



# 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   
Dr. Carol G. Perez (Jul 18, 2023 16:50 CDT) Date

Grant Writer Name  Signature  Date

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

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RFA/SAS #

2024-2025 Stronger Connections Grant

**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
District staff requires additional training about topics related to identifying mental health issues, working with students who have mental health issues, and implementing strategies to assist students suffering from mental health issues.	School counselors will attend live or virtual training sessions helping them to implement researched-based strategies to utilize when working with students presenting with specific mental health issues. Additionally, LPC staff will attend training sessions to train teaching staff and increase their knowledge and ability to create meaningful bonds with ALL students effectively.
Additional mental health staff is required to fill the increasing necessity for mental health care services for students of all ages created by post-pandemic issues.	Mission CISD will hire two additional Licensed Professional Counselors to work with students needing the highest tier of mental health support. Mission CISD will also employ two social workers to assist with case management as well as student/family support.
Additional personnel are required to screen students suffering from acute crises caused by ongoing mental health issues that may pose a threat to themselves. The screener will also assist with identifying students who may pose a danger to others.	Mission CISD will hire one new crisis screener (LPC Associate) and one SRO to enhance our ability to conduct crisis screenings and threat assessments. The screener will also coordinate with LPCs, administration, SROs, the local mental health authority, and local behavioral hospitals to facilitate the transfer of students in danger of harming themselves or others to local behavioral hospitals.

**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.

To provide a safe, supportive, and inclusive learning environment, Mission CISD will respond to student behavioral and mental health concerns by providing mental health counseling sessions and crisis screenings when appropriate. Short-term therapy will be offered by school counseling staff, and if needed, longer-term treatment may be provided by a district LPCs. Additionally, teaching staff will be more knowledgeable regarding mental health issues and as well will be more confident in delivering effective methods to create positive bonds with ALL students. As a result, incidents of student bullying, fighting, referrals to DAEP, crisis, and mental health hospitalizations will decrease district-wide by at least 25% by the end of the grant period, as shown by surveys and data kept by district administrators and mental health staff regarding incidents of each of the situations mentioned above.

**6. Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

1. Utilizing the Panorama Education survey platform, teachers will be surveyed as to what specific concerning student behaviors they have noticed in the interactions between students and themselves and those they have witnessed between students.
2. Utilizing the same survey platform, students will be surveyed regarding School Safety, Sense of Belonging, and School Climate.
3. District data regarding student bullying, fighting, referrals to DAEP, crisis, and mental health hospitalizations will be quantified to establish a baseline for the subsequent quarters.

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**6. Measurable Progress (Cont.)****Second-Quarter Benchmark**

1. Utilizing the Panorama Education survey platform, teachers will be surveyed and asked to identify what specific changes they have seen concerning student behaviors in the interactions between students and themselves and those they have witnessed between students.
2. Utilizing the same survey platform, students will be surveyed again regarding School Safety, Sense of Belonging, and School Climate. Our district will compare baseline data from the first survey to the second.
3. District data regarding student bullying, fighting, referrals to DAEP, crisis, and mental health hospitalizations will be quantified and compared to the first quarter.

**Third-Quarter Benchmark**

1. Utilizing the Panorama Education survey platform, teachers will be surveyed and asked to identify what specific changes they have seen concerning student behaviors in the interactions between students and themselves and those they have witnessed between students since the first quarter.
2. Utilizing the same survey platform, students will be surveyed again regarding School Safety, Sense of Belonging, and School Climate. We will compare data from the first two surveys to the third.
3. District data regarding student bullying, fighting, referrals to DAEP, crisis, and mental health hospitalizations will be quantified and compared to the first two quarters.

**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.

Program evaluation data will be used to identify improvement in the overall student experience at school. Thus, it is of the utmost importance that adjustment occurs as soon as possible to ensure that the students' experience is not disrupted further causing them additional academic or mental health decline. As a result, within two weeks of determining that data shows no or slight improvement, it will be necessary to course correct in several ways:

1. It will be essential to reevaluate the implementation of any techniques or tools used by staff. If necessary, review sessions can be conducted with staff who self-report that they are having difficulty.
2. Via staff memos, meetings, or contact with administration, it will be necessary to reemphasize the importance of utilizing new knowledge and skills staff have been trained in.
3. The district will encourage staff to contact trainers (LPC or local ESC staff) to ask questions and troubleshoot.
4. District representatives will make contact with the local ESC to coordinate and determine how the local ESC can offer additional support via staff coaching or additional training sessions and tools.
5. Periodic audits (bimonthly) of data being compiled by counseling, LPC, and administration should transpire to ensure that data reflects what is currently occurring.

If benchmarks or our summative SMART goal do not show progress by the end of the grant period, it would be necessary to determine with the data which student needs still need to be met. Doing so will assist the district in deciding what improvement needs to be made. Once the areas of need are determined, it will also be imperative to continue working with the local ESC and the Texas Center for Student Support to identify additional resources, tools, or training that can assist the district to continue providing a higher level of support for students so that they have an opportunity to thrive in a safe, supportive, and inclusive learning environment well after the grant period ends.

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**8. Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2024–2025 Stronger Connections Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
4. The applicant will formally establish a Student Support Program at three district campuses (one elementary, one intermediate/middle school, one high school) to address school climate and establish a student support team structure aligned to the training and support provided by the Texas Center for Student Supports and the regional ESC. If the applicant has few than three campuses or does not have three of the listed types of campuses, the applicant will establish the Student Support Program and the student support team structure at all campuses, up to three, served in the district.
5. The applicant will allocate 6% of awarded funds for contracted services for technical assistance provided by the regional ESC. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
6. The applicant will allocate 10% of awarded funds for professional and contracted services with a partner approved by the Texas Center for Student Support and TEA. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
7. The applicant will use the family engagement playbook developed by the Texas Center for Student Supports to partner and build support with parents and families prior to a student support team assessment, and during the student support implementation process to facilitate a student support partnership with families.
8. The applicant will establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program.
9. The applicant will engage in Student Support Program planning activities from the beginning of the grant program through implementation at the beginning of the 2024-2025 school year.
10. The applicant will establish and implement at the beginning of the 2024-2025 school year, the Student Support Program aligned to the content and training provided by the Texas Center for Student Supports.
11. The applicant will incorporate a case management system into the student support team structure aligned to the training and support provided by the Texas Center for Student Supports.
12. The applicant will align the student support team structure with behavioral threat assessment team operation and outcomes to ensure that students are well supported and that the effectiveness of interventions are monitored.
13. The applicant will implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data to monitor efficacy of the implementation of the Student Support Program, including student support team structure, quality of support leading to positive outcomes, and data related to increases in desired outcomes (e.g. increase in student support team referrals for nonacademic needs, increase in effective supports received by students, reduction in disciplinary incidents, reduction in bullying and harassment, increase in referrals for mental health services, reduction in removals from class, etc.).
14. The applicant will provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.

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**9. Statutory/ TEA Program Requirements**

1. Describe how the LEA will identify the campuses that will participate in the establishment of the Student Support Program described in the program description? Include the criteria or considerations that will influence the determination by the LEA.

Mission CISD will employ a systematic approach to identify the campuses that will participate in establishing the Student Support Program, considering various criteria and considerations to make an informed determination.

1. Student Demographics: Mission CISD will examine the student population of each campus, considering factors like socio-economic background, diversity, and the prevalence of specific challenges or risk factors that may impact student well-being.
2. Attendance: Mission CISD will assess attendance rates on each campus. Campuses with poor attendance may be prioritized for participation in the Student Support Program.
3. Disciplinary Incidents: Mission CISD will analyze disciplinary data to identify campuses with higher disciplinary incidents, such as suspensions, expulsions, or referrals to DAEP. Campuses with a greater need for behavioral intervention and support may be targeted for inclusion in the program.
4. Crisis/Risk Assessments: Mission CISD will analyze reports of previous crises and risk assessments on all campuses. Campuses with higher rates may be targeted for inclusion in the program.
5. Community Input: Mission CISD will gather input from various sources, including parents, teachers, and administrators, to gain insights into the specific needs and challenges faced by each campus. This input will be carefully considered in the decision-making process.

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

Mission CISD is dedicated to ensuring that campus leaders and staff are fully committed to the success of the Student Support Program. To achieve this, we will employ various strategies that emphasize the significance of the program and foster a sense of ownership among administrators and staff members. First, we will organize in-person principals' meetings where the importance and goals of the Student Support Program will be discussed extensively. Furthermore, we recognize the significance of presenting the program to staff members directly. Through presentations, we will articulate the program's objectives, strategies, and expected outcomes. These presentations will highlight how the program aligns with the school's mission, emphasizing the vital role that staff members play in its successful implementation. By clearly communicating the program's benefits and relevance, we aim to inspire staff members to actively participate and contribute to its success. In addition to initial presentations, we will implement periodic staff surveys to gauge the effectiveness of the Student Support Program and gather feedback from staff members. These surveys will serve as a valuable tool for assessing the program's impact, identifying areas for improvement, and addressing any concerns or challenges that staff members may have. We understand the importance of recognizing and incentivizing staff members' dedication and contributions to the Student Support Program. As a result, we will develop a system of incentives to acknowledge and appreciate the efforts of staff members who actively engage with the program and demonstrate outstanding commitment to student success. These incentives will help foster a positive culture of engagement and motivation, encouraging staff members to remain dedicated to the program's objectives. We are committed to cultivating a campus culture where leaders and staff members are fully devoted to the success of the Student Support Program. Through in-person meetings, presentations, staff surveys, and incentives, we aim to engage, inspire, and empower administrators and staff members to actively contribute to the program's implementation and ensure its positive impact on student well-being and academic success.

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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.

We believe it is crucial to have parental involvement in order for students to reach their full potential academically and emotionally. To accomplish this, we will continue to utilize our Attendance Resource Officers and Family and Community Engagement Department (FaCe) to reach out to parents and inform them about our Student Support Program. We plan to organize live sessions through our social media platforms where parents and caregivers can engage in question and answer sessions where staff will provide valuable information. This approach will give us the opportunity to reach more parents as it is often difficult for some to attend live sessions due to issues such as scheduling conflicts. Overall the goal will be to provide an opportunity for direct communication allowing our district to address and clarify any concerns or doubts families may have. Additionally, with the assistance of the FaCE department, we plan to conduct in-person educational sessions tailored to parents. In these sessions, we will provide information about the Student Support Program, its benefits, and how parents can help provide support to their children at home. Moreover, we will aim to reach a wide audience by promoting the program at school functions such as meet the teacher night, family night, sporting events, or other school sponsored events utilizing booths, fliers and brochures. Finally, we will establish a page on our district website to inform the general public about the program. This page will include basic information, FAQs, dates for the question and answer live sessions and in-person educational sessions, and an email link for parents to submit questions.

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

In order for the Student Support Program to be a success, it is important that we have adequate staff to implement the duties the program entails. We are committed to continue providing competitive salaries and benefits as part of the employee benefits package for all Mission CISD staff. By doing so, our goal is to attract exceptional individuals and have a team of highly skilled and motivated staff members. Additionally, to ensure that the program will work successfully, it is crucial to increase the number of mental health professionals in the student support program so that a larger number of students can have access to the services that will be implemented. As a result, we plan to add two Licensed Professional Counselors (LPCs), two social workers, one LPC Associate, and one SRO to the program. These additional staff members will increase the existing support network and allow us to address the diverse needs of our students. Moreover, we strive to foster open communication and continuous improvement within our district everyday. Thus, we will conduct periodic surveys to gauge the staff's satisfaction, gather feedback, and identify areas for improvement. These surveys will not only provide insights but will also help address any concerns or challenges faced by the staff. Along with the previously mentioned plan, we will establish a system of incentives to recognize and commend staff members who actively participate in the program and show dedication toward helping our district foster student success. By offering competitive salaries and benefits, adding mental health professionals, providing incentives, and seeking staff input, we aim to equip our district with a team that can meet our student's needs and promote their overall well-being.

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**9. Statutory/Program Requirements (Cont.)**

5. Describe how each of the campuses will be supported by the grant program, if awarded, currently conduct behavioral threat assessments and how the campus will incorporate current systems into the student support team structure.

By increasing our mental health staff, we will enhance our ability to cater to the diverse needs of our students and ensure we provide interventions and skills for them in a prompt manner. As of now, our current team of LPCs, school counselors, and social workers do their part to equip students with these essential skills. Ultimately, the aim is to prevent violence and bullying between students and create a safe and inclusive environment for all students. Due to the increased need for threat and risk assessments among our student population, we plan for the incorporation of an LPC Associate who will focus solely on responding to crisis situations. This approach will allow Mission CISD to accurately evaluate those students who are at risk of harm to themselves or others in a much more efficient manner. Additionally, Mission CISD will further provide training and education for school counselors, school administrators, teachers, and other relevant staff members regarding how to recognize and evaluate behavioral threats among students. The aim will be to help these staff better identify early warning signs and risk factors that lead to bullying and acts of violence. We will also use campus data to analyze patterns, trends, potential threats, and areas of concern, in order to appropriately implement interventions and prevention strategies. Moreover, district staff will be trained on other relevant topics such as trauma informed care, increasing empathy among students, conflict resolution, and deescalation strategies. As more staff are aware of these topics and are able to provide students with tools and strategies we hope to see a significant decrease in bullying behavior. Finally, it will be necessary to conduct periodic review of staff competencies by observing interactions, surveying staff, and completing one to one interviews. In cases when needed, review or reteach of material can be conducted in small group setting with certain staff. Throughout, it will be essential that the district consult with the student support team to determine how to better support staff with training and developing their skills.

6. Describe how the LEA currently identifies student support needs and how it identifies and establishes partnerships with external mental health and behavioral health providers to meet student needs.

The current procedure in our district indicates that when teaching staff has identified a student who needs mental health support they will refer to the school counselor. In turn the school counselor will work with the student and evaluate whether they need to be referred to LPC staff. School administrators and social workers also have the ability to refer students to either the school counselor or LPC. Upon commencing treatment with students who meet criteria for additional services, LPC and school counseling staff will evaluate the students' needs further. In some cases they may refer to local agencies that may better meet the need of a particular student. Presently, examples of existing partnerships include those that have already been made between the district and the local mental health authority, local law enforcement, and agencies who offer drug counseling and rehab services just to name a few. Through continued communication and networking opportunities established by all staff, but most often via district social workers, the district continues to expand partnerships with all relevant agencies that can offer our students appropriate support. Additionally, the mental health staff member who refers a student to a community agency will follow up to ensure the delivery of services has been met. With the inclusion of additional social work staff, the district will not only be able to expand its ability to provide case management services to students, but it will also expand its capability to establish contacts and partnerships with community agencies. As a result, the district will be able to further aid in the overall emotional, physical, financial, and safety needs of students and their families. Finally, all mental health staff will continue networking efforts via participation in professional organizations, coalitions, advisory panels, and attendance at community organization events. Thus, the district will be able to continue to expand its presence in the community as well gain opportunities to inform the public of the Student Support Program.

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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.

Mission CISD representatives maintain close communication with our local ESC and collaborates with them often to ensure that staff maintains up to date and researched based training and support. As a result, Mission CISD will continue to work in collaboration with our local ESC throughout the grant period in various ways. Most importantly, we will continue to request training opportunities for educators and other staff on various mental health topics as well as educational topics. Currently, the local ESC provides an ample amount of sessions throughout the year, however the district will collaborate with the ESC to establish additional sessions tailored to the specific needs observed throughout the grant period. An example of a topic that will be requested includes training district staff on how to create stronger bonds with students, thus improving their sense of connectedness with other students and teachers. Other training topics of interest include behavior management programs and positive behavior interventions that teachers can implement in the classroom. Our local ESC is also able to provide the district with expertise in creating effective behavior intervention plans, conducting functional behavior assessments, and providing training for educators to effectively address challenging behaviors within the classrooms. As far as promoting student health, the district will continue to collaborate with the local ESC on initiatives involving implementing up to date health education curriculum, promoting healthy lifestyles, and encouraging physical activity. By continuing this partnership, we aim to create a more positive and inclusive school climate that will promote emotional and physical well-being and continued academic success for our students.

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.

Mission CISD plans to implement a comprehensive approach to address our students' holistic well-being and create a positive and conducive learning environment. Our district will allocate funds to augment the mental health services in our schools. We plan to hire additional qualified mental health professionals including two Licensed Professional Counselors to provide counseling therapy services for students suffering mental health conditions that interfere with their functionality. We will also hire two Social Workers to continue providing case management services connecting students and their families to agencies and organizations that can improve their quality of life. Moreover, a Licensed Professional Counselor Associate will be hired to focus solely on risk assessments and making the process of securing assistance for students presenting as a danger to self or others more efficient. An additional SRO will be hired to assist the LPC Associate when crisis arise that may require support from law enforcement. Mission CISD will further invest in training LPC staff to deliver training to the rest of the staff on various mental health topics that will improve their overall knowledge and skills so they can provide students with a safe, supportive, and inclusive learning environment. Additional training will also need to be secured to educated school counseling staff on implementing researched-based strategies to utilize when working with students presenting with specific mental health issues. Finally, funds must be allocated for miscellaneous expenditures related to implementing these goals including materials, travel expenses, and other unforeseen costs.

9. Enter the LEA Total Enrollment: 14,502

10. Enter the Regional Educational Service Center that serves the LEA: 1

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CDN 108908

Vendor ID 1746001742

Amendment #

**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)	
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	

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2024-2025 Stronger Connections Grant

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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.	LPC(2), LPC Associate (1), Social Worker (2)	\$1,066,000
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$90,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$150,000
8.	1/2 SRO	\$100,100
9.		
10.		

**Supplies and Materials**

11.		
12.		
13.		

**Other Operating Costs**

15.		
16.		
17.		

**Debt Services**

18.		
19.		

**Capital Outlay**

20.		
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Direct administrative costs: \$30,000

Indirect administrative costs: \$63,900

**TOTAL GRANT AWARD REQUESTED: \$1,500,000**

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CDN 108908

Vendor ID 1746001742

Amendment #

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

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# Stronger Connections Grant Application1

Final Audit Report

2023-07-18

Created:	2023-07-18
By:	Sylvia Esquivel (sylvia.esquivel@mcisd.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAjLm-Vep7JINZjfsOyJsFKb8Kg1PGNZ6V

## "Stronger Connections Grant Application1" History

-  Document created by Sylvia Esquivel (sylvia.esquivel@mcisd.org)  
2023-07-18 - 9:06:59 PM GMT
-  Document emailed to cgpere95@mcisd.org for signature  
2023-07-18 - 9:08:28 PM GMT
-  Email viewed by cgpere95@mcisd.org  
2023-07-18 - 9:49:36 PM GMT
-  Signer cgpere95@mcisd.org entered name at signing as Dr. Carol G. Perz  
2023-07-18 - 9:50:27 PM GMT
-  Document e-signed by Dr. Carol G. Perz (cgpere95@mcisd.org)  
Signature Date: 2023-07-18 - 9:50:29 PM GMT - Time Source: server
-  Agreement completed.  
2023-07-18 - 9:50:29 PM GMT