



# 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 Colorado ISD

Campus name CDN 168901 Vendor ID ESC 14 UEI

Address 1132 Hickory St. City Colorado ZIP 79512 Phone 325-728-5312

Primary Contact Dr. Larry Polk, Jr. Email lpolk@ccity.esc14.net Phone 325-728-5312

Secondary Contact Denise Farmer Email dfarmer@ccity.esc14.net Phone 325-728-1010

### 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 Dr. Larry Polk, Jr. Title Superintendent Email lpolk@ccity.esc14.net

Phone 325-728-5312 Signature Date 7/17/23

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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**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
CRIME Data: CISD average 30% yearly increase in drugs, fighting, bullying and threats. Rated D for Crime, 59% > US total crime, 12% > US Violent Crime, 73% > US Property Crime, 287 Assaults vs US 279,	The CARE (Connecting Academics to Respect and Engagement) will secure community and ESC partnerships to support the mental health and well-being of all students. A safe, inclusive, and supportive learning environment will include SEL curricula, Challenge Days, Leader in Me, 7 Habits, ASP Clubs, Teen Chats, CCMR Support, Vizipp, CEN, Ministerial and Business programs.
CEN Survey: 15% indicated need for adult mentors, 11% feel unsafe to sometimes unsafe, at school 16% feel awful to not so good, 18% struggle with setbacks, 20% of parents do not feel high levels of trust in LEA	CISD will include college and city partnerships to initiate best practices in student mental, behavioral, emotional, and physical health and wellness needs. "Our heart is to create EXPOSURE, EXPLORATION, AND EXPERIENCES FOR EACH AND EVERY STUDENT TO BE SUCCESSFUL AND LIVE AN ABUNDANT LIFE!"- Dr. Polk, Superint.
CCMR: 64.5% Minority, 66.5% Economically Disadvantaged, 22% Mobility Rate, Emergent Bilingual 4.6%. AA Degrees 0% vs TX at 2.6%, College Ready-Blacks 20% vs TX 56%, CCMR at 4% vs TX at 24.2%.	The CISD Plan is to create changes for anti violence, bullying, and acts of hate with community support. College Mentors, Teen Chats. CLAY curricula is planned to serve, mentor, organize and begin new platforms for class bonding, safety, and mental health services. Fun mental days are also planned as CISD incentives for students to unwind, enjoy and celebrate life. (See APPENDIX A-F- Support)

**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.

CISD will provide CARE training and services for all necessary staff, student and parents in the implementation of grant interventions related to Parent Training, CCMR, Human Trafficking Awareness, Healthy Cooking, Seizure Training, and Preparing for an Active Shooter with increases in awareness and response time for safe, healthy, and productive teaching and learning environments, Bullying Prevention, SEL, Suicide prevention, Dating violence, Child Maltreatment Responsibilities, Self-Transcendence Skills, to include a 'purpose for learning' behaviors. Project CARE (Connecting Academics to Respect and Engagement) will promote systemic change at all three participating schools to address and respond to bullying, violence, and acts of hate to reduce threats and conduct violations by 25% from the year prior using TEA reports and grant measures by the end of grant period ending on Sept. 30, 2025.

**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**

- SETUP CARE: (November 15, 2023- April 30, 2024- 5.5 months)
1. Hire Experienced Grant Director and Community Administrator. Setup budget with Business office and payments.
  2. Initiate consultant agreements and hire all consultants as required by grant. Organize training calendars.
  3. Setup CARE offices, emails and phone numbers to include in-kind support systems for devices, printers etc .
  4. Introduce staff and program partners to all campus teams and stakeholders. Develop uniform PPT and website.
  5. Initiate training of all staff, mentors, parents and partnerships to include evaluation instruments and surveys.
  6. Setup all new apps with Technology Department and ensure compatibility is established with access for campus.
  7. Train all Partners and staff with TSCC support. Supplement programs first then add new SBR programs.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

SERVE PARTICIPANTS-(May 1, 2024-October 31, 2024)

1. Provide program services to include monthly classroom mentors with CLAY (Caring Loving All Youth) leadership curricula at all 3 sites. Start targeting 25 community sponsors for each campus with Parent University.
2. Provide Vizipp safety app for staff and digital classroom app for all classrooms, teachers and students.
3. Provide College mentors, teacher champions, parent support, CIS services for mental health and At-risk tutors.
4. Provide new threat assessment systems with UT, ESC Region 14, Law enforcement and partners.
5. Provide Challenge Days, Leader in Me, Covey's 7 Habits, CLAY, HEROES, PALS and ASP Clubs
6. Provide Afterschool Counseling, Teen Chats, Dating Etiquette, Anger Management, Self-Regulation, Coping skill.
7. Provide Parent Advisory Council Meetings and Trainings for grant updates and presentation by staff and partners.

**Third-Quarter Benchmark**

EVALUATE SERVICES (5.5 months)- (November 1, 2024- April 30, 2025)

1. Evaluate and Sustain Afterschool Counseling, Teen Chats, Dating Etiquette, PBIS, Self-Regulation to include ongoing services through other funding, Coop with ESC, Alcohol, Tobacco and other Drug Education (ATOD),
2. Evaluate and sustain ancillary staff. Works Study Contract and MBA will help sustain college/community mentors.
3. Evaluate and sustain program services at all 3 sites but look for district wide implementation.
4. Evaluate and sustain safety app, threat assessment process and classroom app along with TCSS supports.
5. Evaluate and sustain new threat assessment systems and processes with UT, ESC Region 14 and partners.
6. Evaluate and sustain Cooking Center, New Student Program, Challenge Day, Learn in Me, Covey's 7 Habits, and ASP Clubs. Student and Parent Surveys will help determine effect on grades, attendance, promotion and referrals.

**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.

**MODIFICATIONS AND IMPROVEMENTS:** A highly qualified CARE Project Director will be selected to spearhead the program success which includes meeting all the goals and objectives, initiating all services, implementing best research practices, incorporating all partnerships, reviewing the data and making any adjustments to ensure the program reaches its goals. The Director will have immediate access to the Superintendent, Chief of Police, and will make periodic School Board presentations and updates. A pre and post SCG instrument will help guide the goals and objectives of the program to include modifications if the services or programs are not meeting the needs of students. Modifications can include: Change of staff, reduced or added services, new or removed partnerships, Focus on groups, grades, increases in training, incentives for meeting project goals, and council feedback.

**EXTERNAL SUPPORT:** Dr. Noe Ramirez, retired College Professor, (see APPENDIX D-Resumes) with 35 years of program evaluation will collect data each semester includes attendance, grades, retention, STARR 2.0 scores, disciplinary referrals, college matriculation and lock downs. Qualitative and Quantitative measures will provide summative and formative reports for the grant. Surveys will be sent out to target groups, focus groups will be conducted as needed and reports be given to program leaders for review and to make necessary program modifications as needed. If benchmarks or summative SMART goals do not show progress, Dr. Ramirez will assist in utilizing evaluation data for program modifications for improvements and sustainability.

**CARE GOALS:**CARE will indicate a 75% increase in positive student relationships and trust with each other and with staff ; a 90% student sense of belonging to the classroom and school communities; and a 85% student feelings of physical, emotional, and social safety utilizing the SCG evaluation instrument pre and post data. These precise CARE goals will be monitored periodically at campus staff meetings by staff and principals to ensure goals.

**GRANT SUSTAINABILITY:** Communities in Schools Cameron County, Ministerial and Business Alliance, HEROES, and local organizations will leave sustainable systems, materials and learning after the grant cycle expires. CARE will have support by partners such as PHD Vision,Vizipp, CEN and MBA (see APPENDIX A-Support Letters).

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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.

SELECTION CRITERIA: CISD criteria utilized for selecting schools is state standards in all standardized scores, College Readiness and Dropouts. CISD is behind Texas in CCMR/STARR accountability creating a high-risk learning environment.

- COLORADO ELEMENTARY: STAAR Outcomes: All subjects at Approaches 54% African American vs 74% TX, At Meets Hispanics 55% vs TX 74%, At Masters 7% African American vs 23% TX. Rural needs with Tech, Buses and Support.
- COLORADO MS: STAAR Outcomes: Grade 6 at Masters Hispanics 7% (Read) vs TX 15%, 4% (Math) vs TX 15%
- COLORADO HIGH SCHOOL : End of Course Outcomes: All subjects at Approaches African Americans 60% vs campus at 81%, at Meets 40% vs Campus at 55% and Masters 10% vs TX at 23% for up to 21% difference in scores. Chronic Absenteeism- Blacks 27.3% vs Campus at only 13.5%. AA Degrees 0% vs TX at 2.6%, College Ready- Blacks 20% vs TX 56%, CCMR at 4% vs TX at 24,2%. Grads AP/IB Results all Subs >Criterion 0% vs TX-21.3%. Partner exist like TRIO for additional support systems but counselors are in need of a counselor admin for more partnership support for work in rural isolation.

CARE ADVISORY COUNCIL (see APPENDIX F-Council Notes): The design team met to design the SCG components including campus needs and selection. The team consists of: Dr. Polk, CISD Principals, Roger Garcia (Vizipp Rep), Susan Groves CEN, and many local leaders. (See APPENDIX A-CISD Support Letters).

SELECTION PROCESS: CISD Campuses were selected using CIP, DIP and 2022 School Report Cards. Closing the Gaps and CCMR for underserved students is a challenging objective for all 3 sites without additional support and resources. Each campus had to commit to the the grant goals by providing assurances of support (see APPENDIX B-Campus MOU). Selection Data utilized: Colorado EL/MS-653 Total Students , Grades PK-08, Closing the Gaps C, Student Achievement C, 64.5% Minority, 66.5% Economically Disadvantaged, 22% Mobility Rate, Emergent Bilingual 4.6%. Colorado HS-205 Total Students , Grades 09-12, Closing the Gaps B, Student Achievement B, School Progress B, 48.3% Minority, 50.2% Econ Disadv. Colorado ISD needs help motivating students to learn with a purpose and instill a higher vision for themselves. CEN, PHD Vision and others will promote a P-21 Concept and expect all students to thrive.

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

ACCOUNTABILITY: Campuses through CARE will support: An increase in the number of students referred for and receiving mental, behavioral, emotional, and physical health and wellness support; An increase in climate assessment responses reporting student belongingness, trust, improved relationships with peers and staff, and improvements in self-regulation behaviors; A decrease of student absences, behavioral referrals, removals from class, and exclusionary discipline outcomes; A decrease in incidents of harmful, threatening, and violent behavior.

CARE STAFF: All Campuses commit to full-time dedicated CARE staff to help manage and ensure the goals and objectives, responsibilities of all stakeholders, grant timelines, district benchmarks, grant milestones and expenditures are fully met. Campus support includes: A Director (FTE-100%), Counselor Coordinator (FTE-100%), Parent Leaders, College and Community Mentors, CIS Social Workers (FTE-100%), required Consultants, and Partners. Campuses will provide parents and families with opportunities to participate in training on student supports at home; establish partnerships with parents and families to promote understanding of the universal support provided to students; involve parents early and throughout the student support process; Serve parents and families with mental, behavioral, emotional, and physical health resources. (see APPENDIX A-C)

SCHOOL MOU (APPENDIX B): All 3 sites with the support of SCG grant resources and a signed MOU, commit to training, new services, partners, timelines, goals and objectives and recruitment of students, parents and teachers for participation. Furthermore, campuses provided support letters, encouraged the completion of grant surveys, and coordinated grant ideas into current programs. The Ministerial and Business Alliance (MBA) Project Love will bring in 25 new organizations to each campus to align the success of the grant with sustainable local time, talent and treasures. Community in Schools (CIS) will also assist to: Develop a case management system that supports and monitors the efficacy of supports and interventions provided to students; Establish partnerships with local community, county, and statewide organizations to support identified needs; Align student support activities with the interventions and supports developed by the Behavioral Assessment Team (APPENDIX A-Support Letters)

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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.

COMMUNITY SUPPORT: Training to each campus will introduce the goals of support for sustainable elements after the cycle of the grant expires. Each Campus will target 100 new sponsors or adoptions for their respective campus that will provide Time, Talent and Treasures for each student (APPENDIX A-Support Letters). The Ministerial and Business Alliance (MBA) Project Love a 501(C)(3) nonprofit will initiate support from parent businesses, nonprofits, and faith-based community churches to include the CLAY (Caring Loving All Youth) curricula for classroom support from community mentors. MBA serves as a catalyst of ongoing local support in design to meet the Self Transcendence Stage articulated by Abraham Maslow's Hierarchy of Student Needs. A self-transcendent purpose for learning would be correlated with indicators of academic self-regulation both at the trait level (self-reported grit and self-control) and at the behavioral level (short-term persistence on academics and longitudinal persistence in college). MBA teaches "purpose for learning" is motivated both by an opportunity to benefit the self and by the potential to have some effect on or connection to the world beyond the self via helping people (Yeager & Bundick, 2009; Yeager et al., 2012; see Burrow & Hill, 2011) A new CARE app system for classroom video white boards will allow a safe digital haven for student and parents to share ideas, homework and discussions (see APPENDIX A).

EXPANDING SUPPORT: Community in Schools (CIS) Social Workers will design and offer parent engagement events alongside student mental health services. CIS will provide family case management and threat assessment. CISD will engage parents and families to solicit support for the program through a Parent Council that will be developed, trained, and will meet monthly at the CISD Board room. The council will have representation from teachers, students, parents, counselors, community, partnerships, staff, and central office. Parents will be asked to join the volunteer HEROESs Program for onsite patrols at each campus. Parents will have resources and training on drugs, dating, teen pregnancy, bullying, fighting and martial stability. The feedback and training for parents will be important as they are a student's role model. Program staff will present the new services, apps and will receive feedback from representatives on any issues arising from the program implementation.

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

SOCIAL WORKERS: Community in Schools (CIS) Social Workers (FTE-100%) will provide case load management of at-risk students to include threat assessment, parent engagement and community resources. CIS in Texas has six components: Health and human services - including mental health and basic needs; Supportive guidance and counseling - both individual and group, and crisis response; Parental and family engagement - including home visits and consultation; Academic enhancement and support - including tutoring and extended learning time; College and career awareness - including preparation and transition; Enrichment activities - including mentoring and school engagement activities. CIS supports Teen Chats, Challenge Days, Vizipp and Family Engagement events.

EXPERIENCED STAFF: To ensure that there is adequate staff to support the establishment and implementation of the SSP to include time and effort, CARE will have 2 experienced full time staff to include; 1 Director and 1 Community Administrator, 3 staff support, 3 Principals, 1 ESC consultant, 1 TEA consultant, 4 partnership consultants with over 60 plus years of collective grant experience, 1 experienced external evaluator, 10 college mentors, 9 teachers, 9 parents, 20 MBA community mentors. All CARE Staff will receive a preliminary grant training to include the goals and objectives, current and new systems of student connections, new partnerships, and timelines for implementing all services and activities. The group will be encouraged to attend the Council meetings to discuss modifications and improvements or new ideas. Monthly reports and quarterly board meetings will ensure accountability to all stakeholders (see APPENDIX D-Resumes).

CARE APPs: Vizipp App will provide school wellness via physical wellness that helps connect mental and educational applications with group exercise and accountability. The Raptor app connects all staff in implementing a safe and orderly system of an immediate threat response to interlude bus tracking. The Vizipp apps will join all teachers and students through a digital safe haven that will allow classroom connections through shared videos so that students can access teachers, college mentors and homework help as well as provide ESL to parents. CARE will introduce Vizipp caring mentors and trained tutors to help all kids speak up, spot bullying, be kind and connect.

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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.

**BEHAVIORAL THREATS:** CISD forms collaborative teams comprising school staff, including teachers, counselors, administrators, safety officers, and other support personnel. These teams meet regularly to discuss individual student needs, share information, and determine appropriate support strategies including behavioral threats. By involving multiple perspectives and expertise, CISD ensures a holistic approach to addressing student support needs. CISD Campus incorporation of current SEL and safety systems into the Student Support Program (SSP) structure includes the following sample of CARE service activities.

1. CARE will support a ESC Region 14 network to provide support and coaching to include Youth Mental Health First Aid, Developing Self-Advocacy in Students with Disabilities, Counseling Processes After a Crisis-Psychological First Aid for Schools, Mental Health 101 for Parents, Self-Regulation and Coping Skills, and Challenge Days.
2. CARE will establish collaborative partnerships with the UT Behavior Science and Policy Institute and the UT Institute for Excellence in Mental Health to develop content and training for the Student Support Program to include partnerships such as local businesses, Faith-based organizations, CIS, MBA, Vizipp, Vizipp, Buckner, IHE Counseling Departments, College Mentors, Local law enforcement and local Law Enforcement Offices.
3. CARE will align current training and support work-streams that currently exist to the SSP to include yearly safety training, threat assessments and will support a PLC structure through the ESC for training and collaboration to include partners (see APPENDIX C-Educational Service Center Region Seven- MOU).
4. CARE will collect data with an evaluation tool to monitor and analyze school climate and determine pre/post results utilizing an experienced external evaluator for focus groups, create surveys and analyze metrics.
5. CARE will align Behavior Threat Assessment reviews and outcomes with the student support team structure with a responsive app that finds all key staff members, teachers and will quickly assess the threat and safety of campus.
6. CARE will solicit input and feedback from an advisory group of campus and district leaders, teachers and other educators, ESC staff, parents, and students with monthly meetings and grant presentations.

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.

**CURRENT PLANS:** CIS implements an MTSS (Multi-Tiered Systems of Support) framework that incorporates early identification and intervention for students at various levels of need. This system allows for proactive identification of students who require additional support, such as those who may be experiencing bullying, violence, or acts of hate. The MTSS framework ensures that interventions are provided at different tiers, based on the intensity and duration of support required. All CISD programs will remain and supplemented with new partners and ideas.

**NEEDS ASSESSMENT:** The LEA conducts regular needs assessments to identify the specific support requirements of its students. This assessment includes input from teachers, counselors, and other school staff, as well as feedback from students and their families. By understanding the unique challenges faced by the student population, the LEA can better identify suitable community partners.

**RELATIONSHIP BUILDING:** The LEA actively engages with community organizations and mental health providers to establish strong relationships. This involves attending community meetings, collaborating on projects, and fostering open lines of communication. The district values the expertise and resources offered by these external partners and seeks to build long-term relationships based on trust and mutual support.

**MEMORANDUMS OF UNDERSTANDING (MOUs):** To formalize partnerships, the LEA enters into MOUs with external mental health and behavioral health providers. These agreements outline the roles, responsibilities, and expectations of each party. They ensure a clear understanding of the services to be provided, the protocols for referrals and communication, and any financial or logistical arrangements.

**RESOURCE SHARING:** The LEA actively shares information and resources with community partners and mental health providers. This includes providing data on student support needs, facilitating professional development opportunities, and exchanging best practices. By fostering a collaborative environment, the LEA and its partners can collectively address the challenges faced by at-risk students.

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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.

ESC 14 CARES: CARE recognizes the value of partnering with the regional Education Service Center (ESC) to support improvement in student mental health, behavioral and emotional health, physical health and well-being, as well as academic outcomes. CISD currently collaborates with the ESC through various initiatives, including:  
Professional Development: The LEA actively engages in professional development opportunities provided by the ESC. These opportunities focus on equipping educators with the knowledge and skills necessary to address student mental health, behavioral and emotional health, and physical well-being. The ESC offers workshops, seminars, and training sessions tailored to the specific needs of at-risk and economically disadvantaged students in the district.  
Technical Assistance: The LEA seeks guidance and technical assistance from the ESC in implementing evidence-based practices and programs. The ESC provides expertise in areas such as trauma-informed practices, social-emotional learning, positive behavior interventions, and other strategies that promote student well-being and academic success. The ESC consultants work closely with the LEA to develop customized approaches that align with the district's goals and resources.  
Resource Sharing: The LEA and the ESC engage in active resource sharing. The ESC provides the LEA with up-to-date research, best practices, and educational resources related to student mental health, behavior, and well-being. This collaboration allows the LEA to access the latest tools and materials to enhance the effectiveness of their programs and interventions. Additionally, the LEA shares its own experiences, successes, and challenges with the ESC, contributing to a mutually beneficial partnership.  
Trauma-Informed Practices: The workshops provide training on understanding and responding to the impact of trauma on students' mental health and academic performance. Educators learn strategies to create safe and supportive learning environments that promote resilience and healing.  
Social-Emotional Learning (SEL): The workshops emphasize the importance of SEL in fostering students' emotional and social skills. Educators are trained in implementing evidence-based SEL programs that enhance students' self-awareness, self-management, and social awareness.

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.

SUPPLEMENTAL SERVICES: CISD through CARE will supplement its current efforts in improving services and supports for student mental health, behavioral and emotional health, physical health and wellness to include:  
A. MENTAL HEALTH: CARE will enhance mental health services by implementing additional evidence-based programs and interventions. This will include partnership with additional mental health professionals such as counselors, psychologists, or social workers to provide individual and group counseling services. CARE will be utilized to develop and expand mental health awareness campaigns, train staff on mental health first aid, and provide resources for students and families.  
B. BEHAVIORAL HEALTH: CARE will strengthen behavioral health services by implementing proactive strategies that address student behavior and promote positive social interactions. CARE will be utilized to implement behavior intervention programs, train staff in behavior management techniques, and establish systems for early identification and intervention for students with behavioral challenges. Additionally, CARE will support the implementation of positive behavior support frameworks, such as PBIS, to create a positive and inclusive school climate at all 3 sites.  
C. EMOTIONAL HEALTH: CARE will enhance a focus on students' emotional health by implementing targeted interventions and support services. This includes expanding social-emotional learning programs, providing trauma-informed care training for staff, and integrating mindfulness and stress reduction techniques into the curriculum. CARE will be used to establish peer support programs, develop mentoring initiatives, and promote the involvement of mental health professionals in addressing emotional well-being.  
D. PHYSICAL HEALTH AND WELLNESS: CARE will support CISD in promoting physical health and wellness among its students by providing resources and initiatives that prioritize healthy lifestyles.

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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>

**For TEA Use Only:**  
Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**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.	Director (FTE) M.Ed, CISD Administrator, Grant Experience/ Community Partnership	\$75,000
2.	Counselor (FTE) MS \$65K ; Secretary (PTE) at \$12,500	\$65,000
3.	College Mentors/Parent Lead (3 /site) 3,000 Yearly Stipend each. Total \$60,000	\$60,000
4.	Teacher (Extra Duty Pay) 3 per site, \$35/hr for 100 hours Total \$31,500	\$31,500
5.	Employee Benefits (FTE @ 17% and PTE/Extra Duty Pay at 7%). Total = \$29,175	\$30,205

**Professional and Contracted Services**

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$60,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$100,000
8.	MBA Training/CLAY Curricula for 3 sites with Community Mentors (\$85K); Evaluator (\$10K)	\$95,000
9.	Vizipp (EdZipp @ \$7/user/mo. (\$100K) ESL App \$15K/campus (\$45K); Tutors (\$85K)	\$230,000
10.	CEN Resources and Student Leaders (100 @ \$500 each)	\$93,840

**Supplies and Materials**

11.	Campus training (\$5.3K/site) and materials (Challenge Days, HEROES, ASP Clubs)	\$16,000
12.	supplies (\$5,081/site) supplies for programs (Learn in me, 7 habits, Cooke Center, CCMR)	\$15,745
13.	(\$10K), events, incentives (\$5K/site), unity and safety murals for schools (\$15K/site)	\$70,000

**Other Operating Costs**

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>
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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**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"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

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