



2024-2025 Stronger Connections Grant

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

NOGA ID

Application stamp-in date and time

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

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

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

Authorizing legislation: PL 117-159 Bipartisan Safer Communities Act Title II School Improvement Programs, BSCA

Grant period: From 11/15/2023 to 09/30/2025 **Pre-award costs:** ARE NOT permitted for this grant

Required attachments: N/A

Amendment Number

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

1. Applicant Information

Name of organization	Benavides ISD								
Campus name	N/A	CDN	066901	Vendor ID	74-6000360	ESC	02	UEI	F4TKXFBGKT
Address	106 W School Street		City	Benavides	ZIP	78341	Phone	361 256 3000	
Primary Contact	Dr. Samuel Bueno		Email	sbueno@benavidesisd.net		Phone	361 256 3000		
Secondary Contact	Javier Ramirez		Email	jramirez@benavidesisd.net		Phone	361 256 3006		

2. Certification and Incorporation

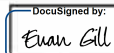
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-Specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Dr. Samuel Bueno Title Superintendent Email sbueno@benavidesisd.net

Phone 361 256 3000 Signature  Date 6/27/2023

Grant Writer Name Euan Gill Signature  Date 6/21/2023

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 # 701-23-120/634-24

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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
Absenteeism: Benavides ISD has a chronic absenteeism rate of 34.9%, more than double the state average of 15%. Source: 2021-22 Texas Academic Performance Report (TAPR).	To address chronic absenteeism, we plan to implement an evidence-based social-emotional learning and support program from BASE Education. This program will target the underlying social-emotional and mental health needs which are strongly related to chronic absenteeism. We will also purchase Positive Behavior Incentive System (PBIS) incentives to promote school attendance.
Poverty: 89.3% of Benavides ISD students are classified as Economically Disadvantaged (ED) (4 Priority Points); much higher than the state average of 60.7%. Source: 2021-22 TAPR.	Students in poverty are at higher risk of missing class, dropping out of school, and becoming involved in substance abuse. We will implement a student mentorship program, provide staff training on substance abuse prevention, and incorporate a range of healthy living activities by partnering with the Boys & Girls Club of Alice.
Mental Health and Student Safety: Severe mental health issues are widespread among Benavides ISD students. The district has recently experienced two student suicides, two suicide attempts, and terroristic threats to student safety.	We will hire a full-time Licensed Professional Counselor and add an array of mental health supports to our students and school community, including the introduction of tailored mental health programs. We will also focus on student culture and emotional safety by hiring two Student Support Specialists and purchasing self-harm detection software.

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.

Benavides ISD's goal is to improve student safety, health, and well-being by providing students with multi-tiered supports which address their social-emotional, mental, and behavioral health needs. Our goal is SPECIFIC with the following target outcomes: to reduce chronic absenteeism by 10% and to increase the number of students referred for and receiving mental health support by 10%. Our goal will be MEASURED through PEIMS and TAPR district records of the above-listed indicators, as well climate surveys. Our goal is ACHIEVABLE considering the partnerships with specialists, extensive technical assistance and professional development, and dedicated personnel commitments. The goal is RELEVANT as all evidence-based activities and outcomes are aligned to student needs and the grant's purpose. Our goal is TIMELY, with objectives achieved 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

1) Establish a Stronger Connections Grant (SCG) Committee to oversee program implementation. 2) Solicit feedback from relevant stakeholders to guide program design. 3) Create job descriptions and posting, begin recruitment proceedings, and hire grant-funded positions (Program Director, Administrative Assistant, Licensed Professional Counselor, and two Student Support Specialists). 4) Establish a Student Support Program at each targeted campus. 5) Meet with Region 2 ESC to outline Technical Assistance (TA) and Professional Development (PD) services to be contracted. 6) Identify a TEA-approved partner who can provide professional and contracted services through the Texas Center for Student Supports (TCSS). 7) Facilitate meetings between SCG Committee, Behavioral Threat Assessment Team, and all district personnel involved in program operations.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1) Meet with the TCSS to develop a plan for family support and engagement that aligns with the program design and evidence-based research. 2) Develop and implement the Student Support Program (SSP), based on advice and guidance from the TCSS. Implementation will be underway by the start of the 2024-2025 school year. 3) Grow our partnership with the Boys and Girls Club of Alice to implement targeted activities. 4) Offer contracted professional development trainings to all relevant personnel. 5) Incorporate a case management system into the student support team structure. 6) Prepare all evaluation tools to facilitate monitoring of progress toward program goals. 7) Solicit feedback from program participants and staff on program effectiveness.

Third-Quarter Benchmark

1) Collect and gather data related to target outcomes, using TCSS-provided tools, as well as district reports and climate surveys. 2) Monitor and analyze the data collected. 3) Evaluate SSP effectiveness based on progress made toward objectives. 4) If necessary, meet with TCSS to modify the SSP to address identified gaps. 5) Submit responses to requests from TEA for information and data regarding program development, implementation, performance, and evaluation measures. 6) Host an SCG Committee meeting with relevant stakeholders to identify program successes and challenges, as well as create a sustainability plan to continue program operations beyond the grant period.

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.

USE OF PROJECT EVALUATION DATA: Benavides ISD understands the need to carefully evaluate outcome data to continually guide improvements to the program. With input from the Program Director, counselor, and other relevant stakeholders, the SCG Committee will meet monthly to review outcome data, which will be collected by program staff, consolidated by the administrative assistant, and prepared for discussion by the Program Director. Outcome data to be discussed includes student absences, behavioral referrals, threats to student safety, school climate responses, and the number of students referred for and receiving health support. Progress toward outcome goals will be closely monitored and if limited effectiveness is shown, the SCG committee will implement informed adjustments to programming.

MODIFYING THE PROGRAM: If quarterly benchmarks are not met and/or limited progress is shown towards our SMART goals, internal and external discussions will be held. Feedback will be obtained from all relevant stakeholders to pinpoint the causes of limited progress. Then, our district will seek external consultation from the TCSS and Region 2 ESC to design informed modifications to the program, which ensure sustainable progress. If modifications are proposed, we will ensure all stakeholders are notified through emails, letters, and notices on our website. If significant reallocation of budgeted funds is required, we will submit any necessary amendments to TEA to ensure that we stay in compliance with grant guidelines while accomplishing program goals.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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9. Statutory/ TEA Program Requirements

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

Benavides ISD is a small, rural district with only two campuses: Benavides Elementary and Benavides Secondary. As such, there was no need to identify the campuses that will participate in the establishment of the Student Support Program. Instead, consideration was given to a number of factors to determine the type and extent of needs exhibited at each of our campuses. The factors considered are outlined below:

- Academic Needs: Poor performance in academics, as reported in the TAPR.
- Social-Emotional and Mental Health Needs: High precedence of social-emotional and mental health issues, such as suicide attempts, as reported by school counselors/educators, and high rates of absenteeism and/or dropout, as reported in TAPR.
- Behavioral Needs: High precedence of discipline incidents, substance abuse, and reports of harmful or threatening behavior, as reported by counselors and educators, and as reflected by suspension rates in the TAPR or PEIMS.
- High-Need Student Populations: High rates of English Learners, ED students, at-risk students, homeless students, and students with disabilities, as reported in the TAPR.
- Capacity and Resources: Existing staff expertise, infrastructure, support services, or potential collaborations with external organizations.

Based on the review of our student needs, campus improvement strategies, stakeholder opinions, external partnerships, staff capacity, current resources, and isolated location, the district determined that both campuses need to establish an SSP.

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

Understanding and Commitment
 Benavides ISD knows how crucial it is for everyone on campus - from staff to leaders - to support the Student Support Program. Clear communication is key to getting everyone on board.

Communication and Dedication
 Benavides ISD stresses the need for strong communication and dedication to make the Student Support Program work. Kick-off meetings and easy-to-understand plans will help staff understand what the program is about and how it will work.

Teamwork and Open Conversations
 The school district will set up ways for everyone to share ideas and feedback. This promotes teamwork and lets campus leaders and program staff use their knowledge and skills in making decisions.

Ongoing Feedback and Training
 The program will use ongoing feedback from leaders and teachers to keep improving. Training sessions will be held to prepare staff to provide evidence-based and trauma-informed programs for students who need extra support. All necessary resources will be given to make sure the program is put into action effectively.

Alignment with Current Programs
 Finally, the Student Support Program will be designed to match with programs already in place in each school's improvement plan. This ensures a well-rounded approach to improving student outcomes.

Conclusion
 All in all, Benavides ISD is taking a well-thought-out approach to ensure the Student Support Program succeeds. This is being done through clear communication, teamwork/commitment, ongoing improvements, professional training, providing resources, and aligning with existing programs.

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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:

- **Communication:** Benavides ISD will inform parents and families of the program's purpose, strategies, and targeted outcomes through emails and public notices. Specific outreach will also be made to parents and families of high-need students who are targeted for specialized support. In addition, the district will host kick-off parent engagement sessions to provide further education on the program, emphasizing, and inviting feedback and questions.
- **Surveys and Questionnaires:** We will administer surveys and questionnaires to gather insight from parents/families. These feedback mechanisms will assess satisfaction, gather suggestions for improvement, and measure the program's impact on students and the community.
- **Committee:** A dedicated Family Advisory Committee will be created, as a platform through which parents and families can share their opinions, suggestions, and concerns. Giving a voice to these stakeholders will be critical in fostering a collaborative environment and ensuring program success.
- **Existing Organizations:** Existing parent and family organizations will be leveraged to engage parents and families in supporting the SSP. Joint meetings, workshops, and events will foster dialogue and active engagement.
- **Texas Center for Student Supports (TCSS):** The district will utilize the family engagement playbook developed by TCSS to build support with parents and families.

By engaging parents and families through effective communication, involvement, and feedback, the Benavides ISD ensures active participation in supporting 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.

Benavides ISD is committed to providing ample staff to effectively launch and maintain the Student Support Program (SSP). To kick start, we will carry out an admin-led staffing assessment at each campus to identify any existing gaps, particularly in the support of high-need populations. Aligned with these findings, we will use grant funds to recruit extra staff and bolster each campus's capacity to roll out the SSP.

To proactively respond to serious mental health concerns, including student suicides, we will hire a Licensed Professional Counselor for mental health care. Additionally, following a previous terroristic threat, we plan to employ two Student Support Specialists to build campus culture, assist with crisis situations, and respond to student's emotional safety. We will also on-board an experienced Program Director for guidance throughout the project and an Administrative Assistant for data-related tasks.

Moreover, we plan to increase our staffing levels by hiring support staff or experts from outside the school district. This will be done by expanding our current partnership with the Boys and Girls (B&G) Club of Alice. All individuals brought on board by the B&G Club of Alice will offer extra support to our students and existing personnel.

Our district also prioritizes continuous learning for our staff. Therefore, we will offer high-quality, evidence-based professional development training to equip our team with the skills necessary for the SSP.

Finally, we will continually assess our staffing needs and encourage open communication for feedback to ensure all necessary resources are in place.

To summarize, we will ensure a well-staffed SSP by conducting needs assessments, hiring extra staff, providing professional training, and maintaining continuous support through regular feedback and dedicated resources.

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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.

Benavides ISD is actively in the process of establishing a dedicated behavioral threat assessment team, which consists of the Secondary School and Elementary School Principals, Special Education Director, and District Diagnostician. The framework for extensive behavioral threat assessments at each campus has been established. These involve analysis of district behavioral threat data, evaluation of teacher and staff reports, consultation with security staff, and external collaboration with law enforcement agencies. Through this approach, each campus can identify behavioral threats, outline priorities, and implement approaches designed to minimize these threats.

If awarded the SCG, the district will, under the guidance of the SCG Committee and Program Director, incorporate these current systems into the student support team structure. The district will effectively communicate these practices to all relevant stakeholders, with on-going behavioral threat assessments serving as a key factor in ensuring the success of the SSP. All staff involved in the SSP will be trained in behavioral threat assessment systems and practices through focused meetings, training sessions, and open communication channels designed to encourage feedback. Staff will also be trained in how to incorporate a case management system that is aligned to the TCSS, to ensure they can closely monitor, evaluate, and minimize behavioral threats.

Overall, integrating current behavioral threat assessment systems into the student support team structure will ensure district-wide collaboration and promote 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 continuously seeks to identify student support needs and proactively address these needs through targeted, evidence-based practices.

In order to ensure that we have a strong, up-to-date understanding of student support needs, we frequently administer surveys and solicit input from students, parents, and families. This approach gives us an informed perspective on what supports students and families feel they most need. In addition, the district periodically reviews and evaluates qualitative and quantitative data on academic, social-emotional, behavioral, and mental health needs exhibited on our campuses. This is sourced from district and TEA reports, climate surveys, teacher and staff questionnaires, and on-going consultation with relevant stakeholders throughout the district.

Once identified, the district seeks to address these needs, often by partnering with external mental health and behavioral health providers. When identifying the most suitable partners, we work with Communities In Schools (CIS) and Region 2 ESC to consider the qualifications, experience, track record of implementing evidence-based practices, and understanding of localized needs that each provider demonstrates. Under the direction of these organizations and district administration, mental and behavioral health providers are then prioritized and ranked according to these factors. Once a strong candidate is identified, consultation takes place, followed by a solidification of the partnership through contractual agreements. This process is frequently used and has proven to be successful, as evidenced by our existing partnerships with Family Counseling Services and Coastal Plains Community Center. While these partnerships have significantly helped us in addressing student needs, it is not our only strategy. We also offer structured professional development trainings frequently to district staff to enhance their capabilities in meeting student support needs.

By offering these trainings and partnering with mental health providers, we are able to take a proactive and comprehensive approach to identify and address student support needs.

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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.

Benavides ISD currently partners with Region 2 ESC in several ways in order to support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and improve academic outcomes for students.

Region 2 ESC serves as an excellent resource in designing approaches that are informed, evidence-based, and tailored to address the specific health needs of our student populations, whether they be mental, physical, social-emotional, or behavioral in nature. The district administration is in regular contact with Region 2 ESC where consultation is provided to firstly identify needs, and secondly ensure that district strategies, practices, and policies are aligned to the most up-to-date, evidence-informed approaches.

In addition, Region 2 ESC serves as our primary resource for Professional Development (PD), technical assistance, and contracted support. Given the extensive research which guides all action undertaken by the ESC, our district feels confident in both the services they provide directly and the relationships they facilitate. Benavides ISD staff recently received Professional Development training from Region 2 ESC in essential data gathering and analysis techniques relating to PEIMS and DMAC. The knowledge and skills gained through this training will be critical in analyzing the effectiveness of the Stronger Connections Grant Program.

Region 2 ESC, alongside Communities In Schools, also facilitated our partnerships with mental and behavioral health providers such as Family Counseling Services, who sent therapists to our schools to help students cope with the severe trauma that resulted from our recent student suicides. Additionally, the Region 2 ESC also helped us establish a partnership with Coastal Plains Community Center, which provided guest speakers, who addressed topics relating to grief and trauma.

Through these approaches and several others, Benavides ISD effectively utilizes its strong relationship with Region 2 ESC to provide comprehensive support that addresses students' health and academic needs.

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.

Benavides ISD will use this grant program to supplement its current efforts in improving services and support for students. First, discussions will be held between all relevant stakeholders. The district will then outline specific activities that are tailored to address the localized needs of each campus. The SCG will be used for the following:

- Strengthen Relationships with Region 2 ESC and the TCSS: The district will allocate at least 6% of the grant funds to the ESC and 10% to the TCSS. These funds will be used to expand and enhance our current support offerings in the areas of student health and well-being and academic performance.

- Evidence-Based Programs: Benavides ISD always strives to utilize the most current, evidence-based approaches to addressing mental and behavioral health needs. We will continue these efforts and diversify our support and education offerings by purchasing social-emotional and mental health programs from BASE Education.

- Professional Development (PD) Trainings: With funding from the SCG, we will provide our staff with high-quality, trauma-informed training on how to implement the SSP, engage our highest-need student populations, and address student needs.

- Additional Staff: SCG funding will enable the district to add a Licensed Professional Counselor, Program Director, Administrative Assistant, and two Student Support Specialists. All new hires will be fully trained in existing district practices, and each will be paired with an experienced district employee for mentorship.

Through these means, Benavides ISD will ensure that our students are provided with the comprehensive support needed to address the mental, behavioral, social-emotional, and physical health needs of all students.

9. Enter the LEA Total Enrollment:

353

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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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 offers counseling, therapy, and support to students. Salary + benefits for 22 months.	\$159,500
2.	2-Student Support Specialist crisis support and interventions. Salary + benefits for 22 months	\$191,400
3.	Admin Assistant performs data entry, supports program ops. Salary + benefits for 22 months.	\$74,433
4.	Program Director manages program, ensures goal attainment. Salary + benefits for 22 month	\$170,133
5.	<input type="text"/>	<input type="text"/>

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.	Professional Development training for staff relating to grant activities.	\$19,070
9.	Boys and Girls Club to implement mentorship and healthy lifestyle activities for students.	\$23,000
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	PBIS Management System will improve student well-being, attendance, positive behaviors.	\$15,134
12.	Technology/software-SEL curriculum, personalize support for students (BASE Education).	\$5,000
13.	All-in-one health (Raptor) self-harm detection-alerting administrators potential threats	\$15,000

Other Operating Costs

15.	Travel Costs for Conferences/Registration Fees for Threat Assessment Team (5 employees).	\$8,500
16.	Travel Costs for training with Texas Student Support Center and Region 2 ESC (5 employees)	\$6,500
17.	<input type="text"/>	<input type="text"/>

Debt Services

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>

Capital Outlay

20.	<input type="text"/>	<input type="text"/>
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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"/>	
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For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.