



# 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  *HWMLJZZWZAH9*

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.

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

**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
After reviewing the campus bullying, harassment, or intimidation incident reports on the campus level, it is concluded extra resources are needed at the campuses to address the student's mental, behavioral, emotional, and physical health and wellness needs.	Early intervention is needed to teach students appropriate techniques to address their anger, frustration, and helplessness. A dedicated counselor (LPC, LSSP) and professional development are necessary to support safe and healthy students and their emotional well-being.
When reviewing the Threat Assessment Behavior Screeners, and the Aggressive Behavior data, it is determined the campus needs to provide students with a safe and supportive learning environment.	The Behavior Assessment Team and other staff members will attend professional development on providing and supporting students with a safe, supportive learning environment and addressing students' emotional and physical health and wellness.
The campus determined that the school needs a stronger connection with parents and community members to build trust and relationships with parents and guardians.	The school will encourage parents and guardians to participate in school-sponsored activities, including students' academic, emotional, and physical well-being to build relationships. The school will seek resources to help parents and guardians meet their families' mental, behavioral, and physical health needs.

**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.

Flour Bluff ISD has identified needs in professional development for mental, behavioral, and emotional support and working with parents and guardians to build relationships with the campuses. Our data has indicated higher incidents reports of bullying, harassment, and intimidation at the Intermediate Campus (grades 5-6), Junior High (grades 7-8), and High School (grades 9-12), and less parent engagement than at the lower grade levels. All Behavior Teams and staff will be trained by December 2023 by the ESC. Campuses will see an overall decrease of 5% in mental and behavior referrals for the school year. Staff members will have training for parents once a month and provide resources when needed. The counselor will plan a mental health fair each semester with other staff members.

**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**

The first quarter benchmark will have Behavior Teams and staff members attending training for mental, behavioral, and emotional support for our students through the Educational Service Center. Training Certificates will be kept on file. Implementing strategies, techniques, and lessons will be apparent through lesson plans, classroom walkthroughs, and a decrease in behavior reports by 5%. The counselors (LPC, LSSP) will have a minimum of one training/seminar for parents monthly on supporting safe and healthy students. The counselor will keep Sign-in sheets and presentations on file at the campus.

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

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

**Second-Quarter Benchmark**

The second quarter benchmark will continue to have Behavior Teams and staff members attend training for mental, behavioral, and emotional support for our students through the Educational Service Center. Training certificates will be kept on file. Faculty meetings and Professional Learning Communities will be used to share knowledge and strategies learned with other teachers and staff members. Sign-In Sheets, presentations, and minutes will be kept on file. Behavior Reports will decrease by 5% as more staff members implement the strategies and lessons. The counselors (LPC, LSSP) will continue to have training/seminars for parents monthly on supporting safe and healthy students. Sign-In Sheets and presentations will be kept on file. The counselor will share resources with the parents and connect parents to becoming a part of the school community. Counselor logs will be kept on file.

**Third-Quarter Benchmark**

The third quarter benchmark will continue to have Behavior Teams and staff members who have been trained through the Education Service Center share information and their knowledge on supporting students and families in mental, behavioral, emotional, and building student relationships and trust. Training Certificates will be kept on file. The staff training will be done at Faculty meetings and Professional Learning Communities. Sign-In Sheets, presentations, and minutes will be kept. With the feedback from parents and community members, the Behavior Teams and staff members will survey the participants on the project's success. Flour Bluff ISD's Behavior Reports will decrease by 5% as more staff members implement the strategies and lessons. The counselors will continue to have training/seminars for parents monthly on supporting safe and healthy students. The counselor will continue to share resources with the parents and connect parents to becoming a part of the school community.

**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.

1. Flour Bluff ISD will monitor the behavior reports monthly. If there is not a decrease in the targeted areas, the Behavior Team will meet to review the interventions prescribed by the ESC state-provided curriculum to provide more in-depth interventions. The team will determine if a student or a small group of students need more intense mediation.
2. At the first parent and community training opportunity, the district will assess the parents' needs through an open forum discussion and a short online survey. This information will be reviewed to determine the topics parent and community stakeholders request.
3. The district will meet with the safe and supportive district committee (teachers, administration, law enforcement, support staff), ESC representatives, Counselors, parents, community, and medical representatives to review data and training feedback to evaluate the program's success. At this time, the team will continue or modify the strategies and interventions to ensure our goals are met.

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

**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.

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**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.

Flour Bluff ISD has 6 campuses, 4 Elementary schools, 1 Junior High, and 1 High School. The data shows that the 5-6 grade campus has higher mental health and behavioral needs than the other elementary campuses. The district used the bullying, harassment, or intimidation incident reports on the campus level, the Threat Assessment Behavior Screener, and the Aggressive Behavior data. The data showed on the 5-6 grade campus, compared to the Junior High, the bullying incidents increased by 75%, and the aggressive behavior report had a total of 157 incidents, with 46 students having numerous incidents at the 5-6 grade campus. The data also showed that in Junior High physical aggression had a total of 75 incidents, with 24 having multiple incidents. When students reach the secondary level, the incidents become more severe.

With the disaggregated data the district has identified Flour Bluff Intermediate, Flour Bluff Junior High and Flour Bluff High School as the three campuses that will participate in 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.

Each campus administrator and staff at the 5-6 grade campus, Junior High, and High School will be involved with every level of the Student Support Program. Their Behavior Team will be trained together, and the administrators and staff will make decisions. During Professional Learning Community (PLC) weekly meetings, teams will be updated, and different strategies and interventions will be shared from the training learned at the ESC. Monthly meetings will be held on the campus to evaluate the program's effectiveness and determine if adjustments are needed.

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**9. Statutory/Program Requirements (Cont.)**

3. Describe how the LEA will engage parents and families to solicit support for the program.

1. Counselors (LPC/LSSP) and campus staff will identify students based on the mental health and behavioral criteria and make parental contact to inform and explore the mental and behavioral needs of the student, parent, and family.
2. Counselors (LPC/LSSP) and the Behavioral Team will make home visits to encourage parents and families to participate in their student's mental/behavioral wellness plan.
3. Counselors (LPC/LSSP) and the Behavioral Team will conduct community outreach sessions periodically throughout the semester.
4. Counselors (LPC/LSSP) will host monthly parent meetings to provide resources and assistance to address the mental and behavioral needs of the student and family.
5. A mental health resource fair will be conducted each semester to provide families with additional support. Parents and families will be personally invited by counselors (LPC/LSSP) and campus staff.

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

1. The district has dedicated behavioral teams at each of these campuses.
2. The district 1 academic counselor at the elementary campus, 2 academic counselors at the Junior High Campus, 4 academic counselors, and 1 License Professional Counselor at the High School Campus.
3. One District Social Worker and 1 License Chemical Dependence Counselor.
4. Staff participate in weekly Professional Learning Community (PLC) Meetings and will receive training from the Behavioral Team on strategies that support their students' mental and behavioral needs.

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**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.

The grant will enhance the work the Behavioral Threat Assessment Team has started. All three campuses (Intermediate, Junior High, High School) will attend professional development training at the ESC for mental, behavioral, and emotional support and will work with parents and guardians to build relationships with the campuses. The cost of the training will be incorporated into the grant. The district will support the campuses with their endeavors. The Elementary (5-6 grades) and the Junior High will hire a Counselor (LPC/LSSP) with the grant to work with students, parents, and guardians on mental, behavioral, and emotional support.

A clerk will also be hired to help all three campuses (Intermediate, Junior High, High School) with data, case-management meetings, and phone calls to parents and other community resources. With the additional staff member, the process will make the behavioral threat assessment more streamlined, and campuses can quickly respond to the student's needs.

Resources will be purchased from the ESC for the Behavior Team and staff members at the campuses (Intermediate, Junior High, High School). If other materials are needed to streamline the behavioral threat assessments, they will also be purchased for the campuses.

There will be increased parental and community outreach with the grant support. Each campus the Intermediate, Junior High and High School will have activities/presentations for the parents and community members to help with understanding mental health, and emotional well-being.

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.

The district monitors discipline data, counselor (LPC, LSSP, and LCDC) caseloads, threat assessments, bully/harassment reports, Gaggle alerts, and parent concerns to identify student support needs. Once a need is identified, the counselor (LPC, LSSP, and LCDC), campus Behavioral Threat Assessment team and campus administration reach out to our local mental health entities, Catholic Charities, Circles of Care, Community In Schools, Big Brothers, and Big Sisters, Texas Suicide Prevention, Court Appointed Special Advocates of the Coastal Bend (CASA), and Texas A&M Corpus Christi for support when counseling is needed. Also, the local 411 services provide students and their families with appropriate resources. These partnerships have been available to our students and families, but the district sees the need to add these resources to include more intensive assistance.

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

**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.

The district is a member of the Counselor Coop. The counselors meet monthly/quarterly to discuss ways they can help students manage their behavioral and emotional health. Workshops are provided during the Counselor Coop meetings to help counselors with a number of different topics. The district sends staff members to training at the ESC on such topics as:

- \* Behavior
- \* Meeting the needs of At-Risk Students
- \* Parent and Family Engagement Symposium

For improving academic outcomes, Flour Bluff ISD has and will continue to partner with the ESC for:

- \* TEKS Updates
- \*TEKS Resource System
- \* Math and Science Professional Development
- \* English Language Arts and Reading Professional Development
- \* Data Management Accountability and Curriculum (DMAC)
- \*Special Education Cooperatives
- \* GT Training

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.

Flour Bluff ISD would use grant funds to hire additional trained staff (Counselors and Clerk) to support students, professional development for campus staff, and training to parents and community stakeholders. The grant funds would also be used for the Behavior Teams and staff to attend training in mental health, behavioral, and emotional health at the ESC.

9. Enter the LEA Total Enrollment: 5,500

10. Enter the Regional Educational Service Center that serves the LEA: 2

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.



**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)	
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	

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

**12. Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**Payroll Costs**

1.	Counselors (LPC, LSSP)	\$160,000
2.	Clerk	\$25,000
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$12,600
7.	Required 10% of funds to the Texas Center for Student Supports	\$21,000
8.		
9.		
10.		

**Supplies and Materials**

11.	Supplies	\$15,000
12.		
13.		

**Other Operating Costs**

15.	Other Operating Cost	\$10,000
16.		
17.		

**Debt Services**

18.		
19.		

**Capital Outlay**

20.		
-----	--	--

Direct administrative costs:

Indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**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.

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

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