management system to support the student support team structure.
- 6) Collaborate with TCSS to develop a family engagement program that educates students/parents/guardians.

**Third-Quarter Benchmark**

- 1) Collect and gather data related to target outcomes, using TCSS-provided tools, district reports, and surveys.
- 2) Develop and administer surveys to students to monitor their mental and emotional well-being and gauge their sense of safety while at school.
- 3) Evaluate SSP effectiveness based on progress made toward objectives.
- 4) Submit responses to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.
- 5) Host a SSP Advisory Committee meeting with relevant stakeholders to identify program successes and challenges, and to create a sustainability plan to continue program operations beyond the grant period.
- 6) If necessary, meet with TCSS to modify the SSP to address identified gaps.

**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.

A+UP understands the need to carefully evaluate outcome data to continually guide improvements to the program; therefore, various data sources will be utilized to evaluate and determine when/how to modify the program. Outcome data and feedback from stakeholders will be collected by program staff, consolidated by an Administrative Clerk, and presented by the Program Director at the monthly SSP Advisory Committee. Outcome data collected will include attendance, student surveys, behavioral referrals, truancy issues, and school climate responses.

Progress toward outcome goals will be closely monitored and if limited effectiveness is shown, the SSP Advisory Committee will immediately implement informed adjustments to programming. If it is determined modifications must be made, A+UP will post these modifications on the Parent Square app, A+UP website, and send out notification letters to the community, families, students, and staff. If this modification changes the scope/services proposed in the Stronger Connections grant, the district will also submit an amendment to TEA to receive authorization to make this change.

Throughout the grant's implementation, the SSP Advisory Committee will review data and stakeholder input to determine the grant's effectiveness. If the quarterly benchmarks and SMART goal are not on track to be met, the administration team and Program Director will meet with Region 4 ESC and/or the TCSS to address the identified issues. By receiving input from TEA experts and listening to feedback and suggestions obtained from A+UP 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.

A+UP is a small charter school that has a 75.2% Economically Disadvantaged rate (3 Priority Points) that offers classes to students in grades 6th through 8th, with another grade being added each year. Therefore, this will be the only campus participating in this grant. While identifying specific campuses to target will not be necessary, the A+UP did review the following factors, to determine this grant and the SSP are needed:

**ACADEMIC NEEDS:** The campus demonstrates poor performance in academics, as reported in the 21-22 TAPR when compared to state averages.

**SOCIAL-EMOTIONAL AND MENTAL HEALTH NEEDS:** The campus faces high precedence of social-emotional and mental health issues due to student’s fear and insecurities.

**BEHAVIORAL NEEDS:** The campus faces high precedence of discipline incidents, disciplinary action, and reports of harmful or threatening behavior, as reported by school counselors and educators, and reflected by suspension and/or expulsion rates (i.e., knife threats, drugs, fighting, depression, suicide attempts/threats, cutting, death threats, and code of conduct violations).

**HIGH-NEED STUDENT POPULATIONS:** The campus has higher rates of high-need and underrepresented student populations when compared to state averages. These populations include ED (75.2%), At-risk (68.3%), and Special Education/with Disabilities (25.5%), as reported in the 21-22 TAPR. In addition, the campus has a high-disproportional rate of LGBTQ students. This leads to bullying and physical violence.

**CAPACITY AND RESOURCES:** The campus required additional support in improving staff expertise, infrastructure, support services, and collaborations with external organizations.

Based on this review, it was determined that the campus had a need to establish an SSP.

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

To ensure the campus leaders & staffs’ commitment to the SSP success, A+UP will apply the following measures:  
**COMMUNICATION AND DEDICATION:** A series of kick-off meetings will be coordinated by the SSP Committee. These kick-off meetings will inform campus leaders and staff of the program's purpose, strategies, and targeted outcomes. Open communication channels will be used during these meetings to facilitate input in program design and collect on-going feedback on program implementation and decision-making processes. This on-going, open communication will help strengthen the support and dedication of the program from all stakeholders.

**ON-GOING FEEDBACK AND MONITORING:** Open communication will continue even after the SSP is underway. As program leaders continually monitor and evaluate progress toward goals, feedback will be sought from campus leaders, teachers, students, and parents to gain important insights into challenges and obstacles in identifying and referring students for mental behavior/health in house and/or to external providers. These individuals will be involved in designing solutions and modifications to meet students’ needs.

**TRAINING AND RESOURCES:** The commitment of campus leaders and staff will be ensured through targeted professional development training that will help make certain all involved personnel are adequately prepared to deliver evidence-based and trauma-informed programs (i.e., TCSS, Youth Mental Health First Aid, CPI: Crisis Prevention Institute Certification). Staff will be trained in effective instructional methods for high-need student populations. Supportive resources including funding, staffing, and support services will be provided to campus leaders and staff to ensure they have the necessary tools and support required to effectively implement student services in the program.

Through these strategies, A+UP ensures that campus leaders and staff are fully trained, invested, and committed to the SSP. In this fostered collaborative/supportive setting, A+UP will be able to effectively address the academic, social-emotional, behavioral, and mental health needs of the students.

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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.

To ensure the campus leaders and staffs' commitment to the SSP success, A+UP will apply the following measures:

UTILIZING THE FAMILY ENGAGEMENT PLAYBOOK: Will be created in collaboration with the Texas Center for Student Supports, to build support with parents/families and students.

COMMUNICATING WITH PARENTS AND FAMILIES ABOUT THE PROGRAM: Letters, emails, and parent meetings will be sent/conducted in both English and Spanish to communicate and discuss the program's purpose, benefits, and alignment with the A+UP mission.

PARENT EDUCATION MEETINGS/WORKSHOPS: Will be offered to inform parents about the program's objectives, strategies, and intended outcomes. A+UP administration and Counselors will emphasize its importance in addressing bullying, violence, drug awareness, cutting, suicide threats/attempts, and depression.

COLLABORATING WITH PARENT ORGANIZATIONS TO ENGAGE PARENTS AND FAMILIES IN SUPPORTING THE SSP: This will include joint meetings between several parent groups, workshops to promote student wellness and health, and events to foster dialogue and active involvement. (i.e., community gatherings, open house, parent orientation as students transition from elementary school to middle school, etc.).

SURVEYS TO GATHER INPUT FROM PARENTS AND FAMILIES: Surveys will assess satisfaction, gather suggestions for improvement, and measure the program's impact on students and the community.

CONTRACTING CONSULTANTS TO PROVIDE PARENTS WITH WORKSHOPS: Parents will be provided information and trainings on how to identify risk-factors in their child such as depression, cutting, distancing, uncontrollable anger, lack of hygiene, poor appetite, and violent mood swings.

By engaging parents and families through effective communication, involvement, and feedback, A+UP ensures active participation and support for 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.

A+UP utilized several methods to ensure there will be adequate staff to support the establishment & implementation of the SSP. First, A+UP conducted a comprehensive assessment of staffing needs, which took into consideration the services & skills required to address student discipline, attendance, emotional well-being, & drug awareness. Then, gaps identified were reviewed & discussions were held on how to best fill these needs. Based on the review, the following positions will be employed with grant funds: PROJECT DIRECTOR – A stipend will be paid to an existing staff member to work the additional hours needed to oversee the program. The proposed Program Director has already demonstrated the organizational skills, knowledge, and ties to students, staff, parents, and the community needed to ensure the success of the SSP. COUNSELOR – Currently, A+UP has a Counselor that comes in twice a week. Utilizing grant funds, we will be able to have the Counselor come in the remaining 3 days so that she is more readily available to meet with students to address their social and emotional needs. SCHOOL RESOURCE SPECIALIST (SRS) – A full-time SRS will be hired to implement a systemic change and host student/parent workshops which will inform them of the risks of joining a gang and result in improved academic achievement as well as mental, behavioral, emotional, and physical health and well-being of students. ADMINISTRATIVE CLERK – To ensure that data is accurately collected; purchases are made in a timely manner, following TEA requirements; and trainings, meetings, and workshops are properly scheduled and coordinated, an Administrative Clerk will be hired to support the Program Director. By hiring these positions, the Charter will ensure they are adequately staffed for the additional roles and responsibilities that come with the implementation of the SSP. In addition to the additional personnel that will be employed, A+UP will provide Professional Development (PD) opportunities for new and existing staff members. These PD opportunities will not only enhance staff skills but help them understand the importance of the program and remain committed to its implementation.

Therefore, through the needs assessment conducted, acquisition of additional staff members, & implementation of evidence-based PD, A+UP will ensure adequate staff for the establishment/implementation of the SSP.

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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.

A+UP currently has an established Threat Assessment Team (TAT) that is responsible for conducting threat assessments. This Team consists of the Superintendent, Principal, Counselor, and Special Education Coordinator. The Team utilizes the AVANT-GARDE Assessment to conduct threat assessments, determine the level of risk, and provide interventions to support the victim of the threat.

To best do this, a fact-based, Threat Assessment approach is performed. This includes steps such as: Identifying the person or situation whose behavior has raised concern about potential violence; Inquiring, asking questions, and gathering relevant information about the person and situation; Assessing the person and situation based on the information that is available, to determine whether the person or situation poses a threat of violence or harm to others and/or self; and Managing the threat by implementing an intervention, supervision, and/or monitoring plan to prevent harm and to reduce and mitigate the impact of the situation. Lastly, once every 6 weeks, tabletop exercises are conducted in which the team enacts threat scenarios and how to respond appropriately.

If awarded, the targeted campuses will integrate the current TAT system into the Student Support Team Framework. This integration offers a coordinated and holistic approach to student support. By effectively doing so, the district can ensure it will provide students with safe, inclusive, and supportive learning environments to build a sense of belonging.

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.

A+UP works hard to identify student support needs and proactively address these needs through targeted, evidence-based practices. To identify these needs, climate/student surveys are regularly administered, and feedback is solicited from students, parents, and families. This approach provides an informed perspective on what supports students and families feel are most in need. In addition, A+UP periodically reviews and evaluates qualitative and quantitative data on academic, social-emotional, behavioral, and mental health needs exhibited on the campuses. This is sourced from Charter and TEA reports, climate surveys, teacher and staff questionnaires, and on-going consultation with relevant stakeholders throughout the district.

Once identified, the charter seeks to address these needs, often by partnering with an external mental health/behavioral health provider. When identifying the most suitable partner, A+UP considers the qualifications, experience, track record of implementing evidence-based practices, and understanding of localized needs that can be provided. Once a strong candidate is identified, consultation takes place, followed by a solidification of the partnership through MOUs.

This process is frequently used and took place to establish our partnership with Bilingual Evaluation Service (BES), which offers psychological services and serves as an external mental health/behavioral health provider for Charter students. In addition to serving students directly, BES also provides staff structured professional development trainings aligned with their support services. This enhances their capabilities and aids in addressing students' mental and behavioral needs. Therefore, receiving these trainings and support services from a mental health/behavioral health provider, A+UP takes a proactive and comprehensive approach to identify and address student support needs.

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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.

A+UP currently partners with Region 4 ESC to support improvement in student mental health, behavioral/emotional health, physical health/wellbeing, and improve academic outcomes for students. Trainings currently provided by the ESC include:

IMPROVING ACADEMIC OUTCOMES FOR STUDENTS: Best Practices for Creating, Organizing and Delivering Your Content in Canvas, Tutoring to Accelerate Mathematics Learning, Pathways to Reading Comprehension, Organizing and Planning Literacy Instruction, and more.

MENTAL HEALTH, BEHAVIORAL/EMOTIONAL HEALTH: Youth Mental Health First Aid-Blended, Cognitive Behavioral Intervention for Trauma in Schools, Non-violent Crisis Intervention: Staff Development, safeTALK-Suicide Prevention Training, and more.

PHYSICAL HEALTH/WELLBEING: School Behavior Threat Assessment Teams Training, Trauma Informed Care, Child Nutrition Summer Workshop, and more.

The partnership between the district and Region 4 ESC is essential for supporting student well-being and academic success. Through collaboration, workshops, simulations, and access to specialized resources, the A+UP is confident it can effectively address 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 A+UP's small size and funding limitations, mental health, behavioral & emotional health, and physical health and wellness services provided are limited. Current work only includes: 1) A part-time counselor that comes to the campus twice a week. 2) A Bilingual Evaluation Service that offers psychological services. If funded, PISD will supplement its current efforts in the following manner:

STRENGTHEN RELATIONSHIPS WITH REGION 4 ESC AND TCSS: 6% of the grant funds will be allocated to the ESC and 10% to the TCSS to be used to expand and enhance the current support offerings in the areas of student health and well-being and academic performance. EVIDENCE-BASED PROGRAMS: A+UP always strives to utilize the most current, evidence-based approaches to addressing mental and behavioral health needs. The Charter will continue these efforts and diversify the support and education offerings by purchasing social-emotional and mental health programs from BASE Education. PD TRAININGS: Staff will be provided high-quality, trauma-informed training on how to implement the SSP, engage our highest-need student populations, and how to identify risk-factors in their child such as depression, cutting, distancing, uncontrollable anger, lack of hygiene, poor appetite, and violent mood swings. BEHAVIOR/TRUANCY/DRUGS/GANGS: Funding will be used to contract an SRS & purchase cameras, lighting, and license plate readers needed to deter students from prohibited behaviors.

MENTAL/PHYSICAL HEALTH: Funds will be allocated to increase evidence-based programs, including additional counseling services, specialized training for teachers/staff, a cooldown room, vaping sensors, and Chromebooks for accessing mental health support. Through these means, A+UP will ensure students are provided with the support needed to address their mental, behavioral, social-emotional, and physical health needs.

9. Enter the LEA Total Enrollment: 156

10. Enter the Regional Educational Service Center that serves the LEA: 4

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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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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.	Counselor help students in stressful situations. (60% of salary for 22 months)	\$88,000
2.	Student Resource Specialist provide support to address truancy/behavior issues. (22 mo)	\$110,000
3.	Administrative Clerk performs data entry and tasks to help with operation of the program.	\$36,667
4.	Program Director will oversee the program and ensure goals are met. (22 months)	\$27,500
5.	Salaries referenced include the following fringe benefits calculated at 16%.	\$37,547

**Professional and Contracted Services**

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$34,500
7.	Required 10% of funds to the Texas Center for Student Supports	\$57,500
8.	Consultant will host workshops on identifying risk-factors, de-escalation, and more.	\$33,281
9.	University of Houston will provide mentors to support and empower students.	\$10,000
10.		

**Supplies and Materials**

11.	Technology/software for safety, self-harm detection, and PD- (i.e., BASE, Chromebook)	\$25,000
12.	All-in-one health/safety/vape detection device for alerting administrators of potential violations	\$40,000
13.	Supplies needed to create a safe space for students. (cooldown room, cameras, lighting, etc.)	\$26,286

**Other Operating Costs**

15.	Travel Costs for Conferences/Registration Fees for Threat Assessment Team (3 employees).	\$10,000
16.	Travel Costs for training with Texas Student Support Center and Region ESC (3 employees).	\$3,000
17.		

**Debt Services**

18.		
19.		

**Capital Outlay**

20.		
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Direct administrative costs: \$11,500

Indirect administrative costs: \$24,219

**TOTAL GRANT AWARD REQUESTED: \$575,000****For TEA Use Only:**

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

CDN 101871

Vendor ID 463897845

Amendment # N/A

**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

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