



# 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

Jul 17, 2023  
4:27 PM

Authorizing legislation:

Grant period:

Pre-award costs:

Required attachments:

### 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
HISD needs to address the mental health challenges of students based on the SECA screener results, discipline concerns, and trauma reports.	Utilize the Student Support Team to implement a district wide SEL program to also include a social worker that can provide student access to mental health services by creating a mental health/SEL resource center for families. Provide SEL training for staff and teacher
Upgrade safety measure throughout the school district with up-to-date physical and esthetic standards.	Provide keyless entries and 2 way cameras on all doors.
A total of 958 discipline referrals were submitted for the 2022-2023 school year, which included an increase in fighting, vaping and assaults. Decrease the number of discipline referrals by 50%.	Work with the Student Support Team to establish and provide training using a restorative practice program that teachers and administrators can utilize in the classrooms and around the campus.

**5. SMART Goal**

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

By the end of 2025 Hempstead ISD will create a physically and emotionally safe and effective environment where students can learn and teachers can teach at high levels by decreasing 50% of the behavior referrals, upgrading safety measures and providing a social worker to foster an environment that promotes social-emotional learning.

**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**

HISD will complete SEL and restorative program training with the Texas Student Support Center. All purchases would be made to install equipment for the security cameras and keyless entries. A social worker will be employed to facilitate the SEL center and provide resources for students and parents.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

The Student Support Center will assist with coaching teachers and administrators. 50% of restorative practices are evident throughout campuses.

The Student Support Center will assist with coaching and modeling the SEL program for teachers and administrators. SEL practices will be observable and used on a weekly basis.

A space will be secured for the SEL center and the resources will be purchased. 30% of the security cameras and keyless entry equipment will be installed.

**Third-Quarter Benchmark**

Restorative practices implemented with fidelity will demonstrate a 10% decrease in discipline referrals. Through observation SEL strategies should be noticable and number of referrals should decrease by 10%

All security cameras and keyless entries have been installed and are fully operating.

The social worker will broadcast the newly established SEL center inviting parents and communicating the mission, vision, and purpose of the center.

**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.

Throughout the term of the grant the District Education Improvement Council will meet quarterly to review project evaluation data. Team members will provide a quarterly progress report, which will include the following reports:

- 1. Discipline
- 2. Restorative Lessons submitted and executed
- 3. The number of SEL resources purchased and provided

The reports will help determine the status of the SMART goal, strengths and weaknesses of the programs. Based on the information provided, the DEIC will be able to determine when and how to modify the programs. This process will be able to determine if the benchmarks and or summative goal is not demonstrating progress. The DEIC will provide suggestions and input on any modifications needed.

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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.

Hempstead ISD has one Early Childhood Center, one Elementary Campus, one Middle School and one High School campus. The TAPR (2021-2022) demonstrates a 60.6% economically disadvantaged for the district and reports 40% of the teachers have 1-5 years experience. According to the year end district PEIMS discipline report and Campus Needs Assessments all campuses will benefit from participating in the program.

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

The evaluation tool for teachers, T-TESS Dimensions 3.1, 3.2, and 3.3 addresses classroom culture, routines and procedures, student behavior and classroom culture, which is aligned to the quantifiable need of decreasing discipline referrals, increasing awareness of SEL and providing a safe environment for all stakeholders. The principal leaders are evaluated with T-PCESS which includes competencies such as communication, change management, customer focus, and environmental awareness. These descriptors will ensure leaders are committed to the success of the Student Support Program. T-TESS and T-PCESS along with parent and staff surveys, discipline data and SEL reports will evaluate the performance and validity of the Student Support Program.

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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.

Hempstead ISD will provide literature regarding the new program through committee meetings, social media, newsletters, campus webpages, and flyers. The center will provide opportunities for families to learn more about social-emotional well-being and how they can build these skills at home. The district will provide educational resources and training for families about what mental health is, what it looks like, and how to care for their children. HISD will also engage families in the development of MTSS and the SEL program.

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

Hempstead ISD will form a committee and invite members from the Strategic Planning team, Human Resource Department, Student Health Committee as well as our budget office for their input and planning regarding staffing, mission and vision for the program. Currently one of the Strategic goals for Hempstead ISD is for all students to exhibit positive social-emotional skills and character traits to be self-aware and equipped to become a beneficial asset to a global society.

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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.

Currently the campuses are aware of the steps needed to perform a threat assessment by notifying the Director of Special Education along with the Chief of Police department. The grant will allow us to consult with the Texas Student Support Center on improving our current process for reporting a behavioral threat assessment. All campuses are in the process of updating their MTSS practices as well as offering additional SEL services to students, staff, and parents. The campus counselors have limited information they can share with parents on how to access community resources available for mental health.

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.

The SECA is given to our students in the beginning of the school year. The data is collected and students are identified based on their need. The results, and lessons to address the student's needs are housed in Branching Minds. Teachers incorporate weekly SEL lessons during an advisory period and the Tier 2 and Tier 3 students are pulled during advisory period to have either group or individual sessions with the counselors.

The district is in close contact with Texanna when a student voices a concern to harm themselves. HISD has also established a relationship with Focus Families, which will assist families that have encountered domestic challenges within the home setting. More external mental health resources are needed for our students.

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

7. Describe how the LEA currently partners with the regional ESC to support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and improving academic outcomes for students.

The district collaborated with Region IV to established an EAF (Effective Advisory Framework) committee. According to the EAF gap analysis, there were limited professional development opportunities offered to the counselors regarding SEL curriculum and interventions. It also noted there was no alignment of the counseling practices and the Guidance Handbook. Working closely with the region center, the committee has developed goals for the district to monitor and achieve.

In addition to the EAF program, the Elementary and High School campuses are consulting with the region center to assist with using the ESF (effective school framework) addressing gaps in Lever 1 - Strong School Leadership and Planning, Lever 4 High Quality Instructional Materials and Assessments and Lever 5 - Effective Instruction which is directly related to improving academic outcomes for students.

All campuses have a contract with Region 4 to assist with coaching teachers in the classrooms based on the CNA.

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.

Three campuses have been trained with using Capturing Kids'Hearts strategies and CHAMPS. The strategies do not address all the SEL needs. Having a Social Worker employed by the district and working with the Texas Center for Student Support will assist, train and coach leaders on establishing and sustaining systems and practices with using a SEL curriculum to meet the large number of students, parents and families in our district that are in need of mental health resources and interventions.

Past research has revealed that restorative practices had a positive effect in schools by reducing the number of school suspensions. The district would like to establish restorative practices with fidelity on every campus.

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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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.	School Social Worker	80,000
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Required 6% of funds for technical assistance provided by the regional ESC	51,000
7.	Required 10% of funds to the Texas Center for Student Supports	85,000
8.		
9.		
10.		

**Supplies and Materials**

11.	SEL Curriculum and Restorative Discipline Resources	50,000
12.	Resources needed for SEL Center (books, pamphlets and furniture)	20,000
13.		

**Other Operating Costs**

15.	Equipment and materials needed for keyless entries	200,000
16.		
17.		

**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"/>	

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