TEA — Texas Education Agency

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 Chapel Hill ISD

Campus name Chapel Hill ISD   CDN 212-909   Vendor ID 17521452114   ESC 7   UEI s1tnf8ddb4k4

Address 11134 CR 2249   City Tyler   ZIP 75701   Phone (903)566-2441

Primary Contact Robin White   Email whiter@chapelhillisd.org   Phone (903)566-2441

Secondary Contact Deidra Sutton   Email suttond@chapelhillisd.org   Phone (903)566-2441

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 Robin White   Title Director, Studer   Email whiter@chapelhillisd.org

Phone (903)566-2441   Signature *Robin White*   Date 07/18/2023

Grant Writer Name Robin White   Signature *Robin White*   Date 07/18/2023

◉ 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
Evaluate and enhance the emotional safety of all campuses in order to create an environment where students, parents, and teachers feel emotionally secure, enabling them to focus on academic learning.	1. Hire skilled consultant to assess physical safety of campuses and make recommendations to campuses and school board. 2. Begin addressing implementing measures to address recommendations.
Enhance classroom setups for better communication, fostering strong connections and support among students.	1. Provide coaching assistance to address classroom routines and learning procedures to ensure the emotional safety of students, teachers and parents.
Empower CHISD staff with trauma training to build a supportive network, offering students the care and guidance needed to heal and thrive.	1. Provide trauma training for staff. 2. Hire Licensed Professional Counselors to offer safe spaces and support students, parents and teachers to address their emotions and facilitate their growth while focusing on academics.

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.

CHISD aims to prioritize emotional safety through a comprehensive program, incorporating trauma training, support systems, and a secure environment. An end-of-year survey will evaluate the perceived improvement in emotional safety and satisfaction with the measures among students, parents, and educators. To ensure success, CHISD will collaborate with safety, trauma training, and community support experts. This initiative seeks to enhance academic outcomes and foster stronger connections within the Chapel Hill ISD community. The program is set for full implementation in the 2024-2025 academic year.

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. Form Student Support Team and establish meeting dates and agendas and conduct a needs assessment.
2. Contract with a safety consultant to conduct physical safety inspection and present findings to the Student Support Team and School Board.
3. Provide information to teachers, staff, and parents about the Student Support Team and its mission.
4. Administer beginning-of-the-year survey to students, faculty, staff, and parents about the learning environment.
5. Assess classroom learning environments.
6. Choose appropriate trauma training.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Refine Student Support Team agendas according to needs assessment data.
2. Begin implementing safety consultant's recommendations.
3. Conduct second professional development training/information session for teachers, staff and parents.
4. Administer middle-of-the-year survey to students, faculty and staff, and parents about the learning environment.
5. Continue assessing classroom learning environments and compare to First-Quarter findings.
6. Begin trauma training.

Third-Quarter Benchmark

1. Complete implementation of safety consultant's recommendations.
2. Continue to meet as the Student Support Team and review successes and remaining challenges.
3. Administer end-of-the-year survey to students, faculty and staff, and parents concerning the learning environment.
4. Assess classroom learning environments focusing on arrangement and obstacles to communication.
5. Reinforce trauma supports for students, teachers and parents.

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.

CHISD demonstrates a proactive and comprehensive commitment to fostering a positive and supportive learning environment, and it achieves this through a data-driven evaluation of its programs and an emphasis on sustainability. The implementation of Campus Report Cards serves as a valuable tool for assessing various aspects of student and teacher performance. This data-driven approach allows the educational programs' effectiveness to be measured, identifying areas that require improvement for continuous enhancement. To ensure educators and staff are well-prepared to address academic and emotional needs, CHISD places a strong emphasis on ongoing professional development and embedded training. This ensures that all stakeholders, including teachers, administrators, parents, and community members, are equipped with the necessary skills to contribute to student support effectively. An integral part of CHISD's sustainability strategy lies in utilizing the Student Support Team. Through this team, students and teachers in need of additional support are identified, allowing for personalized interventions. The data collected from these interactions further enables CHISD to adapt and fine-tune their support strategies to cater to individual needs effectively. Emphasizing not only physical safety but also emotional safety, CHISD takes a holistic approach to student well-being. By continuously investing in professional development for all stakeholders, a collaborative atmosphere is fostered. This collaborative approach involves everyone working together to support students, creating a shared responsibility for their success and overall well-being. With a steadfast commitment to data-driven decision-making, ongoing professional development, emotional safety, and a collaborative approach, CHISD continues to create a positive and inclusive learning environment. The school ensures that students' academic, social, and emotional needs are met, leading to a nurturing and supportive atmosphere for the entire school community.

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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.

CHISD plans to conduct a comprehensive assessment of emotional safety needs on all campuses, gathering input from the students, teachers, staff, parents and community. This valuable information will serve as the basis for setting priorities within the district and offer the flexibility needed to address specific needs at each campus. Emphasizing emotional security, the allocation of funds will be determined based on this criterion.

To create a seamless system of support across all campuses, CHISD will develop a framework for vertical alignment for PK-12 involving all five campuses. This approach will ensure that students receive consistent and essential support, knowledge, and habits as they progress through different stages of their education within the district. The ultimate objective is to equip students with the necessary skills and confidence to overcome the challenging demands at the CHISD Academies.

By integrating safety measures into academic instruction, the district aims to establish a comprehensive learning environment that fosters the overall well-being of its students. Recognizing the vital role emotional and physical safety play in a successful educational experience, this holistic approach prioritizes the students' welfare.

Chapel Hill ISD is dedicated to upholding safety standards and is committed to implementing this focus from an early stage. This commitment forms a strong foundation for a secure and supportive educational journey for every student in the district, ensuring their personal growth and academic success.

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

To ensure the success of the Student Support Program, CHISD will take a proactive and comprehensive approach, including:
1. Clearly communicating the program's goals, objectives, and benefits to all campus leaders and staff through comprehensive training.
2. Involving campus leaders and staff in the program's development, seeking their input and making them feel valued.
3. Aligning the program with the school's mission, vision, and core values to gain support from everyone involved.
4. Allocating appropriate resources to support the program's implementation and sustainability.
5. Adopting a data-driven approach, measuring and analyzing the impact of interventions and strategies.
6. Acknowledging and celebrating the achievements and efforts of campus leaders and staff.
7. Providing professional development opportunities focused on relevant areas like social-emotional learning and trauma-informed practices.
8. Fostering a collaborative and supportive culture within the school to address student challenges as a team.
9. Establishing feedback and evaluation mechanisms for continuous improvement.
10. Demonstrating commitment through a culture of empathy, understanding, and support.
By implementing these strategies, CHISD can cultivate strong commitment among campus leaders and staff, positively impacting the lives of the students served by the Student Support Program.

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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 Parent Advisory Council will play a crucial role in fostering a strong partnership between the school and parents. To ensure effective communication and collaboration, they will arrange informative sessions aimed at clarifying the program's objectives and addressing any concerns or questions parents may have. These sessions will also serve as an opportunity to gather valuable input from parents and families, seeking their viewpoints and preferences regarding the program.

Furthermore, CHISD recognizes the importance of utilizing community resources and involving parents actively in their child's education journey. To achieve this, the district will support multilingual resources, making sure language barriers are not a hindrance to parental involvement. We will also encourage parent volunteer opportunities, empowering parents to participate actively in various school activities and events.

Fostering a strong home-school partnership is a priority for CHISD. Through collaborative efforts, we aim to create a supportive and enriching learning environment for every student. In this spirit, the school will organize occasions to celebrate and acknowledge student accomplishments resulting from their participation in the program. These celebrations will serve to strengthen the bond between the school, parents, and the wider community.

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

CHISD will conduct a comprehensive needs assessment to identify the specific requirements of the Student Support Program. This assessment will consider the number of students expected to participate, the type of support services needed, and the resources required to meet those needs. Based on the needs assessment, CHISD will recruit qualified and experienced staff members who possess the necessary skills and expertise to provide effective support services. Training sessions will be organized to ensure that the staff is well-equipped to handle the unique challenges and requirements of the program. Collaboration will foster a seamless flow of information and resources. Clear communication channels will be established to coordinate efforts between different staff members involved in the Student Support Program. CHISD will tap into community resources, such as volunteers, counselors, social workers, and other support professionals, to augment the existing staff and provide additional assistance to students in need. CHISD will regularly assess the effectiveness of the staff's support efforts through feedback from students, parents, and teachers. Based on this feedback, appropriate adjustments will be made to improve the overall support system. CHISD will invest in continuous professional development for the staff involved in the Student Support Program. This will ensure that they stay up-to-date with the latest strategies and techniques to address the diverse needs of the students effectively. CHISD will remain flexible and adaptable to changing circumstances and student needs. We will be prepared to make necessary adjustments to the staff allocation and support strategies as the program progresses. By implementing these strategies, the LEA will ensure that there is an ample and competent staff team in place to support the establishment and successful implementation of the Student Support Program, fostering a nurturing and inclusive learning environment for all students.

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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.

CHISD will enhance each campus's behavioral threat assessment processes by providing comprehensive support. Specialized training and resources will be given to staff members involved in these assessments, covering the latest best practices, protocols, and strategies. External experts and professionals in threat assessment and student support will collaborate closely with campus teams to offer guidance and strengthen existing systems. Structured student support teams will be established on each campus, incorporating the behavioral threat assessment system and comprising trained staff, counselors, teachers, and administrators. Integration of data from assessments into the student support team's structure will enable a holistic view of each student's needs, leading to personalized support. Regular communication and coordination will be promoted between the behavioral threat assessment team and the student support team to facilitate timely interventions and support. Continuous improvement will be encouraged through regular evaluations and feedback sessions. Parents and the local community will be involved in the student support team structure to better understand and address student needs effectively. CHISD will establish a system for monitoring the effectiveness of the integrated behavioral threat assessment and student support team structure through regular reports, aiming to create a safe and supportive learning environment for all students.

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.

CHISD will help students develop crucial social and emotional skills, such as self-awareness, empathy, and responsible decision-making to support students' emotional well-being and improve their ability to handle challenges effectively, while providing access to mental health professionals and counseling services is vital for students facing emotional or psychological challenges. A team of counselors, psychologists, and social workers can offer personalized support and guidance to students in need. Involving parents and the wider community in the educational process can greatly benefit students. Encourage family participation in school activities, workshops, and meetings to strengthen the support network around each child. CHISD will ensure that the curriculum and teaching methods acknowledge and celebrate the diversity of students' backgrounds and experiences to create an inclusive and welcoming learning environment. Encourage the establishment of peer mentoring or tutoring programs where older students can support younger ones, fostering positive relationships and a sense of belonging. Provide ongoing professional development for teachers and staff to improve their ability to identify and address the needs of the whole child effectively. Train staff to recognize signs of trauma in students and respond with sensitivity and understanding, creating a safe space for healing and growth. Allow for flexibility in learning styles and pace, catering to individual student needs, strengths, and interests. Offer a range of creative and extracurricular activities like music, art, drama, and clubs that allow students to explore their interests and passions outside of academics. By implementing these strategies, CHISD can create a nurturing and comprehensive learning environment that supports the whole child—academically, socially, emotionally, and physically—ensuring that each student has the best opportunity to thrive and reach their full potential.

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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.

Chapel Hill ISD is a long-time partner with Region VII ESC. The district works with Academic Content, Administrative Leadership, Data services, Funding and Accoutability, Bilingual/ESL, Career Tech, Fine Art, Gifted and Talented, Guidance and Counseling, Nurses, Health and PE Cooperative, Federal Programs and Superintendent Services. While the selection of services covers a Whole Child approach with support for teachers and leadership at Chapel Hill, the district will request more focused/tailored support for:
1. Professional development and training on topics such as trauma-informed teaching, SEL, mental health awareness, behavior management, and strategies to improve academic outcomes.
2. Technical consultation in developing and implementing effective student support programs.
3. Data analysis and needs assessment related to mental health and academic performance in developing individualized intervention plans.
4. Resource sharing for counseling and community partners.
5. Grant opportunities and funding support related to student well-being and academic improvement.

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.

To enhance the current support system, CHISD will implement the following strategies:
1. Provide focused professional development for all educational stakeholders, including teachers, paraprofessionals, and law enforcement officers.   Training will cover trauma-informed care, social-emotional strategies, and effective communication to support the students' holitics needs.
2. Hire additional whole-child specialists to work in tandem with counselors and leadership who offer targeted support to students. These specialists can assess individual needs, develop personalized intervention plans, and collaborate with educators and parents to create a supportive environment for students.
3. Develop a clear continuum of services that spans from early childhood through graduation so that students receive consistent and appropriate support at each stage and should include preventive measures, early interventions, and ongoing support mechanisms.
4. Use data to assess effectiveness and allocate resources accordingly.
5. Collaborate with community organizations to support students and families.
6. Educate parents on the importance of the whole child and encourage involvement in the child's education.
7. Create a safe and supportive school environment by addressing the needs of the whole child through bullying prevention programs, conflict resolution strategies, and positive discipline approaches.
8. Convene meetings with all educational stakeholder to review and refine the support system.

9. Enter the LEA Total Enrollment: 3,398

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

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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	
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.	Whole Child Specialists/Law Enforcement Staff	$424,000
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.	Saftey Reviewer/Assessor	$20,000
9.	Trauma/Bullying/SEL Training	$60,000
10.		

Supplies and Materials

11.	SEL Curriculum	$40,000
12.	Materials to provide emotionally secure environment/Parent & Family Engagement	$250,000
13.	Bullying Reporting System	$46,000

Other Operating Costs

15.		
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		

Direct administrative costs: [ ]

Indirect administrative costs: [ ]

TOTAL GRANT AWARD REQUESTED: $1,000,000

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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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