



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
Discipline referrals from the 3 campuses increased 68% from 2020-2021 (3118) to 2022-2023 (5229.) Referrals include more controlled substances, gang violence, and organized criminal activity.	The district will form local partnerships with licensed professional counselors to provide intensive counseling for 5% of the student population on each of the three campuses. In addition, Lufkin ISD will utilize a case management system to provide behavioral support to targeted students. Students will be identified with a rubric that includes discipline referrals, attendance, and truancy
Needs assessments detail that targeted campuses are not using a PBIS system with fidelity and students need support in areas such as conflict resolution, coping skills, and mental health awareness.	Lufkin ISD will assist targeted campuses as they improve campus-wide and classroom-based systems. Staff members will receive support and students will receive training on skills identified in needs assessments. Wraparound services that include family/home engagement and after hour services will be provided.
Lufkin ISD has seen an increase in the number of discretionary removals in the last three years. Numbers increased from 2.9% (233) in 2020-2021 to 4.4% (342) in 2022-2023.	Staff training will be provided to each of the three campuses. This training will include, but not be limited to the following: strategies for deescalating student behaviors, improving student engagement, and how to design specific, intentional interventions for students with persistent misbehaviors.

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.

Implementation of this grant will ultimately improve student achievement and the overall health and well-being of our students. Specific goals that will be completed by September 30, 2025 are as follows:

- Decrease the total number of discipline referrals on targeted campuses by 20%.
- Teacher surveys will indicate a 20% increase in effectiveness of campus-wide and classroom-based systems and averages from teacher/parent surveys will show 20 point gains in student needs reflected in needs assessments.
- The number of discretionary removals will decrease by 30%.

Each of these goals will be monitored throughout the life of the grant and adjustments will be made to ensure the success of the grant and improve school safety on each of the three targeted campuses.

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

Recommend a full-time Project Director for employment by 11/30/23. Execute the required transactions between Lufkin ISD and Region 7 ESC by 11/30/23 and between Lufkin ISD and the Texas Center for Student Supports. Establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program (SSP) by 1/4/24. Baseline data on student attendance, behavior referrals, removal from class, disciplinary outcomes for student outcomes, and behavioral threat referrals will be examined by 1/4/24. Have parents and staff members complete a survey regarding student needs reflected in the needs assessment by 1/15/24. Host a Stronger Connections Kick Off event for staff members, students, and families by 1/31/24. Establish an SSP at targeted campuses by 1/31/24 and hold first meeting by 3/1/24. Complete quarterly reports.

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

Hold at least two meetings for the parent, student, and staff advisory committee. Review data and compare results to baseline data for student attendance, behavior referrals, removal from class, disciplinary outcomes for student outcomes, and behavioral threat referrals. Monitor progress, determine needs, and make any adjustments needed to meet the goals of the grant. Provide professional development for staff members on gang violence prevention, bullying prevention, and mental health needs. Monitor student progress specific to caseloads and interventions from LPCs. Host at least two parent/family engagement events and SSP meetings at each of the three targeted campuses. Provide social emotional lessons for students, at least monthly. Have parents and staff members complete a survey regarding student needs reflected in the needs assessment. Complete quarterly reports.

Third-Quarter Benchmark

Hold at least two meetings for the parent, student, and staff advisory committee. Review data and compare results to baseline and mid-point data for student attendance, behavior referrals, removal from class, disciplinary outcomes for student outcomes, and behavioral threat referrals. Provide ongoing professional development to staff members, based on data and feedback from surveys. Monitor student progress specific to caseloads and interventions from LPCs. Host at least two parent/family engagement events and SSP meetings at each of the three targeted campuses. Provide social emotional lessons for students, at least monthly. Have parents and staff members complete a survey regarding student needs reflected in the needs assessment. Complete quarterly reports.

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.

Ongoing assessments and benchmarks will be critical to the success of the grant. At each benchmark, and at the end of the grant period, data will be reviewed and utilized to monitor the progress of students. Universal screeners, curriculum based assessments, benchmarks, and/or STAAR will be used to measure academic progress. Universal screeners and disciplinary data at the campus and student level will be utilized to measure the behavioral progress of students. Student progress, specific to caseloads and interventions from LPCs will be monitored and evaluated. Teacher/parent surveys will be used to show student progress in areas identified in needs assessments (conflict resolution, coping skills, bullying, suicide, drug use on campus, suicide, etc.) Data will be collected on the number of trainings provided to staff members, students, and parents/families, the quality of training, and documenting those in attendance. Groups will be asked submit feedback on ideas for additional training. By disaggregating the data described above, next steps will be identified and plans will be developed collaboratively with the parent, student, and staff advisory committee to continuously improve throughout the life of the grant and beyond.

In the event that benchmarks or summative SMART goals do not show progress, areas will be restructured and reorganized. For example, if a student is not showing adequate progress, the student could be assigned to a new case manager. Lack of progress could indicate a need for case managers to have additional training with a particular skill. New case managers could be added or wraparound services could be adjusted to meet areas of need that are presented in the data. Lufkin ISD could determine which services can be sustained monetarily and which must be discontinued due to resource allotment and adjustments needed.

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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.

Lufkin ISD has one middle school, one high school, and five elementary campuses. As the only high school and middle school in Lufkin ISD, Lufkin High School and Lufkin Middle School are automatically included in this grant application. In spite of the requirement, there is a definite need for this opportunity on both of these campuses.

Lufkin High School (LHS) has an enrollment of 2163 students in grades 9-12, with 55% of the population "at-risk" and 81% of the enrollment is considered low socioeconomic status. Research indicates that when the percentage of students receiving six or more referrals during a single year is above 5%, campuses are unable to provide intensive interventions to the number of students that need assistance. During the 2022-2023 school year, 7% of the population, or 141 students received six or more referrals. As a result, LHS needs assistance providing the appropriate school-wide systems and supports to students in need of intensive interventions.

Lufkin Middle School (LMS) has a student population of 1596 students in grades 6-8. The "at-risk" population is 70% and the low socioeconomic status for this campus is 87%. During the 2022-2023 school year, LMS had 161 students, or 11% of the student body, receive six or more referrals. This campus is also in need of additional assistance with campus systems and supports order to provide intensive interventions for this group of students.

If selected as a candidate for this grant, Brandon Elementary will participate. This campus includes a student population of 379 students in grades 3-5, with 52% of the population being "at-risk" and 70% coming from low income families. Approximately half of the campus is the magnet gifted/talented campus and students live in a high-poverty zone for this elementary. During the 2022-2023 school year, this elementary sent more students to DAEP than the four other elementary campuses. All the students sent to DAEP were in "academic," neighborhood classes, as opposed to gifted/talented classes.

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

Administrators from Lufkin ISD hosted a meeting with campus leaders from the three campuses that would potentially be involved in this grant. The objective for this meeting was to learn more about the grant and determine whether or not the district wanted to pursue this opportunity. Campus leaders unanimously agreed that our district should apply for this grant, and then an additional meeting was held for campus leadership teams to provide input on the goals and strategies that should be included in the application. As a result of these efforts, campus leadership teams understand how this opportunity is aligned with the needs of our students and the future direction of our district. Campus leaders that were involved in this process are definitely committed to the success of the Student Support Program and they are excited about this possibility.

To some extent, the importance of this grant opportunity has been established in Lufkin ISD. During 2022-2023, campus leadership teams shared disciplinary data with staff members. Campus teams then met to review current campus-wide systems and determine how these systems are supporting the behavioral, emotional, and physical health and well-being of students. Needs were prioritized for the upcoming year and campus groups worked together to refine systems, implement PBIS with fidelity, and plan training for staff members before school begins in August. Upon receiving this grant, staff members on the three campuses will have the opportunity to learn the goals of this project and how it will benefit our students. District and campus leaders are committed to keeping the goals of the grant on the forefront of daily activities and communications, providing staff members with frequent updates and consistency, progress monitoring of caseloads, scheduled and organized SEL program implementation by all staff, and increasing the awareness of dangers associated with drug use, criminal activity, suicide prevention, etc.

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9. Statutory/Program Requirements (Cont.)

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

The three campuses will engage parents and families initially with kick-off meetings to share the mission and the explicit goals of the program. Parents will be informed of the mental, behavioral, and emotional supports available to students through this grant program, and communication with stakeholders will be consistent and ongoing. To solicit support, parents and families will have the opportunity to learn about specific benefits of the grant after the regular work day. These events will include informational meetings or regular events such as Open House, grade level parent meetings, community-wide events, and/or extra-curricular parent meetings or activities with a focus on program goals and opportunities for students. Parents and families will also have opportunities to learn about the Stronger Connections grant during the regular school day. These activities may include parent/student/teacher conferences such as ARDs, 504 meetings and/or meetings to discuss academic or behavioral concerns or needs. Meetings may also include parent/student/counselor meetings for academic or behavioral counseling.

The three campuses involved in this grant will make every effort to involve parents and inform them of opportunities available through this grant. Campuses will engage parents through the utilization of methods such as flyers or handouts sent home or provided at scheduled parent events, posting notices on the campus website, campus and teacher Remind messages, social media blasts, and personal conversations with parents and families.

Upon the completion of family engagement events, attendees will be asked to provide feedback specific regarding the event as well as input on ideas for future events. Campus leaders understand the importance of parent and family awareness of this program, consistent communication with stakeholders, and are committed to making this a priority, as this grant has the potential to impact the lives of our students and transform our schools.

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

A project director that will spearhead the initiative and monitor implementation and results will be provided through grant funds. Each campus will provide a campus lead to work closely with this individual, along with the district's behavior specialist. The project director and behavior specialist, along with other district leaders, such as the Exec. Dir. for Student Services, the Exec. Dir. of Teaching and Learning PK-5, the Exec. Dir. of Operations and Safety, the Assist. Supt. of Administrative Services, and the Asst. Supt. of Education Services and Accountability will provide assistance, oversight, and guide campus teams as they educate staff and provide support and tools for staff and students to be successful. Leadership teams on each campus will provide campus level contacts, support and reporting, as needed. Teacher volunteers will be paid stipends to manage and monitor student caseloads.

Although in the beginning stages, Lufkin ISD is developing a multi-tiered comprehensive school mental health plan that promotes wellness and resiliency by proactively addressing mental health and the emotional well-being of students and staff. The goal is to strengthen conditions for effective teaching and learning, and promote the safety and wellbeing of the whole school community. Research through the CDC in 2001 showed that 19% of Texas high school students seriously considered suicide and 10% had attempted suicide. The combined student enrollment on the three participating campuses is 4,138. Utilizing the percentages from the CDC and the combined student population, we can expect that 786 students have seriously considered suicide and 414 students have attempted suicide. The district has worked with counselors to develop suicide protocols, however many of these students have not yet been identified. Through ongoing support from the district, and with the utilization of grant funds, students will benefit from mental health awareness and receive interventions critical to their success and well being.

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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.

Grant funds will enable the district to hire a project manager that will oversee the grant. This position will provide support to each of the campuses by reviewing data (assessments, surveys, training logs, etc.) supervising caseload management, and working with campus leadership and the parent, student, and staff advisory committee to determine next steps for the project. This person will also coordinate student visits from the contracted LPCs and work closely with the district behavior specialist to implement regular and consistent social emotional learning on each of the campuses. Each quarter, staff members on each campus will be surveyed and asked for their input on grant implementation and current needs for the program. Grant implementation discussions will also be conducted at faculty meetings and/or grade level meetings where staff members can share successful strategies regarding the grant, and recommendations for improvement. The project director will ensure that each of the three campuses receive the support needed for full, successful implementation of this grant in our district.

Currently, each campus has a team that has been trained in behavioral threat assessments through the Texas School Safety Center. When situations arise, these teams work with others on the campus to complete a behavioral threat assessment, contact parents, emergency personnel, recommend future interventions, etc. District administrators have access to threat assessments and provide oversight and guidance to campuses. With assistance from the Texas Center for Student Supports, this system will be refined to align with the student support team structure, train additional personnel, better support students, and monitor interventions more effectively. By increasing supports received by students, campuses expect to see reductions in bullying, harassment, and removals from class and increases in the number of threat assessments and referrals for mental health services.

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.

In Lufkin ISD, student needs are identified for support through a wide range of sources. Staff members may notice students that are struggling and refer them for counseling services on the campus. Parents may request that their student visit with a counselor. In addition, students are counseled when they receive disciplinary referrals. Upon returning from DAEP, students meet with counselors and behavior coordinators to discuss both academic and behavioral needs and set goals for improvement. When students need intensive mental health or behavioral interventions, the counselors in Lufkin ISD refer students and families for services outside the school.

Lufkin ISD has an excellent working relationship with The Burke Center. Counselors from this agency often visit campuses and work with students on behavioral or mental health needs. With the appropriate documentation, Burke staff members are able to share the needs of the student and recommended strategies for improvement with appropriate staff members on the campus. The Burke Center also has an emergency hotline that is utilized by our district. When students are in crisis, Lufkin ISD counselors notify this agency immediately. Parents may then take their student for a mental health evaluation, or representatives from the center may come to the campus to assess the student and provide guidance for the next steps.

The district has also established partnerships so that students may receive virtual therapy free of charge. Beginning in the 2022-2023 school year, a partnership was established with the Texas Child Health Access Through Telemedicine, better known as TCHAT. Beginning in 2023-2024, students in grades 7-8 will be eligible for additional, free mental health therapy sessions with MDLIVE through a partnership with the University of Texas.

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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.

Lufkin ISD has strong partnerships with the Region 7 ESC. Not only do we send teams of staff members for training on-site at Region 7, our district also serves as a training site for districts in the southern part of our region. Throughout the past year, we have partnered with Region 7 to provide our counselors training with on-site training on how to serve students that are considered at-risk and we had several Lufkin ISD employees attend the on-site training on psychological first aid. Region 7 is scheduled to provide this training in the district again in August and we have numerous staff members already registered. We also hosted an on-site MTSS training for administrators in our district. In addition, we often send teams to Kilgore for training and attend multiple sessions virtually. During the last year our district has taken advantage of opportunities to attend multiple trainings such as PBIS, Restorative Practices, Classroom Management, Title IX and Effective Schools Framework, just to name a few. In addition, representatives from our district attend the monthly school safety updates and received constructive feedback from Region 7 personnel after unannounced campus visits from the school safety auditor. During the 2022-2023 school year, Region 7 established the School Safety Advisory Council to allow for two-way communication between ESC staff and district staff to implement the new school safety standards and share information from the Texas School Safety Center and the Texas Education Agency. Lufkin ISD's Chief of Police was an integral part of this group.

Our district has additional partnerships to receive services through Region 7. Lufkin ISD has existing contracts such as curriculum and DMAC to receive assistance and better meet the needs of students in these areas. Additional contracts for counseling and school safety services have already been signed and completed to begin during the 2023-2024 school year.

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.

Lufkin ISD has numerous systems in place to provide services and support for the mental health, behavioral and emotional health, and physical health and wellness of students. Great strides have been made in the areas of PBIS implementation, additional opportunities for social emotional learning, mental health awareness, proactive, intentional interventions for students with behavioral needs, and the recent addition of partnerships to provide therapy for mental health needs. However, the efforts of our district alone have not and will not be enough to address the extreme needs of students and provide assistance to support the large number of students that need intensive interventions. The opportunity through this grant will enable our district to provide additional resources to help in this area. These resources will include a full-time project director, as well as LPCs that will be contracted to provide therapy to many of our most challenging students. Selected staff members will be asked to serve as case managers for a small number of students and a stipend will be paid for this additional responsibility. Resources will also include partnerships with the Texas Center for Student Supports and the Region 7 ESC. These organizations will provide guidance and expertise to our district as we navigate through systemic change in how we respond to bullying, violence, and acts of hate and ensure a safe, inclusive, and supportive learning environment. Opportunities through this grant will include specific training for staff members who are struggling to support extreme behaviors inside classrooms and in common areas of the campus. This grant will provide curriculum for social emotional learning and mental health awareness on our campuses.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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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.	Stipends for Staff Members to Serve as Case Managers	250,000
2.	Stronger Connections Project Director/SEL Coordinator	70,000
3.	Benefits	16,000
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.	Contracted LPCs	350,000
9.	Curriculum for SEL & Mental Health Awareness	10,000
10.		

Supplies and Materials

11.	Supplies for Trainings for Parents, Students, and Staff Members	97,710
12.		
13.		

Other Operating Costs

15.	Travel Related to Grant	20,000
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		
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Direct administrative costs:

Indirect administrative costs: 26290

TOTAL GRANT AWARD REQUESTED: 1,000,000

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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"/>	
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