TEA
Texas Education Agency®

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: Harmony Public Schools - South Texas

Campus name: Harmony - South Texas   CDN: 015828   Vendor ID: 76-0615245   ESC: 20   UEI: j943lulzxk64

Address: 6812 Alamo Downs Pkwy   City: San Antonio   ZIP: 78238   Phone: 713-343-3333

Primary Contact: Jennifer Sabin   Email: jsabin@harmonytx.org   Phone: 713-343-3333

Secondary Contact: Guvanch Yazgeldi   Email: gatamyradov@harmonytx.org   Phone: 713-343-3333

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: Fatih Ay   Title: CEO   Email: fay@harmonytx.org

Phone: 713-343-3333   Signature: [DocuSigned by signature] 069F6B018400435...   Date: 7/17/2023

Grant Writer Name: Kristina Ubina   Signature: Kristina Ubina (Digitally signed by Kristina Ubina Date: 2023.07.17 08:01:53 -05'00')   Date: 07/17/2023

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

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

CDN 015828   Vendor ID 76-0615245   Amendment # N/A

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
At-Risk students make up 52.9% of the enrollment at Harmony - South Texas (HST). Social norms in the surrounding culture make these students more susceptible to failing or dropping out of school. (Source: 2021-2022 TAPR)	With the help of this grant and the Student Support Program (SSP), HST will be able to strategically train teachers, counselors, and staff on techniques to assist students with their social, emotional, and behavioral needs at Harmony Science Academy - Brownsville, Harmony Science Academy - San Antonio, and Harmony School of Innovation - San Antonio.
HST has experienced an increase in chronic absenteeism. From 2019-2020, 6.9% of the student population consistently missed school. The following year it nearly doubled to 11.8%. (2021-2022 TAPR)	Absenteeism will be addressed by hiring Emotional Well-being Counselors. Participation will allow students to work together with teachers and staff in order to form more positive relationships. In turn, students will gain a sense of belonging and safety while at school and attend more regularly.
The majority of the students that attend HST live in households where income is below the state average; thus, resulting in 84.3% of the students being classified as Economically Disadvantaged (ED). This qualifies our charter for 4 priority points. (TEA PEIMS	To address this need, HST plans to incorporate Social Emotional Learning (SEL) software into its platform at the targeted campuses. With this software, ED students will have access to relative information to guide them in their personal social-emotional needs and strengthen their sense of belonging in the school as well as in the community.

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.

HST's goal is to enhance student safety, health, and well-being. We can meet this goal by providing students with multi-tiered supports which address their social-emotional, mental, and behavioral health. Our goal is SPECIFIC with the following target outcomes: to reduce chronic absenteeism by 10%. This will be MEASURED through PEIMS and TAPR data relevant to the previously listed indicators, as well as K-12 Insight survey responses. Our goal is ACHIEVABLE considering the collaborative partnerships with specialists, extensive technical assistance and professional development, and dedicated personnel commitments. The goal is RELEVANT as all evidence-based activities & 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

• Establish a Stronger Connections Grant (SCG) Committee to oversee program implementation.
• Create job descriptions and postings, begin recruitment proceedings, and hire grant-funded positions (District Student Culture Coordinator and three (3) Emotional Well-being Counselors).
• Establish an SSP at the three targeted campuses (1 campus in Region 1 and 2 campuses in Region 20) and plan the SSP based on guidance from the Texas Center for Student Supports (TCSS).
• Meet with Region 1 and Region 20 Education Service Centers (ESC) to outline services that will be provided.
• Identify a TEA-approved partner who can provide professional and contracted services through the TCSS.
• Facilitate meetings between SCG Committee, Safety and Supportive Team, and all program personnel.

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

CDN 015828   Vendor ID 76-0615245   Amendment # N/A

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

• Meet with the TCSS and develop a plan for parent and family engagement to align and design the program with evidence-based research.
• Develop and implement the SSP, based on advice and guidance from the TCSS. Implementation will be underway by the start of the 2024-2025 school year.
• Offer contracted professional development training through the ESCs and additional contracted services.
• Incorporate a case management system into the student support team structure.
• Prepare all evaluation tools to facilitate monitoring of progress toward program goals.
• Solicit feedback from program participants and staff on program effectiveness.

Third-Quarter Benchmark

• Collect and gather data related to target outcomes, using TCSS-provided tools, as well as campus reports and K-12 Insight surveys.
• Monitor and analyze the data collected by contracted services.
• Evaluate SSP effectiveness based on progress made toward objectives.
• If necessary, meet with TCSS to modify the SSP to address identified gaps.
• Submit responses to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.
• Host a SCG Committee meeting with relevant stakeholders to identify program successes and challenges, and to 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.

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

RFA/SAS #   701-23-120/634-24   2024-2025 Stronger Connections Grant   Page 3 of 11

CDN 015828   Vendor ID 76-0615245   Amendment # N/A

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.

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

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.

Harmony - South Texas will work in conjunction with the TCSS to identify the targeted campuses that will participate in the establishment of the SSP. Using TAPR and PEIMS reports we will consider the following factors when making our determination:
• Academic Needs: Campuses demonstrating poor performance in academics.
• Social-Emotional and Mental Health Needs: Campuses that are facing a high precedence of social-emotional and mental health issues, as reported by school counselors and educators, and high rates of absenteeism and/or dropout.
• Behavioral Needs: Campuses facing high reports of discipline incidents, disciplinary action, and reports of harmful/threatening behavior, as reported by school counselors and educators, and as reflected by suspension and/or expulsion rates.
• High-Need Student Populations: Campuses with higher rates of high-need and underrepresented student populations, including but not limited to English Learners, ED students, at-risk students, homeless students, and students with disabilities.
• Capacity/Resources: Campuses that are most adequately prepared to e ectively implement the program, based on sta expertise, infrastructure, existing support services, or potential collaborations with external organizations.
In evaluating these factors, we will conduct an extensive analysis of data outlined in campus and state reports, and extensive reviews of Campus Improvement Plans, K-12 Insight Surveys, and reports from counselors, teaching sta , and administrators. We will also ensure extensive input is gathered from relevant stakeholders, through surveys/questionnaires and on-going discussions with students, families, community members, and local organizations, as well as our administrators, educators, and sta .
Throughout the design process of the SSP, Harmony - South Texas will seek to engage in on-going consultation with the TCSS, through Region 1 and Region 20 ESCs.

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

Harmony - South Texas fully comprehends the importance of ensuring widespread commitment among campus staff and leaders for the success of the SSP.

The first step in achieving this commitment is effective communication. Meetings will be coordinated by the SCG Committees and the Safety and Supportive Team through which all campus leaders and staff will be informed of the program's purpose, strategies, and targeted outcomes through written plans. We will open communication channels to facilitate input in program design and collect on-going feedback on program implementation and the decision-making processes. 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 each campus will also be ensured through professional development (PD) training and on-going resource support that will make certain all involved personnel are adequately prepared to deliver evidence-based and trauma-informed programs. In particular, staff will be trained in effective instructional methods for high-need student populations.

Finally, all aspects of the SSP will be designed and implemented in direct alignment with existing programming as articulated in each school's Campus Improvement Plan. Through this approach, Harmony - South Texas can ensure existing frameworks are leveraged, and that staff feel they can build on the progress already being made.

Through these strategies, we ensure that campus leaders and staff are fully invested in the SSP. By fostering a collaborative and supportive environment, the program can effectively address the academic, social-emotional,

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

CDN 015828   Vendor ID 76-0615245   Amendment # N/A

9. Statutory/Program Requirements (Cont.)

3. Describe how the LEA will engage parents and families to solicit support for the program.

Harmony - South Texas (HST) will engage parents/families to solicit support for the program through:

• Communication: HST will inform parents and families of the program's purpose, strategies, and targeted outcomes through emails and public notices. Home visits will also be made to parents and families of high-need students who are targeted for specialized support. In addition, kick-off parent engagement sessions will be hosted to provide further education on the program, while also welcoming feedback and questions.
• Surveys and Questionnaires: K-12 Insight surveys will be administered to gather insight from parents and families. This feedback will assess satisfaction, gather suggestions for improvement, and measure the program's impact on 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): Family engagement playbook developed by TCSS will be utilized to build support with parents and families.

By engaging parents and families through effective communication, involvement, and feedback, Harmony - South Texas 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.

Harmony - South Texas will ensure there are adequate staff to support the establishment and implementation of the SSP. Our first step will be to conduct an administration-led assessment of staffing and resource needs at each participating campus, which will identify areas in which staff are underequipped, for example in supporting high-need/underserved populations. Grant funds will be budgeted in accordance with these identified needs that will be used to hire additional staff and provide required resources to strengthen the capacity of each campus to implement the SSP. Based on the identified needs of each campus, we will hire an Emotional Well-being counselor for each of their three campuses.

We will provide high-quality, evidence-based professional development training for our staff, to enhance their skills in supporting students within the program. This training will prepare staff for establishing the SPP and implementing specific program activities.
We will continually monitor and evaluate staffing needs and facilitate open and on-going communication to gain feedback, which will be used to add necessary supportive resources.

In summary, Harmony - South Texas will ensure there is adequate staff by conducting a needs assessment and filling identified gaps, providing additional personnel and contracted support staff, enhancing the capabilities of each staff member through professional development, and facilitating on-going support through open feedback loops and dedicated supports.

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

CDN 015828   Vendor ID 76-0615245   Amendment # N/A

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.

Extensive behavioral threat assessments were conducted at the following targeted campuses: Harmony Science Academy-Brownsville (HSAB), Harmony School of Innovation-San Antonio (HSISA), Harmony Science Academy-San Antonio (HSACA). These involve analysis of behavioral threat data, evaluation of teacher and staff reports, and consultation with security staff. Through this approach, each campus can identify behavioral threats, outline priorities, and implement approaches designed to minimize these threats.

If awarded the SCG, we will, under the guidance of the SCG Committee, incorporate these current systems into the student support team structure. We 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 on behavioral threat assessment systems and practices through focused meetings, training sessions, and open communication channels designed to encourage feedback. Staff will also be trained on how to incorporate a case management system, aligned to the Texas Center for Student Supports (TCSS), so as to closely monitor, evaluate, and minimize behavioral threats.

Overall, integrating current behavioral threat assessment systems into the student support structure will ensure 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.

Harmony - South Texas continuously seeks to identify student support needs and proactively address mental health and behavioral 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, we periodically review and evaluate qualitative and quantitative data on academic, social-emotional, behavioral, and mental health needs exhibited on our campuses. This is sourced from campus and TEA reports, K-12 Insight surveys, and on-going consultation with relevant stakeholders throughout our campuses.

Once identified, we will seek to address these needs, often by partnering with external mental health and behavioral health providers. When identifying the most suitable partners, we consider the qualifications, experience, track record of implementing evidence-based practices, and understanding of localized needs that each provider demonstrates. Region 1 ESC (HSAB) and Region 20 ESC (HSISA, HSASA) will serve as excellent resources in identified TEA-vetted and TEA-approved providers. Under the direction of our 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. Structured professional development training is frequently offered to our staff so as to enhance their capabilities in meeting student support needs, in alignment with the support provided by contracted providers.

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

CDN 015828   Vendor ID 76-0615245   Amendment # N/A

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.

Harmony - South Texas currently partners with Region 1 ESC (HSAB) and Region 20 ESC (HSISA, HSASA) to support and improve student well-being and academic outcomes. Staff from HST regularly attends workshops and trainings offered through the region centers. These workshops and training include the following:

1. Mental Health: We received evidence-based professional development training that covers mental health. Things discussed include ways to address and identify students exhibiting signs of depression, anxiety, and suicidal thoughts.
2. Behavioral and Emotional Health: We collaborate with Region 1 ESC and Region 20 ESC to establish early identification and intervention systems for students suffering from substance abuse and having disciplinary issues. We attended sessions on disciplinary conduct, interventions, and positive behavior strategies.
3. Physical Health and Well-being: To promote physical health and well-being, our charter attended workshops on how to provide a safe learning environment to support physical health and how to better support our students.
4. Academic Outcomes: Professional development opportunities are provided to our teachers on campus and at the local ESC. The partnership supports curriculum development, assessment design, and the implementation of interventions for our students who are struggling academically. Our teachers attended workshops on raising student achievement and closing the academic gap.

In summary, Harmony - South Texas'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.

To enhance and supplement its current efforts in improving services and supports for student mental health, behavioral and emotional health, and physical health and wellness, Harmony - South Texas will outline specific activities that are tailored to address the localized needs of each campus. The SCG will be used for the following:
Our charter will allocate 6% of the grant funds to our local ESC and 10% to the Texas Center for Student Supports (TCSS). These funds will be used to build a stronger relationship, expand the framework already developed, and enhance our current support offerings in the areas of student health and well-being and academic performance. Based on guidance from the TCSS and extensive research into effective strategies, we will implement a number of evidence-based approaches to address the identified needs of our students on our targeted campuses. These programs will provide age-appropriate education, resources, and support geared toward addressing social-emotional, mental, and behavioral health needs.
With funding from the SCG, we will increase both the quality and quantity of PD offerings. Staff will be provided with high-quality, trauma-informed training in how to implement the SSP, how to engage our highest-need student populations, and how to identify and address student needs. (i.e., Texas School Safety Conference and Texas Campus Safety Conference).
SCG funding will enable us to hire Emotional Well-being counselors. Any new hires or contracted specialists will be fully trained in existing campus practices, and each will be paired with an experienced employee for mentorship.
In addition, SCG funds will be used to expand student access to physical and nutritional education activities by

9. Enter the LEA Total Enrollment: 4826

10. Enter the Regional Educational Service Center that serves the LEA: 20

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

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	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year grant allocation	
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

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

CDN 015828   Vendor ID 76-0615245   Amendment # N/A

12. Request for Grant Funds

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

Payroll Costs

1.	3 Emotional Wellbeing Counselors help students in stressful situations. (22 months)	$357,501
2.	District Student Culture Coordinator will oversee the program/ensure goals are met. (22 mo)	$155,833
3.	Salaries referenced include the following fringe benefits calculated at 18%.	$92,400
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	$60,000
7.	Required 10% of funds to the Texas Center for Student Supports	$100,000
8.		
9.		
10.		

Supplies and Materials

11.	Software to detect any self-harm, threats and cyberbullying behavior. (i.e., LearnSafe)	$79,000
12.	Software w/modules to analyze students social emotional health. (i.e., BASE)	$40246
13.		

Other Operating Costs

15.	Travel Costs for Conferences/Registration Fees for Threat Assessment Team (5 employees).	$30,000
16.	Travel Costs for training with Texas Student Support Center and Region ESC (5 employees).	$24,020
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		

Direct administrative costs:	$20,000
Indirect administrative costs:	$41,000
TOTAL GRANT AWARD REQUESTED:	$1,000,000

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

CDN 015828   Vendor ID 76-0615245   Amendment # N/A

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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