



Organization: VICTORIA ISD  
 Campus/Site: N/A  
 Vendor ID: 1746002453

County District: 235902  
 ESC Region: 03  
 School Year: 2024-2025

SAS#: SSICAB25

## 2024-2026 SSI Community Partnerships Grant Cohort 4

### General Information GS2000 - Certify and Submit

Due: 11/06/2024 11:59 PM  
 Application Status: Submitted

Amendment #: 00  
 Version #: 01

Description	Required	Status	Last Update
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	11/05/2024 05:34 PM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	11/05/2024 05:34 PM
PS3014 - Program Narrative	*	Complete	11/06/2024 04:09 PM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support		Complete	11/06/2024 04:13 PM
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	11/05/2024 06:39 PM

#### Certification and Incorporation Statement

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

<b>Authorized Official</b>		Select Contact: <input type="text" value="Select One"/> or <input type="button" value="Add New Contact"/>	
First Name: Melissa	Initial:	Last Name: Correll	Title: Chief Innovation Officer
Phone: 361-788-2802	Ext:	E-Mail: melissa.correll@visd.net	

#### Submitter Information

First Name: Melissa	Last Name: Correll
Approval ID: melissa.correll	Submit Date and Time: 11/06/2024 04:58:34 PM



**Organization:** VICTORIA ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746002453

**County District:** 235902  
**ESC Region:** 03  
**School Year:** 2024-2025

SAS#: SSICAB25

## 2024-2026 SSI Community Partnerships Grant Cohort 4

### General Information GS2100 - Applicant Information

#### Part 1: Organization Information

A. Applicant
Organization Name: VICTORIA ISD
Mailing Address Line 1: P O BOX 1759
Mailing Address Line 2:
City: VICTORIA      State: TX      Zip Code: 77902

B. Unique Entity Identifier (SAM)
UEI (SAM):

#### Part 2: Applicant Contacts

A. Primary Contact	Select Contact: <span style="border: 1px solid black; padding: 2px;">Select One ▼</span> or <span style="border: 1px solid gray; padding: 2px 5px;">Add New Contact</span>
First Name: Tammy      Initial: L      Last Name: Sestak	
Title: Ex Director of Curr, Instr & Acct.	
Telephone: 361-788-2890      Ext.:      E-Mail: tammy.sestak@visd.net	

B. Secondary Contact	Select Contact: <span style="border: 1px solid black; padding: 2px;">Select One ▼</span> or <span style="border: 1px solid gray; padding: 2px 5px;">Add New Contact</span>
First Name: Melissa      Initial:      Last Name: Correll	
Title: Chief Innovation Officer	
Telephone: 361-788-2802      Ext.: 41123      E-Mail: melissa.correll@visd.net	



Organization: VICTORIA ISD  
Campus/Site: N/A  
Vendor ID: 1746002453

County District: 235902  
ESC Region: 03  
School Year: 2024-2025

SAS#: SSICAB25

### 2024-2026 SSI Community Partnerships Grant Cohort 4

### General Information GS2300 - Negotiation Comments and Confirmation

#### Part 1: General Comments

##### General Comments (TEA Use Only)

#### Part 2: Negotiation Items

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.

- Please do check the "Change Completed" box.
- Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; background-color: #cccccc; height: 50px;"></div>

Add Row

Delete Row



**Organization:** VICTORIA ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746002453

**County District:** 235902  
**ESC Region:** 03  
**School Year:** 2024-2025

SAS#: SSICAB25

## 2024-2026 SSI Community Partnerships Grant Cohort 4

### Program Description PS3013 - Program Plan

#### A. Statutory/Program Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.

- 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 IDC 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.
- 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.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2026 SSI Community Partnerships Cohort 4 Program Guidelines.
- The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2026 SSI Community Partnerships Cohort 4 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 Texas Administrative Code (TAC) 206, 1 TAC Chapter 213, Federal Section 508 standards, and the Web Content Accessibility Guidelines (WCAG) 2.0 level AA.
- The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
- The applicant provides assurance these grant funds will be used to implement the Community Partnerships (CP) project on the qualifying campus(es) to develop services and supports, continuously evaluate the success of the program, and adjust and improve the program based on specific data and grant outcome.
- The applicant assures the grant funds will be used to develop wraparound support services for students and actively engage parents and families in a collaborative partnership.
- The applicant assures they will have at least one state or regional governmental partnership and two or more local community partnerships to successfully implement the program, including MOUs for all partnerships.
- The applicant assures the LEA team will be composed of at least one program manager to facilitate the development and implementation of the project (a 2-year position to manage the program and \$50k/year of grant funds dedicated to this position's salary), a member of campus leadership or their designee, and the district representative responsible for parent engagement. Each team member will attend the grant workshops held in various locations throughout Texas.
- The applicant assures the LEA team listed above will be incorporated into the campus or district improvement committee to ensure project decisions are district driven.
- The applicant assures the LEA will develop a Parent Advisory Committee to identify needs and assist in the development of solutions.
- The applicant assures the program manager, and a member of district leadership will attend and participate in virtual quarterly summit meetings with other grantee teams and the TEA Community Partnerships specialist.
- The applicant assures they will develop a project plan with measurable benchmarks and outcomes that address all program requirements listed in the previous section.
- The applicant assures they will keep project management tools provided by TEA, including budget and activity trackers, updated on a monthly basis.
- The applicant assures they will provide timely responses for information to TEA.
- The applicant assures they will not use CP funds to carry out the following activities: Utilize assessments that provide rewards or sanctions for individual children or teachers; Use a single assessment that is used as the primary or sole method for assessing program effectiveness; Evaluate children other than to improve instruction, classroom environment, professional development, wrap-around services, or parent and family engagement.



**Organization:** VICTORIA ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746002453

**County District:** 235902  
**ESC Region:** 03  
**School Year:** 2024-2025

**SAS#:** SSICAB25

## 2024-2026 SSI Community Partnerships Grant Cohort 4

### Program Description PS3013 - Program Plan



Organization: VICTORIA ISD  
Campus/Site: N/A  
Vendor ID: 1746002453

County District: 235902  
ESC Region: 03  
School Year: 2024-2025

SAS#: SSICAB25

## 2024-2026 SSI Community Partnerships Grant Cohort 4

### Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

#### A. Summary of Program

1. Part 1: Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe what needs the SSI Community Partnerships Grant will address for the LEA. Describe how the grant project aligns with the campus vision and improvement plan and the district mission and vision. Describe how the LEA will address wrap-around supports and family engagement.

The proposed VISD program, if funded by the SSI Community Partnerships Grant, will address the needs of Pre-K and Kindergarten students who are below grade level in academic, social, emotional, and behavioral skills based on beginning-of-year data and end-of-year data. According to our CLI and TXKea data, an average of 40% of students are not ready to learn when they enter 1st grade. VISD has noted a decline in the developmental readiness of incoming students, which impacts classroom engagement and early learning success. This grant offers an opportunity to support school readiness by providing targeted interventions for both students and families.

The program's mission is to prepare every child for school success by delivering comprehensive wraparound services for social, behavioral, and motivational growth. These resources are essential for students' well-being, especially in a community with limited access to mental health, wellness, and family support services. Aligned with VISD's vision and mission, the program will include SEL, behavior interventions, motivational skills, parent training, and family engagement, creating a strong, sustainable support structure. Additionally, we will implement parent skills training, family engagement activities, and personalized support, fostering a collaborative learning environment that includes students, families, and teachers.

Our goal is to ensure students are ready for first grade and to establish a supportive network.

2. Part 2: Describe how addressing wraparound supports and family engagement will improve outcomes. Describe the system of resources and activities that will be developed to identify partners to create and operationalize a shared vision of achievement and student supports.

Our program focuses on wraparound support and family engagement to improve student outcomes by addressing barriers to consistent attendance, reducing chronic absenteeism, and ensuring students are ready for kindergarten. In-class interventions will equip students with social, emotional, and behavioral skills to minimize time out of the classroom due to outbursts.

Our mission is to create a supportive environment where students develop essential skills for academic and lifelong success. This intensive 4–12-week community partnership program provides tailored interventions for Pre-K and Kindergarten students and their families with readiness delays, alongside family support to foster involvement in the educational process.

To support the whole family, we're partnering with community agencies like Gulf Bend Center and Midcoast Family Services to provide mental, social, and health resources directly in the school. This "one-stop-shop" model simplifies access to essential services, building a collaborative network that strengthens family resilience and promotes student achievement.

#### B. Qualifications and Experience for Key Personnel

1. Describe the qualifications and experience of the existing or future staff members and indicate if they are existing or will be hired.

The current team supporting the Multi-Tiered Systems of Support (MTSS) program in VISD consists of a dedicated group of experienced professionals, including one MTSS Behavior Specialist, two classroom teachers, and four paraprofessionals. The MTSS Behavior Specialist brings 17 years of experience across roles such as certified classroom teacher, emergent bilingual itinerant, instructional coach, and social-emotional and behavioral support specialist within the MTSS framework. Among the classroom teachers, one has over 20 years of experience in early childhood education, and the other has 27 years of experience in education, with expertise as a special education teacher, instructional coach, and social-emotional behavioral support specialist. The current team driving this process includes a district specialist with a bachelor's in educational studies and certifications in EC-6 Core Subjects, EC-12 Special Education, and ESL. She is in the final stages of her master's in applied Behavior Analysis and is a BCBA supervisee. Additionally, a five-member case management team serves as liaisons with community resources like Gulf Bend Services and Midcoast Family Services to strengthen family engagement. This team includes highly qualified professionals, such as one licensed professional counselor associate (LPC-A), one staff member with a Master's in Marriage and Family Counseling, another with a master's in psychology pursuing a doctoral degree, all paraprofessionals have background

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

in both classroom and behavior support settings.

To meet the growing needs of students and families, we propose expanding the team by adding two additional teachers, four more paraprofessionals, a case manager, and an instructional coach. The case manager would coordinate comprehensive wraparound services, advocate for resources, and ensure student success, while the instructional coach would provide teachers with ongoing support, guidance, and professional development. This role would enhance instructional practices, promote student learning, and foster a collaborative environment, helping teachers refine their strategies, implement positive behavior interventions, and integrate social-emotional learning (SEL) initiatives.

VISD has been diligently building an MTSS process that incorporates elements of social work focused on parent skills training, family engagement activities, and personalized support. This approach aims to establish a collaborative learning environment that includes students, families, and educators. Together, the team's mission is to establish a robust MTSS framework that integrates social work principles, supporting students while fostering engagement with families and community partners.



**Organization:** VICTORIA ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746002453

**County District:** 235902  
**ESC Region:** 03  
**School Year:** 2024-2025

SAS#: SSICAB25

## 2024-2026 SSI Community Partnerships Grant Cohort 4

### Program Description PS3014 - Program Narrative

#### C. Goals, Objectives and Strategies

1. Describe how families and the community will be actively engaged to partner in improving academic outcomes and supports for students. Describe how partnership agencies that provide wrap-around and holistic services to children and families will be coordinated. Describe how existing programs and resources will be coordinated with the new program to implement wrap-around services and parent and family engagement.

Our partnership with Midcoast Family Services allows expanding our parent education library and establishing a "Parent University." This resource offers a range of classes that empower parents with skills to support their child's academic, social, and behavioral development. We will provide transportation.

In partnership with our Ready, Set, Learn (RSL) program, which provides a continuum of behavioral support for students struggling with self-regulation in the classroom, we aim to engage families and the community actively in improving academic outcomes. RSL serves students who have a range of academic abilities but face challenges due to behavioral, social, or emotional developmental delays, significantly impacting their classroom success. To address these needs, RSL not only delivers social and behavioral support from specially trained staff but also establishes comprehensive wraparound services tailored for each student's family. The program also enables close collaboration between the Social Emotional Behavioral Support Specialist (SEBS) and the School Counselor to provide students in the RSL classroom with intensive, specialized guidance. Together, they work to create individualized, targeted support plans that not only address student needs but also actively involve families in the process. By teaching families replacement behaviors and providing a continuum of services, the program builds their capacity to foster school readiness skills in their children.

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

By coordinating the RSL program with existing and new community resources, we ensure a holistic support system that fosters collaboration between schools, families, and community agencies, creating lasting impacts on student outcomes and family resilience. Some objectives and strategies are to build a collaborative support plan between families and the school, creating a seamless connection among home, school, and community. To implement individualized wraparound support plans that involve families in learning replacement behaviors and fostering school readiness skills. Develop comprehensive care plans with student, parent and teacher goals that are progress monitored and communicated weekly with stakeholders. To use community partnerships to offer accessible, on-campus support services, reducing barriers for families and strengthening school readiness outcomes.

#### D. Performance and Evaluation Measures

1. Describe robust data systems and performance management routines that will be developed to ensure progress monitoring will drive the achievement of predetermined grant outcomes. Describe how partners will be engaged to monitor and measure school progress data and how community outreach will be conducted.

To support grant outcomes, we'll integrate our community partnership program with MTSS for a structured referral and screening process, offering individualized support for students and families. Following screenings, the Campus Care Team will set targeted goals based on a strengths and difficulties assessment, developing tailored plans with input from all stakeholders and clear progress monitoring timelines.

At the district level, a steering committee of community leaders, campus stakeholders, and family representatives will oversee program progress. They will monitor educational and developmental outcomes with regular data collection, including culture and climate surveys on mental health, physical wellness, and supportive discipline.

This collaborative approach ensures active partner engagement, continuous community outreach, and alignment with student and family needs. Feedback and data from partners will guide ongoing improvements, aiming for a 10% increase in partnership utilization, family engagement, and student outcomes.

#### E. Budget Narrative

1. Describe the proposed budget and how it will meet the needs and goals of the program, including staffing, project design, and resources needed to support the implementation of the grant.

This budget supports VISD's Ready, Set, Learn (RSL) program, focusing on Pre-K and Kindergarten students' early developmental needs with wraparound supports, social-emotional learning (SEL), and family engagement. Funding of \$501,000 will go toward additional staff for classroom support, behavior interventions, case management, and faculty development, ensuring SEL initiatives, student progress tracking, and family involvement.

VISD will partner with Midcoast Family Services and Gulf Bend Center for mental health and wraparound supports, with \$25,000 allocated for these services, including on-campus counseling and family readiness programs. Supplies for the program, including materials for professional development and RSL classrooms, will be funded with \$34,426, and resources for Parent University to boost family engagement.

A travel budget of \$10,000 includes \$7,500 for professional development and site visits, and \$2,500 for family attendance at school events. Indirect costs of \$29,574 support administrative grant management.

The total grant request of \$600,000 will fully fund the RSL program, aligning with VISD's mission to prepare every child for school success.



**Organization:** VICTORIA ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746002453

**County District:** 235902  
**ESC Region:** 03  
**School Year:** 2024-2025

SAS#: SSICAB25

## 2024-2026 SSI Community Partnerships Grant Cohort 4

### Program Description PS3014 - Program Narrative

#### F. 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. If awarded, you will be required to budget your planned expenditures in the budget schedules provided by eGrants during negotiations.

1. Payroll Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Salary for two Ready, Set, Learn Teachers for 1.5 years- \$147,000  
 Salary for four Ready, Set, Learn Paraprofessionals for 1.5 years = \$126,000  
 Salary for one Ready Set Learn Case Manager for 1.5 years=\$84,000  
 Salary for one Ready Set Learn Instructional Coach to work with PK and K teachers= \$78,500  
 Fringe and Benefits=\$64,500  
 Total Payroll costs=\$501,000

2. Professional and Contracted Services-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Contracted Services for mental health supports and services professionals=\$25,000  
 Total Professional and Contracted Services= \$25,000

3. Supplies and Materials-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Supplies and Materials for steering committee, Parent University and Family Engagement activities= \$6,000  
 Supplies and Materials for professional learning for staff= \$5,000  
 Supplies and Materials for Ready, Set, Learn Classrooms= \$23,426  
 Total Professional and Contracted Services= \$ 34,426

4. Other Operating Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Travel for required grant activities and professional learning=\$7,500  
 Transportation costs for families to attend Parent University=\$2,500  
 Total Other Operating Costs=\$ 10,000

5. Capital Outlay-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

\$0

6. Total Grant Award Requested- Be sure to include the sum of the amounts in all class/object codes and any administrative costs in this total. Only a dollar amount will be accepted for this answer.

\$600,000





**Organization:** VICTORIA ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746002453

**County District:** 235902  
**ESC Region:** 03  
**School Year:** 2024-2025

**SAS#:** SSICAB25

## 2024-2026 SSI Community Partnerships Grant Cohort 4

### Program Description PS3014 - Program Narrative

#### G. Additional TEA Program Requirements

1. Describe how the Community Partnerships program will be sustained beyond the life of the grant.

To ensure the sustainability of the Community Partnerships program beyond the grant period, VISD will implement several key strategies that focus on capacity building, resource development, and continuous engagement. Long-Term Relationships will be built to establish formal partnerships with community organizations, such as Gulf Bend Services and Midcoast Family Services, through memoranda of understanding (MOUs). These agreements will define roles, expectations, and resources shared by each organization, helping maintain commitment beyond the grant's life. Sustainability will be supported by VISD's already established coordinator of finding workgroups and sustainability task force.

By equipping staff, families, and community partners with skills in case management, family engagement, and behavioral support, the program will build a foundation of trained personnel capable of continuing these services independently. Staff professional development and capacity-building workshops will help foster a self-sustaining support network.

The program will integrate community partnership activities into the district's existing structures and processes, such as the MTSS department. By embedding case management practices, family engagement activities, and resource liaisons within district operations, the program becomes part of the school culture and standard operating procedures.

Establishing a steering committee with representatives from partner organizations, district staff, fami



Organization: VICTORIA ISD  
 Campus/Site: N/A  
 Vendor ID: 1746002453

County District: 235902  
 ESC Region: 03  
 School Year: 2024-2025

SAS#: SSICAB25

## 2024-2026 SSI Community Partnerships Grant Cohort 4

### Program Budget BS6001 - Program Budget Summary and Support

**Statutory Authority: Authorized by General Appropriations Act (GAA), Article III, Rider 41, 88th Texas Legislature**

[View List of SSA Members \[All\]](#)

[View List of SSA Members](#)

### Part 1: Available Funding

Available Funding	
Description	24-26 SSI CP Cohort 4
1. Fund/SSA Code	429
2. Planning Amount	
3. Final Amount	
4. Carryover	
5. Reallocation	
<b>Total Funds Available</b>	

### Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	24-26 SSI CP Cohort 4
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	
3. Professional and Contracted Services	6200	
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	\$0
7. Capital Outlay	6600	\$0
8. Operating Transfers Out	8911	
<b>Total Direct Costs</b>		\$0
9. Indirect Costs		
<b>Total Budgeted Costs</b>		\$0
<b>Total Funds Available Minus Total Costs</b>		\$0
10. Payments to Member Districts of SSA	6493	

### B. Pre-Award Costs

Part 2B Pre-Award Costs is hidden because it does not apply to the funding source(s) for this grant application.



Organization: VICTORIA ISD  
 Campus/Site: N/A  
 Vendor ID: 1746002453

County District: 235902  
 ESC Region: 03  
 School Year: 2024-2025

SAS#: SSICAB25

**2024-2026 SSI Community Partnerships Grant Cohort 4**

**Program Budget  
 BS6001 - Program Budget Summary and Support**

**C. Breakout of Direct Admin Costs**

Enter amounts in Direct Admin Costs fields if applicable.

Description	Class/ Object Code	24-26 SSI CP Cohort 4		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100			
2. Professional and Contracted Services	6200			
3. Supplies and Material	6300			
4. Other Operating Costs	6400			
5. Debt Services	6500	\$0		\$0
6. Capital Outlay	6600	\$0		\$0
7. Operating Transfers Out	8911			
<b>Total</b>		\$0		\$0



**Organization:** VICTORIA ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746002453

**County District:** 235902  
**ESC Region:** 03  
**School Year:** 2024-2025

SAS#: SSICAB25

**2024-2026 SSI Community Partnerships Grant Cohort 4**

**Program Budget  
 BS6101 - Payroll Costs**

**Part 1: Total Payroll Costs**

Payroll costs entered on BS6001	
Total Payroll Costs	24-26 SSI CP Cohort 4

**Part 2: Number and Type of Positions**

A. Administrative Support or Clerical Staff	
Position Type	24-26 SSI CP Cohort 4
1. Administrative support or clerical staff (integral to program)	

B. LEA Positions	
Position Type	24-26 SSI CP Cohort 4
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

C. Campus Positions	
Position Type	24-26 SSI CP Cohort 4
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

**Part 3: Substitute, Extra-Duty, Benefits**

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	<input type="checkbox"/>
2. Extra duty pay/beyond normal hours for positions not indicated above	<input type="checkbox"/>
3. Substitutes for public and charter school teachers not indicated above	<input type="checkbox"/>
4. Stipends for positions not indicated above	<input type="checkbox"/>

**Part 4: Confirmation of Payroll Requirements**

Confirmation of Payroll Requirements	
1. <input type="checkbox"/> The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.	



**Organization:** VICTORIA ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746002453

**County District:** 235902  
**ESC Region:** 03  
**School Year:** 2024-2025

SAS#: SSICAB25

**2024-2026 SSI Community Partnerships Grant Cohort 4**

**Program Budget  
 BS6201 - Professional and Contracted Services**

**Part 1: Professional and Contracted Services**

Budgeted Costs		
Description	Class/Object Code	24-26 SSI CP Cohort 4
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	
<b>Subtotal Professional and Contracted Services Costs</b>		
<b>Remaining 6200 Costs That Do Not Require Specific Approval</b>		
<b>Total Professional and Contracted Services Costs</b>		

**Part 2: Direct Administrative Costs**

Part 2 Breakout of Direct Administrative Costs is hidden because it does not apply to the funding source(s) for this grant application.

**Part 3 : Itemized Professional and Consulting Services**

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	24-26 SSI CP Cohort 4
1. Service: <input type="text"/>	
Specify Purpose: <input type="text"/>	
<input type="button" value="Add Item"/> <input type="button" value="Delete Item"/>	
<b>Total Professional and Consulting Services Costs</b>	



**Organization:** VICTORIA ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746002453

**County District:** 235902  
**ESC Region:** 03  
**School Year:** 2024-2025

SAS#: SSICAB25

**2024-2026 SSI Community Partnerships Grant Cohort 4**

**Program Budget  
 BS6401 - Other Operating Costs**

**Part 1: Other Operating Costs**

Budgeted Costs		
Description	Class/ Object Code	24-26 SSI CP Cohort 4
1. <b>Out-of-State Travel for Employees</b> LEA must keep documentation locally.	6411	
2. <b>Travel for Students to Conferences (does not include field trips)</b> Requires pre-authorization in writing.	6412	
3. <b>Educational Field Trips</b> LEA must keep documentation locally.	6412 6494	
4. <b>Stipends for Non-employees other than those included in 6419</b> Requires pre-authorization in writing.	6413	
5. <b>Travel Costs for Officials such as Executive Director, Superintendent, or Board Members</b> Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. <b>Non-Employee Costs for Conference</b> Requires pre-authorization in writing.	6419	
7. <b>Hosting Conferences for Non-Employees</b> LEA must keep documentation locally.	64xx	
<b>Subtotal Other Operating Costs</b>		
<b>Remaining 6400 Costs That Do Not Require Specific Approval</b>		
<b>Total Other Operating Costs</b>		

**Part 2: Direct Administrative Costs**

Part 2 Breakout of Direct Admin Costs is hidden because it does not apply to the funding source(s) for this grant application.



**Organization:** VICTORIA ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746002453

**County District:** 235902  
**ESC Region:** 03  
**School Year:** 2024-2025

SAS#: SSICAB25

**2024-2026 SSI Community Partnerships Grant Cohort 4**

**Program Budget  
 BS6501 - Debt Services**

**Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs**

Budgeted Costs		
Description	Class/ Object Code	24-26 SSI CP Cohort 4
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
<b>Total Debt Service Costs</b>		\$0

**Part 2: Description of SBITA**

**Subscription**

1. SBITA Description:

Subscription Cost:

Fund Source:  Contract Start Date:  Contract End Date:

**Part 3: Description of Property**

**Property**

1. Property Description:

Property Value:

Fund Source:  Contract Start Date:  Contract End Date:



Organization: VICTORIA ISD  
Campus/Site: N/A  
Vendor ID: 1746002453

County District: 235902  
ESC Region: 03  
School Year: 2024-2025

SAS#: SSICAB25

2024-2026 SSI Community Partnerships Grant Cohort 4

Program Budget  
BS6601 - Capital Outlay

Part 1: Capital Expenditures

Budgeted Costs	
Description	24-26 SSI CP Cohort 4
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	\$0
<b>Total Capital Outlay Costs</b>	<b>\$0</b>

Part 2: Furniture, Equipment, Vehicles or Software

**Items**

1. Generic Description:  Number of Units:

Fund Source:  Total Costs:

Describe how the item will be used to accomplish the objective of the program:

Add Item Delete Item





Organization: VICTORIA ISD  
Campus/Site: N/A  
Vendor ID: 1746002453

County District: 235902  
ESC Region: 03  
School Year: 2024-2025

SAS#: SSICAB25

## 2024-2026 SSI Community Partnerships Grant Cohort 4

### Provisions Assurances CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements. I certify I am not debarred or suspended.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification:	
a. <input checked="" type="checkbox"/> I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.	Lobbying Certification
b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
Instructions for completing and attaching the <a href="#">Disclosure of Lobbying Activities</a> form.	
<ul style="list-style-type: none"><li>• Print and sign the form.</li><li>• Scan the signed form and save it to your desktop.</li><li>• Click the <b>Attach Files</b> icon on the Table of Contents page to attach your signed form to this eGrants application.</li></ul>	

## SSA Funding Report

---

Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
<b>Total:</b>				R:	\$0	R:	\$0	R:	\$0	R:	\$0