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: New Caney ISD

Campus name: [   ]   CDN 170908   Vendor ID 1746019972   ESC 06   UEI NJECMGFDJ

Address: 21580 Loop 494   City: New Caney   ZIP: 77357   Phone: 281-577-8600

Primary Contact: Brande Bass   Email: bbass@newcaneyisd.org   Phone: 281-577-8600

Secondary Contact: Jennifer Andjelic   Email: jandjelic@newcaneyisd.org   Phone: 281-577-8600

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
- ☒ General Provisions and Assurances
- ☒ Application-Specific Provisions and Assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification
- ☒ ESSA Provisions and Assurances requirements

Authorized Official Name: Brande Bass   Title: Dir. Federal Pr   Email: bbass@newcaneyisd.org

Phone: 281-577-8600   Signature: *Brande Bass*   Date: 07/17/2023

Grant Writer Name: Jennifer Andjelic   Signature: *Jennifer Andjelic*   Date: 07/17/2023

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

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are not** permitted for this grant.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Reduce Incidents of Bullying/Harassment in order to positively impact student attendance, academic progress and overall well being.	Implement targeted bullying/harassment campaigns. Design and execute targeted campaigns to raise awareness about bullying with an emphasis on relationship building. Training and utilization of campus Tier 1/MTSS teams to promote a positive school climate and develop action plans. Strengthen collaboration with community partners, provide support for communities/families
Decrease threat assessments: harm to others and harm to self to to promote a healthy positive environment.	Teach students essential skills: emotional regulation, problem-solving, decision-making, including assisting students with escalated behaviors and social skills. Provide crisis intervention training for staff. Establish crisis response protocols.
Decrease Vaping among Students to promote student health and safety.	Implementing a comprehensive prevention program. Strengthening policies and enforcement. Increase and engage students and parent involvement.

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.

Decrease the number of discipline referrals related to student behavior by 15% within the first year of implementing the student safety and wellness program, with an ultimate goal of 25% by the end of the grant timeline. With a specific focus on the reduction of behavior-related discipline referrals through efficient and effective teacher capacity-building within the MTSS framework.

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

Utilization of SEL, campus climate/culture data: By the end of the first quarter, we aim to have implemented the use of SEL data effectively. This benchmark will be met if the data collection, analysis, and utilization processes are established, and the relevant stakeholders are trained in interpreting and using the data to inform decision-making related to student safety and wellness. Attendance data: By the end of the first quarter, we expect to see a positive trend in attendance rates. This benchmark will be met if there is a measurable increase in overall student attendance across the targeted campuses compared to the previous quarter or the same period in the previous year.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Continue with attendance data benchmark in 1st quarter to see an increase in overall student attendance. Student discipline data: we aim to see a decrease in the number of discipline referrals related to student behavior. This benchmark will be met if there is a measurable reduction in the frequency and severity of disciplinary incidents, indicating improved student behavior and a positive impact on the overall school climate. Add on scaling MTSS with professional development and staff support: By the end of the second quarter, we aim to have successfully scaled the Multi-Tiered System of Supports (MTSS) framework across the targeted campuses. This benchmark will be met if the necessary professional development and support systems have been implemented, ensuring that staff members are equipped with the knowledge and skills to effectively implement MTSS practices.

Third-Quarter Benchmark

Continue to monitor attendance for continued improvement in attendance rates. By the end of the third quarter, we aim to see a reduction in the number of reported vaping incidents. This benchmark will be met if there is a quantifiable decrease in the number of vaping-related disciplinary incidents, indicating progress in addressing the issue and promoting a healthier and safer school environment. By the end of the third quarter, we aim to conduct student and staff satisfaction surveys related to student safety and wellness. This benchmark will be met if the surveys are successfully administered, provide valuable feedback on the effectiveness of the program and identifying areas for improvement. Surveys will be used for an evaluation of student safety and wellness.

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.

1. Data Collection and Analysis: Regular data collection and analysis conducted to assess the progress and outcomes of the program. Includes monitoring the benchmarks, evaluating the achievement of SMART goals, and examining other relevant evaluation data, such as attendance records, discipline referrals, and surveys. 2. Identify Areas of Concern: If the evaluation data reveals that benchmarks or SMART goals are not showing the desired progress, it is essential to identify the specific areas that require attention and improvement. This may include analyzing patterns, trends, and factors contributing to the lack of progress. 3. Identify Root Causes: Through careful analysis of evaluation data, the root causes for the lack of progress can be identified. This may involve examining factors such as program implementation strategies, resource allocation, staff training, or student engagement. 4. Seek Stakeholder Input: Engaging key stakeholders, such as students, parents, teachers, and administrators, in the evaluation process is crucial. Their perspectives and insights can provide valuable information on program effectiveness and potential modifications. Surveys, focus groups, and feedback mechanisms can be employed to gather stakeholder input. 5. Collaborative Decision-Making: Based on the evaluation data and stakeholder input, a collaborative decision-making process should be initiated. This involves bringing together relevant stakeholders to analyze the data, identify potential modifications, and generate ideas for program adjustments. 6. Modify Program Strategies: Using evaluation data and stakeholder input, the program strategies can be modified accordingly. This may involve revising existing interventions, implementing new approaches, allocating additional resources, or adjusting training and support systems. The modifications should be aligned with the identified areas of concern and aimed at addressing the root causes identified through evaluation data analysis. 7. Monitor and Assess Modifications: It is essential to monitor and assess modifications effectiveness. Ongoing data collection and analysis should continue to evaluate the impact of the modifications on the program outcomes. This will help determine whether the adjustments are leading to the desired progress and whether further modifications are necessary.8. If the benchmarks or SMART goals do not show progress, the data will inform decisions regarding sustainability.

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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.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

[X] 8. The applicant will establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

[X] 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.).

[X] 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.

1. Needs Assessment: The LEA will conduct a comprehensive needs assessment to identify campuses with the highest student safety and wellness needs. This assessment may include factors such as disciplinary incidents, attendance rates, mental health indicators, bullying incidents, substance abuse rates, and other relevant data points. Campuses demonstrating a greater need for support will be given priority for participation. 2. At-Risk Populations: Consideration will be given to campuses with a high concentration of at-risk student populations, such as low-income students, students from marginalized communities, English language learners, students with disabilities, and students experiencing homelessness. These populations often face unique challenges that can impact their safety and wellness, making their inclusion a priority. 3. Discipline Referrals: Campuses with a high number of discipline referrals related to student behavior will be considered for participation. Disciplinary incidents can indicate a need for additional support in addressing behavioral issues and promoting a positive school climate. 4. Geographical Distribution: The LEA will aim to ensure a fair and equitable distribution of the Student Support Program across different geographic areas within the district. This will prevent an undue concentration of resources in certain regions and ensure that all students, regardless of their location, have access to the program. 5. Capacity and Readiness: The LEA will assess the capacity and readiness of individual campuses to implement and sustain the Student Support Program. Factors such as available staff resources, administrative support, existing programs, and infrastructure will be considered. This assessment will help determine whether a campus has the necessary resources and readiness to effectively participate in the program. 6. Stakeholder Input: The LEA will seek input from various stakeholders: school administrators, teachers, counselors, parents, and students. Their insights, experiences, and perspectives will be considered in the decision-making process. Stakeholder input can provide valuable information about the unique needs and challenges specific to each campus and help prioritize participation accordingly.

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

1. Clear Communication: Communicate the purpose, goals, and expected outcomes of the Student Support Program (SSP) clearly to campus leaders and staff. Includes sharing the rationale behind the program, emphasizing its importance in promoting student safety and wellness, and explaining alignment with the overall district's vision and goals. 2. Leadership Engagement: The LEA will actively engage campus leaders in the planning and decision-making process. This involvement will include providing opportunities for input, feedback, and encouraging active participation. By involving them from the beginning, campus leaders will have a sense of ownership and commitment. 3. Professional Development and Training: Provide comprehensive professional development and training opportunities for campus leaders and staff. These sessions will focus on building knowledge and skills related to student safety, mental health, behavior management, and the specific strategies and interventions implemented within the SSP. By equipping staff with tools and resources, they will feel empowered and invested. 4. Collaborative Planning: Encourage collaborative planning among campus leaders and staff, including MTSS teams for decision making. Creating regular opportunities for them to come together to discuss program implementation, share best practices, address challenges, and collaborate on solutions. By fostering a collaborative environment, campus leaders and staff will feel supported and motivated. 5. Resource Allocation: The LEA will ensure that sufficient resources, both human and material, are allocated to support the SSP. This includes adequate staffing, funding, and necessary materials to implement the program effectively. By demonstrating a commitment to providing the necessary resources, the LEA sends a clear message to campus leaders and staff about the importance of the program. 6. Ongoing Support and Feedback: Provide ongoing support and feedback to campus leaders and staff throughout implementation. 7. Recognition and Celebrations of efforts and successes.

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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.

1. Communication and Outreach: The LEA will develop a comprehensive communication plan to engage parents and families. Utilizing multiple platforms of communication such as newsletters, emails, social media, and the district website, regular updates, progress reports, and success stories will be communicated to keep parents informed and engaged. 2. Parent Information Sessions: The LEA will organize parent information sessions to provide detailed information about the Student Support Program. The sessions will also address any questions or concerns they may have. 3. Parent Advisory Council: The LEA can establish a Parent Advisory Council specifically dedicated to the Student Support Program. This council will comprise a diverse group of parents and family members who represent various backgrounds and perspectives. 4. Parent Workshops and Training: The LEA will organize workshops and training sessions for parents and families that focus on topics related to student safety, mental health, and overall wellness. 5. Parent Engagement Events: The LEA will organize events that promote parent and family engagement, fostering a sense of community and support. These events can include family nights, wellness fairs, and parent workshops. 6. Language Access and Cultural Sensitivity: The LEA will ensure that communication and engagement efforts are inclusive and culturally sensitive. This includes providing materials and resources in multiple languages, utilizing interpreters or translators during meetings or events, and considering cultural norms and practices when planning engagement activities. 7. Parent Surveys and Feedback: The LEA will seek input and feedback from parents and families through surveys, feedback forms, or focus groups. This feedback will help the LEA understand the perspectives, concerns, and suggestions of parents regarding the SSP. 8. Partnerships and Collaboration: The LEA will collaborate with the SHAC committee, parent organizations, community agencies, and other stakeholders to strengthen parent and family engagement. These partnerships can involve joint initiatives, resource sharing, and collaborative events that promote student safety and wellness.

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

1. Needs Assessment: The LEA will conduct a thorough needs assessment to identify the staffing requirements for the Student Support Program. This assessment will consider factors such as the number of campuses participating, student enrollment, specific program goals and interventions, and the unique needs of the student population. 2. Staffing Plan Development: Based on the needs assessment, the LEA will develop a comprehensive staffing plan that outlines the roles, responsibilities, and qualifications required to support the program. This plan will identify the specific positions needed professional staff and other relevant support staff. 3. Recruitment and Hiring: The LEA will actively recruit qualified professionals who are passionate about student safety and wellness. 4. Professional Development and Training: The LEA will provide ongoing professional development and training opportunities for staff members involved in the Student Support Program. This will include equipping them with the necessary knowledge and skills to effectively implement program strategies and interventions. 5. Collaboration and Support Systems: The LEA will foster collaboration and establish support systems among the staff members involved in the Student Support Program. 6. Caseload Management: The LEA will implement effective caseload management strategies to ensure that staff members have manageable workloads. This includes carefully assessing the number of students and cases assigned to each staff member to prevent burnout and ensure quality service delivery. 7. Continuous Evaluation and Adjustments: The LEA will continuously evaluate the staffing needs and make adjustments as necessary. This includes regularly assessing the program's effectiveness, monitoring student outcomes, and seeking feedback from staff members. By implementing these strategies, the LEA can ensure that there is adequate staff to support the establishment and implementation of the Student Support Program. Adequate staffing is crucial for providing the necessary support and resources to promote student safety and wellness effectively.

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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.

The grant program will support each campus in conducting behavioral threat assessments and incorporating current systems into the student support team structure through the following steps. 1. Identifying Strengths and Gaps: Based on the current process, the grant program will identify the strengths and gaps in the behavioral threat assessment system. This includes recognizing effective practices that should be preserved and areas that require improvement or alignment with best practices. 2. Training and Professional Development: The grant program will provide comprehensive training and professional development opportunities to the campus staff involved in conducting behavioral threat assessments. It may cover topics such as risk assessment, behavioral indicators, communication protocols, and legal considerations.3. Developing Standardized Protocols: The grant program will work with each campus to develop standardized protocols and guidelines for conducting behavioral threat assessments. 4. Integration into the Student Support Team (SST)Structure: The grant program will assist each campus in integrating the behavioral threat assessment process into the overall structure of the SST. The SST will serve as the hub for assessing threats, developing intervention plans, and providing ongoing support to students. 5. Collaboration and Communication: The grant program will emphasize the importance of collaboration and communication among the SST members during the behavioral threat assessment process. 6. Documentation and Reporting: The grant program will assist each campus in implementing standardized documentation and reporting procedures for behavioral threat assessments. 7. Ongoing Support and Evaluation: The grant program will provide ongoing support and evaluation to each campus as they incorporate the current behavioral threat assessment systems into the SST structure. This comprehensive approach ensures a consistent and effective process for assessing threats, providing appropriate interventions, and promoting student safety and well-being.

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.

1. Needs Assessment: The LEA conducts regular needs assessments to identify student support needs within the district. This assessment may involve analyzing data on academic performance, attendance rates, disciplinary incidents, mental health indicators, and other relevant factors. The needs assessment helps identify areas where additional support is required, including mental health and behavioral health services. 2. Collaboration with School-Based Teams: The LEA collaborates with school-based teams, such as school counselors, psychologists, and social workers, to identify student support needs at the individual school level. 3. Referral and Evaluation Process: When student support needs are identified, the LEA establishes a referral and evaluation process to determine the appropriate level of support required. 4. Building Partnerships with Mental Health Providers: The LEA actively seeks partnerships with external mental health and behavioral health providers to meet student needs. 5. Collaboration and Referral Processes: The LEA establishes collaboration and referral processes with external mental health and behavioral health providers. This includes developing clear protocols for making referrals, sharing relevant student information while maintaining confidentiality, and establishing channels of communication for ongoing collaboration and coordination of services. 6. Professional Development and Training: The LEA provides professional development and training opportunities for school staff to enhance their understanding of mental health and behavioral health issues and to improve their ability to identify students in need of support. Training will include working with campus-based MTSS teams. 7. Continuous Communication and Evaluation: The LEA maintains open and continuous communication with external mental health and behavioral health providers to monitor the effectiveness of services provided to students. These collaborations are crucial in meeting the diverse needs of students and promoting their overall well-being.

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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.

1. Professional Development and Training: The LEA collaborates with the regional ESC to provide professional development and training opportunities for educators and staff. This includes workshops, seminars, and conferences focused on various aspects of student mental health, behavioral and emotional health, physical health, and wellbeing. 2. Technical Assistance and Consultation: The LEA seeks technical assistance and consultation from the regional ESC to support the development and implementation of evidence-based practices. 3. Collaboration on Multi-Tiered Systems of Support (MTSS): The LEA works closely with the regional ESC to implement and refine MTSS frameworks. This collaboration involves aligning resources, sharing best practices, and receiving guidance on implementing tiered supports for academic and behavioral interventions. 4. Resource Sharing and Networking: The LEA benefits from the regional ESCs extensive network and resources. The ESC connects the LEA with other districts and schools facing similar challenges, facilitating knowledge exchange and collaboration. 5. Data Analysis and Evaluation Support: The regional ESC provides assistance in data analysis and evaluation to help the LEA assess the impact of interventions and initiatives related to student wellness and academic outcomes. 6. Collaborative Initiatives and Grant Opportunities: The LEA collaborates with the regional ESC on joint initiatives and grant opportunities aimed at improving student mental health, behavioral and emotional health, physical health, and academic outcomes. The regional ESC may facilitate partnerships, share funding opportunities, and provide guidance on grant writing to support the LEAs efforts in securing resources for student support programs. The collaboration ensures access to expertise, resources, and professional development opportunities that enhance the LEA's capacity to meet the diverse needs of students in these critical areas.

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.

1. Expansion of Services: The LEA to expand existing services and initiatives aimed at student wellness. This may include increasing the availability of counseling services, implementing additional mental health programs, or providing additional resources for behavior and emotional support. The grant funds will help extend the reach and impact of these services to a greater number of students. 2. Professional Development: The grant will allocate resources for professional development opportunities focused on mental health, behavioral and emotional health, and physical health and wellness. 3. Collaborative Partnerships: The grant program will support the LEA in establishing or expanding collaborative partnerships with external organizations and agencies that specialize in mental health, behavioral health, and physical health and wellness services. 4. Enhanced Prevention and Early Intervention: The grant program will enable the LEA to implement prevention and early intervention programs targeting mental health, behavioral and emotional health, and physical health and wellness. 5. Family and Community Engagement: The grant will facilitate increased family and community engagement in supporting student wellness. The LEA will utilize the grant funds to establish initiatives that promote family involvement, such as workshops, information sessions, and support groups. Additionally, the LEA will collaborate with community organizations to provide resources, services, and referrals to support the holistic well-being of students. 6. Data Collection and Evaluation: The grant will support the LEA in enhancing its data collection and evaluation efforts related to student wellness. This approach inform decision-making, identify areas for improvement, and guide the allocation of resources to maximize the effectiveness of student health and wellness initiatives.

9. Enter the LEA Total Enrollment: 18,344

10. Enter the Regional Educational Service Center that serves the LEA: 6

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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.	MTSS support professionals	$360,000
2.	Wraparound service paraprofessionals	$240,000
3.	Benefits	$93,000
4.	5% matching	$10,000
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	$72,000
7.	Required 10% of funds to the Texas Center for Student Supports	$120,000
8.	Professional Development and other Contracted services	$155,000
9.	5% matching	$24,000
10.		

Supplies and Materials

11.	Supplemental Supplies and Materials	$100,000
12.	5% matching	$26,000
13.		

Other Operating Costs

15.	Travel for conferences and trainings	$60,000
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		

Direct administrative costs:	$1,200,000
Indirect administrative costs:	
TOTAL GRANT AWARD REQUESTED:	$1,200,000

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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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