



2024-2025 Stronger Connections Grant

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

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to competitivegrants@tea.texas.gov.

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

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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

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

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.

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

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Third-Quarter Benchmark

Quarter Three – November 1, 2024 – April 30, 2025
Along with a fully functional student wellness committee implementing campus activities to address campus behavioral issues. A third indicator will demonstrate a drop of infractions involving tobacco, fighting and use and possession of illegal drugs at a drop by 50%. There will be a direct correlation between incident reporting in the new student reporting system and incident percentage drop. Infractions involving tobacco (from 33% to 16%), Fighting (From 16% to 8%)use or possession of illegal drugs (From 14% to 7%).
Quarter Four – May 1, 2025 – September 30, 2025
As proven by the drop in our top three infractions, our LEA will be able to effectively and timely identify mental, emotional, physical issues at a rate of 90 percent in contrast to actual behavioral issues reported on our PEIMS system. Our LEA will be able to identify, intercept, and implement proactive measures in support of our scholars in prevention of any behavioral issues as identified by our PEIMS reporting system.

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.

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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.
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.

Our LEA is a three campus district. All three campuses will be able to participate in this program. Data gathered for all three campuses indicate that we need interventions in eradicating the use of tobacco as well as in conflict resolution to reduce the number of fights that occur. In addition, our high school also has a need in eradicating possession/use of illegal substances.

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

Our LEA will ensure campus leaders and staff will be committed by pointing out several items which will make them stakeholders and active participants for the student support program. Our LEA culture stands by our mission (to educate and empower students with tools essential to achieve their self-actualization, academic potential, and success) as well as with our vision(Our vision is to create a nurturing environment as an elite and collaborative organization, that shapes independent thinkers and people ready to make their own rules) creating a functional student wellness program aligns with who we are as an LEA and therefore our campus leaders will actively promote it because it will also create a campus culture for caring and edifying students. Campus staff will support the Student wellness program because a well structured and positive campus environment will promote positive behavior in the classroom. A positive climate for student wellness will also translate into academic growth in general.

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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.

Our LEA student wellness committee will have parent representatives as well as campus behavior support specialists as a functional part for the committee as support as well as a valued stakeholders who can add to the decision making process on how our student support program functions. In addition to this our LEA will actively seek parent and family engagement through various means such as content on our LEA website, program informational compacts and phone communication in order to recruit as well as keep parents informed. Program information will be provided in English as well as in Spanish which is the language our student population background is predominantly in.

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

Our LEA will employ five additional personnel (one LEA director of student wellness and climate plus one campus program manager per campus as well as one behavior support specialist per campus) in order to manage and implement this program effectively by sharing program requirements with already existing personnel who deal with mental, behavioral, emotional, and physical health and well-being of students as well as discipline issues for gathering data in order to create a baseline of the current behaviors manifested throughout our campuses. In addition to the student wellness committee as led by our current social workers, the LEA student wellness director will employ outside resources to support the efficacy of our committee. When needed we would also utilize personnel after hours in the event we need to conduct after school programs to reach out to the community or conduct informative parent and family meetings or conduct training for our staff. The efforts taken by the student wellness committee will result in curbing and diminishing current outstanding behavior incidents because of ongoing mental, behavioral, emotional, and physical health. Our committee, staffed by social workers, teachers and students will work with outside resources in order to bring training, parent and student engagement and provide positive resolution strategies for current negative behaviors.

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9. Statutory/Program Requirements (Cont.)

5. Describe how each of the three campuses that 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.

Each of our campuses have a campus program manager who will quantify campus needs and address specific needs that currently exist; however we will target the three areas of greater need(tobacco use at 33%, fighting/mutual combat 16%,possession of illicit drugs 14%). By doing so the framework that our LEA creates and proves to be successful will be implemented in all the other areas that need attention. Our LEA will coordinate with our threat assessment team to address the data gathered on incidents which require intervention beyond the support of the student wellness committee. All incidents will be quantified and reported by our current threat assessment team and support will be provided by our student wellness team and may include external support for the student.

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.

Our LEA currently identifies students on a volunteer basis as the student needs assistance, the student will ask to see the social worker. This occurs and therefore the social worker provides the help the student requires. Currently our LEA is under an MOU with Texas Tech which provides free counseling to the student who needs the help. The students who voluntarily come in to ask for help preempts a possible behavior manifestation, however at the time our LEA does not identify any student or family support before the student voluntarily asks for assistance. Our LEA would like to be able to provide a reporting system which identifies students who need help and therefore can provide support for the student. With the same line of thought our LEA would like to train teachers and staff to be able to identify students who may need help. Currently our social workers are able to identify however our teachers do not have the training they need in order to identify 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.

Currently our LEA partners with one outside agency which provides support to students in the form of one on one counseling. Our social workers bring in assistance from community entities which provide support to students in the form of instruction, information and education on certain topics such as bullying. Our LEA social workers provide support to students directly as they research their own resources. Our ESC has professional development opportunities for classroom management however support for mental health, emotional support and other supports students are in need is not available.

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.

Currently our LEA is able to identify students who have issues in the areas of mental health, behavioral and emotional health/wellness only after the student manifests a negative behavior signaling these issues. If we are chosen to participate in this program our LEA would hire five additional personnel consisting of LEA director of student wellness plus one campus program manager per campus as well as one behavior support specialist per campus in order to manage program expectations, ensure successful benchmark gains and assist the campus in communicating with external entities such as parents and service providers. The LEA director of student wellness will collaborate with the LEA school safety director and share data in order to create a positive plan with campus administration and threat assessment committees as well as with the student wellness program teams to build a system of identifying, supporting and assessing LEA behavior goals. Currently there are plans to be able to have this capability however this grant program would facilitate a quicker transition to identify to pre-determine student needs because of the supplemental and additional personnel by providing undivided attention to student issues and providing support for our student population. Lastly, We would utilize external professional development from entities who implement evidence based strategies in order to to create a well informed staff and administration.

9. Enter the LEA Total Enrollment:

602

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

ESC 19

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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	602
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	602
4. Total current-year grant allocation	1,000,000
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	10,000
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	990,000
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	1,644.52
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	0

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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.	LEA Director of Student Wellness	130,000
2.	Campus manager for student wellness 071810001,071810002,071810003	300,000
3.	Positive Behavior support specialist 071810001,071810002,071810003	100,000
4.	Stipends Campus Personnel (Employees)	20,000
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	
7.	Required 10% of funds to the Texas Center for Student Supports	
8.		
9.		
10.		

Supplies and Materials

11.		
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Debt Services

18.		
19.		

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"/>	
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