



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: 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): N/A

1. Applicant Information

Name of organization Harmony Public Schools - Houston North

Campus name Harmony - Houston North CDN 101858 Vendor ID 76-0615245 ESC 04 UEI j943lulzxk64

Address 3203 N Sam Houston Pkwy W City Houston ZIP 77038 Phone 713-343-3333

Primary Contact Jennifer Sabin Email jsabin@harmonytx.org Phone 713-343-3333

Secondary Contact Guvanch Yazgeldi Email gatamyradov@harmonytx.org Phone 713-343-3333

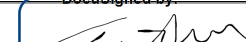
2. Certification and Incorporation

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 Fatih Ay Title CEO Email fay@harmonytx.org

Phone 713-343-3333 Signature  Date 7/17/2023

Grant Writer Name Kristina Ubina Signature  Date 07/17/2023

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 # 701-23-120/634-24

2024-2025 Stronger Connections Grant

Page 1 of 11

CDN 101858

Vendor ID 76-0615245

Amendment # N/A

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
72.84% of the 6,731 students at Harmony - Houston North (HHN) are classified as Economically Disadvantaged (ED). This percentage qualifies us for 3 priority points. (Source: 2022-2023 PEIMS Data)	To address ED students' needs, we will: 1) Purchase software and curriculum to address mental health needs and emphasize drug prevention; 2) Administer K12 Insight climate surveys to ensure students feel their needs are being addressed. 3) Purchase technology to provide private telemedicine for those who can't afford it.
1,110 HHN students (16.5%) have received some kind of disciplinary action. Disciplinary actions include expulsions/suspensions for bullying, fighting, drug abuse, & breach of computer security. (PEIMS 425)	1) Prevention & de-escalation techniques will be provided to security, teachers, and administration at workshops; 2) Partnerships will be forged with local police departments to promote student behavior, safety, and drug prevention; & 3) Curriculum will be purchased to improve student behavior/health.
HHN student subpopulations (i.e. African American and American Indian) have an average chronic absenteeism rate of 25.2%. This is significantly higher than the state average of 15%. (Source: 21-22 TAPR)	We will hire three Emotional Well-being Counselors to counsel students and support teachers/families. The counselors will assist in determining barriers that prevent students from attending class, improve the school climate, and enhance student morale. This, in turn, will address the chronic absenteeism rate.

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.

With this grant, HHN aims to reduce the bullying, violence, and acts of hate seen on campus. To ensure this is done, HHN created this SMART Goal: SPECIFIC: Work with Region 4 ESC and Texas Center for Student Supports to reduce disciplinary actions (i.e. drug abuse, fighting, etc) by 10% and reduce chronic absenteeism among student subpopulations by 10%. MEASURABLE: Measured through finalized MOUs, non-academic support for students, climate surveys, PEIMS data, and counselor logs. ACHIEVABLE: This is achievable through hiring full-time grant staff and establishing partnerships with TEA providers, Region 4 ESC, the University of Houston, and local/state law enforcement. RELEVANT: Creating safe learning environments for improving behavioral/mental, & well-being is relevant to improved student academic achievement. TIMELY: Improvements will be made 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

Benchmarks for the first quarter include: 1) Post/market and hire the grant-funded positions (i.e. District Student Culture Coordinator and Emotional Well-being Counselors). 2) Train new counselors to work with students, campus staff, parents, and stakeholders. 3) Align the Student Support Program (SSP) and structure with the HHN Safety and Support Team. 4) Invite parents, students, and staff to provide input and establish the SSP at three campuses. 5) Work with TEA to identify an approved partner (ESC) who can provide professional and contracted services as part of the Texas Center for Student Supports. 6) Meet with Region 4 ESC to discuss the contracted services and technical assistance that will be provided as part of the Texas Stronger Connections Grant Program. 7) Purchase

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CDN 101858

Vendor ID 76-0615245

Amendment # N/A

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Benchmarks for the second quarter include: 1) Continue to engage in planning activities for the Student Support Program (SSP), which will occur from the program's inception until implementation in the 2024-2025 school year. 2) Work with the Texas Center for Student Supports to align trainings and the Family Engagement Playbook to the needs identified by our Student Support Program and Harmony Safety and Support Team. 3) Identify stakeholders, including grant staff, teachers, students, and community members to serve on the Advisory Committees. 4) Integrate a data collection system and student management system to support the (SSP) team and structure. 5) Collaborate with the Texas Center for Student Supports to develop a family engagement program that increases and educates parents/caregivers/guardians and their children.

Third-Quarter Benchmark

Benchmarks for the third quarter include: 1) Collaborate with stakeholders to identify additional avenues, funding sources, and alternative resources of funding to ensure activities are sustained after grant funding ends. 2) Respond promptly to TEA's requests for program development, implementation, performance, and evaluation data. 3) Implement the data collection and reporting system provided by the state's vendors to collect and analyze data for monitoring the effectiveness and trends of the Student Support Program implementation and students served. 4) Conduct at least 2 advisory committee meetings to discuss the program's effectiveness and challenges (additional meetings will be held, if necessary).

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.

[Empty text box for project evaluation and modification details]

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CDN 101858

Vendor ID 76-0615245

Amendment # N/A

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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RFA/SAS # 701-23-120/634-24

2024-2025 Stronger Connections Grant

Page 4 of 11

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.

In collaboration with the Texas Center for Student Supports (TCSS), Harmony - Houston North (HHN) will utilize various criteria to identify which campuses will participate in the Student Support Program (SSP). Criteria that will be utilized can be seen below:

- Schools catering to underprivileged populations (i.e., at-risk, economically disadvantaged, etc.) will be prioritized.
- Factors such as lack of staff expertise, infrastructure, existing support services, and partnerships with external organizations.
- Behavior (violence), academic, social-emotional needs of students across various campuses with counselor and administration input, as well as PEIMS reports.
- Student achievement scores, attendance rates, dropout rates, disciplinary occurrences, and demographic data. Based on the data, campuses facing particular challenges or disparities will be prioritized.
- Feedback from school administrators, teachers, staff, parents, and community members will be used to gain insight into which campuses would benefit the most from the SSP (This method ensures a variety of perspectives are considered).
- Our HHN Safety and Support Team and shared Emotional Well-being Counselors will review each school's enhancement plans or similar documents that detail goals and tactics for improving student performance and reducing negative behavior. Campuses that align with the program's goals and can benefit from extra assistance will be selected.

In conclusion, we will thoughtfully evaluate student needs, various data, campus improvement strategies, stakeholder opinions, equity issues, and capacity/resources when identifying which campuses that will partake in developing 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.

To ensure campus leaders and staff are committed to the success of the Student Support Program (SSP), Harmony - Houston North (HHN) will implement the following measures:

- HHN will provide adequate resources, including funding, staffing, and support services, to facilitate the implementation of the SSP. As part of this added support, HHN will contract services with outside organizations for data collection and data analysis to support the work of the program's implementation. By doing this, HHN will ensure campus leaders and staff are not overwhelmed with the grant initiatives and remain committed to its success.
- HHN will ensure that campus leaders and staff receive clear communication and training regarding the program's goals, objectives, and activities. This will help them better understand the importance of the program's implementation; thereby, promoting commitment.
- To foster cooperation and engagement, HHN will ensure a collaborative environment is cultivated, actively involving campus leaders and staff in the development and implementation of the SSP. Open dialogue, feedback mechanisms, and involvement in decision-making processes will encourage commitment to the program.

Through these measures, Harmony - Houston North (HHN) will ensure the full commitment of campus leaders and staff in the SSP. By doing so, the SSP will effectively address issues like bullying, drug abuse, violence, and terroristic threats, while also supporting students' holistic needs.

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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.

To SOLICIT PARENT AND FAMILY SUPPORT for the program, Harmony - Houston North (HHN) will employ various engagement strategies, including:

- Identifying dedicated committees to provide a platform for parents and families to contribute opinions, suggestions, and concerns regarding the Student Support Program (SSP). Their valuable input will influence program planning and implementation;
- Utilizing social media, parent apps, emails, and phone calls to broadcast the program's purpose and benefits to parents and families, actively seeking their support and involvement;
- Promoting collaboration with parent organizations to engage parents and families in supporting the SSP. Joint meetings, workshops, and events will be held to foster dialogue and active involvement in achieving the grant's goals;
- Offering informative sessions to educate parents about the program's objectives, strategies, and outcomes. Emphasis will be placed on addressing bullying, violence, drug abuse, and promoting student well-being;
- Collecting parents and families input through surveys and feedback mechanisms. Regular assessments will gauge satisfaction levels, gather suggestions for improvement, and measure the program's impact on students and the community; and
- Leveraging the family engagement services provided by the Texas Center for Student Support to cultivate support with parents and families.

Overall, HHN will implement various strategies to engage parents and families and garner support for the (SSP).

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

To guarantee adequate staffing for the establishment and implementation of the Student Support Program (SSP) at Harmony - Houston North (HHN), the Charter will implement the following strategies:

1. Comprehensive Staffing Assessment: Evaluate staffing needs based on participating campuses, student population, and required services.
2. Resource Allocation and Hiring: Allocate additional resources to hire staff and experts that can address students' needs. With grant funds, the Charter proposes to hire individuals to fill the following positions: 3 Emotional Well-being Counselors and a District Student Culture Coordinator.
3. Professional Development: Provide sufficient, year-round training and development opportunities through conferences and Region 4 ESC to enhance the skills of existing and new staff. These enhanced skills will aid staff in supporting students within the program;
4. Partnerships with External Organizations: The Charter will expand collaboration with external organizations, such as the TCSS, to provide additional external mentors or support staff (Note: all mentors/staff will undergo the required background checks). With these additional support staff, the workload of Charter staff will be decreased, making it less likely for them to get overwhelmed and more likely to remain committed.

By ensuring adequate staff through comprehensive assessments, resource allocation, professional development,

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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.

Extensive behavioral threat assessments were conducted at the following targeted campuses: Harmony School of Endeavor - Houston, Harmony Science Academy - Bryan, and Harmony School of Discovery - Houston. These threat assessments involve analysis of behavioral threat data, evaluation of teacher and staff reports, and consultation with security staff. Through this approach, each campus was able to identify behavioral threats, outline priority campuses, and design approaches to minimize these threats.

If awarded the Stronger Connections Grant (SCG), the Charter, under the guidance of the SCG Committee, will incorporate these current systems into the student support team structure. HHN 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 on how to incorporate a case management system, aligned to the Texas Center for Student Supports (TCSS), to ensure campus staff can closely monitor, evaluate, and minimize behavioral threats.

Overall, integrating current behavioral threat assessment systems into the student support structure will ensure 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.

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

How Harmony - Houston North (HHN) currently identifies student support needs:

- To identify student support needs, our counselors, teachers, and staff implement assessments and screenings that encompass overall mental health and student well-being aspects. Additionally, HHN conducts meetings with teachers, students, administrators, and parents to assess student mental health. This comprehensive approach allows the Charter to gain a holistic understanding of the challenges students may be facing.

How Harmony - Houston North (HHN) currently identifies and establishes partnerships:

- The Charter identifies external mental health and behavioral health providers in the area who specialize in the services needed. The Charter considers factors such as qualifications, experience, expertise, and available services. If the providers meet standards and align with campus goals and values, a contract/MOU is formalized between HHN and partner (i.e., University of Houston, Tropical Texas Behavioral Health).

- Once the partnership is formalized, the Charter communicates regularly with the external mental health and behavioral health partners to ensure collaboration and effective service delivery. This includes monitoring service quality, collecting feedback, and addressing any issues or concerns.

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

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CDN 101858

Vendor ID 76-0615245

Amendment # N/A

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.

Harmony Houston North (HHN) currently partners with Region 4 ESC to support and improve student well-being and academic outcomes. Staff from HHN regularly attends workshops and trainings offered through the region centers. These workshops and training include the following:

1. Mental Health: We received evidence-based professional development training that covers mental health. Things discussed include ways to address and identify students exhibiting signs of depression, anxiety, and suicidal thoughts.
2. Behavioral and Emotional Health: We collaborate with Region 4 ESC to establish early identification and intervention systems for students suffering from substance abuse and having disciplinary issues. We attended sessions on disciplinary conduct, interventions, and positive behavior strategies.
3. Physical Health and Well-being: To promote physical health and well-being, our charter attended workshops on how to provide a safe learning environment to support physical health and how to better support our students.
4. Academic Outcomes: Professional development opportunities are provided to our teachers on campus and at the local ESC. The partnership supports curriculum development, assessment design, and the implementation of interventions for our students who are struggling academically. Our teachers attended workshops on raising student achievement and closing the academic gap.

In summary, Harmony Houston North's partnerships are instrumental in supporting and improving student mental health, behavioral and emotional well-being, physical health, and academic outcomes.

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.

Harmony - Houston North (HHN) will leverage the grant program to supplement and improve our current services and supports for student mental health, behavioral and emotional health, and physical health and wellness. The ways we will supplement current offerings are below:

- For mental health, the Charter will allocate funds to increase evidence-based programs, including additional counseling services, specialized training for teachers and staff, and resources for accessing mental health support. HHN will also work with Region 4 ESC, Texas Center for Student Support, and contract external behavioral psychologists for these services.
- For behavioral and emotional health, the grant program will help support the expansion of early identification and intervention systems through collaboration with specialists from Region 4 ESC and three grant-funded counselors, one for each campus.
- For physical health and wellness, grant funds will be utilized to improve wellness programs, promote healthy habits, and purchase the supplies and materials needed to increase the number of physical fitness activities offered (i.e. volleyball, badminton, basketball).

Through the grant program, HHN will aim to expand services and increase referrals to promote student well-being and academic success, while reducing incidents of violence and drug abuse. This includes investing in evidence-based programs, providing professional development opportunities, implementing early identification and intervention systems, and promoting healthy habits. This comprehensive approach is designed to address diverse

9. Enter the LEA Total Enrollment:

6731

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

4

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CDN Vendor ID

Amendment #

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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Vendor ID 76-0615245

Amendment # N/A

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 Emotional Wellbeing Counselors to help students in stressful situations. (22 months)	\$357,501
2.	District Student Culture Coordinator will oversee the program/ensure goals are met. (22 mo.)	\$155,833
3.	Salaries referenced include the following fringe benefits calculated at 18%.	\$92,400
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$60,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$100,000
8.		
9.		
10.		

Supplies and Materials

11.	Software to detect any self-harm, threats and cyberbullying behavior.	\$79,000
12.	Software w/modules to analyze students social emotional health.	\$40246
13.		

Other Operating Costs

15.	Travel Costs for training with Texas Student Support Center and Region ESC (5 employees).	\$30,000
16.	Travel Costs for Conferences/Registration Fees for Threat Assessment Team (5 employees).	\$25,000
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		
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Direct administrative costs: \$20,000

Indirect administrative costs: \$40020

TOTAL GRANT AWARD REQUESTED: \$1,000,000**For TEA Use Only:**

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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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