



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):

1. Applicant Information

Name of organization The Rhodes School for the Performing Arts (RSPA)

Campus name The Rhodes School Northshore CDN 101861 Vendor ID ESC 4 UEI LKWHG2TWH

Address 13334 Wallisville Rd. City Houston ZIP 77049 Phone 281-458-4334

Primary Contact Ashley Miller Email amiller@rhodesschool.org Phone 346-214-6924

Secondary Contact Lakesha Winslow Email lwinslow@rhodessschool.org Phone 281-458-4334

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 Ashley Miller DocuSigned by: Title Superintendent Email amiller@rhodessschool.org

Phone 346-214-6924 Signature  Date 7/17/2023

Grant Writer Name Annetra Piper Signature  Date 7/17/2023

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

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3. Shared Services Arrangements

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
10.2% of RSPA students, PreK 4 through 8th grade, have received out-of-school or in-school suspension for disciplinary incidents, with almost 40% of these students having multiple incidents.	Provide programs during the school day that address personal development and character education, with opportunities for self-reflection, collaborative problem-solving, and conflict resolution. All activities will be culturally relevant for the students.
16.4% of the RSPA students experience chronic absenteeism (TEA, TAPR 2022). Chronic absenteeism has been connected to bullying (CDC, 2015). Bullying rates at RSPA are higher than the state levels.	RSPA will address bullying (both electronic and in-person) by teaching, beginning with the younger grades (especially 3rd and 4th grades), about bullying using a medium they can relate to. It will be a part of the regular curriculum so that it is not burdensome to teachers but effective.
High rate of economically disadvantaged students, with 90.4% of the students receiving free/reduced-priced meals (TAPR, 21-22 and 30.6% of children with incomes below the poverty line.	Provide programs during the school day that will address personal development and character education, with opportunities for self-reflection, collaborative problem-solving, and conflict resolution. All activities will be culturally relevant for the students.

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 the end of the project period, the number of participating students sent to the office for disciplinary reasons will decrease by 50% as compared to the previous year.

By the end of the project period, chronic student absenteeism will decrease by 5%, as measured by the baseline year's level.

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

Student Discipline - By the end of the first quarter, the number of participating students sent to the office for disciplinary reasons will decrease by 10% as compared to the number of students sent to the office for the first quarter in the previous year.

Chronic Absenteeism - By the end of the first quarter, at least 50% of participating students with an attendance rate below 90% will increase attendance to 92%.

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

Student Discipline - By the end of the second quarter, the number of participating students sent to the office for disciplinary reasons will decrease by 25% as compared to the number of students sent to the office for the second quarter in the previous year.

Chronic Absenteeism By the end of the second quarter, the number of parent contracts signed regarding participant attendance will be 100%.

Third-Quarter Benchmark

Student Discipline - By the end of the third quarter, the number of participating students sent to the office for disciplinary reasons will decrease by 40% as compared to the number of students sent to the office for the third quarter in the previous year.

Chronic Absenteeism - By the end of the third quarter, at least 70% of participating students with an attendance rate below 90% will increase attendance to 95%.

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.

Student Discipline and Attendance Data - RSPA will review the discipline data from the previous year and compare it to the data of each benchmark for the current year. Attendance data will be compared to the previous quarter to show improvement. RSPA will examine the strategies indicated to show improvement to determine if the program is meeting expectations. At the beginning of the project, the team will collect and analyze baseline data from discipline records, state assessments, and enrollment records as appropriate. State assessments will be used to determine if the discipline and attendance strategies were effective, along with improved discipline and attendance. Both quantitative data (test scores, disciplinary infractions, attendance rates) and qualitative data (surveys and focus groups) related to the intended outcomes of the project will be collected. The data collected will be specific to the goals and objectives of the project. Throughout the project, the team will examine and reflect upon results to identify strengths, drive decisions on improvements, and provide feedback to stakeholders. The program evaluation will focus on project-specific indicators from the intended outcomes. Implementation of the strategies of this project at RSPA schools will produce outcomes that improve the overall quality of academic and non-academic experiences of students by providing safe, inclusive, and supportive learning environments that result in improved academic achievement and improved mental, behavioral, emotional, and physical health and well-being for students at RSPA while implementing strategies aligned to the goals of the grant. If the benchmarks and summative SMART goals do not show progress, RSPA will use discipline, attendance, and academic data to determine success. At the beginning, middle, and end of each project year, RSPA will discuss findings. The project director will provide ongoing evaluative feedback on all implementation elements so that timely ongoing programmatic modifications can be made throughout the duration of the project period that will be documented in the final report and used to modify the program for sustainability.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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.

RSPA will provide the Student Support Program at the Rhodes School for the Performing Arts - Humble campus and the Rhodes School for the Performing Arts - North Shore Campus. These are the only two campuses within the Rhodes School for the Performing Arts Charter School District. These schools serve students grades Pre-K through 8th grade (Humble) and Pre-K through 6th grade (North Shore). Although these are the only two schools in the district, several criteria were used to determine whether there was a real need for this program and influenced the decision to apply for this grant opportunity. The first criterion concerns the number of students with disciplinary infractions and repeat disciplinary incidents. Both schools have a large number of students, based on enrollment, with high numbers of disciplinary incidents, with a large number of these students having two or more infractions. Additionally, fighting was identified as a challenge on both campuses and must be addressed in a culturally responsive manner that encourages student safety in a learning environment that is nurturing and supportive, both emotionally and physically. These disciplinary infractions do not just impact the students who are having the incident; they disrupt the entire class and impact the learning environment (Dancel. et al., 2019). Additionally, both campuses identified high numbers of students with chronic absences. According to the TEA TAPR (2022), 16.4% of RSPA students experience chronic absenteeism. Chronic absenteeism is identified as students who miss 15 or more days of school in a school year. Students with chronic absenteeism typically have low academic achievement, low graduation rates, and do not do well in college (Finck, 2015; Smerillo et al., 2018). Additionally, the high number of students receiving free and reduced-priced meals at the schools (90.7% - Humble) and (90.1% - North Shore) indicate a need for additional supports to ensure their success. Research shows that students from low socio-economic environments have higher instances of chronic absenteeism than students from higher socio-economic groups (Sosu, 2021). Based on this data, RSPA chose to include both schools in the program on the consideration of the high percentage of disciplinary incidents, attendance measures based on chronic absenteeism, and the high percentage/number of high-poverty students.

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

Rhodes School for the Performing Arts has the commitment of campus leaders and staff for the success of the Student Support Program. Campus principals and district and school leadership were heavily involved in the planning of the program. The staff will receive training on the program strategies to ensure both campuses operate the program with fidelity according to the grant. Each staff member will sign a commitment letter describing the purpose of the program and their roles and expectations. Additionally, teachers, staff, and campus leaders will have input on the strategies that will be included in the program. Currently, RSPA leadership and staff work together to provide uplift and support to the students, but additional training for all staff is needed. Training and support for staff will be a part of their professional development and will be embedded in professional learning communities (PLCs) to encourage continuity and success. Extra duty pay for teachers and staff is also included in the program to ensure teachers and staff can be paid for the additional time and effort needed to learn what they need to know to support the program and the students. RSPA will hire two behavioral specialists to ensure the program is executed with fidelity and the strategies are implemented on time and within budget. Finally, in order to provide voice and agency to the leadership and staff on the campuses, RSPA will provide teachers, staff, and leadership an opportunity to share ideas and discuss concerns based on their perspectives of how effectively the program is being implemented and its level of effectiveness at the campus level during PLCs, grade level meetings, and campus faculty meetings.

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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.

Family and Community Engagement is one of the strongest predictors of a student's learning and overall well-being and is critical to effective school reform. When parents and the community feel a part of the school, positive change can happen (Weiss, H., 2019). Parents will have an opportunity to engage with the school in several ways. Parents will be invited to serve as campus ambassadors who conduct outreach activities and help host tours and share positive personal experiences with other parents. Parents are also invited to take classes on the campus to improve their skills, such as computer classes or resume writing. Another way that RSPA will engage parents and families is to host meetings where parents can learn about the program, learn how to understand student state tests, and learn about their role in keeping the school accountable for their student's success. Light snacks will be served to encourage attendance, especially since many parents and families may have to meet in the evening during their mealtime. Parents will also learn parenting skills so that the lessons and strategies taught throughout the school day can translate into a successful home for the students. These lessons will also emphasize the importance of ensuring their child attends school regularly and on time. These lessons will also help parents learn how to encourage good disciplinary practices at home. RSPA will engage parents and solicit support by providing informational sessions about safe school environments, bullying, mental health (SEL), and the importance of being at school every day. Informational sessions can occur during coffee with the counselor, Rhodes University parent sessions, and monthly meetings with principals. Parent contracts for attendance and behavior will also provide buy-in and support. Parents and families will also be invited to participate on the advisory board/ committee/ council providing feedback and support to the program. RSPA will actively recruit parents to be a member of the advisory board/committee/council to ensure that the program operates as it is designed and to provide support and advocacy for the program.

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

RSPA will use program funds to hire two FTE behavioral specialists to provide services to the program. One will be assigned to each campus. One of the FTE behavioral specialists will serve as program manager/project director to provide complete oversight of the program, as well as provide the duties of the behavioral specialist. The role of the behavioral specialist will be to work closely with teachers to help them provide and learn strategies that will instill a disciplined classroom environment. They will also work with the students who may be struggling with emotional or social distress and create behavioral improvement plans to help students stay on target. In addition to their listed duties, one of the specialists will be responsible for ensuring that all components of the program are completed, that training is scheduled and provided, and that program follow-up is completed. Although both behavioral specialists will act as the lead on their campus for the program, one of the specialists will provide program oversight for the district. These positions will report to the campus principals. A counselor will receive a stipend to provide overall support to students who may need guidance or counseling. Teachers will be trained on the elements of the program, including training on social-emotional learning, PBIS, and training for Region 4 and the Texas Education Agency. Surveys and regular check-ins will be provided to ensure that the program is operating at its maximum during the project period and will be considered a part of the school culture so that when the grant ends, the program components will be embedded into the attitudes and culture of the school.

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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.

RSPA is majority African American (85%) and Hispanic (10%). RSPA provides tremendous efforts to ensure that the climate on the campuses is uplifting for the students and focused on their futures. RSPA begins its behavioral threat assessment of the schools in the district by reviewing each school's history, including past incidents. Once the information is gathered, RSPA will share this information with teachers and staff during professional development, along with the strategies proposed to address the need. RSPA will ensure that each campus uses the threat assessment team (Assistant Principal, Counselor, Nurse Aide, Restorative Behavior Specialist, Special Education Teacher) to monitor the behavior threat assessment on campuses. They will meet monthly to address any concerns on the campus and how to use the behavioral specialist and PBIS to decrease concerns such as bullying and absenteeism. Teachers are and will continue to be trained on cultural proficiency strategies to support the students in order to reach the majority African American and Hispanic, high-poverty student population (Delpit, 1995, 2006; Gay, 2010; Ladson Billings, 1995). RSPA also utilizes a Restorative Practices program called CREW (Community, Responsibility, Ethics, and Works) to foster understanding amongst students and help students manage conflict. Core concepts and principles of CREW are aligned with The Leader in Me (Covey, 2014). Additional systems of support that RSPA currently uses and will incorporate into the student support team structure include a) Counseling sessions, b) Restorative behavior specialist (ISS Teacher currently), c) Parent conferences, d) Restorative practice (admin will use a restorative practice form), and e) Parent attendance contracts. These systems will complement the strategies taught via Region 4 and the Texas Center for Student Supports to ensure a well-rounded program that is culturally proficient for the RSPA student body.

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.

RSPA provides several methods of identifying student support needs. One method is through parent/family requests. If families have a need, they are able to contact their child's teacher, the school counselor, or the principal. Another method of identifying student support needs is through teacher requests. The teacher may notice changes in the student that need to be addressed with the counselor or with mental or behavioral health providers. Students are also identified via the number of referrals to the office. Some of the students have office referrals shown on the incident report that reflect three, four, or five incidences. These students will receive support from the counselor and behavioral intervention specialists.

RSPA currently utilizes the counselors to create partnerships with mental health and behavioral health providers. The counselors work on a referral-based system with mental and behavioral health providers to provide counseling services for students on an income-sliding scale. Counselors provide parents and families with pediatricians or therapists for severe behavior and/or mental health counseling. RSPA also works with outside agencies such as food banks and civic organizations. RSPA will actively seek to partner with entities that can enhance the Stronger Connections program related to mental and behavioral health to support the students and their families that match the culture and community that it serves.

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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.

RSPA currently partners with ESC Region 4 to utilize their various training sessions for the staff to meet the academic and behavioral needs of the students. Region 4 provided the CPI- Non-Crisis Intervention Training for select staff, and they provided restorative practices for the counselors and ISS teachers. Although these trainings are effective, RSPA has only been able to provide limited training for the staff. The funds from the program will allow all teachers and other staff to receive this training, which will make a bigger impact on the students.

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.

This grant will allow RSPA to provide training to the staff to increase their understanding of building positive and meaningful relationships with students. Counselors will be able to purchase programs to teach students how to resolve conflicts, decrease bullying, and increase peer-to-peer effective communication. Behavioral specialists will be hired to monitor student behaviors and physical and mental well-being. The specialist will intervene when needed and immediately address concerns with students using strategies to improve student behavior outcomes. They will also work with parents to empower them with the necessary skills to work with students at home to decrease behavior concerns and increase parental involvement with the campus community. These funds will allow all teachers will be trained in Restorative Practices to ensure effective and consistent implementation of the CREW model. RSPA teachers will continue to engage all students in “ CREW meetings ” and other interactive activities that support the development of their perspective talking and empathetic skills. CREW meetings take place during the first period of the day at all RSPA schools to provide an opportunity for students to connect on a personal level each morning and briefly share successes and challenges. Discussion Circles are used to support conflict resolution and teach students the effective use of their voice. None of the school climate improvement efforts are punitive; all are designed to uplift the students and increase student self-esteem and leadership skills. These activities are culturally sensitive and promote racial equity. These classes promote the culturally responsive ethos that uplift the youth. RSPA will support the project in every way, including providing the cost share for the grant.

9. Enter the LEA Total Enrollment:

607

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

4

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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.	1 FTE Project Director/Behavior Specialists @ \$80,000; + fringe 19% (district oversight & serv	239,793
2.	1 FTE Behavioral Specialists @ \$65,000 each; plus fringe-19% (services)	154,700
3.	Extra-duty pay for teachers-60 teachers/staff x 4 days x \$100/day x 2 yrs; 9% for ex-duty pay)	52,320
4.	Counselor - stipend - \$5,000 per year	10,000
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	51,000
7.	Required 10% of funds to the Texas Center for Student Supports	85,000
8.	Social emotional learning training/professional development	115,000
9.	Positive behavior interventions and supports training and materials	80,000
10.	Cultural proficiency training (\$10,000 per year x 2 years)	20,000

Supplies and Materials

11.	General supplies and materials to support the program	6,000
12.	Program curriculum	10,000
13.		

Other Operating Costs

15.	Student incentives	5,000
16.	Travel to mandatory in-state meetings and conferences (\$3,500)	3,500
17.	Snacks for parent and community meetings	2,000

Debt Services

18.		
19.		

Capital Outlay

20.	2 Laptops for Behavioral Specialists use to keep data confidential (\$1,200 each)	2,400
	Direct administrative costs:	836,713
	Indirect administrative costs:	13,287
	TOTAL GRANT AWARD REQUESTED:	850,000

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

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