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

Texas Education Agency

NOGA ID		Application stamp-in date and time

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

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

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

Authorizing legislation: PL 117-159 Bipartisan Safer Communities Act Title II School Improvement Programs, BSCA

Grant period: From **11/15/2023 to 09/30/2025** | **Pre-award costs:** ARE NOT permitted for this grant

Required attachments: N/A

Amendment Number

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

1. Applicant Information

Name of organization: Eagle Mountain Saginaw ISD

Campus name	NES, MCMS, SHS	CDN	220918	Vendor ID	1756004855	ESC	11	UEI	081076648000

Address	1600 Mustang Rock Rd.	City	Fort Worth	ZIP	76179	Phone	817-232-0880

Primary Contact	Tiffany Turner	Email	tturner@ems-isd.net	Phone	817-232-0880

Secondary Contact	Mark Hard	Email	mhard@ems-isd.net	Phone	817-232-0880

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	Tiffany Turner, LPC-S	Title	Coordinator	Email	tturner@ems-isd.net

Phone	817-232-0880	Signature		Date	06/29/2023

Grant Writer Name	Tiffany Turner	Signature		Date	06/29/2023

⦿ Grant writer **is** an employee of the applicant organization.   ◯ Grant writer is **not** an employee of the applicant organization.

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
Additional support staff for each campus: mental health case managers, Student Success Academy personnel, Behavior Interventionist, Restorative Justice Coordinator, After-school program facilitators	Staff will be utilized strategically to provide ongoing mental health support, skill building opportunities, additional support persons for connection and belonging, opportunities to engage in well-being activities during and after school, targetted behavior interventions, and opportunities for restorative practice
Software for Behavioral Threat Assessment and emergency management (Raptor)-software will help us ensure efficiency and alignment of emergency mgmt and BTA processes.	We would extend subscriptions with Raptor for both ememrgency management software, as well as software for Behavioral Threat Assessment to assist with management, interventions and allow us to track early intervention efforts across the district.
High quality staff development to increase capacity of staff to identify/respond to needs as well and create safe and supportive learning environments.	Work with Region 11 ESC, MHMR (local mental health authority), Meadows Institute and other community resources to provide professional learning opportunities on the following topics: restorative practices, trauma-informed awareness, creating safe/healthy/supportive learning environments/positive relationships, emergency operations drill practice, early identification,

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.

Utilizing grant-funded behavior staff and strategies, the schools will strengthen the safe and supportive learning environment of each targeted campus as evidence by a decrease in tier 3 behavior and an increase in positive learning environment perceptions by the end of the 2024/25 school year, measured through student and staff surveys, behavior and discipline data and CARE team documentation.

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

We will look at climate surveys (pre/post/during), discipline data, and tier 3 behaviors; disciplie data and tier 3 behaviors will decline, and positive perceptions of school climate will increase.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

We will look at climate surveys, discipline data, and tier 3 behaviors; discipline data and tier 3 behaviors will decline, and positive perceptions of school climate will increase. At each benchmark, we should see progress for each data point.

Third-Quarter Benchmark

We will look at climate surveys, discipline data, and tier 3 behaviors; discipline data and tier 3 behaviors will decline, and positive perceptions of school climate will increase. At each benchmark, we should see progress for each data point.

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.

We will use the plan-do-study-act (PDSA) model to continuously evaluate the program and adjust next steps to positively impact the outcomes.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2024–2025 Stronger Connections Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

☒ 4. The applicant will formally establish a Student Support Program at three district campuses (one elementary, one intermediate/middle school, one high school) to address school climate and establish a student support team structure aligned to the training and support provided by the Texas Center for Student Supports and the regional ESC. If the applicant has few than three campuses or does not have three of the listed types of campuses, the applicant will establish the Student Support Program and the student support team structure at all campuses, up to three, served in the district.

☒ 5. The applicant will allocate 6% of awarded funds for contracted services for technical assistance provided by the regional ESC. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.

☒ 6. The applicant will allocate 10% of awarded funds for professional and contracted services with a partner approved by the Texas Center for Student Support and TEA. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.

☒ 7. The applicant will use the family engagement playbook developed by the Texas Center for Student Supports to partner and build support with parents and families prior to a student support team assessment, and during the student support implementation process to facilitate a student support partnership with families.

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

☒ 9.The applicant will engage in Student Support Program planning activities from the beginning of the grant program through implementation at the beginning of the 2024-2025 school year.

☒ 10. The applicant will establish and implement at the beginning of the 2024-2025 school year, the Student Support Program aligned to the content and training provided by the Texas Center for Student Supports.

☒ 11. The applicant will incorporate a case management system into the student support team structure aligned to the training and support provided by the Texas Center for Student Supports.

☒ 12. The applicant will align the student support team structure with behavioral threat assessment team operation and outcomes to ensure that students are well supported and that the effectiveness of interventions are monitored.

☒ 13. The applicant will implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data to monitor efficacy of the implementation of the Student Support Program, including student support team structure, quality of support leading to positive outcomes, and data related to increases in desired outcomes (e.g. increase in student support team referrals for nonacademic needs, increase in effective supports received by students, reduction in disciplinary incidents, reduction in bullying and harassment, increase in referrals for mental health services, reduction in removals from class, etc.).

☒ 14. The applicant will provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.

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9. Statutory/ TEA Program Requirements

1. Describe how the LEA will identify the campuses that will participate in the establishment of the Student Support Program described in the program description? Include the criteria or considerations that will influence the determination by the LEA.

Upon consultation with district leadership and reviewing data and campus culture surveys, three campuses were selected to receive services: Saginaw High School, Marine Creek Middle School, and Northbrook Elementary School. Discipline data, Behavioral Threat Assessment data, economically disadvantaged percentages, at risk percentages, climate surveys and intervention counselor's data was reviewed to make our determination. Upon selecting these schools, Principals and Intervention Counselors at each school provided input into campus needs. The requested services within this grant reflect those discussions. This section would not hold the data due to character/word limits; therefore, campus data available upon request.

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

The District's has prioritized SEL, safety, improved campus culture goals and the services requested within this grant are aligned with our District Aspire goals and plans. District leaders, the selected campus principals, and selected campus intervention counselors all support this grant writng opportuity and see the value of adding these additional services to the campuses for the benefit of the students and community.
Staff will be informed of these additional services once the grant is awarded. Staff will get information about how to identify warning signs/needs, how to refer to the program, and how they might contribute to the program's success.

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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.

Students can be referred by any staff member or parent/guardian to the program. All minors who participate will need parent/guardian permission to do so. Case managers and/or Student Success Academy staff will peronally reach out to parents to explan the program supports and introduce support staff. Case manager will regularly (monthly) check in with each parent to assess family needs, concerns, get feedback about students behaviors at home, etc. Case manager will document these calls, any needs noted, and resources or education provided. The case manager will also offer parent events 2 times per year where parents have the opportunity to engage with other school stakeholders with an educational opportunity for the parents (i.e. "Helping your Teen Navigate a Social Media Culture", "How Conflict Resolution Skills Lead to Improved Relationships and Productivity").

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

The majority of this grant money will go to additional staff to implement this program:
One Program facilitator-will oversee the Stronger Connections program, collect/analyze relevant data to ensure program efficiency, develop/maintain budget requirements and work with partners to build community collaborations to assist the program.
Two Student Success Academy personnel—One of our selected schools has a SSA staff member already-we would add staff at other 2 campuses. SSA staff utilize MTSS tier 3 interventions to help students stay on a path to success. Skill building opportunities such as: pro-social behaviors, conflict resolution, alternative strategies, problem solving, and healthy relationship building are provided.
3 Licensed mental health providers/Case managers—staff would allow for expanded access to mental healthcare and provide a regular support person for identified students; be assigned to students whose threat assessment outcome requires management. Also offer weekly mindfulness (or other emotional regulation) opportunity campus-wide and will act as a campus resource for both students, families, and staff.
1 Behavior Interventionist—develop behavior intervention plans for identified students at the three selected campuses and assist in implementing the BIP.
1 Restorative Justice Coordinator-responsible for developing and implementing restorative practices within the 3 selected schools with the plan of expanding this restorative culture to the entire district.
3 Sub-Contractors for after school program—will provide engaging, health and well-being focused after school programing for their assigned campus. We hope to partner with a martial arts agency to offer an opportunity focused on physical health, self-control, with an opportunity for after-school connection.

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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.

Our school district began implementing a Behavioral threat Assessment program modeled after NTAC and Salem Keizer School District Student Threat Assessment and Management System. The goal of our behavioral threat assessment and management program is to implement formal processes to recognize, report and assess concerning behaviors so that effective management strategies can be implemented to help de-escalate concerning behaviors.

Our case manager will be utilized as a support person assigned to students deemed at risk per the threat assessment. The case manager will work to build a relationship with the student, provide tier 3 MTSS interventions, provide the supports assgned by the SSSP team as well as any additional supports required by the Texas Center for Student Supports.

Additionally, this grant would fund a subscription extension for Raptor StudentSafe, a Behavioral Threat and early identification software for assistance with threat assessment and management.

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.

Student support needs are identified in a variety of ways including: discipline referrals, community referrals, parent referrals, teacher/staff referals, student referals, etc. We work to educate our school cmmunity (and beyond) on warning signs and where they can report thier concerns. As these concerns are identified, we are able to intervene, perform Behavioral Threat Assessments, refer to apporpriate mental health resources as applicable, set student up with an adult mentor, develop academic plans, etc. This school year we will begin partnering with TCHATT to offer brief telehealth mental health services in the school setting to further reduce barriers to care. TCHATT works to get students and families connected to outside resources for care beyond the brief services TCHATT provides.

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9. Statutory/Program Requirements (Cont.)

7. Describe how the LEA currently partners with the regional ESC to support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and improving academic outcomes for students.

Currently, our district counseling leaders (Director of Counseling, Coordinator of Crisis Intervention, and 2 intervention counselors) are part of a year long cohort (called Tarrant County Learning Community, partnering with Meadows Institute and Region 11 Service Center) with monthly meetings focused on mental health and bringing supports into the schools. This has been a very valuable resource for us to jump start brainstorming and implementation. We have become aware of a few resources as part of this cohort that we are now working to implement (i.e. TCHATT).

Our district staff also utilizes the service center for trainings and staff development so that we can offer best practice services and education to our students and families. The Region 11 service center sends their professional learning opportunities and we send these out to stakeholders.

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.

We will strategically provide more support persons (see 9.2). Additionally, we will purchase software subscriptions that will assist with emergency management as well as Behavioral Threat Assessment.

-Emergency Management-Raptor—we have a subscription through the end of the 2023/24 school year, but would like to use funds for the following school year's subscription.

-StudentSafe -Behavioral Threat Assessment Software with Raptor—we currently have a subscription through January 2024 but would want to use grant funds for further subscription. We originally used SPAT grant funds for this.

Lastly, the funds will be used to provide high quality staff development opportunities to selected campus staff as well as expand this to include district-wide staff development opportunities. We would partner with our ESC for staff development opportunities as well as partner with other community resources such as Meadows Institute, MHMH (local mental health authority), The Women's Center, etc. Priorities for professional learning topics will be: restorative practices, trauma-informed awareness/classrooms, creating safe/healthy/supportive learning environments/positive relationships, emergency operations drill development and training, empathy and relationship building, early identification, de-escalation training, as well as any other topic the Texas Center for Student Supports.

9. Enter the LEA Total Enrollment: 23,197

10. Enter the Regional Educational Service Center that serves the LEA: Region 11

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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	23197
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	23197
4. Total current-year grant allocation	1,500,000.
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	7500
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	1,492,500
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	64.34
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	0

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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

#	Activity	Amount
1.	Student Success Academy personel X 2	300,000
2.	Licensed Mental Health Provider/Case manager X 3	480,000
3.	Behavior Interventionist	150,000
4.	After-school facilitator X 3	90,000
5.	Restorative Discipline staff member	160,000

Professional and Contracted Services

#	Activity	Amount
6.	Required 6% of funds for technical assistance provided by the regional ESC	9,000
7.	Required 10% of funds to the Texas Center for Student Supports	15,000
8.	After school activities-supplies	52,900
9.	Training for SSSP	60,000
10.		

Supplies and Materials

#	Activity	Amount
11.	Behavioral Threat Assessment software for 2 years	65,000
12.	Raptor Emergency management software for 2 years	100,800
13.	Computer for staff members	9,800

Other Operating Costs

#	Activity	Amount
15.		
16.		
17.		

Debt Services

#	Activity	Amount
18.		
19.		

Capital Outlay

#	Activity	Amount
20.		

Direct administrative costs:	7,500
Indirect administrative costs:	0
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**

Section Being Negotiated or Amended	Negotiated Change or Amendment

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