



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:

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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- 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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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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 Socio-Emotional Learning (SEL), mental health support including access to socio-emotional support, curriculum, activities, individual, small group counseling, family activities, and Student Support team	Provide a Student Support System and significantly enhanced implementation of SEL curriculum, lessons, training, and support for staff, students, and parents across three campuses. Provide small group mental health counseling and individual case management to support with healthy habits and supports for research-based healthy living.
Need 1 on 1 and small group Student Support conducted by trained, qualified staff. In addition, 1 on 1 tutoring and academic support incorporating SEL lessons, vocabulary, concepts in diverse languages.	Student Support Teams to be trained and to provide additional 1 on 1 support including diverse languages and case management. Purchase additional software licenses, translation, diverse reading materials, and/or chromebooks as needed to support SEL work through Multi-Media SEL Centers on campuses.
Need increased, effective family engagement and access to relevant, on-level, and 'of interest' reading materials that support socio-emotional learning including home libraries, reading groups, and parent support	Implement an Advisory group for each of three schools following the School Support playbook to include family and neighbor engagement, book distributions and small group reading intervention activities related to SEL.

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.

BakerRipley Community Schools will increase 1). student sense of belonging, 2). culturally and linguistically responsive practices, 3). adult commitment to strong relationships, and 4). development of trauma-informed learning environments by completing a series of activities including A). SEL Program Expansion - increase daily access of students, teachers, and parents to the Socio-Emotional Learning (SEL) program through training and support for staff, students, and parents including two multi-media access centers including language accommodations; B). Student Support Teams - creating three (3) Student Support Teams (SSTs) trained in the Texas Center for School Supports protocols, case management, and use of the family engagement playbook, and C). Advisory Teams - Create responsive and active Advisory Teams (ATs) that will provide quarterly insights and inputs into the program.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- 1). Project ExSEL or Excellence in SEL Program Expansion: SEL Program contract expansion negotiated and implemented. Contracts with ESC4 and Texas Center for School Support established.
- 2). Student Support Teams: Student support teams confirmed and training scheduled established.
- 3). Advisory Teams: Advisory teams confirmed and meeting schedule established.
- 4). 1 on 1 Tutoring including SEL Materials: Family languages listed and materials lined up in multiple languages including materials related to SEL lessons and curriculum at each grade level through multi-media access centers.
- 5). Access to Relevant, On Level Reading Materials to Support SEL: Students and parents survey of reading materials and interests to be able to provide appropriate, relevant, engaging materials.

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

- 1). Project ExSEL - SEL Program Expansion 2). Student Support Team: ExSEL Program Expansion implementation schedule and Student Support Team training schedule are thoroughly reviewed and discussed with each Campus Leadership Team (CLT) and with the district Instructional Leadership Team (ILT) for feedback and adjustment.
- 3). Advisory Teams: Stakeholder Advisory Team (AT) kick-off meeting schedule and details planned and reviewed with the CLT and ILT teams for feedback and adjustment.
- 4). 1 on 1 Tutoring including SEL Materials: 1on 1 and Small Group Support plans presented to the Asst. Sup. for Teaching and Learning for feedback, adjustment and then to the CLT and ILT teams for feedback and adjustment.
- 5). Access to Relevant, On Level Reading Materials to Support SEL: Additional reading materials planned to support SEL Curriculum and Student Support Team implementation including multi-media access center.

Third-Quarter Benchmark

- 1). Project ExSEL - SEL Program Expansion and 2). Student Support Team: ExSEL Program Expansion schedules implemented including training, installation of the SEL Multi-Media Stations at each campus, and additional resources in multiple languages (translations or language support). Reports provided to CLT and ILT teams.
- 3). Advisory Teams: Stakeholder Advisory Team established and kick-off held.
- 4). 1 on 1 Tutoring including SEL Materials: 1 on 1 and Small Group Support plans begin with support of Superintendent, Asst. Sup. of Administration, Asst. Sup. of Teaching and Learning and Asst. Sup. of Innovation.
- 5). Access to Relevant, On Level Reading Materials to Support SEL: Additional reading materials in place to support SEL Curriculum and Student Support Team implementation. List of resources presented to CLT and ILT Teams for review and input including multi-media access 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.

Project ExSEL is built upon and expands on, BRCS's successful track record of serving children living in poverty and near poverty. This project incorporates a targeted, effective array of services to support our students', parents', teachers', and principals' SEL efforts by significantly improving training and local resources. Change first comes from within and then creates local capacity. ExCEL will update our school SEL resources, classroom resources and will create home SEL resources extending the reach far into the high need community to support SEL implementation. The intentional use of technology through the two Multi-Media SEL Centers will greatly enhance the sustainability. 1 on 1 and small group support will be provided through tutoring and counseling through our Student Support Teams (newly implemented over the 2023-2025 project term), CLT Teams, and staff. Campus Leadership Teams (CLT) will be task with ensuring each student receives both socio-emotional and academic support. Advisory Teams (AT) composed of students, parents, and staff will be established to guide this important work.

Program SMART Goals will be explicitly mapped through evaluation and project management methodologies to ensure that each major area of work as outlined above in the Quarterly Benchmarks will be reported on both to the District Instructional Leadership Team (ILT) and Campus Leadership Teams (CLT).

- 1). Project ExSEL: SEL Program Expansion will reach goals as explained above.
 - 2). Student Support Team: The SST will attend training according to the schedules and will report back in detail.
 - 3). Advisory Teams: Stakeholder Advisory Team (AT) will receive regular updates and will be ask for input.
 - 4). 1 on 1 and Small Group Tutoring on SEL Materials: Students and families will access and understand.
 - 5). Access to Relevant, On Level Reading Materials to Support SEL: Additional reading materials planned to support SEL Curriculum and Student Support Team implementation including SEL Multi-Media Centers at each school.
- Each goal, objective, and strategy will be reviewed and reported on during monthly check-ins with the Superintendent and Asst. Superintendents. Our teams utilize CQI Continuous Quality Improvement processes to identify strengths and maximize progress to goals and objectives.

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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.
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.

BakerRipley Community School (BRCS) campuses - Ripley ES, Ripley MS, and BakerRipley ES will be included in the program. BRCS is a majority minority entity, with a population that is multi-lingual (Spanish, Arabic, Farsi, Urdu, Pashtun), multi-racial and culturally very diverse. BRCS will focus on providing culturally, racially, religious and linguistically diverse and relevant materials and approaches that will engage and attract students and their families.

Student Needs: An overview of each campus's student population shows the very high rate of English Language Learners or Emergent Bilingual (EB) students on campus include 80.5% emergent bilingual (EB) at BakerRipley Elementary School, 42.1% Emergent Bilingual (EB) at Ripley House Elementary School, and 41% Emergent Bilingual (EB) at Ripley House Middle School. Most students, even if they are not classified in the data as EB, still come from homes with two languages.

At Ripley House Elementary, the campus serves PK to 5th grade students of whom 98% qualify for Free or Reduced Lunch, 42.1% are Emergent Bilingual (EB), and 9.7% are Special Education.

At Ripley House Middle School, the campus serves 6th through 8th grade students of whom 98% qualify for Free or Reduced Lunch, 41% are Emergent Bilingual (EB), and 18.5% are Special Education.

At BakerRipley Elementary, the campus serves PK through 5th grade student population of whom 99% qualify for Free or Reduced, 80.5% are Emergent Bilingual (EB), 9.5% are Special Education. Our families include significant numbers of recently arrived refugees from war-torn countries like Syria, Iraq, Afghanistan, Pakistan as well as those fleeing drug trafficking and extensive violent gangs. The Likely Impact on Intended Recipients - With the convergence of SEL literacy and the support of SEL digital literacy tools in instruction, ExCEL will be carried out as part of a comprehensive framework to engage students and their families in high-interest resources. It will serve as a mechanism for literacy and technology which are two key levers to overall success in elevating educational attainment which will be especially meaningful and important for families to access important resources for socio-emotional health and well-being.

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

BakerRipley Community Schools will ensure the campus leaders and staff are committed to the success of the Student Support program.

Project ExSEL represents an exceptional approach to meeting the statutory requirements of the Strong Connections program. BakerRipley Community Schools (BRCS) is a high-need Local Education Agency serves over 1,760 students PK through 8th grade in inner city Houston (SAIPE Census Poverty 27.4%). We regularly engage in intensive planning processes involving stakeholders at every level to identify key needs and strategies for success. The resulting multi-tiered approach to combating SEL literacy calls for every level to receive significant, evidence-based supports.

At each phase of the project, key aspects of the program will be presented to each CLT, to the ILT, and to the Advisory Committee for feedback and input. The reporting is outlined in the benchmark section of this proposal. When the input and feedback is requested, the Strong Connections Team will take notes to incorporate the feedback into the planning. As this program will be managed under the Superintendent and the Asst. Superintendents, each piece of the implementation will be examined and integrated in the leadership team meetings.

BakerRipley Community Schools is well-known for the collaborative leadership framework which brings together leaders to think through each decision and requirement. Decisions are not made in isolation but rather as a team.

BakerRipley employs an important innovation in community building called Appreciative Inquiry across all of our work. This approach seeks to maximize the assets of the community in which we work. Instead of looking for deficits, we look for strengths or assets. We build on the strengths of our community, of our families, and of our staff. For example, while some may see speaking two languages as a deficit, we see two languages as an asset.

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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.

BakerRipley Community Schools will engage parents and families to support the program through the Advisory Council and through ongoing outreach, training, and communication.

Our families include significant numbers of recently arrived refugees from war-torn countries like Syria, Iraq, Afghanistan, Pakistan as well as those fleeing drug trafficking and extensive violent gangs in Honduras and El Salvador. The languages spoken across the Gulfton and East End neighborhoods indicates that we are truly the new Ellis Island of the United States. Farsi, Pashto, Dari, Spanish, Arabic, Aramaic, Urdu are all spoken often and by more than one family. The education attainment levels of families are low, meaning that families need multiple supports not only in their language but also at a lower education level.

In Spring 2020, our schools went from in-person, to virtual, to hybrid, as the COVID pandemic spread. We deployed multiple interventions to ensure that every family had virtual connectivity to participate via video conference. We also sent materials home to continue learning including technology devices to use free internet provided during COVID through city internet towers.

Among other things, our school libraries were closed and have not re-opened which is why we have put a Multi-Media SEL Center on each campus as a part of this important program. We have experience not only constantly changing schedules, but also enormous staff changes that resulted from the pandemic.

Families will engage with the SEL program through weekly opportunities for learning at the Multi-Media SEL Center that will be on each campus. Additionally, families will have the opportunity to sign up for text and email messages through the Multi-Media SEL Center in different languages. Additionally, with the input from our Advisory Council, the program will offer regular community storytelling, reading nights, and other fun opportunities to connect with SEL lessons and information to build support for the program.

BakerRipley has a great reputation in the community and has the important opportunity to pilot this important work. We regularly partner with multiple partners across Greater Houston who will be excited about this.

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

BakerRipley Community Schools will ensure that there is adequate staff to support the establishment and implementation of the Student Support Program. The proposed staff structure will include a 1). Project Director/PD who is qualified to provide School Counseling and SEL Program support, 2). a Grant Coordinator who is trained and proven in grant and project management for high-need schools, and 3). a Multi-Media SEL Specialist who will manage the day-to-day access to resources through the SEL Multi-Media stations at each campus to support teachers, parents, and student access and navigation. The Project Director will report to the Superintendent and will work with the three Asst. Superintendents to integrate all program activities into current leadership structures which include the Campus Leadership Teams (CLT) and the Instructional Leadership Team (ILT).

The Superintendent and Asst. Superintendents will ensure that all activities and goals related to the planning and implementation of the Student Support System and SEL Curriculum are met. The Superintendent is a proven school leader with over 20 years of instructional experience in high need schools in Houston including over 5 years in leadership roles with increasing levels of responsibility at BakerRipley Community Schools.

Each of the three major areas of work will be supported by an Assistant Superintendent which will greatly enhance the implementation of the program.

The Student Support system work will be supported by the Asst. Superintendent of Administration who is directly responsible for the School Leaders at each campus and for the Counselors.

The 1 on 1 support and small group support will be supported by the Asst. Superintendent of Innovation and Community Engagement to ensure that each student is supported academically and linguistically through 1 on 1 and small group work around SEL.

The access to Relevant, On Level Reading Materials to Support SEL will be supported by the Asst. Superintendent of Teaching and Learning to ensure that all teachers and students have access to on-level, engaging, culturally inclusive reading materials to support the Student Support System and the SEL curriculum.

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9. Statutory/Program Requirements (Cont.)

5. Describe how each of the three campuses that 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.

The three schools - BakerRipley Elementary School, Ripley House Elementary School and Ripley House Middle School will be supported through the Strong Connections program. All three schools currently do conduct behavioral threat assessments through the lead District Counselor. The District Counselor gathers the information from teachers, students, and parents following our behavioral threat protocol. If there is an immediate emergency situation and/or if a safety plan is needed, the District Counselor convenes with Campus and District Administrators to develop and implement the safety plan.

Through Strong Connections, we will develop a plan to merge the current threat assessment protocol with the Strong Connections training and protocol. We anticipate that the training and guidance provided to the Student Support Team will greatly enhance our current protocol and therefore look forward to this process.

Project ExSEL Program Expansion: The Strong Connections program will provide greatly enhanced capacity to receive training and materials to support our current SEL program - Second Step. The program includes an anti-bullying component which we implement, however, we need help to be able to implement it better.

Student Support Teams: Through Strong Connections, we expect our Student Support Teams at each campus will have clarity of role and procedures as well as boundaries which will greatly strengthen our SEL work.

Advisory Teams: Through our Advisory Team, we look forward to receiving family, student, teacher, and community input on the challenges they face and their aspirations for the future so that the program can be even more relevant and engaging.

1 on 1 and Small Group Tutoring including SEL Materials: Our community is multi-lingual and multi-cultural. As a result, the best and most effective approach to understanding is through small group and 1 on 1 study sessions which will also provide increase language accommodations. Through this, we anticipate high levels of engagement.

Access to Relevant, On Level Reading Materials to Support SEL: Stories are the backbone of every community. Providing on-level reading materials to support SEL is critical to our success.

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.

BakerRipley Elementary School, Ripley House Elementary School and Ripley House Middle School currently identify student support needs through our teachers, our teacher assistants, staff recommendations, our Special Populations Director, our District Counselor, our agency staff, and through the IEP process for students who are in Special Education.

The LEA employs a very strong collaborative leadership model which means that our Instructional Leadership Team (ILT) and Campus Leadership Teams (CLT) continually level-set around calendars, challenges, and opportunities to support continuous improvement.

Health and Mental Health partnerships with external providers are facilitated through our formal partnerships with Texas Children's Pediatrics clinics and Legacy Community Health clinics. Both clinics are located either on campus or next to one of our campuses. Both Texas Children's and Legacy clinics regularly support outreach on campus.

Despite the close proximity of these well-established community clinics, we need to continually work with teachers, parents, and staff to understand better when and how to refer students for additional support. This is a very important gap to fill in our community. It is a very difficult and complicated process that takes a very high level of training, support, and insight to do well.

Additional funding and support to be able to train staff, students, teachers, and families in healthy SEL behaviors and strategies will be a very welcome addition to our community. Requests for health and mental health services in our community has been a HUGE need and request we have been hearing in much greater numbers for the last 5 years, even more than in previous years.

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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.

BakerRipley Community Schools does not currently have a formal partnership with ESC4 to support improvement in student mental, behavioral, emotional, physical health and well-being. At present, we do send staff to training as needed for this support, but it is not a formal partnership.

We have a several areas of partnership with ESC4 - 1). emergent bilingual support, 2). State and Federal Programs support, 3). Other training as needed.

Our partnership with ESC4 in the area of emergent bilingual (EB) support is a comprehensive partnership supporting teacher and leadership training in the English Language Proficiency Standards (ELPS). This deep partnership and collaboration started in Spring 2022 and will continue through 2027. This work is a formalized partnership with goals, objectives, activities, training, and evaluation and is under a contract with ESC4.

Our partnership with ESC4 in the area of State and Federal Programs is through the regular training provided for Federal Program Directors through the Accountability and Leadership Solutions team. The training and communication from this team ensures our teams have the most up-to-date compliance and funding information related to Title I, Title II, ESSA, PEIMS, and other key program areas.

Our partnership with ESC4 in the area of other training is a supplemental support for all teachers, staff, and parents and includes support on NSLP and CACFP programs as well as other needs identified by Campus Leaders, District Leaders, teachers, and other staff.

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.

SEL Program Expansion: The program will support SEL program expansion through direct provision of training and support to leadership, staff, teachers, parents, and students. In addition, through the Multi-Media Centers at each campus and through the Multi-Media Specialist, ongoing access and support will be assured.

Student Support Teams: The program will provide the structure and training to provide Student Support Teams at each of three campuses who will be organized, coordinated and trained to support the mental, behavioral, emotional, and physical health and wellness of students. In addition, case management will enhance the approach for students with additional needs.

Advisory Teams: Advisory teams will provide input from community stakeholders including parents, teachers, students, and staff.

1 on 1 and Small Group Tutoring including SEL Materials will provide meaningful access to materials through culturally and linguistically appropriate materials and support.

Access to Relevant, On Level Reading Materials to Support SEL: Through the Multi-Media SEL Centers at each campus, parents, students, staff, teachers and leaders will be supported to know what materials are available and how to reach these materials. A Multi-Media Specialist will support the Multi-Media Centers by having a comprehensive list and training in each resource available. Because so many resources are digital and because we have so many cultural and linguistic backgrounds, it is critical to put in place this on-the-ground and visible presence at each campus.

9. Enter the LEA Total Enrollment: 1,779

10. Enter the Regional Educational Service Center that serves the LEA: 4

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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" value="1,779"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="1,779"/>
4. Total current-year grant allocation	<input type="text" value="0"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="0"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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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.	Project Director - School Counselor/SEL Training and Support Specialist	\$210,800
2.	Project Coordinator - Grant Coordinator	\$148,800
3.	Multi-Media SEL Specialist	\$99,920
4.	SEL Stipends - Training and Extra Duty	\$84,320
5.	Student Support - SEL plus Academics	\$99,920

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.	Multi-Media Set Up - SEL	\$40,000
9.		
10.		

Supplies and Materials

11.	Computers - Project Director, Project Coordinator, SEL Multi Media Computers	\$22,000
12.	Curriculum and SEL - Culturally Relevant Reading Supplies	\$38,000
13.		
14.		

Other Operating Costs

15.	Travel - Training on SEL through ESC4 and Texas Center for School Support	\$6,000
16.	Project Director and Coordinator Communication	\$2,400
17.	Mileage to Campuses	\$4,000

Debt Services

18.		
19.		

Direct administrative costs:	\$920,000
Indirect administrative costs:	\$80,000
TOTAL GRANT AWARD REQUESTED:	\$1,000,000

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
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apppart1 update_Page_01

Final Audit Report

2023-07-18

Created:	2023-07-18
By:	Kathryn Huntsman (khuntsman@bakerripley.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA5Q7s3AsqFRLA0W3Kk80Ht0S_dL4F3ndp

"apppart1 update_Page_01" History

-  Document created by Kathryn Huntsman (khuntsman@bakerripley.org)
2023-07-18 - 9:45:38 PM GMT
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-  Email viewed by jmunoz@bakerripley.org
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