



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: 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 Harmony Public Schools - Houston South

Campus name Harmony - Houston South CDN 101846 Vendor ID 76-0615245 ESC 04 UEI j943lulzxk64

Address 13522 West Airport Blvd City Sugar Land ZIP 77478 Phone 713-343-3333

Primary Contact Jennifer Sabin Email jsabin@harmonytx.org Phone 713-343-3333

Secondary Contact Guvanch Yazgeldi Email gatamyradov@harmonytx.org Phone 713-343-3333

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 Fatih Ay Title CEO Email fay@harmonytx.org

Phone 713-343-3333 Signature  Date 7/17/2023

Grant Writer Name Kristina Ubina Signature  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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RFA/SAS # 701-23-120/634-24

2024-2025 Stronger Connections Grant

Page 1 of 11

CDN 101846 Vendor ID 76-0615245

Amendment # N/A

3. Shared Services ArrangementsShared 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
83.09% (4 Priority Points) of HHS students are classified as Economically Disadvantaged (ED); much higher than the state average of 60.7% (TEA PEIMS DATA 2022-23). All students are Title I/free lunch (TAPR 2021-22).	Harmony Houston South (HHS) will hire 3 Emotional Well-being Counselors to help address ED students personal and disciplinary problems. Additional grant activities and training from the Texas Center of Students Supports (TCSS) will help train the Emotional Well-being Counselors and teachers so they can identify and help students deal with social, emotional, and mental health.
346 of HH South students had disciplinary placements with incidents including terroristic threats, assaults, indecent exposure, drugs and fighting (TEA PEIMS DATA 2021-22).	Training and the student support team will educate students and parents; this will help reduce disciplinary actions and increase SEL and Mental Health support. Student Support Program (SSP) administrators and counselors will implement the family engagement playbook to increase parent awareness and involvement.
Climate surveys conducted on HHS secondary students indicate 1,221 (36%) felt staff members are not responsive to bullying reports and 33% indicated there were not teachers/counselors they could go to for help with personal problems. (K12 Insight	Funds will be used to provide trainings and workshops to teachers, counselors, and administrators so they can identify and work towards solutions for bullying, harassment, and drug abuse, thus, improving the school climate/ safety. This will also provide teachers & counselors the knowledge/skills needed to connect with students so they feel safe and comfortable discussing their problems with them.

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.

HHS' goal is to improve safety, health, and well-being of students by providing them support to address their social-emotional, mental, and behavioral health needs. Our goal is SPECIFIC with the following target outcomes: reduce behavioral referrals & exclusionary discipline outcomes (25% each), decrease incidents of harmful behavior (20%), improve school climate responses (30%), & increase the number of students receiving mental health support (25%); MEASURABLE through PEIMS/TAPR data relevant to the previously listed indicators, & K12 Insight climate survey responses; ACHIEVABLE since the partnerships with Region 4 ESC and University specialists, technical assistance and professional development, and dedicated personnel; RELEVANT as evidence-based activities & outcomes are aligned to student needs and the grant's purpose; and TIMELY, with objectives achieved by

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

1. Establish a Stronger Connections Grant Committee (SCGC) to oversee program implementation. 2. Solicit feedback from relevant stakeholders to guide program design. 3. Recruit and hire grant-funded positions (3 Counselors & a District Student Culture Coordinator). 4. Establish a Student Support Program (SSP) at the three HHS targeted campuses (Harmony School of Exploration, Harmony School of Fine Arts & Technology, & Harmony Science Academy). 5. Meet with Region 4 ESC to outline Technical Assistance (TA) & professional development services to be provided. 6. Identify a TEA-approved partner who can provide professional & contracted services through the Texas Center for Student Supports (TCSS). 7. Facilitate meetings between SCGC, Safe & Support

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CDN 101846

Vendor ID 76-0615245

Amendment # N/A

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Meet with the TCSS and receive training on the Family Engagement Playbook for family support and involvement, and to align program design with evidence-based research. 2. Develop and implement the SSP, based on advice and guidance from the TCSS. Implementation will be underway by the start of the 2024-25 school year. 3. Offer Region 4 ESC and other contracted professional development training to administration, counselors, teachers and security guards. 4. Incorporate a case management system into the student support team structure. 5. Prepare all evaluation tools to facilitate monitoring of progress toward program goals. 6. Solicit feedback from students, parents, teachers, counselors and the Harmony Safe and Support Team on program effectiveness.

Third-Quarter Benchmark

1. Collect and gather data related to target outcomes, using TCSS-provided tools, as well as reports (i.e., PEIMS, grades, counselor referrals) and K12 Insight climate surveys. 2. Monitor and analyze the data collected. 3. Evaluate SSP effectiveness based on progress made toward objectives. 4. If necessary, administration and counselors will meet with TCSS and Region 4 ESC to modify the SSP to address identified gaps. 5. Submit responses to requests from TEA information and data regarding program development, implementation, and performance and evaluation measures. 6. Host a SCG Committee meeting with relevant stakeholders to identify program successes and challenges, and to create a sustainability plan to continue program operations beyond the grant period.

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.

[Empty text box for project evaluation and modification details]

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CDN 101846

Vendor ID 76-0615245

Amendment # N/A

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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RFA/SAS # 701-23-120/634-24

2024-2025 Stronger Connections Grant

Page 4 of 11

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.

Harmony Houston South (HHS) will work in conjunction with the Texas Center for Student Supports to identify the targeted campuses that will participate in the establishment of the Student Support Program. We will consider the following factors when making our determination:

Academic Needs: Campuses demonstrating poor performance in academics, as reported in the TAPR (2021-2022) when compared to state averages at meets grade level. **Social-Emotional and Mental Health Needs:** Campuses facing a high precedence of social-emotional and mental health issues as reported by school counselors and educators. The K12 Insight survey indicates 33% of students state there are no teachers or counselors to whom they can go to for help with their personal problems. **Behavioral Needs:** Campuses facing a high precedence of discipline incidents, disciplinary action, and reports of harmful or threatening behavior, as reported by school counselors and educators, and reflected by suspension and/or expulsion rates (i.e., assault, drug abuse, indecent exposure, terroristic threats; PEIMS 2020-2021). **High-Need Student Populations:** Campuses with higher rates of high-need and underrepresented student populations, including but not limited to English Learners, ED students, At-risk students, homeless students, and students with disabilities, as reported in the TAPR 2021-2022. K12 Insight survey indicates 23% of parents feel that students with disabilities are treated unfairly. **Capacity and Resources:** Campuses most adequately prepared to effectively implement the program, based on staff expertise, infrastructure, existing support services, or potential collaborations with external organizations.

In evaluating these factors, HHS will conduct an extensive analysis of data outlined in charter and state reports, and extensive reviews of Campus Improvement Plans, K12 Insight Surveys, and reports from counselors, teaching staff, and administrators. We will also ensure extensive input is gathered from relevant stakeholders, through surveys/questionnaires and on-going discussions with students, families, community members, local organizations, as well as central/campus administrators, educators, and staff. Throughout the design process of the Student Support Programs, HHS will seek to engage in on-going consultation with the Texas Center for Student Supports, Region 4 ESC, universities, & medical school.

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

HHS comprehends the importance of ensuring widespread commitment among campus staff and leaders for the success of the Student Support Program. The first step in achieving this commitment is effective communication. A series of kick-off meetings will be coordinated by the Superintendent, Dean of Student Culture Coordinator, and SCG Committee through which all campus leaders and staff will be informed of the program's purpose, strategies, and targeted outcomes. Once leaders and staff are informed, our schools will open communication channels to facilitate input in program design and collect on-going feedback on program implementation and decision-making processes to better serve students and parents. This open communication will continue once the Student Support Program is underway. As program leaders continually monitor and evaluate progress toward goals, feedback will be sought from campus leaders and teachers to gain important insights into challenges and obstacles in identifying and referring students for mental behavior/health in house and/or to external providers. These individuals will be involved in designing solutions and modifications to meet students' needs. The commitment of campus leaders and staff will also be ensured through specific professional development training included in the project to make certain that all involved personnel are adequately prepared to deliver evidence-based and trauma-informed programs (i.e., Texas School Safety Conference and Texas Campus Safety Conference). Staff will be trained in effective instructional methods for high-need student populations. Supportive resources including funding, staffing, and support services will be provided to campus leaders and staff to ensure they have the necessary tools and support required to effectively implement student services in the program. Finally, all aspects of the Student Support Program will be designed and implemented in direct alignment with existing programming as articulated in each school's Campus Improvement Plan. Through this approach, HHS can ensure that existing frameworks are leveraged, and that staff feel they can build on progress already being made. The charter ensures that campus leaders and staff are fully

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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.

Harmony Houston South (HHS) will engage parents/families to solicit support for the program through:

- **Communication:** HHS will inform parents and families of the program's purpose, strategies, and targeted outcomes through emails, phone calls, social media, and public notices. Specific outreach will also be made to parents and families of high-need students who are targeted for specialized supports. In addition, the HHS will host kick-off parent engagement sessions to provide further education on the program, emphasizing and inviting feedback and questions.
- **Surveys and Questionnaires:** K-12 Insight surveys and questionnaires will be administered to gather insight from parents and families at meetings and end of year K12 Insight survey. These feedback mechanisms will assess satisfaction, gather suggestions for improvement, and measure the program's impact on students, families and the community.
- **Committee:** A dedicated Family Advisory Committee will be created as a platform through which parents/families and students can share their opinions, suggestions, and concerns about student services. Giving a voice to these stakeholders will be critical in fostering a collaborative environment and ensuring program success.
- **Existing Organizations:** Existing parent and family organizations will be leveraged to engage parents and families in supporting the SSP. Joint meetings, workshops, and events will foster dialogue and active engagement.
- **Texas Center for Student Supports (TCSS):** HHS campuses will utilize the Family Engagement Playbook developed by TCSS to build support with parents and families.

By engaging parents/families and students through effective communication, involvement, and feedback, the HHS

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

Harmony Houston South (HHS) will ensure there are adequate staff to support the establishment and implementation of the SSP. Our first step will be to conduct an administration-led assessment of staffing and resource needs at each participating campus, which will identify areas in which staff are underequipped, for example in supporting high-need/underserved populations. Grant funds will be budgeted in accordance with these identified needs that will be used to hire additional staff and provide required resources to strengthen the capacity of each campus to implement the SSP. Based on the identified needs of each campus, we will hire an Emotional Well-being counselor for each of their three campuses.

We will provide high-quality, evidence-based professional development training for our staff, to enhance their skills in supporting students within the program. This training will prepare staff for establishing the SPP and implementing specific program activities.

We will continually monitor and evaluate staffing needs and facilitate open and on-going communication to gain feedback, which will be used to add necessary supportive resources.

In summary, Harmony Houston South will ensure there is adequate staff by conducting a needs assessment and filling identified gaps, providing additional personnel and contracted support staff, enhancing the capabilities of each staff member through professional development, and facilitating on-going support through open feedback loops and dedicated supports.

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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.

All three targeted campuses (Harmony School of Exploration – Houston, Harmony School of Fine Arts and Technology - Houston, and Harmony Science Academy – Houston) at Harmony Houston South (HHS) conduct extensive behavioral threat assessments with assistance from the HHS Safe and Support Team. These involve analysis of campus behavioral threat data, evaluation of counselor, teacher and staff reports, consultation with security staff, and external collaboration with law enforcement agencies. Through this approach, each campus can identify behavioral threats, outline priorities, and implement approaches designed to minimize these threats.

If awarded the Stronger Connections Grant (SCG), HHS will, under the guidance of the SCG Committee, campus administrators, and counselors, incorporate these current systems into the student support team structure. The campus leaders will effectively communicate these practices to all relevant stakeholders, with on-going behavioral threat assessments serving as a key factor in ensuring the success of the SSP. All staff involved in the SSP will be trained on behavioral threat assessment systems and practices through focused meetings, training sessions, and open communication channels designed to encourage feedback. Staff will also be trained on how to incorporate a case management system, aligned to the TCSS, to closely monitor, evaluate, and minimize behavioral threats at the three campuses.

Overall, integrating current behavioral threat assessment systems into the student support team structure at each campus will ensure collaboration and promote a safe and supportive environment across all grade levels.

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.

Harmony Houston South (HHS) continuously seeks to identify student support needs and proactively address mental health and behavioral health needs through targeted, evidence-based practices.

To ensure that we have a strong, up-to-date understanding of student support needs, we administer the K12 Insight surveys and solicit input from students, parents, and families. This approach gives us an informed perspective on what supports students and families feel they most need. In addition, HHS periodically reviews and evaluates qualitative and quantitative data on academic, social-emotional, behavioral, and mental health needs exhibited on our campuses. This is sourced from HHS and TEA reports, K12 Insight climate surveys, teacher/staff questionnaires, and on-going consultation with relevant stakeholders throughout the charter.

Once identified, HHS seeks to address these needs, often by partnering with external mental health and behavioral health providers. When identifying the most suitable partners, we consider the qualifications, experience, track record of implementing evidence-based practices, and understanding of localized needs that each provider demonstrates (i.e., Region 4 ESC and identified TEA approved providers). Under the direction of HHS administration, mental and behavioral health providers are then prioritized and ranked according to these factors. Once a strong candidate is identified, consultation takes place, followed by a solidification of the partnership through contractual agreements. Structured professional development trainings are frequently offered to HHS staff to enhance their capabilities in meeting student support needs, in alignment with the support provided by contracted providers.

Our approach to identifying student supports needs and utilizing the knowledge and expertise of mental and

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CDN 101846

Vendor ID 76-0615245

Amendment # N/A

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.

Harmony Houston South (HHS) currently partners with Region 4 ESC to support and improve student well-being and academic outcomes. Staff from HHS regularly attends workshops and trainings offered through the region centers. These workshops and training include the following:

1. Mental Health: We received evidence-based professional development training that covers mental health. Things discussed include ways to address and identify students exhibiting signs of depression, anxiety, and suicidal thoughts.
2. Behavioral and Emotional Health: We collaborate with Region 4 ESC to establish early identification and intervention systems for students suffering from substance abuse and having disciplinary issues. We attended sessions on disciplinary conduct, interventions, and positive behavior strategies.
3. Physical Health and Well-being: To promote physical health and well-being, our charter attended workshops on how to provide a safe learning environment to support physical health and how to better support our students.
4. Academic Outcomes: Professional development opportunities are provided to our teachers on campus and at the local ESC. The partnership supports curriculum development, assessment design, and the implementation of interventions for our students who are struggling academically. Our teachers attended workshops on raising student achievement and closing the academic gap.

In summary, Harmony Houston South's partnerships are instrumental in supporting and improving student mental health, behavioral and emotional well-being, physical health, and academic outcomes.

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.

HHS will supplement current efforts in improving services & support for student mental health, behavioral/emotional health, & physical health/wellness. Before implementation, discussions will be held between relevant stakeholders. HHS will outline specific activities that are tailored to address the localized needs of students. The SCG will be used to: 1. Strengthen Relationships with Region 4 ESC and TCSS: 6% of the grant funds will be allocated to the ESC and 10% to TCSS. Funds will be used to expand the framework already developed & enhance current support offerings in the areas of student health, well-being, and academic performance. Efforts will be made to ensure program implementation aligns with existing frameworks and practices. 2. Evidence-Based Programs: HHS will implement several evidence-based approaches to address the needs on targeted campuses. These programs will provide age-appropriate education, resources, and support geared toward addressing social-emotional, mental, and behavioral health needs. 3. PD: HHS will increase both the quality & quantity of PD offered. HHS Safe and Support Team will be provided high-quality, trauma-informed training to implement the SSP, engage highest-need students, and identify/address needs. 4. Added Staff: Emotional Well-being counselors and District Student Culture Coordinator will be hired and/or contracted who will be trained on existing practices & paired with a qualified employee for mentoring. New additions to the student support network will enhance existing services & supplement current work. 5. Health-Based Activities: SCG will expand student access to social emotional, physical, and nutritional education activities by increasing the quantity/diversity of activities offered. Through these means, HHS will make excellent use of SCG funds to enhance work already underway & ultimately ensure our students and

9. Enter the LEA Total Enrollment:

6731

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

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CDN 101846

Vendor ID 76-0615245

Amendment # N/A

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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CDN Vendor ID

Amendment #

12. Request for Grant Funds

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

Payroll Costs

1.	<input type="text" value="3 Emotional Well-being Counselors to help students in stressful situations. (22 months)"/>	<input type="text" value="\$357,501"/>
2.	<input type="text" value="District Student Culture Coordinator will oversee the program/ensure goals are met. (22 mo)"/>	<input type="text" value="\$155,833"/>
3.	<input type="text" value="Salaries referenced include the following fringe benefits calculated at 18%."/>	<input type="text" value="\$92,400"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	<input type="text" value="Required 6% of funds for technical assistance provided by the regional ESC"/>	<input type="text" value="\$60,000"/>
7.	<input type="text" value="Required 10% of funds to the Texas Center for Student Supports"/>	<input type="text" value="\$100,000"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	<input type="text" value="Software to detect any self-harm, threats and cyberbullying behavior."/>	<input type="text" value="\$81,435"/>
12.	<input type="text" value="Software w/modules to analyze students social emotional health."/>	<input type="text" value="\$40246"/>
13.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	<input type="text" value="Travel Costs for Conferences/Registration Fees for Threat Assessment Team (5 employees)."/>	<input type="text" value="\$30,000"/>
16.	<input type="text" value="Travel Costs for training with Texas Student Support Center and Region ESC (5 employees)."/>	<input type="text" value="\$23,680"/>
17.	<input type="text"/>	<input type="text"/>

Debt Services

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>

Capital Outlay

20.	<input type="text"/>	<input type="text"/>
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Direct administrative costs:

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Vendor ID 76-0615245

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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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