2024-2025 Stronger Connections Grant

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

Texas Education Agency

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to competitivegrants@tea.texas.gov.

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

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

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

Required attachments: N/A

Amendment Number

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

1. Applicant Information

Name of organization: Alpine Independent School District

Campus name: CDN: 022901 Vendor ID: 1746000020 ESC: 18 UEI: UL31H5GNWT33

Address: 704 W Sul Ross Ave City: Alpine ZIP: 79830 Phone: 432-837-7700

Primary Contact: Dr. Michelle Rinehart Email: mrinehart@alpineisd.net Phone: 432-837-7700

Secondary Contact: Caroline Fox Email: cfox@alpineisd.net Phone: 432-837-7700

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: Dr. Michelle Rinehart Title: Superintendent Email: mrinehart@alpineisd.net

Phone: 432-837-7700 Signature: Dr. Michelle Rinehart Date: 7/18/2023

Grant Writer Name: Dr. Michelle Rinehart Signature: Dr. Michelle Rinehart Date: 7/18/2023

◉ 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
Determining the current wellness of our students (including mental health, behavioral and emotional health, and physical health and wellness) across our district.	Through partnerships with our local ESC and the Texas Center for Student Supports, create systems to assess the current wellness of our students, including collecting baseline data in order to pair student support teams with all students needing additional supports.
Replace current ad hoc practices re: student wellness with a student support program that fosters an intentional, systematized, district-wide culture of belonging, excellence, and wellness.	Design and launch a student support program (in partnership with our local ESC and the TCSS) that utilizes best practices and campus-specific customizations to create a culture of belonging, excellence, and wellness across the district.
Provide intensive, research-based supports to help students overcome challenging and traumatic experiences in order to increase positive outcomes and decrease negative outcomes.	Equip our student support teams and behavorial threat assessment teams to coordinate and provide systems of intensive supports using research-based practices (and in partnership with our local ESC and the TCSS) for students exposed to challenging and/or traumatic experiences.

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 the 2024-25 school year, Alpine ISD will see a 20% reduction in behavioral and disciplinary incidents, a 10% decrease in chronic absenteeism, a 3 percentage point increase in attendance rate, a 20% reduction in incidents of bullying and harassment, and a 2% increase in average STAAR assessment results (average of approaches, meets, and masters grade level) as a result of implementing the Better Bucks student wellness and support program across Alpine ISD.

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

By April 2024, Alpine ISD will have partnerships in place with all required entities for the Better Bucks student wellness and support program, including with our local ESC, the TCSS, and technical assistance providers. The Better Bucks Advisory Committee will be established, consisting of parents, students, and staff members to provide input on the establishment of the Better Bucks student wellness and support program. Baseline data will be collected for all student wellness and belonging indicators and outcomes to assess current district-wide levels of wellness, belonging, and excellence. Better Buck student support teams will be created on each campus and team members will have completed introductory professional learning with technical assistance providers. A case management

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

By October 2024, the Better Bucks student support program will be two months into operation, having been launched on each Alpine ISD campus (Alpine Elementary, Alpine Middle School, Alpine High School) at the beginning of the 2024-25 school year. The district and each campus will partner with families using strategies from the family engagement playbook from the TCSS, with at least 3 actionable strategies in place by October 2024. The Better Bucks Advisory Committee will continue to meet every other month to review program data and provide feedback on the program. The Better Bucks student support teams will work in collaboration with campus behavioral threat assessment teams to ensure all students are well-supported and effective interventions are implemented and monitored. By October 2024, Alpine ISD will see a 5% reduction in behavioral and disciplinary incidents (on a monthly average), a 5% decrease in chronic absenteeism, and a 5% reduction in incidents of bullying and

Third-Quarter Benchmark

By April 2025, the district and each campus will partner with families using strategies from the family engagement playbook from the TCSS, with at least 5 actionable strategies in place. Alpine ISD will see significant (+10% increases) in student support team referrals for nonacademic needs and in effective supports received by students (e.g., counseling, etc.). Year-end surveys for students, families, and staff will report 10% increases in survey responses related to the campus providing effective supports for students. Additionally, by April 2025, Alpine ISD will see a 20% reduction in behavioral and disciplinary incidents, a 10% decrease in chronic absenteeism, a 3 percentage point increase in attendance rate, and a 20% reduction in incidents of bullying and harassment as a result of implementing the Better Bucks student wellness and support program across Alpine ISD.

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.

The Alpine ISD Student Support Leadership Team (Superintendent, Director of Special Programs, Principals, Assistant Principals, Counselors, and LPCs) will collaboratively envision a data dashboard and case management system that visualizes key data metrics related to student wellness (e.g., attendance, behavior referrals, discipline referrals, bullying incidents, etc.). This dashboard will be modeled on best practices shared by ESC-18 and the TCSS as part of their grant supports; we will also collaborate with other similarly-sized districts that have implemented a similar program to learn from their experiences. We will explore the possibility of contracting this dashboard out to a third-party vendor, with a preference for creating an in-house dashboard that will be financially sustainable for the district after the life of the grant. This platform will be used to establish baseline data for the district and the program, as well as interventions and the success of interventions based on student support needs. The Alpine ISD Student Support Leadership Team will meet monthly to review all project evaluation data, troubleshoot emerging challenges, and streamline systems and supports based on those challenges. The Student Support Leadership Team will also meet quarterly to assess progress towards our SMART goal based on our quarterly benchmarks. This data will also be reviewed with the Better Bucks Advisory Council (consisting of staff, students, and families) in bi-monthly meetings in an effort to evaluate program progress and further iterate/improve the program. If, during any of these meetings, we determine that we are not making progress towards our benchmarks or summative SMART goals, we will engage in a root cause analysis protocol to determine the causes of our underperformance. Analyzing the multiple forms of collected data will help us determine whether the root cause is a professional learning issue (e.g., needing additional support to implement new skills), a technical issue (e.g., a software issue), a change leadership issue (e.g., insufficient buy-in, lack of clarity about the vision, etc.), a human capital issue (e.g., insufficient time to complete the work), etc. Based on this analysis, we will then work with our local ESC and the TCSS to design

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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.

Alpine ISD is a 3-campus district, with one elementary campus (Alpine Elementary School), one middle school (Alpine Middle School), and one high school (Alpine High School). As such, all three of our campuses will participate in the establishment of the Student Support Program outlined in this grant program. Leadership from each campus has already begun collaboratively preparing for this grant program and the positive impacts it will have on student belonging, wellness, and excellence district-wide.

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

The Better Bucks student wellness and support program arose from teachers' and leaders' perceptions of student needs across our district. In April 2023, teachers at a Teacher Compensation, Training, and Support Roundtable hosted by the Superintendent shared the need for a student support program to help students overcome challenging and traumatic experiences that were often manifesting in behavior concerns (particularly at the elementary school level). These increases in behavioral or disciplinary incidents mirror similar trends observed statewide post-COVID. Additionally, campus leadership teams (principals, assistant principals, and counselors) have collectively advocated for additional supports for their students. In this way, our campus leaders and staff see the need for this program and are ready to help design customized solutions that meet our students' needs. In summer 2023, our superintendent met with campus counselors and community LPCs to plan the Better Bucks student support program. In this meeting, staff shared examples of current in-district best practices, as well as next step needs for each campus and opportunities to further impact student support outcomes through this grant opportunity. District-wide, we have a collaborative staff committed to student supports and ready to launch a program to meet our students' needs. Additionally, this program will be a key district-level priority, as evidenced by our superintendent's core role in coordinating this opportunity. This district-level prioritization will also be actualized by our district-level Student Support Leadership Team that will support the campus-level Better Buck leadership teams supported by the Better Bucks Advisory Council. These campus-level planning teams will be empowered with the core tenets of motivation: mastery (through extensive training/support from ESC-18 and TCSS), purpose (meeting students' persistent needs in order to help each child achieve their potential), and autonomy (ability to customize campus-specific solutions to meet the needs of the students on their campus). In this way, the three campuses will each run similar programs with a coherent vision across the district, while leveraging their learning from ESC & TCSS trainings to develop campus-level solutions that meet their students' needs. This mix of district-level vision, support, and resources with campus-level autonomy, mastery, and purpose has been an effective change leadership strategy in our district.

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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.

Alpine ISD will build on its current effective parent engagement strategies to foster family support for this program. Current practices include: consistent, transparent communication with families through multiple media (e.g., letters home, multiple social media platforms, messaging service, email, parent portal, webpage, radio shows, newspaper columns, and communications in English and Spanish), regular opportunities for parents to join their children on-site at school (e.g., elementary parent lunches, campus assemblies, sporting events, parent involvement in committees, parent-teacher organizations, etc.), responsive communications with parents so that families can have their concerns quickly heard and addressed, meeting with families to discuss their students' academic and nonacademic needs, and regularly sharing school and beyond-school resources that meet families' needs.

Alpine ISD will partner with ESC-18 and the TCSS to implement strategies from the TCSS family engagement playbook; these strategies will focus on partnering with families prior to a student support team assessment and during student support implementation processes. This partnership will build on our current transparent, two-way family engagement practices, leveraging best practices from the TCSS to provide additional supports to students in a family-supported way.

Additionally, families will play a key part in the Better Bucks Advisory Council meetings bi-monthly throughout the grant period. This Council will help identify current best practices, needs, and opportunities within the district in regards to student supports, then will collectively construct beginning iterations of the Better Bucks student support program.

Families of students involved in student support team assessments and student support implementation processes will have opportunities to provide feedback on their experiences with the Better Bucks student support program. These invaluable insights will help us further iterate the program in order to continually better meet our students'

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

To support the Better Bucks program, Alpine ISD will delegate duties away from counselors in order to allocate 30% of their time for this program. Counselors will collaborate across campuses to develop a coherent, district-wide Better Bucks program that is customized at the campus level. Alpine ISD currently contracts with a local licensed professional counselor one day per week to meet students' therapeutic counseling needs in the district. This LPC is interested in expanding his service to the district; funding from this grant program would support that role expansion, while also providing funding for a full-time LPC position. A local LPC is interested in potentially joining Alpine ISD and might be a strong candidate for this role. While LPCs are often limited in rural communities like Alpine, the presence of Sul Ross State University provides access to LPCs-in-training who might be additional candidates for the Better Bucks program. Additionally, Alpine ISD proposes to use funding from this program to create LPC certification pathways and retention incentives designed to retain campus counselors and LPCs within the district. Alpine ISD will provide School Resource Officers (SROs) at each campus through a memorandum of understanding with the Brewster County Sheriff's Office. Through grant funding with this program, these SROs will receive further training in threat assessment teams and their intersection with student support programs. SROs will dedicate 20% of their time to working with the campus-level Better Buck teams to implement campus climate and student support programs designed to increase students' wellness, belonging, and success. Alpine ISD will contract with a local Project Director (33% of 1 FTE) through an interlocal agreement with Brewster County and the City of Alpine. This partnership provides a collective grant manager who leads grant programs across all three organizations; this solution leverages project management expertise across our community while defraying costs across the three entities. Additionally, Alpine ISD will leverage the time and expertise of leaders across the district in support of this program, including campus leaders, business office specialists, technology specialists, and district leaders. Using these (and other) innovative solutions, Alpine ISD will ensure there is adequate staff to support the establishment and implementation of the Better Bucks Student Support Program.

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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.

Each campus be represented on the district-level Student Support Leadership team, which will establish the vision, supports, and parameters for the Better Bucks programs. This team will also convene the Better Bucks Advisory Council to collaboratively brainstorm about student needs and potential programmatic supports. Throughout these processes, team members will attend trainings at ESC-18 and TCSS in order to effectively implement planning processes from these organizations. From there, campus-level Better Bucks leadership teams will develop campus-specific Better Bucks programs of student supports that are aligned to the district-level parameters set by the Leadership team. These planning and implementation processes will be heavily influenced by the TCSS, and Alpine ISD's parents, and Alpine ISD's students' needs. This planning will build on the student support services currently in place on each campus, including the current threat assessment team practices. Currently, campus threat assessment teams are composed of the campus principal, assistant principal, counselor, school resource officer, and a Special Education teacher. These teams follow the Texas School Safety Center's school behavioral threat assessment team process, "a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs" (TxSSC, 2023). When a threat assessment team receives a report of a threat, they screen the threat for imminency and determine if there is a need for a full threat assessment. If the threat presents an imminent danger or safety concern, they notify law enforcement, contain the situation, notify the parents of the involved children, and make other required notifications. If the threat is not imminent but there is still a need for a full threat assessment, the team proceeds with that process as outlined by the TxSSC. The Better Bucks program will include elements of "Tier 1" student supports, including fostering belonging, wellness, and excellence for all Alpine ISD students. The Better Bucks program will also include elements of "Tier 2" student supports, more intensive supports to help students overcome challenging and traumatic experiences. These Tier 2 interventions will intersect with threat assessment team interventions, providing much-needed supports for students who need additional supports in order to successfully (re)engage in public education.

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.

Alpine ISD's current practices for identifying sutdent support needs are both ad hoc and multi-faceted. Current systems are mostly informal, with referrals for student supports coming from student self-identification (e.g., asking to visit with a campus counselor), teachers reaching out to administrators with observed or perceived concerns about students, students sharing concerns about other students with staff members, parents reaching out to campus leadership for intervention on behalf of their child. Most referrals currently come from parent or staff outreach on behalf of students. While there are multiple avenues through which students can be identified for support services, our current system is relatively ad hoc, relying on individuals to "step into" services in order for their needs to be met. Through this program, we would like to create more extensive systems that intentionally meet the belonging, wellness, and excellence needs of all Alpine ISD students through a "Tier 1" student support program, while providing on-ramps to more extensive supports for students with more in-depth needs.

Alpine ISD currently has extensive, informal partnerships with external mental health and behavioral health providers throughout our community, including Juvenile Probation officers, Mental Health services (MHMR), LPCs, Family Crisis Center, PermiaCare, and local medical facilities. We also have partnerships with organizations to coordinate Community Resource Coordination Groups (CRCG) to meet wraparound needs of families within our school district. Current practices for referral to these programs are ad hoc; once a need is identified, Alpine ISD staff members reach out to potential support agencies to determine who could help meet the identified need. Launching the Better Bucks program will help further systematize these interventions and external partnerships so that students' needs can be efficiently and effectively met by high-leverage partnerships working on behalf of our students.

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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.

Alpine ISD's current partnerships with ESC-18 involve projects focused on improving academic outcomes for students, including participation in ESC-18 professional development opportunities for teachers, counselors, and staff, in TEA's Reading Academies, and in the Texas Instructional Leadership program. While our ESC has been open to supporting our needs in student mental health, behavioral and emotional health, and physical health and wellbeing, less supports have been provided in these areas. When we have reached out for behavioral intervention supports in the past, ESC-18 staff have worked to address our needs; however, we need a local solution whereby Alpine ISD staff are equipped and empowered to meet our students' academic and nonacademic needs. To this end, the Better Bucks student support program is an actualization of that solution.

Our ESC has been very responsive to our geographic needs, being a school district that is 2.5 hours away from our ESC. As such, our ESC has provided numerous on-site support offerings, as well as regional offerings of certain professional development sessions in the southern part of our geographic region. We have been well-served by our ESC in meeting our students' academic needs and our district's leadership needs; we look forward to our ESC's partnership with the TCSS so they are further equipped to support our district's student support needs, as well.

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.

Alpine ISD will use this grant program to streamline, codify, and enhance our current practices for student supports. Specifically, we will identify our current baselines for student belonging, wellness, and excellence in order to understand where are we in these areas, what we are doing well, what our needs are, and what are our high-leverage opportunities for improvement. From there, this grant program will fund a coherent, expansive student support system that we otherwise could not afford, especially as a persistently underfunded rural school. (Alpine ISD rates in the bottom 2% statewide in funding per student need, a designation that results in significantly reduced opportunities for students in the absence of grants like this one.) We will use this grant program to move from an ad hoc student support system to one that is systematized, intentional, and sustainable beyond the life of the grant. We will do this by designing a program that builds a district-wide culture of belonging, wellness, and excellence, knowing that success breeds success. The Better Bucks student support program will kickstart and actualize our long-term strategic planning for student wellness, belonging, and excellence, helping Alpine ISD transform into an emotionally intelligent district. This program will address student needs across the entire wellness spectrum, including mental health (e.g., counseling, social-emotional learning), behavioral/emotional health (e.g., communicating needs, coping strategies), and physical health and wellness (engaging and empowering physical education and play). Through this program, we will create vertically-aligned K-12 student behavioral and overall student wellness programs across the district. This holistic approach will support each of our Fightin' Buck students in becoming Better Bucks, while positioning wellness as a way to continuously better ourselves. Alpine ISD will empower this program with district-level vision, parameters, and support, coupled with campus-level autonomy, creativity, and innovative solutions that includes the creation of campus-specific wellness centers designed to meet students' wide-ranging needs.

9. Enter the LEA Total Enrollment: 960

10. Enter the Regional Educational Service Center that serves the LEA: 18

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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

- [x] 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.
- [x] 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	960
2. Enrollment of all participating private schools	98
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	1,058
4. Total current-year grant allocation	1,000,000
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	20,000
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	980,000
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	926
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	90,775

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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.	30% of 3.0 FTE Counselor positions (1 per campus)	132,000
2.	60% of 1.5 FTE Licensed Professional Counselors (district-wide)	72,000
3.	20% of 3.0 FTE School Resource Officers (1 per campus)	51,000
4.	Advisory council stipends (employees)	30,000
5.	33% of 1.0 FTE Project Director	25,000
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.	Advisory council stipends (non-employees)	15,000
9.	Student support dashboard and case management software development	25,000
10.		
Supplies and Materials		
11.	Supplies and materials to meet fulfillment of program requirements	180,000
12.		
13.		
Other Operating Costs		
15.	Costs associated with conference attendance for ESC and TCSS PD	10,000
16.		
17.		
Debt Services		
18.		
19.		
Capital Outlay		
20.	Campus wellness centers (equipment and furnishings)	280,000
	Direct administrative costs:	20,000
	Indirect administrative costs:	0
	TOTAL GRANT AWARD REQUESTED:	1,000,000

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CDN 022901 Vendor ID 1746000020 Amendment #

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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