



2024-2025 Stronger Connections Grant

Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov.

The application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement

Authorizing legislation:

Grant period:

Pre-award costs:

Required attachments:

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization

Campus name

CDN

Vendor ID

ESC

UEI

Address

City

ZIP

Phone

Primary Contact

Email

Phone

Secondary Contact

Email

Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

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

Authorized Official Name

Title

Email

Phone

Signature

Date

Grant Writer Name

Signature

Date

Grant writer is an employee of the applicant organization.

Grant writer is not an employee of the applicant organization.

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RFA/SAS #

2024-2025 Stronger Connections Grant

Page 1 of 11

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
Continue progress toward the augmentation of student engagement by ensuring that campus support structures are in place and positively impact student engagement and outcomes.	Continue to engage with prioritizing MTSS-Academic and MTSS-Behavior Outcomes, as evidenced by tracking Tier II and Tier III data and aligning professional learning opportunities offered to address MTSS-A and MTSS-B needs.
Continues progress toward creating viable Culture and Communication systems. (Cultivate trusting partnerships to support the hopes and dreams of students and staff)	Continue offering targeted, professional learning for staff (such as Capturing Kids Hearts) that adds tools to their toolboxes to help mitigate academic or behavioral needs of students, know when to reach out or what to report to campus administrators, and ensure that students have the tools and resources to be succe
Continue working to ensure that innovative learning spaces are provided to students, as well as staff. These learning spaces aim to provide safe, efficient, and innovative learning spaces that promote student achievement.	Continue to utilize the district’s protocol for threat assessments, and threat assessment committees to ensure a safe environment for all students and provide targeted, timely resources for students who are in need of them. Additionally, each campus will continue to administer the Panorama Survey in the fall and spring semesters to collect data regarding the social and emotional well-being of s

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The Multi-Tiered System of Support Tier II indicators, consisting of Feedback, System Support, and Data Informed, will attain a 60% implementation rate by the end of the 2025 school year, as evidenced by the Emergent Tree End of Year Program Review for each campus.

For reference, the following definitions are provided for each Tier II Indicator:

Feedback: Includes practices for communicating with the Daily Behavior Report Card (DBRC)

System Support: includes processes and tools for sustaining behavior interventions, and

Data Informed: examines the analysis of data to guide decision-making.

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

First Quarter Benchmark will analyze the Fall Panorama Survey Data (Staff, Students, and Families). The Survey categories may include but are not limited to:

Teacher/Student Relationships

School Safety

School Climate

Self-Efficacy

Emotional Regulation

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6. Measurable Progress (Cont.)**Second-Quarter Benchmark**

The Second Quarter Benchmark will consist of data collected within the Quarterly Evidence Review Meeting with Campus Leadership Team members, where Attendance, Behavior, and Course Performance data is reviewed to identify trends or patterns so that intentional, targeted, and meaningful and action steps are generated to benefit student progress and success.

Third-Quarter Benchmark

The third quarter benchmark will focus on analyzing data from the End of Year Emergent Tree Program Reviews for each campus, which essentially will depict students receiving Tier II and Tier III support and identify what supports work within each Tier and where a campus can improve upon. Additionally, the Spring Panorama Survey Data (Staff, Students, and Families) will also be analyzed.

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.

Using Panorama Survey Data, as well as data collected in the Quarter 2 Evidence Review Meetings with each Campus Leadership Team, the project evaluation data will center upon the following data points by Tier:

Tier II

Create regular process, schedule, and paperwork for Tier II/III MTSS meetings.

Strengthen process for persistent misbehavior that includes referral for possible intervention

Provide access to weekly social skills instruction for all students needing Tier II support.

Provide staff training on the Daily Behavior Report Card (DBRC) feedback loop purpose and process

Tier III

Increase understanding of the behavior pathway to support consistent, aligned responses to classroom behavior

Extend use of the DBRC as an intervention rather than solely for data collection.

Ensure that behavior pathways are used to build interventions.

If benchmarks or the summative SMART goal do not show progress, we will refer to the Emergent Tree End of Year Program Reviews for each campus to determine next best steps to make modifications or progress forward if goals are met.

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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.
- 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.

San Angelo will collectively analyze various data points to identify campuses (that have a student demographic of 40% or higher low-socioeconomic student population) that will participate in the establishment of the Student Support Program. The multiple data points will include Panorama Survey Data, PEIMS Demographic Data, Behavior Referrals (per campus) and Referral Types, and Rate/Frequency of Threat Assessments conducted at campuses.

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

San Angelo ISD would ensure that coaching infrastructures were in place that focus on having systems in place to address SEL data points collected throughout the year. The coaching structure would include data analysis, problem solving, collaboration with community partners, and feedback loops. Additionally, SAISD would ensure that campus leaders and staff are aware of the community resources that are available to families, students, and even staff and be able to share those with individuals or families that needed them. Finally, SAISD will ensure that all appropriate staff attend professional learning to broaden their knowledge base and provide them tools for their toolboxes that will enhance the success of the Student Support Program.

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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.

San Angelo ISD will engage parents and families to solicit support for the program using a variety of methods led by the SAISD Communications Team. The program aligns nicely within SAISD's Community Based Accountability System Pillar 7, Safety and Well-Being. Additionally, systems and processes will be put in place to assess the alignment of the program to the Panorama Survey Questions, which will capture feedback and ascertain evidence of the effectiveness of programs and Safety/SEL perceptions of students, parents, and staff.

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

San Angelo ISD will ensure that there is adequate staff to support the establishment and implementation of the Student Support Program by evaluating and working with current infrastructures, identifying areas of potential growth and acceleration for student SEL benefit, and enhancing those infrastructures in meaningful and impactful ways.

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9. Statutory/Program Requirements (Cont.)

5. Describe how each of the three campuses that 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.

Each campus forms a Campus Safety and Security Committee which conducts behavioral threat assessments for all potential threats using the Texas School Safety Center's screener and the DOE and United States Secret Service Threat Assessment Guide. Each committee includes the campus principal and counselor, and may include district support personnel if necessary. Action plans that are designed upon conclusion of the threat assessments follow the SAISD MTSS (Multi-Tiered Systems of Support) model which has the capacity to employ any district resource or community partnership to provide targeted intervention for any and all students involved including perpetrators, victims or witnesses. District resources and systems that are provided to students and families include, but are not limited to, connections with school personnel, administrative placements or directives, check-ins with counselors, behavior intervention plans, alternate settings or schedules, social-emotional programs both on campus and connections to off-campus programs, and parent involvement and connections with principals and counselors.

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 San Angelo ISD identifies student support needs through multiple means: Professional Learning Community (PLC) meetings, behavior threat assessment teams, and self reporting. San Angelo ISD partners with West Texas Counseling and Guidance, River Crest Hospital, MHMR, and Children's Advocacy Center to connect students and families to resources outside of the school. Each year a designee meets with the external partners to create pathways for students and families to access support.

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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 San Angelo ISD has partnered with ESC 15 to place a counselor intern at our largest middle school through a grant program. This will bolster the support needed at a large campus. Counselors attend training throughout the school year to learn strategies and ways to connect with parents and students to support mental health and wellbeing. All counselors are required to complete Mental Health First Aid for Youth training through ESC 15 within their first year with SAISD. Additionally, SAISD partners with ESC Region 15 to improve academic outcomes for students through the School Improvement process. Campuses participate in Effective Schools Framework diagnostics, which encompasses the evaluation of the Positive School Culture essential action. ESC Region 15 works with district and campus leaders through the lens of Texas Instructional Leadership to provide targeted, best practices to address high-leverage areas of growth that impact student success.

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.

SAISD would utilize this grant to supplement current initiatives and programs that support mental health, behavioral and emotional health, and physical health and wellness of students by acquiring additional personnel units to help identify, coach, and assist with mental health issues on campuses, continue to provide vital professional learning opportunities that are focused on providing behavioral and academic targeted support for Tiers I, II, and III, and ensure that safety and security remain a top priority by providing a staff that can assist these campuses.

9. Enter the LEA Total Enrollment:

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

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10. Equitable Access and Participation

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

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

Group Barrier

Group Barrier

Group Barrier

Group Barrier

11. PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

Equitable Services Calculation

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

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12. Request for Grant Funds

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

Payroll Costs

1.	Mental Health Campus Support Specialist (Elementary, Middle and High School)	\$195,000
2.	Coordinator of Safety and Security	\$85,000
3.	Coordinator of Testing	\$75,000
4.	Security Officers (4 Total)	\$100,000
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.	Contracted Services (Panorama PL, Emergent Tree PL, Lightspeed, and CareSolace)	\$200,000
9.	Contracted Services (Capturing Kids Hearts PL/Premium)	\$60,000
10.	Other Contracted Services	\$100,000

Supplies and Materials

11.	Edmentum	\$6,400
12.	Other Resources (Software: Panorama , Emergent Tree, etc.)	\$350,000
13.		
14.		

Other Operating Costs

15.	Indirect Costs (Indirect Rate)	\$60,000
16.		
17.		

Debt Services

18.		
19.		

Direct administrative costs:

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

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