2024-2025 Stronger Connections Grant
Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

Texas Education Agency

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: 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 | Garner Independent School District

Campus name | Garner Elementary School   CDN | 184911   Vendor ID | 751611683   ESC | 11   UEI | EP53JLN7Q

Address | 2222 Garner School Road   City | Weatherford   ZIP | 76088   Phone | 940-682-4251

Primary Contact | Rebecca Hallmark   Email | rhallmark@garnerisd.net   Phone | 940-682-4251

Secondary Contact | Diane Shaw   Email | dshaw@garnerisd.net   Phone | 940-682-4251

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 | Rebecca Hallmark   Title | Superintenden   Email | rhalmark@garnerisd.net

Phone | 940-682-4251   Signature | Rebecca Hallmark   Digitally signed by Rebecca Hallmark Date: 2023.07.14 13:13:14 -05'00'   Date | 7-14-2023

Grant Writer Name | Lisa Seiser   Signature | [signature]   Date | 7-14-2023

○ 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
More than 18% of students at Garner ISD are SPED, of which 57% have intellectual disabilities. This results in additional behavioral, attendance, and social emotional challenges for these students that require specific integrated interventions and support.	Because of this high percentage of SPED students, the Student Support Teams will be developed to especially focus on providing additional supports that will address the challenges these students face each day. This plan will include ensuring a SPED teacher/staff member is part of the advisory committee and is involved in devising the plan that specifically addresses these students and needs.
A total 15% of students in Garner ISD were mobile in 2021-22 (13.6% statewide) and that figure is expected to be higher in 2022-23. A women's shelter located near campus also draws many transient children.	This program will impact these students the most by ensuring they are a focus of the staff and implementation process. Needs for these mobile and homeless students will be made a priority in the program planning and overall Student Support Team efforts. Resources are currently not available in the area.
Garner ISD's rural nature places it on its own island to deal with all matters within the school community. The response time from law enforcement or safety personnel to Garner is 45 minutes. There are no mental health/support resources in the community.	The addition of a specified and skilled staff member, in this case the Program Director, who takes the lead and is responsible for all school responses and mental/behavioral health interventions will create a better and more consistent effort to meet the challenging needs of the students and their families. With limited services nearby, funding will be used to build a team of resources.

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.

Garner ISD will involve its staff and school community to build and implement (with the support of the Texas Center for Student Support and ESC 11) effective Student Support Teams to be in operation by Aug. 12, 2024 to improve school culture and student mental, behavioral, physical, and emotional health through education, prevention, early identification, evidence-based interventions, referrals, and direct services. This framework, after the first full year, will result in at least 40% increases in identifying and providing help to students who need various interventions and additional supports. This infrastructure and program also will result in annual outcomes including increased trust in the school and teachers by students, improved student resilience/grit, feelings of safety by students, improved integration in these efforts as part of the regular school day, and more partnerships to support students long term.

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

- Hire a Program Director (with experience in schools, mental health connections, and law enforcement background) and support personnel to ensure a smooth and complementary process to creating the support teams and plan.
- Create a Student Support Program Advisory Committee made up of at least 7 (Program director, teachers, students, parents and community members) who will guide and lead the planning and development of the program.
- Develop a student support services needs assessment for each the elementary, middle, and high school as part of a full strategic planning process based on student and school risk factors and developmental stages.
- Hold weekly Advisory Committee meetings with specified agendas to plan and develop program and teams.
- Announce new program at the Professional Learning Community level to build buy-in and support from all staff.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

- Create outreach/marketing plan materials so families are aware of the services being provided/available.
- Administer surveys to at least 75% of students/parents/guardians/teachers to determine levels of need/services.
- Hold weekly Advisory Committee meetings with at least 90% attendance.
- Hold at least one SST/advisory committee and PLC joint meeting with at least 90% attendance from the entire school staff to discuss how the program and process works for students, teachers and the community.
- Identify the top 3 needs in each the elementary, middle and high schools as it relates to supports/interventions.
- Identify and agree to terms (MOUs) with mental health personnel to assist with support team, with at least 50% of these providers agreeing to continue services beyond the grant period for sustainability and overall availability.
- Implement program for the entire district/campus at all three levels and start providing services.

Third-Quarter Benchmark

- Create a long-term professional development plan based on the needs of the campus and school grade levels.
- Utilize peer and self assessments to evaluate the Student Support Team's effectiveness, skills, interventions and overall service to the students and community that have been provided so far.
- Hold monthly reviews by the Advisory Committee to analyze data and evaluate potential changes/improvements to the newly-implemented program to ensure the program provides the best and most needed services.
- Continue to regularly market and promote the program to enhance awareness of the supports/services - this will be done through signage, discussions at parent-teacher meetings, social media efforts, and items sent home.
- Hold at least 1 community/parent/family night event that promotes the program and the available services.
- Build an at-risk students and families listing to ensure services are being provided to those most in need.

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.

   USING DATA - Garner ISD, being a small district, will monitor data both from a bird's eye view as well as perform progress monitoring for individual students who are involved in the Student Supports. The district and individual school levels will collect and provide reports monthly to the Advisory Committee on the number of students referred to receive support for non academic needs and those for academic needs. The data collected will include type of need, type of support, time of year, and length of support as measured through the district's case management.
   Individually, students will be monitored using a form provided to the mental health professionals/counselors, school staff that includes the intervention (academic, mental health, or behavioral) performed and how the student is doing (including observations, insights and notes) and how they are responding to the particular intervention used. The program's Advisory Committee, led by the director, will analyze that data monthly to determine best practices overall and individually. Additional qualitative data will be collected on a quarterly basis from students, parents, and teachers through anonymous surveys that will ask open ended and scale questions. Students who have received supports will be targeted for survey completion, but all students in the school will be surveyed annually to determine opinions/perceptions from those who have not utilized the program or been referred. Parents also will be surveyed to ensure they are aware of the program. The Advisory Committee will make suggestions based on data findings.
   PROGRAM MODIFICATIONS - If the Advisory Committee recognizes area improvements/modifications are needed, a root cause analysis utilizing the "5 Whys" activity published in the Texas Education Association's 2022-23 Continuous Improvement Guide, will be discussed by the committee and activities and implementation changes will be used to address the issues. Quality improvement action plans through self assessments, internal collaboration, teacher and staff training will be used to develop, assess, and review the program data and experiences.
   If needed, the district and its Advisory Committee also will reach out to ESC 11, the Texas Center for School Supports, and other similarly sized districts who also have this grant for additional assistance in making continuous improvement efforts, or in response to issues/problems that have arisen during the implementation of the program.

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.

Garner ISD (55% ED) is a small, rural district which has one campus, currently called Garner Elementary School, that provides educational services to grades PK-10. In the next two years, the district will be adding grades 11 and 12 as part of the long-term expansion of this growing district that has various academic and support needs. While students of all ages are on this particular single campus, the grade levels are separated into traditional areas for elementary, middle school, and high school students. So, in this case, although there is just one campus, the entire school district and all grade levels will be involved in the establishment of this Student Support Program, which will oversee the entire district program.

Each "school" in the district (elementary, middle, and high school) will have its own Student Support Teams to address the varied ages and the types of interventions and supports that work best with each grade level. In addition to the grant requirements, Garner ISD leadership believes integrating the program into all grades throughout the entire campus is imperative to success and sustainability, especially in a tight-knit and proud community such as the city of Garner. Staff and leadership program buy-in is needed for a true culture change and requires full involvement throughout the entire campus and all schools. It would be detrimental in many ways, to staff and students, to not provide these support teams to the entire student body. In addition, in a district such as Garner, the model could be used to assist other rural and similar-sized districts implement this type of program in its schools and sustain activities for years into the future.

There is a true belief in the community of extensive needs at this campus and in the schools, based on analysis of local demographics, student statistics (chronic absenteeism is on the rise increasing by 6 times just in the past year - with SPED absenteeism at nearly 15.4%), student learning (Garner ISD scores lower than the state at meets grade level in 11 of 15 subjects and grade levels), student attrition at 20.4% in the 2020-21 school year (higher than the state's 18.9%), student surveys regarding emotional health and wellbeing (showing that overall students are less resilient than in the past and are facing more challenging emotions and are struggling with self regulating), and the district's alignment with existing mental and emotional services (efforts are made, but they are inconsistent due to lack of staffing and a long-term plan).

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

Garner ISD is a small community that believes "It takes a village." For years, teachers and staff have volunteered their time to stay after school to help with tutoring and other academic interventions. Because of that, school leaders already know there will be staff support for a needed program such as this. But, there also are multiple additional efforts that can be made to ensure campus leadership and staff are committed to this process and reaching the results sought. Among those include support and expectations from the top of the district - this involves the district superintendent and the school board. One of the first agenda items to create a successful program will be for the school board to adopt policies (with help from the Advisory Committee) that are integrated and coordinated with existing efforts and to create the role of the program. In addition, the school board will introduce at the same time expectations of staff and leadership as it relates to their involvement. By creating district-wide roles, processes, and procedures, staff and leadership understand the importance placed on these efforts by the board and the superintendent, which will evolve into the needed commitment from staff that will make the program a success.

Professional development (including ongoing training, coaching, and technical assistance) will also play a key role in the involvement and commitment of staff members. These campus and school personnel must contribute to the successful implementation of student support programming. All efforts will be made to make all ongoing training interesting, interactive, and stimulating and the district will hold these trainings as part of its regular PD schedule so all staff attend and are/feel part of the program. Also, successful implementation of student supports will include having staff and leadership in designated roles to assist students as well as being on the Student Support Teams for each of the schools. These personnel will be asked to meet regularly to identify concerns and at-risk students.

District administration also will focus on integrating its PLC culture with the Student Support Program Teams for increased staff engagement and facilitation of ideas that will be used to build a new culture for the students and schools. By creating strong frameworks and integrating them, these foundational systems of collaboration and continuous improvement, staff will be involved and committed, and students will see the long-term benefits.

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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.

Students experiencing academic, substance use, and mental heath problems are typically the target populations for student support programs and services. Barriers to learning include school adjustment difficulties, attendance issues, anxiety, depression, abuse, neglect, family difficulties, negative peer relationships and exposure to violence. When implemented effectively and consistently, student supports can address these issue and in turn improve academic performance. Engaging, informing, and educating parents and families about the student supports the program will make available is key to short- and long-term success and a way to convey a message to students that positive help and assistance is available from caring adults. A major component of success and effectiveness for the program involves awareness within the school and the community. In a small district such as Garner, this may be easier, but still requires effort. Among the methods to increase awareness, visibility, and build knowledge about the program will include (but are not limited to) the following ideas and concepts:
  - Develop an overall communication plan from the start of planning through implementation involving stakeholders.
  - Disseminate branded fliers and signs throughout the school and local community.
  - Hold a community awareness and/or training event/activity that focuses on a local issue such as bullying.
  - Include information to parents and families with grades and other items mailed or sent home.
  - Utilize district social media efforts to promote the events and activities as well as the services being offered.
  - Contact the local news media about the impact of the program on students and the school culture.
  - Require the advisory committee to regularly present progress on the program at the school board meetings.
  - Include a section on the district website that is easily accessible and offers information and self-referrals.
  - Distribute a packet of materials about the program to all parents - including resources and how to ask for help.
  Garner ISD also will use the Texas Center for School Supports developed parent and family engagement playbook that is expected to include resources and tools to use to partner and build support with parents and families to a Student Support Team assessment and during the Student Support implementation process.

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

Due to the district's small size, heavy commitment to this program from leadership and staff, and ability to integrate it with other school-based programs (and partnerships), leadership believes the initial six (6) to 12 months of the grant period will require the most undertaking and effort, especially from the planning and organizing standpoint. That is why the district is requesting through grant funds a full-time staff member and a part-time aide to lead the planning, coordination, and early implementation of the Student Support Program Team structure and services. Once support teams and partnerships are developed and in place, the district will make determinations on whether either of those positions continue through local funding beyond the grant period as staff will be in place for the support teams. However, it is understood that some local funding will be set aside for continued professional development training for staff on the teams, coaching for continuous program improvement, and potentially contracted counseling and mental health professionals. School administration will ensure there is time allocated during the school day for the support team staff members to meet as necessary, and provide locally-funded stipends to these key personnel if it is necessary. The district has a limited number of teachers, staff, and administration, but it is a committed and loyal group willing to take on additional responsibilities as they have shown in the past.
    In addition to teachers/aides, staff and support in this program can include other personnel. Currently, the district has eight (8) of its students who have been CERT (Community Emergency Response Team) trained and certified at the Texas School Safety Center (TxSSC). These students would be integrated into the program as well as part of a student support council to bring additional services and skills into the district for the students. These responsible and high quality students and those who attend this type of training in the future can be part of the Advisory Committee as well and part of the planning process for the entire program, specifically support teams, moving forward.
    This program is a significant undertaking for a small district like this, but once it is up and running and has solid partnerships and quality services thanks to ESC 11 and TCSS, the expectation is for it to continue through staff and leadership because of the buy-in and support developed from the start of the project through implementation.

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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.

BEHAVIORAL THREAT ASSESSMENTS - Garner ISD has a behavioral/multidisciplinary threat assessment procedure that includes basic instructions on methods to address at risk students engaging or potentially engaging in harm to themselves or the school community. The protocols and procedures include interviews with students, classmates, teachers and parents, among other information gathering. In addition, the district has performed student support assessment surveys to gauge needs, and that is used to customize the response plan. However, the most significant hurdle as it relates to these efforts is that only two (2) staff members are assigned to this team and their time is limited. Data collection, management, and followup has been difficult due to staff schedule and the fact that the team is small. The team only meets when necessary and the size and available time for the team has led to administrative fears of issues, potential concerns, and students in need of supports "falling through the cracks." The overall number of staff members/personnel on this threat assessment team will have to be increased with an improved focus on their responsibilities, which right now are very reactive versus the ultimate goal to be proactive.

INCORPORATING CURRENT SYSTEMS - While that 2-person team is a start, Garner ISD leaders believe incorporating the Project Director (full-time staff) and the building of a larger threat assessment team will result in a more proactive and thorough effort to address situations in the school. The Project Director would be the leader in collecting, gathering and responding to potential issues and threats as part of this new multidisciplinary team. Garner administration wants all information going to one person (including anonymous tips, concerns from teachers/ staff/parents about specific students, and analysis of mental health/behavioral surveys, etc.), who then triages the situation to determine the next step for services. Depending on the need or the situation, the Project Director would suggest the proper next steps, which may include involvement required from this newly-created 5-person threat assessment team. If the issue is behavioral/emotional, mental health support resources may be required through the Student Support Team or the Student Support Council made up of CERT team members and peers.

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.

IDENTIFYING STUDENT SUPPORT NEEDS - Currently, while there are processes for identifying and building intervention plans for students struggling academically, there is no official procedure, plan, culture, or staff that proactively identifies students who are in need of services such as counselors, social workers, or nurses. Vulnerable at-risk students are identified by teachers/staff once a problem/situation arises. When a student is identified, the 2-person behavioral threat team meets to discuss and locate resources. If they can't find resources, the district contacts a local volunteer who has extensive mental health/counseling/law enforcement experience focused on school aged children. This volunteer, with expansive resources, works with the student and family to determine the issue and identify barriers and conditions of risk, which lead to the development of a plan to obtain support services as needed. This system appears to work on a small scale and as a responsive program. However, due to limited volunteer time and resources, these efforts will not be proactive until a true school-wide program, led by a subject matter expert, can be fully implemented. Often, in the current process, when support is suggested and resource locations and personnel are provided to the families, it is not always followed through due to various reasons, including lack of school management. By integrating a comprehensive framework designed to provide a variety of services, including bringing specialty personnel into the schools through the Student Support Program and the Student Support Teams this assistance will be more likely to make an impact for the at-risk students and families.

IDENTIFIES AND ESTABLISHES PARTNERSHIPS - Due to location, Garner ISD has struggled to locate nearby partners that can provide some of the services sought to assist students. Identifying sources in larger cities that are still miles away has not been a top priority as families have proven to be unable to attend many referrals due to time and funding. There are two (2) current partnerships the district has - one is with TCHATT, a virtual/online mental health counseling program for four (4) virtual visits. In addition, Pecan Valley Centers is a location where students/ families can be referred for mental health assistance. However, Pecan Valley is located in another town.

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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.

Due to the rural and small nature of Garner with 244 students in 2021-2022, this district is adding high school grade levels and is increasing enrollment annually, now having a current enrollment of 350. Because of these recent changes and expansions, the school district makes a significant effort to work in conjunction with Region 11 personnel on several different programs, grants, professional development, resources, and services. These efforts to apply for grants and build programs are often performed as a consortium where ESC 11 is the lead and Garner ISD is the partner or part of a group of other area small school districts. Along with being part of the the ESC's instructional service contract, there also are a number of specific projects and programs in which Garner works in conjunction with ESC 11 and has seven (7) service contracts, including: the Title 1 Carl D. Perkins grant, business services, DMAC, TEKS RS, TSDS PEIMS, Instructional Solutions and Supports, and Title III - ESL/Bilingual.

In addition to these efforts, the district's counselor has received training through the ESC, including completing part 1 of the Multi-Tiered System of Supports (MTSS) involving various supports for students. ESC also has set up a Parker County counselor summit, which brought counselors together from the area for training, coordinating resources, and collaboration among the various districts. The district also has partnered with the ESC on Crisis Prevention Institute Nonviolent intervention training, which involves identifying, preventing and de-escalating crises. This behavioral training included helping staff recognize cues and anxiety of those students who may act out.

ESC 11 also has assisted and worked with Garner ISD for its behavioral and emotional health needs of students. The ESC helps provide outside referrals for students/families in need of specialized mental health resources. In Garner ISD, almost everything that is done is part of a consortium with ESC 11. The district superintendent and leadership/teachers in the schools are familiar with and have long worked with the staff of the ESC on numerous projects, grants, training, professional development, and activities over the years. Garner leaders are excited about the opportunity to work with ESC 11 on this project and continue to integrate existing and future programming.

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.

Identifying at-risk students, creating intervention plans, and progress monitoring is manual, time consuming and can be costly without a plan in place and in a location where limited services/resources are available. For a small school district with limited personnel and staff who often play more than one role in the school every day, the most important piece is to have a qualified and skilled person on staff who can place his/her focus on these efforts and little else. Currently, Garner ISD personnel have minimal time to be proactive and identify and help students when they need it. Along with building and implementing the new School Support Program Teams, Garner will incorporate its current response efforts by using the grant to add a full-time staff member to build, design and implement a more proactive program, while at the same time build additional partnerships with area mental health professionals, counselors and others to provide services either at the schools or at locations convenient to parents and families.

The district's risk assessment procedure is in place, however, capacity building will help gauge and provide needed services. The district will use the grant to incorporate TEA's MTSS framework, incorporate more SEL curriculum, and add self-help/referral opportunities. Current efforts will be expanded to involve more current staff, community members and others to assist in screening and referring of at-risk students and families. By having a robust program, locating and building partnerships will be easier as needs will be identified and commitments will be made. The district will emphasize prioritizing student needs and risk factors. This will result in a process that involves ongoing case management and proactive identification of students in need. This will improve school culture resulting in stronger relationships between staff and students, reductions in disciplinary incidents, reductions in chronic absenteeism, and reductions of bullying and harassment as a way to improve overall academic outcomes.

9. Enter the LEA Total Enrollment: 350

10. Enter the Regional Educational Service Center that serves the LEA: 11

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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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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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.	Student Support Program Director, including benefits and for 18 months	$112,100
2.	Program assistant - part-time personnel plus any benefits - 18 months	$41,300
3.		
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	$17,000
7.	Required 10% of funds to the Texas Center for Student Supports	$28,000
8.	Anti-bullying/harassment/suicide software - reporting	$20,000
9.	Additional training	$10,000
10.	Online mental health resources	$10,000

Supplies and Materials

11.	Supplies and materials - for program operation - curriculum, branding, and marketing	$10,000
12.		
13.		

Other Operating Costs

15.	Stipends for non-employees - Mental Health professionals/counselors	$25,000
16.	Travel costs for families to go to Mental Health professionals	$10,000
17.		

Debt Services

18.		
19.		

Capital Outlay

20.	Heavy terrain vehicle for Lead/Student Support Team to get around campus quickly	$20,000

Direct administrative costs:	$199,400
Indirect administrative costs:	$12,500
TOTAL GRANT AWARD REQUESTED:	$315,900

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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

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