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: Granger Independent School District

Campus name: Granger | CDN 246905 | Vendor ID 746001013 | ESC 13 | UEI 789231677

Address: 300 North Colorado Street | City: Granger | ZIP 76530 | Phone 512-859-2173

Primary Contact: Amber Thorsen | Email: athorsen@granger.txed.net | Phone 512-859-2173

Secondary Contact: Jeni Neatherlin | Email: jneatherlin@granger.txed.net | Phone 512-859-2173

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: Jeni Neatherlin | Title: Superintendent | Email: jneatherlin@granger.txed.net

Phone 512-859-2173 | Signature: | Date 7/10/23

Grant Writer Name: Amber Thorsen | Signature: | Date 06/28/2023

◉ 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
The school district must demonstrate a minimum attendance rate of 95% for each academic year to secure full funding from the state government. The LEA was 94.57% for 2022-2023 attendance rate.	Recognize and celebrate improvements in attendance rates and individual student achievements. Create incentives and rewards programs to motivate and reinforce positive attendance behaviors.
The school district aims to decrease the number of discipline referrals by 15% each school year in order to increase instruction time. The LEA had 190 total discipline referrals for 2022-2023.	Implement a positive behavior reinforcement system that rewards and recognizes students for their positive conduct. Develop a school-wide behavior matrix outlining expected behaviors, and provide incentives such as student-of-the-month awards, commendations, and public acknowledgments.
To create a clear and concise set of school-wide expectations for elementary, middle school, and high school. Based on a 2022-2023 survey, 20% of students and teachers knew the school-wide expectations.	Create a set of school wide expectations that are clear,concise,and easily understood by both studnets and teachers.Use positive language and provide specific examples of desired behaviors.Ensure that the expectations are aligned with the school's values and promote a positive and inclusive environment.

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.

By the end of the 2024-2025, the school district will increase the academic achievement of students by 8% as measured by All Grade At Meets Grade Level or Above test scores in English Language Arts/Reading from the 2021-2022 STAAR Performance TAPR report.

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

February 2024-
Pull attendance reports for the district for each student by each course to measure what attedance rate they are at for each class.
Pull discipline reports for the district to see how many referrals have been submitted for each student.
Student and Teacher climate survey for school-wide expectations.
Review Eduphoria benchmark data for all students to review beginning of year ELA/Reading results.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

September 2024-
Pull attendance reports for the district for each student by each course to measure what attedance rate they are at for each class. Also review district attendance data by grade level from the 2023-2024 school year.
Pull discipline reports for the district to see how many referrals have been submitted for each student for the 2023-2024 and 2024-2025 school year.
Student and Teacher climate survey for school-wide expectations.
Review Eduphoria benchmark data for all students to review beginning of year ELA/Reading results.

Third-Quarter Benchmark

February 2025-
Pull attendance reports for the district for each student by each course to measure what attedance rate they are at for each class.
Pull discipline reports for the district to see how many referrals have been submitted for each student.
Student and Teacher climate survey for school-wide expectations.
Review Eduphoria benchmark data for all students to review beginning of year ELA/Reading results.

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.

Administration will perform a thorough analysis of the attendance, discipline, and climate survey data and evaluate it against the program's defined criteria. Identify any patterns, trends, or correlations that may emerge from the data.

They will identify the aspects of the program that have been successful in improving attendance rates, reduction in discipline referrals, and understanding of school-wide expectations. Determine the factors that have contributed to these successes. Similarly, they will identify any challenges or barriers that may have hindered the program's effectiveness.

If the district is not on track with its goal, they will gather feedback from various stakeholders involved in the program, including students, parents/guardians, and teachers. Their input can provide valuable insights into the program's strengths and weaknesses.

Based on the data analysis, stakeholder feedback, and program component review, identify specific areas that require improvement if the district is not on track with benchmark data. These may include modifying interventions, adjusting communication strategies, or reallocating resources with the district to support the positive behavior interventions and supports.

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RFA/SAS # 701-23-120/634-24　　2024-2025 Stronger Connections Grant　　Page 3 of 11

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.

The LEA is a PK-12 school district, so the Student Support Program is on one campus.

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

The LEA will effectively communicate the purpose, goals, and benefits of the Student Support Program to all campus leaders and staff. This communication will highlight the program's potential impact on student success and emphasize the importance of their involvement. With this program, the district will provide comprehensive training and professional development opportunities to campus leaders and staff. This training should focus on the objectives of the program, strategies for supporting students, and relevant policies and procedures. By equipping them with the necessary knowledge and skills, the LEA can foster a sense of commitment and competence among the staff.

The LEA will actively engage campus leaders of aministration and lead teachers in the planning and decision-making process of the Student Support Program using the benchmark data. By involving them from the outset, the LEA can ensure their ownership and commitment to the program. Campus leaders can contribute their expertise, insights, and perspectives, which will increase their investment in the program's success.

The LEA will recognize and celebrate the achievements of campus leaders and staff in implementing the Student Support Program. Acknowledging their efforts and successes through public recognition, awards, or other forms of appreciation reinforces their commitment and motivates them to continue their dedicated work.

The LEA will establish a monitoring and evaluation framework to assess the effectiveness of the Student Support Program. By regularly reviewing program outcomes, gathering feedback from campus leaders and staff, and making data-informed decisions, the LEA will demonstrate its commitment to continuous improvement and ensure that the program remains aligned with its goals.

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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 LEA will establish clear channels of communication with parents and families to keep them informed about the Student Support Program. This will include regular school newsletters, emails, websites, and social media updates that provide information about the program's purpose, benefits, and upcoming events. Transparent communication builds trust and encourages parents to actively support the program.

The LEA should organize information sessions specifically designed to educate parents and families about the Student Support Program with Open House Nights. These sessions will cover program details, expected outcomes, available resources, and how parents can contribute to their child's success. This provides an opportunity for parents to ask questions, voice concerns, and gain a better understanding of the program.

The LEA will seek collaborative partnerships with the parent-teacher organization (PTO), community organizations, and local businesses to enhance parental involvement in the Student Support Program.

The LEA will create volunteer opportunities that allow parents and families to actively participate in the Student Support Program with student recognitions and incentives. By involving parents directly in program activities, the LEA demonstrates the value of their contribution and fosters a sense of ownership and support.

The LEA will recognize and celebrate parents' involvement in the Student Support Program. This will be done through newsletters or public acknowledgments that highlight the contributions made by parents and families. Celebrating their efforts not only shows appreciation but also motivates other parents to get involved and support the program.

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

The LEA will provide ongoing professional development opportunities to the staff members involved in the Student Support Program using ESC 13 as a resource. This can include training sessions, workshops, conferences, and access to resources that enhance their skills and knowledge in areas such as counseling, mentoring, behavioral interventions, and academic support. Continuous professional development ensures that staff members stay up-to-date with best practices and are equipped to meet the evolving needs of students.

The LEA should foster a collaborative and supportive work environment to promote effective teamwork among staff members supporting the Student Support Program. This will be achieved through regular team meetings, sharing of best practices, and creating opportunities for collaboration and communication. Teamwork facilitates the sharing of expertise, effective problem-solving, and ensures that staff members feel supported in their roles.

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RFA/SAS # 701-23-120/634-24 | 2024-2025 Stronger Connections Grant | Page 6 of 11

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.

Granger ISD has a continuous professional development plan that requires administiaont to attend the Advanced School Behavioral Threat Assessment Training through Texas State's Texas School Safety Center which is designed for individuals who serve on the Safe and Supportive School Program Team and conduct behavioral threat assessments.

The grant program will work with district staff to update their protocols and procedures for conducting behavioral threat assessments. This may involve refining existing protocols or developing new ones that align with best practices and legal requirements. The updated protocols will outline the steps to be taken when assessing threats, including information gathering, risk assessment, intervention strategies, and communication protocols.

The grant program will support the integration of the behavioral threat assessment process into the existing student support team structure at each campus. This involves ensuring that the student support team members, such as counselors, administrators, teachers, and other relevant staff, are trained on the behavioral threat assessment protocols and their roles in the assessment process.

The grant program will provide ongoing support and evaluation to each campus as they implement the updated behavioral threat assessment practices. This includes offering guidance, conducting periodic check-ins, and providing resources to address any challenges that may arise during the implementation process.

The grant program will emphasize the importance of data collection and analysis in the behavioral threat assessment process. The district will be encouraged to collect and analyze data on threats, interventions, and outcomes to inform their ongoing assessment practices and improve their overall effectiveness.

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.

Students can be referred for support by teachers, counselors, administrators, or their parents/guardians. The LEA has processes in place to receive and review these referrals, assess the student's support needs, and determine appropriate interventions. Referrals may be based on academic concerns, behavioral issues, social-emotional challenges, or other factors affecting student well-being.

The LEA identifies external mental health and behavioral health providers who can meet the specific needs of students. These include but are not limited to Impact Counseling, Bluebonnet Trails, and local residential facilities. Impact Counseling is a contracted school-based service to bring high quality mental health care into the schools to improve access to care for vulnerable students and their families. This service is provided to students who are considered high-risk/need. Granger ISD works with Bluebonnet Trails to provide intensive community-based services to assist children and adolescents with serious needs with their families.

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RFA/SAS # 701-23-120/634-24   2024-2025 Stronger Connections Grant   Page 7 of 11

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 13 provide expert assistance, high-quality mental health education, and professional development opportunities for licensed mental health professionals.ESC 13's professional development opportunities are specifically designed to support licensed mental health professionals needs related to research-based best practices, developing partnerships and programming with schools, ethics, personality and mood disorders, as well as trauma-informed care.

ESC 13 has worked with Granger ISD recently by providing Gifted and Talented and Emergent Bilingual teacher training yearly updates. Staff has also attended an attendance training at ESC 13 during the 2022-2023 school year. The LEA has also sent staff to ESC13 for SAMA, risk-management, training. ESC 13 has also provided services to help our teachers successfully complete the Reading Academies.

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.

Granger ISD will utilize the grant program to provide support for the PBIS (Positive Behavioral Interventions and Supports) program. The grant funds will be allocated to provide training and professional development opportunities for school staff, including teachers, administrators, counselors, and support staff.

The grant program will support the LEA in enhancing data collection and analysis related to PBIS implementation. This involves establishing systems to collect data on student behavior, disciplinary actions, attendance and the effectiveness of PBIS interventions.

The grant funds will be utilized to develop and provide resources and materials that support the implementation of PBIS. This will include developing behavior/character curriculum, providing materials for implementing school-wide positive reinforcement systems, creating behavior support tools, and developing communication materials for staff, students, and families.

The grant program will assist the LEA in developing sustainability plans to ensure the long-term success and continuation of the PBIS program beyond the grant period. This involves identifying strategies to secure ongoing funding, building capacity within the LEA to provide ongoing support and training, and integrating PBIS into the broader school and district initiatives.

9. Enter the LEA Total Enrollment: 541

10. Enter the Regional Educational Service Center that serves the LEA: ESC 13

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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	541
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	541
4. Total current-year grant allocation	193,600
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	193,600
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	358
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	0

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RFA/SAS # 701-23-120/634-24 | 2024-2025 Stronger Connections Grant | Page 9 of 11

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

#	Activity	Amount
1.	District Behavioral Specialist- 2 Years	126,000
2.		0
3.		0
4.		0
5.		0

Professional and Contracted Services

#	Activity	Amount
6.	Required 6% of funds for technical assistance provided by the regional ESC	9,756
7.	Required 10% of funds to the Texas Center for Student Supports	16,259
8.		0
9.		0
10.		0

Supplies and Materials

#	Activity	Amount
11.	Pk-12 Student Incentives/Recognition/Award Items- 2 Years	30,000
12.	SEL Curriculum- 2 Years	6,000
13.	The Leader In Me- Book Study (60 copies)	585

Other Operating Costs

#	Activity	Amount
15.		0
16.		0
17.		0

Debt Services

#	Activity	Amount
18.		0
19.		0

Capital Outlay

#	Activity	Amount
20.		0

Direct administrative costs:	0
Indirect administrative costs:	0
TOTAL GRANT AWARD REQUESTED:	193,600

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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**

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