



# 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](mailto: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
- 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
Establish a substance abuse prevention/intervention program focusing on vaping, gateway drugs, opioids, and violations of controlled substances.	Hire counselors to implement a drug prevention curriculum to focus in on the risks and consequences of vaping, gateway drugs, opioids, and violations of controlled substances. In addition, they will provide individual and group counseling, parent sessions, staff consultation, collaboration with community services, and referrals to outside drug and mental health agencies.
Establish three Family Centers within the district for access to counseling services after school hours.	Recruit school counselors and/or mental health professionals to staff the family centers during after-school hours, allowing parents to seek counseling services conveniently. They will consult with school personnel to identify families who may benefit from the family center services and provide appropriate referrals.
Conduct educator/district staff professional development and parent information sessions.	Implement comprehensive professional development for all school personnel on substance abuse/mental health issues. Provide refresher training with updated information/resources to address student behaviors related to drugs and mental health concerns. Conduct quarterly parent information sessions on campus and in various partner facilities to facilitate attendance by all parents.

**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 the academic year, the San Benito CISD will improve overall the safety and physical and mental well-being of students by implementing a comprehensive drug prevention/intervention program, student support progra (SSP) that will result in a 33% decrease in student vaping, use of gateway drugs and opioids, and violations of controlled substances; establish three family centers for 100% access to counseling after school hours; and improve educator and parent capacity to support student overall well-being by providing professional development to 80% of educators and staff, and providing parent awarness sessions to 25% of parents to address and provide appropriate support for student vaping, gateway drug use, opioids, violations of controlled substances policy/laws.

**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) Provide training/implement curriculum for the prevention/intervention program, referral process, and counseling efforts for all schools; survey students on substance knowledge, behaviors, and beliefs; collect data from students, teachers, and parents. (2) Identify family center location; complete the hiring of counselors/support staff for campus programs and for the three family centers; develop referral and communication protocols for parents and students for counseling; and ensure family centers are providing services by the fourth week of school. (3) Design/conduct the professional development/awareness sessions addressing student safety, substance issues, and overall student well-being for school personnel and parents; and gather feedback on the relevance and usefulness of the sessions.

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

**Second-Quarter Benchmark**

(1) Implement the SSP with fidelity. Continue monitoring and evaluate the effectiveness of the prevention/intervention activities. Collect ongoing data on participation rates and feedback from all stakeholders. Adjust as needed based on the initial assessment and feedback received. (2) Ensure the necessary resources are in place for the family centers. Conduct professional development (PD) session(s) and set goals and expectations for family center counselors. Ensure the referral processes and communication protocols for all stakeholders are efficient and effective. (3) Continue delivering PD sessions and monitor staff attendance and participation rates. Collect ongoing feedback from staff members on the relevance and usefulness of the PD sessions. Assess staff members' progress in applying the knowledge and skills gained from the PD sessions.

**Third-Quarter Benchmark**

(1) Evaluate the overall effectiveness of the SSP using data throughout the grant period. Analyze the impact of prevention/interventions activities on the program goals. Identify successful strategies and areas for improvement in the SSP. Begin compiling the final assessment report. (2) Compile data on the utilization of the family centers. Gather feedback from parents/students regarding their experiences. Assess the effectiveness of counseling services. Compile data on the outcomes and impact of the family centers in supporting student/family well-being. (3) Assess the overall impact of the professional development (PD) on staff members' knowledge and practices related to substance abuse, and mental wellness. Compile data on the effectiveness of the PD sessions. Evaluate changes in staff behaviors and practices in interacting with students and addressing substance abuse incidents.

**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.

(1) Regular Data Analysis: Analyze the data collected from various evaluation methods, such as surveys, assessments, and feedback forms, to assess the progress made towards benchmarks and summative SMART goals. Look for trends, patterns, and areas of improvement. (2) Identify Areas of Concern: If the evaluation data reveals that the program is not making sufficient progress towards benchmarks or summative SMART goals, identify the specific areas that require modification or improvement. (3) Seek Stakeholder Feedback: Engage with key stakeholders, including students, parents, teachers, counselors, administrators, and community members to gather perspectives on the program's strengths, weaknesses, and areas of improvement. (4) Review Program Components: Evaluate each component of the program, such as curriculum, intervention strategies, professional development sessions, and family center services. Determine which elements are not yielding the desired outcomes or need adjustment based on the evaluation data and stakeholder feedback. (5) Modify Strategies: Based on the identified areas of concern and stakeholder feedback, modify program strategies to address the gaps and improve effectiveness. This could involve adjusting curriculum content, implementing new intervention approaches, enhancing professional development sessions, or refining family center services. (6) Continuous Improvement: Establish a culture of continuous improvement by implementing a feedback loop. Regularly collect and analyze data, engage stakeholders in the evaluation process, and use the findings to inform ongoing modifications and refinements. (7) Pilot Test Modifications: Consider piloting modifications on a smaller scale to assess their effectiveness and gather data before major changes. This allows for adjustments based on real-world testing and minimizes potential risks. (8) Monitor and Assess Impact: Continuously monitor the impact of the modifications by collecting data and conducting ongoing evaluations. Determine if the modifications have positively affected student outcomes, family engagement, and staff practices. Use the evaluation data to inform further adjustments as 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.

(1) Although our goal is to implement our plan district-wide for the benefit of all students and parents, if necessary, the San Benito CISD will conduct a district-wide comprehensive needs assessment to gather data on student safety and wellness issues, including substance abuse, mental health concerns, and behavioral challenges, and analyze the data to identify the campuses where there is a greater need. (2) We will review existing data on student incidents, disciplinary actions, attendance rates, academic performance, and survey results related to student well-being to identify campuses with higher rates or indicators of substance abuse, behavioral issues, or mental health concerns to prioritize their participation. (3) Middle schools will receive priority for intervention efforts understanding that substance abuse and behavioral challenges often manifest prominently during adolescence. Priority will be given to campuses where middle school students exhibit higher rates of substance abuse and/or display behavioral issues that necessitate targeted support. (4) Emphasis in elementary schools will be on prevention efforts, as research suggests that early prevention and education are crucial for addressing substance abuse and promoting healthy decision-making. (5) To ensure equitable distribution of resources and support priority will be given to campuses serving a higher population of underserved groups or those with limited access to mental health resources and counseling services. (6) All stakeholders will be involved in the decision-making process. Input from school personnel who have firsthand knowledge of their campus and their students' specific needs will ensure the selection process aligns with their expertise. (7) We will assess the capacity and readiness of each campus to implement services to students, staff, and parents. We will consider factors such as the availability of physical space for family centers, staffing levels, and willingness of the campus leadership and staff to actively participate and support the program. (8) Consideration will also be given to geographic distribution to ensure representation across the district to provide equitable access to grant funded services and activities.

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

The San Benito CISD will: (1) Effectively communicate the purpose, goals, and expected outcomes of the SSP to all campus leaders and staff (CL&S). We will clearly articulate the importance of the program in addressing student safety and wellness issues and emphasize how it aligns with the district's overall vision and goals. (2) CL&S will be involved in the decision-making process related to the SSP's implementation. We will seek their input, feedback, and ideas to ensure a sense of ownership and investment in the program, where their expertise and experiences are valued. (3) Comprehensive training and PD opportunities for CL&S will be provided. A variety of sessions to equip them with the knowledge, skills, and resources needed to effectively support students' safety, well-being, and behavioral needs will be provided. Evidence-based training, trauma-informed approaches, and best practices for substance abuse prevention and intervention efforts will be implemented. (4) We will ensure that sufficient resources are allocated to support the SSP. This includes providing adequate staffing, counseling services, and the materials needed to implement the SSP effectively to foster a sense of support and investment from CL&S. (5) Provide ongoing support and guidance to campus leaders and staff throughout the SSP's implementation. Check-ins, meetings, and/or professional learning communities will be held to address challenges, share best practices, and celebrate successes. Regular monitoring and program evaluation to track progress, gather feedback, and make necessary adjustments will be utilized. (6) CL&S efforts and achievements will be recognized and their commitment and dedication to student well-being will be celebrated through public recognition, appreciation events, and/or incentives, thus reinforcing motivation and commitment to student success! (7) Opportunities will be extended for CL&S to share their successes, challenges, and lessons learned through meetings, conferences, and/or workshops, where an exchange of ideas and strategies will enhance the effectiveness of the program and lead to student success!

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

3. Describe how the LEA will engage parents and families to solicit support for the program.

The San Benito CISD will: (1) Establish clear and effective communication channels to reach out to parents and families and utilize our Family and Community Engagement Department, as well as newsletters, website announcements, social media, and school messaging systems to regularly provide updates and information about the program. (2) Frequent parent information sessions explaining available services, resources, and interventions will be held to educate families about the purpose, goals, and benefits of the SSP. We will strongly encourage parents to attend and participate in discussions. (3) A Parent Advisory Committee will be created specifically for the SSP. Parents will be invited and recruited to join. Committee members will be involved in the decision-making processes, as we seek their input and feedback on program design, implementation, and evaluation. Their involvement will foster a sense of ownership and ensure that the program reflects the needs and preferences of the families it serves. (4) Feedback from parents and families will be collected throughout the SSP. We will ask for their perspectives on the program's effectiveness, their satisfaction with the services provided, as well as suggestions for improvement, modifications, and enhancements to the SSP. (5) We will strongly promote make referrals to the family center, as it is a safe space for families to seek counseling, support, and resources. Family Centers will be easily accessible, welcoming, and inclusive. (6) Workshops and training sessions will be conducted for parents and families. Topics related to substance abuse prevention, mental health awareness, effective parenting strategies, and promoting positive family relationships will be provided. These workshops will empower parents with the knowledge and skills to support their children's well-being. (7) Partnerships with community organizations, local agencies, and parent groups will be established. Collaboration with these organizations will create opportunities to have joint events, guest speakers, and/or workshops to benefit the SSP and all community stakeholders. This collaborative approach will demonstrate our commitment to engage parents and families as valued partners.

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

The San Benito CISD will:  
(1) Conduct a thorough needs assessment to determine the staffing requirements for the SSP. Identify the specific roles, expertise, and qualifications needed to effectively address the program's goals and objectives. (2) Provide comprehensive training and ongoing professional development opportunities for the staff members involved in the SSP. Provide workshops, conferences, and seminars to enhance their knowledge and skills in areas such as substance abuse prevention, counseling techniques, and trauma-informed practices. (3) Foster a collaborative and supportive work environment by facilitating regular communication and collaboration among staff members. Encourage teamwork, information sharing, and mutual support to ensure a cohesive and effective approach to supporting student well-being. (4) Conduct regular performance evaluations to assess staff members' effectiveness and provide constructive feedback. Use evaluation data to identify areas for improvement and tailor professional development plans to address individual or team needs.

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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.

If the grant program is awarded, each campus can be supported in incorporating the current behavioral threat assessment systems, such as the Stop-It program and the Safe and Supportive School Project (SSSP), into the student support team structure through the following steps:

- (1) **Assessment of Current Systems:** Begin by conducting an assessment of the existing behavioral threat assessment systems, including the Stop-It program and the SSSP, implemented across each campus.
- (2) **Alignment with Student Support Team:** Identify how the current behavioral threat assessment systems, specifically the Stop-It program and the SSSP, can be integrated into the broader student support team structure. Ensure that there is a clear understanding of the roles and responsibilities of the student support team members, including those involved in behavioral threat assessments.
- (3) **Training and Capacity Building:** Provide comprehensive training and professional development for the student support team members on the utilization of the Stop-It program and the SSSP within the student support team structure. Offer specialized training on recognizing and responding to behavioral concerns, utilizing the Stop-It software effectively, and implementing the strategies promoted by the SSSP.
- (5) **Collaboration and Coordination:** Facilitate regular communication and collaboration among the student support team members, including those involved in behavioral threat assessments, the Stop-It program, and the SSSP. Encourage information sharing, case consultations, and joint decision-making to ensure a comprehensive and coordinated approach to addressing student safety concerns.

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.

- (1) **Multi-Tiered Systems of Support (MTSS):** The San Benito CISD implements a multi-tiered framework to identify and address student support needs. This includes universal screenings to identify students at risk, progress monitoring, and data analysis to identify students requiring additional support.
- (2) **Network and Referral System:** We have developed a network of external mental health and behavioral health providers. Establish referral systems and protocols to connect students in need with appropriate providers. Maintain a list of trusted providers and their areas of specialization.
- (3) **Collaborative Meetings:** We organize regular meetings or workshops to facilitate communication and collaboration between school staff and external providers. Share information, discuss student cases, and develop coordinated plans to meet student needs.
- (4) **Training and Professional Development:** We provide training and professional development opportunities to school staff on identifying and addressing student mental health and behavioral needs. Collaborate with external providers to offer specialized training sessions for educators and staff.
- (5) **Family Engagement:** We involve families in the process of identifying and accessing external mental health and behavioral health services. Provide information, resources, and guidance to families on available providers and support them in connecting with appropriate services.

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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 San Benito CISD currently partners with the ESC Region One in several ways to support improvement in student mental health, behavioral and emotional health, physical health and well-being, and academic outcomes. These partnerships include:

(1) Attendance at Workshops and Trainings: We actively engage with the regional ESC by attending workshops and trainings organized by the ESC. These workshops focus on various aspects of student well-being and academic success, including mental health, behavioral and emotional health, and physical well-being.

(2) Regular Directors Meetings: We attend regular directors meetings with the regional ESC. These meetings provide a platform for dialogue and collaboration between the LEA and ESC leadership. Discussions during these meetings may include sharing best practices, addressing challenges, and exploring new approaches to support student mental health, behavioral and emotional health, physical health, and academic success.

(3) Tailored Trainings and Support: The regional ESC provides specialized trainings and support to the San Benito ISD based on specific needs or areas of focus. When we identify areas where additional training or expertise is required, the regional ESC can design and deliver targeted training to address those needs.

(4) Technical Assistance and Consultation: We can access technical assistance and consultation services offered by the regional ESC. This support can involve guidance on program implementation, data analysis, evaluation methods, and evidence-based practices related to student mental health, behavioral and emotional health, physical health, and academic success. The ESC's expertise and guidance help us develop effective strategies and interventions.

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.

(1) The San Benito CISD will use grant funds to expand existing programs that have shown promising results in supporting student well-being. Grant funds will be used to hire drug prevention/intervention counselors, extend counseling hours through the establishment of three Family Centers across the district, and provide specialized training to school personnel, especially existing school counselors.

(2) The SSP program will enable us to introduce new initiatives specifically designed to address students' mental health, behavioral and emotional health, and physical health and wellness. This will include the establishment of Family Centers, implementation of evidence-based prevention and intervention programs, and integration of technology platforms that facilitate student engagement and self-care, that will in turn allow us to monitor student wellness.

(3) The grant funds will be allocated to provide professional development and training opportunities for all school personnel, including teachers, administrators, counselors, and support staff. These trainings will enhance their capacity to identify and respond to student mental health needs, implement effective behavioral interventions, and promote physical well-being within the school environment. In addition, quarterly parent sessions, conducted on and off campus, combined with collaboration with our mental health and substance use partners, and other community stakeholders, will provide every opportunity for our students to benefit from STONGER CONNECTION!

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.	Drug Prevention/Intervention Campus Counselors	525,000
2.	Family Center Counselors	60,000
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

**Professional and Contracted Services**

6.	Required 6% of funds for technical assistance provided by the regional ESC	60000
7.	Required 10% of funds to the Texas Center for Student Supports	100000
8.	Initial Student Assessments	15000
9.	Formative and Summative Program Evaluation	25000
10.	Professional Development District -Wide	75000

**Supplies and Materials**

11.	Counselor/Student/Parent Curriculum Materials and Supplies	75000
12.	Student Wellness Monitoring Software	45000
13.	<input type="text"/>	<input type="text"/>

**Other Operating Costs**

15.	<input type="text"/>	0
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

**Debt Services**

18.	<input type="text"/>	0
19.	<input type="text"/>	<input type="text"/>

**Capital Outlay**

20.	<input type="text"/>	0
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Direct administrative costs: 20000

Indirect administrative costs: 0

**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"/>	
<input type="text"/>	
<input type="text"/>	
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