



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
After the COVID pandemic, District annual attendance has dropped from 98.7% to 94.2% (Below state).Chronic absenteeism has increased from 5.6% to 18.7% which is significantly above state levels. Mobility rates have risen from 13% to 15.8% in 2021-2022.	George West ISD will partner with 21st Century Community Learning Center (ACE) currently established in the district to provide attractive enrichment and academic options to increase student attendance in the district. Target chronic absentees through Parental Engagement Program which will connect with parents through parent education programs and Student Support Program.
Disciplinary placements in George West ISD (2%) consistently exceed statewide percentages (.06%). George West HS disciplinary placements have risen from 4.3% in 2018-2019 to 5.7% in 2020-21.	George West ISD will create a safe and accepting culture for students through a positive behavior program supported by ESC2. Create a sense of belonging for all students through inclusive practices such as 21st Century (ACE) Programs and school organizations such as Superintendent's Ambassadors and FFA.
George West ISD has seen an increase in the number of students on behavior assessment teams from 8 students in 2020 to 25 students in 2023. Students requiring specialized counseling has risen to 25 students in 2023. Eco Disadv. 63.8% (Priority Points)	George West ISD will hire a licensed professional counselor to address students with special counseling needs through coordination with the Behavior Threat Assessment Teams on each campus. Coordinated services such as Parent Engagement, counseling services and other social emotional wellness education will be made available to parents of identified students.

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.

George West ISD will establish the Safe Connections Student Support Program to ensure that the objectives of the ESC Student Support Center are met, Post implementation data will show a 10% reduction in disciplinary placements, 2% increase in district student attendance, 5% increase in student connectedness to student organizations, 5% increase in parental engagement and 5% increase in specialized counseling for students by 2025. Objectives will be accomplished through a collaborative approach of multiple district programs and staff such as a Licensed Professional Counseling Program, Parental Engagement Initiative, Student Support Specialists, Restorative Disciplinary Practices, Student Organization Membership Drive, and a collaborative approach of school advisory teams such the Behavioral Assessment Teams, Law Enforcement Advisory, and District Advisory Team.

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

Progress will be measured by attendance records showing increased student participation in the ACE Program/Boys and Girls' Club participation. Consistent Behavioral Threat Assessment practices as suggested by the Texas School Safety Center will be measured by activity recorded through meeting minutes. Attendance processes will be recorded by campus attendance committees and Parental Engagement Specialist and will be reflected on our PEIMS reports. Lower disciplinary placements will be recorded through the campus discipline committees and Restorative Discipline Practices on each campus. Increased student involvement in student organizations will be recorded by the principal of each participating campus. The licensed professional counselor will establish a caseload on a weekly basis to address the needs of students needing specialized counseling.

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

*Individual Student Plans: Targeted students will have individual plans kept by school discipline committee and Student Support Specialists. Disciplinary placements, involvement in ACE program, academic progress will reflect improvements in targeted areas. Plans will also track counseling services provided for students.

* Parental Engagement Plan: Parental Engagement Specialist will develop and monitor a parental engagement plan that will include activities to assist with targeted outcomes with students.

*Licensed Professional Counselor: Counselor workload will include targeted students and families for specialized counseling services and set benchmarks for social emotional progress through individualized and group counseling.

*ACE Program: ACE Program will meet Measurable Outcomes goals as required by Blueprint Standards for number of students served and academic and behavioral goals met.

Third-Quarter Benchmark

*Student Support Services Advisory Team (SSPAT): Student Support Services team will be established to sustain the work of the grant through a strong school/community connection with measurable outcomes reflecting: increased students involved in student activities at school, reduced disciplinary placements, and increased parental engagement.

*School Health Advisory Committee (SHAC): The SHAC will provide advisory support through connected activities promoting the health and well being of our students such as assemblies, strategically located 5K runs to reach outlying areas of the rural community. The SHAC will also collaborate with the School Support Services Team.

*Sustainable Community Connections: Partnerships with ACE/Boys and Girls Club, Student Support Services Team Parent Engagement Specialist, George West Law Enforcement Advisory Team will collaborate beyond this grant.

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.

To ensure sustainability and measurable outcomes, George West ISD will work with ESC and Student Support Services Center to develop and implement a program evaluation including the following components: 1. Program data 2. Action Plans 3. Strategies for Adjustments and Revisions 4. Change Needed for Sustainability. 5. Resources Needed. Strategic monitoring of periodic program evaluation and modification will occur as follows:

Benchmark 1: (Fall, 2023) Establishment of teams and committees will take place (NOGA-November, 2023). Training on Student Support Services processes, training on Restorative Practices and identification of target population. Continue partnership with 21st Century Community Learning Center (ACE). Licensed Professional Counselor establishes caseload. Development of Family Engagement Plan, Advisory Team Training.

Benchmark 2: (January, 2024) First set of data reviewed and shared with stakeholders. Review of SSP training and implementation and modifications necessary. SSP Advisory Team review of minutes and actions taken and and make adjustments where necessary. Licensed Professional Counselor's review of caseload and progress and provide feedback on coordinated services to students. 21st Century collaborative data shared and provide support where needed. School review of student organizations and disciplinary and bullying reports shared with teams.

Benchmark 3: (April, 2024) Second set of data reviewed and shared with stakeholders. Review of Student Support Program (SSP) implementation and make modifications necessary. SSP Advisory Team review of minutes and actions taken and and make adjustments where necessary. Licensed Professional Counselor's review of caseload and progress and provide feedback on coordinated services to students. 21st Century collaborative data shared and provide support where needed. School review of student organizations and disciplinary and bullying reports shared with teams.

Benchmark 4: (July, 2024) Annual review of SSP Process and make changes necessary. Entire feedback and improvement process will be repeated for the 2024-2025 school year through the Action Plan process. Work with Student Support Center and ESC to provide an external evaluation of implementation.

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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.

George West ISD has only 4 campuses in the district for 1,065 students. Campuses with the highest need for a comprehensive Student Support System are George West Elementary George West Jr. High, and George West High School. Campus needs assessment data shows that these 3 campuses have had critical data or cases where bullying, disciplinary cases, and even a student with a weapon have elevated over the last two years. The data on the Texas Academic Performance Report (TAPR) indicates a growing average Mobility rate for these three campuses (14% Elementary, 16% Jr. High and 15% High School) which is significantly higher than state levels. The TAPR data also reflects that these 3 campuses also have an average of 14.15% disciplinary placements to a disciplinary alternative education placement unit which is significantly above the state average. The 3 campuses also had a total of 27 Out of School Suspensions costing students learning time away from school. In addition the campuses shared a total of 210 days of In School Suspension where students spent time out of the classroom for instruction. Based on this data, the 3 campuses have the characteristics that will benefit from training such as Restorative Practices. Our Bully Reporting system "If You See Something, Say Something" indicates that these 3 campuses have the most bullying incidents reported since its inception (2020). Investigation of the reported incidents indicates the need for additional training for students in this area. Vaping incidents on these 3 campuses is on the rise. 25 incidents of vaping have been investigated on all 3 campuses requiring the need for vape detectors, even on the elementary campus. Based on Behavioral Threat Assessment Team lists of students requiring monitoring of students exhibiting behavior that may cause harm to self or other students, these 3 campuses have the highest number of students on the list. The students on the list require specialized counseling through the services of a licensed professional counselor. The services will need to focus on social emotional wellness for the students and their families. Student Support Specialists will assist in the Student Support Program by tracking and monitoring academic and extra curricular support provided to targeted students.

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

Campus leadership and staff in George West ISD have performed excellently in the last two very difficult years in education. They have managed to maintain an "A" District Rating in the Accountability System of Texas through strong instructional leadership. District staff has also been awarded 25 Teacher Incentive Allotment designations. These recognitions show that we have a committed and focused staff that knows how to plan and implement effectively. District and campus leadership will be an integral part of the Student Support Services Teams which will provide the services to targeted population, so the commitment to succeed will be present. In addition, student belonging and participation will enhance student success at school. With increasingly challenging accountability goals and measurements in the Texas Accountability System, campus leaders and staff will focus on the Student Support Program for targeted success. Campus and District Improvement Plans, Campus Needs Assessment Processes will include Student Support Program goals and objectives. The Action Plans, which are monitored and revised regularly, will reflect Student Support Program objectives, actions, timelines, resources and persons responsible, in order to keep the initiatives moving towards success. Our campus and district Collaborative Comprehensive Needs Assessment process provides an opportunity to get our Student Support Services Teams involved in the process of providing feedback about our operational processes and how to improve them moving forward. The motivation to succeed with the Student Support Program for campus and district leadership and staff exists because success of the targeted population will mean success to community families, students, and staff. Students, parents, and staff that feel safe and connected in the school community will thrive in the educational setting, allowing them to succeed academically, emotionally, and physically. The success of the Student Support Program will manifest into a successful school district desired by local homeowners and businesses. Successful schools are the engine that keep a thriving community vibrant and desirable for raising a family.

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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.**

George West ISD will employ a Parental Connection Specialist. Her role is to ensure that parents are engaged in the educational process at George West. Specialist duties will include the effective operation of the parent and family engagement program. In addition, this person is responsible for conducting effective training for parents and families. Training activities include, parenting, family meetings, family activities, assisting children with homework, addressing bullying impacts, child discipline and many other trainings. The Parental Connection Specialist also assists with district student attendance and truancy issues through family and parent engagement. This person keeps the Superintendent and campus leadership informed of family issues that may be impacting student attendance or engagement. Through the implementation of our Family Engagement Plan, the Parental Connection Specialist will build capacity and support for the Student Support Program. The specialist will engage parents through their involvement in the Student Support Services Team, Law Enforcement Advisory Team, District Advisory Team, and other committees. The engagement plan will use the Title I Part A Parent and Family Engagement Statewide Initiative elements to build success for the Student Support Program. Through the support of Educational Service Center Region 2 or other ESC, the Student Support Program can be combined with the effective practices already in place, such as Home and Family Connection, Early Childhood Family Engagement Plan, and the Annual Title I Meeting. The Student Support Program will gain momentum through a cohesive coordination led by the Parental Connection Specialist. The target population of students and families in the Student Support Program will be reached in outlying rural areas through the use of Town Hall meetings. The Parent Connection Specialist will lead these meetings in areas where parents can be connected with the school community. Through these outreach meetings, students and families will feel a sense of belonging and safety in a school community. Members of the Law Enforcement Team, Restorative Practices Teams, and School Advisory Teams will also attend these outreach meetings to reinforce the sense of safety and belonging among our families and students.

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

The majority of the implementation of the Safe Connections Student Support Services will be accomplished through a team effort with existing staff in George West ISD and community stakeholders. The most important implementers of the grant program will be teachers and principals and counselors in the district. A safe and orderly school climate is developed by the teachers and principals of a district. Teacher and students work together every day and the relationships developed between staff and students begins there. Four counselors already employed in the district will support the efforts of teachers and principals with effective classroom counseling and student support. With the addition of two new staff members (Licensed Professional Counselor and School Safety Specialist), the team will be able to accomplish the objectives of the grant. Candidates for these two positions are readily available in the community and will be encouraged to apply for these positions. The district will employ a Parent Connection Specialist. The specialist will assist in engaging parents and the community in the implementation of the Student Support Services objectives. Parents and community stakeholders participating in committees and teams are already working and actively involved in the school community. These participants will be trained by ESC and district staff to ensure accomplishment of objectives. External agencies and partners such as the Boys and Girls Club, Coastal Plains Community Services and ESC staff will provide additional support to ensure connections are made with families. In addition, the Community Action Corporation of South Texas and the Atascosa Health Center in Three Rivers, Texas will provide additional social emotional support to students in conjunction with district staff. Staffing shortages in the region have been improving this summer as George West ISD is 100% staffed for the first time in many years. Trends show that employment is improving in Live Oak County with more applicants for vacant positions in the district. George West ISD can ensure that adequate staffing for the establishment and implementation of the Student Support Program will be successful. George West ISD is currently participating in the Teacher Incentive Allotment and utilizing a Modified Instructional Calendar which has been very helpful in recruiting and retaining quality staff. Parent volunteers will support community connection activities with use of stipends.

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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.

George West ISD campuses all have been trained on Behavioral Threat Assessment team procedures and have also been trained with Advanced Behavioral Assessment Team procedures as prescribed by the Texas School Safety Center (TxSSC). All campuses currently use the same effective procedures in assessing when students need support services. Campuses follow the steps provided by the TxSSC for developing a strong Safe and Supportive School Program Team. The District maintains Threat Assessment Teams through identification of staff that hold the proper credentials to provide the appropriate support to the team. This includes law enforcement, health, counseling, teachers, and administrator members of the team. This team then receives the appropriate training provided by the TxSSC. They then follow the critical steps of conducting an assessment meeting. These steps include (1) conducting a team meeting and identifying behaviors that may impact student safety (2) conducting fact-based investigations on violence reports (3) identify and provide interventions and guidance to students in need (4) notify the appropriate staff and stakeholders as required by law. These important fundamentals of the Threat Assessment process will provide an easy transition into the Student Support Program provided by this grant. The grant and support by the ESC and Student Support Program Center will enhance school safety and connectedness for all district students. The transition into the grant program will be bolstered by a Licensed Professional Counselor, Law Enforcement Advisory Team, Parental Connection Specialist, Restorative Discipline Practices Team, Coastal Plains Agency, Community Action Corporation, Atascosa Health Agency. Campus and District Behavior Threat Assessment Teams will continue their already effective processes and team meetings; however, extra resources provided by this grant, will enhance the effectiveness of the services provided to students. Training provided by the Student Support Center and ESC will assist in the transition of current Threat Assessment Team processes into the new practices provided by the center.

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 maintains Threat Assessment Teams through identification of staff that hold the proper credentials to provide the appropriate support to the team. This includes law enforcement, health, counseling, teachers, and administrator members of the team. This team then receives the appropriate training provided by the TxSSC. They then follow the critical steps of conducting an assessment meeting. These steps include (1) conducting a team meeting and identifying behaviors that may impact student safety (2) conducting fact-based investigations on violence reports (3) identify and provide interventions and guidance to students in need (4) notify the appropriate staff and stakeholders as required by law. Team meetings identify support needs through a fact based investigation guided by TxSSC training. The personnel on the team, with their expertise, connect students to external mental health and behavioral health providers. Agencies like Coastal Plains, Community Action Corporation, TCHAT assist the LEA in providing mental health and behavioral support once parents and counselors have arranged approval and permission by parents. The counselor in the team takes the lead in making the connections with mental or behavioral health agencies through established district procedures. The Parental Engagement Specialist may also assist in the arrangements for medical assistance. Occasionally, the Law Enforcement team member may be involved depending on the investigation findings. Trust and support are developed with the parents and student involved through the continuous communication with the Licensed Professional Counselor and the family and the student. This is a very important part of the impact that the Student Support Center will provide for helping students and families connected with the school.

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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.

George West ISD is served by ESC 2 in Corpus Christi. Region 2 has a bi weekly Regional Advisory Council (RAC) meeting with Superintendents from Region 2 have the opportunity to meet with Dr. Esmeralda Zendejas, ESC 2 Executive Director and her leadership staff. Leadership staff joining us on the RAC meeting are leaders in the areas of student mental health, behavioral and emotional health, and physical health and wellbeing. Superintendents have the opportunity to place these items on the agenda to seek support in these areas and Dr. Zendejas has been responsive. ESC2 provides workshops and training in the areas of student mental health and wellbeing and LEAs have the opportunity to attend these trainings to improve academic outcomes for their students. ESC 2 also provides information to LEAs on resources in the areas of student and staff mental health, behavioral and emotional health, and physical health and wellbeing. ESC2 has supported us on our connection with Texas Child Health Access Through Telemedicine (TCHAT) for students and families in need. For example, ESC2 provides information links to school counselors from the American School Counselor Association. This link has provided our counselors links to research and guidance on intervention topics such as suicide prevention and student wellbeing topics. Our LEA also links with ESC2 on Counselor cohorts bringing our counselors together as a region on these topics and provides professional development for them. ESC2 helped LEAs celebrate Mental Health Awareness Month in May. They shared activities with our school counselors on bringing this important topic to life in our school districts. For example, ESC2 publishes a Mental and Behavioral Health Newsletter with LEAs in Region 2. The Newsletter has a plethora of information and webinars on this topic that counselors can share with district staff, students and families. ESC2 also provides links to webinars such as Parent and Family Engagement in Mental Health Awareness. ESC 2 has been an outstanding and supportive partner in providing support to schools on student mental health behavioral and emotional health and well being. They can be a valuable asset if we are selected for this grant in achieving the goals of the Student Support Center.

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.

This grant will greatly support George West ISD in helping our students and families feel safety and more connected in our schools through the work of the Student Support Program. The District currently uses the Nita Lowey 21st Century Community Schools Grant (ACE). This program will complement the monumental focus and the efforts of the Student Support Program, connecting the efforts of the district and our community. Next, the hiring of a Licensed Professional Counselor (LPC) will help us in addressing a major part of the grant objectives, which is to address mental health and behavioral and emotional and physical wellbeing of our students. The LPC brings to the table, expertise that our existing counselors cannot provide. The LPC will work a caseload of students that are already on our Behavior Threat Assessment Teams' lists. George West ISD will sustain this position after the grant period has ended. As shown on our discipline data over the last two years, the grant will assist the district in the implementation of a comprehensive discipline approach in the district to reduce the number of disciplinary referrals, reduce the number of disciplinary placements and increase the number of students getting specialized counseling assistance. The grant will assist in disciplinary training of staff and in the implementation of an overall safer and happier environment in the school district. Finally, the grant will assist the district in helping students feel more connected in the school district.

The initiatives in the grant will provide an environment where the district can increase the number of students involved in school organizations and student activities. This is the main reason for this grant----for students and families to feel more connected and safe in the school district environment.

9. Enter the LEA Total Enrollment:

1,065

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

2

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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	<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.	Licensed Professional Counselor	\$180,000
2.	Parent Connection Specialist	\$57,500
3.	Student Support Specialists	\$120,500
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$33,750
7.	Required 10% of funds to the Texas Center for Student Supports	\$66,250
8.	Mental Health/Social Emotional Wellness Guest Speakers	\$35,000
9.	Restorative Discipline Training/Conference	\$25,000
10.	Parental Engagement Training/Conference	\$25,000

Supplies and Materials

11.	Early Intervention and Behavior Management App	\$25,000
12.	Professional Counseling Supplies	\$30,000
13.	Student Organization Supplies	\$10,000

Other Operating Costs

15.	Stipends for Non-Employees	\$35,000
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.	Furniture and Equipment	\$20,000
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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

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