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

Texas Education Agency

NOGA ID		Application stamp-in date and time

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

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

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

Authorizing legislation: PL 117-159 Bipartisan Safer Communities Act Title II School Improvement Programs, BSCA

Grant period: From **11/15/2023** to **09/30/2025**   **Pre-award costs:** **ARE NOT** permitted for this grant

Required attachments: N/A

Amendment Number

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

1. Applicant Information

Name of organization: Valley View Independent School District

Campus name	Valley View ISD	CDN	108916	Vendor ID	74-1997418	ESC	1	UEI	PJE1BBJTV7

Address: 9701 South Jackson Road   City: Pharr   ZIP: 78577   Phone: 956-340-1000

Primary Contact: Dr. Silvia Ibarra   Email: sibarra@vviewisd.net   Phone: 956-340-1000

Secondary Contact: Monica Luna   Email: mmluna@vviewisd.net   Phone: 956-340-1000

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):

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

Authorized Official Name: Dr. Silvia Ibarra   Title: Superintendent   Email: sibarra@vviewisd.net

Phone: 956-340-1000   Signature: *[DocuSigned by: BFF7AAC52DDC444...]*   Date: 6/20/2023

Grant Writer Name: Monica Luna   Signature: *[DocuSigned by: Monica Luna C22CEEB7797047D...]*   Date: 6/20/2023

- (•) Grant writer **is** an employee of the applicant organization.
- ( ) Grant writer is **not** an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are not** permitted for this grant.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
96.2% Valley View ISD (VVISD) are Economically Disadvantaged (ED). This qualifies the district to receive 5 priority points. (Source: TEA PEIMS 2022-2023).	Valley View ISD (VVISD) will utilize grant funding to provide after-school programs in order to better support ED students and families. VVISD will implement mentoring programs that will include mental health awareness for families, social-emotional learning curriculum software (BASE) , nutrition, and physical activities for students.
Parent feedback at Town Hall/PTO meetings suggests the community believes VVISD to be a district of high violence. This is shown through a 3-year, 288% increase in student mandatory placement/expulsions.	To address this, VVISD will have a Licensed Professional Counselor (LPC) and Program Director that will be proactive in identifying bullying, potential threats to school, and implementing a PBIS reward system across the participating campuses. (Source Used for Quantifiable Need Data: PEIMS 2020-2022).
VVISD's student absence rate quadrupled in one year from 3.6% to 14.1% (2020-2021). This is significantly higher than the region's average of 11.1%. (Source: 2021-2022 Texas Academic Performance Report).	VVISD will implement a PBIS management system to curtail the high rate of absences. This system will help teachers build a social-emotional connection with students through PBIS incentives that improve school climate. With an improved school climate, students will see school as a positive place to be and are more apt to attend regularly.

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.

VVISD's SMART goal is to support systemic change that addresses and responds to bullying, violence, and acts of hate. This will improve academic achievement; mental, behavioral, emotional, physical health; and overall well-being of students. SPECIFIC: It will reduce behavior referrals and placements by 30%, while increasing attendance by 10%. MEASURED: It will be measured through finalized MOUs, climate surveys, and PEIMS (discipline outcomes, grades, and attendance). ACHIEVABLE: The goal is achievable when including multiple partnerships such as TEA, the Texas Center for Student Support, Region 1 ESC, full-time project staff, and professional development trainers. RELEVANT: It will show that safe, inclusive, and supportive learning environments improve academics and the well-being of students. TIMELY: The improvements will be made by September 30. 2025.

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

• Formally establish a Student Support Program at three district campuses (elementary, middle school, and high school). • Meet with the local Region 1 ESC to discuss the contracted services and technical assistance that will be provided as part of the Texas Stronger Connections Grant Program. • Market and hire grant-funded positions (Program Director, License Professional Counselor (LPC), and Administrative Clerk). • Work with TEA to identify an approved partner who can provide job-embedded professional development, coaching, and training as part of the Texas Center for Student Supports. • Align the student support team structure with the campus crisis team.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

• Work with the Texas Center for Student Supports to develop a family engagement playbook that will support partnership with families. • Identify parent, student, staff, nonprofits, businesses, and community members who can serve on the School Health Advisory Committee (SHAC)/District Education Improvement Committee (DEIC). These members will be charged with providing input on the grant program and identifying funding streams for program sustainability. • Participate in Student Support Program planning activities from the beginning of the grant program through implementation at the beginning of the 2024-2025 school year. • Establish and implement at the beginning of the 2024-2025 school year, the Student Support Program which will be aligned to the content and training provided by the Texas Center for Student Supports. • Incorporate a case management system into the student support team structure.

Third-Quarter Benchmark

• Implement the data collection and reporting system developed by the Texas Center for Student Supports. This system will be used to collect and analyze data, monitor programming, and adjust the implementation of the Student Support Program.
• Provide up-to-date responses to requests from TEA for information and data regarding program development, implementation, performance, and evaluation measures.
• Meet with stakeholders to identify other options for funding streams and other financial resources that can be used for program sustainability.

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.

HOW EVALUATION DATA WILL BE USED TO MODIFY PROGRAM: The district will evaluate grant and campus-level data using grades, sign-in sheets, and PEIMS-related data, school surveys, external data reports, and state assessments. Key stakeholders of the group, such as the Program Director, LPC, and the district Crisis Team will have access to review the data monthly. Data that will be reviewed during these meetings could include but is not limited to school climate survey outcomes, number of behavior referrals, disciplinary outcomes, student referrals, threat assessments conducted, etc. This data will be reviewed in relation to the quarterly benchmarks and SMART goals, which will help stakeholders determine if the program needs to be modified.

IF BENCHMARKS OR SUMMATIVE GOALS DO NOT SHOW PROGRESS/MODIFY FOR SUSTAINABILITY: If the quarterly benchmarks and SMART goal are not being met or are not feasible, the stakeholders will request additional guidance from the local Region 1 ESC and/or the Texas Center for Student Support to address identified issues. If modifications must be made, the district will send out letters and/or TEA-provided surveys to the stakeholders to notify them of the district's intent to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. By listening to feedback and suggestions obtained from stakeholders, the district will be able to receive continued buy-in and prolong grant 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. 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.

VVISD, in partnership with the Texas Center for Student Supports, will use a range of criteria to identify the campuses that will participate in the establishment of the Student Support Program. This partnership will consider the following factors when making our determination:
1. Student Needs: Consider the academic, social, emotional, or behavioral needs of students on different campuses.
2. Data Analysis: Analyze data such as student achievement scores, attendance rates, dropout rates, discipline cases, and demographic information. The district will identify campuses that show high rates of concerns or disparities and prioritize them for the program support.
3. Campus Improvement Plans (CIP): Review each school's improvement plans that outline the goals and strategies for enhancing student performance. The district will select campuses that align with the program's objectives and can benefit from grant support.
4. Stakeholder Input: Seek input from school administrators, teachers, staff, parents, or community members to understand their perspectives on which campuses would benefit the most from the Student Support Program. This team approach ensures that everyone's expertise is utilized.
5. Equity Considerations: The team will distribute resources and support equally across selected campuses. They will prioritize schools serving disadvantaged or marginalized populations to address SEL and educational disparities.
6. Capacity and Resources: The capacity and resources available within each campus will be assessed, to ensure it can implement the program effectively. The district will consider factors such as staff expertise, infrastructure, existing support services, or potential collaborations with external organizations.
In summary, the district carefully considers student needs, data analysis, school improvement plans, stakeholder input, equity considerations, and capacity/resources to identify the campuses that will participate in the establishment of the Student Support Program.

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

The district will ensure campus leaders and staff's commitment to the success of the Student Support Program (SSP) through the following effective measures:

1. Communication and Training: Clearly communicate the program's goals, objectives, and significance to campus leaders and staff. Comprehensive training sessions such as the Texas Safety Conference, counselor conferences, and ESC workshops will be attended. These will provide staff with a thorough understanding of the program's purpose and shared strategies resulting in an increased likelihood of staff commitment.
2. Collaboration and Engagement: Foster a collaborative environment that actively engages campus leaders and staff in the development and implementation of the SSP. Open communication, feedback mechanisms, and involvement in decision-making processes will be encouraged to promote staff buy-in/commitment.
3. Alignment with School Improvement Plans: Align the goals and strategies of the SSP with each campus's existing school improvement plans. This integration ensures that campus leaders and staff perceive the program as an integral part of their overall efforts to enhance student success and staff commitment.
4. Resource Allocation: Allocate resources, including funding, staffing, and support services, to facilitate the implementation of the SSP. Contract services to ensure grant compliance, reporting, and management. This demonstrates the district's commitment to providing the necessary tools and support for campus leaders and staff.
5. Ongoing Evaluation and Support: Establish a system for continuous evaluation and support, providing regular feedback and assistance to campus leaders and staff. This helps identify areas for improvement, celebrate successes, and address challenges, fostering a culture of continuous improvement and commitment.
Through these strategies, the district ensures that campus leaders and staff will be fully invested in the SSP. By fostering a collaborative and supportive environment, the program will be better equipped to address bullying, violence, and acts of hate while supporting students' holistic needs.

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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.

The district will engage parents/families to solicit support for the program through:

1. Communication: Communicate with parents and families about the program through various channels, sharing clear and concise information about its purpose, benefits, and alignment with the district's mission.
2. Parent Education Sessions: Organize parent education sessions to inform them about the program's objectives, strategies, and outcomes, emphasizing its importance in addressing bullying, violence, and promoting student well-being.
3. Parent Advisory Committees: Establish dedicated parent advisory committees for the Student Support Program (SSP), providing a platform for parents and families to contribute opinions, suggestions, and concerns. Their input is valued and will be considered in program planning and implementation.
4. Partnerships with Parent Organizations: Collaborate with parent organizations to engage parents and families in supporting the SSP. The will be done through joint meetings, workshops, and events to foster dialogue and active involvement.
5. Surveys/Feedback: Use surveys/feedback to gather input from parents and families. Regular surveys will assess satisfaction, gather suggestions for improvement, and measure the program's impact on students and the community.
6. Texas Center for Student Supports (TCSS): Utilize the family engagement playbook to build support with parents and families.
By engaging parents and families through effective communication, involvement, and feedback, VVISD ensures active participation in supporting the SSP. This collaborative approach will strengthen the program's impact and foster shared responsibility for creating safe and inclusive learning environments.

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

The district will ensure adequate staff to support the establishment and implementation of the Student Support Program (SSP) through several measures.
1. First, the district will conduct a comprehensive assessment of staffing needs, considering factors such as the number of participating campuses, student population, and services required.
2. Next, the district will allocate additional resources to hire new staff members dedicated to the SSP, including an LPC, Program Director, and Administrative Clerk. These individuals will be fingerprinted prior to being hired and will have expertise in addressing students' academic, social, emotional, and behavioral needs.
3. Then, the district will provide Professional Development (PD) opportunities to existing staff members. These PD sessions will enhance staff's ability to create an environment that improves student safety and mental health.
4. Following this, the district will contract services with outside organizations for data collection and data analysis. This data collection/analysis will be used to determine the best program practices and strategies, which will be used to support the program, even after funding has ended.
5. Furthermore, the district will contract with University of Texas Rio Grande Valley (UTRGV) School of Medicine Department of Psychiatry for telehealth mental health sessions, Boys & Girls Club, Youth Center, and other external organizations/agencies to obtain non-employee mentors/support staff. These mentors/support staff will be used to offset the number of VVISD staff members needed for this project. Non-employees will also be required to be fingerprinted prior to meeting with students and families.
6. The district will establish an on-going monitoring and evaluation system to assess program effectiveness and identify staffing gaps or needs. This will allow for necessary adjustments and resource allocation.
Through careful assessment, resource allocation, professional development, partnerships, and monitoring, the district will ensure adequate staff for the establishment and implementation of the SSP, maximizing its impact on student success and 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.

HOW CAMPUSES WILL BE SUPPORTED BY GRANT PROGRAM: Each campus will be supported by the grant program and the Campus Behavioral Threat Assessment Team, who will collect information from multiple sources, monitor outcomes, and analyze developing threats. Through constant monitoring and support facilitated through this grant program, the campus will be able to identify concerns, improve school climate, and provide professional development training to staff.

CURRENTLY CONDUCT BEHAVIORAL THREAT ASSESSMENTS: The Campus Behavioral Threat Assessment Teams analyze various disciplinary data, evaluate teacher and staff reports, and discuss results with the district's Crisis Team. The Crisis Team evaluates these assessments through established protocols, involving a multidisciplinary team of central administrators, counselors, teachers, and security staff members in coordination with law enforcement agencies. Through this approach, the district identifies behavioral threats, outlines priorities, and implements approaches designed to minimize potential threats.

INCORPORATE CURRENT SYSTEMS INTO THE STUDENT SUPPORT TEAM STRUCTURE: If awarded the grant, the targeted campuses will integrate their current behavioral threat assessment systems into the student support team structure. The Campus Behavioral Threat Assessment Team along with the District's Crisis Team, will work with administrators and staff to align the assessment process. This alignment will ensure that the campus is provided with relevant training, coaching, and support to implement comprehensive assessments and student interventions.

Overall, integrating current behavioral threat assessment systems into the student support team structure ensures a collaborative approach to promoting a safe and supportive environment across all grade levels and will build relationships and trust with students and staff.

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 district employs a comprehensive approach to identify student support needs and establish partnerships with external mental health and behavioral health providers. To identify student support needs, the district conducts regular assessments and screenings, considering academic, behavioral, and social-emotional aspects. Input from teachers, administrators, and parents is also gathered to gain a holistic understanding of students' difficulties and challenges.

To meet these needs, the district establishes partnerships with external mental health and behavioral health providers. Extensive research and evaluation are conducted to identify reputable providers who align with the district's values and objectives. Contracts and agreements are then established to formalize the partnerships. For example, partnerships we have established include but are not limited to: Region 1 ESC, UTRGV Texas Child Health Access Through Telemedicine (TCHATT), Tropical Texas Behavioral Health, South Texas Behavioral Health, and Buckner Family Services. The district maintains ongoing communication and collaboration with these partners to ensure a coordinated approach to student support. Regular professional development sessions are conducted by these partners to enhance the district staff's knowledge and skills in addressing student support needs.

Overall, the district's approach to identifying student support needs and partnering with external mental health and behavioral health providers is proactive. Through assessments, collaborative input, professional development, and community partnerships, the district strives to provide students with the support they need to thrive in all aspects of their lives. However, due to gaps in services and limited funding, the district continues to be in need of assistance.

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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.

The district partners with the Region 1 Education Service Center (ESC) to support student mental health, behavioral and emotional health, physical health, and academic outcomes. Collaborating with the ESC, the district develops evidence-based programs and provides professional development sessions for teachers to enhance their understanding of mental health issues and effective strategies. As part of these sessions, VVISD staff attended the School Safety Summit Conference, suicide prevention workshop, and stress and anxiety in students and mental health workshop, which were recommended and held on-site at our local ESC. For behavioral and emotional health, the district works closely with the ESC to establish early identification and intervention systems. These intervention and identification systems are set up and facilitated by ESC specialists, such as counselors and LPCs, who regularly consult with VVISD school teams to address individual student needs. In addition to using ESC staff, Region 1 ESC collaborates with other organizations, such as the Doctors Hospital at Renaissance (DHR), to provide VVISD staff with workshops called "Mental Health Matters for Educators, Administrators, and Counselors" and "Mindfulness, Anger Management, and a Growth Mindset", which focus on how to best intervene with struggling students. To promote physical health and well-being, the district and ESC enhance wellness programs, encourage healthy habits, and integrate health education into the curriculum. To do this, the ESC offers year-round workshops and resources on health promotion, nutrition, and physical fitness. To improve academic outcomes, the district collaborates with the ESC to enhance instructional practices. The ESC provides professional development opportunities on research-based strategies, data analysis, and personalized learning. The partnership also supports curriculum development, assessment design, and intervention for struggling students. The partnership between the district and the regional ESC is essential for supporting student well-being and academic success. Through collaboration, professional development, and access to specialized resources, the district effectively addresses student needs and fosters a supportive learning environment.

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.

Due to limited funding, we are unable to allocate funds specifically for the purpose of providing students with mental, behavioral, and emotional health. While services offered are limited, we do partner with Region 1 ESC, UTRGV Texas Child Health Access Through Telemedicine (TCHATT), Tropical Texas Behavioral Health, South Texas Behavioral Health, and Buckner Family Services. If awarded, the district will utilize the grant program to enhance and supplement these current efforts. These will be supplemented by • Allocating 6% grant funds to the local ESC Region for technical assistance. • Allocating 10% grant funds to Texas Center for Student Support to provide services needed for students and families in the district.• Provide additional PD trainings for educators, equipping them with necessary skills/knowledge to address the diverse needs of students. • Hiring a full time (LPC) Licensed Professional Counselor who will be proactive in identifying bullying; improving student communication/coping skills; and promoting behavior change and optimal student mental health. • Purchase evidence-based curriculum, such as BASE, which will assist with identifying and addressing student mental health needs, as well as emphasizing drug prevention. • Creating safe/supportive environments, such as a sensory room, that will allow students to feel safe. • Purchase SEL software that will detect self-harm and provide students with a resource to ask for help.• Purchase supplies/materials such as badminton rackets, footballs, golf clubs, frying pans, cookware, etc., to provide supplemental nutrition and physical fitness activities. By leveraging the grant for these activities, the district will be able to supplement its current initiatives and provide additional resources, activities, staff, and training to enhance the overall well-being of students. The grant will support the district's ongoing efforts to create a nurturing and supportive learning environment that fosters the mental, behavioral, emotional, and physical health of all students.

9. Enter the LEA Total Enrollment: 3,790

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

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10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ◉ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ○ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

○ Yes ◉ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

○ Yes ○ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

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

4. Total current-year grant allocation

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

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

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

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

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12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Program Director will oversee the program and ensure goals are met. (22 months)	$148,500
2.	LPC help students in stressful situations by teaching them coping techniques (22 months)	$137,500
3.	Administrative Clerk performs data entry and tasks to help with operation of program (22 mo)	$56,833
4.	Salaries referenced include the following fringe benefits calculated at 18% for 22 months	$61,710
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	$60,000
7.	Required 10% of funds to the Texas Center for Student Supports	$100,000
8.	Professional Contracted Services-data collection/analysis to identify best practices/strategies	$53,480
9.		
10.		

Supplies and Materials

11.	Technology/Software-safety, social/emotional/mental (i.e., BASE, Ripple, PBIS, LearnSafe)	$55,500
12.	All-in-One prevention/detection monitoring device alerting administrators potential threats	$58,300
13.	Sensory Rooms provide students safe location to promote positive climate & mental health	$29,500

Other Operating Costs

15.	Travel Costs Conferences and Registrations Fees for Threat Assessment & Crisis Team (5)	$22,500
16.	Travel Costs Training with Texas Student Support Center and Region ESC	$24,657
17.		

Debt Services

18.		
19.		

Capital Outlay

20.	Clean Air Bus Vehicle for student transportation	$125,000

Direct administrative costs:	$20,000
Indirect administrative costs:	$46,520
TOTAL GRANT AWARD REQUESTED:	$1,000,000

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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

For TEA Use Only:

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