



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
Brackett ISD has an overall at-risk population of 61.8%, this percentage has been on a rising trend. There is a need to optimize students' mental health and well-being in order to improve overall academic performance and improve discipline.	As a method of improving both the academic performance of students and their well-being, Brackett ISD will implement "life crafting." The proposed life crafting intervention will consist of several integrated components. These components include specially trained personnel and use of identified programs to assist students with goal setting, character building and improved self awareness.
Brackett ISD has 26% of students in either 504 or special education. Students in special programs with an eligibility under mental health have increased negative behaviors leading to discipline incidences.	Brackett ISD will create an environment that will prioritize wellness for students educators and parents. Our motto of "One District One Team," will promote positive mental health and success in life. By working together, we will build capacity in how to handle stress, relate to others, and make healthy choices.
Brackett ISD staff is comprised of 40% of the teachers having less than 10 years experience. Their lack of experience impacts their ability to identify students needs, meet students expectations and build effective relationships with parents which impacts discipline.	Brackett ISD will build a child advocacy program. The program will include providing training to staff members on mental health awareness, identification of students and best practices as well as work with families to assist in building relationships and trust with their children and building an effective family framework.

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 May 31, 2025, Brackett ISD will see a decrease of 15% discipline incidences within the at-risk and special programs population as a result of the hiring of Stronger Connections Life Coach to create and implement a student support program, "Life Crafting," includes collaborative partnerships with teachers, parents and students to address students' mental, behavior, emotional and physical well being through the use of training, coaching, counseling, mentoring and curriculum used to build a sense of belonging, trust, and feeling of safety.

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

For the first-quarter benchmark, Brackett ISD will:

- 1) provide orientation and any necessary onboarding training for the new Stronger Connections Life Coach;
- 2) create a schedule for the new coach to reflect time for coaching cycles for students, planning with teachers, scheduling/leading/participating in parent and community meetings.
- 3) create and conduct screeners to identify students who would benefit from the program.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

For the second-quarter benchmark, Brackett ISD will:
1) continue documenting the coaching cycles for students,
2) and will include sign in sheets indicating planning time and training with teachers, will have documented monthly parent/community trainings and presentations
2) document regularly scheduled meetings with campus administrators to review discipline data by special programs
3) conduct at least two campus-based staff developments to improve faculty capacity in identify students with mental health needs and strategies to use in the classroom and will provide teachers with the necessary tool for implementation of strategies in the classroom.

Third-Quarter Benchmark

For the third-quarter benchmark, Brackett ISD will:
1) continue documenting of coaching cycles with students and will conduct a review of students goals and progress in character building and goal setting ;
2) conduct and document walkthroughs to provide teachers with feedback on the implementation of the district developed child advocacy program and implementation of strategies to improve student mental health.
3) conduct parental trainings and complete surveys on the effectiveness of the training to building trust and effective family frameworks
4) review discipline reports for each campus to identify a downward trend in discipline incidences
5) conduct at least two campus-based staff development to improve faculty capacity in the area of mental health

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.

Brackett ISD utilizes several methods of efficient data collection for performance monitoring purposes. Our year begins by reviewing the established smart goal for the program. Once reviewed, we begin the process of assessing previous year data and then end of year current data to determine effectiveness of the implementation of our plans which include the implementation of curriculum, coaching methods, counseling sessions, teacher training and parent trainings. We will review surveys completed by students, teachers and parents to gauge the success of our implementation. A decrease in discipline and increase in positive school climate and positive relationships between all stakeholders will indicate effectiveness and continued implementation. However, throughout this process of review and discussion, it may become apparent if the data does not indicate effectiveness that Brackett ISD will need to adjust the implementation methods of the program. Reviews, interviews, observations, and discipline data records conducted to further define and analyze the areas of concern. Meetings between the newly hired Life Coach, Campus and district administrators will hold the end of year progress evaluation to discuss the potential barriers and plans for improvement.
In order to ensure high-quality program implementation that results in an increase awareness of mental health, strategies to improve mental health of students, a decrease in discipline and overall project sustainability, Brackett ISD will utilize the following:
1) Student coaching session controls: these include student surveys, observations and goal setting sheets
2) Teacher training session controls: these include evaluations, walk-through documentations and notes from planning meetings
3) Parent trainings and session controls: these include surveys, evaluations, documentation of home visits
Brackett ISD will establish a broad continuous improvement strategy that frequently evaluate the implementaiton of the program for sustainability and effectiveness.

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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.

If awarded, Brackett ISD will ensure the implementation of the Student Support Program for all three of the District Campuses.

- 1 - Jones Elementary (PreK-5)
- 2 - Brackett Junior High (6th -8th)
- 3 - Brackett High School (9th - 12th)

Overall as a district, due to an increase in students who qualify at-risk and/or in special programs all campuses will be supported by the program. In addition, with the rise in discipline concerns that are tied to mental health all three campuses would benefit from the implementation of the program.

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

Brackett ISD is committed to the success and well-being of our students. During the 2022-2023 school year, we adopted our mantra, ONE DISTRICT ONE TEAM. We believe that it is only in one working together that we will be able to make a difference in the lives of our students. Being a small South Texas rural district, we know that we have to count on each other and work as team to implement initiatives that will make a difference.

Brackett ISD believes that in order to ensure campus leaders and staff are committed to the success of the Student Support Program there needs to be high quality on-boarding through trainings. The on-boarding trainings will create the buy-in by sharing data on the need for the program and the benefits of the program.

At Brackett ISD, we all already believe that students need positive learning environment that are safe, inclusive, and supportive. Establishing this type of environment is all our responsibilities. The commitment to our Student Support program will be there because of the utilization and training on evidence based approaches that will help teachers in the classroom to create positive and safe learning environments that are the foundational success for our students. One of Steven Covey's steps to success is to think with the end in mind. If we can help our students with mental health then the best is yet to come. We focus on the whole child and will target the multiple factors that impact their growth and development.

Campus Administrators and Staff will receive the following throughout the course of implementation:

1. Provide Training
2. Keep all involved in the implementation
3. Get Feedback
4. Coach through the implementation process

Brackett ISD will create an expectation that shows that we should never stop learning and working for the betterment of our students

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9. Statutory/Program Requirements (Cont.)

3. Describe how the LEA will engage parents and families to solicit support for the program.

Building a partnership with parents is a critical component of the plan. From the onset of implementation, Brackett ISD will seek input and feedback from parents through the use of newsletters, the District website, e-mail, telephone, parent and teacher conferences, and home visits if needed. Brackett ISD will designate the duties of parent and family engagement specialist to assist with recruiting parents, providing training and supporting the Life Coach and campus administrators with the implementation of the program.

The parent and family engagement specialist will focus on communicating the meaningful activities offered to assist families in supporting the program. The goal of all staff members who work with this program is to build a relationship with parents to create a trusting, approachable and friendly environment.

Specific activities to assist in the component of engaging parents include:

- 1- Training teachers on how to effectively engage parents for learning.
- 2 - Assisting the administrators with developing, implementing, and reviewing all required plans.
- 3 - Providing relevant monthly trainings to parents on a variety of topics

Brackett ISD will continuously research and implement best practices to engage parents and families. There will be collaboration between program support staff, administrators and parents to create a parent engagement policy that will promote parent involvement in the program.

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

Brackett ISD will analyze the data to identify the number of students to be served. Through data analysis and collaboration with administration, the superintendent will ensure that all positions necessary will be filled and that all duties needed to ensure the program implementation will be assigned. All newly hired personnel will be highly qualified and meet the state and federal requirements. A description of the district program will be advertised in order to ensure that anyone wishing to be a part of the implementation has a strong understanding of the expectation of the program. The hiring process will be open and transparent and all postings for all positions will be made public.

As with all position at Brackett ISD, we will work through the recruitment and retention process. Salaries and stipends for the positions needed for the implementation of the Student Support Program will be competitive and comparable to other program implementation stipends. An on-boarding process will be shared regarding the program, so staff will be eager to be a part of our new program which will focus on the "whole-child" and improving the mental health and well-being of our students.

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9. Statutory/Program Requirements (Cont.)

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

A multi-tiered framework model will be utilized by all three campuses for the Brackett ISD student support program that helps educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs. Our framework will concentrate on three areas: what teachers can do for all students in the classroom which will include a mentor program; assistance from a Life Coach for identified students; support parents so they know how to continue the work we are doing in the school. The Student Support Program will enhance the intervention frameworks we already use: Response to Intervention and Positive Behavior Intervention and Supports. All campuses will be supported in meeting the needs of the growing challenge to develop the "whole child" in both academic and social-emotional areas. The support from the new positions, new designated duties and new training will be established to help every student succeed and help teachers and parents know how to help their children.

In addition to current practices on our three campuses, the following will be new components as part of the Student Support Program.

1. Brackett ISD will implement "life crafting." The proposed life crafting intervention will consist of several integrated components. These components include specially trained personnel and use of identified programs to assist students with goal setting, character building and improved self awareness. Both the Life Coach and mentors will assist with the implementation of this intervention.
2. Staff training to create an environment wellness for students. Helping staff promote positive mental health and success in life. Teachers will be trained to help students learn how to handle stress, relate to others, and make healthy choices; small groups and additional services will be available for identified students.
3. The program will include providing training to teachers on mental health awareness, identification of students and best practices as well as work with families to assist in building relationships and trust with their children and building an effective family framework.

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.

Brackett ISD utilizes a threat assessment model to assist students identified in crisis. As part of the threat assessment, the concern is identified and reviewed and then next steps are planned accordingly. It may call for disciplinary action, law enforcement or contact with mental health services. Often times, the concerning behaviors require counseling and either the school counselor or outside agency will provide counseling services. In addition to our school counselors, Brackett ISD also utilizes TCHAT services and the local Mental Health Department.

Currently, our threat assessment plan includes the following:

- 1 – establishing membership and ensuring all members received the required training
- 2 – reviewing resources and interventions available with the threat assessment team
- 3 – As threat reports are received, convene the team to screen report
- 4- Collaborate to develop student intervention and support plans
- 5 - Follow up meetings with counselor and/or team to monitor progress or additional assistance needed

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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.

Brackett ISD will develop a partnership with the ESC to ensure the success of the program. The ESC and Brackett ISD will collaborate to provide a training model that will address the following areas:

- 1-School Climate Improvement
- 2-Student Support Team Structure
- 3-Parent and Family Engagement

In addition, Brackett ISD will seek assistance from the ESC on data collection and analysis to improve program implementation. The partnership will be able to provide assistance in the area of training and coaching as well as identification and implementation of strategies that promote emotional well-being which will in turn positively affect the academic outcomes. With the assistance of the ESC, our intention is to be able to address the following components of the Student Support Program:

- * Increase the number of students referred for and receiving mental, behavioral, emotional, and physical health and wellness support and be able to positively address the student referred
- * Building a feeling of student belonging, trust, and improved relationships with peers and staff, and improvements in self regulation behaviors
- * Decreases in student absences, behavioral referrals, removals from class, and exclusionary discipline outcomes
- * Decreases in incidents of harmful, threatening, and violent behavior

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, Brackett ISD does have a threat assessment/crisis team; however this grant program will allow us to take a more proactive approach towards mental health, student support and wellness for our students. Rather than waiting for "something to happen," teachers will receive training to support students and recognize and identify mental, behavioral, emotional, and physical health and wellness needs.

In addition, Brackett ISD provides asynchronous training on bullying; however this program will take us a step further and provide training and coaching to help our teachers respond to bullying, and violence. The Student Support Program will help us improve in creating a safe, inclusive, and supportive learning environment as well as address student mental, behavioral, emotional, and physical health and wellness needs.

In addition, one of the best ways this grant will supplement our current work is that it will assist in developing a referral pathway that is responsive and effective. It will help us to work with students to show them how to create goals, and make good choices. It is not a disciplinary method but a pathway to change behavior.

9. Enter the LEA Total Enrollment: 552

10. Enter the Regional Educational Service Center that serves the LEA: 20

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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" value="552"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="552"/>
4. Total current-year grant allocation	<input type="text" value="0"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="0"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="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.	Salaries	\$150,480
2.	Stipends	\$22,000
3.	Interventions/Planning	\$55,000
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$3,300
7.	Required 10% of funds to the Texas Center for Student Supports	\$5,500
8.	Professional Development (training)	\$40,000
9.	Professional Contracted Services (presentations ie:motivational speakers)	\$15,000
10.		

Supplies and Materials

11.	instructional supplies	\$40,000
12.	social emotional support supplies	\$10,000
13.	office supplies/furniture (printer/desk/computer/chair)	\$6,000

Other Operating Costs

15.	snacks (parent mtgs, afterschool sessions, Saturdays)	\$10,000
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.	o	
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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"/>
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