



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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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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
Fruitvale ISD needs to decrease the occurrence of bullying in our district. The 2022-23 FISD annual parent survey resulted in 70% of parents responding saying that their child had been a victim of bullying. Goal: The percentage rate of parents saying their child was bullied will decrease by 10% per year.	Fruitvale ISD will provide intensive training for all staff that deal with students in suicide, warning signs, bullying, cyberbullying, and social media activity. We will also provide training for students and parents on identifying bullying as well as invite speakers in to increase awareness and decrease occurrence of bullying. We will purchase a comprehensive character program that addresses character building, acceptance and kindness for students.
Fruitvale ISD has identified a need to decrease the usage of drugs, alcohol and vaping in our students. We will increase awareness and provide education on drugs, alcohol and vaping to help students make healthy decisions.	FISD will address the need by providing resources/materials/vaping sensors to students, parents and teachers. We will also conduct public awareness campaigns via community events, facebook posts, school newsletters, and media coverage. Counselors and police department (including additional, grant funded security position) will provide regular education speakers and programs to address drugs, alcohol and vaping; as well as educating teachers, counselors and parents who pass on their skills to countless others.
FISD has identified a need to increase parental awareness of student mental health, bullying and drug issues and a need to provide tools to help parents as they raise their children to make educated decisions. Safety is not just physical; it also involves mental and emotional health as well. Parents need guidance and education on social media restrictions and drug, alcohol and vaping dangers for their kids, and basic parenting through hard situations.	FISD will provide literature and training opportunities to parents to address non-academic needs that often pose a barrier to students' learning. Parents will be made aware of the services that are available to them and their students. The district will also use the family engagement playbook developed by the Texas Center for Student Supports to partner and build support with parents and families. The district will provide information to help parents learn what to look for in their child's behavior that may pose a threat to their mental and physical well being.

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 District will implement a comprehensive approach that provides resources and implements programs to appropriately address the physical and emotional needs of FISD students. The success of such programs will be measured by parent participation, a reduction in bullying incidents, a decrease in student discipline referrals, a decrease in drug/alcohol/vaping cases, and increased parental awareness. Surveys of students and families on these issues will be conducted to measure for success. We will look for a 10% decrease from the past year of parents saying their child was bullied at school. We will look for a 75% awareness rate in student and parent surveys for drug, alcohol and vaping knowledge. We will also measure parent involvement which has been low and look for about 20% of parents to engage in parenting educational programs concerning the issues listed above.

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

- A parent, student, and staff advisory team has been created and collaborated.
- Verify the establishment and meeting minutes of the Student Support Program for each campus.
- Scheduled events for drugs, alcohol and vaping awareness scheduled by the Fruitvale ISD police department
- Implementation of a comprehensive program to address bullying on each campus by the counselors.
- Implementation of parenting training program.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

- Ensure that all safety meetings are happening at regular intervals according to requirements - School Safety Meetings, Threat Assessment Teams, as well as staying up to date on current laws and legislative actions taking place by our state. etc.
- Review and make sure all events, programs, presentations are happening and calendared for the year. Evaluate programs and presentations as they take place on campus.
- Ensure that a comprehensive program for bullying is happening regularly, retrain or refocus if needed, evaluate the progress of the program as a committee on each campus.
- Ensure promotions are happening, calendaring is complete and sign in sheets and participation logs are accurate.
- Send out parent, student and staff surveys to evaluate the three grant focus areas, disaggregate the data and conduct a comprehensive needs assessment for use in planning for next year.

Third-Quarter Benchmark

- Ensure calendars for all events, programs and trainings are being followed.
- Ensure that all safety meetings are happening at regular, required intervals - Safety Meetings, Threat Assessment Teams, etc.
- Review and make sure all events, programs, presentations are happening and calendared for the year. Evaluate programs and presentations as they take place on campus.
- Ensure that a comprehensive program for bullying is happening regularly, retrain or refocus if needed, evaluate the progress of the program as a committee on each campus.
- Ensure sign in sheets and participation logs are accurate for parent training and events, ensure promotions are happening and calendaring of events is completed.
- Survey parents, student and staff to evaluate the 3 grant focus areas, disaggregate the data and conduct a need assessment.

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.

Project evaluation data will be collected, assessed, and processed for any identifiable needs by a team of district administrators, district counselors, district police officer, our grant manager, and other involved stakeholders. The collected data will include incident reports, training completion certificates, meeting sign in sheets, meeting minutes, demographic reports, survey results, enrollment rates, and any other data deemed necessary.

While collecting and assessing data, if an area is identified as not showing adequate success, the administrative team will meet with appropriate staff/stakeholders to discuss adjustment ideas. The administrative team will then modify the program as soon as possible.

As Fruitvale ISD has identified these needs as those that will be necessary for long term student success, the program will be continuously assessed through the lens of sustainability. Each year after survey completion, strengths and weaknesses will be identified and goals will be reestablished or adjusted to fit the needs of the program.

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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.

Fruitvale ISD is a very small district with approximately 390 students. We have 1 elementary campus, 1 middle school campus, and 1 high school campus. All 3 of our campuses will participate.

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

This program will be a regular agenda item on campus staff meetings. Campus leaders will report to the Superintendent monthly at regularly scheduled administrative team meetings.

District, campus, threat assessment and other meetings will be scheduled onto the district calendar to ensure these planned meetings occur. Feedback before, after, and throughout the program will be obtained through meetings and surveys, to adjust the program as needed to be successful.

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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.

Fruitvale ISD recruits parents and other family members to serve on Campus and District Teams to support the school. We also hold parent nights, send out newsletters, and advertise through facebook to provide information and request support from families for district programs. Administrators will discuss and share about the program at our Parent/Teacher Committee meetings as well.

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

Campus principals will be responsible for ensuring that a parent, student, and staff advisory team has been created and is collaborating to aid in creating the Student Support Program.

The district administrative team, district counselors, district police chief, our grant manager, the Texas Center for Student Services and the staff advisory teams will be responsible for ensuring the Student Support Program is implemented. Monthly reports on the program will be provided to the administrative team.

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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.

Fruitvale ISD has a School Health Advisory Committee, Safety and Security Committee, Threat Assessment Team, District Improvement Team, and Campus Improvement Teams that all meet regularly. Each of these teams or committees address areas related to student safety and threat assessments.

All campuses will have a comprehensive bullying program, provide parent training in all three focus areas, and provide programs for drugs, alcohol and vaping as age appropriate.

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.

Student support needs are identified in several ways. Some of these ways are teacher referrals, parent referrals, parent and student survey results, and of course district counselors play a huge role in this identification. Counselors currently use the PASS survey system to gather information from students.

As we identify a particular need we seek to find and establish a partnership to address that need. Some of the current partnerships we entered into after establishing a need are:

with The University of Texas Health Science Center at Tyler for access to the Texas Child Health Access through telemedicine program.

with Bullock Investigations for Canine Inspection for Narcotics and/or Explosives.

with Andrews Center for counseling.

with Region VII for support to crisis team

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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.

Fruitvale ISD relies heavily on our regional ESC for training and consultation. We are also members of the ESC 7 Professional School Counselor Support Service Cooperative. Region VII provides mental health first aide training, psychological first aide training, and we partner with them for training in almost every area of the district for all staff.

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.

Fruitvale ISD is a very small, rural, school district with limited funding. Receiving this grant would allow us to design and implement a comprehensive approach that provides resources, equipment, personnel, and implements programs to appropriately address the mental health, behavioral and emotional health, and physical health and wellness of students. Our district currently has one police officer on staff. Receiving this grant would allow us to add an additional security staff member.

9. Enter the LEA Total Enrollment: 387

10. Enter the Regional Educational Service Center that serves the LEA: 7

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10. Equitable Access and Participation

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

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

Group Barrier

Group Barrier

Group Barrier

Group Barrier

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.	Security Personnel (officer or similar)	100,000.00
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	42,000
7.	Required 10% of funds to the Texas Center for Student Supports	70,000
8.	Outside speakers	50,000
9.	Service Contract on Vape Sensors	1,500
10.		

Supplies and Materials

11.	Bullying programs, curriculum, and supplies	120,000
12.	Drug/alcohol & vaping programs, curriculum, Red Ribbon and other supplies	30,000
13.	Parent Awareness training supplies and materials	30,000

Other Operating Costs

15.	Travel for training/conferences for each of the 3 identified needs	100,000
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.	Monitored Vape Sensors	160,000
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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

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