



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

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.

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CDN 031914 Vendor ID 746002268

Amendment # N/A

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
89.9% of Santa Rosa ISD's students are Economically Disadvantaged (ED) (4 pts). These students typically have lower academic scores & higher disciplinary issues. In fact, they average 92% more expulsions and 84% more in-school suspensions.	To address this, SRISD currently uses Communities in Schools (CIS) caseworkers to help ED students with addressing truancy & obtaining necessities (i.e. food, clothes, etc.). Grant funds will allow the district to supplement services by hiring two (2) Social and Emotional Learning (SEL) Counselors who will work individually with students that have a high rate of disciplinary, social, and emotional issues.
A recent fatal shooting of a 16-year-old child just two blocks from Santa Rosa ISD (SRISD) has left students feeling unsafe and unable to express their emotions	To address students' fears and insecurities, SRISD will hire two (2) Social and Emotional Learning (SEL) Counselors. The SEL Counselors will meet one-on-one with students to confront and work on their feelings/fears. This will allow them to focus on their academics and decrease behavioral issues.
The student chronic absenteeism rate is 18.5% in 2020-21, while the last year was much less. (6.3% in 2019-2021). This is almost a 300% increase. (Source: 2021-2022 Texas Academic Performance Report).	Santa Rosa ISD will hire a part-time Truancy and Behavioral Specialist (TBS) to address truancy issues as the high school campus. This individual will be responsible for sending notifications to parents as well as meeting with students and/or parents to identify and rectify the root cause for the students' attendance issues.

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.

The goal is to support systemic change that addresses bullying, violence, and acts of hate. By doing this, SRISD will improve academic achievement & the mental, behavioral, emotional, & physical well-being of students. The SMART Goal created is: SPECIFIC as it reduces Student Referrals by 30% and Chronic Absenteeism by 50%; MEASURED through finalized MOUs, climate survey outcomes, and PEIMS (disciplinary outcomes, grades, and attendance); ACHIEVABLE by utilizing partners (i.e. local ESC) to provide technical consultation, staff to oversee the project, and job-embedded training to assist with implementation; RELEVANT since research shows safe and supportive learning environments are associated with improved student academic achievement and the emotional well-being; & TIMELY since improvements will be made by September 30, 2025, the grant's end date.

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. Formally establish a Student Support Program (SSP) at the three district campuses.
2. Meet with the local Region One ESC to discuss the contracted services and technical assistance that will be provided as part of the Texas Stronger Connections Grant Program.
3. Market and hire the grant-funded positions (SEL Counselor/TBS/Data Clerk) plus contract with Communities in Schools (CIS) for campus Case Managers.
4. Work with TEA to identify an approved partner who can provide professional and contracted services as part of the Texas Center for Student Supports (TCSS).
5. Align the campus student support team structure with the behavioral threat assessment team.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

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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.

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9. Statutory/ TEA Program Requirements

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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 district will engage parents and families to solicit support for the Student Support Program (SSP) through:

1. Utilizing the family engagement playbook, which will be created in collaboration with the Texas Center for Student Supports, to build support with parents/families and students.
2. Communicating with parents and families about the program through letters, emails, and parent meetings. Communication will be shared in both English and Spanish, and discuss the program's purpose, benefits, and alignment with the SRISD mission.
3. Organizing parent education meetings/workshops to inform them about the program's objectives, strategies, and intended outcomes. SRISD administration and counselors will emphasize its importance in addressing bullying, violence, drug awareness, and promoting student well-being.
4. Collaborating with parent organizations to engage parents and families in supporting the SSP. This includes joint meetings between several parent groups, workshops to promote student wellness and health, and events to foster dialogue and active involvement. (i.e., community gatherings, open house, parent orientation as students transition from elementary school to middle school, etc.).
5. Administering surveys to gather input from parents and families. Surveys will assess satisfaction, gather suggestions for improvement, and measure the program's impact on students and the community.
6. Contracting consultants to provide parents with workshops on how to identify risk-factors in their child such as depression, cutting, distancing, uncontrollable anger, lack of hygiene, poor appetite, and violent mood swings.
7. Establishing dedicated parent advisory committees for the SSP, providing a platform for parents and families to contribute suggestions and concerns. Their input and support are valued & will be considered in program planning. By engaging parents and families through effective communication, involvement, and feedback, SRISD ensures active participation and support for the SSP. This collaborative approach strengthens the program's impact and fosters shared responsibility for creating safe and inclusive learning environments.

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

The district will ensure there are adequate staff to support the establishment and implementation of the SSP through several measures.

1. First, the district will conduct a comprehensive assessment of staffing needs, considering factors such as safety, discipline, attendance, and drug awareness of participating campuses, student population, and services required.
2. Next, the district will allocate additional resources to hire new staff members dedicated to the SSP, including SEL Counselor, Truancy and Behavioral Specialist (TBS), CIS Case Managers, and a Data Clerk. These individuals will be fingerprinted prior to being hired and will have expertise in addressing students' academic, social, emotional, and behavioral needs.
3. Then, the district will provide professional development opportunities to existing staff members, enhancing their skills in supporting students within the program.
4. Lastly, the district will establish an on-going monitoring and evaluation system to assess program effectiveness and identify staffing gaps or needs. This will allow for necessary adjustments and resource allocation to support the SSP.

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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 awarded, SRISD will have the participating campus(es) integrate their current Behavior Threat Team assessment systems into the Student Support Program (SSP) structure. Each school conducts these assessments through established protocols, involving a multidisciplinary team of campus administrators, counselors, teachers, and security staff members in coordination with law enforcement agencies.

The schools will work with campus administration, school counselors, teachers, and staff to incorporate and align the threat assessment processes with the student support team framework. This integration will offer a coordinated and holistic approach to student support, allowing the student support teams to gain access to more resources for the implementation of comprehensive student assessments and interventions. By effectively identifying, assessing, and addressing risky behaviors, schools will be able to deter behavioral issues and threats.

In addition, the district 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, Region 1 ESC, and other consultants.

Overall, integrating current behavioral threat assessment systems into the student support team structure ensures a collaborative approach to promoting a safe and supportive environment across all grade levels.

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.

We take a proactive and comprehensive approach to identifying student support needs and cultivate partnerships with external mental health and behavioral health providers.

CURRENTLY IDENTIFIES STUDENT SUPPORT NEEDS: To identify student support needs, our school counselors and Communities in Schools Case Manager implement assessments and screenings that encompass overall mental health and student well-being aspects. Additionally, SRISD conducts meetings with our teachers, students, administrators, and parents to assess student mental health. This comprehensive approach allows us to gain a holistic understanding of the challenges students may be facing.

CURRENTLY IDENTIFIES AND ESTABLISHES PARTNERSHIPS: As previously mentioned, we are located in a very remote area. Unfortunately, due to our location, it is extremely difficult for us to access resources from external mental health and behavioral health providers. Therefore, the only partner we work with is Communities in Schools (CIS). However, if funded, we do plan on expanding our current services.

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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. 11. PNP Equitable Services



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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.	<input type="text"/>	<input type="text" value="\$56,810"/>
2.	Two SEL Counselors will be hired to address the social and emotional needs of students.	<input type="text"/>
3.	<input type="text"/>	<input type="text" value="\$53,386"/>
4.	Extra-duty pay is budgeted for staff and substitutes so that teachers can attend trainings.	<input type="text"/>
5.	<input type="text"/>	<input type="text" value="\$63,779"/>

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	<input type="text" value="\$60,000"/>
7.	Required 10% of funds to the Texas Center for Student Supports	<input type="text"/>
8.	<input type="text"/>	<input type="text" value="\$79,760"/>
9.	<input type="text" value="\$63,779"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	<input type="text"/>	<input type="text"/>
12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>

Other Operating Costs

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

Debt Services

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

Capital Outlay

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

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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