



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

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Using the Gallup Poll, CISD students identified a decrease in their sense of belonging to their campus. The decrease showed as 3.60 to 3.38 from the 21-22 school year to the 22-23 school year.	Through this funding we will address students sense of belonging through increased student engagement on their campuses. This will be addressed through enhanced programming embedded in Social Personal Competencies in lessons, school activities, staff development, and environment. Staff will address this by supplementing their campus Multi Tiered System of Supports (MTSS) teams.
During the 2022-23 school year in a span of six months there was response to 71 crisis calls. Adequate wrap around and follow through is needed to enhance the level of care needed to stabilize these children.	Hire a designated Licensed Mental Health Professional at each of the three identified campuses will foster more targeted Tier 2 and Tier 3 to include wrap around supports and interventions for staff and students.
This years TEA's Safety and Security report indicated the need to continue to establish campus based student support programs that provides a nurturing learning environment through increased measures in safety and security, to decrease incidents.	Train and enhance campus based MTSS teams to address safety and security. Through additional training, these teams will learn skills that will be utilized to improve campus culture. Among the areas addressed are chronic absenteeism, bullying, behavioral threat assessment, and disciplinary incidents.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By September 30, 2025 Canutillo Independent School District will have implemented a Student Support Program at the identified three campuses that will have;

1. Increased student sense of belonging by 10% as measured by the Gallup Poll
2. Establishing wrap-around services offered to 100% of students served through Tier 2 and Tier 3 supports
3. Supplement positive campus culture by increasing daily attendance rate to a minimum of 96% (CHS will increase by 9.02%, AMS by 3.71%, & JDE by 2.66%), establish restorative methods to address discipline by a minimum of 30%, decreased bullying and behavioral threat assessments by a minimum of 5%

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

On board and train personnel to increase MTSS application, interventions and campus environment. CISD will use the first quarter to present campus goals to staff, adapt goals on each campus and on board and train personnel as needed. Student Support will train campus staff to collect data from student surveys, attendance reports, discipline reports, referrals to Mental Health Professional, MTSS team data, Behavioral Threat Assessment Team data, and crisis calls.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Student Support Team will measure progress toward the identified goals through data collection and analysis. We will be utilizing data from student surveys, attendance reports, discipline reports, referrals to Mental Health Professional, MTSS team data, Behavioral Threat Assessment Team data, and crisis calls. Benchmark goal of an increase of 3% on the student surveys identifying sense of "school belonging"

Third-Quarter Benchmark

Student Support Team will measure progress toward the identified goals through data collection and analysis. We will be utilizing data from student surveys, attendance reports, discipline reports, referrals to Mental Health Professional, MTSS team data, Behavioral Threat Assessment Team data, and crisis calls. Benchmark goal of an increase of 5% on the student surveys identifying sense of "school belonging"

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.

Based on internal 9-week program evaluation, primary investigator will be aware of areas of strength and weaknesses prior to benchmark reporting. Items to be evaluated in the 9-week period include: attendance reports, discipline reports, referrals to Mental Health Professional, MTSS team data, Behavioral Threat Assessment Team data, and crisis calls. Due to the array of data to be collected we will be better equipped to identify early on where modifications may be needed. Additionally, campus data will be evaluated weekly through the MTSS team. This will ensure campus teams are able to evaluate and make adjustments to initiatives that will allow for continued growth and achievement of goals in a timely manner.
Every quarter students perception on campus safety, security and sense of belonging will be evaluated and activities and interventions.
MTSS teams at all three campuses and district Student Support Services (SSS) staff will meet every 6 weeks to establish an action plan to make modifications to programming as needed in order to achieve grants goals and meet benchmarks.

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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 district-wide use of a needs assessment will determine target areas for the beginning of each school year. Previously CISD has utilized Gallop Poll in the past three years. While all ten campuses participate, for the purpose of this grant we have addressed the needs of the three campuses that decreased in areas that will be the focus for the grant. The three campuses identified are Canutillo High School (CHS), Jose J. Alderete Middle School (AMS), Jose Damian Elementary School (JDE). Students sense of belonging in school on a 5 point scale lowered from 3.44 to 3.29 (CHS), 3.69 to 3.39 (AMS) 4.49 to 3.89 (JDE), Students ability to understand and manage emotions lowered from 3.48 to 3.47 (CHS), 3.42 to 3.30(AMS), 4.03 to 3.71 (JDE). In the Gallop, "hope" is defined by the ideas and energy students have for the future; CHS increased from 4.10 to 4.16, for AMS remained the same (4.7-4.7), and for JDE they lowered (4.52-4.22).

Reports for the three identified campuses during the 2022-23 school year identified that: CHS had 554 discipline reports, their average daily attendance rate for the school year was 86.98 %, AMS had 402 discipline reports, their average daily attendance rate for the school year was 92.29 %, and JDE had 75 discipline reports, their average daily attendance rate for the school year was 93.34%. The final factor in determining eligibility, was the current services available to those campuses. The identified campuses are those that do not currently have any support programs in place, with the exception of Canutillo High School who receives limited mental health services through a partnership with the local mental health authority.

District Safety & Security incidents for the 2022-23 school year identified that 29.11% of incidents came from CHS, 16.46% of incidents came from AMS, and 15.19% of incidents came from JDE. Which made them our top three campuses with safety and security incidents in the 2022-23 school year.

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

Canutillo Independent School District (CISD) is implementing a top-down training approach in the areas of mental health, school supports and evaluation. It will beginning with the Board of Trustees, Student Support Department, administration, parent liaisons, followed by all campus personnel. This will train personnel in Youth Mental Health First Aid (YMHFA) and Adult Mental Health First Aid (AMHFA). Additionally, CISD Student Support Services (SSS) Department will continue to provide programs to aid with social services and academic supports that ensure students have basic needs met in order to achieve holistic success such as High School Equivalency Program, Safe and Drug Free Schools, Health Services, Positive Behavior Support Initiative, Attendance/Truancy, Counseling, Mentoring, Teen Pregnancy Related Services, Parent Outreach, Adult Literacy, Early Childhood, Coordinated School Health and others. Canutillo ISD is committed to the professional development and buy-in of not only campus leaders but teachers as well. To ensure that teachers are also aware of student needs they will be a part of a day long professional development. This development day happens annually in July, July 2024 all teachers and staff within Canutillo ISD will be invited to become certified in Youth Mental Health First Aid (YMHFA).

Through the MTSS team at each of the campuses staff will receive monthly updates of campus initiatives and current successes as well as areas of continued growth. To compensate for the additional time and effort funding from this grant will provide the student support program campuses funds to increase campus culture for staff and 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.

Canutillo Independent School District (CISD) will use the following strategies to aid campuses in increasing awareness and engagement when working with parents and area residents: hold community awareness and training events, utilize Public Information Office (PIO) to promote events through local media outlets, social media platforms, Project Alert and Life Skills classes for potential referrals, seek more partnerships through Memorandums of Understanding or Agreements, and utilize the campus Coordinated School Health teams to educate and inform community on action plans, curriculum and intervention implementation. Information shared out will be provided in both English and Spanish to remain culturally competent to the community within Canutillo.

Because Canutillo ISD's socio-economic status meets the criteria for Title I designation it ensures that each campus has a Parent Liaison as a part of staff. Parent Liaisons are a strong support in connecting with student's families and supporting parents in being engaged. Canutillo ISD has a Parent University at each campus, delivered by CISD parent liaisons, which supports the education and health of families across the district. These free classes for parents and community members help students be successful in their school and home environment by focusing on the following topics: wellness, nutrition, prevention, legal, social services, and technology. These classes are offered throughout the school year, with a scheduled system of once-a-month delivery.

Canutillo ISD will establish a long standing committee that will be embedded in the CISD School Health Advisory Council and continue to review and participate in mental health policy and programs suggested to the school board. The goal of the community committee is to partner and build support with families, provide input on the establishment of a student support program, facilitate a student support partnership as well as develop and establish MOUs for agencies to participate in service delivery either via tele-health or by establishing school-based services.

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

Canutillo ISD will utilize the campus MTSS team to enhance the establishment and continued implementation of the student support program. Additionally, to ensure that each campus receives ample support through grant funding Canutillo ISD will hire three Licensed mental health professionals (Social Worker, Case Manager, Counselor, Case Worker, QMHP-CS, etc.). This grant will also fund a Project Manager part-time to ensure grant goals are on track and being met. The project manager will hold monthly district project meetings to provide updates and attend campus MTSS teams to ensure there is progress. Project manager will maintain data for all three campuses and provide monthly reports to the primary investigator.

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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.

Canutillo Independent School District (CISD) currently has a District Behavioral Threat Assessment Core (BTAC) team that oversees and conducts behavioral threat assessments for the whole district. The District BTAC team consists of the Executive Director of Student Support Services, the Director of Student Services, the Chief of the District Police Department, the Director of Special Education Services, the District Social Workers, and the Coordinator of the District Alternative Education Program as well as the campus principal of the student or staff who is assessed. These behavioral threat assessments are conducted once a campus designee refers a student or staff member to the District BTAC team.

CISD currently has a partnership with Emergence Health Network (EHN), the local mental health authority for El Paso County, and its School-Based Crisis Intervention Team (CIT). CIT has developed emergency responses to crises that occur with students, staff, and community members within the district. CIT and CISD have been able to create a color-coded system to respond to crisis situations at CISD. The codes for CIT are code red, code blue, code orange, code green, and code yellow; each code corresponds to a different level and type of crisis. A student, staff member or community member is automatically referred to the district BTAC team when a CIT call that meets criteria for HB 3 section 37.115 is made. The CIT code blue is made when someone is having homicidal ideation with a plan or intent, any school threats, or when there is an active shooter. Due to the importance of following up on behavioral threat assessments and as part of the enhancement of services this grant will allow, the District BTAC team will be training and guiding every campus in the district in the creation of their own Behavioral Threat Assessment Teams (BTAT). With the implementation of BTAT, each campus will be able to monitor and assess every individual referred in a more in-depth way, such as providing Tier 1, Tier 2, and Tier 3 interventions. These interventions are implemented to reduce the recidivism rate of being placed back into the Disciplinary Action Education Program (DAEP), including disciplinary actions and/or violent behaviors.

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.

CISD follows a whole child approach through MTSS to provide targeted interventions and support to student's academic growth, achievement behavior, absenteeism, social and emotional needs. MTSS provides a framework that responds and intervenes with students facing challenges that may hinder their success in school and outside of school. This model assists not only in the general education but also helps identify the students that may possibly need special education. Students placed under Tier 3 are referred to the district social workers and/or are provided with linkage to internal and external mental health and behavioral health providers. CISD currently has partnerships with Texas Tech University Health Sciences Center of El Paso, Emergence Health Network, and Project Vida. Texas Tech University Health Sciences Center of El Paso has a program called Texas Child Health Access Through Telemedicine (TCHATT). TCHATT is a resource that supports school personnel in helping identify and refer students experiencing a mental health crisis for brief treatment with a child and adolescent mental health professional. Students are able to benefit from the brief treatment through a series of sessions through telemedicine at their home campus via their computer, helping students decrease the amount of absences. The partnership with Emergence Health Network (EHN) has brought two programs into CISD. The two programs with EHN are the Systems of Care (SOC) and the School-Base Crisis Intervention Team (CIT). Systems of Care is a school-based program that provides mental health services to students living with a serious emotional disturbance through a therapist, a youth peer, a parent peer, and a case manager at the home campus of the student in need. Parents of those students in this program can benefit from services as the parent peer helps alleviate the stress of having to navigate the mental health system. The CIT program was developed as an emergency response to crises that occur with students, staff, and community members within the district with the collaboration with the Canutillo Independent School District Police Department. CIT has a Qualified Mental Health Professional that evaluates and provides a disposition

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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.

Canutillo ISD will continue to work alongside ESC-Region 19 to further aid the development of teachers. ESC-Region 19 provides professional development in areas such as technology, bilingual education, special education, gifted and talented education, curriculum development, teaching skills, administrative leadership, and programs for at-risk students. ESC-Region 19 offers technical assistance and support in areas such as data processing and instructional media. Field-based regional services to school districts are also provided.

CISD will continue to ask ESC-19 to participate in presentations for SEL bowl and mental health 101 professional development as well as participate as attendees and trainers for local ESC coordinate events. Will continue to expand on PD/relationship with ESC.

Canutillo ISD regularly attends sessions provided by ESC-Region 19, these sessions keep staff members up to date on any updates. Sessions include but are not limited to School Behavioral Threat Assessment, Multi-Tiered System of Supports (MTSS), Multi-Tiered System of Support for Suicide Prevention, Intervention, and Postvention Training Title Iv, Part A Session 1, Stop the Violence - Responding to Mental Health Crisis in School Grant, and Title IV, Part A | Student Support and Academic Enrichment Part A Psychological First Aid, Title Iv, Part A.

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.

The district will enhance systems already in place as the basis of the student support team. Such a system is Multi-Tiered Systems of Support (MTSS), which is a proactive approach that helps CISD identify students with academic and behavioral needs. The early assessment and intervention optimizes student growth, therefore, it is crucial that CISD follows MTSS to provide the necessary interventions during the early stages. MTSS consists of three tiers: Tier 1, Tier 2, and Tier 3. Tier 1 focuses on all students as it is a universal and core instruction, where intervention is provided to all students by everyone on the campus. A student is moved to Tier 2 when the need for targeted interventions is needed in a smaller group setting. Tier 2 interventions are provided by teachers, counselors and possibly external referrals may be needed. If Tier 2 interventions are not effective and the student continues to experience challenges, whether academic or behavioral, a student is moved to Tier 3 after providing documentation that reports the different Tier 1 and Tier 2 interventions previously used.

This model allows the campuses to address their students holistically, addressing mental health, emotional health, physical health, wellness, and academics through student support staff hired. This funding will allow the three campuses selected to enhance their MTSS teams and make them model campuses for the district. The addition of mentioned positions will allow the campuses to have a fully multidisciplinary team to better serve students and provide them with specialized services.

9. Enter the LEA Total Enrollment:

6009

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

19

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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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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.	3 Licensed Mental Health Practitioners Salary & Fringe	\$225,000
2.	1 At-Risk Case Manager Salary & Fringe	\$75,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$60,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$100,000
8.	5% allocated for cost sharing to TEA	\$50,000
9.	Contracted Services (Creation of Case management program/Clinical Supervision)	\$115,000
10.		

Supplies and Materials

11.	Supplies and materials	\$35,000
12.		
13.		

Other Operating Costs

15.	Other (Transportation, professional Development)	\$115,000
16.	Other (Misc. Technology, Curriculum)	\$85,000
17.	Other (Campus Culture, Family Engagement, Student Engagement, Campus Allocations)	\$120,000

Debt Services

18.		
19.		

Capital Outlay

20.		
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Direct administrative costs:

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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