



2024-2025 Stronger Connections Grant

Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

NOGA ID

Application stamp-in date and time

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

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

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

Authorizing legislation:

Grant period:

Pre-award costs:

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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RFA/SAS #

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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
Threats to Student Safety and Mental Well-being: Anthony ISD has experienced several school lockdowns, gun threats, drug abuse issues, and a recent student suicide. Source: District Reports.	To improve student safety from gun threats and localized violence related to a nearby prison, Anthony ISD plans to 1) Hire a Student Support Coordinator that will oversee student culture at all targeted campuses. 2) Provide evidence-based mental health support services. 3) Offer training focused on crisis intervention and substance abuse prevention.
Absenteeism: Anthony ISD has a chronic absenteeism rate of 25.9%, much higher than the state average of 15%. Source: 2021-22 Texas Academic Performance Report (TAPR).	To address chronic absenteeism, Anthony ISD plans to purchase and implement education and support programs from BASE Education and hire a Licensed Professional Counselor. Programs will cover several topics associated with social-emotional, behavioral, and mental health and well-being.
Poverty: 78% of Anthony ISD students are classified as Economically Disadvantaged (ED), much higher than the state average of 60.7%. (3 priority points). Source: Latest PEIMS Report.	As is the trend with ED students, many of our ED students face problematic home environments and substance abuse is highly prevalent among this sub-group. We will hire a Social Worker who will provide Tier II and III social-emotional/mental health interventions to students and families. We will also contract with external specialists to implement a tailored student mentorship program.

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.

Anthony ISD’s goal is to improve student safety, health, and well-being. To ensure this is done, our goal is: SPECIFIC: Reduce chronic absenteeism by 10%, reduce the number of behavioral referrals related to substance abuse by 20%, and increase the number of students referred for/receiving health support by 20%. MEASURABLE: through PEIMS, TAPR, & climate surveys. ACHIEVABLE: When considering the collaborative partnerships with specialists, extensive technical assistance, professional development, and dedicated personnel commitments. RELEVANT: Since all evidence-based outcomes are aligned to student needs and the grant’s purpose. TIMELY: When considering all objectives will be achieved 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

1) Establish a Stronger Connections Grant (SCG) Committee to oversee the program. 2) Obtain feedback from staff, students, and families on the proposed program design. 3) Recruit and hire a Program Director, Administrative Assistant, Social Worker, Licensed Professional Counselor and Student Support Coordinator (to build student-teacher relationships/school culture). 4) Establish Student Support Programs at each targeted campus. 5) Identify Technical Assistance (TA) and Professional Development (PD) services to be contracted through Region 19 ESC. 6) Identify a TEA-approved partner who can provide services through the Texas Center for Student Supports (TCSS). 7) Facilitate meetings between SCG Committee, Behavioral Threat Assessment Team, and SCG district personnel.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1) Work with the SCG Committee, Social Worker, and TCSS to develop a plan for family support and engagement that aligns with the program design and includes evidence-based research. 2) Develop and implement the Student Support Program (SSP), based on advice and guidance from the TCSS. Implementation will be underway by the start of the 2024-25 school year. 3) Grow our partnership with Big Brothers Big Sisters or a similar organization to implement a student mentorship program. 4) Offer contracted professional development trainings on crisis intervention and substance abuse prevention. 5) Incorporate a case management system into the student support team structure. 6) Prepare all evaluation tools to facilitate monitoring of progress toward program goals. 7) Solicit feedback from program participants and staff on program effectiveness.

Third-Quarter Benchmark

1) Collect and gather data related to target outcomes, using TCSS-provided tools, as well as district reports and climate surveys. 2) Monitor and analyze the data collected. 3) Evaluate SSP effectiveness based on progress made toward objectives. 4) If necessary, meet with TCSS to modify the SSP to address identified gaps. 5) Submit responses to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures. 6) Host a SCG Committee meeting with relevant stakeholders to identify program successes and challenges, and to create a sustainability plan to continue program operations beyond the grant period.

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.

EVALUATING DATA: Anthony ISD will carefully evaluate outcome data to continually improve the program and ensure that progress is shown in our SMART goals.

The Administrative Assistant will gather data weekly, which will be consolidated into progress reports by the Program Director. This data will include attendance records, disciplinary reports, referrals to mental health services, provision of mental health services, and climate survey responses, when applicable. The SCG Committee, with the Program Director, Social Worker, LPC, and all other relevant stakeholders will then meet each month to analyze this outcome data and monitor progress toward grant objectives. Challenges and gaps in program offerings will be identified and used to guide modifications to program design and implementation, with a focus on ensuring progress toward grant goals.

MODIFYING THE PROGRAM: If quarterly benchmarks are not met and/or limited progress is shown towards our SMART goals, internal and external discussions will be held. Feedback will be obtained from all relevant stakeholders to pinpoint the causes of limited progress. Then, our district will seek external consultation from the TCSS and Region 19 ESC to design informed modifications to the program, which ensures sustainable progress. If modifications are proposed, we will ensure that all stakeholders are notified through emails, letters, and notices on our website. If significant reallocation of budgeted funds is required, we will submit any necessary amendments to TEA to ensure that we stay in compliance with grant guidelines while accomplishing program goals.

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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.

Anthony ISD only has 3 campuses: Anthony Elementary, Anthony Middle, and Anthony High School. Therefore, considering the high need exhibited throughout the district and at each of these schools, Student Support Programs will be established at all 3 campuses.

Our district will align the design of the Student Support Programs with the needs of each campus. The following factors will be considered in program design:

- Social-Emotional and Mental Health Needs: High precedence of social-emotional and mental health issues as reported by school counselors and educators, as well as high rates of absenteeism and/or dropout, as reported in the TAPR.
- Behavioral Needs: High precedence of discipline incidents, disciplinary action, and reports of harmful or threatening behavior, as reported by school counselors and educators, and as reflected by suspension and expulsion rates in the TAPR.
- Academic Needs: Poor performance in academics, as reported in the TAPR.
- High-Need Student Populations: High rates of English Learners, ED students, at-risk students, homeless students, and students with disabilities, as reported in the TAPR.
- Capacity and Resources: Existing staff expertise, infrastructure, support services, or potential collaborations with external organizations.

To understand these factors better, we will analyze data from district and state reports, review Campus Improvement Plans, School Climate Surveys, and reports from counselors, teaching staff, and administrators. We'll also ask for input from students, families, community members, local organizations, and district administrators, educators, and staff. By integrating these strategies, we aim to create well-informed and comprehensive Student Support Programs that cater effectively to the unique needs of the three campuses, fostering a supportive learning environment for all students.

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

To ensure widespread commitment among campus staff and leaders to the success of the Student Support Program (SSP), Anthony ISD will facilitate clear and open communication. A series of kick-off meetings and written plans will be coordinated by the Program Director and SCG Committee through which all campus leaders and staff will be informed of the program's purpose, strategies, and targeted outcomes.

A collaborative environment will be created, wherein campus leaders and program staff take an active role in decision making. This open communication will continue once the Student Support Program is underway. As program leaders continually monitor and evaluate progress toward goals, feedback will be sought from campus leaders and teachers to gain important insights into challenges and obstacles. These individuals will also be involved in designing modifications to the program, which will enable promote buy-in and increase likeliness for prolonged commitment.

In addition, supportive resources including funding, staffing, and support services will be provided to campus leaders and staff to ensure they have the necessary tools and supports required to effectively implement the program.

Lastly, Specific Professional Development (PD) training will be included in the project. This training will ensure the staff are adequately prepared to deliver evidence-based programs on crisis intervention and substance abuse prevention, as well as help them understand the importance of the SSP and remain committed to its implementation.

All aspects of the Student Support Program will be designed and implemented in direct alignment with existing programming as articulated in each school's Campus Improvement Plan. Through this approach, Anthony ISD can ensure that existing frameworks are leveraged and that staff feel they can build on progress already being made.

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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:

- Communication: Anthony ISD will inform parents and families of the program's purpose, strategies, and targeted outcomes through emails and public notices.
- Family Engagement Specialists: The new district Social Worker will collaborate with our existing part-time Family Liaison to conduct family outreach, particularly to the families of high-need students who are targeted for specialized supports. A kick-off parent engagement session will be hosted to provide further education on the program, emphasizing and invite feedback and questions.
- Surveys and Questionnaires: We will administer surveys and questionnaires to gather insight from parents and families. These feedback mechanisms will assess satisfaction, gather suggestions for improvement, and measure the program's impact on students and the community.
- Committee: A dedicated Family Advisory Committee will be created as a platform through which parents and families can share their opinions, suggestions, and concerns. Giving a voice to these families will be critical in fostering a collaborative environment and ensuring program success.
- Existing Organizations: Existing parent and family organizations will be leveraged to engage parents and families in supporting the SSP. Joint meetings, workshops, and events will foster dialogue and active engagement.
- Texas Center for Student Supports (TCSS): The district will utilize the family engagement playbook developed by TCSS to build support with parents and families.

By engaging parents and families through effective communication, involvement, and feedback, Anthony ISD ensures active participation in supporting the SSP. This collaborative approach strengthens the program's impact and fosters a 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.

Anthony ISD will ensure there is adequate staff to support the establishment and implementation of the SSP. Our first step will be to conduct an administration-led assessment of staffing and resource needs at each campus, which will identify areas in which staff are underequipped, for example in supporting high-need/underserved populations. Grant funds will be budgeted in accordance with these identified needs, to hire additional staff members and strengthen the capacity of each campus to implement the SSP. The district will hire a Social Worker, LPC, and Student Support Coordinator to address student health, school culture, and student social emotional safety needs. In addition, a highly qualified and experienced Program Director will be hired to provide oversight and guidance to staff members throughout the project timeline, and an administrative assistant will be hired to provide data collection support. In addition to personnel, our district will contract external staff through Big Brothers Big Sisters or a similar organization to implement a mentorship program. These contracted individuals will be an additional supportive resource, not only for students but for existing school personnel.

As well as adding and contracting additional staff, the district will provide high-quality, evidence-based professional development training for our staff. This training will prepare staff for establishing the SPP and implementing specific program activities.

The district will continually monitor and evaluate staffing needs and facilitate open and on-going communication to gain feedback, which will be used to add necessary supportive resources.

In summary, Anthony ISD will ensure there is adequate staff by conducting a needs assessment and filling identified gaps, providing additional personnel and contracted support staff, enhancing the capabilities of each staff member through professional development, and facilitating on-going support through open feedback loops and dedicated supports.

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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.

Anthony Elementary, Anthony Middle, and Anthony High School all have established extensive behavioral threat assessment teams comprised of school principals, counselors, and teachers. These teams work under the direction of the Director of Special Programs to analyze behavioral threat data, teacher and staff reports, and reports from local law enforcement agencies. Through this approach, each campus can identify behavioral threats, outline priorities, and implement approaches designed to minimize these threats.

If awarded the SCG, the district will, under the guidance of the SCG Committee and Program Director, incorporate these current systems into the student support team structure. The district will effectively communicate these practices to all relevant stakeholders, with on-going behavioral threat assessments serving as a key factor in ensuring the success of the SSP. All staff involved in the SSP will be trained on behavioral threat assessment systems and practices through focused meetings, training sessions, and open communication channels designed to encourage feedback. Staff will also be trained in how to incorporate a case management system that is aligned to the TCSS to closely monitor, evaluate, and minimize behavioral threats.

Overall, integrating current behavioral threat assessment systems into the student support team structure will ensure district-wide collaboration and promote a safe and supportive environment across all grade levels.

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.

Anthony ISD continuously seeks to identify student support needs and proactively address these needs through targeted, evidence-based practices. In order to ensure that we have a strong understanding of student support needs, we frequently administer surveys and solicit input from students, parents, and families. The district regularly reviews and evaluates data from district reports, TEA reports, climate surveys, and questionnaires on academic, social-emotional, behavioral, and mental health needs exhibited on our campuses.

The district seeks to address these needs, often by partnering with external mental health and behavioral health providers. This can prove challenging given our rural setting and limited local options. When identifying the most suitable partners, we consider the qualifications, experience, practices, and understanding of localized needs that each provider demonstrates. Once a strong candidate is identified, consultation takes place, followed by a solidification of the partnership through contractual agreements.

This process was undertaken when developing our current partnership with Texas Child Health Access Through Telemedicine (TCHAT). As part of this partnership, students and families that qualify based on need are paired up with mental health professionals to address their identified needs. These include private sessions with psychologists and if needed, psychiatrists.

In addition to external provider partnerships, we also provide structured professional development trainings. These trainings are frequently offered to district staff to enhance their capabilities in meeting student support needs, in alignment with the support provided by contracted providers.

These professional development trainings and partnerships with external mental health and behavioral health providers, ensure that student support needs are identified and addressed, despite the limited options in our rural setting.

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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.

Anthony ISD currently partners with Region 19 ESC in several ways in order to support improvement in student mental health; behavioral and emotional health; physical health and wellbeing; and academic outcomes. Region 19 ESC serves as an excellent resource in designing approaches which are evidence-based and tailored to address the specific health needs of our students. District administration is in regular contact with Region 19 ESC where consultation is provided to firstly identify needs, and secondly ensure that district strategies, practices, and policies are aligned to the most up-to-date, evidence-informed approaches. For example, Region 19 specialists recently hosted a Positive Behavior Interventions and Supports (PBIS) Foundations Conference, where district staff from all campuses attended. Region 19 ESC also serves as our primary resource for Professional Development (PD) and technical assistance.

In the past academic year alone, Anthony ISD staff have received Social Emotional, Mental, and Behavioral Health PD training from Region 19 on more than 120 occasions. The Behavioral Threat Assessment Teams from each campus attended specialized PD training events conducted by Region 19. Staff from all three of our campuses also attended training workshops on the following topics related to student health and well-being: Multi-Tiered Systems of Supports; Suicide Prevention, Intervention, and Postvention; Texas Behavior Support; Mental and Behavioral Health; Prevention and Awareness of School-aged Human Trafficking; and Crisis Prevention.

The resources provided by Region 19 have demonstrated overwhelmingly positive impacts thus far on improving Anthony ISD's ability to prevent, intervene, and respond to the mental, physical, behavioral, and emotional health needs of our students. With funding from the SCG program, we intend to build upon this progress and further strengthen our district's capabilities.

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.

Anthony ISD will use this grant program to supplement its current efforts in improving services and supports for students. The SCG will be used to achieve the following:

- Hire Specialized Personnel: SCG funding will be used to hire a Social Worker, Licensed Professional Counselor, Program Director, Administrative Assistant, and Student Support Coordinator. All new hires will be fully trained on existing district practices and policies.
- Capitalize on resources provided by Region 19 ESC and the TCSS: The district will allocate at least 6% of the grant funds to the ESC and 10% to the TCSS. These funds will be used to build upon our existing framework and enhance the ability of our staff to improve student health and well-being and academic performance.
- Conduct Professional Development (PD) Trainings: With funding from the SCG, we will provide additional training to our staff on the topics most aligned to this program to address our most glaring student health and safety needs.
- Implement Evidence-Based Programs: We will continue our progress in utilization of evidence-based programs by leveraging SCG funds to purchase social, emotional, and mental health learning and support programs from BASE Education. We will also implement an evidence-based student mentorship program by partnering with Big Brothers Big Sisters or a similar organization.

Anthony ISD will address the glaring mental, behavioral, social-emotional, and physical health needs of our students by implementing an evidence-driven, comprehensive plan with funding from the Stronger Connections Grant.

9. Enter the LEA Total Enrollment:

781

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

19

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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.	LPC/Social Worker to address student social-emotional, behavioral, & mental health (22 mo)	\$240,938
2.	Student Support Coordinator build student culture at all targeted campuses (22 months)	\$55,616
3.	Program Director will oversee the program and ensure goals are met. (22 months)	\$151,402
4.	Admin. Assistant to perform data entry/tasks that help with operation of the program. (22 mo)	\$66,625
5.	Salaries referenced include the following fringe benefits calculated at 17%.	\$87,479

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.	Data collection/analysis to identify best practices and strategies to support the program.	\$13,620
9.	Big Brothers Big Sisters or similar organization to implement a tailored student mentorships.	\$30,000
10.	PD training on crisis intervention for Student Support Coordinator, Counselors, and Teachers.	\$16,642

Supplies and Materials

11.	BASE Education as a social, emotional, and mental health learning and support program.	\$22,500
12.	Technology/software for student self-harm detection (LearnSafe, flat panels, chromebooks)	\$28,798
13.		

Other Operating Costs

15.	Travel Costs for Conferences/Registration Fees for Threat Assessment Team (5 employees).	\$10,000
16.	Travel Costs for training with Texas Student Support Center and Region ESC (5 employees).	\$5,000
17.	Travel Costs for Mental/Social-Emotional/Behavioral Health Training Workshops.	\$5,000

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

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