



# 2024-2025 Stronger Connections Grant

Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

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 TcpersUSTauthorized

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

Garner Elementary School

CDN

Vendor ID

x  
x  
x

x  
x  
x

Rebecca lmark

Superintenden

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940-682-4251

Rebecca lmark

Digitally signed by Rebecca lmark  
Date: 2023.07.14 13:13:14 -05'00'

7-14-2023

Lisa Seiser

7-14-2023

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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.

**5. SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely) and correlate it to student learning goals (e.g., what 8.9 Grant Descriptor) and performance indicators (e.g., what 8.9 Grant Descriptor).





**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.

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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.

Students experiencing academic, substance use, and mental health problems are typically the target populations for student support programs and services. Barriers to learning include school adjustment difficulties, attendance issues, anxiety, depression, abuse, neglect, family difficulties, negative peer relationships and exposure to violence. When implemented effectively and consistently, student supports can address these issues and in turn improve academic performance. Engaging, informing, and educating parents and families about the student supports the program will make available is key to short- and long-term success and a way to convey a message to students that positive help and assistance is available from caring adults. A major component of success and effectiveness for the program involves awareness within the school and the community. In a small district such as Garner, this may be easier, but still requires effort. Among the methods to increase awareness, visibility, and build knowledge about the program will include (but are not limited to) the following ideas and concepts:

- Develop an overall communication plan from the start of planning through implementation involving stakeholders.
- Disseminate branded fliers and signs throughout the school and local community.
- Hold a community awareness and/or training event/activity that focuses on a local issue such as bullying.
- Include information to parents and families with grades and other items mailed or sent home.
- Utilize district social media efforts to promote the events and activities as well as the services being offered.
- Contact the local news media about the impact of the program on students and the school culture.
- Require the advisory committee to regularly present progress on the program at the school board meetings.
- Include a section on the district website that is easily accessible and offers information and self-referrals.
- Distribute a packet of materials about the program to all parents - including resources and how to ask for help.

Garner ISD also will use the Texas Center for School Supports developed parent and family engagement playbook that is expected to include resources and tools to use to partner and build support with parents and families to a Student Support Team assessment and during the Student Support implementation process.

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

Due to the district's small size, heavy commitment to this program from leadership and staff, and ability to integrate it with other school-based programs (and partnerships), leadership believes the initial six (6) to 12 months of the grant period will require the most undertaking and effort, especially from the planning and organizing standpoint. That is why the district is requesting through grant funds a full-time staff member and a part-time aide to lead the planning, coordination, and early implementation of the Student Support Program Team structure and services. Once support teams and partnerships are developed and in place, the district will make determinations on whether either of those positions continue through local funding beyond the grant period as staff will be in place for the support teams. However, it is understood that some local funding will be set aside for continued professional development training for staff on the teams, coaching for continuous program improvement, and potentially contracted counseling and mental health professionals. School administration will ensure there is time allocated during the school day for the support team staff members to meet as necessary, and provide locally-funded stipends to these key personnel if it is necessary. The district has a limited number of teachers, staff, and administration, but it is a committed and loyal group willing to take on additional responsibilities as they have shown in the past.

In addition to teachers/aides, staff and support in this program can include other personnel. Currently, the district has eight (8) of its students who have been CERT (Community Emergency Response Team) trained and certified at the Texas School Safety Center (TxSSC). These students would be integrated into the program as well as part of a student support council to bring additional services and skills into the district for the students. These responsible and high quality students and those who attend this type of training in the future can be part of the Advisory Committee as well and part of the planning process for the entire program, specifically support teams, moving forward.

This program is a significant undertaking for a small district like this, but once it is up and running and has solid partnerships and quality services thanks to ESC 11 and TCSS, the expectation is for it to continue through staff and leadership because of the buy-in and support developed from the start of the project through implementation.

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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.

Due to the rural and small nature of Garner with 244 students in 2021-2022, this district is adding high school grade levels and is increasing enrollment annually, now having a current enrollment of 350. Because of these recent

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.

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?

## 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.

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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.


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