



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
Improved Mental Health Support	Provide professional development and training opportunities for educators and staff on trauma-informed practices. Support LEAs in developing trauma-responsive approaches and integrating them into the curriculum and school policies.
Increased Access to Community Healthcare Services	Offer training and resources to LEAs on effective family and community engagement strategies. Assist LEAs in developing partnerships with community organizations, businesses, and parents to enhance support for students.
Improve school culture and reduce incidents of physical and emotional duress by reducing the incidents of student fights, insubordination and cyberbullying occurrences.	Cellphone Physical Storage Solutions (5 pilot schools)

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.

Trauma-Informed Practices: By the end of the 2024-2025 school year, 85% of educators and staff at identified campuses will receive Mental Health First Aid training through Region 10 ESC leading to a reduction in discipline referrals (the trauma-informed practices will be delivered to all levels).
Telehealth (Medical): By the end of the 2024-2025 academic year, there will be a 25% increase in the number of campuses that have access to school health services through telehealth. All campus levels will be considered.
Physical Safety: To improve school culture and reduce incidents of student fights, insubordination, and cyberbullying. By end of the 2024-2025 school year, all schools participating in the Physical Cellphone program will reduce discipline referrals related to cell phones by 7%. The selected schools will include middle and high school.

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

Trauma-Informed Training: By the end of the first quarter, 25% of educators and staff in participating LEAs will have completed trauma-informed training. Conduct a survey or assessment to measure participants' satisfaction with the training content, delivery, and relevance.
Telehealth: Monitor the number of students who have access to telehealth services at identified campuses.
Physical Cellphone Storage and School Safety: By the end of the first quarter, assess the implementation of physical cellphone storage systems in schools. Review of disciplinary data, incidents of student fights (add other targets). Compare the data to previous years records. (Decrease discipline referrals 7%).

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Trauma-Informed Training: By the end of the first quarter, 25% of educators and staff in participating LEAs will have completed trauma-informed training. Conduct a survey or assessment to measure participants' satisfaction with the training content, delivery, and relevance.

Telehealth: Monitor the number of students who have access to telehealth services at identified campuses.

Physical Cellphone Storage and School Safety: By the end of the first quarter, assess the implementation of physical cellphone storage systems in schools. Review of disciplinary data, incidents of student fights (add other targets). Compare the data to previous years records. (Decrease discipline referrals 7%).

Third-Quarter Benchmark

Trauma-Informed Training: By the end of the first quarter, 25% of educators and staff in participating LEAs will have completed trauma-informed training. Conduct a survey or assessment to measure participants' satisfaction with the training content, delivery, and relevance.

Telehealth: Monitor the number of students who have access to telehealth services at identified campuses.

Physical Cellphone Storage and School Safety: By the end of the first quarter, assess the implementation of physical cellphone storage systems in schools. Review of disciplinary data, incidents of student fights (add other targets). Compare the data to previous years records. (Decrease discipline referrals 7%).

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.

Analyze Evaluation Data: Thoroughly analyze the evaluation data collected throughout the project, including quantitative and qualitative data. This analysis should identify areas where the program is falling short of desired outcomes or where adjustments can be made to enhance effectiveness.

Identify Root Causes: Identify the underlying reasons for the lack of progress or achievement of goals. This may involve examining specific components of the program, implementation strategies, resource allocation, or any other factors that may have contributed to the outcomes.

Develop Modification Plan: Based on the evaluation data, stakeholder input, and research findings, develop a comprehensive modification plan. This plan should outline specific adjustments, enhancements, or new strategies to be implemented to address the identified areas for improvement. The plan should also include clear objectives, timelines, responsible parties, and resource allocation.

Iterate and Improve: Based on the ongoing evaluation data, make further adjustments and refinements as needed. Use a cyclical process of evaluation, modification, implementation, and evaluation again to continuously improve the program's sustainability and effectiveness.

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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.

Needs Assessment: Dallas ISD will conduct a comprehensive needs assessment across all campuses within their jurisdiction. This assessment will involve analyzing data related to student well-being, academic performance, disciplinary incidents, social-emotional needs, and other relevant factors. The campuses with higher levels of need or specific challenges will be given priority consideration.

Demographic Factors: Dallas ISD will consider demographic factors such as socio-economic status, English language proficiency, special education populations, and other characteristics that may impact student well-being and support needs. Campuses with higher concentrations of students facing socio-economic disadvantages or those with higher rates of students requiring specialized support may be given priority.

Stakeholder Input: Dallas ISD will seek input from various stakeholders, including administrators, teachers, counselors, parents, and community members. Their perspectives, insights, and recommendations regarding which campuses would benefit the most from the Student Support Program will be taken into account. This collaboration ensures that the selection process is inclusive and considers the unique needs of each campus.

Equity Considerations: Dallas ISD will prioritize equity in the selection process. This means considering factors such as ensuring equitable access to support services, addressing disparities across campuses, and promoting fairness in resource allocation. The LEA may give additional weight to campuses that have historically been under-served or marginalized.

Schools that Volunteer to Participate in Program: Certain secondary schools will have the opportunity to volunteer in the initiatives of this grant as part of a pilot program.

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

Clear Communication: Dallas ISD will establish open and transparent communication channels with campus leaders and staff. They will clearly articulate the purpose, goals, and benefits of the Student Support Program, emphasizing how it aligns with the school's mission and vision. Dallas ISD will provide regular updates, share relevant information, and address any concerns or questions promptly.

Professional Development and Training: Dallas ISD will provide professional development and training opportunities to equip campus leaders and staff with the necessary skills and knowledge to implement the Student Support Program effectively.

Data and Progress Monitoring: Dallas ISD will establish systems to collect and analyze data related to the Student Support Program's implementation and outcomes.

Recognition and Celebrations: Dallas ISD will recognize and celebrate the contributions and successes of campus leaders and staff in implementing the Student Support Program.

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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.

Effective Communication Channels: Dallas ISD will establish clear and accessible communication channels to reach parents and families.

Family Engagement Events: Dallas ISD will organize family engagement events that focus on the Student Support Program. These events can include informational sessions, interactive workshops, and opportunities for parents and families to connect with each other and school staff.

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

Needs Assessment: Dallas ISD will conduct a thorough needs assessment to determine the staffing requirements for the Student Support Program. This assessment will consider factors such as the number of participating schools, student enrollment, program goals, and the range of services and interventions to be provided.

Professional Development: Dallas ISD will provide ongoing professional development opportunities to enhance the knowledge and skills of the staff supporting the Student Support Program.

Supervision and Support: Dallas ISD will provide adequate supervision and support to staff members involved in the Student Support Program. This may involve assigning supervisors or mentors who can offer guidance, feedback, and assistance as needed.

Ongoing Evaluation and Adjustments: Dallas ISD will continuously evaluate the staffing structure and needs of the Student Support Program. This evaluation process will help identify any gaps or areas that require additional staff support. Based on evaluation data, Dallas ISD can make necessary adjustments to staffing allocation, professional development plans, and roles and responsibilities to ensure optimal program implementation.

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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.

Assessment of Current Behavioral Threat Assessment Practices: The grant program will begin by conducting an assessment of each campus's current behavioral threat assessment practices. This assessment will identify existing systems, protocols, and resources that are already in place to assess and address potential threats or concerning behaviors.

Training and Professional Development: The grant program will provide training and professional development opportunities to campus staff, including administrators, counselors, teachers, and support staff, on best practices in behavioral threat assessment. This training will ensure that all staff members are equipped with the necessary knowledge and skills to effectively identify, evaluate, and respond to behavioral concerns.

Development of Protocols and Procedures: The grant program will assist campuses in developing or refining protocols and procedures for conducting behavioral threat assessments. This includes establishing clear guidelines for identifying and reporting concerns, determining the level of threat, and implementing appropriate interventions or referrals. These protocols will be aligned with best practices and relevant legal and ethical guidelines.

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.

Dallas ISD utilizes our Mental Health Services referral system to provide students and their families access to mental and physical health services. MHS works collaboratively with teachers, counselors, and staff to identify students in need of Tier 1, 2, and 3 interventions. Interventions are then implemented based on the Dallas ISD Continuum of Services where all students receive Tier 1 interventions, some or a few students receive Tier 2 targeted interventions, and Tier 3 students receive individualized response to highly acute mental, emotional, and behavioral health issues.

Dallas ISD partners with physical health community service providers to meet the mental, physical, and behavioral health needs of students. These partners include five child and adolescent psychiatrists who contract with to provide psychiatry services. Dallas ISD also works with the North Texas Behavioral Health Authority (NTBHA) to provide mental health first aid training, Journey of Hope in the provision of grief support groups, the Karyn Purvis Institute (Trust-based Relational Intervention-TBRI) to address trauma and early intervention, Meadows Mental Health Policy Institute (MMHPI) who provides professional development on trauma-informed care, and The Defensive Line (TDL) who provides staff development on suicide prevention.

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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.

Dallas ISD partners with Region 10 to offer professional development training related to behavior, Counseling, MTSS, Special Education. Our Dallas ISD Executive Leadership Team which included Mental Health Services, MTSS, and Social-Emotional Learning participated in the Meadows Mental Health Policy Institute Executive Leadership training to collaborate with other districts around the state to explore ways to improve school-based mental health programs.

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.

The Stronger Connections grant will provide a unique opportunity for Dallas ISD to provide in-depth and targeted response to address students who are challenged with mental health-related issues. Targeted services and supports will allow for a true coordination of care experience for students who often present with issues that affect their learning. These funds will help provide professional development that improves knowledge and insight needed to implement trauma-informed care for students with a high need for mental health services. Parents will also be educated on the services available for parents within the district and the local community. Parents will receive educational sessions on suicide prevention, appropriate cell phone etiquette (cyberbullying) and ways to make anonymous reports related to violence and safety.

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" value="STUDENTS"/>	Barrier	<input type="text" value="Technology Barrier"/>
Group	<input type="text" value="PARENTS"/>	Barrier	<input type="text" value="Parental Support, Training Support"/>
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" value="141,169"/>
2. Enrollment of all participating private schools	<input type="text" value="1,363"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="142,532"/>
4. Total current-year grant allocation	<input type="text" value="750,000"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="7,500"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="742,500"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="5"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="7,100"/>

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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.	Employee Stipend (Program Management, Implementation, and Support) – 2-3 employees	\$7,800
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$84,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$140,000
8.	Trauma-informed training (TBRI)	\$100,000
9.	Telehealth Services (Available for all levels)	\$606,500
10.	Leased Cell Phone Pouches (Middle Schools)	\$382,500

Supplies and Materials

11.	Trauma-informed books and materials	\$65,000
12.		
13.		

Other Operating Costs

15.	PNP Dallas Zone Schools Participants	\$14,200
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"/>
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