



# 2024-2025 Stronger Connections Grant

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

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov).

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

**Authorizing legislation:**

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

**Required attachments:**

### Amendment Number

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

### 1. Applicant Information

Name of organization

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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RFA/SAS #

2024-2025 Stronger Connections Grant

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RFA/SAS #

2024-2025 Stronger Connections Grant

**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
Early Childhood/Elementary (PreK3 – Grade 5): Student behavioral incidents SKYROCKETED (+415.45%) in the early childhood and elementary grades at both campuses in the 22-23 school year.	Provide extensive training, coaching, and support to PreK-5 FFA campus administrators and teachers, esp. new teachers, to implement Student Support Program plan and strategies, and ensure students receive effective Tier 1 universal instruction and Tier 2 & 3 behavioral supports/interventions to meet student needs and decrease behavioral referrals.
Secondary: Skipping (+414.23%), and behavioral violations (+202.64%), especially controlled substances (+300%), bullying (+600%) and fighting (+307%) SKYROCKETED in Grades 6-12 in the 22-23SY.	Provide extensive training, coaching, and support to secondary administrators and teachers to implement a Student Support Program to ensure students receive effective Tier 2 & 3 supports & interventions to meet identified needs, and decrease skipping, bullying, fighting, and controlled substance violations.
Many parents/families lack training and education, to prevent absences, skipping, behavioral issues and controlled substances, only 20% have participated in existing Parent Education programs.	Significantly expand parent education & training activities, esp. for bilingual parents/families, to provide 30% of parents/families with relevant, up-to-date education and training on how they can partner to decrease absences, skipping, behavioral issues, and controlled substances and increase school safety.

**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.

By June 2025, the FFA Stronger Connections - Student Support Program will provide FFA campus leaders, teachers, students, and parents the training and supports needed to 1) increase the quality of Tier 1 universal instruction and 2) expand the referral pathways, parent education, and increased external partnerships needed to provide responsive and effective Tier 2 & Tier 3 supports and interventions to meet the mental, behavioral, emotional, and physical needs of at least 280 highest need Grade PreK-12 students (10% of student population). This project will allow the district to radically accelerate efforts to decrease student absences, behavioral referrals, removals from class, and exclusionary discipline outcomes by 50% each year (100% reduction by end of Year 2).

**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**

November 15, 2023 – February 15, 2024. Project Leadership Team (PLT) & Program Coordinator confirmed and regular meetings calendared. Contracts for professional and contracted services for technical assistance from the Texas Center for Student Supports (TxCSS) (10% of awarded funds) and ESC Region 10 (6% of awarded funds) executed. Student Support Program planning activities with guidance from the Texas Center for Student Supports and ESC Region 10 launched; Student Support Team members have been identified; training and support scheduled with TCSS & R10. Parent, Student, and Staff Advisory Committee has been created to provide input on the establishment of the Student Support Program.

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

February 15, 2024 – May 15, 2024. FFA staff, advisory council members, and other stakeholders attend training and support activities provided by the Texas Center for Student Supports/ESC R10. Campus leaders and SSP Team members complete attendance/behavior data analysis; planning for SSP strategies and activities for 24-25 SY; and expansion of case management system. The FFA-SSP is aligned to the content and training provided by the Texas Center for Student Supports and FFA behavioral threat assessment process. SSP Team members engage in coaching & PLC supports with ESC Region 10 to plan for implementation of Student Support Program in 24-25 SY. New external partners to provide services in 24-25 recruited. Family engagement playbook is used to plan strategies and activities to partner, educate, and build support with parents and families.

**Third-Quarter Benchmark**

May 15, 2024 – August 15, 2024. FFA campus administrators, FFA-SSP Team members, teachers, and staff trained on FFA-SSP referral and case management system, benefits, and process. Parent education and training activities and workshops begin. Beginning in the 2024-2025 school year (August 2024), campus administrators, SSP Team members, and FFA staff begin implementation of the Student Support Program aligned to the content and training provided by the Texas Center for Student Supports. Monthly PLT meetings scheduled for program evaluation and continuous improvement with ESC Region 10. Campus administrators and SSP Team members engaged in coaching & PLC supports with ESC Region 10 on implementation of Student Support Program in 24-25 SY. Implement new identification, referral, supports and interventions with students, including external partners.

**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.

An FFA Student Support Program - Leadership Team (PLT) will use a Continuous Improvement Process to monitor project progress and adjust implementation strategies and activities to ensure program success. The PLT will include district and campus leaders, including the Chief Academic Officer; Asst. Supt. of School Leadership and Student Wellness; Asst. Supt. of Analytics, Effectiveness, and Outcomes; Asst. Supt. for School Health, Exec. Dir. of Student Supports and Mental Health, campus principals, discipline deans, and participating staff members. The PLT will meet on a regular basis (at least monthly) to review: 1) Student Support Program implementation milestones, performance measures, and critical success factors, such as training of staff members, establishment of referral pathways for Tier 2 & Tier 3 interventions; 2) Student Support Team Data (increase in # of students referred for nonacademic needs, increase in effective supports received by students, increase in referrals for mental health services, increase in # of external partners and mental health providers accessed; 3) Behavioral Threat Assessment data (# of threats assessed, # of assessed threats referred for support); 4) Parent Education and Engagement data, e. g. # & type of education opportunities offered, # of parents participating in trainings, # of home visits; 5) student data (reductions in absences/skipping, controlled substance or code of conduct violations, disciplinary incidents and fighting, and bullying and harassment incidents); 6) school climate indicators and data, e. g. improvements in peer and staff relationships, student sense of belongingness, trust, feelings of safety, and improvements in self-regulation. The PLT will utilize the data analysis training and instruments provided by the TxCSS and ESC R10, including the school climate survey. The PLT will also regularly update the Parent, Student, and Staff Advisory Committee (AC) on project progress and gain vital input towards project changes needed. FFA maintains frequent communication with students, parents, staff, and partners through the district website, social media channels, and internal communications, and program changes will be communicated to stakeholders on an ongoing basis.

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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.

Faith Family Academy (FFA) is a public charter school district in the DFW area that serves some of the highest concentrations of economically-disadvantaged, at-risk, and minority students in Texas. This project will serve both FFA campuses: the Oak Cliff Campus which serves 2,502 PK-12 students and the Waxahachie Campus which serves 295 students (22-23 PEIMS Snapshot Data). 70.6% of FFA students are Hispanic, 24.0% are African American, 3.5% are White, .2% American Indian, .6% Asian, and 1.2% are Two or More Races. 98.9% are economically-disadvantaged; 77.1% are At-Risk; and 57.5% are bilingual (21-22 TAPR). As an open-enrollment charter school, FFA campuses draw students and families from 16 municipalities in two counties. FFA creates a safe haven for students & families by offering an education that emphasizes high academic standards, engages students in extracurricular/enrichment activities that develop positive self-esteem and pro-social attributes, and inspires the whole child through fine arts, experiential learning, and community service experiences—all evidence-based strategies proven to overcome the negative physical, cognitive, and socio-emotional effects of poverty and Adverse Childhood Experiences (ACEs) (Jensen, 2009). Historically, universal Tier 1 behavioral instruction, such as CHAMPS, CHARACTER COUNTS!, has effectively met the needs of students. However, things changed dramatically in the past year since the return from the COVID-19 pandemic. Administrators and teachers reported that attendance issues and disruptive behaviors at all grade levels escalated sharply in 22-23, such as non-compliance, disrespect, fighting, bullying, tardiness, skipping, and truancy (PreK-5: 415.45% (Count: 61); Grades 6-12: 289.27% (Count: 468)). Behavioral incidents such as rude language and horseplay were common at the Early Childhood/Elementary Level (PreK-5). At the secondary level, attendance and behavioral violations increased 289.27% overall, with massive increases in skipping (414.23%), and behavioral violations (202.64%), especially controlled substances (300%), bullying (600%) and fighting (307%). Secondary students skipped periods 3/5/7 at almost 300% the normal absence rate. Skipping led to an increase in harmful, threatening, or violent behavior, fights, and controlled substance incidents (drug use and dealing). Cell phones were found to be one of the major factors in skipping and arranging meetups for fights, drugs, etc.

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

Campus leaders and teachers have been heavily involved in the development of this proposal, including the goals, strategies, activities, and timelines, and are fully committed to the success of the Student Support Program and ready to begin immediate implementation upon receipt of a grant award in November 2023. Campus principals, leaders, and teachers were the first to report last year that attendance issues and disruptive behaviors were escalating sharply, and to work with district leadership to develop short and long-term solutions. Although the district quickly hired additional campus administrators as an immediate response to address attendance and discipline issues, campus administrators, staff, and district leaders began searching for new ways to rapidly address dramatically-increased student mental, behavioral, emotional, and physical health and wellness needs; address harmful, threatening, and violent behavior; and provide students with safe, inclusive, and supportive learning environments. As a part of the proposal development process, campus and district leaders solicited input regarding attendance and behavior issues and school climate through a variety of methods, including Campus Improvement Planning Committee meetings, campus leadership team meetings, parent meetings, and review of campus school climate survey data, attendance, and discipline data. Campus stakeholders (including campus leadership, staff, and parents) indicated that campus leaders, staff, and parents need additional education and training in how to recognize and identify student mental, behavioral, emotional, and physical health and wellness needs and how and when to refer students for additional supports and interventions. Campus leaders and staff indicated they need a clear referral pathway they can access to provide students with responsive and effective supports and interventions (Tier 2 & 3) beyond the behavioral threat assessment process (which only occurs in an escalated threat situation). Campus leaders have indicated they have strong teachers who are ready to serve on Student Support Teams, and gain the training needed to ensure students receive needed Tier 2/3 supports and interventions.

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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.

Parent and family education, engagement, and involvement is essential for the success of the FFA Student Support Program (FFA-SSP): parents/guardians are a critical partner in student attendance, behavior, and creating an overall sense of belonging to the school community. FFA will utilize strong existing parent outreach, communication, and training capabilities to their fullest potential to engage parents and families and gain support for the SSP, as well partner with a parent education organization, like The Concilio (a leader in parent education and engagement) to increase the capacity of FFA to rapidly provide the in-depth parent education and training needed for the success of the SSP. FFA will leverage existing parent liaison, departmental outreach staff (e. g. bilingual, SPED), SSP Team members; marketing and communications staffing and channels; parent education and engagement events; and innovative outreach strategies (home visits, parent evening pop-up events) to educate, involve, and engage parents in the benefits of the Student Support Program for their children; deeply engage parents and families through education and training activities; and share the successes of the program with parents, students, staff, partners, and community members. FFA will use the family engagement playbook developed by the TxCSS 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. The FFA Student Supports Program team will utilize TxCSS/R10 training, coaching, and support to provide parents and families with opportunities to participate in training on student supports at home; establish partnerships with parents and families to promote understanding of the universal support provided to students, involve parents early and throughout the student support process; and serve as a resource to parents and families with mental, behavioral, emotional, and physical health resource. We will recruit a diverse group of parents to participate in the Parent, Student, and Staff Advisory Committee to provide input on the establishment of the Student Support Program.

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

This FFA-SSP is a critical initiative for FFA as part of comprehensive efforts to provide students with safe, inclusive, and supportive learning environments. The Superintendent, Chief Financial Officer, and Chief Academic Officer have committed significant staffing to the project to ensure the successful establishment & implementation of the SSP (grant-requested and in-kind). Dr. Michael Dang, Chief Academic Officer (CAO), will serve as Project Director and oversee all aspects of project implementation (in-kind). Dr. Dang is experienced in all aspects of project & grant oversight, partnerships and personnel management, budgeting, and data collection & reporting. He will ensure district departments provide all supports needed for successful implementation, e. g. Curriculum & Instruction, Special Programs (SPED/Bilingual), Professional Development, and Accountability departments (in-kind). The Asst. Supt. of School Leadership & Student Wellness will ensure effective project implementation with campus administrators at both campuses. Campus Principals (4 at Oak Cliff; 1 at Waxahachie), Campus Deans (Assistant Principals), Instructional Specialists, ED of Special Education, and Director of Communications have all participated in proposal development and are committed to project implementation (in-kind). A Program Coordinator will be designated to coordinate day-to-day project implementation, in coordination with the CAO, Asst. Supt. Of School Leadership/Student Wellness, and Director of Student Wellness. High-performing teachers, coaches, and staff who have strong relationships with students/parents (who are in the best position to identify, refer, and support at-risk students) will be recruited to serve as SSP Team members, and earn tiered extra duty stipends based on additional hours to participate in training and implement SSP strategies, such as home visits, student and parent outreach activities, and attendance support activities. A parent education partner will increase the capacity of FFA to rapidly provide the in-depth parent education needed. Additional external partners, especially mental health providers, will be added to provide supports for students, through a partnership with UT-Tyler and other local organizations.

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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.

FFA has established Safe and Supportive School Teams (SSSTs) (behavioral threat assessment teams), serving both campuses, that have been trained to conduct fact-based, behavioral threat assessments (BTAs) of students who make threats of violence or exhibit harmful, threatening, or violent behavior. (These staff typically also serve on the MTSS Team(s), see below). However, the SSST process and case management system only provides individualized supports and interventions (including mental health supports) to students who have already reached a potentially highly-escalated threat situation; the SSST process does not reach students who have not reached the highest level of threats to themselves or others. Due to the massively increasing number and severity of behavioral and attendance issues, FFA's capacity to provide additional students the individualized Tier 2 & Tier 3 supports and interventions they need has been overwhelmed. However, the existing, effective SSST behavioral interventions & supports options; case management and reporting systems; and external partnerships can readily be expanded to support FFA-SSP implementation. For example, FFA currently has numerous non-profit and community partners who could provide services, but may lack referrals from FFA. This project will help FFA rapidly expand existing, effective SSST behavioral interventions & supports options; case management and reporting systems; and external partnerships to provide students with early warning signs who urgently need Tier 2 & Tier 3 behavioral interventions and supports they need BEFORE the situation escalates to a SSST/behavioral threat assessment situation. This project will provide the training, coaching, and ongoing supports needed to rapidly increase the number of staff members effectively trained to identify, refer, and ensure students are provided with responsive and effective internal and external supports.

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.

FFA uses a Multi-Tiered System of Supports (MTSS) to identify and address the mental, behavioral, emotional, and physical health and wellness needs of students, based on a trauma-informed approach to behavior and mental health that leverages partnerships with a network of civic and community partners to provide a variety of wraparound services for students, including mental health services. Campus and District MTSS Teams currently review student academic, behavioral, socio-emotional/mental health, and physical health data of students, including teacher observations and referrals that have been entered into the MTSS module of the Skyward Student Data System. These MTSS Teams are diverse, interdisciplinary teams with expertise in counseling, behavior management, mental health and substance abuse, classroom instruction, special education, school administration, and school health/nursing. Both campus and district-level MTSS teams meet regularly (campus/weekly; district monthly) to review student behavioral data (discipline, attendance, observation); academic data (tests, grades, advanced academics, observations); physical health data (referrals, student visits to nurses' office, observations); social/emotional & mental health (visits to Dean of Student Wellness/Mental Health; referrals; and observations). Once student needs have been identified, students, in collaboration with parents, are provided with supports and interventions from appropriate FFA staff and/or external partners. FFA has developed long-standing partnerships with a variety of civic and community partners to provide a variety of wraparound services for students, including basic needs, mentoring, and mental health services for FFA students, including the North Texas Food Bank, Big Brothers/Big Sisters, The YMCA of Dallas, and numerous free and low-cost physical and mental health providers. In addition, FFA is currently working with partners such as the University of Texas at Tyler to rapidly ramp up the availability and accessibility of credentialed mental health services on both campuses.

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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.

FFA has a long-standing, positive, productive relationship with ESC Region 10 (R10) and is fully committed to a partnership with R10 to effectively implement the FFA-SSP program. FFA currently subscribes to and utilizes numerous R10 administrative/professional development packages, including: Administration, Curriculum & Instruction, Early Childhood, SPED & Dyslexia, Early Childhood, School Health, School Leadership, Professional Development, School Safety & Security, and Mental Health. FFA regularly sends staff to high-quality R10 professional development opportunities in the above areas. FFA partnered with R10 to provide professional development for Reading Academies over the past 2 years, and R10 has conducted the Annual Safety & Security Audit for FFA for the past 5 years. Mental Health: FFA has sent teachers, SPED teachers, and other key staff to R10 mental health professional development opportunities, such as Restorative Practices, Crisis Prevention Institute Certification, and Suicide Prevention Training. Last year FFA arranged for R10 staff to come out to FFA to provide mental health training to groups of FFA staff, e. g. Trauma and Grief. FFA also uses R10 relationships to expand external partnerships for mental health. Physical Health & Wellbeing: FFA school health professionals and nurses currently attend monthly R10 professional development meetings, as well as take numerous R10 school health courses to support student health & wellness, including: School Nurses & the Law, Common Pediatric Disorders, CPR/Stop the Bleed Training, Drug Impairment Training for the Education Professional, and SHAC Guidance. FFA is fully committed to allocate 6% of awarded funds for professional and contracted services for technical assistance provided by the regional ESC, including support and coaching, as well as participation in a PLC structure that will provide opportunities for training and collaboration. As FFA already purchases numerous packages from R10, it will be easy to complete the transaction with the R10 in a timely manner.

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.

The FFA-SSP will ensure campus leaders, teachers, students, and parents have the training and supports needed to rapidly expand and enhance the referral pathways, parent education, and increased external partnerships needed to provide quality universal instruction, and responsive supports and interventions to meet the mental, behavioral, emotional, and physical needs of the highest-need FFA students. FFA-SSP will leverage existing research-based, positive behavior programs like CHARACTER COUNTS! and CHAMPS (Tier 1); Tier 2 & Tier 3 behavioral supports and interventions, such as mentoring (Big Brothers/Big Sisters); Peer Assistance & Leadership Programs (PALS); and Individual/Group consultation Mental Health staff and/or referral to external services; and physical health, nutrition, and substance abuse prevention education. The FFA-SSP will increase staffing support; parent engagement; external partnerships; and pilot innovative technology to meet the needs of students. Staffing: High-performing teachers, coaches, and staff who have strong relationships with students/parents (and who are in the best position to identify, refer, and support at-risk students) will be trained by the TxCSS/R10 and implement SSP strategies, such as home visits, student and parent outreach activities, and attendance support activities. A parent education partner will be engaged to increase the capacity to rapidly provide the in-depth parent education needed. Additional external partners, especially mental health providers, will be added partnerships with UT-Tyler and other local organizations. Yondr cell phone pouches will be piloted to create phone-free spaces during the school day, an innovative technology proven to increase student attention and performance, and decrease cyberbullying, depression, and opportunities to arrange fights or purchase of controlled substances.

9. Enter the LEA Total Enrollment:

2797

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

ESC 10

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**10. Equitable Access and Participation**

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

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

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

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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

**12. Request for Grant Funds**

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

**Payroll Costs**

1.	Program Coordinator (.5FTE, \$40,000+benefits x 2 years)	80000
2.	Extra Duty Stipends for Student Support Lead Staff (15 staff members @ 160 hours/year)	270000
3.	Extra Duty Stipends for Student Support Staff (20 staff members @ 40-80 hours/year)	135000
4.	Extra Duty for Support Staff for Interpretation at Parent/Family Events	8000
5.	Fringe Benefits	98,600

**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.	Parent Education Organization, e. g. The Concilo (\$60,000 x 2 years)	120000
9.		0
10.		0

**Supplies and Materials**

11.	Yondr Techonology Cell Phone Pouch Phone Locking System (\$40,200 x 2 years)	80400
12.	Parent Education & Engagement Marketing Materials/Supplies	18000
13.		0

**Other Operating Costs**

15.	Staff Travel to TX Center for Student Supports Trainings (35 staff. \$15,000 x 2 years)	30000
16.		0
17.		0

**Debt Services**

18.		0
19.		0

**Capital Outlay**

20.		
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Direct administrative costs: 1000000

Indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED: 1000000**

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

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

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