



2024-2025 Stronger Connections Grant

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

NOGA ID

Application stamp-in date and time

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

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

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

Authorizing legislation:

Grant period: Pre-award costs:

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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

RFA/SAS #

2024-2025 Stronger Connections Grant

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
Improve availability of consistent campus wi-fi and network service.	Evaluate school technology for reliability, signal, and performance as they relate to effectiveness, safety, and security. Address areas of concern by running additional hardware, updating older hardware, replacing switch, battery backups, flat panel screen and add server.
Review / modify student code of conduct to focus on appropriately addressing the emotional and mental aspects of bullying behaviors, acts of hate, violence, and student apathy.	Parent / student engagement to discuss and understand appropriate, acceptable conduct. Pull together resources such as LLE, local ISDs, private schools, local college, and local ESC to address appropriate student behavior and reinforce positive engagements with other students and authority figures.
Address student apathy trend as it relates to attendance and future academic goals. Engage students in discussions of feelings and they can improve their outlook.	Offer incentives for positive behaviors, good attendance, and classroom and project engagement. Engage students in natural learning activities promoting responsibility, teamwork, supporting and caring for others. Help students produce a product from planning to execution and evaluation.

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.

offer incentives related to positive behaviors and desirable student outcomes. Student Assistance Team will recognize student achieving/maintaining a minimum 92% attendance rate, classroom conduct improvements/cooperation-no more than 2 negative conduct reports to the SAT, and improved academics as well as responsibility/initiative for project participation and success.

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
 SAT Review:
 - weekly attendance report
 -check for increased or maintained attendance at a minimum 93% percent rate
 - classroom conduct
 -daily behavior management chart
 -project involvement
 -daily project involvement chart
 -progress dealing with managing feelings and emotions

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

SAT Review:

- weekly attendance report
 - check for increased or maintained attendance at a minimum 93% percent rate
 - classroom conduct
 - daily behavior management chart
 - project involvement
 - daily project involvement chart
 - progress dealing with managing feelings and emotions
- Adjust incentives and/or incentive frequency as necessary.

Third-Quarter Benchmark

SAT Review:

- weekly attendance report
 - check for increased or maintained attendance at a minimum 93% percent rate
 - classroom conduct
 - daily behavior management chart
 - project involvement
 - daily project involvement chart
 - progress dealing with managing feelings and emotions
- Adjust incentives and/or incentive frequency as necessary.

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.

weekly attendance reports to check for increased attendance percentages. Adjust incentives and/or.

SAT will review student charts for:

- Attendance
- Classroom Conduct
- Grades
- Managing Emotional Behaviors
- Project involvement

SAT will make comments and determine success or failure at this point of the program.

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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.

ComQuest Academy has one campus that serves elementary, middle, and high school students.

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

ComQuest Academy SAT meets weekly to evaluate student success in attendance, classroom conduct, academic success, project involvement, and managing emotions. The SAT is comprised of teachers, aides, and administrators. The SAT records the information from these meetings. Student progress is monitored.

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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.

ComQuest Academy will inform and discuss goals for attendance, classroom conduct, academics, project involvement, and behavior management and incentives during the annual student conference where parents are present. This information will be presented during Open House and communicated through reminders sent via text to parents.

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

All school staff are committed and involved in the establishment, support, and implementation of the program. This funding would allow us to hire an instructional aide to help manage students and data compilation. The school would be able to employ a project manager for the project activities.

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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.

SAT meetings- student attendance, classroom conduct, academic progress, project participation and managing behaviors is discussed. Possible behavioral concerns are identified. SAT meetings may be called at any time to address a more imminent threat.

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.

The SAT identifies and establishes partnerships with external mental health and behavioral health providers to meet student needs as determined to be necessary by the team.

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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.

LEA will work with parents, partner with the regional ESC to support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and improving academic and attendance outcomes for students in one or all of these areas as the need arises.

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.

LEA will use this grant program to support current work to improve services and supports for mental health, behavioral and emotional health, and physical health and wellness of students. This grant program will use improved attendance, improved academic success, and encouraged appropriate behaviors to enhance the overall well being of students.

9. Enter the LEA Total Enrollment:

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

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10. Equitable Access and Participation

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

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

Group	<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.	Grant Writer/Manager	50,000
2.	Project/Activities Manager	40,000
3.	Instructional Aide	35,000
4.	After School Meetings/Tutorials	50,000
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	23,370
7.	Required 10% of funds to the Texas Center for Student Supports	38,950
8.	Technology Systems Installer and Manager	85,000
9.		
10.		

Supplies and Materials

11.	Welding Equipment, Welding Curriculum and Software, and Video Production Software	5,000
12.	Snacks, Incentives, Parent Meetings, Outdoor planting/welding project	45,000
13.	Student Computers, Flat screen Monitor, Server, Commercial Battery Backup, Switch, Additional classroom and campus cameras, Software upgrades, video editing equipment, copy paper	75,000

Other Operating Costs

15.	Copier Costs	4,500
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		
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Direct administrative costs:

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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