

2024-2025 Stronger Connections Grant

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

Texas Education Agency

NOGA ID

Application stamp-in

time

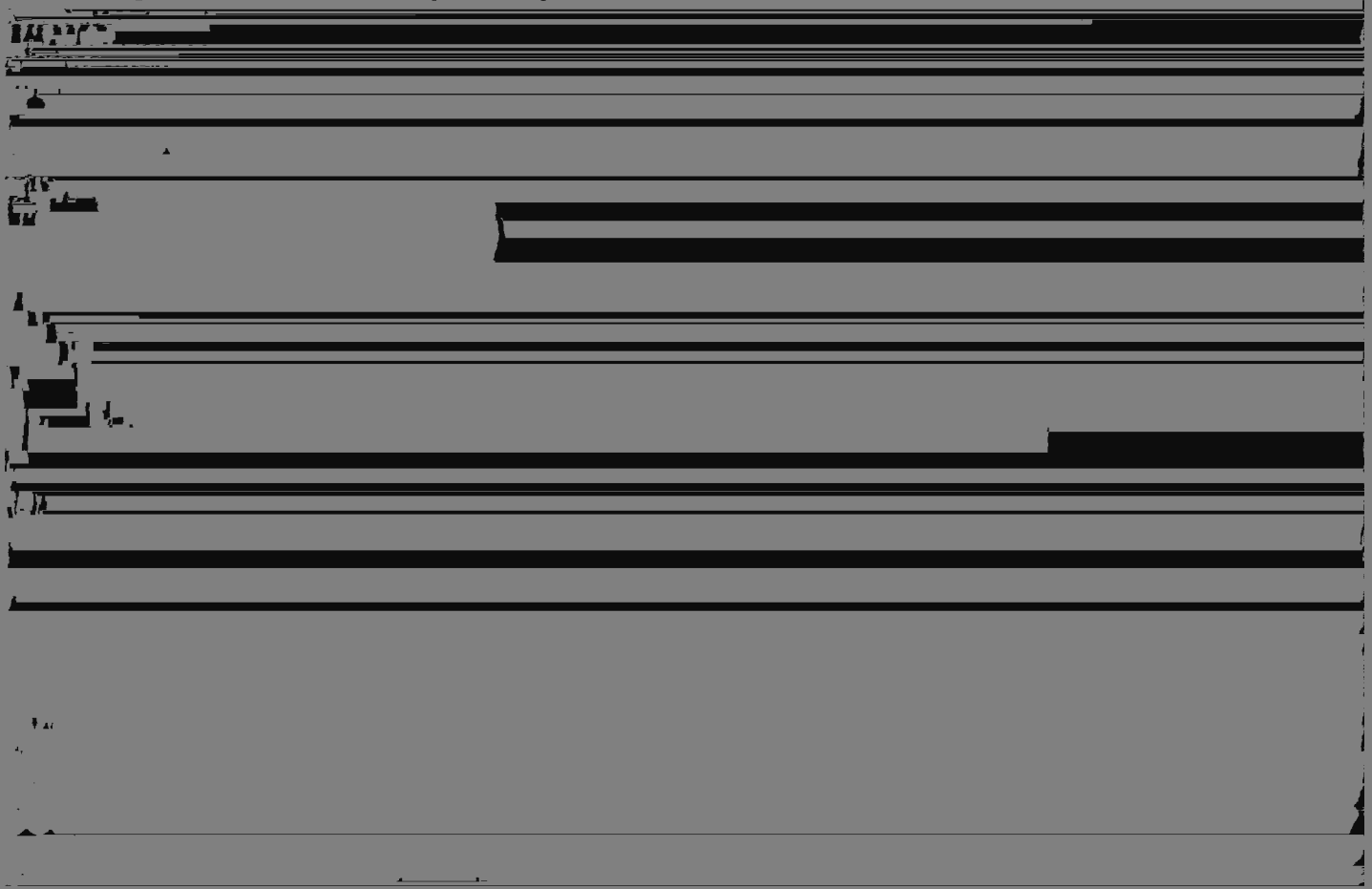
TEA will only accept grant application documents by **email**, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

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: PL 117-159 Bipartisan Safer Communities Act Title II

BSCA



Required attachments

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

licant

Name of organization Lancaster Independent School District

[Redacted]

Shared Services

[Redacted]

List up to three... needs... ed in your... assessment... program

Measurable Progress
Second-Quarter Benchmark

[Redacted Table Content]

(reading & math) from MOY to EOY. We can then calculate percentage growth (reading & math) from MOY to EOY or previous years using the same criteria. We will also compare Frontline discipline current referral totals, problem behavior category totals, classroom removal totals, and attendance data percentages from MOY to EOY to previous Frontline data in each of the 5 categories for the same MOY to EOY time span. We will be able to calculate

[Redacted Table Content]

[REDACTED]

m urances

assurances apply to this grant program. In order to meet the requirements of the grant, grantee must comply with these assurances.

[REDACTED]

[REDACTED]

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

[REDACTED]

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.

Campuses will be selected for the program based on need; specifically, need will be determined by campuses with the highest percentage of discipline behavior referrals, student suspensions, and absenteeism as evidenced by Frontline reporting. Our secondary campuses historically have experienced the highest percentages of student referrals, suspensions, and absentee reporting; therefore, it is imperative for us to implement and transform the current status quo at those grade levels which are so integral to postsecondary success. Lancaster ISD students have a number of hurdles to overcome, hence complete transformation of the current school system of discipline and punishment must be dismantled at the

[REDACTED]

[REDACTED]

[REDACTED]

9. Statutory/Program Requirements (Cont.)

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

[REDACTED]

The successful implementation of a restorative practice initiative requires the involvement and commitment of the

[REDACTED]

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.~~
[REDACTED]

three campuses that will be participating in the program currently conduct behavioral threat assessments using a somewhat indiscriminate reactive versus proactive methodology. Unfortunately these inconsistent threat assessments are often conducted in an obligatory manner. These campuses treat threat assessments very much like a checklist of warning signs or red flags used more for student removal purposes. Threat assessments instead should be a fact-based, systematic process designed to identify, inquire, assess, and manage potentially dangerous

[REDACTED]

or violent situations. A key goal should be to distinguish between an individual who makes a threat versus one who poses a threat. The threat assessment teams are designed to address any behavior or communication that raises

[REDACTED]

[REDACTED]

behavioral and emotional health, physical health and wellbeing, and improving academic outcomes for students.

10. Equitable Access and Participation

Check the appropriate box below to indicate if 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

[Redacted content]

Review equitable access and participation for the following groups receiving services funded by this

[Redacted content]

12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds and the amounts

[Redacted]

[Redacted]

[Redacted]

budgeted for each activity. Group similar activities and costs together under the appropriate heading. During

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Appendix I: Narrative 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

"~~Wants Amend the Application~~" document posted on the Administering a Grant page of the TFA website and may

[REDACTED]

be mailed OR faxed (not both). To fax: one copy of all sections pertinent to the amendment (including budget

[REDACTED]