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: 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 | Tornillo Independent School District

Campus name	Tornillo	CDN	071908	Vendor ID	74-6027397	ESC	19	UEI	

Address	PO Box 170	City	Tornillo	ZIP	79853	Phone	915-765-3000

Primary Contact	Luis Guerra	Email	GuerraL@tisd.us	Phone	915-765-3000

Secondary Contact	Maria (Angie) Morales	Email	Moralesm@tisd.us	Phone	915-765-3000

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	Luis Guerra	Title	Finance Dr	Email	GuerraL@tisd.us

Phone	915-765-3000	Signature		Date	7/12/23

Grant Writer Name	Maria Angie Morales	Signature		Date	7/12/23

● 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
Develop a climate culture that focuses on academic success and social emotional learning. Students having difficulty positively interacting well between adults and students. Students not feeling sense of belonging.	Student Support Coordinator(SSC) will provide additional social and emotional support by providing classroom lessons on each campus on SEL, 6 pillars of the character traits, bullying prevention, dating violence, self regulation, anger management. Working in collaboration with Texas Center for Support Students(TCSS) ESC19, and Tornillo ISD school counselors.
In 2022-23 school year our district increases on discipline referrals on infractions "violation of code of conduct" and students out of school suspension. We have incidents on terrorist threat and bullying.	Our plan is to conduct behavioral training series to support building classroom teachers and classroom management and conflict resolutions for students and teachers. Threat Assessment training, First Aid mental health, bullying prevention, signs of mental health for all faculty and staff. Mentoring programs.
In 2022-23 school year our district increases on infractions on substance abuse and out of school suspension.	Provide classroom presentations, provide individual support to students that have experience substance abuse addiction by providing Tier 1, Tier 2, and Tier 3 interventions. Additional outside school referrals with our mental health, substance abuse, mentoring agencies. Work in collaboration with TCSS and ESC19 and local substance abuse agencies.

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 the end of the 2024-2025 school year, Tornillo ISD aims to achieve the following targets: Increase students' sense of safety and belonging: Reduce the percentage of students who report not feeling safe or having a sense of belonging from 18.31% to 5%. Improve adherence to the Code of Conduct: Decrease violations of the Code of Conduct from 205 to 105 incidents. Reduce substance abuse cases: Decrease the number of substance abuse cases from 22 to less than 5 incidents. We will collaborate with TSCC and ESC19 to implement evidence-based programs focused on social-emotional learning and support. By monitoring and evaluating the progress towards these goals through data collection and analysis, Tornillo ISD can determine the effectiveness of the implemented strategies.

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

By the end of the first quarter, Tornillo ISD has planned several actions to evaluate and address the identified needs: Fall Climate Safe Survey with students, faculty, and parents to assess the current school climate and gather feedback on safety and sense of belonging. The survey results will provide valuable insights into areas that need improvement and guide decision-making. Administer the Fall SEL assessment using the RethinkED platform to gather data on students' social-emotional skills and competencies. This assessment will help identify areas where students may require additional support and intervention. Hired Student Support Coodinator that focus on providing support for SEL lessons at the high school level. Tier 1 interventions across classrooms to address the needs.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second quarter, Begin implementing Tier 2 and Tier 3 interventions for students who require additional support. These interventions will be tailored to meet the specific needs of students with excessive absences, in-school and out-of-school suspensions, and substance abuse infractions. The interventions may involve individualized counseling, mentoring, academic support, or other appropriate interventions based on the students' needs. The SSC, Safety teams, and the Student Support Advisory team will hold monthly meetings to plan and discuss interventions. These meetings will focus on targeting specific students and addressing their social-emotional and behavioral needs. Strategies and resources will be shared among the team members to provide a comprehensive support system. Provide teachers with trainings on effective classroom management.

Third-Quarter Benchmark

By the end of the third quarter, we will conduct our Spring Climate Safe Survey and Spring SEL Assessment. These assessments will provide valuable data for evaluating the effectiveness of the program. Evaluate data from various sources, including PEIMS discipline referrals, attendance reports, and substance abuse cases. This analysis will allow for an assessment of progress in reducing disciplinary infractions, improving attendance rates, and decreasing substance abuse incidents. Determine if additional or modified interventions are required to address their specific needs. By evaluating the program and making necessary adjustments based on the data and feedback received, Tornillo ISD will enhance the effectiveness of interventions and ensure that students receive the support they need to thrive academically and emotionally. The ongoing collaboration among stakeholders and the provision of targeted interventions and support will contribute to the student's holistic development and well-being.

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.

Tornillo ISD will utilize project evaluation data to assess the effectiveness of the program and make informed decisions regarding program modifications. The data collected from various sources, such as surveys, discipline referrals, attendance reports, and substance abuse incidents, will serve as critical indicators of the program's progress. Evaluation data will be analyzed regularly, comparing it against established benchmarks and summative SMART goals. This analysis will provide insights into the program's impact on reducing disciplinary infractions, improving attendance rates, enhancing social-emotional well-being, and addressing substance abuse issues. Identify Areas of Improvement: If the benchmarks or summative SMART goals do not show the desired progress, the evaluation data will help identify specific areas where the program is falling short. This could include identifying patterns of ineffective interventions, lack of engagement from stakeholders, or any other factors hindering progress. In addition to quantitative data, seeking qualitative feedback from students, parents, faculty, and other stakeholders will provide valuable insights. Surveys, focus groups, and interviews can help identify areas where the program may need adjustments or additional support. Using the evaluation data and stakeholder feedback, the program leadership team, in collaboration with the SSC, Safety teams, and Student Support Advisory team, will analyze the findings to determine necessary modifications. Evaluation data can identify areas where additional training or professional development may be required for teachers, counselors, and other staff members. This will ensure that the program implementation aligns with best practices and addresses identified gaps. By using evaluation data to inform program modifications, Tornillo ISD will ensure that resources are effectively allocated, interventions are evidence-based, and the program remains responsive to the needs of students. This data-driven approach will foster continuous improvement, leading to a more successful and sustainable program.

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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.

The Tornillo Independent School District is a small public education district located in a small rural community in West Texas that has 3 campuses. Tornillo Elementary hosts PK-2nd grade students. There is a combination of an Intermediate and Jr. High campus that hosts 3rd through 8th grade students, and Tornillo High School hosts students from 9th to 12 grades. All 3 campuses will be identified in this program by using existing and potential educational outcome data. The Tornillo TISD recognizes the unique challenges faced by its small rural community and aims to address them through the implementation of the Stronger Connection grant. The grant will specifically target the concerns raised by students, parents, and teachers, as identified through fall and spring climate surveys conducted across all three campuses. These concerns include disrespectful behavior, feelings of insecurity, a lack of belonging, increased discipline referrals, bullying, conflict, terrorist threats, and substance abuse issues. To address these challenges, TISD will utilize the grant to implement strategies that promote safety, well-being, and stronger connections among students, staff, and the community. The following initiatives will be undertaken: Behavior Intervention Programs, Social-Emotional Learning (SEL), Amplifying Data Influence, Developing Campus-Specific Plans, and Community Collaboration. TISD will utilize the behavior intervention programs developed by the TCSS and ESC 19 to address discipline issues, disrespectful behavior, bullying, and conflict. These evidence-based programs will provide a framework for promoting positive behavior, building healthy relationships, and resolving conflicts. Recognizing the need to enhance students' social-emotional competence, TISD will prioritize SEL initiatives. These programs will focus on improving students' self-awareness, self-management, relationship skills, and responsible decision-making. Through targeted SEL lessons and activities, students will develop effective coping strategies, self-regulation skills, and goal-setting abilities. The grant will strengthen the influence of data in guiding decision-making processes. By analyzing the survey results and evaluation data, school administrators and the leadership team will gain valuable insights into areas of concern and strength. TISD is committed to creating a supportive environment that promotes academic success and the holistic development of its students.

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

To ensure the successful implementation of the program, TISD will involve key stakeholders, including the SSC, Campus Advisory Team, and Campus Leadership team. Each campus will be provided with the district plans, which outline the comprehensive set of evidence-based components to create a safe and supportive environment. The SSP team at each campus will meet on a monthly basis to study the data provided, identify areas of concern, and develop individualized safety plans for each student identified. District personnel, including district administrators and other relevant staff, will meet with each campus advisory board and leadership team every nine weeks to collaborate and develop actionable steps to achieve specific goals. These goals include decreasing discipline referrals, increasing attendance to at least 96 percent, and improving test scores through the interventions provided by the SSP. The personnel involved in the SSP will focus on evaluating and improving various aspects related to safety and well-being on campus. This includes assessing the safety of common areas, promoting social-emotional safety, fostering positive interactions between adults and students, enforcing rules, improving attitudes about schoolwork, identifying and addressing major and dangerous problems on campus, and enhancing the sense of belonging and support for all members of the school community. To ensure that staff members are equipped to address these challenges, training will be provided on various topics such as identifying bullying behavior, addressing dating violence, conducting social and emotional threat assessments, providing mental first aid, and responding to traumatic or mental health crises. The ultimate goal of the program is to achieve immediate, intermediate, and long-term outcomes related to awareness of school violence, traumatic stress, and mental health services in schools. Through collaborative efforts with classroom teachers, administrators, and students, TISD aims to improve school climate perceptions and address identified needs, ultimately creating a positive and supportive learning environment for all 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.

Tornillo ISD recognizes the importance of engaging parents and the community in the implementation of the Student Support Program (SSP). The district already has a District Parent Liaison in place who provides support to parents. The SSP will collaborate with the Parent Liaison we will organize parent meetings, workshops, and informational sessions to provide a platform for parents and families to learn about the SSP in detail. These gatherings allow for two-way communication, where parents can ask questions, express concerns, and provide feedback. Our goal is to provide montly parental sessions and presentations on various topics such as bullying prevention, dating violence, substance abuse prevention, trauma-informed care, and mental health first aid. To reach the Spanish-speaking families in the Tornillo community, many of the presentations will be provided in their native language. Collaboration with mental health partners such as Emergence Health Network, Project Vida, Child Crisis Center, and Paso Del Norte Foundation will be established to present and translate the information effectively. Parents from each campus will be invited to participate in the advisory committee, ensuring their input and involvement in the program. A community engagement plan will be developed to regularly update and involve the community, seeking input and feedback. Communication outlets such as ClassDojo, Blackboard, campus newsletters, and Google classrooms will be utilized to share program updates and information with parents and the community. Additionally, Family Connections letters will be printed in both English and Spanish and distributed electronically through platforms like RethinkED to ensure effective communication and engagement with families. Teachers and Student Support Coordinators will also play a crucial role in the daily implementation of SEL (Social and Emotional Learning) classroom lessons, fostering a positive and supportive learning environment for students. By actively involving parents and the community through various engagement strategies, Tornillo ISD aims to create a collaborative and supportive network that enhances the effectiveness and sustainability of the SSP.

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

In the process of consolidating from four campuses to three, Tornillo ISD recognizes the need to have dedicated staff members to effectively implement and promote the Student Support Program (SSP). Along with the existing administrators, principals, and school counselors, an additional staff member will be hired specifically for the implementation and promotion of the program. We will hired a Student Support Coordinator (SSC). The SSC will play a vital role in coordinating and collaborating with school counselors, administrators, parents, and the SSP campus team. SSC will analyze and evaluate outcome data on a monthly basis to assess the effectiveness of the program and make necessary adjustments. The SSC will also develop and implement various programs and activities to enhance the personal, social, and emotional well-being of students. SSC will conduct social and emotional lessons at the high school campuses, focusing on promoting character traits, bullying prevention, violence awareness, and substance abuse prevention. We believe that by having a SSC at the high school and provide support to the high school counselor will decrease the number of discipline referrals and substance abuse use. Working closely with the school counselor, the SSC will provide guidance on mental health services and monitor the academic and behavioral progress of students. Recognizing the need for accessible mental health support, Tornillo ISD plans to contract with an outside mental health Licensed Professional Counselor (LPC). Since Tornillo is located 30 miles east of El Paso and transportation can be challenging for students and parents, having an in-house LPC will provide easier access to counseling services. This counselor will be available to address issues such as anxiety, social and emotional issues, depression, and substance abuse, with an estimated daily average of 5 to 6 students seeking counseling. By establishing a dedicated team, ensuring collaboration, and providing accessible mental health support, Tornillo ISD aims to enhance the overall well-being and academic success of its students through the implementation of the Student Support Program.

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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.

If awarded the grant program, in collaboration with ESC19 and Texas School Safety Center each campus will receive support and guidance to enhance our current behavioral threat assessment systems and incorporate them into the student support team structure. Here's how the support may be provided: The SSP team will conduct an assessment of each campus's existing behavioral threat assessment systems. This assessment will evaluate the strengths and weaknesses of the current systems and identify areas for improvement. Provide comprehensive training and professional development opportunities to campus staff involved in behavioral threat assessment. This training may cover topics such as identifying warning signs, conducting threat assessments, implementing intervention strategies, and ensuring student safety. Facilitate collaboration among campuses, allowing them to share resources, experiences, and lessons learned. This collaboration can take the form of regular meetings, conferences, or an online platform where campuses can exchange ideas and support one another in implementing their behavioral threat assessment systems. Assist campuses in developing standardized protocols for conducting behavioral threat assessments. These protocols will outline the step-by-step process, documentation requirements, and appropriate intervention strategies. Standardized protocols ensure consistency and improve the efficiency of the assessment process.

By providing comprehensive support, training, collaboration opportunities, and technical assistance, the grant program aims to enhance the behavioral threat assessment systems in each campus and integrate them seamlessly into the student support team structure. This integration ensures that campuses have a holistic approach to addressing student behavioral concerns, promoting a safe and supportive learning environment.

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.

Tornillo ISD Counseling program identify student support needs and establish partnerships with external mental health and behavioral health providers. We have Multi-Tiered System of Support in place, which is a framework for providing a range of supports to students at various levels of need. The MTSS typically includes three tiers: universal supports for all students, targeted interventions for students with specific needs, and intensive interventions for students with significant challenges. Through this framework, we identify students who may benefit from additional mental health and behavioral health support. We also collaborate with teachers, counselors, and administrators, to identify students who may require additional support. The partnership between Tornillo ISD's Student Support Program (SSP) and organizations such as Emergence Health Network, Project Vida, Child Crisis Center, Paso Del Norte Foundation, Aliviane, ESC 19, and RethinkED will provide valuable resources and support for the school community. Training will be offered to faculty, staff, and parents on various important topics. Mental Health First Aid training will equip participants with the skills and knowledge needed to understand mental health and substance use issues. This training will cover risk factors, warning signs, and effective strategies for providing assistance to individuals in crisis or non-crisis situations. Nonviolent Crisis Intervention (NCI) training will focus on de-escalation techniques and interventions during crisis situations. Staff members will learn how to assess risks, make informed decisions, and apply the least-restrictive responses to ensure the care, welfare, safety, and security of students. Through these partnerships and training programs, Tornillo ISD's Student Support Program aims to enhance the knowledge, skills, and resources available to the school community. By prioritizing mental health, crisis intervention, character development, and behavioral management, the program seeks to create a supportive and conducive learning environment for all students.

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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.

The partnership between Tornillo ISD and ESC 19 will contribute to the professional development of the school staff and promote a positive and supportive school environment. ESC 19 offers training programs throughout the year focused on school mental health, integrating evidence-based practices and research-based programs to address social, emotional, behavioral, College and Career Readiness, Attendance, and mental development and well-being.Through this partnership, Tornillo ISD will have the opportunity to attend staff development training courses that specifically target the prevention of violence in schools. Teachers, school counselors, and administrators will participate in training sessions on bullying prevention, social and emotional learning, school violence presentations, Crisis Prevention Institute (CPI) techniques, Positive Behavior Intervention strategies, and suicide and mental health psychological first aid.

By attending these professional development courses, the school staff will acquire the necessary knowledge and skills to effectively prevent and address various challenges related to student well-being and safety. The training will enhance their ability to create a positive school climate, provide appropriate support to students, and respond to critical situations.

The grant mentioned will assist in covering the costs associated with the professional development provided by ESC 19. This investment in staff training demonstrates Tornillo ISD's commitment to ensuring the well-being and success of its students by equipping the school community with the necessary tools and strategies to promote a safe and supportive learning environment.

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.

Tornillo ISD will strategically use the grant program to supplement its current efforts to improve services and supports for the mental health, behavioral and emotional health, and physical health and wellness of our students. The grant program will allow us to expand its our existing services and supports for student mental health, behavioral health, and physical health. Due to the higher number of our students seeking school counseling one-to-one services in our middle school and high school we are in a need of a Licensed Professioal Counselor. The challenge of transportation hindering parents from seeking outside counseling is understandable. By having mental health personnel within the district, we can offer on-site services and reduce barriers to accessing mental health support. This can include screening tools to identify mental health needs, implementing early intervention strategies, and providing a referral process for educators to connect students with appropriate services. While the First Aid Mental Health training provided by Emergence Health Network is a positive step, it's important to continue seeking additional resources and training to enhance the capacity of your mental health support team. This could include further professional development opportunities, collaboration with mental health partners, and ongoing education on best practices in mental health support.

By prioritizing mental health training and resources, and actively working towards developing a comprehensive system, Tornillo ISD will be better equipped to meet the mental health needs of its students and create a supportive and inclusive learning environment.

9. Enter the LEA Total Enrollment: 827

10. Enter the Regional Educational Service Center that serves the LEA: 19

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	827
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	827
4. Total current-year grant allocation	0
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	0
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	0
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	0

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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.	Student Support Coordinator	$160,000
2.	Attendance Officer to promote attendance	$68,000
3.	Stipend for Student Support Teams/Advisory Council members	$36,000
4.	Stipends for teachers to provide trainings	$40,000
5.	Project Manager to oversee the program with fidelity	$40,000

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.	Mental Health Contracted Services in house License Professional Counselor	$150,000
9.		
10.		

Supplies and Materials

11.	Supplies and Materials	$78,000
12.		
13.		

Other Operating Costs

15.	Travel - counselors, support team	$100,000
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		

Direct administrative costs:	
Indirect administrative costs:	
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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