



# 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:** PL 117-159 Bipartisan Safer Communities Act Title II School Improvement Programs, BSCA

**Grant period:** From 11/15/2023 to 09/30/2025 **Pre-award costs:** ARE NOT permitted for this grant

**Required attachments:** N/A

## Amendment Number

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

## 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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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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**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
Mental Health Services for Students	The school will hire a full time counselor who will devote 100% of his or her time to counseling students and providing assistance to students in processing and expressing emotions in a positive and productive way. The counselor will further provide tools to parents to reinforce those lessons.
Services for Families	The school will develop or purchase a case management system to list available services, provide referrals, and track progress. The school will provide training to staff and parents to inform them of service available and hire a staff person to oversee this service.
Training for Staff	The school will provide extensive training to ALL staff members regarding the program, services available, & need for a positive school environment. Training will include lessons regarding the impact of a positive school environment on academic achievement, attendance, student, family, & staff satisfaction

**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 the end of this grant period, The Condra School will have greatly improved its school climate to improve each student's educational experience by fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school. The school will create opportunities for students to receive mental health services, for families to receive needed services, and an environment where students and other stakeholders feel included and valued.

**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**

(1) Average daily attendance will be 2% higher than the same time the previous school year. (2) Behavior referrals will be 10% lower than the same time the year before. (3) School Satisfaction surveys will indicate satisfaction 10% greater than the year before for Staff, Families, and Students. (4) Referral for services will have been made to provide services for families and those referrals and the outcomes will have been documented and tracked.

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

(1) Average daily attendance will be 2% higher than first quarter Average daily attendance. (2) Behavior referrals will be 10% lower than first quarter referrals. (3) School Satisfaction surveys will indicate satisfaction 10% greater than the first quarter. (3) Referrals for services for families will be 20% higher than the first quarter.

**Third-Quarter Benchmark**

(1) Average daily attendance will be 4% higher than first quarter Average daily attendance. (2) Behavior referrals will be 20% lower than first quarter referrals. (3) School Satisfaction surveys will indicate satisfaction 20% greater than the first quarter. (3) Referrals for services for families will be 50% higher than the first quarter.

**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.

Through RSSP and our Data Fellow, our school has developed methods for data review and program modifications. Our school will use those lessons to apply to this program. Part of RSSP data review includes grade level meetings. We intend to incorporate evaluation of the school support program in the grade level meetings. With teachers meeting face to face and including the student support program director and the school counselor as needed in those meetings, additional data will be gathered to identify weaknesses and areas of ineffectiveness. Additionally, the student support team will meet on a weekly basis and evaluate disciplinary referrals, attendance, suggestions from staff members and family, family involvement, family service referrals, and grade level meeting feedback. As a small school, one of our strengths is the ability to turn on a dime. We are prepared to do so to find a process and program that serves our students and families and staff to the best of our ability.

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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.

The Betty M Condra School for Education Innovation only has one campus, and that campus will participate in the establishment of the Student Support Program.

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

The Condra School has been attempting to create a program like that described in the grant and already has buyin from the administrators, teachers, and staff to create a Student Support Program. Our LEA is anxious for assistance and direction from the Texas Centre for Student Supports and Region 17 to create a sustainable program to serve our students and their families. Our school has been working to establish a program like this since COVID and welcome the assistance and expertise to build a program for our students, their families, and our staff.

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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 majority of the parents and or families of students in this school work one or more jobs. It is difficult to find times when the majority of them are available. Accordingly, we intend to create a hybrid outreach to the families. We will have an in person family fun day during each quarter to encourage families to come while their students can play on bounce houses, have snow cones, and face painting etc. We have found this to be successful during our summer program and believe it may be successful at bringing families to learn about the student support program. Additionally we will provide online all school meetings so that parents can participate in learning through that method. We did have some success with online meetings during COVID. As with all student communications we will additionally send emails Flyers and communicate through are various other platforms. As a part of informing the families about the student support program, we will additionally be seeking input from those families regarding their perception of the school and their perception of the needs of the families and how the school can better serve those needs. Finally, our school will utilize the Family Engagement Manual to be developed by the Texas Student Support Center.

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

It is the position of this school that to create a positive school environment takes ALL staff members. Accordingly, this school requires ALL staff members to participate in Conscious Discipline training. As with the conscious discipline training, all staff members will be participating in the establishment and implementation of the student support program. This is a whole school program and a whole school effort to improve our school and help our students. Our school has had repeated and significant conversations that included all staff members regarding the need to create a positive school environment. We are certain with the assistance of the Texas Center for Student Supports and region 17 that we can make that happen. In service of that goal, we have included in the budget, funds for teacher stipends for extra duty training and also significant funds for training.

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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.

At this time behavioral threats are reported to the principal and or the behavioral specialist. The Behavioral support team then considers the threat and makes recommendations. Given the size of our special education student body, many of those threats are further considered and/or addressed as a part of the ARD process. With the student support program, we expect that with the assistance of region 17 and the Texas center for student supports, that we can make the process more efficient and effective. Our school is open to modification of our process and input regarding improvement of that process.

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.

At this time, the Condra school has a family liaison. It is that staff member's responsibility to provide referrals for services. At this point, it is very much ad hoc without a formal process. Teachers and or other staff members report to the family liaison the identified needs of the families. On occasion, the families themselves will come to the school requesting assistance. The family liaison then assists those families with referrals and information regarding services. The family liaison has created relationships with local agencies. Specifically, our school has a relationship with the local children's health clinic. Many referrals are made to that entity. We further have a relationship with the Texas Tech health sciences center. Referrals are also made to that organization. With this grant, however we hope to form more relationships with more entities to serve our students and their families. Specifically, we believe that we have opportunities to forge greater connections with Texas Tech University Health Sciences Center in other departments and with other local health clinics that accept Medicaid. It is further our plan with this grant, to develop a formal process for families to reach out for assistance and for staff members to make referrals. We intend for this case management system to provide a structured method for tracking referrals and success thereof.

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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.

At this time the Condra school works with region 17 to provide many many services. Region 17 assists our school with all of our back office, our payroll, our PEIMs, our audit preparation, our purchasing, and our training . They provide our staff members with CPI training , dyslexia training, Ascender training, and assistance with curricula. We are extremely pleased with region 17 and appreciate the quality of the services they provide. We look forward to working with them on this endeavour. We know, with their assistance, our school can only get better .

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.

Last year the Condra school implemented conscious discipline. All staff members were required to take a 30 hour training. We believe that was a good starting place for improving our school environment. However, it is not sufficient to do all that needs to be done. We are very excited about the possibility of establishing a case management program so that we can better serve our families. More importantly, providing our students with a school counselor and referrals of area services for mental, behavioral, and emotional health will be life changing for our families and greatly improve the efficacy of our school in serving our students.

We intend to incorporate conscious discipline into the grant program as well as use information provided by region 17 and the Texas Center for student support. We have over 60% sped and over 72% economically disadvantaged disadvantaged students. We are aware that with the combination of those two facets of our population that mental, behavioral, and emotional health can be at even greater risk. We are optimistic that this grant can help us craft a program to better serve our students and their families -- and have staff members with greater work satisfaction. We believe that with the assistance of region 17 and the Texas Center for student support we will be able to create a sustainable foundation for the future.

9. Enter the LEA Total Enrollment:

200

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

17

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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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**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.	School Counselor	175,000
2.	Program Director	150,000
3.	Staff Training Stipends	100,000
4.		
5.		

**Professional and Contracted Services**

6.	Required 6% of funds for technical assistance provided by the regional ESC	41,874.22
7.	Required 10% of funds to the Texas Center for Student Supports	69,790.37
8.	Staff Training	50,000
9.		
10.		

**Supplies and Materials**

11.	Case Management Program	10,000
12.	Supplies for Family Communication and Involment Activities	10,000
13.	Empathy training tools and program	50,000

**Other Operating Costs**

15.		
16.		
17.		

**Debt Services**

18.		
19.		

**Capital Outlay**

20.		
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Direct administrative costs:

Indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

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