



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

3. Shared Services Arrangements

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Lubbock County has 21 psychiatrists, or 6.9 per 100,000 residents, approximately one half the national average; no intensive outpatient treatment or partial hospitalization programs available to people with commercial insurance.	Because they are in a dedicated role, KEY Specialists better help students and their families access a campus-based support network than counselors alone. These supports include access to mental health professionals, social services, and other health services. Support also exists from district partners in the health industry and community-based organizations both for students and their families.
Increase in adverse student behaviors since SY 18-19. During SY 22-23: 116 discipline incidents/100 students (+37); 1,209 DAEP placements (+307); 586 incidents of drug possession (+299); 296 assaults (+89)	Employ KEY specialists at Lubbock ISD campuses based on need. KEY specialists facilitate (1) multi-tiered systems of support relating to (2) PBIS (3) SEL, and (4) restorative practices on their campuses. Thus far, campuses with KEY specialists have seen a 200% greater reduction in discipline incidents than campuses without
Minority students are more likely to be involved in an exclusionary discipline incidents than their peers. For example, Black students are 13.5% of the total student population, but 36.2% of police restraints, 32.9% OSS, 29.6% of ISS, and 26% of DAEP referrals.	Pursue systemic changes to address gaps in disciplinary and behavioral equity that lead to gaps in academic and post-secondary outcomes by utilizing, replicating, and scaling the initial positive impacts from KEY Specialists, a newly implemented PBIS system, and a more robust professional learning framework.

5. SMART Goal

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

By August 2024, Lubbock ISD will hire 16 KEY Specialists to scale-up its existing multi-tiered system of support and campus-wide PBIS systems. Based on historical data from campuses currently employing KEY Specialists, this role will be able to accomplish the following goals by the end of the 2024-2025 school year (i.e. after one year of implementation): (1) reduce discipline incidents on their assigned campus by at least 5%; (2) Increase the use of alternatives to suspension by at least 5%; (3) reduce the disproportionality rate of exclusionary discipline practices for male and black students by at least 2.37%. Long term, these downward trends will allow Lubbock ISD to reduce the number of discipline incidents to pre-COVID-19 levels on these campuses.

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

QUARTER 1 : November 15, 2023 – April 30, 2024

- Identify the campuses that will participate in the establishment of the Student Support Program (SSP) described in the program description, including the criteria or considerations that will influence their selection (see Q1, below).
- Establish a parent, student, and staff advisory committee to provide input on the establishment of the SSP (Q3)
- Incorporate Lubbock ISD's existing case management system into the student support team structure aligned to the training and support provided by the Texas Center for Student Supports (TCSS).
- Align the student support team structure with behavioral threat assessment team, SST/ARD operation & outcomes to ensure that students are well supported and that the effectiveness of interventions/services are monitored.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

QUARTER 2 : May 1, 2024 – October 31, 2024

- Formally establish a SSP at 16 district campuses to address school climate and establish a student support team structure aligned to the training and support provided by the TCSS, ESC 17, and LISD Student Services Division.
- Establish and implement at the beginning of the 2024-2025 school year, the SSP aligned to the content and training provided by the TCSS.
- All campuses complete their Student Behavior Support Plan and begin implementation (see Project Eval. below)
- Implement the data collection and reporting system as indicated in the Lubbock ISD Campus Behavior Systems handbook. Update handbook, as needed, to align to TCSS standards to monitor the efficacy of the SSP.
- Ongoing quarterly reports: (1) students referred/receiving support; (2) threat assessments; (3) behavior incidents

Third-Quarter Benchmark

QUARTER 3 : November 1, 2024 – April 30, 2025

- All campuses are meeting documentation, training, and student support expectations as required in the Lubbock ISD Campus Behavior System Handbook (see Project Eval. below)
- All campuses receive a rating of "effective" on the Lubbock ISD SEL Rubric during their annual evaluation.
- Ongoing quarterly reports: (1) students referred/receiving support; (2) threat assessments; (3) behavior incidents
- Completed annual report on school climate survey outcomes and action steps taken to improve school climate.
- Completed annual report on parent/family engagement efforts including strategies and number of engaged families in alignment with the playbook developed by TCSS.
- Completed EOY 1st year summary and reflection of process towards the establishment of the SSP a next steps.

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.

Each Lubbock ISD campus is required to develop and implement a Student Behavior Support plan that aligns to the expectations in the Campus Behavior Systems handbook, which was developed by the Student Behavior Support Division, and approved by the district's administrative cabinet, including the Superintendent. This data is presented and reviewed quarterly by the Lubbock ISD Board of Trustees. If the district is not meeting the benchmarks and/or is not making sufficient progress towards the SMART goals indicated in this application, the Asst. Sup. of Student Services and Dir. of Behavior Support will provide direct re-training of KEY Specialists and campus leaders teams to ensure progress is made. The Campus Behaviors System handbook includes expectations that campuses must meet & offers supporting documentation to ensure that Lubbock ISD is able to systematically collect, monitor, and analyze campus data. Expectations include: (1) weekly updates to a data tracker that monitors Tier I - III systems and interventions through teacher team and/or intervention team meetings; (2) campus leadership teams must write an annual SMART goal; (3) campus administrators must establish a regular meeting frequency throughout the school year; (4) campus leaders must provide training at least three times per year for all campus staff; and (5) campus leaders must provide SEL training to students so that behavior expectations and standards are known and understood. Campuses are provided the following supporting documentation to assist them in developing their Student Behavior Support Plan: (1) Campus Behavior Systems Handbook; (2) sample school wide behavior meeting agenda; (3) Tier II - III systems monitoring forms; (4) protocols for student data progress monitoring; (5) Tier I implementation; (6) sample grade level team meeting agendas; (7) sample Alpha-team meeting agendas. The documentation resulting from the above systems is monitored and evaluated monthly and provided a effectiveness rating of "Yes", "Somewhat", or "No". If a campus is not meeting the benchmarks and/or is not making sufficient progress towards the SMART goals indicated in this application, new action and/or modification is proposed and implemented in the established meetings indicated above. These new actions and/or modifications are required to include a timeline and directly responsible individual (DRI), in most cases the KEY Specialist or teacher team leader.

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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.

Lubbock ISD uses a holistic approach to campus evaluation in order to identify the best campus candidates for KEY Specialists. This includes (1) longitudinal accountability data, (2) discipline and DAEP data, (3) demographic data (e.g. SpED, 504), (4) current staffing levels for counselors, (5) campus ability to self-fund through budget reallocation, (6) current access to alternative funding sources (e.g. Title IV, 1882), and (7) a campus' score on the district's annual SEL Rubric. Using this data, campuses are placed on a 3-tier scale, with KEY Specialists prioritized for campuses at the highest tier. Lubbock ISD completed this annual process most recently in March 2023.

The district will continue to utilize current and prior year data in its evaluation. For accountability, district leaders prioritize Domain 3 (Closing the Gaps) and academic growth. Discipline and behavior data will be pulled from Review 360 to provide a disaggregation of trends across the district, including (1) grade level; (2) ethnicity; (3) sex; (4) incident type; (5) administrative action(s); and (6) change over time. In particular, district leaders will especially consider DAEP referrals and exclusionary discipline. Priority will also be given to campuses with demographic trends that make them more likely to need behavioral support, such as increases in At-Risk, 504, economically disadvantaged, SpED, homeless, and/or foster students populations. Finally, priority will be given to campuses that do not have a full-time counselor and/or Assistant Principal and that do not receive substantial funding from alternative sources that would allow them to hire a KEY Specialist.

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

Lubbock ISD campus leadership structures are required to include campus administration, counselors, and campus teacher leaders, including a designee assigned to the work of the SSP. This position will be the KEY Specialist and/or an assigned Campus Teacher Leader that receives additional training and compensation for their role. The resulting student support team is required to incorporate questions and protocols into their campus PLC and Team Structures that align to their Student Behavior Support plan in order to help monitor the effectiveness of interventions currently in place. This includes monthly Campus Leadership Team meetings and weekly Intervention Team meetings. Additionally, the Student Support Division will tier campuses according using accountability, discipline, behavior, and SEL data (see Q1, above). The Assistant Superintendent of Student Support and Special Services and the Director of Student Behavior Support will meet with campus administrators using a protocol to provide coaching and feedback regarding need for improvement and action. Deficient campuses have monthly meetings, including walk through until sufficient progress has been made.

Specific to KEY Specialists, district leaders host and participate in regularly scheduled coaching and feedback sessions on the implementation of classroom level and student level work. Fidelity checks are applied during observation of the KEY Specialists in both the classroom environment and school-wide environment to ensure evidence of the application of the training provided by the Texas Center for Student Supports. The School Support and Special Services Department's Director, Coordinator and Behavior Specialist of the Student Behavior Support division will send out a survey every 9 weeks asking campus leaders to comment on the effectiveness and needs for ensuring successful implementation and sustainability of the program. Outside of the systems Lubbock ISD has put in place, campus leaders and staff have also attended various trainings (TIL, Behavior Solutions, Capturing Kids Hearts, AVID, etc.) that provide research and evidence indicating the positive academic outcomes associated with improved mental, social, emotional, and physical health and wellness of students. As with these prior trainings, Lubbock ISD will ensure relevant staff have the release time and appropriate funds to attend future TCSS trainings.

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9. Statutory/Program Requirements (Cont.)

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

The Lubbock ISD Board of Trustees has standing goals that the district and campuses align to during the annual school planning process. Two of these goals are (1) support and equip all students through caring professionals delivering high-quality programming and sound educational experiences; and (2) to engage, build, and nurture strong relationships within the community. While the district's SEL goals are noted in the SMART goal above, the district's also aims to increase the number of parents attending educational opportunities hosted, sponsored, and/or supported by Lubbock ISD by at least 25% by 2026. Each campus is expected to include each board goal in their annual Campus Improvement Plan (CIP), and parents and family members are already included in each campus' CIP Committee, allowing parents to meaningfully contribute to the behavioral support systems and expectations on their student's campus. Additionally, district expectations and resources are provided in the annual distribution of the Student Code of Conduct (also hosted on district websites), which includes information regarding PBIS, guidelines for success, strategies to support student mental and physical health, suicide/threat assessment resources for student and families, and a direct contact for a district provided mental health liaison. This information also includes community-based services accessible to Lubbock families, which the district can refer students and families to. Campus wide communications from administrators remind students and families about behavior expectations returning from holidays and breaks and newsletters from the Division of Student Support Services regarding the quarterly training students and staff will receive on social, emotional, and mental health/wellness. In addition, Lubbock ISD hosts an annual parent conference focused on student emotional, social, and mental well-being, which also includes a survey for attendees asking for their input to help prioritize supports for students. The most recent conference was February 21, 2023. Sessions included a wide variety of topics including social media safety, social skills at home, dealing with bullying, self-advocacy, and managing challenging behaviors. Community-based organizations are also in attendance, allowing families to connect with providers directly. The addition of TCSS and the Family Engagement Playbook will be added to these existing systems, events, and resources.

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

Lubbock ISD has already established district and campus roles that will ensure the fidelity of implementation of the Student Support Program using the tools and resources provided by TCSS and ESC 17. Lubbock ISD employs a Director of Student Behavior that currently oversees 22 KEY Specialists across the district. This position reports to the Assistant Superintendent of Student Support and Special Services. If funded, the 16 KEY Specialists to be hired under this program will also report to her. The Director of Student Behavior provides clear expectations of role and responsibilities for KEY Specialists including professional standards, Lubbock ISD protocols and procedures for student/family interactions (e.g. trauma-informed care, restorative practices), and regular training throughout the school year. KEY Specialists are supervised by campus administrators day-to-day and lead campus wide PBIS implementation, staff/student training, and case management for student receiving interventions.

In addition, as part of the district's MTSS framework, each campus is required to identify teacher leaders occupy a Lead Behavior Specialist role and a Lead SpEd teacher. These teachers are part of the campus leadership team, receive additional training related to their role, and are compensated for these duties. Working with the KEY Specialists, these positions ensure consistent delivery of student services and the fidelity of implementation of Lubbock ISD's MTSS.

As Lubbock ISD currently has a robust MTSS framework and an expectation that every campus implements campus-wide PBIS, the addition of the Student Support Program will align with district goals and campus expectations without undue burdens placed on teachers or other staff.

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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.

The Lubbock ISD Board of Trustees has an established threat assessment policy (FFB local), and subsequent expectations of trauma-informed care (FFBA local) that district and campus leaders are expected to implement to ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve every campus. The Superintendent appoints these team members at the district level, which is responsible for developing and implementing a safe and supportive school program across all Lubbock ISD campuses, implementing the district's multi-hazard emergency operations plan. At the campus level, these teams are referred to as the Threat Assessment Team (TAT), which include the campus administrative team, counselor, and KEY Specialist (if a campus employs one). When a situation or individual becomes the focus of a threat assessment inquiry or investigation, the TAT will gather information, evaluate facts, and make a determination as to whether an individual or group poses a threat of violence. If an inquiry indicates that there is a risk of violence in a specific situation, the authorities conducting the threat assessment will collaborate with others to develop and implement a plan to manage or reduce the threat posed by the individual in that situation. This includes a systematized suicide and threat assessment protocol (flow chart available upon request). Protocols and procedures include a brief screener that must be submitted within 48 hours of an incident that provides the TAT conclusion on the legitimacy of the threat and recommend an appropriate course of intervention to ensure the student and their family received the support they need, where applicable. In a situation where an intervention plan is needed, the campus administrator will assign the student to the appropriate staff member's student case load, in most cases the KEY Specialist or appropriate Special Services department, and report the plan to the district threat assessment team. The staff member will facilitate and monitor the implementation of the intervention plan and provide the TAT regular updates and re-assessments of the effectiveness of the intervention. The student support team will be incorporated to these existing systems in order to not duplicate services and streamline communication processes with existing leadership teams.

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.

As Lubbock ISD has seen a significant increase in the the social, emotional, and behavioral needs of our student population, we plan to address this need through an multi-tiered system of support approach that develops meaningful and effective social emotional learning programming and builds capacity through staffing at the district and campus levels. Lubbock ISD's strategic plan for SEL begins with a focus on a preventative approach through the implementation of Positive Behavioral Interventions and Supports (PBIS), district-wide universal instruction in social emotional competencies, ongoing professional learning for staff, trauma-informed care training, and systems-focused coaching for administrators. Through this preventative approach, campuses will better identify students needing more targeted support. At a system level, Lubbock ISD utilizes a number of tools that provide robust data that informs the ongoing development and continuous improvement of the district's MTSS. These tools include: (1) An annual comprehensive needs assessment, which each is required to completed prior to writing their Campus Improvement Plan; (2) An annual SEL evaluation that measures a campus' systems and environment, relational components, and education components as its relates to SEL/PBIS best practices. Through the MTSS framework implemented in Lubbock ISD, campuses establish a process for early identification of student needing additional support through the use of data. As they identify students needing additional support, teacher teams are able to refer students to campus intervention teams who meet regularly to review data and referrals from teachers. Those intervention teams, which include KEY Specialists and counselors, develop targeted intervention plans for students and communicate those with all stakeholders, including campus staff, parents/guardians, and students. When individual students demonstrate significant social, emotional, or behavior needs, campuses engage the district level team, which includes behavior specialists, social workers, and school psychologists to help modify the support plan. As district-based supports are exhausted, the district team also engages community partners, such as StarCare or Catholic Charities, to help address the student needs.

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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.

Lubbock ISD works closely with ESC 17 through the Effective Schools Framework (ESF) and Student Special Populations Department to ensure systems in the district are designed to identify and provide interventions and services that assist students with mental, emotional, and behavioral health. Currently, over twenty Lubbock ISD campuses have completed ESF / Texas Instructional Leadership (TIL) training through ESC 17, with eight more scheduled to start during SY 2023-2024. Lubbock ISD also works closely with Anna Phillips, Coordinator of Student Special Populations, meeting monthly to strategize, develop professional development, get updates from the national and state level and connect the district with community resources for mental health, behavioral health, and emotional health. Lubbock ISD Licensed Specialists in School Psychology (LSSPs) meet monthly at the regional level with ESC 17 staff in a community of practice to train and share best practices regarding instruction, assessment, evaluation, and case management. Locally, this support helps facilitate a continuous improvement mindset within the Lubbock ISD Special Services division to better coordinate and implement services to our students. Lastly, ESC 17 works closely with Lubbock ISD to help facilitate support to students and their families in need of services, particularly those from vulnerable populations including those identified as migrant, at-risk, homeless, and/or in foster care. Community resources include the Texas Child Health Access Through Telemedicine (TCHAT) program administered by Texas Tech University (TTU) and the TTU Burkhardt Center Autism Research Center, Texas State Health Services, and StarCare Specialty Health System. Notably, in 2019 a Consortium was created by the 86th Texas Legislature to leverage the expertise and capacity of the 13 state-funded health related institutions of higher education in Texas. The goal of the Consortium is to improve mental health and the mental health care system for children and adolescents across the state. The TCHAT program creates and builds off existing telemedicine programs to assist public school districts with identifying and providing access to mental health care needs and services across the state of Texas.

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.

As indicated in the questions above, Lubbock ISD has a robust suite of services and supports that are available to students, teachers, and families across the district. Despite these efforts, concerning behavioral trends have increased precipitously in recent years. Drug-related offenses, violent behavior, and overall student mental health are negatively affecting many more students than they have historically in our district, and our campus-based staff (i.e. everyone but counselors) are largely not trained or equipped to handle these changes, which has the natural consequence of decreased learning outcomes for students. The KEY Specialist position was developed specifically to meet this need. In their dedicated position, they are able to manage a caseload of students and provide training to campus staff on classroom strategies specifically targeting mental, behavioral, and emotional health/wellness of students. In 2020, Lubbock ISD piloted 22 full-time campus KEY specialist positions through a 3-year grant from Covenant/St. Joseph Health Systems. The KEY grant totaled \$3,237,600 over its three year period, closing in June of 2023. The district used that funding and time to build and develop the systems detailed above. Additionally, in 2021 Lubbock ISD received a \$900,000 STOP Grant from the U.S. Department of Justice to bolster its threat management systems, including hiring a full-time School Safety and Security Threat Manager. While the district has reallocated some funds to keep some of these positions, primarily utilizing ESSER funding, they are not sustainable long-term in the current fiscal environment. Lubbock ISD plans to use this grant to help sustain the district's already effective KEY Specialists and to utilize additional support from ESC 17 and the Texas Center for Student Supports to continuously evaluate and improve our system with a particular emphasis on long-term sustainability, scaling-up our program, strategic budgeting, and strategic staffing.

9. Enter the LEA Total Enrollment: 24,767

10. Enter the Regional Educational Service Center that serves the LEA: 17

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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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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.	16 KEY Specialists (\$60,000 + 14% benefits)	\$1,094,400
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$90,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$150,000
8.		
9.		
10.		

Supplies and Materials

11.	Office setup for KEY Specialists (\$2,728.75 each for computer, desk, phone, and supplies)	\$43,660
12.		
13.		
14.		

Other Operating Costs

15.	Travel for required training for project staff	\$50,000
16.		
17.		

Debt Services

18.		
19.		

Direct administrative costs: \$30,000

Indirect administrative costs: \$41,940

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

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended

Negotiated Change or Amendment

UEI space not long enough for UEI: S9DZAL4BFED8

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