



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

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature  Date

Grant Writer Name Signature  Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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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
1- Access Control & Cameras- Between Cockrell Hill & West there were more than 20 documented incidents that included fighting, assault or bullying but there were no cameras or low quality cameras to document.	At least 5 high resolution security cameras will be placed at main entrances, parking lots, cafeterias, and other high traffic areas within each school. Live footage from these cameras will feed back to a central security office where it can be continuously monitored and reviewed if necessary.
2- Increase positive student & Staff culture and with 30% less fights and 10% decrease in recidivism all campuses.	Focus groups to lower student perceptions of unfair perception of unfair rules & at the high school from 63% to 40% by EOY. Train West & DHS admin on restorative practices and de-escalation practices lowering out of school suspension by 30% at each campus (down 349 at DHS, down 152 at WMS).
3- According to climate survey 60% of respondents indicated behavior impacts their learning for grade 3-5 and 10 AEP incidents in at West 100% of staff need to be trained fully in	All campuses will have a team of at least 6 staff members with active Nonviolent Crisis Prevention & Intervention Training (CPI) cards. This will be a requirement for the campus students support teams. All staff will also be trained in Restorative Practices. Training completed by end of 10/23.

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.

DeSoto ISD will implement Positive Behavior Intervention Systems (PBIS) increasing campus implementation from 0% to 50% by End of Year at Cockrell Hill (CHE) and West (WMS). Utilizing Access control/Cameras for violence prevention/documentation (Goals:CHE- 25%, WMS 25%, DHS 40%). Train West/High school staff on restorative justice programs to increase the culture and climate data from 34% positive response to school climate to 50% by end of year Host quarterly community/student feedback sessions to lower student perception of unfair rules from 63% to 40% by end of year Train West/DHS admin on alternative restorative practices lowering out of school suspension by 30% at each campus (down 349 at DHS, down 152 at WMS). All 3 campuses will have a documented plan and active implementation for in school suspension utilizing restorative justice by 11/23.

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-The district will obtain quotes and competitive bids for Access Control & Cameras for all 3 campuses, and complete district purchasing agreements within the first quarter.
- 2-Obtain quotes and competitive bids for restorative practice and peer mediation curriculum, and complete purchasing and a professional development roll out plan by the end of the first quarter. 5 guardians/10 students/5 staff for 1st feedback session. Prioritize 3 areas of shared concern. Post and share areas of concern with quarterly goal. Plan and solidify training on restorative practices and de-escalation for whole staff share agenda and sign in.
- 3- Campuses will identify there campus support teams of 6 or more and report the names to Operations. Campus admin will also provide a plan for how their teams will be completely CPI trained by 10/31/23.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

- 1- Installation of Cameras will be at no less than 50% across campuses By the end of the second quarter
- 2- All campus leadership including counselors and staff will be trained on restorative practices by the end of the second quarter. Chief of CCMR/counseling and Director of School Improvement will create a check-in plan and timeline with pilot groups with a goal of full implementation within one year by the end of the 23/24 school year. Hold second focus groups (same ratios from 1st quarter no more than 50% can return from previous session). Share progress with feedback team & district. Repeat process from 1st quarter. If no progress was made toward goal from 1st quarter change the plan for implementation.
- 3- Campus administration will provide proof of certification of all members of their teams to operations. Principals will create a quarterly meeting dates with their team and provide agendas & sign in sheets showing student focus data.

Third-Quarter Benchmark

- 1- Create a regular maintenance schedule to inspect, clean, and repair Access Control & Cameras. Conduct periodic inspections to ensure the access & cameras are in good condition and functioning as intended.
- 2- Restorative practices data from check-in will be shared with campus admin, parents, and central counseling director. Hold third focus groups (same ratios from 1st quarter no more than 50% can return from previous 2 sessions). Share progress with feedback team & district. Repeat process from 2nd quarter. If no progress was made toward goal from 2nd quarter change the plan for implementation.
- 3-Campus admin will provide data/agendas/sign-in sheets of team training of campus staff as well as campus impact on students incidents as repeat offenders as well as overall types of incidents tracked via TEAM discipline numbers.

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.

Collect and analyze data: The first step is to collect and analyze data on each of the SMART goals. This data will include the number of reported incidents of campus violence, the use of restorative practices, the number of participants in campus support programs, the number of community members involved in campus events, and student attendance rates.

Identify areas of improvement: Based on the data collected, areas of improvement will be identified. For example, if the data shows that the number of reported incidents of campus violence has not decreased by 50%, modifications may need to be made to the Access Control & Cameras installation plan.

Modify the program: Modifications will be made to the program based on the identified areas of improvement. For example, if the use of restorative practices has not increased by 50%, modifications will be made to the training provided to teachers and staff on restorative practices.

Test modifications: Once modifications are made, the program will be tested to see if the changes have had a positive impact on the program's effectiveness. This will be done through pilot testing or small-scale implementation before rolling out the modifications to the entire program.

Monitor progress: After modifications have been made, the program's progress will be monitored through ongoing evaluation. This will help to determine if the modifications have had a positive impact on the program's effectiveness.

Use data to inform future modifications: Evaluation data will be used to inform future modifications to the program. By continuously using evaluation data to inform program modifications, the program will be improved over time and become more effective and sustainable.

If the benchmarks or summative SMART goals do not show progress, the evaluation data will be used to modify the program for sustainability in the same way as described above. By using evaluation data to inform program modifications, the program will be improved and sustained over time.

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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.
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.

By looking at the culture and climate surveys regarding safety as well as behavior these campuses were chosen: Cockrell Hill Elementary has no outside cameras and is near a busy street. Students have gotten out before and there have been incidents without any video proof from the campus due to lack of cameras. There has also been ~20 complaints regarding the behavior and bullying issues, with is no clear and consistent PBIS or behavior intervention plan for the campus. The staff climate and culture survey showed that the staff felt the behavior was out of control. However, only 1 incident was logged in TEAMS.

West Middle School has the second highest DAEP rate in the district. There have been parent fights outside of the building however due to the low quality of cameras the evidence was not solid. In the past, less than half of the administration team was trained in CPI or had a deep knowledge of restorative practices. There was no implementation of the PBIS structure consistently in the campus. The campus will primarily have teachers with 0-3 years experience with limited knowledge of DeSoto High School- All new counselors, CPI, and de-escalation training are inconsistent. There is no clear and consistent PBIS or behavior intervention plan for the campus. Also it is our only high school.

Stakeholder input is sought to inform the decision-making process, considering perspectives on the campuses that would benefit the most from the program and addressing concerns or priorities.

Seek input and feedback from key stakeholders, including school board members, parents, teachers, and community representatives to inform the decision-making process. Consider their perspectives on the campuses that would benefit the most from the program and address their concerns or priorities.

Long-term impact is assessed to determine the potential long-term impact of implementing the Student Support Program on selected campuses and the overall district, aiming for sustainable improvements in student outcomes, culture, and climate.

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

To ensure campus leaders and staff are committed to the success of the Student Support Program we have set in place data and feedback check points throughout the grant. Restorative practices the counseling director will create a check in plan for each of the counselors. Administration will create a team on each campus that for training CPI de-escalation techniques. The campuses will also have quarterly meetings with the students, staff and parents regarding their safety concerns. The teams will have to set quarterly goals as well as create a plan to meet the goals and share their progress. If progress is not made the campus leaders will have to keep the goal and adjust the plan.

As the goals are quarterly instead of annual it will also give the campuses an opportunity to see the impact of their plans and implementation increasing buy-in.

In alignment with the campus and district improvement plans these programs will also emphasize the positive impact it will have on student well-being, academic success, and overall school climate. Collaborative planning and decision-making will involve campus leaders and staff in the planning and decision-making process, fostering a sense of ownership and shared responsibility among staff members. As the school climate improves the attendance will also improve which is also a part of the district and campus improvement plans.

Resource allocation and support will be allocated to ensure the successful implementation of the Student Support Program, including funding, staff, and training. Professional development opportunities will be offered, and a culture of continuous learning will be fostered. Recognition and appreciation will be encouraged for the efforts of campus leaders and staff members who demonstrate a commitment to the success of the Student Support Program.

Ongoing evaluation and feedback will be established to assess the effectiveness of the Student Support Program in improving physical safety and promoting restorative practices. Data collection and dialogue sessions will be conducted to gather input and insights for program enhancement. By implementing these strategies, DeSoto ISD will create a supportive environment that promotes engagement and dedication to the program's goals.

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9. Statutory/Program Requirements (Cont.)

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

To effectively engage parents and families in supporting the DeSoto ISD Student Support Program, the campuses will hold quarterly meetings with parents, students and staff as well as share communication to keep parents and families informed about the program's goals, progress, and outcomes. The parent and staff newsletters including this information will be required to be shared with central staff (Operations, Executive Director of Counseling and Budget & Grant Manager) for documentation purposes. During the campuses yearly Title 1 parent and family engagement meetings campuses will give parent, staff and students the opportunity to sign up to be a part of feedback sessions. The agendas, sign-ins and information from these meetings will be shared with (Operations, Executive Director of Counseling and Budget & Grant Manager) The district will also conduct the Panorama survey to gather parents' and families' input on concerns and areas of improvement related to campus safety, positive student culture, campus support programs, community involvement, and student learning.

Based on survey results, the district will develop plans for each area of focus, including installing Access Control & Cameras, implementing restorative practices, increasing participation in campus support programs, enhancing community involvement, and improving student attendance rates. These plans will be shared with parents and families for feedback and refinement.

Parents staff and students will be recognized and celebrated for their involvement and contributions to the success of the program at the end of each year.

By implementing these strategies, DeSoto ISD aims to foster a strong partnership between the district, parents, and families. The district recognizes and appreciates the valuable role parents and families play in supporting the Student Support Program and will actively engage them to ensure the program's success.

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

For Cockrell Hill and West this will include an aide that trained specifically for in school restorative practices, ISS, de-escalation and behavior management. At the High school this will entail making sure that there is adequate staffing to train on restorative justice and de-escalation and if not determining what positions will be utilized to be trained to do so. Theses specific hires will be trained on data collection from Panorama and TEAMS as well for the quarterly meetings. This plan includes providing training, and implementing the program with ongoing support and evaluation. The next step in staffing will be to provide appropriate coverage on the all the campuses to make sure that everyone necessary is CPI trained as well as making sure there is enough staff to cover so that the entire campus is trained in de-escalation strategies as well as the appropriate updates. The district will also utilize strategies to meet specific SMART goals related to restorative practices, campus safety, participation in support programs, community involvement, and student attendance. The plan begins with identifying the staffing needs by determining the number of additional staff required and their roles and responsibilities. Additionally, training on restorative practices, conflict resolution, behavior management, and data utilization will be provided. This comprehensive training plan will ensure that staff members are equipped with the necessary skills to effectively implement the program. During implementation, staff members will be assigned specific roles and responsibilities, and ongoing support and supervision will be provided to ensure the program's effectiveness. The quarterly meetings will serve as a trigger for the monitoring and evaluation system to track progress towards achieving campus and grant SMART goals. Data analysis held with the campus student support teams will inform decisions on program improvements and adjustments. Strategies for meeting SMART goals include ongoing training and support for restorative practices, implementing security measures to reduce campus violence, developing communication plans to increase participation in support programs and community involvement, and promoting the importance of attendance to improve attendance rates. Incentives will be provided to encourage student, staff, and community participation in program activities.

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9. Statutory/Program Requirements (Cont.)

5. Describe how each of the three campuses that 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.

1. DeSoto High School (DHS): Currently works in tandem with the district security and operations to surrounding physical safety with being in the hallways and throughout the building and monitoring cameras. There is no clear positive behavior or restorative justice system in place. Mental health and behavior are treated primarily in a reactive manner. No dedicated personnel to conflict management or restorative justice. If the grant program is awarded, DeSoto High School will incorporate its existing behavioral threat assessment system into the student support team structure. The Threat Assessment Team will become an integral part of the student support team, working collaboratively with other team members to address students' behavioral and emotional needs. The team will share information, collaborate on intervention strategies, and ensure a coordinated approach to providing support.

2. West Middle School(WMS):Currently there is no clear positive behavior or restorative justice system in place. Mental health and behavior are treated primarily in a reactive manner. If the grant program is awarded, West Middle School will hire a restorative practices/ISS/ de-escalation aide specifically for implementations and data tracking required in this grant and create PBIS calendar of positive incentives and a system to achieve them. The Threat Assessment Team will collaborate closely with other members of the student support team, ensuring a comprehensive approach to addressing students' needs. The team will share information, expertise, and insights to develop effective intervention plans, monitor progress, and provide ongoing support.

3. Cockrell Hill Elementary (CHE):Currently the behavior management process is inconsistent throughout the building. There has been no consistent implementation or school wide plan. If the grant program is awarded, Cockrell Hill Elementary will hire a restorative practices/ISS/ de-escalation aide specifically for implementations and data tracking required in this grant. They will create a behavior threat assessment quarterly meeting working with district security for key concepts and behavior data pulled from TEAMS. The Threat Assessment Team will collaborate with other members of the student support team, ensuring a comprehensive understanding of students' needs.

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.

DeSoto ISD plans to leverage the Student Support Stronger Connection grant program to enhance its existing initiatives for students' mental health, behavioral and emotional health, physical health and wellness, and physical safety. Through the grant, the district will create and implement concrete systematic PBIS plans aligned with the Districtwide Social Emotional Learning (SEL) plan. They will systematically have positive intervention calendars along with the accountability of the restorative practice model which will be reflected through the entire school. To address the 60% of students that feel that rules are unfair they will become a part of the quartely meeting process to find out the trends and issues in the campus and build ways to address the issues. Staff will also all be trained in de escalation strategies to create a more connected culture and community. Furthermore, the grant will support initiatives to improve the physical safety of students and school buildings. Measures such as installing Access Control and Cameras, implementing safety protocols, and providing training on safety procedures will be undertaken to ensure a secure learning environment for all students. DeSoto ISD recognizes the value of restorative practices in creating a positive school climate and healthy relationships among students and staff. The grant will facilitate the implementation of restorative practices, focusing on conflict resolution, empathy, and accountability. These practices will address disciplinary issues, reduce conflicts, and foster a sense of belonging and respect within the school community. The district's districtwide Social Emotional Learning (SEL) plan incorporates the Panorama platform that includes curriculum, student check-ins and PBIS which aims to develop students' social-emotional skills and responsible decision-making. This will also give specific lessons and guidance based on student feedback. The grant will provide resources to effectively integrate this curriculum into the educational framework, supporting students' holistic development.

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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.

With the changes in leadership in counselors in the district we are preparing for comprehensive school counseling program that includes seeking out and aligning the campuses with a focus on improved culture by including trainings both for administration, counselors and teachers in support and addition to the trainings supported from DeSoto ISD takes advantage of professional development offered by Region 10, attending workshops, trainings, and conferences focused on areas like mental health support, behavior management, social-emotional learning, and academic interventions. These opportunities empower educators and staff with the necessary skills and knowledge to address the diverse needs of students effectively.

The district also participates in partnership programs facilitated by Region 10, engaging in collaborative efforts with educational institutions and community organizations. These partnerships provide additional resources, expertise, and support to address students' mental health, behavioral, and physical well-being, including counseling services, specialized interventions, and health promotion initiatives. The district has embraced T-CESS as a an evaluation but have noted that the training is necessary to be adjusted for administration.

DeSoto ISD actively engages in networking and collaboration facilitated by Region 10, connecting with educators, administrators, and stakeholders from various districts. These interactions allow for the sharing of best practices, discussion of challenges, and exploration of innovative approaches in supporting student well-being and academic success. Learning from the experiences of other districts enhances DeSoto ISD's strategies and initiatives.

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.

DeSoto ISD plans to use the grant program to supplement its current efforts in improving services and support for the mental health, behavioral and emotional health, and physical health and wellness of students at DeSoto High School, West Middle School, and Cockrell Hill. By training not only on restorative strategies through a train the trainer model with counselors, but the de-escalation strategies taught through CPI the staff will learn how to better interact with students, parents, and each other. This will also be reflective in higher student attendance as West and the high school specifically, the goal of lowering out of school suspensions by 30% by End of Year. Also, in reflection of the 19 complaints at Cockrell Hill regarding behavior and safety a Paraprofessional specifically trained in Restorative practices and de-escalation with early childhood will be hired and will document their interventions. Panorama culture and climate surveys will be implemented to gather input from students, parents, and staff, informing program improvements and identifying areas of focus. The district will also implement strategies to promote positive behavior, including rewards programs, mentoring, and character education initiatives. The Positive Behavior Intervention and Supports (PBIS) framework will be strengthened through staff training, data analysis systems, and tailored support for students based on their needs. Family engagement will be prioritized through workshops, events, and partnerships with community organizations, ensuring parents have resources to support their children's well-being. Overall, DeSoto ISD aims to create a comprehensive system of support for students by supplementing current efforts in SEL, feedback surveys, positive behavior supports, family engagement, and safety measures. Through these initiatives, the district is committed to promoting students' overall well-being and academic success at DeSoto High School, West Middle School, and Cockrell Hill.

9. Enter the LEA Total Enrollment: 6,322

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

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10. Equitable Access and Participation

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

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

Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

Equitable Services Calculation

1. LEA's student enrollment	<input type="text" value="6,322"/>
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="0"/>
4. Total current-year grant allocation	<input type="text" value="1,000,000"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="20,000"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="980,000"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
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.	Wages for Substitute Teachers	\$30,000
2.	Supplemental Pay/Extra Duty- Professional Only	\$29,660
3.	Overtime Pay- Support Personnel	\$10,000
4.	Campus Student Support Aides (Cockrell Hill, West)	\$50,000
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$60,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$100,000
8.	Professional Services	\$40,000
9.	Non-Professional Contracted Services, Printing Costs	\$45,000
10.		

Supplies and Materials

11.	Building Maintenance Supplies and Materials	\$350,000
12.	Gasoline and Other Fuels/Oil for Vehicles and Buses	
13.	Reading Materials (electronic or print), reference books, Library Books/Media/Videos	\$65,000
14.	General Supplies & Materials, Postage/Stamps, Curriculum Guides ordered through outside	\$27,000

Other Operating Costs

15.	Travel and Subsistence- Employee Only	\$20,000
16.	Other Costs (awards, graduation, bids, news ads,	\$10,000
17.	Travel- Local Mileage	

Debt Services

18.		
19.		

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"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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For TEA Use Only:

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