



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 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
We are an isolated agricultural community that has a high rate of migrants, which contributes to our district having a student Economically Disadvantaged (ED) rate of 80.33%. This percentage qualifies us to receive 4 priority points for this submission.	We will utilize grant funds to establish a partnership with the Texas Center for Student Support. This partnership will help us in implementing a Student Support Program (SSP) that addresses Social-Emotional Learning (SEL), mental health, anxiety, and drug abuse. These efforts will support ED students in areas they commonly face and promote the chance of breaking the cycle of poverty.
In the 2019-2020 school year, our district's chronic absenteeism rate was only 5.5%. In one year, this rate climbed to 16.9%, which is a 300% increase. (Source: 2021-2022 Texas Academic Performance Report).	We will hire a Licensed Professional Counselor (LPC) to counsel students and support teachers/ families. The LPC will assist in determining barriers that prevent students from attending class, improve the school climate, and enhance student morale. This, in turn, will address the chronic absenteeism rate.
Students attending our school district are 5x more likely to drop out of high school when compared to the state average. (Source: 2021-2022 Texas Academic Performance Report).	To address current dropout rates, we will use a systemic approach that includes our staff, Region ESC 19, and the Texas Center for Student Support to provide students with the support they need. Additionally, we will establish a new peer mentorship program to improve social-emotional health, improve school perception, and increase the likelihood of post-secondary persistence.

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.

Our SMART goal will support systematic change that addresses and responds to bullying, violence, and acts of hate. In turn, this will improve student academic achievement; social, emotional, and physical health; and overall well-being. SPECIFIC: Will reduce behavior referrals and placements by 30%, increase attendance by 10%, and improve grades in all grades, all subjects by 10%. MEASURED: Will be measured through finalized MOUs with grant partners, climate surveys, TAPR, and PEIMS reports. ACHIEVABLE: The goal is achievable with multiple partnerships such as TEA, the Texas Center for Student Support, Region 19 ESC, full-time project staff, and contracted trainers. RELEVANT: This program will show that safe, inclusive, and supportive learning environments will improve academics and the well-being of students. TIMELY: Improvements will be made by 9/30/2025.

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 their PK-12 campus.
- Meet with the local Region 19 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 the grant funded positions: Program Director, License Professional Counselor (LPC), Administrative Assistant Clerk.
- Work with TEA to identify an approved partner who can provide professional and contracted services as part of the Texas Center for Student Supports.
- 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 Texas Center for Student Supports 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)/District Education Improvement Committee (DEIC) Advisory Committees. These members will be charged with providing input on the grant program and identifying funding streams for program sustainability.
- Participate in Student Support Program planning activities from the beginning of the grant program through implementation of the 2024-2025 school year.
- Establish and implement at the beginning of the 2024-2025 school year, the Student Support Program. This will be 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 the 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:

We 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 Principals, LPC, and behavioral threat team, 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, any occurrences of behavior referrals, disciplinary outcomes, and threat assessments conducted. Based on their review, stakeholders can recommend student referrals and 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 the local Region 19 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.

Due to our rural and isolated location, Dell City ISD only has one campus. This campus services grades PK-12. Therefore, we did not need to identify specific campuses to target for the Student Support Program. While this was not needed, we did review the following factors, to determine if this grant, and the Student Support Program, were something that we needed:

- 1. Student Needs: Academic, social, emotional, or behavioral needs of students.
- 2. Data Analysis: Student achievement scores, attendance rates, dropout rates, discipline incidents, or demographic information.
- 3. Campus Improvement Plan: The campus improvement plan and similar documents were reviewed to determine if our goals aligned with those of the grant program.
- 4. Stakeholder Input: Input from school administrators, teachers, staff, parents, and community members were requested to understand varied perspectives and determine what would best benefit the campus.
- 5. Capacity and Resources: The capacity and resources available within the campus were assessed. These resources include staff expertise, infrastructure, existing support services, and current collaborations with external organizations.

Based on the review of this data, the district determined that our campus could benefit greatly from the Student Support Program that will be implemented with this Stronger Connections Grant Program.

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

The first step in achieving widespread commitment among campus staff and leaders is effective communication. A series of kick-off meetings will be coordinated by our advisory committees, which will help ensure that campus leaders and staff will be informed of the program's purpose, strategies, and targeted outcomes. Written plans will also be provided.

Once leaders and staff are informed, our district will open communication channels to encourage these stakeholders to take an active role in designing the program. This open communication will continue once the Student Support Program is underway. As program leaders continually monitor and evaluate progress toward goals, feedback will be sought from campus leaders and teachers to gain important insights into challenges and obstacles. These individuals will also be involved in designing solutions and modifications to programming.

The commitment of campus leaders and staff will also be ensured through Professional Development (PD) training and on-going resource support. Specific PD training will be included to ensure that all involved personnel are prepared to deliver evidence-based and trauma-informed programs. In particular, staff will be trained in effective instructional methods for high-need student populations. In addition, supportive resources including funding, staffing, and support services, will be provided to campus leaders and staff to ensure they have the necessary tools and support required to effectively implement the program.

Finally, all aspects of the Student Support Program will be designed and implemented in direct alignment with existing programming articulated in our Campus Improvement Plan. Through this approach, Dell City ISD can foster a collaborative and supportive environment that promotes staff commitment and addresses the academic, social-emotional, behavioral, and mental health needs of our students.

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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.

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

1. Communication: We will maintain regular communication with parents and families regarding the program through various channels, such as apps, phone calls, and meetings. This approach aims to provide parents and families with clear and concise information about the program's purpose, benefits, and its alignment with the district's mission. Also, our district could also implement parent coffee sessions with the principal. This would foster increased interaction. This feature is particularly advantageous in our small and rural district.
2. Parent Education Sessions: We will organize parent education sessions to inform parents about the program's objectives, strategies, and outcomes. These sessions will emphasize the program's importance in addressing bullying, violence, and student well-being.
3. Parent Advisory Committee: We will establish a dedicated parent advisory committee for the Student Support Program (SSP). This will provide parents a platform to contribute opinions, suggestions, and concerns.
4. Partnerships with Parent Organization: We will collaborate with parent organizations to engage parents and families in supporting the SSP. These collaborations could include joint meetings, workshops, and events that foster dialogue and active community involvement.
5. Surveys/Feedback: We will administer surveys to receive feedback from students, teachers, and parents. Regular surveys will help us assess satisfaction, gather suggestions for improvement, and measure the program's impact on students and the community.
6. Texas Center for Student Supports (TCSS): We will utilize the family engagement playbook to build support with parents and families.

By engaging parents and families through effective communication, involvement, and feedback, Dell City ISD ensures active participation in supporting the SSP. This collaborative approach strengthens the program's impact and will foster a 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.

We will ensure there is adequate staff to support the establishment and implementation of the SSP through the following measures.

1. First, the district will conduct a comprehensive assessment of staffing needs, considering factors such as the needs of the campus and services for mental health and academic achievement.
2. Next, the district will allocate grant funds and additional resources to hire new staff members dedicated to the SSP, including a Data Clerk and LPC. These individuals 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 new and existing staff members to enhance their skills in supporting students within the program. Training sessions, Comprehensive Training Center presenters, and coaching will be offered to the administration and staff to provide them with the necessary tools and strategies.
4. The district will establish an on-going monitoring and evaluation system to assess the SSP's effectiveness and identify needs in order to close the gaps identified. This will allow for necessary adjustments and resource allocation.

Through careful assessment, resource allocation, professional development, partnerships, and monitoring, we will ensure 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.

HOW THE CAMPUS WILL BE SUPPORTED BY THE GRANT PROGRAM:
 The campus will be supported by the grant program and the Campus Behavioral Threat Assessment Team, who will collect information from multiple sources, monitor outcomes, and analyze developing threats. Through constant monitoring and support facilitated through this grant program, the campus will be able to identify concerns, improve school climate, and provide professional development training to staff.

CURRENTLY CONDUCT BEHAVIORAL THREAT ASSESSMENTS: The Campus Behavioral Threat Assessment Team analyzes various disciplinary data, evaluates teacher and staff reports, and discusses results with our District Team. The District Team evaluates these assessments through established protocols, involving a multidisciplinary team of central administrators, counselors, teachers, and security staff members. Through this approach, the district identifies behavioral threats, outlines priorities, and implements approaches designed to minimize potential threats.

INCORPORATE CURRENT SYSTEMS INTO STUDENT SUPPORT TEAM STRUCTURE: If awarded the grant, the campus will integrate their current behavioral threat assessment systems into the student support team structure. The Campus Behavioral Threat Assessment Team, along with the District’s Team, will work with administrators and staff to align this assessment process. This alignment will ensure that the campus is provided with relevant training, coaching, and support to implement comprehensive assessments and student intervention.

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 and will build relationships and trust with students and staff.

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.

We take a proactive and comprehensive approach to IDENTIFY STUDENT SUPPORT NEEDS AND CULTIVATE PARTNERSHIPS with external mental health and behavioral health providers.

CURRENTLY IDENTIFIES STUDENT SUPPORT NEEDS: To identify student support needs, our counselor, teachers, and staff implement assessments and screenings that encompass overall mental health and student well-being aspects. Additionally, we conduct meetings with our teachers, students, administrators, and parents to assess student mental health. This comprehensive approach allows us to gain a holistic understanding of the challenges students may be facing.

CURRENTLY IDENTIFIES AND ESTABLISHES PARTNERSHIPS: As previously mentioned, we are located in a very remote area of West Texas. In fact, students participating in athletics must travel one hour just to attend practice. Unfortunately, our location not only affects extracurricular activities, but it makes it extremely difficult for us to access resources from external mental health and behavioral health providers. Therefore, the only thing that is currently implemented is “TCHAT”, from Texas Tech University. TCHAT provides us telemedicine/telehealth programs that help us identify and assess the behavioral health needs of students, as well as, provide us access to mental health services. If funded, we do plan on expanding our current services, though. To identify additional partnerships, we will: 1) Research external mental health and behavioral health providers in our area who specialize in the services we need. We consider factors such as ability to work remotely, qualifications, experience, etc. If the providers meet our standards and align with our goals and values, we formalize contracts/MOUs between our district and the vendor. 2) Once the partnership is formalized, we communicate regularly with our external mental health and behavioral health partners to ensure collaboration and effective service delivery. This includes monitoring service quality, collecting feedback, and addressing any issues or concerns.

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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.

We CURRENTLY PARTNER with the Education Service Center (ESC) to SUPPORT AND IMPROVE STUDENT well-being and academic outcomes. This collaboration includes:

1. Mental Health: We collaborate with the ESC to receive evidence-based professional development training that covers mental health issues. Topics discussed include ways to address and identify students exhibiting signs of depression, anxiety, and suicidal thoughts, just to name a few.
2. Behavioral and Emotional Health: We collaborate with the ESC to establish early identification and intervention systems for students suffering from substance abuse and having disciplinary issues.
3. Physical Health and Well-being: While Region 19 ESC doesn't help us in providing any specific physical health and well-being activities, our district currently offers an open weight room and open gym, to promote physical health and well-being.
4. Academic Outcomes: Professional development opportunities are provided to our teachers. These trainings focus on research-based strategies, data analysis, and personalized learning. The partnership also supports curriculum development, assessment design, and the implementation of interventions for our students who are struggling academically. Some trainings we attend include Lesson Planning and Support; PLC Support; and CIRCLE Training, just to name a few.

In summary, our district's partnerships are instrumental in supporting and improving student mental health, behavioral and emotional well-being, physical health, and academic outcomes.

8. Describe how the LEA will use this grant program to supplement current work to improve services and supports for the mental health, behavioral and emotional health, and physical health and wellness of students.

Due to funding and location limitations, we are currently only able to conduct the following, with relation to mental health, behavioral and emotional health, and physical health and wellness services: 1) Contract with AristotleK12 to ensure teachers and staff are alerted when students use keywords that demonstrate mental/emotional distress, such as: suicide, kill, gun, etc. 2) Partner with Texas Tech University to receive TCHAT, which provides us telemedicine/telehealth programs that help us identify and assess the behavioral health needs of students. 3) Implement Character Strong to ensure our staff receives research-based Pre-K-12th grade SEL curricula and professional learning services.

If funded, we will supplement these efforts to enhance student mental health, SEL, physical health, and behavioral health services. The funds will also be used to provide a wider variety of professional development opportunities for educators and administrators, equipping them with the necessary skills and knowledge to address the needs of students and families. Grant resources and external partners will allow the district to implement evidence-based practices and interventions that have proven effective in promoting mental, behavioral, and emotional health. This will include implementing social-emotional learning programs, trauma-informed approaches, and restorative practices. The district will also use the grant funds to improve physical health and wellness services for students. This will involve purchasing PBIS supplies and specialized materials to expand access to physical education, nutrition education, health promotion activities, and safe and supportive environments (i.e. sensory rooms). By leveraging the grant program, the district will be able to augment its current initiatives and provide additional resources, staff, and training to enhance the overall well-being of students.

9. Enter the LEA Total Enrollment:

70

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

19

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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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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.	LPC help students in stressful situations by teaching them coping techniques. (22 months)	\$133,833
2.	Administrative Clerk performs data entry/tasks to help with operation of the program (22 mo)	\$42,167
3.	Salaries referenced include the following fringe benefits calculated at 10% (22 months)	\$17,600
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$21,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$35,000
8.	Data collection/analysis to identify best practices and strategies to support the program.	\$35,000
9.	Psychological Evaluations for The Guardian Program	\$5,000
10.		

Supplies and Materials

11.	Sensory Room for PBIS materials, emotional, behavioral safety and support	\$2,500
12.	Technology/Software for safety, mental health, and PD (Presence Learning)	\$13,000
13.	All-in-one health/safety/LearnSafe detection device alerting administrators potential threats	\$29,900

Other Operating Costs

15.	Travel Costs for Conferences/Registration Fees for Threat Assessment Team (3 employees).	\$5,000
16.	Travel Costs for training with Texas Student Support Center and Region ESC (3 employees).	\$3,000
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		
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Direct administrative costs:

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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