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):

1. Applicant Information

Name of organization | Weslaco ISD

Campus name | Multiple Campuses | CDN 108913 | Vendor ID 74-6002548 | ESC 01 | UEI 076923143

Address 319 W. 4th St. | City Weslaco | ZIP 78596 | Phone 956.969.6500

Primary Contact Katie Reyes | Email kareyes@wisd.us | Phone 956.969.7120

Secondary Contact Dr. Cynthia Cid | Email ccid@wisd.us | Phone 956.969.6747

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 Dr. Richard Rivera | Title Superintenden | Email rrivera@wisd.us

Phone 956.969.6500 | Signature | Date 6/29/23

Grant Writer Name Katie Reyes | Signature | Date 6/29/23

⦿ 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
Compared to students across the country, WISD students scored below the national standards with a favorable 43% emotional regulation, 53% on growth mindset, 57% on self efficacy.	Collaborate with all stakeholders in the development of the specific SEL skills among the students that are based on the specific deficiencies. Provide intervention strategies to address SEL deficiency. Monitor efficacy of the program through qualitative and quantitative data via observations and stakeholder surveys.
Based on WISD surveys, students scored near the 10th percentile on the school safety and sense of belonging. Data also indicates an increasing number of students needing mental health services.	Collaborate with stakeholders in the development of those most in need of sense of belongingness and safety among students. Increase mental health services. Integrate interventions strategies and evidence based practices. Monitor the efficacy of the program through qualitative and quantitative data.
WISD has identified the need to improve attendance, reduce behavioral threat assessment, bullying incidents, and in-school and out-of-school suspensions.	Utilize the Student Support program to provide awareness, targeted prevention services and interventions for students with chronic absenteeism, experiencing bullying, violence, drugs, and other related incidents.

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, student's perceptions of their SEL skills, their emotional well being, and experiences at school will be favorable by 15% more compared to pre-grant SEL survey, improve attendance (15%), and discipline (10%) among the students in the 3 schools as measured by qualitative and quantitative data.

To attain this goal, all stakeholders led by Weslaco ISD Student Support Services team will identify students in need of specific SEL skills, attendance and discipline. Intervention strategies and evidence based practices will be provided to students using a multi-tiered system approach. The program will be subject to continuous cycle of improvement based on survey results and quality observation checklist.

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

WISD will conduct the necessary needs assessment to identify priority goals of the three campuses participating in the Student Support Program. The district will advertise, interview, and hire a team of social workers/mental health professionals, Parental Involvement and Community Liaison, and data clerk to implement the program goals. These individuals will comprise the Student Support team who will meet with the designated campus administrators and staff to communicate the purpose and the benefit of grant program. The Student Support team will plan and integrate current mental, behavioral, social-emotional learning, physical health assessments and systems that are in place into the student supports team structure to ensure program compliance. The team will create a parent, student, and staff advisory committee to provide input on the establishment of the program.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Initiate student support interventions and assess the progress towards the implementation of the program. Administer surveys and conduct interviews to collect qualitative and quantitative data to inform progress of the program. Conduct monthly meetings to review and analyze data, identify areas of improvement, and implement appropriate intervention strategies. Participate in all the trainings provided by the Texas Center of Student Supports. Collaborate with existing and new mental, behavioral, and physical health providers to meet student needs. Incorporate a case management system into the Student Support team structure to monitor provision of services in order to provide data for areas of reinforcement and refinement that are aligned with the program guidelines set by the Texas Center of Student Supports. Continue to monitor program quality to ensure that students are adequately supported and interventions are effective.

Third-Quarter Benchmark

Continue gathering and analyzing data to monitor efficacy of the implementation of the program. Assess the progress towards the summative smart goal to ensure the consistency of the grant purpose. Implement modifications that are aligned to the program. The advisory committee will continue to meet in order to maximize resources and develop an action plan for sustainability purposes to extend services to campuses that are not identified in this grant.

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.

USING EVALUATION DATA: Guided by the Student Support team, campus administrators, stakeholders, and the advisory committee, data will be reviewed and analyzed at monthly meetings to ensure timely responses and resolutions to issues at hand. Corrective action plans will be created to help move toward meeting benchmarks and consistency with the purpose of the grant. Data collected such as surveys and needs assessments from the participating campuses will be disseminated regularly for long term success and sustainability. This will keep a continued focus on the efficacy of best practices and interventions with a continuous focus on areas of improvement. DATA FROM TEXAS CENTER OF STUDENT SUPPORTS: The Student Support team will utilize feedback from the Texas Center of Student Supports quarterly reports on number of students referred and receiving support, type of need, type of support, the level and length of support, student attendance, mental health and behavioral referrals, disciplinary outcomes, and behavioral threat assessment documents. The feedback from Texas Center of Student Supports will be used to focus on areas of growth for the program. Moreover, the feedback will serve as focus on incorporating resources and support to access coaching, professional development, and training to implement a Student Support Program that will result in the Student Support to administer surveys, conduct observations, and analyze data in real time. This will play a role in meeting program goals and benchmarks.
MODIFICATIONS:If the benchmarks listed are not up to par, the Student Support team will meet and discuss an immediate plan of action as to what modifications need to be done to meet the objectives of the program. Modification to program timeline, activities, resources, and interventions will be made to ensure progress towards meeting the benchmarks and summative SMART goals. Feedback and guidance will be sought from the Texas Center of Student Support. Communicate with program stakeholders and the advisory committee on modifications that will be implemented as this is a crucial component of the project evaluation and modification phase.

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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.

Data provided a foundation for the LEA's decision to select three schools that will be participating in the Student Support Program. During the 2021-2022 and 2022-2023 school year, WISD Student Support Services department conducted Fall and Spring surveys across the district for students and staff. The surveys were conducted utilizing the Panorama Education technology survey which measures social emotional learning (SEL) and well-being of staff and students. Moreover, the survey measured student support and the learning environment. Several SEL skills were identified as areas that need further intervention for students. Areas identified were emotional regulation, growth mindset, social awareness, self efficacy, school safety, and sense of belonging. In particular, the three identified schools have many students struggling with emotional regulation, social awareness, self-management, and growth mindset. As far as student support and learning environments are concerned, the Panorama survey results indicate that these three particular schools have decreasing percentage of students who answered favorably over the two year span on sense of belongingness, school climate, and school safety. The three identified schools are identified as the learning institutions that need support.

Moreover, the LEA determined that the three campuses have the highest percentage of students who are tagged as economically disadvantaged. The three schools were identified using the District Reporting System (DRS) data. Furthermore, student attendance rates and discipline referral data were influential in determining which campuses need the Student Support Program the most. These three schools will hopefully serve as the models for effective Student Support Programs as far as establishment and sustainability for the rest of the WISD schools concerned.

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

Weslaco ISD district administrators, campus stakeholders and the Student Support team will be committed to communicating the purpose and benefits of the program. It starts by creating a buy in among stakeholders and communicate how the program will benefit the students and their families. The Student Support team will utilize the professional development day prior to the first day of school to inform campus administrators and staff of the Stronger Connections Grant and the importance of each staff's role in the implementation of the program. It is imperative to relay the grant's primary focus, which is to have safe, inclusive, and supportive learning environments at the campus as to improve academic achievement, emotional well being, and the reduction of disciplinary actions in schools. Moreover, the Student Support Services Team will meet with campus administrators and staff throughout the year to relay data, discuss progress, and ensure fidelity of implementation of the program.

A Commitment/Agreement Form will be created for each campus identifying the campus roles, the Student Supports Team roles, and the mutual roles of both parties. The agreement will be signed by campus administrators and student supports team to ensure that everyone is committed to student success. Regular meetings with campus administrators and staff regarding timeline, progress, interventions, and celebrations/areas of improvement will also help campus stakeholders to be committed to the success of the program. Continuous provision of resources and support through professional development and coaching on improving school climate, a student support team structure, and behavioral threat implementation will help build capacity for our campus leaders and staff. By building capacity, educational leaders and staff members will be equipped with knowledge and skills that empowers them to implement initiatives with fidelity that will assist in meeting the program goals.

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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.

Weslaco ISD will disseminate information to parents and families about the importance of supporting systemic change that our school district is implementing to address and respond to issues such as bullying, violence, and acts of hate. Parents will be engaged via a plethora of ways such as monthly meetings, social media posts, newsletters, school district broadcasting news, informational flyers/posters/banners, website, email blasts, all parent call outs, and Student Support Program Remind/Class Dojo groups for parents. Moreover, the Student Support team will host a Stronger Connections Bash geared towards parents and families to kick off the commencement of the program, if awarded the grant. The Student Support team will be actively engaged in these family endeavors and/or events to promote and solicit support for the program. Collaboration with family members is essential in the successful implementation of the program and in the creation of a safe, inclusive, healthier learning environment for students.

The district will engage partnerships and secure collaboration among several WISD departments such as the Communications/Marketing, Parent and Family Engagement, Student Support Services, and others. The Communications department will help market/advertise about the program via live broadcasts during community events. The Parent and Family Engagement department will host monthly meetings via zoom and in person to engage parents and families. Parent meetings will be held in English and Spanish. The Student Support Services department will talk to students and send informational flyers home. Other departments will help provide opportunities for the Student Support Services team to create videos that will engage parents and families in support of the program. Videos will be in Spanish and English and will be disseminated through the website, social media post, and broad-casted on the big screen during football games. Collaboratively, all departments will come together to inform and engage parents and families during the "Caminando Event" where staff members host meetings in high traffic neighborhoods.

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

Adequate staffing to ensure the Student Support Program succeeds is critical. To ensure there is adequate staff to support the establishment and implementation of the program, the Student Supports team will collaborate efforts with the district's Student Support Services (SSS) Department, Parent and Family Engagement Department, Safety and Security Department, Health Services department, and campus administrators/staff. Synergy among the departments to ensure we provide a safe, inclusive, and supportive learning environment for students requires multiple stakeholders. The Student Support Services Department will oversee the Student Support Program, if we are awarded the grant. The Student Support Services Department consists of the following Staff members: one ISD Director for SSS, two ISD Intervention Specialists, one ISD Elementary Schools Social Worker, and six ISD Licensed Professional Counselors(LPC). With the Student Support Services Department overseeing the program and with the collaboration of multiple departments/stakeholders, along with possible additional staff hired by the grant (as there are currently identified gaps in the provision of student support services in the ISD-such as the need of having substance abuse prevention/intervention counselors and social workers/mental health professionals housed at the campuses, whose main role is to provide awareness and intervention on bullying prevention, inclusivity and sense of belonging/growth mindset promotion), support in the establishment and fidelity of implementation of the Student Support Program will guarantee meeting the grant's goals and program assurances. Having the SSS Department oversee the establishment and implementation of the Student Support Program and in collaboration with other departments, will ensure accountability and sustainability of the program in schools, even once the grant expires.

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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.

The current Behavioral Threat Assessment (BTA)Program at WISD is a reactive management process, instead of proactive. The BTA team, led by the Campus Behavior Coordinator, gets together when there is a threat to others that was manifested verbally or in writing. Each campus has a BTA team that meets to discuss/determine evidence to assess the threat level of a case. While we acknowledge the importance of an effective BTA program, the resources are not readily available. It is also evident that the current WISD BTA needs to be revamped so as to offer a proactive and systematic approach that entails an ongoing process, not a one-time event. If awarded the grant, the current BTA at the campuses will be greatly supported to ensure effective and ongoing interventions throughout the school year, based on BTA discussions and analysis of data provided to students. The campus will continue to incorporate the current WISD Threat Assessment into the Student Support Team plan, if awarded the grant. However, instead of a one-time meeting per case when the incident arises, the campus BTA team will meet regularly to assess student concerns and refer students to available resources. Mental Health professionals will be a part of the BTA team. Students can be referred to well-trained mental health professionals, either to the ISD Licensed Professional Counselors, outside mental health agencies, or with teletherapy mental health services partners, for interventions. It is important that fidelity of implementation of an ongoing, proactive BTA program at the campuses is maintained. Continuous evaluation and re-evaluation of active cases and re-engaging when necessary is implemented to ensure an effective campus BTA team. Furthermore, the campuses will be supported by the grant to ensure a systemic change that prioritizes a safe, inclusive, supportive learning environment culture that values a positive school climate, anti-bullying policies, and promotes acceptance, trust, sense of belonging, and nurturing relationships/connections with others. If awarded the grant, proactive measures such as the provision of awareness and education on bullying and harassment prevention, inclusivity, good school attendance, social awareness/strong connections with others, empowered choices, etc. with school staff and students will provide a great support to the campuses. Additional interventions and collaboration with the community will also be included.

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.

A Multi-tiered System of Support (MTSS) is a framework/model that Weslaco ISD utilizes to identify and support students' needs. Tier 1 focuses on the promotion of mental health and development of Social Emotional Learning (SEL) skills among students. SEL interventions are provided to all students through integration of SEL lessons into instruction and through guidance/counseling classes with students. Students who need targeted interventions, focusing on preventing risk factors or early onset mental health problems from progressing are supported at the Tier 2 level via individual and group counseling. WISD counselors and social workers provide the Tier 2 intervention. Students who exhibit the need for targeted individual interventions that address adverse mental health concerns or worsening behavior are referred to Tier 3. Early identification and support to address skills and mental health concerns are provided. Parents, staff, and/or students can make the referral to the campus counselors and/or social worker. Students can also self-refer when experiencing distress and/or mental health concerns. Individualized interventions or group counseling are provided to students at Tier 2. Treatment services and supports at the Tier 3 level to address mental health concerns are also provided to students. Students who need long term and intensive intervention are referred to campus counselors/social workers. These helping professionals determine if they are referred to the WISD Counseling And Restoring Every Student (WISD CARES) Team who are district LPCs, outside mental health agencies, or with the district telemental health provide partners: TCHATT and Goodside Health PLLC. Students who exhibit self harm, suicidal/homicidal ideation, or has been admitted to psychiatric hospital in the past; has mental health diagnosis, and is not seeing another provider for counseling services are immediately referred to the WISD CARES Team. Partnerships with external mental health and behavioral health providers to meet student needs is an ongoing process. Currently, WISD has partnerships with seven LPC community agencies that provide in person mental health services, and two teletherapy mental health providers. Partnerships with outside mental health and behavioral health providers are established through a vetting process that includes Board Approval.

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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.

Weslaco ISD works collaboratively with Region One ESC in areas such as college and career readiness, mental health, behavioral and mental health, physical health and well being, and improving student academic outcomes. Weslaco ISD employees participate and attend Region ESC sponsored workshops/conferences to build staff capacity, whether they are offered in person or online. Examples of workshops, include but not limited to the following: Positive Behavioral Interventions, Interventions for Self-Injurious Behavior, Suicide Prevention, Solution Brief Focused Therapy, Interventions with ADHD, Autism, Mood Disorders, Trauma Intervention, Working with Students with emotional Disturbance and a Regional Mental Health Fair, Bullying Prevention, Elementary/ Secondary Counselor Academy workshops series,Social Emotional Learning Skills, Seizure Training, HealthCare Academy, STEM and other subject/content area specific professional development to improve academic achievement of students.

For the Mental Health Awareness Month, Region One ESC put together a community event and Weslaco ISD participated. Weslaco ISD Administration is actively communicating and collaborating with Region One ESC for a range of innovative solutions to increase mental health awareness, resolve instructional challenges, and improve student performance. WISD also relies on Region One ESC Staff for guidance in areas concerning mandates and in attaining missions, goals, and objectives set forth by Texas Education Agency (TEA). The provision of quality education to students so they can become productive citizens of the community, state, and nation is a TEA objective, so WISD collaborates with Region One ESC to ensure our school district operates efficiently that is aligned to TEA's objective. Region One ESC provides an array of services and our district always takes advantage of these opportunities and support offered by the ESC.

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.

The grant can help with personnel such as a social worker and/or mental health counselor who will be housed at the campus and will be an integral part of the WISD CARES Team in the integration of the MTSS in every level. The social worker/mental health counselor in each campus will facilitate the robust implementation of SEL among students/staff at the Tier 1,2, and 3 levels. SEL skills (emotional regulation, social awareness, growth mindset, effective communication, empathy, respect, etc) development will be integrated into instruction. Students will also receive weekly lessons on SEL skills, inclusivity, nutrition, and bullying prevention as a reinforcement. Secondary students will participate in lessons once a week on improving safety including recognizing abuse, dating violence, sexual violence, substance and domestic abuse. Students will be taught a development approach to cultivating prosocial behavior and will be empowered to find their voice. Social worker/Mental health counselor will be fully immersed in the proactive approach of the BTA team. Collaboration with multiple stakeholders, including families and community members to implement the MTSS on mental health and behavior systems will be facilitated by the district CARES Team. Professional development related to the Stronger Connections goals will be conducted throughout the academic year. The grant can help fund a Parental Involvement and Community Liaison (PICL) who will provide services on the selected three campuses. PICL will facilitate a stronger and consistent community outreach to students' families, especially the many "colonias" or poverty stricken neighborhoods in the community, so as to educate parents on pertinent issues related to the Stronger Connections goals. PICL can collaborate with the police department in the provision of training for staff and presentations to students and families on violence awareness, prevention, and intervention. The PICL will also provide civic/service learning opportunities for students.

9. Enter the LEA Total Enrollment: 16,107

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

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10. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

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

⊙ Yes   ○ No

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

Are any private nonprofit schools participating in the grant?

⊙ Yes   ○ No

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

Assurances

☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.

☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

Equitable Services Calculation

1. LEA's student enrollment	3,531
2. Enrollment of all participating private schools	50
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	3,581
4. Total current-year grant allocation	1,500,000
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	30,000
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	1,470,000
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	410
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	821

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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.	Social Worker/Mental Health Professional (3)	$360,000
2.	Parental Involvement and Community Laison (1)	$120,000
3.	Student Supports Clerk (1)	$60,000
4.	Benefits	$81,000
5.		

Professional and Contracted Services

#	Activity	Amount
6.	Required 6% of funds for technical assistance provided by the regional ESC	$90,000
7.	Required 10% of funds to the Texas Center for Student Supports	$150,000
8.	Professional Development	$100,000
9.	Advisory Council and Parent Engagement	$40,000
10.	Stipends for non-employees	$90,000

Supplies and Materials

#	Activity	Amount
11.	MTSS and Stronger Connection grant student supplies and materials	$200,000
12.	Technology and office supplies for Stronger Connections program	$30,000
13.	Parent and Community supplies and materials for events/activities	$30,000

Other Operating Costs

#	Activity	Amount
15.	Transportation for civic learning/engagement activities	$20,000
16.	Mileage reimbursement for Strong Connects Team	$10,000
17.		

Debt Services

#	Activity	Amount
18.		
19.		

Capital Outlay

#	Activity	Amount
20.	Furnishings and equipment for educational facilities	$29,000

Direct administrative costs:	$30,000
Indirect administrative costs:	$60,000
TOTAL GRANT AWARD REQUESTED:	$1,500,000

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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