



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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CDN 057835 Vendor ID 752909306

Amendment # N/A

3. Shared Services ArrangementsShared 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
100% of GRCS' students are classified Economically Disadvantaged (ED). (5 pts) Due to their family's low-income, these students do not have access to support to deal with the social and emotional impact caused by COVID, school violence, and more. (22-23 PEIMS)	GRCS will hire two (2) Social and Emotional Counselors and purchase BASE curriculum. These resources will assist students in confronting and managing their feelings and insecurities. This will provide a supportive learning environment which will result in improved academic achievement as well as mental, behavioral, emotional, and physical health and well-being of students.
GRCS is in an area with high crime rates, including 20 rapes, 107 assaults, 371 thefts/burglaries, & 6 murders. Thus, creating a constant sense of fear and insecurity which results in behavioral and attendance issues.	Student Support Specialists (SSS) will be hired to develop/implement procedures to address students' disciplinary/attendance issues. Radios will be used coordinate efforts to reduce truancy and disciplinary infractions. A Public Address (PA) System will be used to deliver positive/motivational messages and reinforce school unity.
86.4% of GRCS' in-school and out-of-school suspensions were caused by ED students due to fighting, criminal mischief, assaults, code of conduct violations, and numerous incidents of vaping. Source: PEIMS 2021-2022.	For a child, difficulty regulating their own behavior can stem from drug abuse, trauma, & attachment issues, all of which are common among ED students. To help these students, cooldown rooms will be created and designed to regulate student emotions and prevent stress. This, in turn, will improve their behavior and reduce the number of in/out-of-school suspensions.

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.

GRCS' SMART Goal was created to address bullying, drugs, violence, anxiety, and depression. The goal is:

SPECIFIC: Reduce referrals and suspensions by 15%. Have 75% of students feel they are in a safe/secure setting.
MEASURABLE: Attendance, counselor logs, PEIMS data, climate surveys, & more will be used to gauge progress.
ACHIEVABLE: When considering GRCS will partner with Texas Center for Student Supports (TSCC), Region 10 ESC, Boys and Girls Club, hire 2 SEL counselors and 3 SSSs; and acquire PD training and safety equipment.
RELEVANT: Creating a safe learning setting is needed to improve behavior, academics, and mental well-being.
TIMELY: Improvements will be achieved by September 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 program implementation.
- 2) Hire and provide relevant strategies/practices training to the 2 SEL Counselors & 3 Student Support Specialists.
- 3) Align the student support team structure with the Threat Assessment Team and the SCG Committee.
- 4) Invite families, students, and staff to provide input and be part of a Student Support Program (SSP).
- 5) Work with the TEA-approved Texas Center for Student Supports and Region 10 ESC to provide contracted services and technical assistance.
- 6) Purchase supplemental supplies, curriculum (i.e., BASE), and equipment to address students' social/emotional health and drug/alcohol prevention.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

- 1) Develop and implement the SSP, based on guidance provided by TCSS in order to ensure implementation is underway by the start of the 2024-25 school year.
- 2) Work with the TCSS to align training to the needs identified by the SSP and the Threat Assessment Team.
- 3) Incorporate a case management system into the student support team structure.
- 4) Integrate a data collection system & student management system to support the student support team structure.
- 5) Collaborate with TCSS to develop a family engagement program that educates students/parents/guardians.
- 6) Install all safety equipment at the campuses.
- 7) Offer contracted professional development training to all relevant personnel.
- 8) Prepare all evaluation tools to facilitate monitoring of progress toward program goals.

Third-Quarter Benchmark

- 1) Collect and gather data related to target outcomes, using TCSS-provided tools, campus reports, and surveys.
- 2) Develop and administer surveys to students to monitor their mental and emotional well-being and gauge their sense of safety while at school.
- 3) Monitor/analyze data collected and evaluate SSP effectiveness based on progress made toward objectives.
- 4) Submit responses to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.
- 5) 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.
- 6) If necessary, meet with TCSS to modify the SSP to address identified gaps.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

How you will use project evaluation data to determine when and how to modify your program: GRCS will utilize various data sources to evaluate and determine when/how to modify the program. Outcome data and feedback from stakeholders will be collected by program staff and consolidated and presented by the Program Director at monthly SCG Committee meetings. Outcome data collected will include attendance, student surveys, criminal activity in the community, behavioral referrals, threats to student safety, school climate responses, and the number of students referred for and receiving health support.

Progress toward outcome goals will be closely monitored, and if limited effectiveness is shown, the SCG Committee will immediately implement informed adjustments to programming. If it is determined that modifications must be made, GRCS will post these modifications on the Charter’s website, and send out notification letters to the community, families, students, and staff. If this modification changes the scope/services proposed in the Stronger Connections grant, GRCS will also submit an amendment to TEA to receive authorization to make this change.

How to modify for sustainability if benchmarks and smart goals do not show progress: Throughout the grant’s implementation, the SCG Committee will review data and stakeholder input to determine the grant’s effectiveness. If the quarterly benchmarks and SMART goal are not on track to be met, the administration team and Program Director will meet with Region 10 ESC and/or the Texas Center for Student Support to address the identified issues. By receiving input from TEA experts and listening to feedback and suggestions obtained from GRCS stakeholders, the charter will be able to receive continued buy-in and prolong grant sustainability.

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CDN Vendor ID Amendment # **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.

GRCS will conduct a comprehensive review of various factors such as students' needs, campus improvement strategies, stakeholder feedback, external partnerships, staff capacity, current resources, and criminal activity in the area, to determine what campuses will most benefit from the establishment of a School Support Program (SSP).

To ensure a thoughtful decision-making process, GRCS will collaborate with TCSS to identify the specific campuses. When making this determination, we will take into account the following factors:

- **ACADEMIC NEEDS:** Campuses that demonstrate poor performance in academics, as reported in the 21-22 TAPR when compared to state averages.
- **SAFETY/SECURITY, SOCIAL-EMOTIONAL AND MENTAL HEALTH NEEDS:** Campuses that face a high precedence of social-emotional and mental health issues, due to crime and violence in the community as reported by school counselors and educators. Recent data indicates 20 rapes, 107 assaults, 371 thefts/burglaries, & 6 murders in Desoto, as well as a number of robberies in our immediate campus areas. This has left students with a sense of fear and insecurity and has heightened the need for additional support.
- **BEHAVIORAL NEEDS:** Campuses that face high precedence of discipline incidents, disciplinary action, and reports of harmful or threatening behavior, as reported by school counselors and educators, and reflected by suspension and/or expulsion rates (i.e., criminal mischief, assault, fighting, and code of conduct violations).
- **HIGH-NEED STUDENT POPULATIONS:** Campuses that have higher rates of high-need and underrepresented student populations when compared to state averages. These populations include ED (100%), English Language Learners (46.7%), and At-risk (48.4%), as reported in the 21-22 TAPR.
- **CAPACITY AND RESOURCES:** Campuses requiring additional support in improving staff expertise, infrastructure, support services, and collaborations with external organizations.

Based on this review, GRCS will determine which campuses will be participate in the establishment of the SSP.

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

To ensure the campus leaders & staffs' commitment to the SSP success, GRCS will apply the following measures:
COMMUNICATION AND DEDICATION: A series of kick-off meetings will be coordinated by the SSP Committee. These kick-off meetings will inform campus leaders campus leaders and staff will be informed of the program's purpose, strategies, and targeted outcomes. Open communication channels will be used during these meetings to facilitate input in program design and collect on-going feedback on program implementation and decision-making processes. This on-going, open communication will help strengthen the support and dedication of the program from all stakeholders.

ON-GOING FEEDBACK AND MONITORING: Open communication will continue even after the SSP is underway. As program leaders continually monitor and evaluate progress toward goals, feedback will be sought from campus leaders, teachers, students, and parents to gain important insights into challenges and obstacles in identifying and referring students for mental behavior/health in house and/or to external providers. These individuals will be involved in designing solutions and modifications to meet students' needs.

TRAINING AND RESOURCES: The commitment of campus leaders and staff will be ensured through targeted professional development training that will help make certain all involved personnel are adequately prepared to deliver evidence-based and trauma-informed programs (i.e., TCSS, Youth Mental Health First Aid, CPI: Crisis Prevention Institute Certification). Staff will be trained in effective instructional methods for high-need student populations. Supportive resources including funding, staffing, and support services will be provided to campus leaders and staff to ensure they have the necessary tools and support required to effectively implement student services in the program.

Through these strategies, GRCS ensures that campus leaders and staff are fully trained, invested and committed to the SSP. In this fostered collaborative/supportive setting, GRCS will be able to effectively address the academic, social-emotional, behavioral, and mental health needs of the students.

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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.

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

COMMUNICATION: Parents and families will be informed of the program's purpose, strategies, and outcomes through emails, phone calls, social media, and public notices. Specific outreach will be made to parents and families of high-need students who are targeted for specialized support or are suffering the effects of bullying, hate crimes, or community criminal activities. In addition, GRCS will host kick-off parent engagement sessions to provide further education on the program, emphasizing and inviting feedback and questions.

SURVEYS: TEA-aligned climate surveys will be administered to gather insight from parents and families. This feedback mechanism will assess satisfaction, gather suggestions for improvement, and measure the program's impact on students, families, and the community.

COMMITTEE: A dedicated Family Advisory Committee will be created as a platform through which parents/families and students can share their thoughts, suggestions, and concerns about student services. Giving a voice to these stakeholders will be critical in fostering a collaborative environment and ensuring program success.

WORKSHOPS: Consultants will provide parents with workshops on how to identify risk-factors in their child such as depression, cutting, distancing, uncontrollable anger, lack of hygiene, poor appetite, and violent mood swings.

By engaging parents/families and students through effective communication, involvement, and feedback, GRCS will ensure active participation in supporting the SSP. This collaborative approach strengthens the program's impact and fosters 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.

To ensure the Student Support Program (SSP) implemented is effective and efficient, GRCS will ensure adequate staffing is attained. To begin, a comprehensive staffing assessment will be conducted at each campus, with a particular focus on identifying any existing gaps in supporting high-need populations. Based on this assessment, grant funds will be utilized to recruit additional staff and enhance the capacity of each campus to roll out the SSP successfully.

HIRING ADDITIONAL STAFF: GRCS acknowledges the importance of addressing mental health concerns stemming from community crime in DeSoto. Given the town's small size and disproportionately high crime rate, students often have personal connections to the victims, placing them at a significant risk of experiencing social and emotional distress. To provide the necessary/adequate support, GRCS will hire 2 SEL Counselors, 3 SSSs, and utilize an experienced Program Director. These crucial roles will ensure the provision of guidance, handling of data-related tasks, and promotion of students' social and emotional learning.

ENHANCING CAPACITY: GRCS places a strong emphasis on continuous learning for its staff members. To this end, high-quality, evidence-based professional development training will be offered to equip the team with the essential skills required for the effective implementation of the SSP.

CONTINUOUS MONITORING: Furthermore, GRCS will regularly assess staffing needs and actively encourage open communication to gather valuable feedback, ensuring that all necessary resources are in place to support the program's success.

In summary, GRCS is dedicated to establishing an adequate-staffed SSP by conducting comprehensive needs assessments, recruiting additional staff, providing professional training, and maintaining continuous support through regular feedback and dedicated resources.

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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.

GRCS' Threat Assessment Team, which consists of principals, counselors, local security officers, teachers, parents, and community members, currently conducts an analysis of charter/community behavioral threat data, evaluates teacher and staff reports, consults with security staff, and external collaboration with law enforcement agencies. By doing so, this Threat Assessment Team is able identify behavioral threats, outline priorities, and implement approaches designed to minimize these threats.

If awarded, GRCS will, under the guidance of the SCG Committee and Program Director, incorporate these current systems into the student support team structure. GRCS 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 on how to incorporate a case management system that is aligned with the TCSS, to ensure they can closely monitor, evaluate, and minimize behavioral threats.

By integrating the current behavioral threat assessment systems into the student support team structure, GRCS will ensure a collaborative approach is created to 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.

GRCS continuously seeks to identify student support needs and proactively address these needs through targeted evidence-based practices. For example, to ensure that we have a strong, up-to-date understanding of student support needs, we frequently solicit input from students, parents, and families. This approach gives us an informed perspective on what supports students and families feel they most need.

In addition, GRCS periodically reviews and evaluates qualitative and quantitative data on academic, social-emotional, behavioral, and mental health needs exhibited on our campuses. This is sourced from campus and TEA reports, teachers, and staff on-going consultations with relevant stakeholders throughout GRCS.

Once needs are identified, GRCS often seeks to address these needs by referring students to external mental health and behavioral health providers. When identifying the most suitable partners, GRCS considers the qualifications, experience, track record of implementing evidence-based practices, and understanding of localized needs that each provider demonstrates.

Based on these factors, GRCS has developed partnerships with the following providers: Green Oaks, MHMR, and/or Program Evaluation & Educational Research Solutions (PEERS). These providers serve as excellent resources and provide many subcontracted licensed medical officials available to aid.

While these providers play a crucial role in addressing student needs, it is not the only thing the Charter does. In addition to these providers, structured professional development training is frequently offered to campus staff to enhance their capabilities in meeting student support needs.

By offering these trainings and partnering with mental health providers, GRCS takes a proactive and comprehensive approach to identifying and addressing student support needs.

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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.

GRCS currently partners with Region 10 ESC to support improvement in student mental health, behavioral/emotional health, physical health/wellbeing, and improve academic outcomes for students. Region 10 ESC serves as an excellent resource in designing approaches that are informed, evidence-based, and tailored to address the specific health needs of the student populations, whether they be mental, physical, social-emotional, or behavioral in nature.

In relation to improving academic outcomes for students, Region 10 ESC offers Writing in Science, Improving the Quality of Tier 1 Instruction, Mathematics Achievement Academies, and more. Mental health, behavioral/emotional health, physical health/wellbeing include School Safety Workshops and Youth and Safety Round Tables As part of this Safety Round Tables training, GRCS staff has the opportunity to discuss their situations and needs, including how Region 10 can help meet the training needs in the area of school safety. P Physical Health/Wellbeing is addressed through training such as Food Safety, Reducing Sodium, Nutrition, Vision Training, and more.

Therefore, as seen above, Region 10 ESC serves as GRCS primary resource for Professional Development (PD), technical assistance, and contracted support. Given the extensive research which guides all action undertaken by the ESC, GRCS feels confident in both the services they provide directly and the relationships they facilitate. Through these approaches and several others, GRC effectively utilizes its strong relationship with Region 10 ESC to provide comprehensive support to meet students' health and academic needs.

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.

GRCS will use this program to supplement current efforts to improve services and supports for students, which include: MENTAL/BEHAVIORAL/EMOTIONAL HEALTH 1) Referrals to Green Oaks/MHMR, 2) Student screenings and assessments, 3) Contracted Psychologist through PEERS, 4) STOPit Solutions which offers a digital counselor; and for PHYSICAL HEALTH 1) Raptor Technologies software to prevent, prepare, respond, and recover from campus physical threats and emergencies. 2) Afterschool/Summer School Clubs to keep students actively involved. If funded, GRCS will supplement these efforts in the following manner: STRENGTHEN RELATIONSHIPS WITH REGION 10 ESC AND TCSS: 6% of the grant funds will be allocated to the ESC and 10% to the TCSS to be used to expand and enhance the current support offerings in the areas of student health and well-being and academic performance. EVIDENCE-BASED PROGRAMS: GRCS always strives to utilize the most current, evidence-based approaches to addressing mental and behavioral health needs. The charter will continue these efforts and diversify the support and education offerings by purchasing social-emotional and mental health programs from BASE Education. PD TRAININGS: With funding from the SCG, GRCS will provide the staff with high-quality, trauma-informed training on how to implement the SSP, engage our highest-need student populations, and address student needs. BEHAVIOR: Funding will be used to hire 3 SSSs & purchase supplies and materials needed to develop and implement procedures designed to improve students' disciplinary issues. MENTAL HEALTH: Funds will be allocated to implement evidence-based programs, including additional counseling services, specialized training for teachers/ staff, & resources for accessing mental health support. Through these means, GRCS will ensure students are provided with the support needed to address their mental, behavioral, social-emotional, & physical health needs.

9. Enter the LEA Total Enrollment: 1,450

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	<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.	<input type="text" value="2 - SEL provide support services & intervene in crisis situations. (22 mo)"/>	<input type="text" value="\$238,333"/>
2.	<input type="text" value="3- SSS will develop/implement procedures to address disciplinary/attendance issues. (22 mo)"/>	<input type="text" value="\$219,999"/>
3.	<input type="text" value="Extra-duty pay for staff or substitute pay so that teachers can attend trainings."/>	<input type="text" value="\$20,000"/>
4.	<input type="text" value="Salaries referenced include the following fringe benefits calculated at 16%."/>	<input type="text" value="\$76,533"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	<input type="text" value="Required 6% of funds for technical assistance provided by the regional ESC"/>	<input type="text" value="\$59,766"/>
7.	<input type="text" value="Required 10% of funds to the Texas Center for Student Supports"/>	<input type="text" value="\$99,610"/>
8.	<input type="text" value="Consultant will host workshops on identifying risk-factors, de-escalation, and more."/>	<input type="text" value="\$50,851"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	<input type="text" value="PA System and multi-band radios to initiate/coordinate efforts to address behavior issues."/>	<input type="text" value="\$105,000"/>
12.	<input type="text" value="BASE to address students' social/emotional health & drug/alcohol prevention."/>	<input type="text" value="\$22,500"/>
13.	<input type="text" value="Supplies and materials needed to create 3 decompression rooms, weighted blankets, & more"/>	<input type="text" value="\$10,500"/>

Other Operating Costs

15.	<input type="text" value="Travel Costs for Conferences/Registration Fees for Threat Assessment Team (5 employees)."/>	<input type="text" value="\$15,000"/>
16.	<input type="text" value="Travel Costs for training with Texas Student Support Center and Region ESC (5 employees)."/>	<input type="text" value="\$9,327"/>
17.	<input type="text"/>	<input type="text"/>

Debt Services

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>

Capital Outlay

20.	<input type="text"/>	<input type="text"/>
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Direct administrative costs:

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Amendment #

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