



# 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
- 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
80% of staff will receive supports/training in trauma informed care and attendance practices and prevention methods -help in identifying and targeting high-risk behaviors, depression, stress, anxiety.	HISD will focus on building resilience practices, and skills training in a specific format designated to increase positive connections, inclusive , and support learning, and competence in with all school aged children and adults. Training will be conducted by contract on trauma informed care and mental health first aid
HISD will expand Extended Day Afterschool Programs by 20% to increase student facing services and enrichment programming that support mental, behavioral, emotional and physical health of students.	Establish community based partnerships to increase small group enrichments based on character building, student emotional wellness, college and career exploration, peer mentorship, and student leadership. Provide supplemental mental health services, coaching, and increasing positive student behavior and response
HISD will increase its parent engagement by 15% in educational training for parents on mental/trauma health, high risk behaviors/triggers, vaping/substance, academic acheivement attendance correlation.	HISD will create PAC programming and trainings centered around attendance, discipline, targeted high risk behaviors to look for and how it correlates to their students academic, mental, and emotional achievement and success. HISD will partner with community organizations, the ESC, and through targeted townhalls.

**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 academic year 2024-2025, HISD will have increased campus culture in a positive manner by implementing restorative/refocus practices and safe spaces at the three selected campuses and update/refine campus level safety and emergency management procedures, resulting in a 10% increase in student engagement and a 10% decrease in disciplinary incidents and attendance issues.

**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**

HISD will meet with 30% of campus student support teams to discuss and review data, targeted and specific trainings, parent engagement initiatives, and to receive actionable feedback about the programming and emergency procedures.  
 Each quarter, all school leaders and student support team staff will be able to provide evidence that focus on their improved disciplinary and attendance issues as well as their referrals to mental health services.

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

**Second-Quarter Benchmark**

By the second-quarter, HISD will be able to demonstrate that 80% of its campuses have committed to the next steps of creating a healthy student, staff, and community culture that focuses on nurturing the whole student and campus by honest and trustworthy communication and feedback and meaningful 2-way parent and staff trainings that are targeted to the evolving needs of different campus dynamics. Each campus student support team, and district-level admin staff will continue to meet monthly to discuss progress and make adjustments where necessary to meet the intent of the grant and its goals. HISD, with the support of the ESC, will continue to monitor progress and facilitate discussion on academic and emotional student success.

**Third-Quarter Benchmark**

HISD will have met its goals of increasing parent engagement and awareness by 15% based on townhalls, surveys, and qualitative data; it will also demonstrate that campuses have met and exceeded its targeted goal of 80% campus level training on trauma/drug awareness and education, mental health education, and developing a whole-child approach to working with students and families, especially in times of crisis; Extended day after-school programs will have met their goal of servicing 20% of their students by providing after-school staff trainings, training for parents, and working on the student mental, emotional, and academic success. The 3rd quarter staff meeting will include a review of data (related to benchmarks and target goals), commitment to next steps, and follow-through on decisions made at previous meeting, and discussion on the continuation plans of this grant initiative.

**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.

HISD will use project evaluation data to monitor, discuss, and make adjustments/modifications to programming by utilizing the following elements/artifact tools to gather quick amounts of data and information in a non-threatening way:

- staff, student, and parent surveys/questionnaires
- townhall meetings
- checklists

HISD will use case management data: student discipline, threat assessment referrals, attendance, referrals to mental health, and academic benchmarks to support, monitor, discuss, and modify programming to fully understand students experiences in the program program, by using these data sources, HISD will be able to conduct comprehensive examination through cross comparison of data sources for growth and successes and challenges and improvements.

If HISDs benchmarks or summative SMART goals does not show progress, then at the monthly meetings, the teams will be able to view operations of the program, based on the campus data provided, share input, make recommendations to programming as they are occurring, HISD will review the SMART goals and benchmark and determine if they are realistic to achieve while also managing expectations of what the campuses can accomplish with their giving time. HISD will also seek advice and recommendations from the ESC in creating an action plan to get back on track for our targeted goals.

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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.

HISD will use the following process for identifying the campuses that will participate in the establishment of the Student Support Program:

- HISD will utilize the campuses need assessment data that will look at such factors such as academic performance, student behavior issues, attendance rates, socio-economic status, disciplinary referral rates, and poverty levels.
- HISD will also look at the campus performance data. The performance data will look at benchmark data for struggling students, secondary graduation rates, and CCR rates.
- HISD will also look at the campus capacity for improvement, in other words, how the campus is able to grow and improve both culturally and academically, as well as its effectiveness on increasing its leadership, inclusivity, and collaboration with outside partners and community supports. .

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

To ensure that campus leaders and staff are committed to the success of the Student Support Program, HISD will implement the following: - Clear communication about the program goals, outcome expectations, data requirements, training offerings, and benefits to campus culture and student success. This will be the initial meeting with participating campus. - Collaboration with TEA, ESC, and District Level and Executive staff and the HISD Superintendent of Schools, explaining to campus staff and leaders that they are not in this alone, they will be supported by a larger group of subject experts that will assist the district and campus in identifying student and campus needs, develop intervention plans and processes, learn how to review and analyze data and create monitoring programs. Along with these collaborations, establish meeting timelines, team-building activities, and ensuring that the campus student support teams have a collaborative and inclusive voice in making lasting impact and changes to their campus climate and culture. - Funding allocation information per campus. Ensuring that the campus level staff and leaders are aware of their funding allocations, provide budget training on allowable and unallowable, budget autonomy to develop their budget for resources and trainings-based campus specific program goals and needs.- On-Going evaluation and feedback to assess the effectiveness of the student support teams that will help guide improvements and identify areas of success. - By implementing these strategies, the LEA can create a supportive environment where campus leaders and staff are actively engaged and committed to the success of the Student Support Program, that will ultimately benefit the students they serve by creating a whole-student centered culture of caring, inclusion, and equitable services.

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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.

HISD will engage parents and families with open and transparent communication about the grant goals, expectations, and benefits.- Regular parent and family meetings and trainings at the various participating campuses that are specifically designed to engage families that include presentations on the program, progress reports, and discussions on how parents can support their students educational success. Parent/Family meetings will offered in both english/spanish.-HISD will establish a Parent Advisory Council from the participating schools. The PAC will serve as an active platform for families to provide input, feedback, and suggestions regarding the programming and training options, they will even be able to make recommendations on the direction of the program at their home campus. By having the PAC, HISD will ensure that families are a part of the decision-making process by ensuring their voices are heard and valued. By recognizing diverse cultural backgrounds, HISD will make efforts to make all communication with families as inclusive as possible by offering translation services, materials in their home language, that include presenation materials and slides.

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

HISD will ensure that there is adequate staff to support the establishment and implementation of the Student Support Program because the team will compose of at least one campus administrator, two campus teachers, one special edu and bilingual education staff member, one campus counselor and one social worker, campus student leader, campus resource officer, and campus nurse.

The student support team will also include districit level admin staff from C&I, finance, Extended Day Programs-after-school, and parent engagement, PEIMS, District Police, Emergency Management Officer, social work and counseling coordinator, and the along with the district community partners such as the Community in School Re-Engagement specialists.

The teams at the campuses will have by-in because the district level team will be transparent with its goals, expectations of the program, data, and supports in the form of trainings and meetings.

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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 HISD is awarded, the grant program will provide enhanced supports to each of the campuses current threat assessment teams in conducting behavioral threat assessments and enhancing their student support team structure. These funds will go towards supporting comprehensive Behavioral Threat Assessments trainings, assist in establishing processes and procedures at each of the campuses. By training and educating campus staff, students, and parents, we will be able to help identify potential threats to the campus community, including individuals displaying concerning behaviors or exhibiting signs of potential harm to themselves or others. -These grant funds will help supplement the current structures that the campuses Behavioral Threat Assessment teams already have in place by refining the existing systems and/or processes the campuses already have in place for student support. The student support teams and PAC and community partners and stakeholders will collaborate and communicate the best methods of aligning necessary changes based on data reviews that they have evaluated and make recommendations for improvements on the existing systems, processes, procedures, as identify in the evaluation process to secure campus level gaps. These would align the campuses and they would create a safe and healthy environment for students, staff, and families.

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.

HISD conducts district and campus level needs assessments based on mental and emotional health. Data from these surveys, the number of campus level referrals and staff needs helps the district mental health team plan for supports, programming, and mental and behavior system programming and supports. HISD currently partners and collaborates with local health, mental and social service agencies. Before committing to a contract or MOU, HISD vets all vendors and community partners by reviewing the credentials, expertise, and availability of providers to ensure they meet the needs of the student, staff, and community population.

Once these have been vetted and approved, HISD commits to a contract for specific services that are housed out of our Harlandale Care Center. This is a district based mental health counseling center which is free for all who receive services. Referrals are done on a walk-in bases or online. It was developed in partnership with the San Antonio Mobile Mental Wellness Collaborative. These partners currently include: Family Service (therapy for students, parents and staff): The Childrens Bereavement Center of South Texas (Grief Counseling: both individual and group), Rise Recovery (substance use/abuse services for students and families), Clarity Child Guidance Center (individual therapy for students), Communities In School Project Access(individual therapy for students) and TCHATT (telehealth (virtual) mental health services for students). Referrals are also made to other community providers as needed such as the Center for Health Care Services, San Antonio Behavioral Health and Laurel Ridge Hospitals.

HISD conducts on-going program evaluations and effectiveness to adjust student, staff, and community needs, as well as continuous improvements to the programming.

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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.

HISD partners with the regional ESC on training opportunities in various capacities: mental health and crisis intervention, parent engagement, behavioral threat assessment, school safety, counseling trainings, and coaching. The ESC provides the district with technical supports, when needed and requested. HISD is a part of a cluster of districts that surround each other to provide support as needed to each other in times of serious crisis. This is organized by the ESC 20.

HISD and the ESC support each other in data analysis, curriculum supports and resource sharing and materials, by hosting outside community resource fairs.

The ESC also helps support HISD by providing parent and staff trainings in various topics, including parent engagement, college readiness, MTSS, mental, behavioral and emotional health, and how to increase and improve student academic outcomes.

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.

HISD will strategically utilize the grant program to enhance its ongoing efforts to improve services and supports for the mental, behavioral, emotional, and physical health and wellness of students by offering both staff and parent educational awareness trainings in trauma, drug, and threat assessment. HISD will help the current mental health screenings at the campuses by purchasing materials and offering training to staff. HISD would also use these supplemental funds to help in expanding the mental health services to our after-school program through community partnerships. This may include establishing on-site counseling centers, implementing evidence-based intervention programs, and collaborating with local mental health agencies to provide specialized support for students with more complex needs. HISD would also be able to enhance the physical health and wellness at the campuses and after-school programs by providing wellness trainings, cooking classes, and healthy and nutritious programs that encourage and promote physical activity and healthy lifestyle meal choices. By leveraging the grant program aims to create a comprehensive and sustainable framework that integrates mental health, behavioral and emotional health, and physical health and wellness into the educational environment, ultimately promoting the overall success and thriving of all students.

9. Enter the LEA Total Enrollment:

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

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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 Payroll Costs	250,000
2.	Stipends	100,000
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Required 6% of funds for technical assistance provided by the regional ESC	90,000
7.	Required 10% of funds to the Texas Center for Student Supports	150,000
8.	Contracted Services	100,000
9.	Travel-campus level staff	50,000
10.	Travel-district level staff	50,000

**Supplies and Materials**

11.	Supplies and Materials-campus level	300,000
12.	Supplies and Materials-district level	50,000
13.	Supplies and Materials-Safety	50,000

**Other Operating Costs**

15.	Travel-campus level	100,000
16.	Travel-district level	50,000
17.	Travel-Safety	50,000

**Debt Services**

18.		0
19.		0

**Capital Outlay**

20.		0
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Direct administrative costs: 30,000

Indirect administrative costs: 80,000

**TOTAL GRANT AWARD REQUESTED: 1,500,000.00**

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

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