2024-2025 Stronger Connections Grant
Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

TEA Texas Education Agency

NOGA ID [ ]

Application stamp-in date and time

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

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

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

Authorizing legislation: PL 117-159 Bipartisan Safer Communities Act Title II School Improvement Programs, BSCA

Grant period: From **11/15/2023** to **09/30/2025**   **Pre-award costs:** **ARE NOT** permitted for this grant

Required attachments: N/A

Amendment Number

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

1. Applicant Information

Name of organization | La Pryor Independent School District

Campus name | La Pryor High School/Elem   CDN 254902   Vendor ID 74-6001555   ESC 20   UEI FXAGEKXJLMK7

Address 311 East Highway 57   City La Pryor   ZIP 78872   Phone 830-365-4000

Primary Contact Dr. William Arevalo   Email William.Arevalo@lapryor.net   Phone 830-365-4000

Secondary Contact Claudia Garcia   Email claudia.garcia@lapryor.net   Phone 830-365-4000

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 Dr. William Arevalo   Title Superintenden   Email William.Arevalo@lapryor.net

Phone 830-365-4000   Signature *Dr. William Arevalo* (DocuSigned by) F27A9AG420144A0...   Date 6/26/2023

Grant Writer Name Dr. Greg Garcia   Signature *Dr. Greg Garcia* (DocuSigned by) E2ADD267536F454...   Date 6/26/2023

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

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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
La Pryor ISD (LPISD) has an Economically Disadvantaged (ED) student population of 90.5%, which translates to 438 out of our total student count. This percentage contributes 5 priority points to our qualifications. (Source: TEA PEIMS 2022-2023).	To address the diverse needs of our ED students, we propose two key strategies: 1) Acquiring Ripple Effects Software for mental and physical health support, and 2) Incorporate Positive Behavior Intervention System (PBIS) to all grade levels to support behavioral, academic, social, emotional, and mental health needs. These areas are typically of concern among students identified as ED.
LPISD has 57.4% or 278 students labeled as At-Risk, indicating that over half of our district's population is in a state of increased need. (Source: 2021-22 TAPR).	PBIS will be implemented for students maintaining good attendance. We will hire an At-Risk Coordinator to assist our team of teachers, parent and family engagement liaison, campus counselors, and LPC to identify and address any other barriers impacting our students' educational progress or welfare.
During the 22-23 year, LPISD had 150 student discipline actions. Incidents included retaliation against employee, terroristic threat, (3) assaults against employee, assault against non-employee, mutual combat, bullying and criminal mischief. (PEIMS data)	To address these incidents, our approach includes several steps: 1) We plan to use Learn Safe to identify potential threats via keystrokes (like "gun", "marijuana", and others) used within our campus technology. 2) We will organize PD sessions for our staff to equip them with the skills necessary to recognize behavioral threats, stressful situations, and risk identification.

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.

We aim to reduce instances of bullying, aggression, and hate crimes. To ensure this is done, we've designed the following SMART Goal: SPECIFIC: We aim to collaborate with Region 20 ESC and TEA provider(s) to escalate the detection of students needing mental health assistance by 10% (Ripple), enhance the student-to-mental health needs ratio by 10%, and curb the incidents of violence offenses by 25%. MEASURABLE: Progress will be tracked via established MOUs, non-academic student support, environmental surveys, PEIMS data, among other means. ACHIEVABLE: The goal is practical, given our partnerships with TEA provider(s), the ESC 20, and our Behavior Threat Assessment Team. RELEVANT: The necessity of fostering secure learning spaces for enhancing academic accomplishments and overall well-being is paramount. TIMELY: The intended results will be achieved by 9/30/2025.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1) We'll first initiate a recruitment campaign for positions including At-Risk Coordinator and Administrative Assistant. 2) New hires will undergo specialized training. 3) We'll align our student support team with the Behavior Assessment Team. 4) Involving parents, students, and staff, we'll establish a Student Support Program across all school levels. 5) Collaboration with TEA will help us identify a certified partner (ESC) for contracted services. 6) A meeting with Region 20 ESC will further discuss available services through the Texas Stronger Connections Grant Program. 7) We'll invest in resources like PBIS materials, Raptor Emergency Management System, and Ripple Effects software to address student needs.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

• Continue to participate in planning activities for the Student Support Program, which will occur from the program's inception until implementation in the 2024-2025 school year.
• Work with the Texas Center for Student Supports to align trainings to the needs identified by our Student Support Program.
• Identify stakeholders, including grant staff and community members, to serve on the Advisory Committees.
• Utilize PEIMS and climate surveys to support the student support team structure.
• Work together with the Texas Center for Student Supports to develop a family engagement program that engages parents/caregivers/guardians.

Third-Quarter Benchmark

• Engage with partners to pinpoint new pathways, sources of income, and substitute funding methods to ensure continuity of activities post-grant period.
• Promptly address requests from TEA regarding program creation, execution, performance, and assessment data.
• Utilize the data gathering and reporting framework supplied by the state's vendors for data collection and analysis, aimed at tracking the impact of the Student Support Program's implementation.
• Coordinate with the Behavior Threat Assessment Team, organizing a minimum of two meetings every semester to evaluate the program's progress.

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.

The team, composed of our school administrator, school counselors (1 at each campus) LPC, the Federal Program Director, and the At-Risk Coordinator, will utilize assessment data from various resources to decide on the appropriate adjustments for the program. This data will encompass a broad spectrum of facets, such as climate survey (Panorama Title 1), grant targets and objectives, quarterly indicators, behavioral referrals such as assaults against school employees, assaults against non-employees, mutual combats, threat evaluations, academic grades, and so on.

Procedure for using assessment data to tweak the program:
• Key Stakeholders listed above, including members of our Behavior Threat Assessment Team, will conduct a monthly review of the compiled evaluation data.
• In light of these meetings, we will evaluate the current progress of the grant implementation.

Procedure for ensuring sustainability if benchmarks and SMART objectives do not indicate progress: If the quarterly indicators and SMART objectives are not progressing as anticipated, our stakeholders will initiate a meeting with the local Region 20 ESC and/or the Texas Center for Student Support to address the identified challenges.

If it is concluded that modifications are needed after these discussions, we will send notifications to the community, students, and staff to inform them about the program's changes. Should these adjustments alter the scope/services proposed in the grant, we will propose an amendment to TEA to obtain approval for this modification. By incorporating feedback from TEA and accommodating suggestions from stakeholders, we aim to garner ongoing support and ensure the longevity of the grant.

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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.

In partnership with the Texas Center for Student Supports (TCSS), we will employ a range of criteria to select the campuses that will partake in the Student Support Program. The criteria to be used are outlined below:

• Campuses with a large underprivileged population (for instance, at-risk, economically disadvantaged, etc.) will be given priority.
• Factors such as personnel proficiency, infrastructure, existing support amenities, and collaborations with outside agencies will be taken into account.
• Educational, socio-emotional, and behavioral needs of students across different campuses (PEIMS reports will be utilized to evaluate this information).
• Student performance metrics, attendance figures, dropout statistics, instances of discipline, and demographic data will be considered. Campuses facing hardships or disparities based on these data will be given priority.
• Input from school administrators, educators, staff, parents, and community members will be gathered to discern which campuses would gain most from the Student Support Program (this approach ensures a diverse range of viewpoints are considered).
• Our Behavior Threat Assessment Team, campus counselors, At-Risk Coordinator, and LPC will examine the school's improvement plans or similar documents that outline objectives and strategies for enhancing student performance.

To conclude, we will meticulously assess student requirements, pertinent school data, campus enhancement strategies, stakeholder feedback, issues of fairness, and capacity/resources when determining which campuses will participate in the Student Support Program's development.

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

In order to obtain the dedication of campus leaders and staff towards the success of the Student Support Program (SSP), LPISD will adopt the following actions:

• We will allocate appropriate resources, encompassing funds, personnel, and support services, guaranteeing that campus leaders and staff can competently handle the grant and maintain dedication to its success. LPISD will assign staff members to oversee the management, documentation, and adherence of the grant, thereby assuring that the Student Support Program is successful.
• We will guarantee that campus leaders and staff are given thorough guidelines and training concerning the program's objectives, aims, and actions. This will enhance their understanding of the significance of the program's implementation, thereby fostering commitment.
• To stimulate engagement, we will foster a cooperative environment, actively incorporating campus leaders and staff in the creation and execution of the SSP. Transparent communication, feedback procedures, and participation in decision-making processes will stimulate commitment to the program.

By adopting these strategies, we will secure the unwavering commitment of campus leaders and staff towards the SSP.

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9. Statutory/Program Requirements (Cont.)

3. Describe how the LEA will engage parents and families to solicit support for the program.

To garner the support of parents and families for the program, school administrators, school counselors, LPC, the Federal Program Director, the At-Risk Coordinator will implement an array of engagement approaches, such as:

• Establishing dedicated committees as platforms for parents and families to voice their thoughts, suggestions, and concerns about the Student Support Program (SSP). Their contributions will play a crucial role in shaping the program's planning and execution.
• Using media channels to communicate the program's intent and benefits to parents and families, actively appealing for their backing and participation.
• Encouraging collaboration with parent associations to involve parents and families in endorsing the SSP. Combined meetings, workshops, and events will be organized to encourage dialogue and active engagement towards achieving the grant's objectives.
• Providing informational sessions to inform parents about the program's goals, tactics, and results. The focus will be on addressing measurable needs and enhancing student welfare.
• Collecting input from parents and families through surveys and feedback channels. In addition, we will conduct parental meetings to garner further feedback and foster engagement. During these meetings, the district will also address the issue of bullying and other unlawful misconducts and its significant consequences.
• Tapping into the family engagement services provided by TCSS to foster parental and familial support.

In summary, we will employ a multitude of strategies to engage parents and families and secure their support for the program. This will lead to heightened active involvement and support from parents and families.

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

To ensure sufficient personnel for the establishment and implementation of the Student Support Program (SSP), we will adopt the following tactics:

1. Detailed Staffing Evaluation: Assess staffing requirements based on the involved campuses, student demographics, and necessary services.
2. Resource Distribution and Recruitment: Designate extra resources for the recruitment of staff and specialists capable of addressing students' needs. Through grant funding, we plan to recruit individuals to occupy roles such as At-Risk Coordinator and Administrative Assistant.
3. Professional Advancement: Offer ample, ongoing training and development prospects to enhance the capabilities of current and newly hired staff. These enhanced skills will enable staff members to adequately support students within the program. Some of the trainings include participation in the Texas School Safety Conference and training; Standard Response Protocol Training; and Restorative Justice, Trauma Informed Care, and Grief and Trauma Care Training.
4. Collaborations with External Entities: Widen our partnerships with external organizations, such as the TCSS, to procure additional external mentors or support staff (Note: all mentors/staff will undergo the necessary background checks).

By guaranteeing sufficient personnel through detailed evaluations, resource distribution, professional advancement, and partnerships, we will optimize the effectiveness of the SSP.

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9. Statutory/Program Requirements (Cont.)

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

How Campuses Will Be Supported by The Grant Program: Given funding, both schools within La Pryor Independent School District, Texas (La Pryor Elementary and La Pryor High School) will reap wide-ranging benefits from the grant program. The Behavior Threat Assessment Team will facilitate these benefits, leveraging various information sources, overseeing results, and identifying evolving threats. Through continuous oversight and assistance offered by this grant program, the schools will be proficient at pinpointing concerns, enhancing the school atmosphere, and delivering professional development training for the staff.

Currently Conduct Behavioral Threat Assessments: The Behavior Threat Assessment Team reviews various disciplinary data, evaluates reports from teachers and staff, and shares the findings with our staff and administrators. Personnel typically involved in these discussions range from central administrators and counselors to teachers and security staff members. Through this method, the district recognizes behavioral threats, stipulates priorities, and sets forth strategies aimed at mitigating potential threats.
Incorporate Current Systems into Student Support Team Structure: Should the grant be awarded, the schools will incorporate their existing behavioral threat assessment systems into the student support team framework. The Behavior Threat Assessment Team will collaborate with administrators and staff to synchronize this assessment process. This harmonization will ensure that the schools receive pertinent training, mentoring, and assistance to implement thorough assessments and student intervention.

In conclusion, the integration of existing behavioral threat assessment systems into the student support team framework ensures a cooperative approach towards nurturing a safe and supportive environment across all grade levels and fosters relationships and trust with students and staff.

6. Describe how the LEA currently identifies student support needs and how it identifies and establishes partnerships with external mental health and behavioral health providers to meet student needs.

We have adopted a forward-thinking and comprehensive strategy to pinpoint student support requirements and foster collaborations with external mental health and behavioral health service providers.
How LPISD currently identified/pinpoints student support needs:
• Our Licensed Professional Counselor, teachers, and staff actively participate in conducting student evaluations and screenings to recognize student support needs.
• We also facilitate meetings involving our teachers, students, and administrators to appraise student mental health. This method enables us to obtain a broad comprehension of the struggles students might be experiencing.
• Furthermore, we plan to establish a mentoring program. This initiative will involve teachers mentoring students, or older students mentoring their younger counterparts. The need for this mentoring program arises from the lack of local partnership opportunities, as the nearest organization is located a significant 45-minute drive away.
How LPISD currently establishes and forms partnerships:
• We locate external mental health and behavioral health providers in our vicinity who excel in the services we require. We take into account aspects like qualifications, experience, proficiency, and accessible services. If the providers fulfill our criteria and are in harmony with our objectives and values, we solidify contracts/MOUs between our district and the vendor.
• Once the partnership is cemented, we maintain regular communication with our external mental health and behavioral health partners to guarantee collaboration and effective service provision. This involves supervising service quality, gathering feedback, and resolving any issues or concerns.

In conclusion, our district employs a focused and all-encompassing approach to pinpoint student support needs and foster collaborations with external mental health and behavioral health service providers.

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9. Statutory/Program Requirements (Cont.)

7. Describe how the LEA currently partners with the regional ESC to support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and improving academic outcomes for students.

Currently, we work in collaboration with the Region 20 Education Service Center (ESC) to enhance student mental health and academic performance. This cooperation includes several aspects:
• Mental Health: In partnership with ESC, we partake in professional development training rooted in evidence-based practices that focus on mental health concerns. These discussions touch upon strategies for identifying and managing students showing symptoms of depression, anxiety, and substance abuse. Our association with Texas Child Health Access Through Telemedicine (TCHATT) further supports this initiative.
• Behavioral and Emotional Health: We work alongside the ESC to establish systems for early detection and intervention for students with substance abuse and disciplinary problems.
• Physical Health and Well-being: Although our collaboration with ESC doesn't directly involve promoting physical health and well-being, our district has a working relationship with Project Vida. This initiative offers preventative care, health education, and wellness services, ensuring access to quality programs and services for all, irrespective of income or insurance status.
• Academic Outcomes: We engage with the ESC to take part in workshops related to academics, professional development training, and educational coaching, all aimed at promoting academic achievement. In addition to working with the ESC, our district will hire an At-Risk Coordinator who will assist our students in enhancing academics, behavior, and attendance. We will also offer our teachers professional development opportunities that emphasize research-based strategies, data analysis, and personalized learning. These activities will aid in curriculum development, designing assessments, and implementing interventions for academically struggling students.
In conclusion, our district's collaborative initiatives play a vital role in the enhancement and support of student mental health, behavioral and emotional well-being, physical health, and academic achievements.

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 program will be a significant resource for enhancing our current services and initiatives targeting student mental health, behavioral and emotional health, and physical health and wellness. Here is how we plan to augment our existing provisions:
• In relation to mental health, our strategy includes channeling grant funds to amplify our suite of evidence-based initiatives, encompassing an increase in counseling services, provision of specialized training for our staff and faculty, and procurement of resources to facilitate access to mental health assistance.
• With respect to behavioral and emotional health, the grant program will aid us in reinforcing our early identification and intervention systems, achieved through collaboration with Ripple Effects, LearnSafe, specialists from the ESC, and other local partners.
• Concerning physical health and wellness, the grant funds will be used to bolster our wellness programs, advocate for healthy lifestyles, and acquire the necessary equipment and materials to extend the range of physical fitness activities on offer.

Our ambition through the grant program is to broaden the scope of services fostering student social-emotional learning as well as mental and physical wellness. This would involve the funding of evidence-based initiatives, provision of professional development opportunities, execution of early identification and intervention systems, and advocacy for healthy habits. Our all-inclusive approach aims to cater to the varied needs of students and cultivate an environment conducive to their overall well-being.

9. Enter the LEA Total Enrollment: 491

10. Enter the Regional Educational Service Center that serves the LEA: 20

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10. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

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

◯ Yes ⦿ No

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

Are any private nonprofit schools participating in the grant?

◯ Yes ◯ No

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

Assurances

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

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

Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

12. Request for Grant Funds

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

Payroll Costs

1.	Administrative Assist performs data entry/tasks to help with operation of program (22 months)	$55,000
2.	At-Risk Coordinator address barriers impacting students education progress welfare (22 mo)	$100,833
3.	Extra Duty Pay for (34) Teachers Implementing New Mentoring Program Students (22 mo)	$246,840
4.	Salaries referenced include the following fringe benefits calculated at 16% (22 months)	$64,428
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	$48,000
7.	Required 10% of funds to the Texas Center for Student Supports	$80,000
8.	Data collection/analysis to identify best practices and strategies to support the program.	$32,696
9.	Mentoring program to support and empower teachers to be successful and build relationships	$15,287
10.	Trainings/presentations on safety, grief, mental health, trauma, and response.	$10,000

Supplies and Materials

11.	Software safety, self-harm detection, teach/reinforce positive behavior (Ripple Effects, PBIS)	$32,000
12.	All-in-one health/safety detection alerting administrators of potential threats (LearnSafe)	$14,420
13.	Raptor System Software enables schools to prevent and respond to emergencies.	$15,600

Other Operating Costs

15.	Travel costs for conferences/registration fees for Threat Assessment Team (4 employees)	$15,000
16.	Travel costs for training with Texas Student Support Center and Region ESC (4 employees)	$6,592
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		

Direct administrative costs:	$16,000
Indirect administrative costs:	$47,304
TOTAL GRANT AWARD REQUESTED:	$800,000

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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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