



# 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](mailto: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):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-Specific Provisions and Assurances  | <input checked="" type="checkbox"/> 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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RFA/SAS #

2024-2025 Stronger Connections Grant

Page 1 of 11

**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
Crisis Situations: In SY2023, Donna ISD witnessed 145 police response crisis situations, where student safety was immediately threatened. 30 extracurricular activities were canceled due to gun fire in the local area. Source: Donna ISD Police Department Reports.	Donna ISD (DISD) plans to (1) Hire 3 Student Support Specialists with Mental Health Crisis Response Training (one at each targeted campus), (2) Purchase LearnSafe detection devices to notify administrators of threats to student safety, (3) Purchase vape detectors, and (4) Increase mental health support services.
Discipline: DISD experienced 6,229 discipline referrals in the 2023 School Year or 31 per day, on average. Of those referrals, 858 related to aggressive/threatening behavior, fighting, or assault. Source: DISD Discipline &	To address the underlying social-emotional, mental, and behavioral health issues, we plan to (1) Hire a Licensed Professional Counselor, (2) Hire a Certified Behavior Analyst, and (3) Purchase curriculum, resources, and training from Teachworthy focused on conflict resolution and self-management.
Poverty: 12,630 students or 96% of Donna ISD's district enrollment are classified as Economically Disadvantaged (ED), much higher than the state average of 60.7%. (5 priority points). Source: TEA Eligibility List/Latest PEIMS Report	Many of our ED students experience problematic home environments; substance abuse is highly prevalent among this sub-population. We plan to (1) Hire a Licensed Chemical Dependency Counselor, who will work with students & families to try and break the cycle of substance abuse & poverty, and (2) Implement a high-quality student mentorship program by partnering with a local specialist agency.

**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.

Donna ISD's goal is to improve student safety, health, and well-being. To ensure this is done, our goal is:  
**SPECIFIC:** At each targeted campus: reduce chronic absenteeism by 10%, reduce the number of behavioral referrals related to substance abuse by 20%, reduce total disciplinary referrals by 20% and increase the number of students referred for/receiving health support by 20%. **MEASURABLE:** through PEIMS, TAPR, & climate surveys. **ACHIEVABLE:** When considering the collaborative partnerships with specialists, extensive technical assistance, informed investments, professional development, and dedicated personnel commitments. **RELEVANT:** Since all evidence-based outcomes are aligned to student needs and the grant's purpose. **TIMELY:** Given that all objectives will be achieved by September 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**

1) Establish a Stronger Connections Grant (SCG) Committee to oversee the program. 2) Obtain feedback from staff, students, and families on the proposed program design. 3) Recruit and hire a Program Director, Administrative Assistant, Certified Behavior Analyst, Licensed Chemical Dependency Counselor, Licensed Professional Counselor, and 3 Student Support Specialists with Mental Health Crisis Response Training. 4) Establish Student Support Programs at each targeted campus. 5) Identify Technical Assistance (TA) and Professional Development (PD) services to be contracted through Region 1 ESC and the TCSS. 6) Facilitate meetings between SCG Committee, Behavioral Threat Assessment Team, and district personnel involved in program operations.

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

**Second-Quarter Benchmark**

1) Work with the SCG Committee and TCSS to develop a plan for family support and engagement that aligns with the program design and includes evidence-based research. 2) Develop and implement the Student Support Program (SSP). Implementation will be underway by the start of the 2024-25 school year. 3) Contract with an identified external partner to implement mentorship program. 4) Implement curriculum, resources, and training purchased from Teachworthy focused on conflict resolution and self-management. 5) Purchase and install LearnSafe detection devices and vape detectors. 6) Incorporate a case management system into the SSP structure. 7) Prepare all evaluation tools to facilitate monitoring of progress toward program goals. 8) Solicit feedback from program participants and staff on program effectiveness.

**Third-Quarter Benchmark**

1) Collect and gather data related to target outcomes, using TCSS-provided tools, as well as district reports and climate surveys. 2) Monitor and analyze the data collected. 3) Evaluate SSP effectiveness based on progress made toward objectives. 4) If necessary, meet with TCSS to modify the SSP to address identified gaps. 5) Submit responses to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures. 6) Host a SCG Committee meeting with relevant stakeholders to identify program successes and challenges, and to create a sustainability plan to continue program operations beyond the grant period.

**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.

EVALUATING DATA: Donna ISD will carefully evaluate outcome data to continually improve the program and ensure that progress is shown in our SMART goals. Donna ISD will contract with an external agency for specialist support with data collection, reporting, and analysis. The Administrative Assistant will gather data weekly, which will be consolidated into progress reports by our partner agency. This data will include attendance records, disciplinary reports, referrals to mental health services, provision of mental health services, and climate survey responses, when applicable. The SCG Committee, with the external data analysis agency, Program Director, Counselors, Student Support Specialists, and all other relevant stakeholders will then meet each month to analyze this outcome data and monitor progress toward grant objectives. Challenges and gaps in program offerings will be identified and used to guide modifications to program design and implementation, with a focus on ensuring progress toward grant goals. MODIFYING THE PROGRAM: If quarterly benchmarks are not met and/or limited progress is shown towards our SMART goals, internal and external discussions will be held. Feedback will be obtained from all relevant stakeholders to pinpoint the causes of limited progress. Then, our district will seek external consultation from the TCSS and Region 1 ESC to design informed modifications to the program, which ensures sustainable progress. If modifications are proposed, we will ensure that all stakeholders are notified through emails, letters, and notices on our website. If significant reallocation of budgeted funds is required, we will submit any necessary amendments to TEA to ensure that we stay in compliance with grant guidelines while accomplishing program goals.

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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.

Donna ISD will carefully evaluate several factors when determining which campuses will participate in the establishment of the Student Support Program (SSP). These factors include:

- Crisis Situations: Campuses exhibiting the highest incidence of crisis situations, particularly violent offences, where student safety is immediately threatened and police response is required, as reported by Donna ISD Police Department.
- Social-Emotional and Mental Health Needs: Campuses facing a high precedence of social-emotional and mental health issues as reported by counselors and educators and high rates of absenteeism and dropouts, as reported in the TAPR.
- Severe Behavioral Needs: Campuses demonstrating a high precedence of serious discipline incidents and reports of harmful or threatening behavior, as reported by counselors, educators, administrators, and Donna ISD PD.
- High-Need Student Populations: Campuses with higher rates of high-need student populations, including but not limited to Emergent Bilinguals, ED students, at-risk students, homeless students, and students with disabilities, as reported in the TAPR and higher rates of gang activity, anxiety, depression, and community threats to student safety (e.g. gun shots), as reported locally.
- Capacity and Resources: Campuses most adequately prepared to effectively implement the program, based on staff expertise, infrastructure, existing support services, or potential collaborations with external organizations.

In evaluating these factors, we will conduct extensive analysis of data outlined in district and state reports, Campus Improvement Plans, School Climate Surveys, and reports from law enforcement, counselors, teaching staff, and administrators.

We will also ensure that input is gathered from relevant stakeholders, through surveys and on-going discussions with students, families, community members, local organizations, as well as district administrators, educators, and staff.

Throughout the design process of the Student Support Programs, Donna ISD will seek to engage in on-going consultation with the Texas Center for Student Supports, through Region 1 ESC.

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

**Understanding and Commitment**  
 Donna ISD knows how crucial it is for everyone on campus - from staff to leaders - to support the Student Support Program. Clear communication is key to getting everyone on board.

**Communication and Dedication**  
 Donna ISD stresses the need for strong communication and dedication to make the Student Support Program work. Kick-off meetings and easy-to-understand plans will help staff understand what the program is about and how it will work.

**Teamwork and Open Conversations**  
 The school district will set up ways for everyone to share ideas and feedback. This promotes teamwork and lets campus leaders and program staff use their knowledge and skills in making decisions.

**Ongoing Feedback and Training**  
 The program will use ongoing feedback from leaders and teachers to keep improving. Training sessions will be held to prepare staff to provide evidence-based and trauma-informed programs for students who need extra support. All necessary resources will be given to make sure the program is put into action effectively.

**Alignment with Current Programs**  
 Finally, the Student Support Program will be designed to match with programs already in place in each school's improvement plan. This ensures a well-rounded approach to improving student outcomes.

**Conclusion**  
 All in all, Donna ISD is taking a well-thought-out approach to ensure the Student Support Program succeeds. This is being done through clear communication, teamwork/commitment, ongoing improvements, professional training, providing resources, and aligning with existing programs.

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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/families to solicit support for the program through:

- **Communication:** Donna ISD will inform parents and families of the program's purpose, strategies, and targeted outcomes through emails, social media, phone calls, and public notices.
- **Parent and Family Engagement (PFE) Liaisons:** Donna ISD has a dedicated PFE Liaison at each campus. Their primary function is to connect the home and school in a positive, respectful, and welcoming manner. The PFEs also represent the parent/family by understanding the many challenges that occur in the community. These professionals will be leveraged to conduct family outreach and bridge the gap between home and school, particularly to the families of high-need students who are targeted for specialized supports. A kick-off parent engagement session will be hosted to provide further education, emphasizing and inviting feedback and questions.
- **Surveys and Questionnaires:** We will administer surveys and questionnaires to gather insight from parents and families. These feedback mechanisms will assess satisfaction, gather suggestions for improvement, and measure the program's impact on students and the community.
- **Existing Organizations:** Existing parent and family organizations will be leveraged to engage parents and families in supporting the SSP. Joint meetings, workshops, and events will foster dialogue and active engagement. For example, psychoeducation workshops are provided to parents by our counseling department each month to help parents support their children in dealing with issues such as anxiety and ADHD.
- **Texas Center for Student Supports (TCSS):** The district will utilize the family engagement playbook developed by TCSS to build support with parents and families.

By engaging parents and families through effective communication, involvement, and feedback, Donna ISD ensures active participation in supporting the SSP. This collaborative approach strengthens the program's impact and fosters a 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.

Donna ISD will ensure there is adequate staff to support the establishment and implementation of the SSP. Our first step will be to conduct an administration-led assessment of staffing and resource needs at each campus. Grant funds will be budgeted in accordance with identified needs to hire additional staff members and strengthen the capacity of each campus to implement the SSP. The district will hire a Certified Behavior Analyst, Licensed Chemical Dependency Counselor, LPC, and 3 Student Support Specialists with Mental Health Crisis Response Training to address student health and safety needs. In addition, a highly qualified and experienced Program Director will be hired to provide oversight and guidance to staff members throughout the project timeline, and an administrative assistant will be hired to provide data collection support.

In addition to personnel, our district will contract external staff through an external partner to implement a mentorship program. These contracted individuals will be an additional supportive resource, not only for students but for existing school personnel.

As well as adding and contracting additional staff, the district will provide high-quality, evidence-based professional development training for our staff. This training will prepare staff for establishing the SPP and implementing specific program activities.

The district will continually monitor and evaluate staffing needs and facilitate open and on-going communication to gain feedback, which will be used to add necessary supportive resources.

In summary, Donna ISD will ensure there is adequate staff by conducting a needs assessment and filling identified gaps, providing additional personnel and contracted support staff, enhancing the capabilities of each staff member through professional development, and facilitating on-going support through open feedback loops and dedicated supports.

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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.

Each campus at Donna ISD has an established Behavioral Threat Assessment Team comprised of Campus Principals, Licensed Professional Counselors, Social Workers, and School Counselors. Each team has received specific training on Behavioral Threat Assessments this year through the Texas School Safety Center. These teams analyze behavioral threat data, teacher and staff reports, and reports from local law enforcement agencies. Through this approach, each campus can identify behavioral threats, outline priorities, and implement approaches designed to minimize these threats.

If awarded the SCG, the district will, under the guidance of the SCG Committee and Program Director, incorporate these current systems into the student support team structure. The district will effectively communicate these practices to all relevant stakeholders, with on-going behavioral threat assessments serving as a key factor in ensuring the success of the SSP. All staff involved in the SSP will be trained on behavioral threat assessment systems and practices through focused meetings, training sessions, and open communication channels designed to encourage feedback. Staff will also be trained in how to incorporate a case management system that is aligned to the TCSS to closely monitor, evaluate, and minimize behavioral threats.

Overall, integrating current behavioral threat assessment systems into the student support team structure will ensure district-wide collaboration and promote 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.

Donna ISD continuously seeks to identify student support needs and proactively address these needs through targeted, evidence-based practices. We frequently administer surveys and solicit input from students, parents, and families. The district regularly reviews and evaluates data from law enforcement reports, district reports, TEA reports, climate surveys, and questionnaires on academic, social-emotional, behavioral, and mental health needs exhibited on our campuses.

The district seeks to address these needs, often by partnering with external mental health and behavioral health providers. When identifying the most suitable partners, we work with Communities In Schools (CIS) to consider the qualifications, experience, track record, and understanding of localized needs that each provider demonstrates. Both CIS and Region 1 ESC serve as excellent resources in identifying high-quality providers. Once a strong candidate is identified, consultation takes place, followed by a solidification of the partnership through MOUs. Structured professional development trainings are frequently offered to staff in alignment with the support provided by contracted providers.

Our approach to identifying student supports needs and utilizing the knowledge and expertise of mental and behavioral health providers has proven highly successful so far, as evidenced through our many existing partnerships with external providers.

Behavioral Health Solutions meet once a week with students at each of our Middle and High School campuses. We also have contractual agreements in place to provide mental and behavioral health care through Tropical Texas, Buckner Children's and Family Services, and T-CHAT (administered through UTRGV).

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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.

Donna ISD currently partners with Region 1 ESC in several ways in order to support improvement in student mental health; behavioral and emotional health; physical health and wellbeing; and academic outcomes. Region 1 ESC serves as an excellent resource in designing approaches which are evidence-based and tailored to address the specific health needs of our students. District administration is in regular contact with Region 1 ESC where consultation is provided to firstly identify needs, and secondly ensure that district strategies, practices, and policies are aligned to the most up-to-date, evidence-informed approaches.

In the past academic year, Donna ISD staff have received social-emotional, mental, and behavioral health professional development training from Region 1 on several occasions. The Behavioral Threat Assessment Teams from each campus attended specialized PD training events conducted by Region 1. Staff from Donna ISD also recently attended the Secondary and Elementary Counselor Symposium. Teachers, counselors, and administrators also recently received Youth Mental Health First Aid training. In addition, ISD recently contracted Region 1 for six training academies for LPCs and school counselors.

The resources and training sessions provided by Region 1 have improved Donna ISD’s ability to prevent, intervene, and respond to the mental, physical, behavioral, and emotional health needs of our students. With funding from the SCG program, we intend to build upon this progress and further strengthen our district’s capabilities.

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.

Donna ISD will use this grant program to supplement its current efforts in improving services and supports for students. The SCG will be used to:

- Hire Personnel: SCG funding will be used to hire a Licensed Professional Counselor, Certified Behavior Analyst, Licensed Chemical Dependency Counselor, Program Director, Administrative Assistant, and 3 Student Support Specialists with Mental Health Crisis Response Training. All new hires will be fully trained on existing district policies.
- Capitalize on resources provided by Region 1 ESC and the TCSS: The district will allocate at least 6% of the grant funds to the ESC and 10% to the TCSS. These funds will be used to build upon our existing framework and enhance the ability of our staff to improve student health and well-being and academic performance.
- Implement Evidence-Based Programs: We will continue our progress in utilization of evidence-based programs by purchasing SEL and mental health support programs from Teachworthy and detection devices from LearnSafe.. We will also implement an evidence-based student mentorship program by partnering with an external agency.
- Contact Additional Support: Data collection, reporting, and analysis will be completed through collaboration with a specialist external agency. This will limit the time that mental health professionals and district staff spend on data-related tasks, hence maximizing the benefit of their specialized knowledge and experience.

Donna ISD will address the glaring mental, behavioral, social-emotional, and physical health needs of our students by implementing an evidence-driven, comprehensive plan with funding from the Stronger Connections Grant.

9. Enter the LEA Total Enrollment: 13,165

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	<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"/>

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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.	LPC & Certified Behavior Analyst to improve behaviors/interventions & teach coping (22 mo)	\$271,334
2.	3-Student Support Specialists & 1 Licensed Chemical Counselor provide support (22 months)	\$348,233
3.	Admin Asst. collect campus/district data, surveys, assessments, & expenditures.(22 months)	\$55,000
4.	Program Director will oversee the program and ensure goals are met. (22 months)	\$150,333
5.	Salaries reference include the followed fringe benefits calculated at 10% (22 months)	\$67,457

**Professional and Contracted Services**

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$90,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$150,000
8.	Big Brothers Big Sisters or BGC to implement a tailored student mentorship program.	\$50,000
9.	Data collection/analysis to identify best practices and strategies to support the program.	\$89,070
10.		

**Supplies and Materials**

11.	Expansion of learning programs/instructional materials/training for Teachworthy Kids' Hearts	\$27,000
12.	LearnSafe detection device for alerting administrators of potential threats.	\$43,989
13.	Halo Smart Sensor a vape, smoke, THC detector, and sound abnormalities in discrete areas	\$40,000

**Other Operating Costs**

15.	Travel Costs for Conferences/Registration Fees for Threat Assessment Team (5 employees)	\$14,500
16.	Travel Costs for Training with Texas Student Support Center and Region ESC (5 employees)	\$12,154
17.		

**Debt Services**

18.		
19.		

**Capital Outlay**

20.		
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Direct administrative costs:

Indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

***You may duplicate this page.***

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

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

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

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