



# 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](mailto: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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RFA/SAS #

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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
2022-2023 students in DAEP placement: High school level: 80, middle school level: 39	Work in a collaborative team approach to address the needs of the student by including counselor, LPC, social worker, liaison, teacher, administrator, family etc. to provide consistency, focus, and identify and support student individual needs.
2022-2023 Attendance Rate: High school: 91%, middle school: 91.48%, elementary: 91.54%	Work in a collaborative team approach to address the needs of the student by including counselor, LPC, social worker, liaison, teacher, administrator, family etc. to identify and mitigate reasons for missing school and work to address individual needs.
2022-2023 Discipline Codes: HS Poss cont sub (04): 20, Poss (05):1, violation of Stud Code (21): 340, terroristic threat (26): 2, assault (28): 1, fighting (41): 58. MS (04): 2, (05):1, (21): 539, (28): 1, agg assault (28 & 30): 2, false alarm (35): 2, fel cont sub (36): 1, (41): 61, elem (21):125	Work on campus climate and culture by promoting a systematic change in the way the campus addresses the needs of students by providing a safe, inclusive, and supportive learning environment. Provide supplemental training for all stakeholders (students, families, & staff) to addressing mental, behavioral, emotional, and physical wellness.

**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 grant period in September 2025, Mercedes ISD will implement a comprehensive and sustainable system to promote safe and healthy students, engage stakeholders to work together as partners in improving supports for students so they feel safe, supported and connected. Mercedes ISD will see a 30% reduction in reported violations like controlled substance, code of conduct, fighting, bullying, and threat assessments and an increase of 20% in student and staff satisfaction with the campus safety measures and supports. This will be achieved through the various proactive steps that will be used to address these issues, including implementing preventative programs, enhancing reporting mechanisms, providing supplemental counseling, and providing training for students, staff and parents.

**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 following benchmarks will be used to measure progress in Quarter One (November 15, 2023-April 30, 2024): Campus Culture Surveys for Students, Parents, and Staff to measure school climate, Fall 2023 students report cards, Fall 2023 attendance rate, discipline data including fighting and bullying, controlled substance report including vaping violations, and data on behavioral threat assessments occurring during the 1st quarter. Data will also be collected on student, parent and staff training addressing mental, behavioral, emotional, and physical wellness.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

The following benchmarks will be used to measure progress in Quarter 2 (May 1, 2024-October 31, 2024): Campus Culture Surveys for Students, Parents, and Staff to measure school climate, Spring 2024 students report cards, state assessment results for the 2023-2024 school year, spring 2024 attendance rate, discipline data including fighting and bullying controlled substance report including vaping violations, and behavioral threat assessments occurring during the 2nd quarter. Data will also be collected on student, parent and staff training addressing mental, behavioral, emotional, and physical wellness.

**Third-Quarter Benchmark**

The following benchmarks will be used to measure progress in Quarter 3 & 4 (November 1, 2024-April 30, 2025 & May 1, 2025-September 30, 2025): Campus Culture Surveys for Students, Parents, and Staff to measure school climate, Fall 2024 and Spring 2025 students report cards, state assessment results for the 2024-2025 school year, attendance rate for the 2024-2025 school year, discipline data including fighting and bullying, controlled substance report including vaping violations, and behavioral threat assessments occurring during the 3rd & 4th quarter. Data will also be collected on student, parent and staff training addressing mental, behavioral, emotional, and physical wellness.

**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.

Mercedes ISD will follow a systematic approach that involves analyzing the collected data, identifying areas of improvement, and making informed decisions for program modifications. Data will be consistently and periodically collected that will include attendance rates, academic performance, discipline and DAEP placement, and student, staff, and parent satisfaction surveys. As data is gathered, it will be analyzed to identify patterns, trends, and areas that require attention. Baseline data will be compared to current data, examining disparities. Benchmark and SMART goal evaluation will assess whether the program is achieving the desired outcomes. If the evaluation indicates that progress is not being made toward the SMART goal, specific areas will be identified where improvement is needed such as program design, implementation strategies, resource allocation, or student, parent and staff engagement. It is crucial to keep continuous involvement of key stakeholders in the decision making process done through the Student, Parent, and Staff Advisory Committee because different perspectives and insights can provide valuable information about the challenges and opportunities within the program. Modifications needed to strategies, timelines and resources will be made to adjust to the campus' changing needs. District staff will assist with the ongoing monitoring, evaluation and feedback needed to determine if further adjustments are needed. Mercedes ISD is looking to establish long term sustainable program that can be duplicated at all MISD campuses so that the Student Support Program remains responsive and effective 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. 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.

Mercedes ISD followed a set of criteria and considerations to identify the campuses (1 elementary, 1 middle school & 1 high school) that will participate in the Student Support Program.

1. A student needs assessment was used to identify those requiring additional support. This considered factors such as academic performance, behavior issues, attendance rates, social and emotional challenges, individual student circumstances, and parental involvement.
2. The campus demographic factors were also considered to include counts on: emergent bilingual, special education, migrant, economically disadvantaged, etc.
3. The campus school performance data included academic achievement, graduation rates, dropout rates and STAAR assessment results. Additional consideration was given to campuses identified as in School Improvement.
4. School climate and culture was considered to include safety, discipline, attendance student engagement, and parental involvement. Campuses that required intervention to improve the overall environment were prioritized.
5. Consideration of stakeholder input such as teachers, administrators, parents, and community members, to gather insights and perspectives on the campuses.
6. Campus capacity and readiness to implement the Student Support Program that will include factors such as existing support services, staff training needs, campus climate, building relationships, trust, and safety and the willingness of the campus administration to collaborate and participate actively.

By using this criteria, Mercedes ISD made an informed decision about which campuses would benefit most from the establishment of the Student Support Program. The campuses selected are Hinojosa Elementary, Chacon Middle School and Mercedes High School.

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

Mercedes ISD plays a crucial role in ensuring that campus leaders and staff are committed to the success of the Student Support Program by:

1. Clearly communicating the goals, objectives, and benefits of the Student Support Program to campus leaders and staff by providing comprehensive information about the program's purpose, expected outcomes, and the resources available to support students.
2. Providing training and PD opportunities to campus leaders, staff, students, & parents to enhance their understanding of the Student Support Program and equip them with the necessary skills to effectively implement and benefit from it like: workshops, seminars, or online courses that focus on topics such as student support strategies, mental health awareness, behavior management, etc.
3. Allocating adequate resources to support the implementation of the Student Support Program by providing necessary funding support, staffing and materials allowable through grant resources. District staff will provide ongoing support to campus leaders and staff, such as biweekly check-ins, professional development opportunities, and access to expert guidance through Region One ESC and the Texas Center for Student Supports.
4. Encouraging collaboration and engagement among campus leaders, staff, and parents by creating opportunities for them to share their insights, experiences, and best practices related to student support. This will be achieved through regular meetings of the Parent, Student and Staff Committee, team building activities, and professional learning communities where educators and parents can discuss challenges, exchange ideas, and support each other.
5. Ensuring that the use of grant funds provides adequate resources, such as funding, personnel, and materials, are allocated to support the implementation of the Student Support Program.
6. Monitoring and evaluating the program through the use of the district Datafellow. This person will assist in providing regular data collection and analysis to identify areas of need, improvement, and success.

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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.

The current MISD population is 98.45% Hispanic and 91.63% economically disadvantaged.

The goal of Mercedes ISD is to engage parents in improving their child's attendance and completion, and improve their child's learning and development.

Mercedes ISD will move from involving parents to engaging parents and families in their child's education. Currently, Mercedes ISD has a Family & Community (FACE) Liaison located at every campus. FACE Liaisons will be instrumental in working with campus staff to making sure that parents and families have the opportunities to participate in training on how to help their child with supports at home, involve parents early and through the process, and assist in connecting families to resources needed for their child's well being.

Campus staff (teachers, administrators, FACE liaison, and support staff) will work diligently to gain parents and families as partners in their child's education by providing direct two way communication with families by phone calls, video conferencing, home visits, notes home, etc. Communication will be ongoing throughout the day to encourage parent understanding, knowledge and support for their child's academic achievement as well as mental, behavioral, emotional, and physical health. Positive communication is important to help establish home-school connections and relationships so parents and families feel welcome and supported.

Each campus will also establish a parent, student, and staff advisory committee that will provide input on the establishment and the continued successful support of the Student Support Program. The committee will use the Family, School Engagement Playbook to work on the four key goals: improve attendance and completion of student; improve the learning and development of students; redefine the purpose of school for students; and redefine the purpose of the school for society. Family-school engagement will be something everyone in the school does every day rather than as the responsibility of one person or team at the school.

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

To ensure that there is adequate support, Mercedes ISD will:

1. Conduct a comprehensive needs assessment to identify the specific requirements of the Student Support Program. This assessment will involve evaluating the number of students requiring support, the types of services needed, and the existing resources and staff available.
2. Use grant funds to supplement the hiring of staff or consultants to provide support services such as counseling, social work, and behavior intervention needed.
3. Provide ongoing professional development opportunities for all campus staff. This may include workshops, training sessions, conferences, and access to resources to enhance their skills and knowledge in providing effective support to students.
4. Collaborate and partner with external organizations, agencies, and community resources to enhance their skills and knowledge in providing effective support to students.
5. Monitor and evaluate the effectiveness of the Student Support Program by assessing the impact of staff support on student outcomes and adjusting professional development to meet the needs of the students.
6. Continuous improvement by soliciting feedback from staff, students, parents, and other stakeholders. This feedback will be crucial in informing the Parent, Student and Staff Advisory Committee to enable them to make necessary adjustments and enhancements to the staffing and support services provided.

By implementing these measures, Mercedes ISD can ensure that there is an adequate and qualified staff to support the establishment and implementation of the Student Support Program, thereby meeting the diverse needs of students and promoting their overall well-being and academic success.

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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 a grant program is awarded to Mercedes ISD to support campuses in conducting behavioral threat, each campus would receive financial assistance and resources to enhance their existing systems by:

1. The grant would provide financial resources to campuses to fund the necessary processes and programs to address student mental health, behavioral, emotional, and physical health and wellness needs.
2. The grant would offer comprehensive training and education opportunities for campus staff members (including EROs) involved in conducting behavioral threat assessments. This training would cover topics such as recognizing warning signs, assessing risk levels, understanding mental health issues, and ensuring the safety and well-being of students.
3. The grant will encourage collaboration among staff, students, and parents and foster partnerships with local law enforcement agencies, mental health organizations, and other relevant stakeholders.
4. Mercedes ISD campuses currently have systems in place to address student support and safety, however resources are limited and strained. The grant will allow for the enhancement of the current system in the following areas: a) Further training on the identification and referral by campus staff of students who exhibit concerning behaviors or pose potential threats. This could include signs of aggression, withdrawal, or expressed intentions to harm oneself or others. b) Assessment and evaluation to assess the risk level and severity of the situation. c) Development of individualized plans to mitigate the identified risks. This might involve counseling, connecting students to mental health resources, implementing safety measures, or involving law enforcement if necessary.

By incorporating behavioral threat assessments into the Student Support Program, the campus will create a proactive and comprehensive approach to identifying and managing potential threats, while also addressing the underlying issues affecting students' well-being.

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.

Mercedes ISD currently uses campus administration (principal & assistant principal) and campus counselor (1 at elementary campus, 2 at middle school campus and 3 at high school campus) to identify a student's academic, social and emotional well being. A three tiered system of support is used to address student needs as follows:  
 Tier I - Campus counselor addresses student basic needs due to academic and mental health  
 Tier II - Supplemental LPC (only 1 in the district) addresses targeted early intervention to students at risk of mental health concerns.  
 Tier III - Supplemental LPC (only 2 in the district hired with federal funds to end soon) addresses specialized support with select students with mental and behavioral health needs.

Mercedes ISD has three LPCs and 3 social workers to service 10 campuses with 4,457 students. Campus administration or counselors refer students to Tier II or Tier III counseling done by LPCs depending on the severity. The LPCs provide counseling services as needed and/or identify students needing additional support by referring students to any of five outside counseling agencies that have a current MOU with the district.

Grant funding would serve to further enhance the districts Tiered level of supports by strengthening the Tier I supports that will recognize and identify mental, behavioral, emotional, and physical health and wellness need. Funding would also help to further develop the referral pathways that school staff will use to provide students with the instruction, intervention and supports needed to promote students' academics and well-being.

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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.

Mercedes ISD sends administrators, counselors, teachers and support staff to trainings sessions that Region One ESC has available to address the academic, emotional or mental health needs of students.

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.

With the student population in Mercedes ISD, each of the three LPCs is at a 1:1,486 ratio which makes serving student needs very challenging. Many students require multiple sessions leaving minimal spaces available to provide much needed counseling and mental health supports. With the support of the Stronger Connections Grant, Mercedes ISD will be able to supplement the current services provided to students by hiring 3 LPCs to service each of the three participating schools reducing the student to LPC ratio. In addition, all staff at each of the three participating campuses will be provided supplemental professional development to equip staff with the necessary skills to be able to identify and respond immediately to individual students experiencing academic, attendance, completion, behavior, and/or mental health issues. The professional development provided to campus staff will serve to sustain the overall goals of the program in future years by continuing to support the academic and non academic needs of students by providing safe, inclusive, and supportive learning environment. As stated before, parents and families play a vital role in the life of their child when actively engaged in the campus. Therefore, parents will also be provided with opportunities to engage in parent session topics determined by the Parent, Student and Staff Advisory Committee specific to the needs of each participating campus.

9. Enter the LEA Total Enrollment:

4,457

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

1

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

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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.	Extra Duty Pay	\$45,040
2.	Professional Salaries	\$540,000
3.	Cost Match	\$5,000
4.		
5.		

**Professional and Contracted Services**

6.	Required 6% of funds for technical assistance provided by the regional ESC	
7.	Required 10% of funds to the Texas Center for Student Supports	
8.	Regional ESC	\$60,000
9.	Texas Center for Student Supports	\$100,000
10.	Mental Health, Behavior & Wellness Services	\$100,000

**Supplies and Materials**

11.	General Supplies & Material	\$80,000
12.		
13.		

**Other Operating Costs**

15.	Travel/Conference Fees	\$40,000
16.	Miscellaneous Operating Costs	\$5,000
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"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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