



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
 Debarment and Suspension Certification
 General Provisions and Assurances
 Lobbying Certification
 Application-Specific Provisions and Assurances
 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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3. Shared Services ArrangementsShared services arrangements (SSAs) **are not** permitted for this grant.**4. Identify/Address Needs**

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

Quantifiable Need	Plan for Addressing Need
89.9% of Santa Rosa ISD's students are Economically Disadvantaged (ED) (4 pts). These students typically have lower academic scores & higher disciplinary issues. In fact, they average 92% more expulsions and 84% more in-school suspensions.	To address this, SRISD currently uses Communities in Schools (CIS) caseworkers to help ED students with addressing truancy & obtaining necessities (i.e. food, clothes, etc.). Grant funds will allow the district to supplement services by hiring two (2) Social and Emotional Learning (SEL) Counselors who will work individually with students that have a high rate of disciplinary, social, and emotional issues.
A recent fatal shooting of a 16-year-old child just two blocks from Santa Rosa ISD (SRISD) has left students feeling unsafe and unable to express their emotions.	To address students' fears and insecurities, SRISD will hire two (2) Social and Emotional Learning (SEL) Counselors. The SEL Counselors will meet one-on-one with students to confront and work on their feelings/fears. This will allow them to focus on their academics and decrease behavioral issues.
The student chronic absenteeism rate is 18.5% in 2020-21, while the last year was much less. (6.3% in 2019-2021). This is almost a 300% increase. (Source: 2021-2022 Texas Academic Performance Report).	Santa Rosa ISD will hire a part-time Truancy and Behavioral Specialist (TBS) to address truancy issues as the high school campus. This individual will be responsible for sending notifications to parents as well as meeting with students and/or parents to identify and rectify the root cause for the students' attendance issues.

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.

The goal is to support systemic change that addresses bullying, violence, and acts of hate. By doing this, SRISD will improve academic achievement & the mental, behavioral, emotional, & physical well-being of students. The SMART Goal created is: SPECIFIC as it reduces Student Referrals by 30% and Chronic Absenteeism by 50%; MEASURED through finalized MOUs, climate survey outcomes, and PEIMS (disciplinary outcomes, grades, and attendance); ACHIEVABLE by utilizing partners (i.e. local ESC) to provide technical consultation, staff to oversee the project, and job-embedded training to assist with implementation; RELEVANT since research shows safe and supportive learning environments are associated with improved student academic achievement and the emotional well-being; & TIMELY since improvements will be made by September 30, 2025, the grant's end date.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1. Formally establish a Student Support Program (SSP) at the three district campuses.
2. Meet with the local Region One ESC to discuss the contracted services and technical assistance that will be provided as part of the Texas Stronger Connections Grant Program.
3. Market and hire the grant-funded positions (SEL Counselor/TBS/Data Clerk) plus contract with Communities in Schools (CIS) for campus Case Managers.
4. Work with TEA to identify an approved partner who can provide professional and contracted services as part of the Texas Center for Student Supports (TCSS).
5. Align the campus student support team structure with the behavioral threat assessment team.

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

1. Work with the Texas Center for Student Supports to develop a family engagement playbook that will support 1. Work with the TCSS to develop a family engagement playbook that will improve/support families and students.
2. Identify parents, students, staff, nonprofits, businesses, and community members who can serve on the School Health Advisory Committee (SHAC)/District Education Improvement Committee (DEIC) Advisory Committee. These members will be charged with providing input on the program and identifying funding streams for sustainability.
3. Engage in Student Support Program (SSP) planning activities from the beginning of the grant program through implementation at the beginning of the 2024-2025 school year.
4. At the beginning of the 2024-2025 school year, implement the SSP, which will be aligned with the content and training provided by the Texas Center for Student Supports.

Third-Quarter Benchmark

1. Implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data that will be used to monitor and evaluate the effectiveness of the implementation of the SSP.
2. Provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.
3. Meet with stakeholders to identify other avenues, funding streams, and other funding sources that can be used for program sustainability.
4. Provide training to staff and parents on early detection of student risk-factors that may lead to threatening and unsafe behavior (i.e., drug abuse, depression, cutting, suicide, terrorist threats, etc.)

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.

HOW EVALUATION DATA WILL BE USED TO MODIFY PROGRAM: The district will evaluate grant and campus-level data utilizing resources such as surveys, external data report (s), state assessments, grades, sign-in sheets, and PEIMS-related data. Key stakeholders of the group, such as the Principals, Counselors, students, parents, and community members will meet to discuss the program's successes and issues. The SSP will also hold separate meetings to review campus and student data, school climate survey outcomes, number of behavior referrals, disciplinary outcomes, student referrals, and threat assessments conducted. Based on the review of this data in relation to the quarterly benchmarks and SMART goals are below standard, the Student Support Program will be adjusted to get back on track and meet the needs of the students.

IF BENCHMARKS OR SUMMATIVE GOALS DO NOT SHOW PROGRESS/MODIFY FOR SUSTAINABILITY: If the quarterly benchmarks and SMART goal are not being met or are not feasible, the stakeholders will request additional guidance from the local Region One ESC and/or the Texas Center for Student Support to address identified issues. If modifications are needed, the district will send out letters and emails to the stakeholders to notify them of the district's intent to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. By requesting feedback and suggestions from the stakeholders, the district will be able to receive continued buy-in and prolong grant sustainability.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2024–2025 Stronger Connections Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
4. The applicant will formally establish a Student Support Program at three district campuses (one elementary, one intermediate/middle school, one high school) to address school climate and establish a student support team structure aligned to the training and support provided by the Texas Center for Student Supports and the regional ESC. If the applicant has few than three campuses or does not have three of the listed types of campuses, the applicant will establish the Student Support Program and the student support team structure at all campuses, up to three, served in the district.
5. The applicant will allocate 6% of awarded funds for contracted services for technical assistance provided by the regional ESC. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
6. The applicant will allocate 10% of awarded funds for professional and contracted services with a partner approved by the Texas Center for Student Support and TEA. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
7. The applicant will use the family engagement playbook developed by the Texas Center for Student Supports to partner and build support with parents and families prior to a student support team assessment, and during the student support implementation process to facilitate a student support partnership with families.
8. The applicant will establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program.
9. The applicant will engage in Student Support Program planning activities from the beginning of the grant program through implementation at the beginning of the 2024-2025 school year.
10. The applicant will establish and implement at the beginning of the 2024-2025 school year, the Student Support Program aligned to the content and training provided by the Texas Center for Student Supports.
11. The applicant will incorporate a case management system into the student support team structure aligned to the training and support provided by the Texas Center for Student Supports.
12. The applicant will align the student support team structure with behavioral threat assessment team operation and outcomes to ensure that students are well supported and that the effectiveness of interventions are monitored.
13. The applicant will implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data to monitor efficacy of the implementation of the Student Support Program, including student support team structure, quality of support leading to positive outcomes, and data related to increases in desired outcomes (e.g. increase in student support team referrals for nonacademic needs, increase in effective supports received by students, reduction in disciplinary incidents, reduction in bullying and harassment, increase in referrals for mental health services, reduction in removals from class, etc.).
14. The applicant will provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.

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9. Statutory/ TEA Program Requirements

1. Describe how the LEA will identify the campuses that will participate in the establishment of the Student Support Program described in the program description? Include the criteria or considerations that will influence the determination by the LEA.

Due to our rural and isolated location, Santa Rosa ISD only has 3 campuses to be targeted for the Student Support Program. While the district did not need to specifically identify which campuses will be targeted with grant funds, we did review the following factors, to determine if this grant, and the SSP, were something that we needed:

1. Stakeholder Input: Sought after input from school administrators, teachers, staff, parents, and community members to understand their perspectives on what needs should be addressed with grant funds. This collaborative approach ensures that diverse viewpoints from stakeholders are considered.
2. Analysis of Data: Analyzed student discipline referrals, suspensions, attendance rates, dropout rates, demographic information, and academic achievement.
3. Campus Improvement Plans (CIPs): Reviewed every school's CIPs that outline the goals and strategies for improving students' well-being, behavioral health, and student performance. This was done to ensure the program's objectives and campus goals align with one another.
4. Student Needs: Considered the social, emotional, behavioral, and drug awareness needs of students.
5. Capacity and Resources: Assessed the capacity and resources available within each campus to ensure each can implement the program components effectively. SRISD considered factors such as staff expertise, infrastructure, existing support services, and potential collaborations with external organizations.

Based on the review of our student needs, campus improvement strategies, stakeholder opinions, external partnerships, staff capacity, and current resources, our district determined that our campuses need the establishment of the Student Support Program.

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

The district will ensure campus leaders and staff's commitment to the success of the Student Support Program through the following effective measures:

1. Align the goals, strategies, and personnel of the SSP with each campus's existing CIP. This integration ensures that campus leaders and staff perceive the program as an integral part of their overall efforts to enhance student wellness, behavior, academic success, and staff commitment.
2. SRISD will dedicate personnel to the management, reporting, and compliance of the grant to ensure that SSP achieves its goal. This ensures continuous evaluation, improvement, and support and will provide regular feedback and assistance to campus leaders, teachers, and staff. This will help identify challenges and areas needing modification and foster a culture of continuous improvement and commitment, as well as an opportunity to celebrate and showcase success.
3. Communicate the SSP's goals, objectives, and significance to campus leaders and staff. Region 1 ESC training sessions and central administration and campus meetings will be provided to ensure a thorough understanding of the grant program's purpose, strategies, and expected outcomes.
4. Foster a collaborative environment that actively engages campus leaders and staff to work together in the development and implementation of the SSP. Open dialogue, feedback mechanisms, and involvement in decision-making processes will be encouraged to promote staff buy-in/commitment.
5. Consultants will be contracted to host workshops on identifying risk-factors, de-escalation, and more. These will ensure staff remain engaged in the program and committed to its success.
6. Allocate resources, including funding, hired staff (SEL Counselor, CIS Case Managers, a Data Clerk, and TBS), and support services, to facilitate the implementation of the SSP. This will ensure campus leaders and staff don't get overwhelmed with the grant and remain committed to its success.

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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.

The district will engage parents and families to solicit support for the Student Support Program (SSP) through:

1. Utilizing the family engagement playbook, which will be created in collaboration with the Texas Center for Student Supports, to build support with parents/families and students.
2. Communicating with parents and families about the program through letters, emails, and parent meetings. Communication will be shared in both English and Spanish, and discuss the program's purpose, benefits, and alignment with the SRISD mission.
3. Organizing parent education meetings/workshops to inform them about the program's objectives, strategies, and intended outcomes. SRISD administration and counselors will emphasize its importance in addressing bullying, violence, drug awareness, and promoting student well-being.
4. Collaborating with parent organizations to engage parents and families in supporting the SSP. This includes joint meetings between several parent groups, workshops to promote student wellness and health, and events to foster dialogue and active involvement. (i.e., community gatherings, open house, parent orientation as students transition from elementary school to middle school, etc.).
5. Administering surveys to gather input from parents and families. Surveys will assess satisfaction, gather suggestions for improvement, and measure the program's impact on students and the community.
6. Contracting consultants to provide parents with workshops on how to identify risk-factors in their child such as depression, cutting, distancing, uncontrollable anger, lack of hygiene, poor appetite, and violent mood swings.
7. Establishing dedicated parent advisory committees for the SSP, providing a platform for parents and families to contribute suggestions and concerns. Their input and support are valued & will be considered in program planning. By engaging parents and families through effective communication, involvement, and feedback, SRISD ensures active participation and support for the SSP. This collaborative approach strengthens the program's impact and fosters shared responsibility for creating safe and inclusive learning environments.

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

The district will ensure there are adequate staff to support the establishment and implementation of the SSP through several measures.

1. First, the district will conduct a comprehensive assessment of staffing needs, considering factors such as safety, discipline, attendance, and drug awareness of participating campuses, student population, and services required.
2. Next, the district will allocate additional resources to hire new staff members dedicated to the SSP, including SEL Counselor, Truancy and Behavioral Specialist (TBS), CIS Case Managers, and a Data Clerk. These individuals will be fingerprinted prior to being hired and will have expertise in addressing students' academic, social, emotional, and behavioral needs.
3. Then, the district will provide professional development opportunities to existing staff members, enhancing their skills in supporting students within the program.
4. Lastly, the district will establish an on-going monitoring and evaluation system to assess program effectiveness and identify staffing gaps or needs. This will allow for necessary adjustments and resource allocation to support the SSP.

Through careful assessment, resource allocation, professional development, partnerships, and monitoring, SRISD will ensure adequate staff for the establishment and implementation of the SSP, maximizing its impact on student success and well-being.

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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.

If awarded, SRISD will have the participating campus(es) integrate their current Behavior Threat Team assessment systems into the Student Support Program (SSP) structure. Each school conducts these assessments through established protocols, involving a multidisciplinary team of campus administrators, counselors, teachers, and security staff members in coordination with law enforcement agencies.

The schools will work with campus administration, school counselors, teachers, and staff to incorporate and align the threat assessment processes with the student support team framework. This integration will offer a coordinated and holistic approach to student support, allowing the student support teams to gain access to more resources for the implementation of comprehensive student assessments and interventions. By effectively identifying, assessing, and addressing risky behaviors, schools will be able to deter behavioral issues and threats.

In addition, the district 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, Region 1 ESC, and other consultants.

Overall, integrating current behavioral threat assessment systems into the student support team structure ensures a collaborative approach to promoting a safe and supportive environment across all grade levels.

6. Describe how the LEA currently identifies student support needs and how it identifies and establishes partnerships with external mental health and behavioral health providers to meet student needs.

We take a proactive and comprehensive approach to identifying student support needs and cultivate partnerships with external mental health and behavioral health providers.

CURRENTLY IDENTIFIES STUDENT SUPPORT NEEDS: To identify student support needs, our school counselors and Communities in Schools Case Manager implement assessments and screenings that encompass overall mental health and student well-being aspects. Additionally, SRISD conducts meetings with our teachers, students, administrators, and parents to assess student mental health. This comprehensive approach allows us to gain a holistic understanding of the challenges students may be facing.

CURRENTLY IDENTIFIES AND ESTABLISHES PARTNERSHIPS: As previously mentioned, we are located in a very remote area. Unfortunately, due to our location, it is extremely difficult for us to access resources from external mental health and behavioral health providers. Therefore, the only partner we work with is Communities in Schools (CIS). However, if funded, we do plan on expanding our current services.

To identify additional partnerships, we will: 1) Research external mental health and behavioral health providers in our area who specialize in the services we need. 2) Review key factors such as the ability to work remotely, qualifications, experience, etc. 3) Determine if the provider's mission aligns with our goals and values. 4) Formalize contracts/MOUs between our district and the provider. 5) Once the partnership is formalized, communicate regularly with our external mental health and behavioral health providers to ensure collaboration and effective service delivery.

In conclusion, our district adopts a proactive and comprehensive approach to identify student support needs and foster partnerships with external mental health and behavioral health providers.

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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.

Santa Rosa ISD currently partners with the Regional Education Service Center (ESC) for academic training, as well as student mental, behavioral and emotional training. Some of the trainings offered by Region One ESC include: School Safety Summit Conference, Building and Operating a School Threat Assessment Program Workshop, Behavior Threat Assessment and Management Training, Cameron County Safety Meeting, and Bullying Prevention Training.

However, if funded, SRISD will allocate 6% of the grant funds to expand current services with Region One ESC. With these added funds, SRISD will work with the ESC to promote physical health and well-being. To do so, SRISD and the ESC will establish a wellness program that includes research-based practices and professional development training. Items implemented as part of this wellness program include encouraging healthy habits and integrating mental health and behavioral education into the district's curriculum.

Moreover, to continue to improve academic outcomes, the ESC will assist the district by providing professional development trainings that are research-based, and include strategies, data analysis, and personalized learning. This collaboration will support the district's curriculum development, assessment design, and implementation of interventions to improve student outcomes.

Together, SRISD and the Region One ESC will be essential for supporting both the students' well-being and their academic growth.

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.

Due to funding and location limitations, we are currently only able to conduct the following, with relation to mental health, behavioral and emotional health, and physical health and wellness services: 1) Contract with Raptor and Remind to ensure school officials, parents, and staff can be notified as soon as a threat is posed to kids' physical or mental health. 2) Work with a Communities In Schools Case Manager to implement assessments and screenings that encompass overall mental health and student well-being aspects. 3) Contract a Licensed Professional Counselor to promote positive student behavior and address mental health issues.

If funded, we will supplement these efforts to enhance student mental health, SEL, physical health, and behavioral health services. Grant funds will also be used to 1) Enhance professional development opportunities for educators, equipping them with the necessary skills and knowledge to address the diverse needs of students. 2) Purchase supplies and materials to expand access to physical education, nutrition education, and health promotion activities. 3) Purchase the supplies and materials needed to create sensory rooms that improve the learning environment for students, especially those who are at risk of academic failure.

By leveraging the grant program, the district will be able to augment its current initiatives and provide additional resources, staff, and training to enhance the overall well-being of students. The grant will support the district's ongoing efforts in creating a nurturing and supportive learning environment that fosters the mental, behavioral, emotional, and physical health of all students.

9. Enter the LEA Total Enrollment: 915

10. Enter the Regional Educational Service Center that serves the LEA: 1

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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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year grant allocation	
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

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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.	Part-time Behavioral and Truancy Specialist will address attendance and disciplinary issues.	\$56,810
2.	Two SEL Counselors will be hired to address the social and emotional needs of students.	\$300,000
3.	A data clerk will be hired to collect/desegregate data, surveys, assessments, & expenditure.	\$53,386
4.	Extra-duty pay is budgeted for staff and substitutes so that teachers can attend trainings.	\$15,000
5.	Salaries referenced include fringe benefits calculated at 15%.	\$63,779

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.	Consultants will provide workshops on identifying risk factors, de-escalation, etc.	\$79,760
9.	CIS will be contracted to address the gaps that are preventing children from succeeding.	\$60,000
10.	Student SEL software will identify self harm, cyberbully, etc.	\$46,000

Supplies and Materials

11.	Equipment to coordinate efforts to improve student behavior and decrease truancy.	\$36,000
12.	A poster maker and supplies to create motivational and supportive posters.	\$27,000
13.	PBIS materials for classroom management and positive behavior.	\$17,025

Other Operating Costs

15.	Travel Costs for Conferences and Registration Fees for Behavior and Threat Team.	\$28,000
16.	Travel Costs for training with Texas Student Support Center and Region ESC.	\$17,000
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		
	Direct administrative costs:	\$20,000
	Indirect administrative costs:	\$20,240
	TOTAL GRANT AWARD REQUESTED:	\$1,000,000

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CDN Vendor ID

Amendment #

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"/>	
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