



2024-2025 Stronger Connections Grant

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

NOGA ID

Application stamp-in date and time

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

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

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

Authorizing legislation:

Grant period:

Pre-award costs:

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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RFA/SAS #

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3. Shared Services ArrangementsShared 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
3745 of the 4506 (83.11%) students who attend Alice ISD (AISD) are classified as Economically Disadvantaged (ED). This qualifies the district to receive 4 priority points. (Source: PEIMS Data 2022-2023)	AISD will be 1) Utilizing Capturing Kids' Hearts and Character Strong to address Social-Emotional Health and Drug Awareness 2) Utilizing Social Workers and School Psychologist to promote mental health awareness. 3) Implementing Nutrition/Physical Fitness activities to promote health and well-being.
AISD had 13 terroristic threats, 152 expulsions (DAEP), 39 suspensions (DAEP), 380 in-school and 544 out-of-school suspensions for student code of conduct violations. There were also 123 discretionary removals.	1) Hire a Social Worker to improve students' mental health. 2) Contract a Student Support Specialist to address disciplinary issues. 3) Obtain training/strategies from Region 2 ESC and the Texas Center for Student Supports for staff and families to improve campus climate, behavioral health, & reduce disciplinary occurrences.
The student chronic absenteeism rate is 32.3% in 2020-21 and 14.7% in 2019-2021. This is almost a 220% increase from one year to the next (Source: 2021-2022 Texas Academic Performance Report).	To address this issue, the LPC, social workers, and campus administration will follow up with students that have two consecutive unexcused absences. These individuals will also be tasked with creating a reward system that promotes increased student attendance and positive behavior.

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 goal is to support systemic change that addresses bullying, violence, & acts of hate; thus, leading to improved students' academics and mental/behavioral/emotional well-being. The SMART Goal is: SPECIFIC - Reduces student referrals by 25%, chronic absenteeism by 30%, and improves overall student academic outcomes by 10%; MEASURED - Through climate survey outcomes & PEIMS (disciplinary outcomes, grades, and attendance); ACHIEVABLE - Will utilize multiple partnerships who will provide technical assistance, full-time staff who will help oversee the project, and job-embedded professional development to assist with grant implementation; RELEVANT - Research shows safe, inclusive, and supportive learning environments are associated with improved student academic achievement and emotional well-being; & TIMELY - Improvements will be made by September 30, 2025.

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

- Formally establish a Student Support Program at three district campuses (elementary, intermediate/middle school, and high school).
- Meet with the local Region 2 ESC to discuss the contracted services and technical assistance that will be provided as part of the Texas Stronger Connections Grant Program.
- Market and hire grant-funded positions (Program Director/Data Entry Clerk/Social Workers).
- Work with TEA to identify an approved partner who can provide professional and contracted services as part of the TCSS.

Align the student support team structure with behavioral threat assessment team.

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6. Measurable Progress (Cont.)**Second-Quarter Benchmark**

- Work with the TCSS to develop a family engagement playbook that will support partnership with families.
- Identify parent, student, staff, nonprofits, businesses, and community members who can serve on the School Health Advisory Committee (SHAC)/Safety Taskforce Advisory Committees. These members will be charged with providing input on the grant program and identifying funding streams for program sustainability.
- 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.
- 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.
- Incorporate a case management system into the student support team structure.

Third-Quarter Benchmark

- 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.
- Provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.
- Meet with stakeholders to identify other avenues, funding streams, and other funding sources that can be used for program sustainability.

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.

HOW EVALUATION DATA WILL BE USED TO MODIFY PROGRAM: The district will evaluate grant and campus-level data utilizing resources such as surveys, external data report (s), state assessments, grades, sign-in sheets, and PEIMS-related data. Key stakeholders of the group, such as the Program Director, Student Support Specialist, Safety Officer, Safety Coordinator, Counselors, and Social Workers will have access to review the data monthly. Data that will be reviewed during these meetings could include but is not limited to school climate survey outcomes, number of behavior referrals, disciplinary outcomes, student referrals, threat assessments conducted, etc. Based on their review, stakeholders can determine if the program needs to be modified. If it is determined that the quarterly benchmarks and SMART goals will not be met, the grant program will be modified.

IF BENCHMARKS OR SUMMATIVE GOALS DO NOT SHOW PROGRESS/MODIFY FOR SUSTAINABILITY: If the quarterly benchmarks and SMART goal are not being met or are not feasible, the stakeholders will request additional guidance from Region 2 ESC and/or the Texas Center for Student Support to address identified issues. If modifications must be made, the district will send out letters and/or TEA-provided surveys to the stakeholders to notify them of the district's intent to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. By listening to feedback and suggestions obtained from stakeholders, the district will be able to receive continued buy-in and prolong grant sustainability.

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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.

Alice ISD, in partnership with the TCSS, will use a range of criteria to identify the campuses that will participate in the establishment of the SSP. This partnership will consider the following factors when making our determination:

1. Student Needs: Consider the academic, social, emotional, or behavioral needs of students on different campuses.
2. Data Analysis: Analyze data such as student achievement scores, attendance rates, dropout rates, discipline incidents, or demographic information. The district will identify campuses that exhibit specific challenges or disparities and prioritize them for the program.
3. Campus Improvement Plans: Review each school's improvement plans or similar documents that outline the goals and strategies for enhancing student performance. The district will select campuses that align with the program's objectives and can benefit from additional support.
4. Stakeholder Input: Seek input from school administrators, teachers, staff, parents, or community members to understand their perspectives on which campuses would benefit the most from the SSP. This collaborative approach ensures that diverse viewpoints are considered.
5. Equity Considerations: Consider equity considerations, aiming to distribute resources and support more fairly across campuses. They might prioritize schools serving disadvantaged or marginalized populations to address educational disparities.
6. Capacity and Resources: Assess the capacity and resources available within each campus to implement the program effectively. The district will consider factors such as staff expertise, infrastructure, existing support services, or potential collaborations with external organizations.

In summary, the district carefully considers student needs, data analysis, school improvement plans, stakeholder input, equity considerations, and capacity/resources to identify the campuses that will participate in the establishment of the SSP.

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

The district will ensure campus leaders and staff's commitment to the success of the Student Support Program through effective measures:

1. Communication and Training: Clearly communicate the program's goals, objectives, and significance to campus leaders and staff. Comprehensive training sessions will be provided to ensure a thorough understanding of the program's purpose, strategies, and expected outcomes.
2. Collaboration and Engagement: Foster a collaborative environment that actively engages campus leaders (Safety Taskforce) and staff in the development and implementation of the Student Support Program. Open dialogue, feedback mechanisms, and involvement in decision-making processes will be encouraged.
3. Alignment with School Improvement Plans: Align the goals and strategies of the Student Support Program with each campus's existing school improvement plans. This integration ensures that campus leaders and staff perceive the program as an integral part of their overall efforts to enhance student success.
4. Resource Allocation: The district has allocated Personnel (Student Support Specialist, Safety Officer, Safety Coordinator, Social Workers), Software (Raptor, Gaggle, Remind) and Facilities (Sensory Rooms). These resources will help to engage staff and be beneficial for students, increasing likelihood for staff commitment.
5. On-going Evaluation and Support: Establish a system for continuous evaluation and support, providing regular feedback and assistance to campus leaders and staff. This helps identify areas for improvement, celebrate successes, and address challenges, fostering a culture of continuous improvement and commitment.
6. Consultant will host workshops on identifying risk-factors, de-escalation, & more for teachers and administrators. These workshops will make personnel aware of the importance of the program.

Through these strategies, the district ensures that campus leaders and staff are fully invested in the Student Support Program. By fostering a collaborative and supportive environment, the program addresses bullying, violence, and acts of hate while supporting students' holistic needs.

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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 district will engage parents/families to solicit support for the program through:

1. Communication: Communicate with parents and families about the program through various channels, sharing clear and concise information about its purpose, benefits, and alignment with the district's mission.
2. Parent Education Sessions: Social Workers will organize parent education meetings and engagement conferences to inform them about the program's objectives, strategies, and outcomes, emphasizing its importance in addressing bullying, violence, and promoting student well-being.
3. Parent Advisory Committees: Establish dedicated parent advisory committees for the Student Support Program (SSP), providing a platform for parents and families to contribute opinions, suggestions, and concerns. Their input is valued and considered in program planning and implementation.
4. Partnerships with Parent Organizations/ISD Parent Liaisons: Collaborate with parent organizations and campus Parent Liaisons to engage parents and families in supporting the SSP. Joint meetings, workshops, and events foster dialogue and active involvement.
5. Surveys/Feedback: Use surveys/feedback to gather input from parents and families. Regular surveys assess satisfaction, gather suggestions for improvement, and measure the program's impact on students and the community.
6. Texas Center for Student Supports (TCSS): Utilize the family engagement playbook to build support with parents and families.

By engaging parents and families through effective communication, involvement, and feedback, Alice ISD will ensure that parents are actively participating to support the SSP. This collaborative approach strengthens the program's impact and fosters shared responsibility for creating safe and inclusive learning environments.

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

The district will ensure there are adequate staff to support the establishment and implementation of the SSP through several measures.

1. First, the district will conduct a comprehensive assessment of staffing needs, considering factors such as the number of participating campuses, student population, and services required.
2. Next, the district will allocate additional resources to hire new staff members dedicated to the SSP, including Program Director, Social Workers, and Data Clerk. These staff members will be fingerprinted prior to being hired and will have expertise in addressing students' academic, social, emotional, and behavioral needs.
3. Then, the district will provide professional development opportunities to existing staff members, enhancing their skills in supporting students within the program.
4. Furthermore, the district will utilize its current contracted School Psychologist and contract with Boys and Girls in Alice to provide non-employee mentors/support staff. Non-employees will also be required to be fingerprinted prior to meeting with students and families.
5. Lastly, the district will establish an on-going monitoring (Gaggle, Raptor) and evaluation system to assess program effectiveness and identify needs. This will allow for necessary adjustments and resource allocation.

Through careful assessment, resource allocation, professional development, partnerships, and monitoring, the district will ensure there are adequate staff for the establishment and implementation of the SSP, maximizing its impact on student success and well-being.

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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 awarded the grant, the schools will integrate their current behavioral threat assessment systems into the student support team structure. Each school conducts these assessments through established protocols, involving a multidisciplinary team of administrators, counselors, teachers, and staff members.

- To incorporate these systems, the schools will collaborate with the district's behavioral threat team. The members will work with campus administration and staff to align the assessment processes with the student support team framework.
- This integration offers a coordinated and holistic approach to student support. The student support teams gain access to more expertise and resources for comprehensive assessments and interventions. By effectively identifying, assessing, and addressing behavioral threats, schools provide necessary support to students.

In addition, the district 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 (TCSS).

Overall, integrating current behavioral threat assessment systems into the student support team structure ensures a collaborative approach to promoting a safe and supportive environment across all grade levels.

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.

The district employs a comprehensive approach to identify student support needs and establish partnerships with external mental health and behavioral health providers.

To identify student support needs, the district conducts regular assessments and screenings, considering academic, behavioral, and social-emotional aspects. Input from teachers, administrators, and parents is also gathered to gain a holistic understanding of students' difficulties and challenges.

To meet these needs, the district establishes partnerships with external mental health and behavioral health providers. Extensive research and evaluation are conducted to identify reputable providers who align with the district's values and objectives. Contracts and agreements are then established to formalize the partnerships. For example, partnerships we have established include but are not limited to Community Action-Teen Outreach, City Police Contracted, and Mental Health Mental Retardation (MHMR) Center.

The district maintains ongoing communication and collaboration with these partners to ensure a coordinated approach to student support. Regular professional development sessions are conducted by these organizations to ensure staff members enhance their knowledge and skills in addressing student support needs.

Additionally, the district actively engages in community outreach and networking to identify and establish partnerships with local providers. These collaborations allow the district to leverage the expertise and resources of external providers to meet the diverse needs of students.

Overall, the district's approach to identifying student support needs and partnering with external mental health and behavioral health providers is proactive and comprehensive. Through assessments, collaborative input, professional development, and community partnerships, the district strives to provide students with the support they need to thrive in all aspects of their lives.

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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 district partners with the Region 2 Education Service Center (ESC) to support student mental health, behavioral and emotional health, physical health, and academic outcomes. Collaborating with the ESC, the district develops evidence-based programs and provides professional development for teachers to enhance their understanding of mental health issues and effective strategies.

For behavioral and emotional health, the district works closely with the ESC to establish early identification and intervention systems. The ESC provides guidance and resources for positive behavior supports, restorative practices, and counseling services. ESC specialists, such as behavior specialists or school psychologists, regularly consult with Alice ISD staff members to address individual student needs.

To promote physical health and well-being, the district and ESC enhance wellness programs, encourage healthy habits, and integrate health education into the curriculum. The ESC offers workshops and resources on health promotion, nutrition, and physical fitness, benefiting students and staff.

To improve academic outcomes, the district collaborates with the ESC to enhance instructional practices. The ESC provides professional development opportunities on research-based strategies, data analysis, and personalized learning. The partnership also supports curriculum development, assessment design, and interventions for struggling students.

The partnership between the district and the regional ESC is essential for supporting student well-being and academic success. Through collaboration, professional development, and access to specialized resources, the district effectively addresses student needs and fosters a supportive learning environment.

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.

Alice ISD's current efforts, in relation to student mental health, behavioral and emotional health, and physical health and wellness, include: 1) Implement Character Strong to ensure our staff receives research-based Pre-K-12th grade SEL curricula and professional learning services. 2) Contract with Capturing Kids Hearts to provide Social Emotional Learning and Professional Development for educators. 3) Contract a Licensed School Psychologist to promote positive student behavior and address mental health issues, specifically, for students who are pregnant or suffering from drug-related issues. 4) Contract with Gaggle to ensure school officials are notified if there is a threat to kids' physical or mental health. 5) Have one Social Worker work with parents and students to identify areas of mental and emotional need, then connect these individuals with the help they need.

While Alice ISD's services are comprehensive, this has not assisted in reducing our need for addressing student mental health and safety, as seen in the quantifiable needs section of the grant. Therefore, if awarded, Alice ISD will supplement current work by: 1) Allocating 6% of the grant funds to Region ESC 2 to access coaching, job-embedded professional development, and training. 2) Allocating 10% of the grant funds to have the TCSS provide services needed for students and families in the district. 3) Purchasing supplies and materials such as footballs, golf clubs, frying pans, cookware, etc., to provide supplemental nutrition and physical fitness activities. 4) Hiring a Social Worker that will assist with identifying student mental health and emotional issues. 5) Contracting a Student Support Specialist to develop/implement procedures designed to reduce the amount of violence, drug-related abuse, & other disciplinary issues reported. By supplementing the grant program with current work/initiatives, AISD will be able to create a learning environment that fosters the mental, behavioral, emotional, & physical health of students.

9. Enter the LEA Total Enrollment: 4,506

10. Enter the Regional Educational Service Center that serves the LEA: 2

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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"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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Amendment # N/A

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.	Program Director- Manage, report, and support grant-related activities.	\$112,500
2.	Social Worker-provides mental health services to students	\$97,500
3.	Data Clerk- Collect the campus/district data, surveys, assessments, and expenditures.	\$75,000
4.	Extra-duty pay and substitute pay for teachers to attend trainings.	\$40,000
5.	Benefits at 23%	\$65,000

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.	Consultant will host workshops on identifying risk-factors, de-escalation, and more	\$62,960
9.	Contracted School Support Specialist.	\$120,000
10.	Student software to be used to identify self harm, cyberbully, etc.	\$50,000

Supplies and Materials

11.	PBIS Management System will help teach and reinforce positive behaviors.	\$25,000
12.	Sensory Rooms and BASE Technologies- promote positive behavior/mental health.	\$45,000
13.	Technology equipment- (laptop, case/covers, printer, poster machine, interactive flat panel)	\$35,000

Other Operating Costs

15.	Travel Costs for Conferences and Registration Fees for Campus Crisis Team.	\$30,000
16.	Travel Costs for training with Texas Student Support Center and Region ESC.	\$25,000
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		
	Direct administrative costs:	\$20,000
	Indirect administrative costs:	\$37,040
	TOTAL GRANT AWARD REQUESTED:	\$1,000,000

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CDN 125901

Vendor ID 746000007

Amendment # N/A

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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