



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 | 2:0

Grant Writer Name

Signature

Date | 3:1

Grant writer is an employee of the applicant organization.

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

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

RFA/SAS #

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CDN 101910

Vendor ID 17460008

Amendment # **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
A program evaluation was conducted by Gibson Consulting in SY 2022-2023 and the following needs are based on their findings: Oversight and management of RTI and PBIS functions are not well coordinated. Data systems are fragmented	Utilize the Texas Student Support Center and its resources to develop a cohesive student support team at the district and campus levels. To support current staff allocated to RTI, PBIS and mental health intervention we propose to hire retired administrators to assist with the coordination of services. Upon grant award, GPISD will contract with a data scientist to develop a cohesive data system.
Initial referral rates to special education have increased across disabilities and DNQ rates have also increased. The data indicate that targeted and tertiary interventions are non-existent or poorly implemented	Develop a comprehensive model for MTSS utilizing existing campus and district teams. Upon grant award, GPISD will contract with individual providers and outside agencies to provide mental health counselors and care coordination for targeted and tertiary interventions in an MTSS.
Inconsistent approaches and practices for providing academic intervention: No standard procedures manual exists, Inconsistent definition of Tier 2 and Tier 3 interventions	In coordination with the TSSC, develop a comprehensive MTSS manual that includes a systematic screening, intervention, and referral process for academics and behavior.

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.

By August 1, 2025 GPISD will develop a student support team at 3 campuses and a district student support team. The model teams will implement a MTSS that will directly impact student achievement as evidenced by a decrease of 5% of the summer 2023 PEIMS discipline referrals and an increase in academic achievement as evidenced by an increase of 7% in overall Math and Reading scores from the 2023 administration for third through fifth grades on the state assessment. Threat assessments will decrease by 25%.

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

By May 2024 : The district team members will be selected, trained in MTSS protocols and a regular meeting schedule will be established. The campus teams will be established and trained in MTSS. The structure and outline for the MTSS district procedure manual is developed. All contract personnel will be procured.

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CDN Vendor ID Amendment # **6. Measurable Progress (Cont.)****Second-Quarter Benchmark**

By October 2024: The district data scientist in coordination with TSSC will establish the model of the necessary data to include in a district dashboard for MTSS. District and campus teams will attend appropriate TSSC training. The campus teams will meet regularly and function effectively, each team will utilize a fidelity tool and team effectiveness tool for progress monitoring. The tier two and tier three interventions will be in place and protocols will be established how students access these services. The MTSS procedure manual will be in draft form to be reviewed by the district support team. Discipline referrals and district assessments will be reviewed for progress towards the goal .

Third-Quarter Benchmark

By April 2025: The comprehensive MTSS district manual will be completed and presented to principals. Current screening tools will be evaluated for EBP and additional tools will be purchased as needed. Fidelity tools for campus teams will be reviewed. Tier two and three interventions will be evaluated for effectiveness. Discipline referrals and district assessments will be reviewed for progress towards the goal .

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.

Process data will be collected and evaluated including staff trained, students served, threat assessments completed and interventions implemented. Outcome data including number of discipline referrals, state assessment and attendance will also be analyzed. The data will be analyzed by the district team and data scientist in collaboration with our technical assistance providers to determine adequate progress. The feedback provided by the data will emphasize where efforts are needed. We intend to modify the program to sustain across future campuses. The structures and process are important. Our main goal in this grant is to strengthen our existing systems and with data we can evaluate our systems in a more deliberate manner. If our data do not show progress the district team will evaluate what changes are needed and where to allocate more resources.

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Amendment # **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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RFA/SAS # 701-23-120/634-24

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Amendment #

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.

The Student Support Program (SSP) is meant to provide a sustainable structure of a multi-tiered system of support (MTSS) at the campus and district level that address the behavioral, academic and mental health needs of high need students. The method for choosing these initial campuses included a data review of the percentage of Economically Disadvantaged students and at risk students at each campus. In addition, these criteria were reviewed to determine a logical and coherent feeder pattern for consistency across grades and to streamline the longevity of data collection. Depending on feedback from the Texas Center for Student Supports, the district has tentatively chosen Cloverleaf Elementary, Cobb Middle School, and North Shore Ninth Grade Campus.

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

The GPISD district leadership has made the mental health and behavioral health of students a priority. As indicated by the development of a robust district threat assessment team, the implementation of a Director of School Culture and Director of Social Services and the implementation of Legacy clinics within multiple schools throughout the district. In order to maintain the communication of the progress of the SSP the Director of RTI will present at each principal meeting on updates to the established benchmarks. As identified in the Gibson Consulting program evaluation for SY 2022-2023 the principals are requesting more information and support for the MTSS and mental health services. As evidenced by the survey campus leaders will welcome the support.

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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.

In order to solicit support from parents and families GPISD proposes to continue the existing communication pathways that include text messaging and recorded calls regarding the SSP. Upon award, GPISD proposes to provide quarterly Student Support Moments that can be attended virtually and in-person. These parent moments will be presented by community mental health providers and include ways parents can support students and support the SSP. In addition, GPISD will utilize the TSSC family engagement playbook to support its efforts to engage parents.

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

The success of the program and its longevity will depend on the ability of the program staff to build effective systems that are relied upon long past the creator of the system. GPISD proposes to utilize existing staff and contract personnel to create these systems and to provide additional interventions at the right time to the right students. The number of qualified staff to adequately support this endeavor are limited. Our proposal builds on existing resources and utilizes specialty contractors to assist the district where needed. GPISD has many effective supports for students that include interventions for mental health, physical health and academic interventions. The district also has a robust threat assessment team and process. As an overarching system the use of PBIS and RTI throughout the district is also well established. However a recent program evaluation conducted by Gibson Consulting, highlighted areas of improvement to PBIS and RTI specifically in coordination of services and fragmented interventions. To successfully implement the program, GPISD proposes to utilize retired administrators to act as campus coordinators that will report to and support the district student support team. Their role is vital to facilitate data collection, help coordinate service providers and develop critical components of the student support system. In addition, GPISD will contract with mental health providers including counselors and psychologists to provide effective treatment and interventions at the tier 2 and tier 3 levels. The success of the program and more importantly the ability to pivot as data indicate the need to do so, relies heavily on the use of efficient and effective data. GPISD proposes to contract with one of the local university graduate students to be the program data scientist. This role will be to provide the district and campus teams with up-to-date data and analysis. The data collected will also provide the requisite information to the Texas Student Support Center to fulfill its mission.

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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.

The student support team structure will utilize the current threat assessment team and current RTI and PBIS teams. Current RTI and PBIS systems will be analyzed on what efforts are still needed, and what can be incorporated into the student support team. GPISD has an existing district threat assessment team that meets regularly and has a robust data collection process. Threats are reviewed daily and resources are allocated accordingly. GPISD asserts this team structure is functional and successful. GPISD proposes, in collaboration with the Texas Student Support Center and its efforts, the existing teams are incorporated efficiently into the student support team structure. Each campus will have a student support team coordinator, provided to the campus by the grant to assist in establishing the systems. Each campus will receive training and technical assistance in developing the student support team through Region 4 and the Texas Student Support Center. In addition, each campus will receive mental health providers to assist with tier two and two three interventions as part of the student support structure.

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.

Currently, GPISD has three Legacy health clinics in campuses across the district. In addition, the Director of Social Services has facilitated partnerships across the Harris Health system to support students' needs. However strong these current partnerships are there is a greater need for additional community mental health providers to work with our students. The district threat assessment team identifies those students that need immediate and direct support. If this grant is awarded GPISD can immediately scale up direct resources with individual mental health providers and community mental health agencies to support students.

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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.

GPISD staff from the departments of Counseling, Special Education and Student Support attend various training and leadership meetings at Region 4. Our director of RTI consults with Region 4 on implementation strategies for RTI, Dyslexia, and Section 504.

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.

As noted in the Gibson Consulting program evaluation conducted this past year, GPISD has multiple programs that address student mental health needs and academic deficiencies. The district threat assessment team meets regularly and has a solid data entry system and reporting function. The district has established a Director of School Culture and a Director of Response to Intervention to assist campus teams in identifying students at risk or with a disability and to provide the appropriate interventions. As Gibson further highlighted, GPISD has fragmented systems and lacks interventions for students with intensive needs. GPISD will use this grant program to consolidate efforts, apply additional mental health resources in the schools, and to establish a well designed student support team structure that is built for longevity. In addition, this grant will assist in expanding relationships with mental health providers and our current Legacy Health initiatives to provide immediate support to students. If awarded, in coordination with Region 4 and the Texas Student Support Center, GPISD looks forward to building a cohesive student support team structure at the pilot campuses, a robust district student support team, additional mental health resources through contract providers and a data collection and analysis system to support all of these efforts.

9. Enter the LEA Total Enrollment:

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

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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.	Substitutes and off-contract training stipends	\$228,772
2.	Campus coordinators	\$250,000
3.	Academic interventionists	\$200,000
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$87,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$145,000
8.	Mental health providers (counselor, psychologist, social worker, etc.)	\$350,000
9.		
10.		

Supplies and Materials

11.	Training materials	\$50,000
12.	Office supplies	\$35,000
13.		

Other Operating Costs

15.	Travel reimbursement (if needed to attend training at TSSC)	\$25,000
16.	In-Kind contributions (office space, office furniture, HVAC)	\$70,000
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		
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Direct administrative costs:

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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

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