



2024-2025 Stronger Connections Grant

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

NOGA ID

Application stamp-in date and time

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

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

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

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature  Date

Grant Writer Name Signature Digitally signed by Joel Whitt Date: 2023.07.17 04:04:55 -05'00' 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 #

2024-2025 Stronger Connections Grant

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
3 School Counselors are needed to meet the mental, behavioral, and emotional health needs of students at CISD. CISD does not have the national recommended ratio of 1 counselor to 250 students and this will narrow the gap.	One School Counselor will be hired for each of the three targeted campuses to improve the ratio and ensure these counselors focus only on the Student Support Program and the mental, behavioral, and emotional health needs of students.
A Family Engagement Specialist is needed to ensure parents become engaged in their students academic and non-academic performance at CISD.	One Family Engagement Specialist will be hired for the campuses as part of the Student Support Program. These staff members will focus on outreach to parents, organizing family engagement activities, and linking families to services to address academic and non-academic needs.
High Impact Tutorials are needed for CISD Students who fall below grade level on STAAR Testing. Less than 50% of students meet grade level and the focus of HIT is on these students for improvement annually.	HIT will be delivered 3 days a week for 50 students at each Campus and HQIM will be integrated based on assessments specific to each student as part of the academic supports provided at the Boys and Girls Club and each of the three campuses. This will be modified to meet the requirements of the TCSS blueprint on release.

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.

The purpose of this program is to support systemic change in the way that school districts address and respond to bullying, violence, and acts of hate. Supporting the academic and nonacademic needs of students by providing safe, inclusive, and supportive learning environments will result in improved academic achievement as well as mental, behavioral, emotional, and physical health and well-being of students. Baseline will be established in the 2023-2024 School Year targeting an increase of 15% at the end of Year Two using the School Climate Survey in:

1. Students experience a sense of belonging in school.
2. Learning environments provide culturally and linguistically responsive practices.
3. Students are surrounded by adults they can trust and who are committed to building strong relationships.
4. Learning environments are nurturing and provide a sense of emotional and physical safety.

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

During the First Quarter the Project will hire Project Staff. Form formal agreements with the TCSS and ESC if required by the SSP Grant. Begin YMHFA training. Identify an evaluator and establish an Advisory Council that includes Staff, students, parents established to provide input and feedback on the development and implementation of the SSP. The CISD SSP will make contact with both the TCSS and the ESC to review grant materials developed after the submission of this proposal. The first quarterly report will be completed.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

During the Second-Quarter the CISD SSP will continue hiring grant positions in preparation of implementation in the 2024-2025 school year. The SSP will develop a training plan for SSP Delivery based on the TCSS and the ESCs recommendations for meeting the requirements of the grant and developing Family Engagement Blueprint. The Project will determine an evaluator for to assist in data collection, data presentation, and sustainability. The Project Staff will be trained based on the timeline of the TCSS and the ESCs. Internally staff will be trained to work with the existing threat assessment team, referral services, and academic supports. The second quarterly report will be completed.

Third-Quarter Benchmark

The CISD SSP will have all staff hired and training will continue or be completed based on the timeline set by the TCSS and the ESC. Staff will be prepared for full implementation for the 2024-2025 implementation year and the will have been trained by both CISD and the SSP Project. The Evaluator will have developed logic models for each campus or worked with the Project to develop those created by the TCSS. The quarterly report will be completed and all staff should be hired and trained and ready for the 2024-2025 implementation.

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.

At this time the CISD SSP has identified evaluation plans utilizing SMART Goals that utilizes 2023-2024 as baseline, has a unit of measurement, time specific, and measurable to determine if it is successful. It is the intent of the Project to work with the TCSS and ESC in year one to develop model evaluation plan; however, until that occurs the Project will develop a logic model that includes quantitative, qualitative, and outcome measures based on the required performance measures. A data collection plan will be created to ensure that monthly reports can be developed by the Project Director and the Evaluator focusing on the Benchmarks and the implementation period. The Monthly review will ensure that areas that are not meeting the target are changed in real time using data driven action plans to ensure the SSP is implemented as planned.

The Advisory Council that includes administrators, staff, parents, students, and stakeholders will meet quarterly to review progress and assist in the development of action plans. Further, the CISD SSP will work with both the TCSS and ESC to monitor progress and proposed action plans to ensure the meet the intent of the developing framework and blueprint.

Efforts for continuous improvement are dependent on data collection, accurate and on-time reporting, and open communication. CISD is committed to following the strategies and/or requirements of the TCSS and will work with the ESC to ensure full implementation and strive towards continuous improvement. The SMART Goals and Benchmarks provide quarterly review points to determine the progress and successes of the SPP and ensure the ability to make formative action plans for the summative evaluation.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2024–2025 Stronger Connections Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
4. The applicant will formally establish a Student Support Program at three district campuses (one elementary, one intermediate/middle school, one high school) to address school climate and establish a student support team structure aligned to the training and support provided by the Texas Center for Student Supports and the regional ESC.
5. The applicant will allocate 6% of awarded funds for contracted services for technical assistance provided by the regional ESC. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
6. The applicant will allocate 10% of awarded funds for professional and contracted services with a partner approved by the Texas Center for Student Support and TEA. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
7. The applicant will use the family engagement playbook developed by the Texas Center for Student Supports to partner and build support with parents and families prior to a student support team assessment, and during the student support implementation process to facilitate a student support partnership with families.
8. The applicant will establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program.
9. The applicant will engage in Student Support Program planning activities from the beginning of the grant program through implementation at the beginning of the 2024-2025 school year.
10. The applicant will establish and implement at the beginning of the 2024-2025 school year, the Student Support Program aligned to the content and training provided by the Texas Center for Student Supports.
11. The applicant will incorporate a case management system into the student support team structure aligned to the training and support provided by the Texas Center for Student Supports.
12. The applicant will align the student support team structure with behavioral threat assessment team operation and outcomes to ensure that students are well supported and that the effectiveness of interventions are monitored.
13. The applicant will implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data to monitor efficacy of the implementation of the Student Support Program, including student support team structure, quality of support leading to positive outcomes, and data related to increases in desired outcomes (e.g. increase in student support team referrals for nonacademic needs, increase in effective supports received by students, reduction in disciplinary incidents, reduction in bullying and harassment, increase in referrals for mental health services, reduction in removals from class, etc.).
14. The applicant will provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.

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9. Statutory/ TEA Program Requirements

1. Describe how the LEA will identify the campuses that will participate in the establishment of the Student Support Program described in the program description? Include the criteria or considerations that will influence the determination by the LEA.

CISD has four Campuses. John C. French provides services to Pre-K to 1st graders. Hunt Elementary provides services to 2nd to 5th grade students. Cuero Junior High provides services for 6th to 8th grade students. Cuero High school serves 9th to 12th grade students. CISD has selected Hunt Elementary, Cuero Junior High School and Cuero High School because of the high need of the campuses and the age of the students being able to participate in evaluation and SSP services at higher levels than are needed at French Elementary. CISD has a total enrollment of 2,042 students (72.1% of which are economically disadvantaged). During the 2021-2022 school year there were 455 disciplinary referrals at HES. Of these, 24% were for incidents of classroom disturbance, 10% were for physical aggression, 3% for threats of harm, 2% were for inappropriate sexual contact, and there were two referrals for bringing weapons to the school. This is alarming because HES serves grades 2-5. At FES, PK-1st grades, there were 103 disciplinary referrals and 31% of these were for physical aggression. Of these referrals 23% disrupted the classroom, 2 were for threat or intimidation, 2 were for inappropriate sexual behavior, and 1 was for bullying. The number and type of disciplinary incident at the elementary school level is alarming because currently there are 0 certified school counselors, and 0 certified school social workers at either campus to address social/emotional/mental health issues. Cuero Junior High School (CJH) is home to 473 students in the 6th thru 8th Grades. At CJH 71.2% of all students are economically disadvantaged. Like the elementary campuses there are 0 certified school counselors and 0 certified school social workers to address the needs social/emotional/mental health needs of students. In 2021-2022 there were a total of 1,671 disciplinary referrals. Of the referrals 13% were for classroom disruption, 2% were for harassment or intimidation, 1% 1% were for threats, 1% were for fighting or assault, 1% was for bullying, and there was 1 instance of serious assault. Cuero High School (CHS) is home to 682 students in 9th thru 12th grades. In the 2021-2022 school year there was a total of 923 disciplinary referrals. Of these referrals 48 resulted in classroom disruptions, 15 were substance abuse related, 3 were for harassment, threat, or intimidation, and 7 were for physical fights.

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

Each of the campuses have a School Safety Plan in place, these plans are designed to respond to school violence and threats at the campus. However, the schools lack the resources for conducting on-going school threat assessments and multidisciplinary mental health intervention teams to identify school violence risks among students and implementing strategies to mitigate those risks. It is the intent of the Project to establish a part-time School Violence Prevention Coordinator (Coordinator) to work with each of the campuses in the development and implementation of school threat assessments and three Intervention Specialists to provide screening, referral, assessment, and counseling services to students engaged in school violence or risk-based behaviors.

CISD's campus leaders and staff have already shown their support and commitment to student supports through the implementation of a multi-tiered disciplinary framework, teachers providing High Impact Tutoring after school, and commitment to ensuring a positive school climate at each campus. This has been done through both training, physical improvements to the campuses, and the focused efforts of the district and campus leadership. CISD campus leadership works to find additional supports for students and welcomes the opportunity that the SSP offers for student academics and nonacademic supports.

Each campus understands the need for additional counselors to serve as resources for the threat assessment process. The Leadership has worked with district and parent advisory committees and reviewed annual outcomes for on-going improvement. The high poverty in the area means supports are limited and the campus leaders understand and support the need of the SSP as student wellness has become a more pressing need in the wake of the global pandemic. Campus leaders seek to establish and improve school culture resulting in strong relationships between staff and students, while addressing harmful, violent, and threatening behavior resulting in reductions in behavioral and disciplinary incidents, chronic absenteeism, incidents of bullying and harassment, and improved overall academic outcomes.

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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.

CISD will work closely with the TCSS to adhere to the Family Engagement Blueprint once this is made available if CISD is selected for funding. It is the current plan of CISD to hire a full-time Family Engagement Specialist who will focus on working with the families in a culturally, linguistically, and inclusive appropriate manner to ensure all families feel like they belong at CISD. CISD currently strives to achieve this through literacy focused programming but lacks a full-time Family Engagement Specialist to plan family events, meet with families at community and neighborhood centers, and develop social media outreach to parents to keep them engaged in their child's education. At this time it is the goal of CISD to utilize the Family Engagement Specialist to work closely with the ELL students and their families who often face more barriers or apprehension in becoming a part of their child's education or who do not understand the education system as they were foreign born. The goal of the Family Engagement Specialist is to remove the barriers for all families by providing meaningful ways for parents to become involved in their child's education, mental health, behavioral health, emotional health, and physical health. Further, the Family Engagement Specialist will work with the TCSS Blueprint and the ESC to identify ways to provide family engagement for students who are experiencing disciplinary referrals and develop strategies with parents to assist in an action plan to reduce these behaviors at home or at school. The Family Engagement Specialist will take the lead in the community awareness and training on programming at CISD offered through the SSP and other programs like dialogic reading education for elementary school parents.

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

The CISD SSP as currently designed will have a 50% Project Director who is qualified to assist in mental health and family engagement. Additionally the Project proposes to add three school counselors dedicated to supplementing all the limited but existing resources at the three campuses. The addition of a single counselor at each campus will narrow the gap of the nationally recognized ratio of one school counselor for every 250 students. Currently CISD has no school counselors who only focus on student supports and this addition will make a profound difference in this ratio and access to on-site student support services focused on mental, behavioral, emotional, and physical health of the students. The SSP will profoundly narrow the gap in the ratio of counselors to students and dramatically increase the available resources to students and parents on campuses.

CISD would prefer a full-time Family Engagement Specialist for each campus; however with none in the district adding the single position the budget allows for will increase supports for the students and families in greatest needs of additional supports. CISD will integrate the Family Engagement Specialist to work closely with all family programs to supplement them and enhance existing resources.

For an LEA the size of CISD the addition of 4.5 full-time employees targeting the Student Support Program is significant. The lead up time to the 2024-2025 implementation period allows for adequate training time for these positions to establish and implement the SSP at CISD.

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9. Statutory/Program Requirements (Cont.)

5. Describe how each of the three campuses that will be supported by the grant program, if awarded, currently conduct behavioral threat assessments and how the campus will incorporate current systems into the student support team structure.

Each of the four campuses of CISD has worked collaboratively with local law enforcement (Cuero Police Department or CPD) and other key stakeholders to develop a Project Design that meets the needs of the schools. The Project Design has been developed utilizing the U.S. Secret Service National Threat Assessment Center's document, Enhancing School Safety using a Threat Assessment Model: An Operational Guide for Prevented Targeted School Violence and interventions that are trauma-informed and developmentally appropriate. CISD has followed this model to establish the activities and components of the Project that also addresses critical issues such as student privacy, data security, race, national origin, disability, religion, and sex-based discrimination and bias. As indicated each has a school safety plan; however, the district lacks the local resources to establish an effective Threat Assessment Model and agrees that a comprehensive threat assessment approach between the campuses will be the most effective strategy to ensure school safety. Each campus has established school safety plans that clearly defines prohibited behaviors on school campus. The Team has established the universally prohibited and concerning behaviors at each district that warrant immediate intervention. Such behaviors as threatening or engaging in violence, bringing a weapon to school, bullying or harassing others, and other concerning or criminal behaviors will trigger the assessment process. These behaviors are prohibited at each district and will result in an immediate Threat Assessment. The Team has established other behaviors that also warrant intervention at the campus level. This may not necessarily be indicators of school violence; however, indicate the need for support and intervention. These behaviors may include but are not limited to decline in academic performance, indication of substance abuse, changes in behaviors or appearance, and indicators of emotional or mental health symptoms. The Team has defined these behaviors fully to determine the threshold of intervention. If funded the CISD SSP will become a key component of the threat assessment structure and serve to provide additional on-campus supports to 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.

CISD has an established MOU with the Cuero Police Department that has been in place for the past five years and CPD provides three SRO's to CISD at no cost to the schools. The Team will include the SROs and law enforcement to assist in guidance and support. Although the majority of reports via the reporting system will be handed by the schools or mental health providers included in the Team and will not require the involvement of law enforcement. However, those that do, including those involving weapons, threats of violence, physical violence, or concerns about an individual's safety will require an immediate report to law enforcement to include their participation in the established protocols. The protocols developed establish the threshold for contacting law enforcement and when to request that they take over the assessment.

The Team members are identified as (SROs, STOP Staff, Administrators, First Responders, Mental Health and the hospital); they will meet frequently until the assessment procedures are established to clearly define process and procedures for threat assessment. The protocols will establish the information trail and documentation requirements. The Team will utilize an Assessment Report Tool that is part of the Navigate 360 Assessment Suite. This ensures that information is gathered thoroughly in each assessment. This tool will establish consistency for the Team regardless of the location of the Threat Assessment. The Assessment Report Tool will include the community systems approach and gather data from sources that may have information on the student and their actions. The Threat Assessment team is not just for possible threats by students towards others or the school but to themselves. CISD has experienced higher rates of students in need of assessment due to thoughts or actions related to self harm and as a result has worked closely with the local mental health authority and the community hospital for mental health assessment and services.

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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.

The ESC has encouraged CISD to apply for the SSP Project. Currently the ESC works with CISD to provide training to improve academic outcomes at CISD. The ESC provides additional supports for special education students and students in need of additional mental health, behavioral health, emotional health, physical health, and wellbeing. CISD has a well established relationship with the ESC and is a regular partner and participant with the ESC. Each of the schools participates in the Community Resource Collaborative Group. This group includes schools, mental health, law enforcement, and juvenile probation. The results of the CRCG often supports greater contact and coordination for the student's wellbeing through the support of the ESC. The ESC has been supportive of the development of the multi-tiered disciplinary framework at CISD and in developing interventions for Tier Two and Tier Three students.

CISD will work closely the ESC to:

- Establish and improve school culture resulting in strong relationships between staff and students, while addressing harmful, violent, and threatening behavior resulting in reductions in behavioral and disciplinary incidents, chronic absenteeism, incidents of bullying and harassment, and improved overall academic outcomes;
- Implement effective mental health training, support, and use of resources; and
- Implement an effective student support team structure.

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.

CISD has three School Climate Specialists and a part-time coordinator who take on the lead role for protocols established by the Team and stakeholders. Communicating the role of the Team is a priority to ensure it is seen as part of student support services. For this reason, the Coordinator and Team members present at school board meetings, post its purpose in community social media, participate in Parent and Teacher meetings, and are engaged at school events. Upon completion of the Assessment Tool annually the team will evaluate all the information to determine if the student is a risk to self or others at the school. The School Climate Specialists provide assessment and engage in the risk management review. Every student presented to the team will be assessed and an Individual Student Plan will be developed by the team to establish the supports and services for the student as a result of the Assessment. The Team will ensure that these supports, and services are implemented, and on-going monitoring will be provided to ensure implementation and if there are any additional services needed for compliance.

CISD is committed to providing training to stakeholders. Each of the three BJA STOP Grant funded School Climate Specialists has become trained as a Youth Mental Health First Aid (YMHFA) trainer and 150 CISD personnel, law enforcement, and stakeholders will be trained in YMHFA to identify youth in need of additional mental health or emotional supports to prevent escalation and progression into the juvenile justice system. The funding for the existing program ends at the end of the 2024-2025 school year. In its final year the SSP will supplement, enhance, and assist in prioritizing the key areas for sustainability of both projects.

9. Enter the LEA Total Enrollment:

1920

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

3

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

1. LEA's student enrollment	<input type="text" value="1,920"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="1,920"/>
4. Total current-year grant allocation	<input type="text" value="1,000,000"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="20,000"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="980,000"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="510"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Project Director (1@ \$75,000 per year x .5 FTE)	\$75,000
2.	School Counselor (3 @ \$75,000 per year)	\$450,000
3.	Family Engagement Specialist (1 @ \$55,000 per year)	\$110,000
4.	Fringe Benefits (24% of total salary = \$635,000)	\$152,400
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.	Evaluation (\$5,000 per campus x 3)	\$15,000
9.		
10.		

Supplies and Materials

11.		
12.		
13.		
14.		

Other Operating Costs

15.	HIT Services (matching)	\$50,000
16.	Transportation	\$25,000
17.	Training	\$12,600

Debt Services

18.		
19.		

Direct administrative costs: \$20,000

Indirect administrative costs: 0

TOTAL GRANT AWARD REQUESTED: \$1,050,000

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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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