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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Third-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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CDN 101871

Vendor ID 463897845

Amendment # N/A

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.

A+UP is a small charter school that has a 75.2% Economically Disadvantaged rate (3 Priority Points) that offers classes to students in grades 6th through 8th, with another grade being added each year. Therefore, this will be the only campus participating in this grant. While identifying specific campuses to target will not be necessary, the A+UP did review the following factors, to determine this grant and the SSP are needed:

ACADEMIC NEEDS: The campus demonstrates poor performance in academics, as reported in the 21-22 TAPR when compared to state averages.

SOCIAL-EMOTIONAL AND MENTAL HEALTH NEEDS: The campus faces high precedence of social-emotional and mental health issues due to student's fear and insecurities.

BEHAVIORAL NEEDS: The campus faces high precedence of discipline incidents, disciplinary action, and reports of harm or threatening behavior, as reported by school counselors and educators, and reflected by suspension and/or expulsion rates (i.e., knife threats, drugs, fighting, depression, suicide attempts/threats, cutting, death threats, and code of conduct violations).

HIGH-NEED STUDENT POPULATIONS: The campus has higher rates of high-need and underrepresented student populations when compared to state averages. These populations include ED (75.2%), At-risk (68.3%), and Special Education/with Disabilities (25.5%), as reported in the 21-22 TAPR. In addition, the campus has a high-disproportional rate of LGBTQ students. This leads to bullying and physical violence.

CAPACITY AND RESOURCES: The campus required additional support in improving staff expertise, infrastructure, support services, and collaborations with external organizations.

Based on this review, it was determined that the campus had a need to establish an SSP.

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

To ensure the campus leaders & staffs' commitment to the SSP success, A+UP will apply the following measures:

COMMUNICATION AND DEDICATION: A series of kick-off meetings will be coordinated by the SSP Committee. These kick-off meetings will inform campus leaders and staff of the program's purpose, strategies, and targeted outcomes. Open communication channels will be used during these meetings to facilitate input in program design and collect on-going feedback on program implementation and decision-making processes. This on-going, open communication will help strengthen the support and dedication of the program from all stakeholders.

ON-GOING FEEDBACK AND MONITORING: Open communication will continue even after the SSP is underway. As program leaders continually monitor and evaluate progress toward goals, feedback will be sought from campus leaders, teachers, students, and parents to gain important insights into challenges and obstacles in identifying and referring students for mental behavior/health in house and/or to external providers. These individuals will be involved in designing solutions and modifications to meet students' needs.

TRAINING AND RESOURCES: The commitment of campus leaders and staff will be ensured through targeted professional development training that will help make certain all involved personnel are adequately prepared to deliver evidence-based and trauma-informed programs (i.e., TCSS, Youth Mental Health First Aid, CPI: Crisis Prevention Institute Certification). Staff will be trained in effective instructional methods for high-need student populations. Supportive resources including funding, staffing, and support services will be provided to campus leaders and staff to ensure they have the necessary tools and support required to effectively implement student services in the program.

Through these strategies, A+UP ensures that campus leaders and staff are fully trained, invested, and committed to the SSP. In this fostered collaborative/supportive setting, A+UP will be able to effectively address the academic, social-emotional, behavioral, and mental health needs of the students.

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CDN 101871

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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.

A+UP currently has an established Threat Assessment Team (TAT) that is responsible for conducting threat assessments. This Team consists of the Superintendent, Principal, Counselor, and Special Education Coordinator. The Team utilizes the AVANT-GARDE Assessment to conduct threat assessments, determine the level of risk, and provide interventions to support the victim of the threat.

To best do this, a fact-based, Threat Assessment approach is performed. This includes steps such as: Identifying the person or situation whose behavior has raised concern about potential violence; Inquiring, asking questions, and gathering relevant information about the person and situation; Assessing the person and situation based on the information that is available, to determine whether the person or situation poses a threat of violence or harm to others and/or self; and Managing the threat by implementing an intervention, supervision, and/or monitoring plan to prevent harm and to reduce and mitigate the impact of the situation. Lastly, once every 6 weeks, tabletop exercises are conducted in which the team enacts threat scenarios and how to respond appropriately.

If awarded, the targeted campuses will integrate the current TAT system into the Student Support Team Framework. This integration offers a coordinated and holistic approach to student support. By effectively doing so, the district can ensure it will provide students with safe, inclusive, and supportive learning environments to build a sense of belonging.

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.

A+UP works hard to identify student support needs and proactively address these needs through targeted, evidence-based practices. To identify these needs, climate/student surveys are regularly administered, and feedback is solicited from students, parents, and families. This approach provides an informed perspective on what supports students and families feel are most in need. In addition, A+UP periodically reviews and evaluates qualitative and quantitative data on academic, social-emotional, behavioral, and mental health needs exhibited on the campuses. This is sourced from Charter and TEA reports, climate surveys, teacher and staff questionnaires, and on-going consultation with relevant stakeholders throughout the district.

Once identified, the charter seeks to address these needs, often by partnering with an external mental health/behavioral health provider. When identifying the most suitable partner, A+UP considers the qualifications, experience, track record of implementing evidence-based practices, and understanding of localized needs that can be provided. Once a strong candidate is identified, consultation takes place, followed by a solidification of the partnership through MOUs.

This process is frequently used and took place to establish our partnership with Bilingual Evaluation Service (BES), which offers psychological services and serves as an external mental health/behavioral health provider for Charter students. In addition to serving students directly, BES also provides staff structured professional development trainings aligned with their support services. This enhances their capabilities and aids in addressing students' mental and behavioral needs. Therefore, receiving these trainings and support services from a mental health/behavioral health provider, A+UP takes a proactive and comprehensive approach to identify and address student support needs.

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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.

A+UP currently partners with Region 4 ESC to support improvement in student mental health, behavioral/emotional health, physical health/wellbeing, and improve academic outcomes for students. Trainings currently provided by the ESC include:

IMPROVING ACADEMIC OUTCOMES FOR STUDENTS: Best Practices for Creating, Organizing and Delivering Your Content in Canvas, Tutoring to Accelerate Mathematics Learning, Pathways to Reading Comprehension, Organizing and Planning Literacy Instruction, and more.

MENTAL HEALTH, BEHAVIORAL/EMOTIONAL HEALTH: Youth Mental Health First Aid-Blended, Cognitive

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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.

[Empty text box for response to question 8]

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. 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

	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
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

	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<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"/>

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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CDN Vendor ID

Amendment #

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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