



2024-2025 Stronger Connections Grant

Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by **email**, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov.

The application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is **not** an employee of the applicant organization.

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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
Funding for additional social-emotional counselors	Our counselors are the first line of defense for our all students. As our student population grows, additional School Counselors will be essential to provide guidance and support to enhance the social-emotional demands campus-wide.
Funding for social workers	To provide direct trauma-informed services and to meet the need of students being referred to mental health support, funding for social workers will be used as a continuum of support to provide individualized mental health support on our campuses and for students who are experiencing trauma.
Funding for Behavior Specialists	Behavior Specialists will be utilized to provide ongoing behavioral support and services for students. Additionally, Behavior Specialists will help implement, manage, and maintain campus-wide positive behavior and relational interventions that are properly aligned with our behavior threat assessment services.

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.

Campuses will experience an increase in students' overall emotional and behavioral health through the enhancement of safe and inclusive learning environments. Campuses participating will see an overall positive satisfaction in the school climate of 85% or higher as a result of the Student Support Plan.

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

Our campuses participating will introduce the student support plan to all participating staff and families. All returning staff and new staff will receive training provided through ESC and Texas Center for Student Supports (TCSS) to establish buy-in around the initiative. As a result of the training, campus participants will receive the strategies to establish a framework on how to enhance a safe and supportive school environment. Families will receive the information during the open house and letters sent home. By the end of this benchmark, we plan on disseminating surveys to staff to get feedback on the support, training, and program implementation. An advisory committee will be selected to review data from surveys and to determine the effectiveness of the program.

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

In the second quarter of implementation-Campus staff will continue to receive ongoing professional development to scale up the Student Support Plan for participating campuses. Our experienced staff (counselors, social workers, and behavior specialists) will help navigate the implementation process by providing ongoing training, modeling, and coaching. Parents will continue to receive information about the plan using in-person and virtual sessions and newsletters. As a result, campus climate data should show an improvement in daily attendance, discipline referrals, and suspensions. Parent and student surveys will be used to measure the success of the program using school climate data. By the end of this benchmarking period, surveys will be distributed to staff to determine the success of the program and evaluate program effectiveness as needed.

Third-Quarter Benchmark

By the end of the 3rd quarter benchmark, campus staff should experience the Student Support Plan embedding at all levels of implementation. An operating framework, continual reviewing of current practices to align with best practices, and procedures that reflect positive cultural change across the school community. By the end of this benchmarking period, we plan on distributing additional surveys to staff, students, and parents to determine the overall success of the program.

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.

The initiative will be evaluated on a weekly basis by the student support plan advisory committee to assess areas of strength and challenges of the Student Support Plan implementation process. The advisory committee will review data from surveys in addition to student data indicated below to determine the effectiveness of the student support plan.

For campuses that are not showing progress, staff engagement around professional development will be reviewed to determine campus staff participation in the professional learning process. Parent and student surveys will be monitored on a bi-weekly basis to reflect on challenges and prioritize needs.

Behavior classroom referrals will be monitored to determine the teacher's effectiveness with the use of strategies available for the classroom. For teachers who are in need of individualized support, additional coaching will be assigned to determine the level of need and delivery of support.

Student attendance will be monitored to determine chronic absenteeism rates and truancy. Student interventions and family support will be implemented by our assigned staff for students and families in need of additional support.

Referrals for In-school suspensions and out-of-school suspensions will be monitored to determine the level of offense, the effectiveness of interventions assigned, and the number of students assigned to suspensions. For students who are classified as repeat harm-doers, assigned staff will work with campuses to determine the proper interventions to use and to reevaluate the individualized plans.

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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.

According to the eligibility criteria list provided by TEA, all campuses here at Compass Rose qualify due to the percentage of economically disadvantaged. The campuses that have been selected to participate in the Student Support Plan, are as follows: For elementary and secondary(high school)will be at our Legacy Campuses. The foundational practices of the initiative will be implemented at the elementary level and sustainable through middle school. Due to the recent threat, our High School campus received in the previous school year, more focused support around the mental health of the students is essential. The focus middle school campus will be at our Ingenuity campus. Ingenuity is a developing feeder pattern that will have a new high school campus for the 2023-24 school year. The campus feeder will need additional support as the student population grows. The practices and skills provided at the middle school level will be sustainable as the student population continues to expand at Ingenuity.

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

Here at Compass Rose Public Schools we are committed to providing our campus leaders and staff the opportunities to participate in professional development provided by TCSS and ESC. We will first communicate the need for the program. Our campus will have the foundational knowledge and the chance to prioritize the Student Support Program's overarching goals and objectives. In order to establish continued buy-in around the program, we highlight the improvement of the program in assessing school climate as we work to achieve our goals. In addition, we will spotlight the success stories of the students who experience continued improvement as a result of the program.

Receive

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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.

We are committed to the success of parent engagement activities in our schools. To solicit parent support, Our campuses will work to build and gain commitment using the following approaches: Campuses will provide announcements via newsletters to introduce the program and support to indicate how they will benefit the success of student development. Our campuses will be encouraged to host information sessions for parents both in person and virtually. The purpose of the sessions will be to provide information and allow parents the opportunity to ask questions about the program. Our campuses will work to create informational packets for students to take home that address the benefits of the student support program. As previously mentioned, parent and family surveys will be disseminated to determine the success of the initiative.

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

We will use the funds from the grant to ensure adequate staff to implement and support the Student Support Planning process. For our campuses participating, we will add additional Social Emotional Counselors to focus on student and family engagement for all levels- elementary and secondary. We will also use the funding of social workers for all grade levels for individualized mental health support. In addition, as part of the program, Behavior Specialists-for all levels, elementary and secondary will be funded to help provide proactive and relational responsive services to properly manage discipline and reduce behavior referrals school-wide.

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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.

When a threat is identified or reported, Campus teams will follow the steps to ensure the safety of self & others. The student of concern is immediately and safely contained, based on the severity of the concern of the student. Our campuses follows the SRA and BTA protocol by first conducting a BTA Prescreening to determine the next steps. If this is an emergency, the campus will call 911. If the Prescreener Tool determines that Behavioral Threat Assessment is warranted, the campus Lead will determine assignments. Who is interviewing witnesses, who is calling home, who is holding a child, etc. Information is Collected and the Team will Complete the Threat Assessment Report process by Reviewing findings and determining the level of threat. Once completed, the campus team will communicate with the school district network. As part of the process the new team members, social workers, behavior specialists, and counselors will be members of the treatment assessment team. Once the level of threat is determined, the new staff will help with interviews depending on the support needed. All new staff can help conduct interviews, provide mental health resources, and help guide the campuses as they work to incorporate community interventions and other external resources.

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 are referred to The social-emotional counselor on each campus who provides an initial assessment to determine additional resources. When necessary the students are then referred to UT Health- a partner of Compass Rose Schools and uses a telemedicine health program referred to as TCHAT (Texas Children Health Access through Telemedicine) that provides free services such as Services:

- Medication Treatment
- Psychotherapy/Counseling
- Case Management for students and families

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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.

Compass Rose is currently a partner with ESC 20 as part of the Counselors Cooperative program. Through this program, our counselors and mental health support staff have the opportunity to take advantage of services and ongoing training provided by ESC 20. For the 2023-2024 school year, all mental health support staff can participate in the co-op.

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.

Currently, the support for mental, emotional, and behavioral health is provided by our campus counselors (Social-emotional counselors) and Campus Deans. At this time, our campuses are limited as not every campus has a counselor or campus Dean. As a result, Compass Rose would like to participate in this grant program to create an internal network of support using experienced staff who is trained in mental, emotional, and behavioral health. The support would be used to assess and identify mental, emotional, and behavioral health needs by providing ongoing services that are individualized to properly address the needs. As our campuses grow and expand, additional staff to meet the needs of students and families served by Compass Rose Public Schools is essential to the success of student support and development.

9. Enter the LEA Total Enrollment:

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

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10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

11. PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<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.	3 full-time Social Workers at \$85,000 per employee for salaries and benefits	\$255,000.00
2.	3 full-time Counselors at \$85,000 per employee for salaries and benefits	\$255,000.00
3.	3 full-time Behavior Specialists at \$80,000 per employee for salaries and benefits	\$240,000.00
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$51,000.00
7.	Required 10% of funds to the Texas Center for Student Supports	\$85,000.00
8.	Costs for conferences to include 10 attendees at \$3500.00	\$35,000.00
9.	Stipends for non-employees	\$30,000.00
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	Supplies and materials for the Student Support Plan	\$35,000.00
12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>

Other Operating Costs

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

Debt Services

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>

Capital Outlay

20.	<input type="text"/>	<input type="text"/>
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Direct administrative costs:

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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