2024-2025 Stronger Connections Grant
Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

NOGA ID		Application stamp-in date and time

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

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

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

Authorizing legislation: 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: Hearne ISD

Campus name: N/A   CDN: 198905   Vendor ID: 746001070   ESC: 6   UEI: NBR1KFED8

Address: 900 Wheelock Street   City: Hearne   ZIP: 77859   Phone: 979-279-3200

Primary Contact: Dr. Delic Loyde   Email: dloyde@hearne.k12.tx.us   Phone: 713-805-9654

Secondary Contact: Dr. Adrain Johnson   Email: abjohnson@hearne.k12.tx.us   Phone: 979-279-3200

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):

[X] Grant application, guidelines, and instructions   [X] Debarment and Suspension Certification
[X] General Provisions and Assurances   [X] Lobbying Certification
[X] Application-Specific Provisions and Assurances   [X] ESSA Provisions and Assurances requirements

Authorized Official Name: Dr. Adrain Johnson   Title: Superintendent   Email: abjohnson@hearne.k12.tx.us

Phone: 979-279-3200   Signature: *Dr. Adrain Johnson* (DocuSigned by, FBDAAE80F7AF467...)   Date: 6/21/2023

Grant Writer Name: Maggie Rodriguez   Signature: (DocuSigned by, E99F4AB2E1994AE)   Date: 6/21/2023

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

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CDN | 198905 | Vendor ID | 746001070 | | Amendment # | N/A

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
Over 94% of HISD students are economically disadvantaged (5 pts). Students of low-income families lack funds to access support for coping with COVID, school violence, and more. (22-23 PEIMS)	To assist low-income students grappling with COVID, violence, and mental health issues, measures will be taken. These include providing Professional Development (PD) to equip staff with the necessary skills to handle these issues, hiring additional competent personnel to enhance support, and forming partnerships with organizations to provide crucial services, such as mental health support.
HISD had 231 in- and 158 out-of-school suspensions due to terroristic threats, fighting, drugs, and bullying. (21-22 PEIMS) Hearne, TX had 2 murders, 10 rapes, 11 assaults, 173 robberies, & drive-by shootings. (News 3)	To address disciplinary and truancy issues, 2 Student Behavior and Truancy Specialist (SBTS) will be hired & trained in prevention/de-escalation techniques needed to assist our District Safety Officer. Additionally, an SBTS Assistant will be hired to send out district-wide notifications and follow-up with parents.
HISD's absence rate has more than doubled, from 11.4% to 27%, in one year. (2020-2021). This is also significantly higher than the region's average of 15.1%. (Source: 2021-2022 Texas Academic Performance Report)	All campus administrators, counselors, social workers, SBTS, academic advisors, and the program director will be trained in strategies to share with teachers, families, and students to increase attendance. Additionally, HISD will use Eagle Check-In weekly video podcasts and Town Hall meetings to build a sense of belonging and enhance relationships between students, families, and staff.

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.

HISD's SMART goal is to support systemic change that addresses and responds to drugs, bullying, violence, and acts of hate. This goal is SMART due to the following: SPECIFIC: As it will reduce behavior referrals and student placements by 20% while increasing attendance by 15%. MEASURED: Through finalized MOUs, Panorama Surveys, PEIMS (discipline outcomes, grades, and attendance), and TAPR. ACHIEVABLE: Through the use of multiple partnerships such as TEA, the Texas Center for Student Support, Region 6 ESC, Brazos Valley Council on Alcohol and Substance Abuse (BVCASA), and Robertson County Special Services. RELEVANT: Because safe, inclusive, and supportive learning environments will improve behavior, academics, and the well-being of students. TIMELY: Since these improvements will be made from the onset of the grant to September 30, 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

• Establish a Student Support Program (SSP) at both campuses (Hearne Elementary and Hearne JH/HS)
• Meet with the local Region 6 ESC to discuss the contracted services and technical assistance that will be provided as part of the Texas Stronger Connections Grant Program.
• Invite families, students, and staff to provide input and be part of a SSP.
• • Market and hire grant-funded positions (Program Director, 2 Social Workers, 2 SBTS', and SBTS Assistant)
• Work with the TEA-approved Texas Center for Student Supports and Region 6 ESC to provide contracted services and technical assistance.
• Align the student support team structure with the Threat Assessment Team.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

• Participate in SSP alignment of activities from the start of the grant program through the implementation of the 2024-2025 school year.
• Work with the TCSS to implement a family engagement playbook that will support partnerships with families throughout the grant cycle.
• Offer contracted professional development training to all relevant personnel.
• Prepare all evaluation tools to facilitate monitoring of progress toward program goals.
• Determine whether the SSP is aligned to the content and training provided by the TCSS.
• Incorporate a case management system into the student support team structure.

Third-Quarter Benchmark

• Develop a data collection and reporting system with the TCSS to collect and analyze data. This is to be reviewed with the team to monitor and adjust the implementation of the SSP.
• Develop and administer surveys to students to monitor their mental and emotional well-being and gauge their sense of safety while at school.
• Meet with stakeholders to identify other options for funding streams and financial resources that can be used for program sustainability.
• If necessary, modify the SSP to address identified gaps or new challenges.
• Provide up-to-date responses to requests from TEA for information and data regarding program development, implementation, performance, and evaluation measures.

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 EVALUATION DATA WILL BE USED TO MODIFY PROGRAM:
HISD will evaluate grant and campus-level data using grades, sign-in sheets, PEIMS-related data, Panorama Surveys, external data reports, and state assessments. Key stakeholders of the group, such as the Program Director, Social Workers, SBTS', SBTS Assistant, District Safety Officer, and Threat Assessment Team will have access to review the data monthly. Data that will be reviewed during these meetings could include but is not limited to school survey outcomes, number of behavior referrals, disciplinary outcomes, student placements, threat assessments conducted, etc. Based on their review of quarterly benchmarks and SMART goals, stakeholders can determine if the program needs to be modified.

IF BENCHMARKS OR SUMMATIVE GOALS DO NOT SHOW PROGRESS/MODIFY FOR SUSTAINABILITY:
If the quarterly benchmarks and SMART goal are not being met or are not feasible, the stakeholders will request additional guidance from the local Region 6 ESC and the TCSS to address identified issues. If modifications must be made, HISD will notify the community, students, and staff of the intent to modify the program by sending out letters, through Eagle Check-In's weekly video podcast, and Town Hall meetings. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. By listening to feedback and suggestions obtained from stakeholders, HISD will be able to receive continued buy-in and prolong grant sustainability.

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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.

Due to the rural and isolated location, HISD has only two campuses, Hearne Elementary and Hearne JH/HS. Therefore, both campuses will be served. While identifying specific campuses to target will not be necessary, the district did review the following criteria, to determine this grant and the SSP are needed:

- STUDENT NEEDS: Academic, mental, emotional, behavioral, physical, and social needs of our students on different campuses.
- SOCIAL-EMOTIONAL AND MENTAL HEALTH NEEDS: Social-emotional and mental health issues faced by students due to their fears and insecurities, as reported by the Threat Assessment Team and local news in the community.
- BEHAVIORAL NEEDS: Discipline incidents, disciplinary action, and reports of harmful or threatening behavior, as reported by school counselors and educators, and reflected by suspension and/or expulsion rates as reported in PEIMS (i.e., bullying, fights, terroristic threats, and drugs).
- DATA ANALYSIS/TARGETED IMPROVEMENT PLAN (TIP): Targeted improvement plans that outline the goals and strategies for enhancing student performance. To ensure the campus goals/strategies align with that of the grant program.
- CAPACITY/RESOURCES: Staff expertise, infrastructure, existing support services, and current collaborations with external organizations.

Based on the review of our student's needs, the district's targeted improvement plan, stakeholder input, and capacity/resources, the district determined that both 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.

HISD will ensure campus administration, program personnel, and all campus staff members fully comprehend the importance and required commitment to ensure success of the SSP. To promote staff commitment, the following measures will take place:
PROGRAM TRAINING: The program's goals, objectives, and significance will be effectively communicated to the Program Director, Counselors, Social Workers, SBTS, SBTS Assistant, District Safety Officer, campus administration, and staff. By involving them in the grant process, staff engagement and commitment to the program's success will be ensured. Additionally, staff members will attend Region 6 ESC workshops. This training will enhance their understanding of the grant's importance, further strengthening their commitment to its success.
COLLABORATION AND ENGAGEMENT: The program will foster a collaborative environment, actively involving campus leaders and staff in the development and implementation of the SSP. Open communication and participation in decision-making processes will bolster commitment and engagement in the program. Additionally, this approach will facilitate various insights into any challenges and obstacles the program may encounter.
ALIGNMENT WITH TARGETED IMPROVEMENT PLANS: Align the goals and strategies of the SSP with each campus's existing improvement plans. This integration ensures that campus leaders and staff perceive the program as an integral part of their overall efforts to enhance student success.
RESOURCES/ONGOING EVALUATION AND SUPPORT: Evaluate support and allocate resources, including funding, staffing, and support services, to facilitate the implementation of the SSP. Additionally, HISD will celebrate successes and address challenges to foster a culture of continuous improvement, and commitment that promotes systemic change.
Through these strategies, HISD ensures that campus leaders and staff are fully invested in the SSP. By fostering a collaborative and supportive environment, the program addresses bullying, violence, drugs, truancy, and acts of hate in order to provide a safe, inclusive, and supportive learning environment for our students.

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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.

HISD will engage parents/families to solicit support for the program through:
Communication: Communicate with parents and families about the program via our Eagle Check-In weekly video podcast and Town Hall meetings. During these sessions, we will convey the program's purpose, benefits, and how it aligns with the district's mission. There will also be dedicated outreach efforts to parents and families of high-need students who are identified for specialized support.
PARENT EDUCATION SESSIONS: Organize parent education sessions that discuss the program's objectives, strategies, and outcomes, emphasizing the importance of addressing bullying, violence, terroristic threats, and drugs, while promoting student well-being. Training on student support at home will also be provided.
PARENT COMMITTEES/ORGANIZATIONS: A family advisory committee will be created for the SSP as a platform through which parents/families and students can share their thoughts, suggestions, and concerns about student services. Their input is valued and will be considered in program planning and implementation. Giving a voice to these stakeholders will be critical in fostering a collaborative environment and ensuring program success.
SURVEYS/FEEDBACK: Use our Panorama surveys/feedback to gather input from parents and families. Regular surveys assess satisfaction, gather suggestions for improvement, and measure the program's impact on students and the community. We will have Town Hall meetings, workshops, and events to foster dialogue and active involvement in achieving the grant's goals.
TCSS: Utilize the family engagement playbook to build support with families. This playbook will serve as a resource with mental, behavioral, emotional, and physical health resources.
By engaging parents and families through effective communication, involvement, and feedback, we can ensure 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 with training, coaching, and support together with parents/families for students.

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

HISD will ensure adequate staff to support the establishment and implementation of the SSP through several measures. With a town as small as Hearne, any crime occurring impacts the entire community. Even if the crime does not directly occur to the student and/or their immediate family, they more than likely are related to or know the victim. For this reason, it is essential for HISD to have sufficient staff to proactively respond to serious mental health and behavioral/truancy concerns that are a direct result of criminal activity within the community. Therefore, HISD will hire two (2) Social Workers and two (2) SBTS. HISD will also hire an experienced Program Director to provide guidance throughout the project and enter data-related tasks. Lastly, a SBTS Assistant Assistant will be hired to submit reports for each campus, send out district-wide communications, and follow-up with parents' concerns regarding their child's truancy and/or disruptive/aggressive behavior.
In addition to hiring new staff, HISD 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 training courses will help equip the staff with the skills necessary to implement an SSP that addresses all students' needs, including those coming from subpopulations. Finally, HISD 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 monthly.
To summarize, HISD 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. Through careful assessment, resource allocation, professional development, partnerships, and monitoring, HISD will ensure adequate staff for the establishment and implementation of the SSP, maximizing effective support and its impact on student success and well-being.

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9. Statutory/Program Requirements (Cont.)

5. Describe how each of the campuses will be supported by the grant program, if awarded, currently conduct behavioral threat assessments and how the campus will incorporate current systems into the student support team structure.

CAMPUSES CURRENTLY CONDUCT BEHAVIORAL THREAT ASSESSMENTS: To best assess behavior threat assessments, HISD has established a Threat Assessment Team (TAT). The TAT is a multidisciplinary team composed of individuals with a broad range of expertise (i.e., District Safety Officer, Assistant Superintendent, principals, assistant principal, Special Programs Coordinator, counselors, nurse, teachers, etc.). As part of its operation, the TAT is tasked with conducting threat assessments, determining the level of risk, and providing interventions to support the victim of the threat.

To best do this, a fact-based, Threat Assessment approach is performed. This includes steps such as: Identifying the person or situation whose behavior has raised concern about potential violence; Inquiring, asking questions, and gathering relevant information about the person and situation; Assessing the person and situation based on the information that is available, to determine whether the person or situation poses a threat of violence or harm to others and/or self; and Managing the threat by implementing an intervention, supervision, and/or monitoring plan to prevent harm and to reduce and mitigate the impact of the situation. Lastly, once every 6 weeks tabletop exercises are conducted in which the team enacts threat scenarios and how to respond appropriately.

INCORPORATE CURRENT SYSTEMS INTO THE STUDENT SUPPORT TEAM STRUCTURE: If awarded, the targeted campuses will integrate the current TAT system into the Student Support Team Framework. This integration offers a coordinated and holistic approach to student support. By effectively doing so, the district can ensure it will provide students with safe, inclusive, and supportive learning environments to build a sense of belonging and safety.

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.

HISD utilizes a comprehensive approach to identify student support needs and establish partnerships with external mental health and behavioral health providers to meet those needs. As part of this approach, the district first identifies student support needs through regular assessments and screenings that encompass academic, behavioral, and social-emotional aspects. They also actively seek input from teachers, counselors, nurses, and parents to gain a holistic understanding of students' difficulties and challenges. Then, to address the identified needs, HISD offers specific counseling services for disciplined and suspended students, recognizing the importance of targeted support in these cases. Additionally, the district is taking steps to obtain licenses for BASE Education, a program that focuses on emotional expression, coping strategies, and empathy development for students. Moreover, HISD also establishes partnerships with external mental health and behavioral health providers to address specific student needs. Some partnerships that were created include: Region 6 ESC, Brazos Valley Council on Alcohol and Substance Abuse (BVCASA), and the local Sheriff and Police Department. These partnerships were established through extensive research and evaluation to ensure they align with the district's values and objectives. As part of this research, HISD reviewed the partners' qualifications, experience, track record of implementing evidence-based practices, and understanding of localized needs. Once this research was concluded, and they met HISD's desired qualifications, formal contracts, and agreements were put in place to solidify these partnerships, allowing for ongoing communication and collaboration in providing student support. This process is a standard district process for any new partnerships.
Overall, HISD's approach to identifying student support needs and establishing partnerships with external mental health and behavioral health providers is multi-faceted. Through assessments, collaborative input, and community partnerships, the district strives to comprehensively meet the needs of students. The ongoing commitment to seeking external assistance demonstrates the district's dedication to supporting students' well-being.

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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.

HISD currently partners with Region 6 ESC to support improvement in student mental health, behavioral/emotional health, physical health/wellbeing, and improve academic outcomes for students. Region 6 ESC serves as an exceptional resource in designing approaches that are informed, evidence-based, and tailored to address the specific health needs of the student populations, whether they be mental, physical, social-emotional, or behavioral in nature. Training provided by Region ESC include:

IMPROVING ACADEMIC OUTCOMES FOR STUDENTS: Phonics 101; Patterns of Power; Mathematics Achievement Academies; and more.
MENTAL HEALTH, BEHAVIORAL/EMOTIONAL HEALTH: Crisis Intervention Training, Ages, Stages and Behaviors; New School Counselor Academy; It Takes a Village: MTSS for ALL; Classroom Management & Behavior Supports Series; and more.
PHYSICAL HEALTH/WELLBEING: Active Shooter Exercise Development Workshop Pre 100; School Safety; Vision Training; and more.

The partnership between the district and Region 6 ESC is essential for supporting student well-being and academic success. Through collaboration, workshops, simulations, and access to specialized resources, the HISD is confident it can effectively address student needs and fosters a supportive learning environment.

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 funding constraints, current services for all health, behavioral and emotional health, and physical health and wellness of students are very limited. If funded, HISD will supplement current services by:
MENTAL/BEHAVIORAL/EMOTIONAL HEALTH: 1) Two Social Workers will be hired to support the existing counselors in supporting the needs of students. 2) A cooldown room will be created at each of the campuses to provide students with a safe space where they can learn to regulate their own emotions. 3) Two SBTS will be hired to -provide informal mentoring and counseling, and some in-person teaching. 4) A SBTS Assistant will be hired to submit reports for each campus, send out district-wide communications, and follow-up with parents' concerns regarding their child's truancy and/or disruptive/aggressive behavior.
PHYSICAL HEALTH: A Parent Support Center will be created at each campus, which will provide a neutral space where parents/students/administrators/teachers can meet to discuss students' attendance and behavioral concerns. Funds will also be used to strengthen relationships with Region 10 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. Finally, HISD will provide the staff with high-quality, trauma-informed training on how to implement the SSP, engage our highest-need student populations, & address student needs.

Through these means, HISD will supplement current work & ensure students are provided with the support needed to address their mental, behavioral, social-emotional, & physical health needs.

9. Enter the LEA Total Enrollment: 751

10. Enter the Regional Educational Service Center that serves the LEA: 6

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10. Equitable Access and Participation

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

(•) The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.

( ) Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

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

( ) Yes   (•) No

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

Are any private nonprofit schools participating in the grant?

( ) Yes   ( ) No

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

Assurances

[ ] The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.

[ ] The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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12. Request for Grant Funds

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

Payroll Costs

#	Activity	Amount
1.	(2) Social Workers- provides mental health services to students (22 Months)	$220,000
2.	(2) SBTS provide support services & intervene in crisis situations.	$195,800
3.	Program Director- Manage, report, and support grant-related activities.	$119,167
4.	SBTS Assistant will complete reports, send district-wide communications, and more.	$18,333
5.	Salaries referenced include the following fringe benefits calculated at 16%.	$88,528

Professional and Contracted Services

#	Activity	Amount
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.	Consultant will host workshops on identifying risk-factors, de-escalation, and more.	$45,990
9.		
10.		

Supplies and Materials

#	Activity	Amount
11.	Technology equipment/supplies - (laptop, case/covers, poster machine, interactive flat panel)	$33,006
12.	Decompression Rooms- promote positive behavior/mental health.	$20,000
13.	Parent Support Centers will offer a designated space to meet with admin & discuss concerns.	$6,000

Other Operating Costs

#	Activity	Amount
15.	Travel Costs for Conferences/Registration Fees for Threat Assessment Team (4 employees).	$10,166
16.	Travel Costs for training with Texas Student Support Center and Region ESC (4 employees).	$9,000
17.		

Debt Services

#	Activity	Amount
18.		
19.		

Capital Outlay

#	Activity	Amount
20.		

Direct administrative costs:	$54,010
Indirect administrative costs:	$20,000
TOTAL GRANT AWARD REQUESTED:	$1,000,000

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

For TEA Use Only:

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