2024-2025 Stronger Connections Grant
Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

TEA
Texas Education Agency

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: Houston Classsical Charter School

Campus name: Houston Classical Charter Sch CDN: 101878 Vendor ID: 1832516896 ESC: 4 UEI: QTGVJ43HW2M6

Address: 6403 Addicks Clodine Rd   City: Houston   ZIP: 77083   Phone: 281-879-4151

Primary Contact: Deyvis Salazar   Email: DSalazar@houstonclassical.org   Phone: 281-879-4151

Secondary Contact: Lyn Koeuth   Email: LKoeuth@houstonclassical.org   Phone: 832-264-1001

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):

[X] Grant application, guidelines, and instructions   [X] Debarment and Suspension Certification
[X] General Provisions and Assurances   [X] Lobbying Certification
[X] Application-Specific Provisions and Assurances [X] ESSA Provisions and Assurances requirements

Authorized Official Name: Deyvis Salazar   Title: Superintendent   Email: DSalazar@houstonclassical.org

Phone: 281-879-4151   Signature: *Deyvis Salazar* (DocuSigned by: AEAF6522B80844E...)   Date: 07/18/2023

Grant Writer Name: Lyn Koeuth   Signature: *Lyn Koeuth* (DocuSigned by: 87CEDC424B58484...)   Date: 07/18/2023

[X] Grant writer **is** an employee of the applicant organization.   ( ) Grant writer is **not** an employee of the applicant organization.

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CDN 101878   Vendor ID 1832516896   Amendment #

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
Increase in literacy rates	To address this need, the grant could be used to fund a program that provides reading materials and literacy classes to children and adults in the community. The program's success could be measured by tracking the number of participants who complete the program and show improvement in their literacy skills.
Increase of social-emotional development	Funding program that implements social-emotional learning curriculum, provides counseling services, and offers extracurricular activities that foster positive relationships and emotional well-being. The program's success could be measured by tracking changes in student behavior, attendance rates, and self-reported measures of social-emotional skills.
Increase of physical fitness and wellness	The grant could be used to fund a program that supports the implementation of physical education classes, health education curriculum, and extracurricular activities that encourage active lifestyles.

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.

Goal: Improve school climate and student well-being by creating a safe and supportive learning environment.

Specific: The goal focuses on creating a safe and supportive learning environment for students.Measurable: The impact of the goal can be measured by conducting surveys or assessments to evaluate changes in school climate and student well-being indicators, such as student satisfaction, sense of belonging, and disciplinary incidents.

Achievable: The goal is achievable by implementing evidence-based strategies and interventions that promote a positive school climate, such as implementing social-emotional learning programs, providing professional development for staff, and enhancing student support services.Relevant: The goal aligns with the overall objective of the Stronger Connections Grant, which aims to provide safe and supportive learning opportunities and environments for all students.

Time-bound: The goal will be achieved within a specific timeframe, such as one academic year, with regular progress monitoring and evaluation.

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

HCCS will aim to provide counseling services to 10% of students who need it by the end of the first quarter

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CDN 101878 | Vendor ID 1832516896 | Amendment #

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

HCCS will aim to provide counseling services to 25% of students who need it by the end of the second quarter

Third-Quarter Benchmark

HCCS will aim to provide counseling services to 50% of students who need it by the end of the third quarter

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.

Regular monitoring and evaluation: Regular monitoring and evaluation of the program should be conducted to track progress towards the benchmarks and SMART goals. This can be done through surveys, assessments, and other data collection methods. The data collected should be analyzed to identify areas where the program is succeeding and areas where modifications are needed.Identify areas for improvement: Based on the evaluation data, areas for improvement should be identified. This could include modifying program activities, changing the program's target audience, or adjusting the program's goals and objectives.Develop a modification plan: Once areas for improvement have been identified, a modification plan should be developed. The plan should include specific modifications to the program, a timeline for implementation, and a plan for evaluating the effectiveness of the modifications.

Implement modifications: The modifications should be implemented according to the modification plan. This could involve adjusting program activities, providing additional resources, or changing the program's structure.

Evaluate the effectiveness of modifications: After the modifications have been implemented, the program should be evaluated again to determine their effectiveness. This could involve collecting data on the same indicators used in the initial evaluation, as well as any additional indicators related to the modifications.

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CDN 101878 | Vendor ID 1832516896 | Amendment #

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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CDN 101878   Vendor ID 1832516896   Amendment # [ ]

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.

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Needs assessment:  conduct a needs assessment to identify the schools that have the greatest need for
the Student Support Program. The needs assessment could include data on student academic performance,
attendance rates, disciplinary incidents, and other factors that impact student success.

Demographics: consider the demographics of the schools, including the number of low-income students,
English language learners, and students with disabilities.

Capacity: consider the capacity of the schools to implement the Student Support Program. This could
include factors such as the availability of staff, resources, and facilities.

Collaboration: consider the willingness of the schools to collaborate and work together to implement
the Student Support Program. This could include factors such as the level of support from school
administrators, teachers, and parents.
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2. Describe how the LEA will ensure that campus leaders and staff are committed to the success of the Student Support Program.

Provide clear communication: should provide clear communication to campus leaders and staff about the goals, objectives, and expectations of the Student Support Program. This can include providing information about the program's purpose, the target audience, and the specific strategies and interventions that will be implemented.

Engage campus leaders and staff in the planning process: HCCS will engage campus leaders and staff in the planning process for the Student Support Program. This can include soliciting input and feedback from campus leaders and staff, involving them in decision-making, and providing opportunities for them to share their expertise and ideas.Provide professional development: Provide professional development opportunities for campus leaders and staff to ensure that they have the knowledge and skills necessary to implement the Student Support Program effectively. This can include training on evidence-based practices, strategies for working with diverse student populations, and effective communication and collaboration.

Establish accountability measures: Establish accountability measures to ensure that campus leaders and staff are committed to the success of the Student Support Program. This can include setting performance expectations, monitoring progress towards goals, and providing feedback and support to campus leaders and staff.
Engage families and community stakeholders: Engage families and community stakeholders in the Student Support Program to ensure that they are aware of the program's goals and objectives and can provide support and feedback. This can include providing opportunities for families and community stakeholders to participate in program planning and implementation, as well as providing regular updates on program progress.

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RFA/SAS #   701-23-120/634-24   2024-2025 Stronger Connections Grant   Page 5 of 11

9. Statutory/Program Requirements (Cont.)

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

Provide clear communication: Provide clear communication to parents and families about the goals, objectives, and expectations of the program. This can include providing information about the program's purpose, the target audience, and the specific strategies and interventions that will be implemented.

Provide opportunities for involvement:Provide opportunities for parents and families to be involved in the program. This can include inviting parents and families to participate in program planning and implementation, as well as providing regular updates on program progress. HCCS can also provide opportunities for parents and families to provide feedback on the program and make suggestions for improvement.

Establish partnerships: Establish partnerships with community organizations, employers, and other stakeholders to support parent and family involvement in the program. This can include collaborating with local businesses to provide resources or support, partnering with community organizations to provide after-school programs or other services, or working with local government agencies to provide additional resources.

Provide training and resources: Provide training and resources to parents and families to support their involvement in the program. This can include providing information about the program's goals and objectives, offering training on effective communication and collaboration, and providing resources such as books, materials, or technology to support student learning.

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

Allocate resources: Allocate resources to support the staffing needs of the Student Support Program. This can include hiring additional staff, providing professional development opportunities for existing staff, or contracting with outside service providers.

Provide training and support: Provide training and support to staff to ensure that they have the knowledge and skills necessary to implement the Student Support Program effectively. This can include training on evidence-based practices, strategies for working with diverse student populations, and effective communication and collaboration.

Establish accountability measures: Establish accountability measures to ensure that staff are meeting the expectations and objectives of the Student Support Program. This can include setting performance expectations, monitoring progress towards goals, and providing feedback and support to staff.

Engage families and community stakeholders: Engage families and community stakeholders in the Student Support Program to ensure that they are aware of the staffing needs and can provide support and feedback. This can include providing opportunities for families and community stakeholders to participate in program planning and implementation, as well as providing regular updates on program progress.

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CDN 101878 | Vendor ID 1832516896 | Amendment #

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.

Provide training and support: Provide training and support to staff to ensure that they have the knowledge and skills necessary to conduct behavioral threat assessments effectively. This can include training on evidence-based practices, strategies for working with diverse student populations, and effective communication and collaboration.

Establish a multidisciplinary team:Establish a multidisciplinary team at each campus to support the implementation of behavioral threat assessments. This team should include representatives from various disciplines, such as school administration, counseling, law enforcement, and mental health professionals.

Develop a threat assessment protocol: Develop a threat assessment protocol that outlines the steps to be taken in the event of a threat or potential threat. This protocol should be based on evidence-based practices and should be tailored to the specific needs of each campus.

Incorporate current systems: Incorporate current systems into the student support team structure. This can include identifying areas where current systems can be improved or modified to better support the implementation of behavioral 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.

Community partnerships: Partnerships with external mental health and behavioral health providers in the community. These partnerships involve collaborating with local mental health agencies, clinics, hospitals, and other organizations that provide mental health services to students.

Referral systems:Referral systems to connect students with external mental health and behavioral health providers. This involves developing protocols and procedures for referring students to appropriate providers based on their specific needs.

Collaborative meetings: Organizes collaborative meetings with external providers to discuss student cases, share information, and coordinate services. These meetings facilitate effective communication and collaboration between the HCCS and external providers.

Professional development: Provide professional development opportunities for school staff to enhance their knowledge and skills in identifying and addressing student mental health and behavioral needs. This may include training sessions, workshops, or conferences conducted in collaboration with external providers.

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CDN 101878 | Vendor ID 1832516896 | Amendment #

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.

Professional Development: HCCS prioritizes the professional development of its educators by taking advantage of the opportunities provided by Region 4. These sessions are designed to enhance the knowledge and skills of educators in supporting student mental health and wellbeing, with a focus on improving instruction and student outcomes.

Identifying and Supporting Student Needs: HCCS will partnered with Region 4 to identify and support student needs. Through collaborative efforts, data analysis, and assessments, Region 4 assists in identifying student needs, including mental health, behavioral and emotional health, and physical health needs. This collaboration helps HCCS gain insights into student needs, and HCCS expertise and resources contribute to the development of effective strategies and interventions to address these needs.

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

Develop sustainable infrastructure: HCCS will use the grant program to develop a sustainable infrastructure for school-based mental health programs and services. This infrastructure will be based on a public health model and will implement mental health-related promotion, awareness, prevention, intervention, and resilience activities to ensure that students have access and are connected to appropriate and effective behavioral health services

Provide trauma-informed care: HCCS can use the grant program to provide trauma-informed care to students who have experienced trauma. This can include training staff on trauma-informed practices, providing counseling services to students who have experienced trauma, and creating a safe and supportive environment for students who have experienced trauma.

Establish a mental health task force: HCCS can use the grant program to establish a mental health task force that includes representatives from the community, parents, and students. This task force can work to identify and address mental health needs in the community, develop strategies to promote mental health and wellness, and provide recommendations for improving mental health services and supports.

9. Enter the LEA Total Enrollment: 350

10. Enter the Regional Educational Service Center that serves the LEA: 4

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CDN `101878`   Vendor ID `1832516896`   Amendment # [ ]

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.

(X) 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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CDN 101878   Vendor ID 1832516896   Amendment #

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.	Salary and Benefits	250000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	30000
7.	Required 10% of funds to the Texas Center for Student Supports	50000
8.	Contracted Services providing mental health services	100000
9.		
10.		

Supplies and Materials

11.	Supplies for the afterschool program	100000
12.		
13.		

Other Operating Costs

15.	Other Operating Cost	50000
16.		
17.		

Debt Services

18.		0
19.		

Capital Outlay

20.		0

Direct administrative costs:

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED: 580000

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CDN 101878   Vendor ID 1832516896   Amendment #

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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