



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.

For TEA Use Only:

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

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
Perryton ISD has 2008 students who were impacted by a tornado on June 15, 2023. These students need counseling and reflection of how to navigate through their developed feelings.	Counselors and outsourced professional psychologists will assist students in coping with trauma, anxiety, depression and other symptoms of emotional distress. Counseling will be available to any PISD student, at any moment.
Perryton ISD had 461 students who were displaced as well as severely affected during the tornado. This is 23% of our student population. These students will require additional therapy for their specific issues.	Perryton ISD staff and expert outsourced professionals will help these students cope with homelessness, food insecurity, seperation anxiety from their families, and treatment for Post Traumatic Stress Disorder.

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.

The specific goal of Perryton ISD is to offer emotional distress therapy to students who were directly and indirectly affected by the tornado. All students will be involved in small group activites to improve raport among their peers and learn how to navigate through traumatic events. Check-in's with all students will be conducted at least every month, more if needed. We will be able to see success in the counseling based on achievement in school and assessments of our behavioral threat assessments members. With the correct resources, the improvement of students mental health and academic achievement will be possible. Emotional distress therapy will be necessary because of the recent natural disaster. Improvement will be observed over 2 years but tracked within the timeline.

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

The first quarter would be November 2023-February 2024. This will be right after the beginning of the school year and allow us to assess what students need and what resources are necessary for their family. By November, we will be able to gain and implement the needed resources. This benchmark will help create a foundation of needs and how the district will go about acquiring said resources. Meetings with counselors, administration, teachers, outsourced professionals, and local entities will occur quarterly to determine progress and change or redirection needed. These meetings will allow our student support teams to collaborate and continue to grow and develop ideas to assist students.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

The second quarter would occur March 2024-June 2024. This window of time is especially important in a school district because standardized testing takes place in this window. Severe weather is also more prevalent during this benchmark. Supporting students academically, emotionally, and mentally will be a priority as the school year comes to an end. During this benchmark, it will also be the 1 year anniversary of when the tornado occurred. Additional counseling will be required during this time because of the PTSD that will occur. People will discuss how things have changed and developed in one calendar year since it occurred. School personnel, professional mental health representatives, and family outreach teams will coordinate additional resources and counseling for those who need it. Quarterly meetings will continue to occur with the appropriate representatives.

Third-Quarter Benchmark

The third quarter benchmark will occur from July 2024-October 2024. Another school year, will present new challenges. These challenges will especially be evident in the younger students who experienced the tornado but had not been a student of Perryton ISD yet. Additional counseling and resources will be provided for families and students for things such as separation anxiety, depression, and PTSD. All appropriate representatives will work collectively to make students comfortable in our buildings and succeed mentally, emotionally, and academically. Quarterly meetings will continue to occur.

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.

Perryton ISD will use benchmarks and SMART goals to gauge progress and modifications needed. The SMART goal for Perryton ISD is to improve the mental, emotional, and academic needs of students within the first school year. These will be measured by check-ins with family, counselors, and teachers. The needs to achieve this goal are important because many of our students in Perryton ISD experienced a tornado on June 15, 2023. Some are experiencing homelessness, food insecurity, depression, anxiety, and trauma related emotional distress. Student needs are anticipated to improve over the course of a calendar school year and continue to progress moving into the second school year. Monthly check-ins with students, mental health experts, school personnel, and families will help discuss progress and modifications with individual students. Our student support team will meet quarterly, or as needed, to discuss what the progress of the whole campus or district looks like. Modifications will also be discussed as to what we need to do moving forward to stay on the positive moving track.

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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.

All Perryton ISD campuses will participate in this grant as we have students at every campus who were directly and indirectly affected by the tornado. The demographic that the tornado destroyed contains students from PreK-12th grade. We want to be able to serve all of our students effectively and give them to best chance to recover from the trauma that they have experience. We do not want to limit which group of students receives the mental, emotional, and academic help that Perryton ISD will provide. Each Perryton ISD student deserves the opportunity to succeed after such a devastating event. Every campus has dozens of students who could benefit from the Student Support Program after the tornado.

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

A staff member will be responsible for guiding the student support team to ensure that the needs of all students are met. This staff member will keep up with required trainings of other staff, designate which trainings are needed, assist in referrals, and be the liason between families and the district. Staff will be required to report any student who may need additional emotional distress services based on behavior, academic struggles, or additional concerns for students. These reports will all be sent to administration at each campus and the designated staff member who will guide the student support team.

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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.

Perryton consists of large Hispanic population, 78% of Hispanics accounting for our student population. This specific population have expressed a fear of deportation when help has been offered. State and federal government agencies have scared this demographic. In the past, parents have turned down mental health services and intervention provided by the school because the stigma of mental health illness. Our district will work with providing families information about mental health services and the positive effects and services that can be used if willing. Telehealth therapy will be provided for students, as well as in person therapy. Educating families on how the provided services could assist their children with recovery will be crucial in garnering parent and guardian support. Bilingual professionals will also need to be available. After families learn how these services will help students manage and decrease their emotional distress, therefore increasing their academic performance, families will be more willing to defer to the use of the services provided. Parents will be involved in therapy sessions, additional referrals that are made, choosing a plan to help students overcome their trauma, and learn how they can help their students with emotional distress at home. Parent engagement nights will be held through out the year to help families learn what services are available to help their students cope and improve mentally and academically.

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

Perryton ISD is committed to assisting students and the student support team. Staff will use Raptor Technologies StudentSafe component to document and support the wellbeing of students. This reporting system will allow Perryton ISD personnel to share information with parents and other staff. District and campus administration will mandate that teachers and support staff use the Raptor system and intervene with student concerns. Staff will be trained in how to work with students who have experienced trauma. These trainings will come from our local ESC, Texas School Safety Center, and local entities. Everyone will be required to complete the trainings so we can best support students and their needs. Staff will be knowledgeable on recognizing distress, how to intervene, referral and best practice for managing the behaviors, and finally how to monitor behavior as the school year progresses. Perryton ISD will also outsource referrals when specialized professional help is necessary. Perryton ISD will also help by providing additional tutoring staff after school, free of charge, in order to assist with students who show serious signs of trauma and need remediation due to decline in academic interests.

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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.

Each campus currently has trained individuals on their threat assessment team. The district threat assessment team is also trained. Each threat assessment team member knows which behaviors to look for and determines if a threat assessment is necessary. All threat assessment team members will attend trauma training to become knowledgeable of what signs of trauma to look for, the severity of the behaviors, and the appropriate steps to take moving forward. Threat assessment team members will be directed to become more aware of the signs of trauma and to report the examined behaviors that are not the norm of each student. Each campus will meet with the student support team leader to discuss how they will incorporate the grant provided materials every quarter.

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.

The tornado affected Perryton in June, when school was out for the summer. Principals and counselors have been in contact with students who are displaced and are also in contact with students who were not directly affected. The district is aware of the resources that students and their families are seeking. Emotional distress therapy is not a large concern currently because families are still worried about finding shelter, acquiring financial aid for their family through the government, and finding transportation. However, when August rolls around, students and families will realize that there is more trauma than they knew they were dealing with. Things such as depression, separation anxiety, anxiety, and emotional instability will be feelings that some of our students express when they finally get back to normal and are away from their families during the day. It is the responsibility of Perryton ISD to provide emotional distress therapy services for these students. It is also a priority for students to continue to achieve new heights in school. Emotional health and academic success correlate so the district will take into account how one affects the other.

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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.

Perryton ISD currently partners with Region 16 for behavioral and emotional health and improving academic outcomes for students. Region 16 helps our district with referrals and questions about counseling and specific student cases. They also play a big role in assisting administrators and teachers the academic side. Our teachers attend trainings through our ESC concerning classroom management, TIL, Effective Schools Framework, Reading Academies, and assisting the district in facilitating other grant programs such as TCLAS which helps us run our afterschool program. Our regional ESC center is dedicated to helping our district flourish. Region 16 has already been in contact with our district following the tornado and there are plans for the ESC to assist us in moving forward with counseling efforts as we see fit.

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.

Perryton ISD will use this grant to increase the amount and degree of counseling services we have available to students. We will increase time spent with students and their families, increase the academic support they are receiving in and out of the classroom, and be more aware of resources that are needed in order for students to progress. Threat assessments teams will also improve as they receive more training that will be tailored to trauma training and emotional distress signs. Students will have more opportunity to discuss with teachers and professionals their traumatic experience with the tornado and how this has effected them emotionally, physically, and personally.

9. Enter the LEA Total Enrollment: 2008

10. Enter the Regional Educational Service Center that serves the LEA: 16

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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" value="2008"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="2008"/>
4. Total current-year grant allocation	<input type="text" value="\$960,946.08"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="\$18,842.08"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="\$942,104"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="\$469.18"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="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 Team Leader Stipends	\$120,000
2.	Professional Therapy Help	\$250,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$50,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$100,000
8.	Telehealth Services	\$67,104
9.		
10.		

Supplies and Materials

11.	Unwinding Supplies	\$130,000
12.	Unwind Room Furniture	\$115,000
13.	Supplies for Student Distribution (Hygiene Supplies, self-care items, etc.)	\$60,000

Other Operating Costs

15.	Travel to Conferences for Trauma and Emotional Distress Training	\$50,000
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		
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Direct administrative costs:

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
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