



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: 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 Runge ISD

Campus name Runge EL and Runge HS CDN 128903 Vendor ID 74-60002020 ESC 03 UEI KQJVA3MDFMQ9

Address 600 Reiffert City Runge ZIP 78151 Phone 830-239-4315

Primary Contact Hector Dominguez Email hdominguez@rungeisd.org Phone 830-239-4315

Secondary Contact Angelina Torres Email a.torres@rungeisd.org Phone 830-239-4315


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 Hector Dominguez Title Superintendent Email hdominguez@rungeisd.org

Phone 830-239-4315 Signature  Date 6/26/2023

Grant Writer Name Kristina Ubina Signature  Date 6/26/2023

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

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RFAS/SAS # 701-23-120/634-24

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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
86.06% of the students at Runge IDS (RISD) are classified as Economically Disadvantaged (ED). This percentage qualifies us for 4 priority points. (Source: TEA PEIMS Data 2022-2023)	1) Purchase BASE curriculum to address social & emotional needs, as well as emphasize drug prevention, both of which are prevalent among ED students. 2) Administer campus climate surveys to ensure these students feel like their needs are being addressed. 3) Provide private telemedicine for those who can't afford it.
During the 2022-2023 school year, 78% of our district's students have had some kind of disciplinary action. (2021-2022 PEIMS 425 Report)	1) Prevention and de-escalation techniques will be provided to staff during Professional Development (PD) trainings; 2) Partnerships will be forged with local police departments to promote drug awareness/prevention; & 3) curriculum will used to promote improved student mental health and well-being.
In the 19-20 school year, our chronic absenteeism rate was only 13%. In one year, this rate more than doubled to a rate of 27.8%, which is much higher than the state's average of 15%. (2021-2022 TAPR).	To lower absenteeism, we will provide PD training activities & workshops geared at addressing attendance; Teachers/staff will coordinate meetings with parents to determine barriers that limit student attendance; & PBIS incentives will be distributed to students with good attendance.

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.

Runge ISD aims to reduce bullying, violence, and acts of hate. To ensure this is done, we created the following SMART Goal: SPECIFIC - Work with Region 3 ESC and TEA provider (s) to reduce student referrals, student suspensions, and chronic absenteeism by 20%. MEASURABLE - Progress will be measured through counselor logs, PEIMS data, climate surveys, and finalized MOUs. ACHIEVABILITY - This is achievable when considering we will develop partnerships with TEA providers, Region 3 ESC, Texas Child Health Access Through Telemedicine (TCHAT); have staff dedicated to the program; and acquire PD training. RELEVANT - Creating safe learning environments for improving behavioral health, attendance, academic achievement, and well-being is necessary. TIMELY - Improvements will be achieved by 9/30/2025.

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

1) Market the two grant-funded positions (Program Director and Administrative Clerk). 2) Hire/train new and current campus staff members on relevant SEL strategies/practices. 3) Align the student support team structure with the behavioral threat assessment team. 4) Invite families, students, and staff to provide input and be part of a Student Support Program at the targeted campuses. 5) Work with TEA to identify an approved partner (ESC) who can provide contracted services as part of the Texas Center for Student Supports. 6) Meet with Region 3 ESC to discuss the contracted services and technical assistance that will be provided. 7) Purchase software and curriculum (i.e., LearnSafe and BASE) to address students' social/emotional health, while emphasizing drug prevention.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1) Continue to engage in planning activities for the Student Support Program (SSP), which will occur from the program's inception until implementation in the 2024-2025 school year. 2) Work with the Texas Center for Student Supports to align trainings to the needs identified by our SSP and our behavioral threat assessment team. 3) Identify stakeholders, including grant staff, teacher, students, parents, and community members, to serve on the Advisory Committees. 4) Integrate a data collection system and student management system to support the student support team structure. 5) Collaborate with the Texas Center for Student Supports to develop a family engagement program that educates students and parents/caregivers/guardians.

Third-Quarter Benchmark

1) Collaborate with stakeholders to identify additional avenues, funding streams, resources, and alternative sources of funding to ensure activities are sustained after grant funding ends. 2) Respond promptly to TEA's requests for program development, implementation, performance, and evaluation data. 3) Implement the data collection and reporting system provided by the state's vendors to collect and analyze data for monitoring the effectiveness of the Student Support Program implementation. 4) Conduct at least 2 advisory committee meetings to discuss the program's trials, successes, and effectiveness.

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.

Runge ISD will utilize evaluation data from various sources to determine when and how to modify the program. This data will be comprehensive, covering a variety of aspects, including climate survey outcomes, grant goals and objectives, quarterly benchmarks, behavior referrals, disciplinary outcomes, threat assessments, grades, and attendance.

How evaluation data will be used to modify the program:

- Key stakeholders, including those on our behavioral threat assessment team, will review the various evaluation data monthly.
- Based on these meetings, we will assess whether the grant implementation is progressing according to plan.

How to modify for sustainability if benchmarks and smart goals do not show progress: Throughout the grant's implementation, Program Director and administration team will review data and stakeholders' input to determine if the grant is progressing. If the quarterly benchmarks and SMART goal are not on track to be met, our administration and Program Director will meet with Region 3 ESC and/or the Texas Center for Student Support to address the identified issues.

If, after these meetings, it is determined that modifications must be made, RISD will post on the "Runge ISD Newsletter" and send out notification letters to the community, students, and staff to notify them of the modification to the program. If this modification changes the scope/services proposed in the grant, we will also submit an amendment to TEA to receive authorization to make this change.

By receiving input from TEA and listening to feedback and suggestions obtained from stakeholders, we 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.

Due to our rural and isolated location, Runge ISD only has two campuses. One campus, Runge Elementary, services students in grades PK-6, and the other campus, Runge High School, services students in grades 7-12. Therefore, since only two campuses can be targeted, we did not need to identify specific campuses to target for the Student Support Program (SSP). While this was not needed, we did review the following factors, to determine if this grant, and the SSP, were something that we needed:

- Factors such as staff expertise, infrastructure, existing support services, and partnerships with external organizations.
- Academic, social, emotional, or behavioral needs of students.
- Student achievement scores, attendance rates, dropout rates, discipline incidents, or demographic information.
- The campus improvement plan and similar documents were reviewed to determine if our goals aligned with those of the grant program.
- Input from school administrators, teachers, staff, parents, and community members were requested to understand varied perspectives and determine what would best benefit the campuses.
- The capacity and resources available within campuses. Resources/capacity reviewed include staff expertise, infrastructure, existing support services, and current collaborations with external organizations.

Based on the review of our student needs, campus improvement strategies, stakeholder opinions, external partnerships, staff capacity, and current resources, our district determined that both our campuses need 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.

To ensure campus leaders and staff are committed the success of the Student Support Program (SSP), our district will implement the following measures:

- We will provide adequate resources, including funding for the Sheriff's Department support, additional staffing for the grant funding (Program Director and Counselor), and support services, to facilitate the implementation of the SSP. This will ensure campus leaders and staff don't get overwhelmed with the grant and remain committed to its success.
- We will ensure that the Program Director, Counselor, Administrators, Teachers, and staff receive clear communication and training regarding the program's goals, objectives, funding allocations and proposed activities. This will help them better understand the importance of the program's implementation; thereby, promoting commitment.
- To foster collaboration and engagement, we will ensure a collaborative environment is cultivated, actively involving campus leaders and staff in the development and implementation of the SSP. Open dialogue, feedback mechanisms, and involvement in decision-making processes will encourage commitment to program and student success.

Through these strategies, we will ensure the full collaboration of campus leaders and staff in the SSP. By doing so, the program will effectively address issues like attendance, bullying, violence, and acts of hate, while also 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.

To solicit parent and family support for the program, we will employ various engagement strategies, including:

- Identifying dedicated committees to provide a platform for parents and families to contribute opinions, suggestions, and concerns regarding the Student Support Program (SSP). Their valuable input will influence program planning and implementation.
- Utilizing Runge ISD Newsletter, Remind, ClassDojo, parent text-messaging, and media outlets to broadcast the program's purpose and benefits to parents and families.
- Promoting collaboration with parent organizations to engage parents and families in supporting the SSP. Runge Townhall meetings, workshops, safety meetings, and events will be held to foster dialogue and active involvement in achieving the grant's goals.
- Offering informative sessions to educate parents about the program's objectives, strategies, and outcomes. Emphasis will be placed on addressing attendance, bullying, violence, and promoting student well-being.
- Collecting family and students' input through surveys and feedback mechanisms. Regular assessments will gauge satisfaction levels, gather suggestions for improvement, and measure the program's impact on students and the community; and
- Leveraging the Family Engagement Playbook, and services provided by TCSS to cultivate support with parents and families.

Overall, we will implement various strategies to engage parents and families and garner support for the SSP. This will result in increased active participation and support from students, teachers, parents, and families.

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

To guarantee adequate staffing for the establishment and implementation of the Student Support Program (SSP), we will implement the following strategies:

1. Comprehensive Staffing Assessment: Evaluate staffing needs based on participating campuses, student population, and required services.
2. Resource Allocation and Hiring: Allocate additional resources to hire staff and experts that can address students' needs. With grant funds, we are proposing to hire the following: Program Director and Administrative Clerk.
3. Professional Development (PD): Provide sufficient, year-round training and PD opportunities to enhance the skills of existing and new staff. These enhanced skills will ensure the staff are adequately trained to support the establishment and implementation of the Student Support Program.
4. Partnerships with External Organizations: Expand our collaboration with external organizations (i.e, Camino Real, Goliad Special Ed Coop, TCHATT), and include TCSS, and Region 3 ESC to provide additional external mentors or support staff (Note: all mentors/staff will undergo the required background checks).

By ensuring adequate staff through comprehensive assessments, resource allocation, professional development, and partnerships, we will ensure there is adequate staff to support the establishment and implementation of the Student Support Program.

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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 THE CAMPUS WILL BE SUPPORTED BY THE GRANT PROGRAM: The campuses will be supported by grant funds and the Campus Behavioral Threat Assessment Team (CBTAT), who will collect information from multiple sources, monitor outcomes, and analyze developing threats. Through constant CBTAT monitoring and support provided by our local Sheriff’s Department, the campuses will be able to identify concerns, improve school climate, and provide professional development training to staff.

CURRENTLY CONDUCT BEHAVIORAL THREAT ASSESSMENTS: The CBTAT analyzes various disciplinary data, evaluates teacher and staff reports, and discusses results with our Crisis Team. The Crisis Team evaluates these assessments through established protocols, involving a multidisciplinary team of central administrators, counselors, teachers, and Sheriff Department Officers. Through this approach, the district identifies behavioral threats, outlines priorities, and implements approaches designed to minimize potential threats.

INCORPORATE CURRENT SYSTEMS INTO 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 this assessment process. This alignment will ensure that the campus is provided with relevant training, coaching, and support to implement comprehensive assessments and student intervention.

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.

We take a proactive and comprehensive approach to identify student support needs and cultivate partnerships with external mental health and behavioral health providers.

How Our District Currently Identifies Student Support Needs:

- To identify student support needs, our licensed counselor, teachers, and staff in collaboration with the Goliad Special Education Cooperative, implement assessments and screenings that encompass overall mental health and student well-being aspects. Additionally, we conduct meetings with our teachers, students, administrators, and parents to assess student behavioral/mental health, SEL, and physical health. This comprehensive approach allows us to gain a holistic understanding of the challenges students may be facing.

How Our District Currently Identifies and Establishes Partnerships:

- We identify external mental health and behavioral health providers in our area who specialize in the services we need. We consider factors such as qualifications, experience, expertise, and available services. If the providers meet our standards and align with our goals and values, we formalize contracts/MOUs between our district and the vendor (i.e., Runge Sheriff’s Dept., TCHATT, Goliad Special Ed Coop, Camino Real, Region 3 ESC).
- Once the partnerships are formalized, we communicate regularly with our external mental health and behavioral health partners to ensure collaboration and effective service delivery. This includes monitoring service quality, collecting feedback, and addressing any issues or concerns.

In conclusion, Runge ISD adopts a proactive and comprehensive approach to identify student support needs and foster partnerships with external mental health and behavioral health providers.

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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.

We currently partner with Region 3 ESC to support and improve student well-being and academic outcomes. This collaboration includes:

- 1. Mental Health: We collaborate with the ESC to receive evidence-based professional development training that covers mental health issues. Topics discussed include ways to address and identify students exhibiting signs of depression, anxiety, suicidal thoughts, and other harmful behavior.
 - 2. Behavioral and Emotional Health: We collaborate with Region 3 ESC to establish early identification and intervention systems for students suffering from substance abuse, bullying, PTSD, and having disciplinary issues. In addition to the ESC, we also partner with Runge Sheriff's Dept., TCHATT, Goliad Special Ed Coop, and Camino Real to assist with addressing these issues.
 - 3. Physical Health and Well-being: While we don't work directly with the ESC to promote physical health and well-being, our district does currently have an ACE program that offers extracurricular activities (i.e. football, kickball, etc.). These activities aid in promoting physical health and student well-being.
 - 4. Academic Outcomes: Professional development opportunities are provided to our teachers. These trainings focus on research-based strategies, data analysis, and personalized learning. The partnership also supports curriculum development, assessment design, and the implementation of interventions for our students who are struggling academically. Some trainings we attended include Safety and Supportive Schools, and Youth and Mental Health First Aid.
 - 5. University Partners/Third Party Vendors: In addition to the ESC, we also work with UT Health Science Center SA for Telemedicine to address student mental health and well-being.
- In summary, our district's partnerships are instrumental in supporting and improving student mental health, behavioral and emotional well-being, physical health, and academic outcomes.

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 funding and location limitations, we are currently only able to conduct the following, with relation to mental, behavioral/emotional, and physical health & wellness services: 1) Implement TCHATT, which provides us telemedicine that help us identify and assess the behavioral health needs of students. 2) Partner with Goliad Special Ed Coop to conduct student assessments and screenings that review overall student mental health and well-being. 3) Partner with Camino Real Community Services to provide support to students struggling with mental illness, as well as those with intellectual and developmental disabilities 4) Utilize Raptor Technologies to ensure our school has the software needed to prevent, prepare, respond, and recover from campus physical threat emergencies. If funded, we will supplement these efforts by: 1) For Mental Health, we will allocate funds to increase evidence-based programs, including additional counseling services, specialized training for teachers and staff, and resources for accessing mental health support. (i.e. TCHATT, Goliad Special Ed Coop, Camino Real). 2) For Behavioral and Emotional Health, the grant program will help us support the expansion of early identification and intervention systems through collaboration with specialists from the Region 3 ESC and Texas Center for Student Supports. 3) For Physical Health and Wellness, the grant funds will be utilized to improve wellness programs, promote healthy habits, and purchase the supplies and materials needed to increase the number of physical fitness activities offered (i.e. volleyball, basketball, etc.). Through the grant program, we aim to expand services to promote student well-being. This includes investing in evidence-based programs, providing professional development opportunities, implementing early identification and identification and intervention systems, and promoting healthy habits. This comprehensive approach is designed to address diverse student needs and foster overall well-being.

9. Enter the LEA Total Enrollment: 208

10. Enter the Regional Educational Service Center that serves the LEA: 3

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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12. Request for Grant Funds

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

Payroll Costs

1.	Administrative Clerk performs data entry to help with operation of the program. (22 months)	\$41,250
2.	Program Director will oversee the program and ensure goals are met. (22 months)	\$59,565
3.	Salaries referenced include the following fringe benefits calculated at 20%	\$8,250
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$21,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$35,000
8.	Consultant will host workshops on identifying risk-factors, de-escalation, and more.	\$17,147
9.	Self-guided instruction to address students' mental health.	\$15,000
10.		

Supplies and Materials

11.	Technology/supplies for software, PBIS, etc. (i.e., flat panels, chromebooks, and incentives)	\$44,025
12.	Detection software for alerting staff of potential threats, self harm, & bullying. (i.e., LearnSafe)	\$34,000
13.	Raptor System-software that enables schools to prevent & respond to emergencies.	\$26,500

Other Operating Costs

15.	Travel Costs for Conferences/Registration Fees for Threat Assessment Team (3 employees).	\$15,000
16.	Travel Costs for training with Texas Student Support Center and Region ESC (3 employees).	\$8,410
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		
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Direct administrative costs:

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
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