



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):

1. Applicant Information

| | | | | | | | | | |
|----------------------|--|-----|--------|-------------------------|------------|-------|-------|--------------|--------------|
| Name of organization | Chapel Hill Independent School District (Mt. Pleasant) | | | | | | | | |
| Campus name | Chapel Hill ISD | CDN | 225906 | Vendor ID | 1751614488 | ESC | 8 | UEI | KK5TWZC24AW5 |
| Address | 1069 CR 4660 | | City | Mt. Pleasant | ZIP | 75455 | Phone | 903-572-8096 | |
| Primary Contact | Julie Levesque | | Email | lvesque@chisddevils.com | | | Phone | 903-434-3508 | |
| Secondary Contact | Dana Thrapp | | Email | dthrapp@chisddevils.com | | | Phone | 903-720-7121 | |


2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

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

Authorized Official Name Title Email

Phone Signature  Date

Grant Writer Name Signature  Date

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

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are not permitted for this grant.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|---|---|
| Need: increased support structures and access to mental, behavioral, emotional, health services for student/families. This need identified by a 60% rise in harmful, threatening & violent student behaviors. | Plan: CHISD will create a district support system called The WELL that will partner with the TCSS to provide an aligned support team network using systemic protocols, operations & tools for the delivery of mental, behavioral, emotional, physical health services to students, families, and educators. |
| Need: increased support partnerships. This need was identified by: 60% rise in dangerous student behaviors, 42% decline parent participation and limited external resources due to rural location. | Plan: The WELL will employ the skills of a WELL Project Manager who will be responsible for building support partnerships with parents, families and educators through the use of the resources and tools in the TCSS Parent & Family Playbook & support resources to promote overall student well-being. |
| Need: increase in student feelings of support, safety, connectedness. Student Advisory identified the following interferes with academic success: 90% safety, 87% apathy, 89% disconnectedness. | Plan: The WELL will employ the skills of a WELLness Specialist and a Community WELLness Officer who will use the suite of TCSS supports, programs and professional development to build a safe, inclusive supportive learning environment with strong relationships between staff and students. |

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.

CHISD identified needs for: (increased access to support resources), (increased support partnerships) (increased feelings of campus safety, support & connectedness). The response to these needs will be to develop a district student support agency (PreK-12) called The WELL. By Jan 2024, The WELL will be staffed with existing personnel (counselor, dean, advisor, liaison) and new staff (WELL Project Manager, WELLness Specialist, Community WELLness Officer). Services will begin as follows: Advocacy added to district slogan: CHISD All About the A's: Academics, Athletics, Agriculture, Arts, Accountability, Advocacy.(District Focus Sept 2023), TCSS student support team framework (operations, staffing forms, tools, resources)(Dec 2023), TCSS Parent & Family Engagement Framework (Dec 2023), TCSS Support Suite and professional development for school climate (Jan 2024).

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 30, 2024, The WELL will accomplish the following: Add ADVOCACY to the district slogan: CHISD All About the A's: Academics, Athletics, Agriculture, Arts, Accountability, ADVOCACY (District Focus), TCSS monitoring tools will document 100% of school leadership and educators will be involved in TCSS ongoing professional development. The TCSS data reporting system will show 40% growth in student support team referrals (WELL Referrals, 40% increase in effective supports received by students, 25% decline in disciplinary incidents and removals from class, 20% reduction in bullying and harassment, 15% increase in referrals for mental health services. TCSS technical data collection program will document 1,500 support contacts throughout the course of the school year. By April 30, 2024 the WELL will have a web page and resource library that promotes student and family WELL-being.

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

TCSS systems and measures from the 1st quarter will continue through the 2nd quarter. By October 31, 2024, The WELL will accomplish the following in the areas of support, partnerships and climate: The WELL will have a full calendar of TCSS support services and events (50% increase from Sept 2023), The WELL will work with the TCSS Suite of Supports and Programs to have informative English & Spanish support materials (calendars, brochures, social media, etc.) to promote the network of support resources available to students and families, the EOP & Threat Assessment plans will be updated to reflect new district support systems and protocols, TCSS data reporting system will reflect a 20% decrease in harmful, threatening or violent student behaviors, students and educators will report a 30% increase in the sense of improved school culture resulting in strong student and faculty relationships and improved overall academic outcomes in the classroom. Student, family and educator WELL-being will be on the rise.

Third-Quarter Benchmark

Systems and measures from the 1st and 2nd quarter will continue through the 3rd quarter. By April 30, 2025, The WELL will accomplish the following in the areas of support, partnerships and climate: As per the TCSS best practices, there will be a district wide decrease in the use of exclusionary school disciplinary practices and an increase in restorative discipline practices, educators will also receive professional development in trauma-informed practices in classroom management, overall academic achievement in Chapel Hill ISD will increase by 20% since the implementation of The WELL and the effective delivery of TCSS student supports, TCSS programs and resources. The TCSS data collection system will document 3000 student support contacts and the district survey will indicate 70% overall satisfaction with supports, partnerships, safety and climate. Student, family and educator WELL-being will have been notably transformed. The Advocacy A will be an integral part of CHISD of the school climate.

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 WELL will use project evaluation and data to identify the need for program modifications in the following ways: By Dec 1, 2023, The WELL will have TCSS formative grant evaluation and review protocols. This information will be at the basis for each weekly WELL Staff Meeting and WELL Administrator Meeting. This data will be considered as part of the monthly Educator WELLness meetings, the WELLness Student Advisory and the District Advisory Committee Meetings. The team will review The WELL direct outputs (numerical information and data) and outcomes (changes in attitudes, behaviors, knowledge, etc.). This road map of information will then be reflected using a monthly logic model (a graphic depiction of the program activities from the proposed SMART goal). Pre-WELL and post-WELL information will be gathered using TCSS protocols from district data and surveys. Weekly updates to the evaluation review information and updates to the logic model should begin to indicate positive quantitative and qualitative shifts in: the amount of access to support services, the network of community partnerships and school climate. If positive growth is indicated, The WELL Staff will continue with the delivery of TCSS curriculum and programs. It will be a priority to build culturally and socially diverse advisory boards, create a robust schedule of events and support services using TCSS models and continue to monitor academic and behavioral data, attendance, truancy, discipline reports and drug screenings. If quantitative and qualitative data does not show positive growth, The WELL will do an internal review with the TCSS staff and TCSS resources analyzing strengths, weaknesses, opportunities and obstacles in order to find the issues. Next, we would utilize our contacts with the ESC and the Meadows Institute through the Northeast Texas Mental Health Learning Community for additional feedback. From there, we would form an immediate first aid plan to modify our program. The mindset would include the following: focus on the most important aspects of the support delivery systems, listen to feedback from our students, families, educators, and learning communities, think creatively to change ideas that are not working and adjust goals and objectives accordingly. Very simply, students, families, educators and the community must believe that the basic purpose of The WELL is to increase the sense of emotional and physical safety and connectedness and belonging at CHISD. Like the Cheers theme song...in The WELL "everyone knows your name and everyone is glad you came."

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2024–2025 Stronger Connections Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
4. The applicant will formally establish a Student Support Program at three district campuses (one elementary, one intermediate/middle school, one high school) to address school climate and establish a student support team structure aligned to the training and support provided by the Texas Center for Student Supports and the regional ESC. If the applicant has few than three campuses or does not have three of the listed types of campuses, the applicant will establish the Student Support Program and the student support team structure at all campuses, up to three, served in the district.
5. The applicant will allocate 6% of awarded funds for contracted services for technical assistance provided by the regional ESC. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
6. The applicant will allocate 10% of awarded funds for professional and contracted services with a partner approved by the Texas Center for Student Support and TEA. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
7. The applicant will use the family engagement playbook developed by the Texas Center for Student Supports to partner and build support with parents and families prior to a student support team assessment, and during the student support implementation process to facilitate a student support partnership with families.
8. The applicant will establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program.
9. The applicant will engage in Student Support Program planning activities from the beginning of the grant program through implementation at the beginning of the 2024-2025 school year.
10. The applicant will establish and implement at the beginning of the 2024-2025 school year, the Student Support Program aligned to the content and training provided by the Texas Center for Student Supports.
11. The applicant will incorporate a case management system into the student support team structure aligned to the training and support provided by the Texas Center for Student Supports.
12. The applicant will align the student support team structure with behavioral threat assessment team operation and outcomes to ensure that students are well supported and that the effectiveness of interventions are monitored.
13. The applicant will implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data to monitor efficacy of the implementation of the Student Support Program, including student support team structure, quality of support leading to positive outcomes, and data related to increases in desired outcomes (e.g. increase in student support team referrals for nonacademic needs, increase in effective supports received by students, reduction in disciplinary incidents, reduction in bullying and harassment, increase in referrals for mental health services, reduction in removals from class, etc.).
14. The applicant will provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.

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9. Statutory/ TEA Program Requirements

1. Describe how the LEA will identify the campuses that will participate in the establishment of the Student Support Program described in the program description? Include the criteria or considerations that will influence the determination by the LEA.

The LEA has identified all three campuses that make up Chapel Hill ISD as participants in the establishment of the Student Support Program. There are 3 campuses: Elementary (PreK-5th), Junior High School (6th-8th) and High School (9th-12th). All three campuses will participate.

Information about CHISD that make it an excellent candidate for the Stronger Connections Grant:

- Small rural property poor school district with a very limited tax base (gas station, community college, a few small local businesses). It is an agricultural community (cattle, poultry). Mt. Pleasant has been called the trailer/fence manufacturing capital of Texas. Many people are employed by these industries.
- 48.92% of our students are classified as economically disadvantaged according to PIEMS data. This number is not; however, a completely accurate picture of our district since many of our students and families do not complete the free and reduced lunch paperwork since they are undocumented and not comfortable giving out personal information
- Elementary (461 students) 75% eligible for accommodations through Special Education, 504 or EL services (54.5% White, 38.4% Hispanic, 3% Mixed Race, 2.8% African American, 1.3% Asian)
- Junior High School (243 students) 70% eligible for accommodations through Special Education 504 or EL services (54.4% White, 39.9% Hispanic, 2.9% Mixed Race, 1.6% African American, 0.8% Asian)
- High School (338 students) 68% eligible for accommodations through Special Education, 504 or EL services (55% white, 38.2% Hispanic, 2.4% mixed race, 1.8% African American, 0.8% Asian)
- Post Covid, counselor records indicate a 50% increase in student contacts dealing with: crisis intervention, anxiety, depression, sadness and grief, problems with social relationships, academic concerns, bullying and student concerns that require family contacts (vaping, drugs, alcohol, addictions, pornography, online predators/catfishing, cutting, self-harm, suicide, etc.) and increased school reports to CPS for abuse, neglect, substance abuse and home violence.

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

Chapel Hill ISD will ensure that campus leaders and staff are committed to the success of the Student Support Program by starting with the process of adding the A for Advocacy to our district tagline. This slogan has been a district vision statement that was developed as we embraced the TEA Academic Accountability System and the Community Based Accountability System. According to the 1850 census, the majority of the early 3,179 Titus County residents were farmers. They had come from 24 states and 3 foreign countries with 16 residents who did not know where they were born. Among the farmers were blacksmiths, doctors, merchants and one toll bridge keeper. There were also 26 schools with an average enrollment of 29 students. By the latter 19th century, there were almost 40 schools. In 2023, only a few of those rural schools remain. One of those was Chapel Hill School. We have been surviving and sustaining since 1850. And during this time, it has always been the goal of our district to educate the generations of families who live in our community and then send them off into the world to compete at major colleges and universities, technical schools, in the workforce and the military. And the people who give our students roots and wings are the Chapel Hill faculty and staff. They are committed for the love of Chapel Hill and certainly not the paycheck. These educators know there has been a cultural shift that is demanding a change in the way we serve our students and families. In our yearly Red Talks (School Transformation Retreats), we hold a mirror up to each campus and ourselves and look critically at what is working and what needs some work. Approximately 90% of the faculty and staff expressed that they need additional professional development to help them meet the needs of the post-COVID student and their families. They identified the need for: additional access to support resources, expanded community partnerships, increased feelings of campus connectedness. Our next step will begin with a campus audit of supports, systems, climate/culture utilizing TCSS resources. From there, we will implement TCSS professional development to expand our district wide focus on Advocacy. Through our RED Talks, advisory boards, and campus meetings, The WELL will continue to monitor educator needs and support. And once again, Chapel Hill will survive and thrive, helping the students and families of rural East Texas to Prepare WELL, Plan WELL and Live WELL.

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9. Statutory/Program Requirements (Cont.)**3. Describe how the LEA will engage parents and families to solicit support for the program.**

The WELL will engage parents and families to solicit support for the program in the following ways: The WELL Project Manager will responsible for working with The WELL Staff (Counselor, Dean, Advisor, Student/Parent Liaison, WELLness Specialist and Community WELLness Officer) to use the TCSS Parent and Family Engagement Playbook, resources and tools to build a system of effective support team structures, effective mental health training, support and resources that will result in a robust calendar of support activities and events that will serve as positive forms of outreach to the families. Input will be sought from school leadership, educators, and culturally and socially diverse Advisory Boards in order to address topics that are relevant to parent and family needs. In the process of using the TCSS Suite of Supports and Programs, The WELL will consider Joyce Epstein's 6 Forms of Parent Involvement to plan a variety of opportunities for families to become involved or to receive support services: (Parenting-Help families support children as students), (Communicating-Design effective school to home and home to school communication), (Volunteering-recruit parent help and support), (Learning at Home-Educate families on how they can help students at home) (Decision Making-Include parents in the decision making process) and (Collaborating with the Community-Build community partnerships). Individually, the existing school staff and the proposed new WELL staff will have responsibilities for parent/family outreach as part of each of their job descriptions as they manage their student and family caseloads. The WELL Project Manager will monitor the TSCC case management system so that all students and families will have opportunities for WELLness contact and support. The WELLness Specialist and the Community WELLness Officer will serve as additional liaisons between students, teachers and parents and will be responsible for facilitating related training activities and events by coordinating the development of presentations and arranging presenters, facilities and materials using the TSCC curriculum. In addition to formal duties, some of the most important work at a small school district will take place informally on a daily basis. The WELL staff will be out during passing periods, at lunch and at sporting/school events building relationships with students and families. WELL t-shirts will be designed and worn around campus. By February of 2024, 70% of our families should be able to tell you what kind of services and support are available in The WELL.

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

Chapel Hill ISD will ensure that there is adequate staff to support the establishment and implementation of the Student Support Program. School leadership and the local school board are committed to "Strong Connections" and support services and what that does for student achievement, emotional well-being of students, families and faculty and the safety of our campus. In order to develop this student services hub called The WELL, the existing Counselor, Dean of Students, Academic Advisor and Student/Parent Liaison will be moved and designated as WELL staff to join forces with the new staff of the WELL, the Project Manager, WELL Specialist and Community WELLness Officer. This will form a core staff of seven employees who will be devoted to WELLness services for the district. This will be an important move in streamlining and facilitating district Advocacy services in a way that will allow a united staff to deliver services that will support and cultivate potential and help students and families learn how to make improvements in self-regulation. These seven WELL employees are not alone in this effort. Our school board, our administrative leadership, our educators, the Student Advisory Board and the District Advisory Board will also be a part of the WELL team as the A for Advocacy continues to be built this upcoming year. The seven WELL employees will also be coached by the ESC and the Texas Center for Student Supports. The collaboration and training that the TCSS supplies will also be a very important part of building the capacity of our WELL team and the establishment and implementation of referral pathways and Tier 1,2 & 3 supports. The invaluable organization and protocols provided by the TCSS will create more efficient processes that will streamline work and planning for the WELL staff. The TCSS resources will be thoroughly vetted by a highly trained academic community that will result in more desired outcomes. It will be a priority that all of the WELL Staff is cross-trained so that needs can be met on a walk in basis or during a crisis situation and the systems will not break down if a WELL Staff member is momentarily unavailable. As a part of our ongoing evaluation, we will continue to assess the staffing of The WELL and each job description so that the duties and assignments can cover the needs and responsibilities effectively and efficiently. Also, by establishing an increase in local and community partnerships and resources, some of the student and family needs may be transitioned to approved outside agencies.

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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.

CHISD will support the campuses by creating a district support system called The WELL that will partner with the TCSS to provide an aligned support team network using systemic protocols, operations and tools for the delivery of mental, behavioral, emotional and physical health services to students, families, and educators. Grant funding will make it possible to hire additional staff (WELL Project Manager, WELL Specialist, and WELL Community Officer) to provide services that will decrease harmful, threatening or violent behavior. The WELL Project Manager will be responsible for building support partnerships with parents, families and educators through the use of the resources and tools in the TCSS Parent and Family Playbook and the Suite of Supports and resources that promote overall student WELL-being; The WELL Specialist will encourage strong teacher and student relationships by supporting inclusive classroom environments through restorative disciplinary practices while also connecting families with practices that ensure that students feel safe and secure in both at home and on campus. The Community WELLness Officer will use the suite of TCSS supports, programs and professional development to build a safe, inclusive supportive learning environment with strong relationships between staff and students. Currently, CHISD has a Safe and Supportive School Team (SSST) that is responsible for reviewing and assessing potential or specific threats to students and staff as they arise. The SSST is comprised of individuals from different departments including the campus police department, special services, counselors, teachers, technology, and Communities in Schools representative. With the addition of this grant funding, the SSST will evolve to include the WELL Project Manager and the WELL Specialist in order to provide necessary expertise that creates a fair and equitable portrait of the student. WELL Staff members will also help identify best practices for the district response to possible threats. TCSS standards will also be applied in SSST meetings to ensure that the student's academic progress, family history, socio-economic status and mental health background are reviewed as the SSST considers placement and disciplinary actions in order to provide restorative options that promote more positive outcomes. The WELL and SSST will work together to get students back on the pathway to Preparing WELL. Planning WELL. And Living WELL.

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.

CHISD campuses identify student support needs through teacher referrals, academic progress, discipline records, counselor information, attendance records, etc. Campuses use the MTSS system to implement evidence-based principles to achieve positive outcomes. This allows campus teams to organize levels of intervention based on individual student needs. Academic and behavioral strategies are provided through Interventionists, Red Devil Academies, Leadership Academies, Master Hour, Individual Counseling or Small Group Counseling. Students are progress monitored every 9 weeks to analyze academic growth. In the case of mental health or behavioral referrals, interventionists examine classroom and campus behavior records for a reduction in incidents. When students do not achieve academic or behavioral progress, the campus teams meet to re-evaluate interventions. In some cases, more intensive support is needed, and the campus team may determine that the student would benefit from mental health resources that have partnered with Chapel Hill ISD. Subsequently, these students may be referred to the social worker and family support provided by Communities in Schools (CIS), Lakes Regional MHMR, Community Health Core: Family and Youth Services (FAYS), or, at times, a private Licensed Professional Counselor (LPC). Recently, Chapel Hill was approved to begin a partnership with Texas Child Health Access Through Telemedicine (TCHAT). Through this program, Chapel Hill students in need of intensive counseling supports will be able to access this service privately, on campus during the school day. Due to the limited number of external resources available in rural areas, there are several barriers students and families are often faced with when they are referred for outside assistance. They are unable to get an appointment, there are language barriers, they may be undocumented, they lack transportation, they lack insurance (many LPCs do not take Medicaid) or the family lacks the finances to pay for the services. In a perfect world, referrals would be seamless; however, providing more intensive supports often puts students and families in a difficult conundrum and many give up before they are able to get help. It is our hope that the TCSS will be able to offer some solutions to barriers that exist in less populated areas of the state so that no matter where a family lives, there would be external support services available to them.

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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.

Chapel Hill ISD currently partners with the Region 8 Service Center to support improvement in student mental, behavioral and emotional health, physical health and wellbeing to improve academic outcomes by employing an elementary counselor (Pre-K-5th) and a secondary counselor (6-12). Academic Deans assist the counselors with day to day support. The counselors and deans are a part of the Region 8 Counseling Cooperative and participate in the professional development available to area counselors. CHISD also consults with Region 8 as needed to seek additional solutions and resources. The counselors and deans attended the Summer Leadership Summit to receive training on supports for students, families and faculty. One of the most influential opportunities available through Region 8 is being selected to be a part of the Northeast Texas Learning Community coordinated by the Meadows Mental Health Policy Institute. Monthly meetings are held through Region 8 Service Center. This has been an invaluable resource for current best practices in mental, behavior & emotional and physical health & wellbeing. The topics have included: Foundations of School Mental Health, Brain Science & Behavior, The Power of Partnerships, Data & Evaluation, Adult Wellness, Tier 1 Interventions, Tier 2&3 Interventions, Trauma & Grief, Funding & Sustainability and Next Steps. This cooperative has not only given us access to respected leaders in the field of school mental health, it has also allowed us to network and share ideas with other districts in the area. The processes and practices outlined in this professional development provide a direct correlation with student and family supports, improved academic outcomes, school climate and safety. District leadership recognizes the fact that there is a link between student and family supports, school climate, academic achievement and school safety. Therefore, the district began discussions about adding another A for Advocacy to our district slogan. CHISD is actively seeking the type of coaching, professional development and training that the Stronger Connections Grant and the Texas Center for School Supports will provide. With support from TCSS, coaching from the ESC, hard work from the district and WELL Staff, the A for Advocacy will move from being a word in our school tagline to being an important part of the school fabric providing student supports and improving academic outcomes for students.

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.

Life is not easy for the residents of Chapel Hill community due to limited economic growth, inflation, debt, high mortgage rates for homes, farms and ranches, fluctuating agricultural prices, unpredictable weather, droughts and a global pandemic. Amidst the changing social, emotional and economic climate, there are more pressures on students and families that require additional supports at school for mental health, behavioral and emotional health and physical health and wellness of students. CHISD has worked hard to respond to the needs by: utilizing an organized System of MTSS to monitor and deliver support services, developing programs and resources to build parent and family engagement and partnerships and using Region 8 to provide professional development to the faculty and staff to improve school culture and connectedness. The WELL at Chapel Hill, a one stop shop for support services, will be the tool that empowers the next generation of students and families in rural East Texas. A campus social service agency that builds and promotes a support network targeted at improving overall student WELL-being. This will be the support delivery system and personnel that will improve the services and supports at CHISD. The Stronger Connections Grant will provide funding for the guidance of the Texas Center for Student Supports, content, curriculum, training, monitoring tools, systems, protocols, resources, tools, professional development, data collection framework, standardized forms, partnerships, the Parent and Family Engagement Playbook, the Suite of Supports and Programs, coaching, and the funds for additional staffing (WELL Project Manager, WELLness Specialist, and Community WELLness Officer) to form a WELL team of seven. This investment is important to a small school in rural East Texas where partnerships and resources are limited and the needs are great. Please consider Chapel Hill ISD for the TEA Stronger Connections Grant and help us to empower students and families to: Prepare WELL. Plan WELL. Live WELL.

9. Enter the LEA Total Enrollment:

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

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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

12. Request for Grant Funds

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

Payroll Costs

| | | |
|----|--|---------|
| 1. | WELL Project Manager | 225,000 |
| 2. | WELLness Specialist | 210,000 |
| 3. | *Community WELLness Officer | 142,500 |
| 4. | *(5% of grant to be funded locally at \$37,500 for Community WELLness Officer) | |
| 5. | | |

Professional and Contracted Services

| | | |
|-----|--|--------|
| 6. | Required 6% of funds for technical assistance provided by the regional ESC | 45,000 |
| 7. | Required 10% of funds to the Texas Center for Student Supports | 75,000 |
| 8. | Professional Develop (TCSS Suite of Supports & Programs) | 15,000 |
| 9. | Contract Mental Health Support | 5,000 |
| 10. | The WELL Social Media Consulting and Design | 4,500 |

Supplies and Materials

| | | |
|-----|--|-------|
| 11. | The WELL Resources and Materials | 5,000 |
| 12. | Parent and Family Engagement Playbook Activities | 8,000 |
| 13. | | |

Other Operating Costs

| | | |
|-----|--|-------|
| 15. | Travel to Support Professional Development | 7,000 |
| 16. | | |
| 17. | | |

Debt Services

| | | |
|-----|--|--|
| 18. | | |
| 19. | | |

Capital Outlay

| | | |
|-----|---------------------|-------|
| 20. | Technology Supplies | 8,000 |
|-----|---------------------|-------|

Direct administrative costs: 750,000

Indirect administrative costs: 0

TOTAL GRANT AWARD REQUESTED: 750,000

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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 |
|-------------------------------------|--------------------------------|
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |

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