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: Legacy Preparatory Charter Academy

Campus name: Legacy Preparatory Mesquite | CDN 057846 | Vendor ID 1274013601 | ESC 10 | UEI L194EN2F3LD

Address: 375 Municipal Drive | City: Richardson | ZIP: 75080 | Phone: (469) 759-7529

Primary Contact: Staci Weaver | Email: sweaver@legacypca.com | Phone: (469) 759-7529

Secondary Contact: Mary Kahama | Email: mkahama@legacypca.com | Phone: (469) 759-7529

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
- ☒ General Provisions and Assurances
- ☒ Application-Specific Provisions and Assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification
- ☒ ESSA Provisions and Assurances requirements

Authorized Official Name: Staci L. Weaver | Title: Superintendent | Email: sweaver@legacypca.com

Phone: (469) 759-7529 | Signature: *[signature]* | Date: 05/22/2023

Grant Writer Name: Char'mon Dickerson | Signature: *[signature]* | Date: 05/22/2023

- ● 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
38% of our middle and high school students reported via a survey that they did not feel connected with the school.	Purchase and integrate the HELPme mobile app software from Stop It Solutions which is designed to meet the needs of the school community by providing access and connections to resources for basic needs, 24/7 immediate Crisis Support, and two-way communication with the school, protecting privacy.
For the 2022-2023 school year, there has been a 10% increase in conversations surrounding anxiety, suicide, self-harm, and body image issues amongst our student population in grades K-12.	Purchase and integrate the HELPme mobile app software from Stop It Solutions which is designed to meet the needs of the school community by providing access and connections to resources for basic needs, 24/7 immediate Crisis Support, and two-way communication with the school, protecting privacy.
Since the pandemic, 74% of our student population and their families struggle to afford basic needs.	Develop Faith Based Partners Program to provide equitable and neighborhood support to all campuses. Purchase and integrate the HELPme mobile app software from Stop It Solutions as a way to connect families to resources in the local community.

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 September 30, 2025, see a 40% reduction in behavioral/disciplinary incidents, chronic absenteeism, incidents of bullying,harassment, anxiety, suicide, self-harm, and body image issues among K-12 students.

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

11/15/2023: Using student information systems (Skyward, Project Education, HELPme mobile app Software) to provide a quarterly report on student attendance, behavior/discipline referrals, crisis text line initiations, incident types and volume from anoymous reports. At least a 5% percent reduction in absences and behavior/discipline referrals.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

03/15/2023: Using student information systems (Skyward, Project Education, HELPme mobile app Software) to provide a quarterly report on student attendance, behavior/discipline referrals, crisis text line initiations, incident types and volume from anonymous reports. At least at 10% reduction in absences and behavior/discipline referrals.

Third-Quarter Benchmark

06/15/2023: Using student information systems (Skyward, Project Education, HELPme mobile app Software) to provide a quarterly report on student attendance, behavior/discipline referrals, crisis text line initiations, incident types and volume from anonymous reports. At least a 15% reduction in absences and behavior/discipline referrals.

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.

Data consistently shows that safe, inclusive, and supportive learning environments are associated with improved academic achievement and emotional well-being of students, as well as with reductions in disciplinary actions. Data on how anonymous reports/inquiries/incidents sent to the school are dispositioned by school administrators is recorded. This data can be specific to the cohort that chooses to send a report/inquiry/incident to the school. Cohorts include students within specific buildings, administrators, and parents/caregivers. This provides objective insight to school administration into the types of issues the school community is experiencing and willing to make the school administration aware of. This data can be analyzed over any specific time duration by day, month, or year. Data on volume of anonymous reports/inquiries/incidents sent to the school can be obtained. This data can be specific to the cohort that chooses to send a report/inquiry/incident to the school. Cohorts include students within specific buildings, administrators, and parents/caregivers. This provides objective insight to school administration into what times of the year / month / week the school community may be under more stress & in need of help. This data can be analyzed over any specific time duration by day, month, or year. All in all, f benchmarks or summative SMART goals do not show progress, then analyzing the data to modify our program for sustainability will take place immediately in order to support learning environments that have the following goals: 1. Students experience a sense of belonging in school; 2. Learning environments provide culturally and linguistically responsive practices; 3. Students are surrounded by adults they can trust and who are committed to building strong relationships; 4. Learning environments are nurturing and help students overcome challenging and traumatic experiences and provide a sense of emotional and physical safety.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2024–2025 Stronger Connections Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

☒ 4. The applicant will formally establish a Student Support Program at three district campuses (one elementary, one intermediate/middle school, one high school) to address school climate and establish a student support team structure aligned to the training and support provided by the Texas Center for Student Supports and the regional ESC.

☒ 5. The applicant will allocate 6% of awarded funds for contracted services for technical assistance provided by the regional ESC. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.

☒ 6. The applicant will allocate 10% of awarded funds for professional and contracted services with a partner approved by the Texas Center for Student Support and TEA. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.

☒ 7. The applicant will use the family engagement playbook developed by the Texas Center for Student Supports to partner and build support with parents and families prior to a student support team assessment, and during the student support implementation process to facilitate a student support partnership with families.

☒ 8. The applicant will establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program.

☒ 9. The applicant will engage in Student Support Program planning activities from the beginning of the grant program through implementation at the beginning of the 2024-2025 school year.

☒ 10. The applicant will establish and implement at the beginning of the 2024-2025 school year, the Student Support Program aligned to the content and training provided by the Texas Center for Student Supports.

☒ 11. The applicant will incorporate a case management system into the student support team structure aligned to the training and support provided by the Texas Center for Student Supports.

☒ 12. The applicant will align the student support team structure with behavioral threat assessment team operation and outcomes to ensure that students are well supported and that the effectiveness of interventions are monitored.

☒ 13. The applicant will implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data to monitor efficacy of the implementation of the Student Support Program, including student support team structure, quality of support leading to positive outcomes, and data related to increases in desired outcomes (e.g. increase in student support team referrals for nonacademic needs, increase in effective supports received by students, reduction in disciplinary incidents, reduction in bullying and harassment, increase in referrals for mental health services, reduction in removals from class, etc.).

☒ 14. The applicant will provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.

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9. Statutory/ TEA Program Requirements

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

As an open enrollment charter school that serves grades K-12, the base of our enrollment comes from our Mesquite location, that has 1 elementary campus, 1 middle school campus, and 1 high school campus, where 72 percent of our population is identified as economically disadvantaged. Based upon data from our comprehensive needs assessment, we are seeking to establish and implement a Student Support Program at three district campuses, one at each level (elementary, intermediate/middle school, and high school) that focuses on establishing and improving school culture resulting in strong relationships between staff and students, while addressing harmful, violent, and threatening behavior resulting in reductions in behavioral and disciplinary incidents, chronic absenteeism, incidents of bullying and harassment, and improved overall academic outcomes; implement effective mental health training, support, and use of resources; and implement an effective student support team structure. Additionally, we will also establish sustainable practices to continue the program beyond the grant funding period and develop a plan to expand the initiative to additional campuses in the district.

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

It is important for all to understand the "why" of the program and become good stewards of the resources received. The purpose of the Student Support Program is to support systemic change in the way that school districts address and respond to bullying, violence, and acts of hate. Supporting the academic and nonacademic needs of students by providing safe, inclusive, and supportive learning environments will result in improved academic achievement as well as mental, behavioral, emotional, and physical health and well-being of students. The district will do its part by creating systems of accountability to ensure that campus leaders and staff are committed to the succes of the Student Support Program. This will be done by incorporating resources and supports developed by the Texas Center for Student Supports and the Region 10 ESC to access coaching, job-embedded professional development, and training to implement a Student Support Program that improves school climate, a student support team structure, and behavioral threat assessment implementation.

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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.

In today's world, it isn't realistic to think that schools today can provide all the support students and families may need without additional resources. A more effective way is for schools to join forces with parents, students, and communities by providing them with the tools to create a safer, healthier, and more supportive environment. Human-centered prevention programs educate students and staff on personal, social, and emotional learning such as self-control, anger management, and resiliency. These programs address topics like suicide prevention, recognizing signs of individuals at-risk, and prevention of sexual abuse and molestation and provide students with resources such as access to 24/7 crisis hotlines, self-help resources, and/or community services. Two factors are critical when exploring solutions. The first is that time is critical when a life may be at risk. Second, given how we can become overwhelmed in a crisis, any reporting solution needs to be easy and convenient. An all-in-one mobile phone app is a logical mechanism to connect students, staff, and families with the help they need, at any time. The app should be supplemented with a support-oriented website, phone, and texting capabilities. The mobile app should provide procedures and mechanisms to notify appropriate parties, parent engagement coordinators, social workers, school counselors, school risk teams, and law enforcement/911 for life safety incidents. Another key ingredient is to provide an in-app crisis text hotline for person-to-person crisis support at any time of the day or night. All of this information about the mobile phone app will be presented and made available to parents and families in a format and, to the extent practicable, in a language the parents can understand through the use of newsletters, the District website, e-mail, telephone, parent and teacher conferences, and home visits if needed. The resources that parents and families can benefit from will help solicit support for 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.

In compliance with Senate Bill 11, our district has a safe and supportive school program (SSSP) team that conducts behavioral threat assessments for each campus. The members appointed to each school SSSP team have expertise in: Counseling, Behavior management, Mental health and substance use, Classroom instruction, Special education, School administration, School safety and security, Emergency management, Law enforcement. Bringing together individuals with varied backgrounds, knowledge, and experience helps in assessing threats and risk levels of individuals and situations. The existence of multiple perspectives allows the team to reach a balanced decision about an individual's risk of harm. Lastly, the district will ensure that resources and supports developed by the Texas Center for Student Supports and the Region 10 ESC are incorporated to access coaching, job-embedded professional development, and training to implement a Student Support Program that improves school climate, the student support team structure, and behavioral threat assessment implementation.Our district currently partners wth the Texas School Safety Center, (TxSSC), in coordination with TEA, using their developed model policies and procedures to assist in establishing and training our SSSP teams. Each team receives training provided by the TxSSC or the Region 10 education service center (ESC). In addition, The National Threat Assessment Center (NTAC) of the U.S. Secret Service offers an 8-step comprehensive targeted violence prevention plan that we use to assist in forming SSSP teams and creating behavioral threat assessment processes that are used in conjuction with local and legal policies.

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9. Statutory/Program Requirements (Cont.)

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

If awarded, the three campuses will be able to address the twin challenges of preventing mental health crises and connecting the school community with timely access to the right resources through well-designed mobile phone apps that can be programmed for local resources. COVID showed us that many homes lack computers and Wi-Fi. Mobile phones have become a lifeline for people. Our three campuses will be able to support students, educators, and parents in need by providing mobile-friendly resources optimized for each unique school setting. Most people use mobile phones for shopping, banking, making appointments, and more. They can be equally valuable for those in the school community who need mental health and other supports, especially when in crisis. The beauty of a mobile phone app is its ability to be an all-in-one hub for parents, students, and educators to connect quickly and easily to the right resources when by or threatened violence, and/or experiencing mental health issues. With this mobile app, it will come with privacy features that empower students, staff, and families to seek help and support with dignity and confidence.The National Threat Assessment Center (NTAC) of the U.S. Secret Service offers an 8-step comprehensive targeted violence prevention plan that we use to assist in forming SSSP teams and creating behavioral threat assessment processes that are used in conjuction with local and legal policies.

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.

Currently, our district SSSP team identifies available resources in the school, community, or through virtual technology that can be utilized as part of the intervention and risk reduction plans. When an individual or situation is brought to their attention, the team reviews the reported or observed behavior, investigates to determine whether it poses a threat, and decides what resources the individual might benefit from. Resources are identified for the person of concern and any targets or victims. The team identifies interventions that are focused on the root cause of the factors that caused the individual to become a threat to self or others. The intervention plan may be short or long term based on the severity of the situation and may include a referral for mental health services or an initial request for special education services. Immediate, credible threats of self-harm or harm to others are considered prohibited behaviors and need to be reported to law enforcement to protect life. If the team identifies a student who is at risk for suicide, they are to follow the district's suicide prevention policies and procedures. If this student also makes a threat of violence to others, the team will conduct a threat assessment, in addition to following the district's suicide prevention policies and procedures. If the team identifies a student who is possessing or using tobacco, drugs, or alcohol, they are to follow the district's substance use prevention and intervention policies and procedures. Unfortunately, in today' s world, it is not realistic to think that schools today can provide all the support students and families may need without additional resources. An all-in-one mobile phone app is a logical mechanism to connect students, staff, and families with the help they need, at any time. The app would be supplemented with a support-oriented website, phone, and texting capabilities. The mobile app would provide procedures and mechanisms to notify appropriate parties, parent engagement coordinators, social workers, school counselors, school risk teams, and law enforcement/911 for life safety incidents for person-to-person crisis support at any time

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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.

Our district currently partners wth the Texas School Safety Center, (TxSSC), in coordination with TEA, using their developed model policies and procedures to assist in establishing and training our SSSP teams. Each team receives training provided by the TxSSC or the Region 10 education service center (ESC). In addition, The National Threat Assessment Center (NTAC) of the U.S. Secret Service offers an 8-step comprehensive targeted violence prevention plan that we use to assist in forming SSSP teams and creating behavioral threat assessment processes that are used in conjuction with local and legal policies.

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.

Now more than ever, students and staff need a comprehensive Districtwide Mental Health Support System that normalizes asking for help in a manner that decreases the stigma of doing so. If awarded, Legacy Preparatory Charter Academy will be able to use this grant program to purchase the HELPme app from STOPit Solutions as a supplement to our current work to improve services and supports for the mental health, behavioral and emotional health, and physical health and wellness of students by providing connections and access to resources for basic needs, 24/7 immediate Crisis Support and two-way communication with our school campuses, all in a way that protects privacy and dignity.

9. Enter the LEA Total Enrollment: 1383

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

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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

#	Activity	Amount
1.		0
2.		0
3.		0
4.		0
5.		0

Professional and Contracted Services

#	Activity	Amount
6.	Required 6% of funds for technical assistance provided by the regional ESC	18,000.00
7.	Required 10% of funds to the Texas Center for Student Supports	30,000.00
8.		0
9.		0
10.		0

Supplies and Materials

#	Activity	Amount
11.	Stop It Solutions, Help Me Application Software	72,669.00
12.	Food/Clothing/Hygiene Items (hygiene products, non-perishable food items, clothes)	9,331.00
13.	Storage Bins/Shelves for Food Pantry housed at the Mesquite Campus	2,000.00
14.	Security Camera Upgrade and Technology that facilitates communication to First Responders	168,000.00

Other Operating Costs

#	Activity	Amount
15.		0
16.		0
17.		0

Debt Services

#	Activity	Amount
18.		0
19.		0

Direct administrative costs:	300,000.00
Indirect administrative costs:	0
TOTAL GRANT AWARD REQUESTED:	300,000.00

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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**

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