



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):

1. Applicant Information

Name of organization Richardson ISD

Campus name _____ CDN 057916 Vendor ID 75-6002311 ESC 10 UEI KSJKFACJL

Address 400 S Greenville City Richardson ZIP 75081 Phone 4695933000

Primary Contact Joseph Miniscalco Email joseph.miniscalco@risd.org Phone 469-593

Secondary Contact Denise Beutel Email denise.beutel@risd.org Phone 4695937466

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 Denise Beutel Title Ex Director Email denise.beutel@risd.org

Phone 469-5937466 Signature  Date 7/18/2023

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
Each campus selected to participate in the grant(1 elementary, 1 JH, 1 HS) experienced a gun instance on campus during the 22-23 school year	Create a trauma-informed environment. Provide training and resources to promote trauma-informed practices. Develop and strengthen partnerships with parents, caregivers, community organizations, and local businesses. Develop emergency response plans and conduct site assessments to identify safety hazards and implement preventive measures, ensuring school safety and security.
Survey results indicate XXXX% of teachers don't feel they have the necessary skills to respond to the discipline challenges on their campus.	Grant funds will provide professional development opportunities and training to ensure educators and school staff have necessary skills and knowledge to create safe and supportive learning environments. Funding will be used for workshops, seminars, conferences, and guidance in implementing evidence-based strategies.
156 discipline referrals with language that triggered potential need for threat assessment; Felony Drug instances risen exponentially;	Create safe and supportive learning environment that addresses and responds to bullying, violence, and acts of hate. Strengthen our Student Support Team framework by recruiting and training additional personnel who will support the implementation of school-related initiatives focused on mental health support, social-emotional learning, and positive behavior interventions .

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.

By the end of the grant period, our organization will implement a comprehensive Safe and Supportive Schools Program that includes professional development and training, technical assistance, family and community engagement partnerships, external coaching, trauma-informed practices, emergency plan development, site assessments, and personnel development for school-related initiatives.

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

Professional Development and Training:70% of educators and school staff will have completed the initial training on safe and supportive learning environments and trauma-informed practices.

External Coaching: external coaches will have conducted coaching sessions with school leaders and staff in 50% of the participating schools, focusing on implementing evidence-based practices effectively.

Trauma-Informed Practices, Emergency Plan Development, and Site Assessments:
Development of Personnel and School-Related Initiatives:

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Technical Assistance and Sustainable Practices:90% of schools will have undergone a comprehensive assessment of their current practices, and improvement plans will be developed and implemented based on the assessment results.

Trauma-Informed Practices, Emergency Plan Development, and Site Assessments: all schools will have completed trauma-informed practices training for staff, and 100% of schools will have developed and implemented emergency response plans.

Third-Quarter Benchmark

Development of Community Engagement Partnerships: 80% of schools will have established partnerships with at least three community organizations or businesses to support family engagement initiatives.

Development of Personnel and School-Related Initiatives: all members of the Student Support Team framework will have completed the required training, and at least two school-related initiatives focused on mental health support and positive behavior interventions will be in place in each participating school.

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.

By monitoring progress against benchmarks at the end of each grant quarter, our organization will be able to identify areas of success and areas that may require further attention or adjustments. A series of formal and informal processes for measuring implementation will occur so that we are able to make informed decisions about effectiveness, respond and modify the program for continuous improvement and sustainability. Quantitatively we will monitor the following: discipline data, number of training offered, family and community events, and lessons taught. Additionally BOY, MOY and EOY will offer perception data on program implementation. Qualitatively, quarterly focus group conversations will gather school counselor and teacher feedback on program implementations. Implementation rubrics will be completed on classroom walkthroughs that will measure the classroom interactions and school environment. Once the data is collected, campus leadership along with central office support will analyze to understand the program's progress and impact. Compare the collected data against the established benchmarks and SMART goals to identify any gaps or areas where the program is not meeting its objectives. This ongoing evaluation will allow us to make data-driven decisions, ensure successful implementation, and ultimately achieve the goals of the Texas Stronger Connections Grant.

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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.

To identify the campuses to participate in the Texas Stronger Connections Grant, our district considered and made decisions based on the following criteria:

Needs Assessment: We conducted needs assessments to evaluate the mental health, behavioral, emotional, and academic needs of students at each campus. We analyzed data on student well-being, academic performance, disciplinary incidents, and attendance rates. The results clearly established Aiken Elementary, Forest Meadow Junior High (FMJH), and Lake Highlands High School (LHHS) as viable candidates for the grant. **Vulnerable Populations:** Consideration given to campuses with higher concentrations of vulnerable populations, such as students from low-income families, students with disabilities, English language learners, and those experiencing homelessness. These three campuses have a large portion of our district refugee asylee, McKinney-Vento homeless population and have economically-disadvantaged populations that range between 60%-85%. **Disciplinary and Behavioral Data:** Campuses on average had higher rates of disciplinary incidents, suspensions, or referrals to counseling and school-wide behavioral incidents than district. **Academic Performance:** Campuses with lower academic performance, higher dropout rates, or other academic challenges were considered, as these factors can be linked to students' emotional and behavioral well-being. Aiken and LHHS received C ratings and FMJH is rated a B. **Existing Support Services:** The district recently eliminated targeted social and mental health support provided Communities in Schools related to budget shortfall. This reduction in support was a critical consideration for three of our most at-risk student populations. **School Climate and Culture:** We assessed the school climate surveys. Results related to discipline and unruly behavior in comparison to district results clearly made these campuses candidates for this grant.

Based on evaluation criteria Aiken, FMJH, and LHHS were identified as campuses to participate in the establishment of Student Support Program through the Grant. These schools show a strong need for additional support and align with grant goals of creating safer, healthier, and more supportive learning environments for all students.

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

Campus leaders were consulted before grant application to gauge interest and commitment. The readiness and willingness of school leadership, staff, and stakeholders to actively participate in the implementation of the program has been established through direct conversation with campus staff and administrators. Strategies to address needs are a part of each Campus Improvement plan and will be approved by the Board of Trustees in accordance with district and state timelines. Campus leaders will integrate great objectives into TPESS goals. Campus staff have already indicated a desire for support via surveys. Staff commitment to supporting students can also be seen in their presence in after school programs, community events and willingness to listen and support students outside of class. Campus staff will be compensated for time spent above and beyond their regular work day.

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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 Local Education Agency (LEA) recognizes the crucial role that parents and families play in creating a safe, healthy, and supportive learning environment for students. We will implement a comprehensive and proactive approach to engage parents and families. Here is an outline of the strategies the LEA will use:

Parent and Family Surveys: We will develop and distribute surveys to parents and families to gather feedback on their needs, concerns, and expectations regarding the Safe and Supportive Schools Program. The survey responses will inform the development of initiatives that are tailored to the unique requirements of the community.

Parent Workshops and Trainings: We will organize workshops and training sessions for parents and families on topics such as understanding trauma-informed practices, identifying signs of distress in children, and promoting positive behavior at home. These sessions will enhance parental awareness and equip families with tools to support their children's well-being.

Parent Advisory Council: We will establish a Parent Advisory Council comprising representatives from diverse backgrounds and communities. This council will provide a platform for parents to collaborate with school administrators, share perspectives, and actively contribute to decision-making processes related to the program.

Family Engagement Events: We will host family engagement events, such as parent-teacher conferences, open houses, and community fairs, to foster connections between school staff and families. These events will encourage open communication and build trusting relationships.

Collaborative Decision-Making: We will involve parents and families in the planning and decision-making processes related to the program. Their input will be sought in the development of policies, initiatives, and strategies to create a collaborative and inclusive environment.

Parent Empowerment Workshops: The LEA will conduct workshops to empower parents in advocating for their children's needs, including navigating resources for mental health support, accessing counseling services, and understanding school policies.

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

To ensure that there is adequate staff to support the establishment and implementation of the Student Support Program related to the Texas Stronger Connections Grant qualifications, we will employ a systematic and strategic approach by implementing the following steps:

Needs Assessment: We will conduct a thorough needs assessment to identify the staffing requirements for the Student Support Program. This assessment will consider factors such as student population, the complexity of student needs, existing support services, and the scope of the program.

Resource Allocation: Based on the needs assessment, we will allocate sufficient resources, including grant funds, to recruit, hire, and retain qualified staff. We will prioritize staff positions that directly support the Student Support Program, such as counselors, social workers, psychologists, and behavior specialists.

Job Descriptions and Qualifications: We will develop clear job descriptions outlining the roles and responsibilities of each staff position within the Student Support Program. Qualifications for positions will be carefully defined to ensure that candidates possess the necessary skills and expertise to support the diverse needs of students.

Recruitment and Hiring Process: We will implement a robust recruitment and hiring process to attract highly qualified and dedicated staff. This process may involve advertising job vacancies, conducting interviews, checking references, and verifying qualifications and certifications.

Professional Development: We will provide ongoing professional development opportunities for staff to enhance their knowledge and skills in areas such as trauma-informed practices, mental health support, behavior management and family engagement.

Collaborative Team Approach: We will foster a collaborative team approach within the Student Support Program. Mentorship and Support: Newly hired staff members will receive mentorship and support from experienced team members to facilitate their integration into the program.

Data-Driven Decision-Making: We will use data to inform staffing decisions, including student demographics, intervention outcomes, and program effectiveness.

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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.

Aiken: Currently, the campus conducts behavioral threat assessments on an as-needed basis when a student's behavior raises concerns related to potential threats to themselves or others. The process involves a team of school administrators, counselors, and teachers meeting to gather information, assess the situation, and determine appropriate interventions. If awarded the grant, Aiken will incorporate its current behavioral threat assessment system into the Student Support Team (SST) structure. The SST will expand to include members who specialize in behavioral assessments and crisis intervention. Members will receive training on conducting thorough threat assessments, utilizing evidence-based risk assessment tools, and collaborating with law enforcement and mental health professionals when necessary. The SST will proactively monitor students' social and emotional well-being and intervene early to prevent potential behavioral concerns.

Forest Meadow Junior High: FMJH has a more structured behavioral threat assessment process in place consisting of a dedicated team of administrators, school psychologists, counselors, and teachers who conduct formal threat assessments when necessary. The team follows specific guidelines, protocols, and risk assessment tools provided by the district and state authorities. Through the grant, FMJH will enhance its current behavioral threat assessment process by integrating it seamlessly into the SST structure. The SST will work in close collaboration with existing threat assessment team, sharing information and developing intervention plans for at-risk students. The SST will receive specialized training in trauma-informed practices and crisis response to address underlying issues that may contribute to students' behavioral concerns.

Lake Highlands High School: LHHS currently lacks a formalized behavioral threat assessment system. When behavioral concerns arise, teachers or staff report them to administration, leading to varying responses and approaches. The campus recognizes the need for a comprehensive and consistent process but has not had the resources to establish one. LHHS will develop and implement a robust behavioral threat assessment system as part of the SST structure. SST will receive specialized training in conducting threat assessments

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.

Currently, our district identifies student support needs through a combination of methods, but the process lacks formalization and consistency. Some of the ways our schools identify student support needs include: **Teacher and Staff Referrals:** Teachers and school staff are encouraged to refer students who exhibit behavioral, emotional, or academic challenges to the counseling or student support team. These referrals may be based on observed behavior, academic struggles, or communication with parents.

Parent and Guardian Communication: Parents and guardians play a vital role in identifying their child's support needs. We encourage open communication with families, and parents are encouraged to share any concerns they have regarding their child's well-being and academic progress.

Student Self-Referrals: We encourages students to self-refer if they are facing challenges or experiencing emotional distress. Support staff, counselors, or teachers may provide resources for students to access support services.

Academic and Behavioral Assessments: We use academic assessments, behavioral assessments, and other data to identify students who may be at risk or in need of additional support. However, this process lacks a formalized structure and consistency across schools.

Regarding establishing partnerships with external mental health and behavioral health providers, we currently relies on informal networks and local resources. This has resulted in some connections with external providers, but the process is not systematic and may not cover all student needs adequately. We aim to formalize the early identification of student support needs and establish comprehensive partnerships with external mental health and behavioral health providers through Early identification process, SST, resource mapping, partner outreach, professional development in order to ensure that all students' support needs are met comprehensively, creating a safer and more supportive learning environment for everyone.

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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.

Currently, our district partners with Region 10 (R10) to support improvement in student mental health, behavioral and emotional health, physical health and well-being, and academic outcomes through the following initiatives: Counseling Cooperative: Our district is a member of the R10 Counseling Cooperative, which provides valuable resources, training, and professional development opportunities for our school counselors. Through this cooperative, our counselors receive ongoing training in evidence-based practices related to mental health support, behavioral interventions, and emotional well-being. Training for Administrators and Teachers: The Counseling Cooperative also recommends and provides training sessions for our administrators and teachers related to supporting student mental, behavioral, and emotional health. These training sessions equip our staff with the knowledge and skills to identify early signs of distress, provide appropriate support, and create a positive and inclusive learning environment. Collaborative Partnerships: Our district collaborates with R10 in developing and maintaining partnerships with local mental health agencies, behavioral health providers, and community organizations. These partnerships allow us to access additional support services and resources to meet the various needs of our students effectively. Data Analysis and Monitoring: R10 assists our district in analyzing data related to student mental health, behavioral outcomes, and academic performance. This data-driven approach helps us identify trends, make informed decisions, and implement targeted interventions to improve student outcomes.

While the current partnership with R10 through the Counseling Cooperative has been beneficial, the Texas Stronger Connections Grant will allow us to further increase and support improvements in meeting the mental, behavioral, and emotional health needs of our students.

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.

Our district is committed to enhancing services and supports for the mental health, behavioral and emotional health, and physical health and wellness of our students. We will:

- 1) Enhance Mental Health Services by employing additional mental health professionals that will offer individual and group counseling, conduct mental health screenings, and provide early interventions 2) Implement Evidence-Based Programs into our curriculum to foster emotional intelligence, resilience, and coping skills 3) Strengthen Community Partnerships to create network of support services and resources for students and their families, 4) Develop Wraparound Services that address the holistic needs such as nutrition, tutoring, counseling, medical care that promote physical well-being, 5) Provide Professional Development focused on trauma-informed practices, crisis intervention, de-escalation techniques, and culturally responsive approaches 6) Facilitate Family Engagement and Support through workshops, support groups, and informational sessions designed to help address challenges that may impact students' overall well-being, 7) Implement Data-Driven Decision-Making to identify students in need of support and assess the effectiveness of the interventions, and 8) Launch Community Awareness Campaigns To reduce stigma around mental health and promote overall well-being. By strategically utilizing the Texas Stronger Connections Grant, our district aims to supplement and enhance our current work to improve services and supports for students' mental, behavioral, and emotional health, as well as their physical well-being. Through strengthened community partnerships and the implementation of wraparound services, we seek to create a nurturing and supportive environment that promotes the academic success and overall well-being of all our students

9. Enter the LEA Total Enrollment: 37,787

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

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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	
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)	

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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.	Professional salaries: counselor social worker, community liaison for each campus	\$700,000
2.	extra duty	\$45,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$90,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$150,000
8.	Consulting services: Children’s Medical, The Defensive Line, School Superintendents Assoc. (AASA).	\$120,000
9.		
10.		

Supplies and Materials

11.	classroom and campus supplies	\$200,000
12.	supplies for community engagement	\$100,000
13.		

Other Operating Costs

15.	travel	\$43,370
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		
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Direct administrative costs: \$1,448,370

Indirect administrative costs: \$51,630

TOTAL GRANT AWARD REQUESTED: \$1,500,000

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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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