



# 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): N/A

## 1. Applicant Information

Name of organization Premont ISD (PISD)

Campus name N/A CDN 125905 Vendor ID 74-6001943 ESC 2 UEI CUWMC89C

Address 439 S. W. 4th Street City Premont ZIP 78375 Phone 361-348-3915

Primary Contact Dr. Mike Barrera Email mbarrera@premontisd.net Phone 361-348-3915

Secondary Contact Joann Moreno Email jmoreno@premontisd.net Phone 361-348-3915

## 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 Dr. Mike Barrera Title Superintenden Email mbarrera@premontisd.net

Phone 361-348-3915 Signature  Date 6/21/2023

Grant Writer Name Isaac Alaniz Signature  Date 6/22/2023

Grant writer is an employee of the applicant organization.  Grant writer is **not** an employee of the applicant organization.

### For TEA Use Only:

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

RFA/SAS # 701-23-120/634-24

2024-2025 Stronger Connections Grant

Page 1 of 11

**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
PISD is a rural school with limited entertainment venues and resources. It also is known as a mecca for illegal immigrant crossings. Despite its small size, this results in high crime rates in the community to include 3 rapes, 31 assaults, 46 burglaries, and 1 murder.	The rural nature of the community and high crime rates cause students to act out while at school. Therefore, a Truancy and Behavioral Coordinator (TBC) will be hired to develop/implement procedures to address students' attendance/disciplinary issues.
92.2% (5 priority pts.) of the students at PISD are classified as Economically Disadvantaged (ED). (22-23 PEIMS) Studies indicate that students living in poverty are more likely to struggle and misbehave in schools.	Offer Professional Development (PD) trainings, & workshops, as well as purchase BASE curriculum to assist in addressing the social/emotional learning and mental/behavioral health of ED students. Through UTRGV-TCHATT will be provided for ED students whose families can't afford mental health assistance for them.
PISD had forty-two removals to DAEP, 96 in-school and 52 out-of-school suspensions due to terroristic threats, knife threats, drugs, alcohol, and code of conduct violations, according to PEIMS 2021-22.	A Counselor will be hired to help students address social and emotional concerns that may be contributing to conduct violations. In addition, prevention and de-escalation PD training and techniques will be provided to staff. Finally, curriculum will be used to promote improved student mental health, behavior, & well-being.

**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.

PISD's SMART Goal was created to address bullying, drugs, violence, and terroristic threats. The goal is:  
**SPECIFIC:** Reduce referrals and suspensions by 25%. Have 75% of students feel they are in a safe/secure setting.  
**MEASURABLE:** Attendance, counselor logs, PEIMS data, climate surveys, & more will be used to gauge progress.  
**ACHIEVABLE:** When considering PISD will partner with Texas Center for Student Supports (TSCC), Region 2 ESC, UTRGV-TCHATT, Communities in Schools, Community Action Corporation of South Texas (CACOST), hire a Counselor and a Truancy and Behavioral Coordinator (TBC); and acquire PD training and equipment. **RELEVANT:** Creating a safe learning setting is needed to improve behavior, academics, and mental well-being. **TIMELY:** Improvements will be achieved by September 2025.

**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) Establish a Stronger Connections Grant (SCG) Committee to oversee program implementation.
- 2) Hire/contract and offer relevant strategies/practices training to the Program Director, Counselor, and TBC.
- 3) Align the student support team structure with the Threat Assessment Team and the Advisory Committee.
- 4) Invite families, students, and staff to provide input and be part of a Student Support Program (SSP).
- 5) Work with the TEA-approved Texas Center for Student Supports and Region 2 ESC to provide contracted services and technical assistance.
- 6) Purchase supplemental supplies, curriculum (i.e., BASE), and equipment to address students' social/emotional health and drug/alcohol prevention.

**For TEA Use Only:**

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

CDN 125905

Vendor ID 74-6001943

Amendment # N/A

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

- 1) Develop and implement the SSP, based on guidance provided by TCSS in order to ensure implementation is underway by the start of the 2024-25 school year.
- 2) Work with the TCSS to align training to the needs identified by the SSP and the Threat Assessment Team.
- 3) Identify stakeholders (staff, teacher, students, parents, community members) to serve on the SCG Committee.
- 4) Integrate a data collection system & student management system to support the student support team structure.
- 5) Collaborate with TCSS to develop a family engagement program that educates students/parents/guardians.
- 6) Grow our partnership with Communities in Schools to implement targeted activities and incorporate a case management system into the student support team structure.

**Third-Quarter Benchmark**

- 1) Collect and gather data related to target outcomes, using TCSS provided tools, district reports, and surveys.
- 2) Develop and administer surveys to students to monitor their mental and emotional wellbeing.
- 3) Evaluate SSP effectiveness based on progress made toward objectives.
- 4) Submit responses to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.
- 5) Host a SCG Committee meeting with relevant stakeholders to identify program successes and challenges, and to create a sustainability plan to continue program operations beyond the grant period.
- 6) If necessary, meet with TCSS to modify the SSP to address identified gaps.

**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.

How you will use project evaluation data to determine when and how to modify your program: PISD will utilize various data sources of evaluation and determine when/how to modify the program. Outcome data and feedback from stakeholders will be collected by program staff, consolidated by an administrative assistant, and presented by the Program Director at the monthly SCG Committee. Outcome data collected will include attendance, student surveys, behavioral referrals, bullying, and school climate responses.

Progress toward outcome goals will be closely monitored and if limited effectiveness is shown, the SCG Committee will immediately implement informed adjustments to programming. If it is determined modifications must be made, PISD will post these modifications on the Parent Square app, PISD website, and send out notification letters to the community, families, students, and staff. If this modification changes the scope/services proposed in the Stronger Connections grant, the district will also submit an amendment to TEA to receive authorization to make this change.

How to modify for sustainability if benchmarks and smart goals do not show progress: Throughout the grant's implementation, the SCG Committee will review data and stakeholder input to determine the grant's effectiveness. If the quarterly benchmarks and SMART goal are not on track to be met, the administration team and Program Director will meet with Region 2 ESC and/or the Texas Center for Student Support to address the identified issues. By receiving input from TEA experts and listening to feedback and suggestions obtained from PISD stakeholders, the district will be able to receive continued buy-in and prolong grant sustainability.

**For TEA Use Only:**

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

CDN 125905

Vendor ID 74-6001943

Amendment # N/A

**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.

**For TEA Use Only:**

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

RFA/SAS # 701-23-120/634-24

2024-2025 Stronger Connections Grant

Page 4 of 11

**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.

Due to the rural and isolated location, PISD has only three campuses, an elementary school that serves grades PK-5th, a new Montessori serving K-1 through K-2 students, and a high school that serves grades 6th -12th. Therefore, all the campuses will be served. While identifying specific campuses to target will not be necessary, the district did review the following factors, to determine this grant and the SSP are needed: **ACADEMIC NEEDS:** Campuses demonstrate poor performance in academics, as reported in the 21-22 TAPR when compared to state averages. **SOCIAL-EMOTIONAL AND MENTAL HEALTH NEEDS:** Campuses face a high precedence of social-emotional and mental health issues due to student's fear and insecurities, as reported by the school climate survey that was conducted, almost 30% of the parents do not feel that their child is safe and secure. **TRUANCY AND BEHAVIORAL NEEDS:** Campuses face high precedence of attendance issues, disciplinary incidents, and reports of harmful or threatening behavior, as reported by school counselors and educators, and reflected by suspension and/or expulsion rates (i.e., terroristic threats, knife threats, drugs, alcohol, and code of conduct violations). **HIGH-NEED STUDENT POPULATIONS:** Campuses have higher rates of high-need and underrepresented student populations when compared to state averages. These populations include ED (92.2%), At-risk (64.3%), and students with disabilities (20.6%), as reported in the 21-22 TAPR. **CAPACITY AND RESOURCES:** Campuses required additional support in improving staff expertise, infrastructure, support services, and collaborations with external organizations.

Input from school administrators, teachers, staff, parents, and community members were requested to understand varied perspectives and determine what would best benefit the campuses. Based on a parent survey that was administered, almost 30% of PISD parents do not feel their child is safe and secure, showing a need for the program. Based on the review of our student needs, campus improvement strategies, stakeholder opinions, external partnerships, staff capacity, current resources, and isolated location, the district determined that all the campuses need to establish an SSP.

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

To ensure the campus leaders and staffs' commitment to the SSP success, PISD will apply the following measures:

**COMMUNICATION AND DEDICATION:** A series of kick-off meetings will be coordinated by the SSP Committee through which all campus leaders and staff will be informed of the program's purpose, strategies, and targeted outcomes. Open communication channels will be used to facilitate input in program design and collect on-going feedback on program implementation and decision-making processes to better serve students and parents. This on-going, open communication will help strengthen the support and dedication of the program from all stakeholders.

**ON-GOING FEEDBACK AND MONITORING:** This open communication will continue once the SSP is underway. As program leaders continually monitor and evaluate progress toward goals, feedback will be sought from campus leaders, teachers, students, and parents to gain important insights into challenges and obstacles in identifying and referring students for mental behavior/health in house and/or to external providers. These individuals will be involved in designing solutions and modifications to meet students' needs.

**TRAINING AND MATERIALS:** The commitment of campus leaders and staff will be ensured through targeted professional development training that will help make certain all involved personnel are adequately prepared to deliver evidence-based and trauma-informed programs (i.e., TSCC, National Center for School Mental Health Annual conference).

Through these strategies, PISD ensures that campus leaders and staff are fully invested and committed to the SSP. By fostering a collaborative/supportive setting, PISD can effectively address the academic, social-emotional, behavioral, and mental health needs of the students.

**For TEA Use Only:**

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

**9. Statutory/Program Requirements (Cont.)**

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

PISD will engage parents/families to solicit support for the program through:

**COMMUNICATION:** Parents and families will be informed of the program's purpose, strategies, and outcomes through emails, phone calls, social media, and public notices. Specific outreach will be made to parents and families of high-need students who are targeted for specialized support or are suffering the effects of bullying, hate-crimes, or community criminal activities. In addition, PISD will host kick-off parent engagement sessions to provide further education on the program, emphasizing and inviting feedback and questions.

**SURVEYS:** TEA-aligned climate surveys will be administered to gather insight from parents and families. This feedback mechanism will assess satisfaction, gather suggestions for improvement, and measure the program's impact on students, families, and the community.

**COMMITTEE:** A dedicated Family Advisory Committee will be created as a platform through which parents/families and students can share their thoughts, suggestions, and concerns about student services. Giving a voice to these stakeholders will be critical in fostering a collaborative environment and ensuring program success.

By engaging parents/families and students through effective communication, involvement, and feedback, PISD ensures active participation in supporting the SSP. This collaborative approach strengthens the program's impact and fosters shared responsibility for creating safe and inclusive learning environments.

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

PISD will ensure there is ample staff to effectively initiate and implement the Student Support Program (SSP). With a town as small as Premont, any crime occurring impacts the entire community. Even if the crime does not directly occur to the student and/or their immediate family, they are either still related or friends with the victims. For this reason, it is essential that PISD has sufficient staff to proactively respond to serious mental health and attendance/behavior concerns that are a direct result of criminal activity within the community. Therefore, PISD will hire a Counselor and TBC. PISD will also contract an experienced Program Director for guidance throughout the project and an Administrative Assistant for data-related tasks.

In addition to hiring new staff, PISD will carry out staffing assessments at each campus to identify existing gaps, particularly in the support of high-need populations. Aligned with these findings, the district will use grant funds to offer specialized and tailored professional development training. These trainings will help equip the staff with the skills necessary to implement an SSP that addresses all students' needs, including those coming from subpopulations.

Finally, PISD will continually assess staffing needs and encourage open communication for feedback to ensure all necessary resources are in place. These assessments will be conducted by the Program Director, who will meet with staff on a monthly basis.

To summarize, PISD will ensure a well-staffed SSP by conducting needs assessments, hiring extra staff, providing professional training, and maintaining continuous support through regular feedback and dedicated resources.

**For TEA Use Only:**

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

CDN 125905

Vendor ID 74-6001943

Amendment # N/A

**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.

Premont ISD's (PISD) Threat Assessment Team, which consists of the Superintendent, Assistant Superintendent, principals, local security officers, city police officer, SPED Director, teachers, parents, counselors, and community members, are involved in the analysis of district/community behavioral threat data, evaluation of teacher and staff reports, consultation with security staff, and external collaboration with law enforcement agencies. Through this approach, each campus can identify behavioral threats, outline priorities, and implement approaches designed to minimize these threats.

If awarded, PISD will, under the guidance of the SCG Committee and Program Director, incorporate these current systems into the student support team structure. PISD will effectively communicate these practices to all relevant stakeholders, with on-going behavioral threat assessments serving as a key factor in ensuring the success of the SSP. All staff involved in the SSP will be trained on behavioral threat assessment systems and practices through focused meetings, training sessions, and open communication channels designed to encourage feedback. Staff will also be trained on how to incorporate a case management system that is aligned with the TCSS, to ensure they can closely monitor, evaluate, and minimize behavioral threats.

By integrating the current behavioral threat assessment systems into the student support team structure, PISD will ensure a collaborative approach is created to promote a safe and supportive environment across all grade levels.

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.

PISD works hard to identify student support needs and proactively address these needs through targeted, evidence-based practices. To ensure PISD has a strong, up-to-date understanding of student support needs, climate/student surveys are regularly administered, and feedback is solicited from students, parents, and families. This approach provides the district with an informed perspective on what supports students and families feel they most need. In addition, PISD periodically reviews and evaluates qualitative and quantitative data on academic, social-emotional, behavioral, and mental health needs exhibited on the campuses. This is sourced from district and TEA reports, climate surveys, teacher and staff questionnaires, and on-going consultation with relevant stakeholders throughout the district.

Once identified, the district seeks to address these needs, often by partnering with external mental health and behavioral health providers such as CIS, UTRGV-TCHATT, and Community Action Corporation of South Texas's (CACOST). When identifying the most suitable partners, PISD considers the qualifications, experience, track record of implementing evidence-based practices, and understanding of localized needs that each provider demonstrates. CIS, CACOST, and UTRGV-TCHATT serve as excellent resources and provide many subcontracted licensed medical officials available for support. In addition to these providers, structured professional development trainings are frequently offered to district staff to enhance their capabilities in meeting student support needs.

By offering these trainings and partnering with mental health providers, PISD takes a proactive and comprehensive approach to identify and address student support needs.

**For TEA Use Only:**

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

CDN 125905

Vendor ID 74-6001943

Amendment # N/A

**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.

PISD currently partners with Region 2 ESC in several ways to improve academic outcomes for students. In fact, Region 2 ESC serves as the primary resource for Professional Development (PD), technical assistance, and contracted support in this capacity. Given the extensive research which guides all action undertaken by the ESC, the district feels confident in both the services they provide directly and the relationships they facilitate.

Unfortunately, though, Region 2 ESC is not used to support improvement in student mental health, behavioral/emotional health, physical health/wellbeing. This is something that can be rectified if awarded the School Connections Grant (SCG). PISD is confident that Region 2 ESC will be able to expand services to become an excellent resource in designing approaches which are informed, evidence-based, and tailored to address the specific needs of the student populations, whether they be mental, physical, social-emotional, or behavioral in nature.

As part of this expanded partnership, PISD, in partnership with Region 2 ESC, will establish an early identification and intervention system for students suffering as victims of crime, who have families/friends that were victims of crime, substance abuse, bullying, cyberbullying, and having disciplinary issues. This system will help address the mental health, behavioral, and emotional health/well-being of students. In addition to Region 2 ESC, PISD will also continue their existing partnerships with CACOST, Premont Sheriff and Police Department, to assist with addressing these issues.

Through these and others approaches, the campuses have effectively utilized its strong relationship with Region 2 ESC to provide comprehensive support which meets students' SEL, behavior/mental health and academic needs.

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.

Due to PISD rural location and funding limitations, mental health, behavioral & emotional health, and physical health and wellness services provided are limited. Current work includes: 1) Online telemedicine/telehealth programs. 2) Student assessments and screenings. 3) CIS support to students with high absenteeism, and families struggling to make ends meet. 4) Raptor Technologies software to prevent, prepare, respond, and recover from campus physical threats and emergencies. If funded, PISD will supplement its current efforts in the following manner:

**STRENGTHEN RELATIONSHIPS WITH REGION 2 ESC AND TCSS:** 6% of the grant funds will be allocated to the ESC and 10% to the TCSS to be used to expand and enhance the current support offerings in the areas of student health and well-being and academic performance. **EVIDENCE-BASED PROGRAMS:** PISD always strives to utilize the most current, evidence-based approaches to addressing mental and behavioral health needs. The district will continue these efforts and diversify the support and education offerings by purchasing social-emotional and mental health programs from BASE Education. **PD TRAININGS:** With funding from the SCG, PISD will provide the staff with high-quality, trauma-informed training on how to implement the SSP, engage our highest-need student populations, and address student needs. **ATTENDANCE AND BEHAVIOR:** Funding will be used to hire a TBC and purchase the supplies/materials needed to develop and implement procedures designed to improve students' disciplinary issues. **MENTAL HEALTH:** Funds will be allocated to increase evidence-based programs, including additional counseling services, specialized training for teachers/staff, and resources for accessing mental health support. Through these means, PISD will ensure that the students are provided with the comprehensive support needed to address the mental, behavioral, social-emotional, and physical health needs of all students.

9. Enter the LEA Total Enrollment:

757

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

2

**For TEA Use Only:**

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



CDN 125905

Vendor ID 74-6001943

Amendment # N/A

**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"/>

**For TEA Use Only:**  
Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

CDN 125905 Vendor ID 74-6001943

Amendment # N/A

**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.	A Counselor will help students address social & emotional concerns (22 months)	\$146,667
2.	Administrative Assistant will be hired to assist in collecting data.	\$36,667
3.	Extra-duty pay for staff to attend trainings.	\$18,333
4.	A TBC will be hired to increase students' safety & provide added peace of mind (22 months)	\$100,833
5.	Salaries referenced include the following fringe benefits calculated at 15%.	\$45,375

**Professional and Contracted Services**

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$59,664
7.	Required 10% of funds to the Texas Center for Student Supports	\$99,440
8.	Consultant will host workshops on identifying risk-factors, de-escalation, and more.	\$54,096
9.	Communities in Schools to support and empower students to be successful.	\$39,140
10.	Program Director will oversee the program and ensure goals are met. (22 months)	\$119,167

**Supplies and Materials**

11.	Technology/software for safety, self-harm detection, and PD (multi-band radios, BASE, etc.).	\$70,000
12.	Equipment and materials to help improve student attendance and behavior.	\$111,786
13.		

**Other Operating Costs**

15.	Travel Costs for Conferences/Registration Fees for Threat Assessment Team (4 employees).	\$20,000
16.	Travel Costs for training with Texas Student Support Center and Region ESC (4 employees).	\$8,000
17.		

**Debt Services**

18.		
19.		

**Capital Outlay**

20.		
-----	--	--

Direct administrative costs: \$19,888

Indirect administrative costs: \$45,344

**TOTAL GRANT AWARD REQUESTED: \$994,400****For TEA Use Only:**

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

CDN 125905

Vendor ID 74-6001943

Amendment # N/A

**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

**For TEA Use Only:**  
Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.