



2024-2025 Stronger Connections Grant

Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

NOGA ID

Application stamp-in date and time

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

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

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

Authorizing legislation:

Grant period: Pre-award costs:

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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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
District-wide student support program to address positive behavior and creating a safe learning environment for all students. This will be measured by the number of discipline referrals comparison.	Henderson ISD will work with Region 7 assigned support staff to implement the student support plan provided by Region 16
Support the Guardian Program being implemented in the district by funding supplies and Safety and Security Coop through Region 7	Henderson ISD will use a percentage of the funding to support the implementation of the Guardian program to address safety on campuses and will deescalate any immediate threats to students and staff. Using new app to communicate lock downs and replace outdated security measures on campuses
District-wide Mental Health services through telehealth and other means, trauma training, and psychological first aid training for all staff.	Henderson ISD will provide district-wide mental health services, trauma training and psychological first aid training to better equip all staff to handle students and staff in crisis until they can be assisted by a more qualified person in the district and use a telehealth service that supports students and staff.

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.

Henderson ISD has established a SMART goal to achieve within the grant year beginning in 2024. We will work with Region 7 to train staff and implement a student support program for the district that has been developed by Region 16. The program will allow us to teach staff and students how to promote a positive learning environment. This goal will be measured by assessing whether or not student achievement has increased and if discipline infractions have decreased. Additionally, we will measure the attendance and whether or not it has increased as the positivity on campuses has increased. We can survey parents, staff and students quarterly to monitor progress and make any appropriate changes. At the end of the year we will review the data and compare it previous years data to see how we have grown.

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

We will first use the data collection tool provided by the Texas Center for Student Supports. We will also use district assessment to measure academic improvement. We will review attendance and discipline data to measure if the positive environment is yielding the desired outcomes. We will review the counselor office visits report to see how many students are being seen for crisis and if that number is decreasing. Finally, we will also survey parents, staff and students.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

We will first use the data collection tool provided by the Texas Center for Student Supports. We will also use district assessment to measure academic improvement. We will review attendance and discipline data to measure if the positive environment is yielding the desired outcomes. We will review the counselor office visits report to see how many students are being seen for crisis and if that number is decreasing. Finally, we will also survey parents, staff and students.

Third-Quarter Benchmark

We will first use the data collection tool provided by the Texas Center for Student Supports. We will also use district assessment to measure academic improvement. We will review attendance and discipline data to measure if the positive environment is yielding the desired outcomes. We will review the counselor office visits report to see how many students are being seen for crisis and if that number is decreasing. Finally, we will also survey parents, staff and students.

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.

We will closely follow the guidelines provided by our education service center to collect and evaluate data to be used to make modifications to our approach when implementing the program. If we identify what we are doing is not working we will discuss with our district and campus advisory committees what has been done, what the data shows is not working and the best modifications to make to improve outcomes. Our committees will consist of all stakeholders, campus teachers and administrators and district administrators. We will take a particular look at relevance and ensure we have identified what our students need most within the guidelines of the 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.

Henderson ISD has one feeder pattern. Each campus in the district has need for this program. When we conducted our campus and district needs assessment we identified that all of our students need this program based on parent, staff and student surveys, counseling service surveys, safety feedback and overall student performance. We also assess the students social and emotional state throughout the school year and have statistical information that supports the need for a positive behavior program and the need for inclusion and feeling of safety to take risks and physical safety.

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

The district will use the practices established by Region 16 to monitor campus leaders and staff commitment to the success of the Student Support Program. We will create a monitoring practice that consists of monthly reporting to the district administrators responsible for campus leaders.

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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.

Henderson ISD will engage parents and families by using our First-to-Know committee, parent meetings, and campus newsletters to start the conversations during the planning year. Each campus has parents involved that take information back to other parents in the community and assist with communicating out what is new and coming soon. We also have a number of parent/family engagement events that we can add the student support program information to and provide Q/A sessions.

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

The Student Support Program committee will discuss this program at the next meeting and determine what staff members will be involved in the implementation and support of the program and possibly consider creating a grant funded position for a coordinator of the program. Once the personnel is identified the committee will have an additional meeting with those individuals to plan the approach to the program and how to move forward with monitoring and making appropriate adjustments.

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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.

Currently each campus has a student incentive program to promote positive behavior. Each campus also has one or more counselors to provide character lessons and group sessions for students in need of counseling in a more specific area, such as, students that have lost a parent, students suffering from depression and/or suicide ideation, and self-esteem issues. The district is implementing the TCHAT program starting the 2023-24 school year and on. The district also uses a program that acts as the liaison between parents and mental health professionals to assist with finding and scheduling appointments with mental health professionals. The students also have access to supports for academic planning and post-secondary planning. Some of the campuses offer parenting classes to assist with explosive behavior and lessons on how to deal with other student behaviors. In addition to the aforementioned programs the district plans to provide trauma informed training to all staff members. Currently the crisis team and safety team are the only personnel trauma trained. All of the current practices will be aligned with the student support program once the guidelines are provided.

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.

Currently Henderson ISD uses counseling services data, teacher feedback, parent contact and academic performance and behavioral changes to establish what the students need. At the secondary level the college and career program provides needs assessment tools to identify what the students and is used by the secondary counselors for that purpose. Based on the feedback the counseling team works collectively to try to find resources and programs that fall within the guidelines of the Texas counseling model and the national model. Henderson ISD contracts multiple services with the ESC and counseling services is one. The district counseling coordinator partners with the counseling services team at the ESC to find out how best to meet student needs and how to move forward. Another resource is the nursing services coordinator for the LEA that partners with local medical and mental health providers and programs. The ESC and LEA district leaders work together to meet the needs of the students and work diligently to continue to find the best and most research based and supported approach to addressing any student concerns.

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9. Statutory/Program Requirements (Cont.)

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

Currently the LEA contracts counseling services through the ESC. The counselors, district staff and classroom teachers attend training sessions and have the ESC team go to campuses to assist with meeting the needs of the students when needed.

8. Describe how the LEA will use this grant program to supplement current work to improve services and supports for the mental health, behavioral and emotional health, and physical health and wellness of students.

The LEA would like to enhance virtual counseling opportunities for students. This is to avoid prolonged receipt of services due to personal circumstances and the student and receive the emotional support needed in a more timely manner. The district would also like to contract services to have qualified people speak with students about negative behaviors, why they are considered negative and how to redirect their focus and energy on their future.

9. Enter the LEA Total Enrollment: 3,318

10. Enter the Regional Educational Service Center that serves the LEA: 7

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10. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

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

- Yes
- No

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

Are any private nonprofit schools participating in the grant?

- Yes
- No

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

Assurances

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

Equitable Services Calculation

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

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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.	Coordinator	\$100,000
2.		
3.		
4.		
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.	Contracted Services	\$300,000
9.		
10.		

Supplies and Materials

11.	Supplies	\$388,020
12.		
13.		

Other Operating Costs

15.		
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

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