



Organization: COTULLA ISD
Campus/Site: N/A
Vendor ID: 1746003466

County District: 142901
ESC Region: 20
School Year: 2026-2027

SAS#: SSICAA26

2025-2027 SSI Community Partnerships Grant Cohort 5

General Information GS2000 - Certify and Submit

Due: 10/27/2025 11:59 PM
Application Status: Submitted

Amendment #: 00
Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	10/22/2025 09:12 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	10/22/2025 09:12 AM
PS3014 - Program Narrative	*	Complete	10/22/2025 10:38 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	10/22/2025 10:44 AM
BS6101 - Payroll Costs		Complete	10/22/2025 10:47 AM
BS6201 - Professional and Contracted Services		Complete	10/22/2025 10:48 AM
BS6401 - Other Operating Costs		Complete	10/22/2025 10:48 AM
BS6501 - Debt Services		Complete	10/22/2025 10:48 AM
BS6601 - Capital Outlay		Complete	10/22/2025 10:48 AM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	10/22/2025 10:49 AM

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.

Authorized Official

Select Contact:

or

First Name: Ramiro Initial: Last Name: Nava Title: Superintendent
 Phone: 830-879-3073 Ext: E-Mail: ramiro.nava@cotullaisd.net

Submitter Information

First Name: Ramiro Last Name: Nava
 Approval ID: ramiro.nava Submit Date and Time: 10/23/2025 02:19:03 PM

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0039420286160001



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General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant		
Organization Name: COTULLA ISD		
Mailing Address Line 1: 310 N MAIN ST		
Mailing Address Line 2:		
City: COTULLA	State: TX	Zip Code: 78014

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

Part 2: Applicant Contacts

A. Primary Contact		Select Contact:	Select One ▼	or	Add New Contact
First Name: Ramiro	Initial:	Last Name: Nava			
Title: Superintendent					
Telephone: 830-879-3073	Ext.: 1011	E-Mail: ramiro.nava@cotullaisd.net			

B. Secondary Contact		Select Contact:	Select One ▼	or	Add New Contact
First Name: Heather	Initial: L	Last Name: Ramirez			
Title: Director of Federal Programs					
Telephone: 830-879-3073	Ext.: 1030	E-Mail: heather.ramirez@cotullaisd.net			



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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>Date: <input type="text"/></div> <div>Schedule: <input type="text" value="Select One"/></div> <div>TEA Negotiation Note: <div></div></div> <div>Grantee Comments: <div></div></div> <div><input type="checkbox"/> LEA Completed Change</div>

Add Row

Delete Row



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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 2025-2027 SSI Community Partnerships Cohort 5 Program Guidelines.
- ☒ The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2027 SSI Community Partnerships Cohort 5 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 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 Hunstville, 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 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 maintain 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.



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Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Project

1. Part 1: (a) Describe what student, family, and community needs the grant will address.

TEA designated our district as "Rural" under its NCES locale code, which means we have unique STUDENT, FAMILY, and COMMUNITY NEEDS. These needs are most evident at our elementary schools; therefore, funds will be used to address the following at these campuses:

- **STUDENT**
 - o Academic— The average Science pass rate is 16%, nearly three times lower than the state average of 47% (meets 10% grant minimum), with below-average performance in ELA and Math as well. To improve achievement, the district will provide targeted tutorials, peer tutoring, and data-driven intervention blocks.
 - o Discipline/Attendance: Chronic absenteeism among White students is 27.3%, exceeding the 20% state average. The district also reported 316 disciplinary incidents, including 160 suspensions—a high number for a district of just over 1,200 students. To address this, the district will expand SEL instruction, strengthen counseling partnerships, and implement attendance incentives. (Source: 2024–2025 TAPR)
- **FAMILY**
 - o Health/Financial: With the nearest medical center 17 miles away and a 29.9% poverty rate—twice the state average—families face barriers to healthcare. The district will partner with South Texas Rural Health Services to host mobile clinics and screening.
- **COMMUNITY**
 - o Education/Employment: With 81% of residents holding a high school diploma or less and a 5% unemployment rate, Cotulla ISD will collaborate with Workforce Solutions to host parent job fairs/training workshops. (Source: Point2Homes).

2. Part 1: (b) Describe the strategies the LEA will use to address wrap-around supports and family engagement.

To strengthen wrap-around support and family engagement, we will implement the following strategies:

- **Academic**
 - o Partner with Southwest Texas Junior College (SWTX) to provide college and career exploration workshops and visits that help students identify postsecondary pathways early on.
 - o Launch a peer tutoring program to boost elementary academics and provide volunteer hours.
- **Social/Emotional**
 - o Partner with Child Advocacy Studies Training (CAST) to train staff and students on identifying signs of abuse or neglect.
 - o Adopt a districtwide SEL framework aligned with CASEL standards to support well-being and school culture.
 - o Collaborate with Camino Real Community Services to expand on-site counseling and behavioral health support.
 - o Work with the La Salle County Sheriff's Department to provide safety presentations on bullying, drug awareness, and online safety.
- **Physical**
 - o Partner with South Texas Rural Health Services to host mobile health clinics offering health screenings and preventive care.
 - o Partner with Get Fit–Methodist Health Systems to launch a summer fitness and wellness program for elementary students.
- **Family Engagement**
 - o Partner with Workforce Solutions to connect parents to job fairs, career counseling, and employment assistance.
 - o Create a Parent Advisory Committee and launch Parent Academy sessions on financial and digital literacy.
 - o Partner with the Family Resource Center to offer bilingual trainings that strengthen home–school connections.

3. Part 2: Describe how addressing wraparound supports and family engagement will improve outcomes.

Implementing wraparound supports and family engagement strategies will uplift our rural community by removing barriers to student success and strengthening the school-home-community connection. These strategies will improve outcomes in the following ways:

- **Academic:**
 - o Partnering with Southwest Texas Junior College (SWTX) to host quarterly college and career exploration workshops will increase student engagement; thereby, improving outcomes.
 - o Implementing a cross-campus peer tutoring program will provide elementary students with additional academic support, improving academic outcomes.
- **Social/Emotional:**
 - o Collaborations with Child Advocacy Studies (CAST), Camino Real Community Services, and the La Salle County Sheriff's Department will expand access to counseling, mental health services, and safety education. These supports will reduce disciplinary incidents, strengthen school climate, and improve attendance—keeping students in class longer and improving academic outcomes.
- **Physical:**
 - o Partnerships with South Texas Rural Health Services and Get Fit–Methodist Health Systems will provide health screenings and fitness programming, leading to healthier students, reduced absences, and greater classroom participation—all contributing to stronger academic outcomes.

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

- **Family Engagement:**
 - o Collaborating with Workforce Solutions and the Family Resource Center will help parents secure stable employment, gain financial and digital literacy skills, and stay involved in their child's education—all of which have a direct, positive impact on student outcomes and long-term success.

Together, these efforts will empower families to play a more active role in their children's education, creating a lasting foundation of support that strengthens academic performance and overall community well-being.



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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. Include information about their experience with leadership, project management, problem solving, engaging with the community, businesses, or organizations, and the ability to align grant activities with the district's overall strategic goals.

While not all can be listed due to space constraints, some of the key individuals in the program, along with their qualifications and experience of individuals can be seen below:

- o District Superintendent (Existing) – 1) Role: Dr. Ramiro Nava, the district Superintendent, will provide executive oversight and ensure all activities align with district goals and strategic priorities. 2) Qualifications: Dr. Nava holds a doctorate in Educational Leadership and has completed advanced coursework in organizational management. 3) Experience: With over 25 years in education and more than a decade in district administration, Dr. Nava has led multi-campus improvement initiatives, managed federal and state grants, and developed partnerships with higher education and local agencies—demonstrating strong project management, leadership, and community engagement skills.
- o Program Manager (Existing) – 1) Role: Dr. Eddika Ramos, Director of Elementary Education, will oversee daily grant operations, data collection, and coordination of staff and community activities. 2) Qualifications: Dr. Ramos holds a Doctorate in Curriculum and Instruction. 3) Experience: With over 18 years in education, she brings extensive experience in instructional leadership, data-driven program evaluation, and collaborative planning with families and community partners to ensure effective implementation.

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

- o Human Resources Director (Existing) – 1) Role: Dr. Frank Guerra will oversee staffing and professional development activities related to the grant. 2) Qualifications: Dr. Guerra holds a Doctorate in Educational Leadership and certifications in Human Resource Management. 3) Experience: With over 15 years in administrative leadership, he has successfully managed district personnel systems and professional development programs that align with instructional improvement goals.
 - o Parent Liaison (Existing) – 1) Role: Monika Martinez will lead bilingual communication, parent engagement events, and family training workshops. 2) Qualifications: Ms. Martinez holds an Associate Degree in Education and certification in Family Engagement Practices. 3) Experience: With eight years of experience in parent relations, she has designed and facilitated bilingual workshops that increase parental involvement and student achievement.
 - o District Counselor (Existing) – 1) Role: Brady Kuenstler will provide student counseling, crisis intervention, and behavior support. 2) Qualifications: Mr. Kuenstler holds a Master's Degree in Counseling and is a certified school counselor. 3) Experience: With over 12 years of counseling experience, he has implemented SEL programs and intervention systems that strengthen student mental health and academic success.
- Together, this team provides the leadership and experience needed to implement the grant effectively and align it with district goals.



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C. Goals, Objectives and Strategies

1. (a) Describe how families and the community will be actively engaged to partner in improving academic outcomes and supports for students.

To actively engage families and the community in improving academic outcomes and supporting students, the campuses will implement a multi-layered approach that ensures consistent communication, shared decision-making, and strong school-home collaboration.

First, we will promote the program through multiple outreach channels, including the district's Ascender ParentPortal, official Cotulla ISD website, and social media platforms such as Facebook and Instagram. In addition, flyers and student notices will be distributed to ensure all families—especially those with limited internet access—are informed about upcoming opportunities and events.

Second, the campuses will sustain its Parent Advisory Committee (PAC), which will meet quarterly to review student progress, provide feedback on program activities, and guide the ongoing implementation of academic and family engagement initiatives. The PAC will serve as a bridge between families, staff, and community partners, ensuring that parent voices directly influence decision-making.

Third, the Parent Resource Center will host community agencies and bilingual workshops on topics such as academic support, college readiness, and digital literacy to help families reinforce learning at home.

Finally, family nights and community celebration events will highlight student success, strengthen relationships, and promote a shared sense of responsibility for improving academic outcomes across the district.

2. (b) Describe how existing programs and resources will be coordinated with future partnership agencies to provide comprehensive wrap-around services and actively engage parents.

To maximize grant funds and meet the 20% match requirement, Cotulla ISD will coordinate current district resources with future partnership agencies to enhance impact and efficiency. How we foresee these program/resources assisting occurring can be seen below:

- o Academics - At the academic level, existing support such as tutorials during and after school, intervention blocks in the master schedule, STAAR bootcamps, and credit recovery programs will be utilized. Additionally, instructional staff trained through T-TESS, NIET coaching, and professional learning communities will be utilized to help integrate new strategies introduced through grant-funded initiatives.
- o Social-Emotional - For social and emotional well-being, Cotulla ISD will align grant efforts with our current counselor-led SEL lessons, Character Strong curriculum, Camino Real Community Services, and the Mentor Teacher Program. Counselors and SEL teams will integrate evidence-based practices that promote emotional regulation, resilience, and positive school culture, while Camino Real will continue providing on-site counseling and crisis intervention for students and families. Mentor teachers will provide campus staff with additional SEL and trauma-awareness training to help identify and support students in need. Together, these coordinated efforts will create a stronger, more responsive support network that improves attendance, behavior, and academic achievement.

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

- o Health/Wellness - For physical health and wellness, the district nurse, SHAC committee, and regional partners such as South Texas Rural Health Services and Methodist Health Systems will collaborate to expand preventive care and wellness programs. These efforts will include on-site health screenings, fitness challenges, immunization drives, and nutrition education, coordinated by the SHAC committee and district nurse to improve student health, attendance, and overall wellness.
- o Family Engagement - Existing family engagement efforts—such as parent nights, open houses, bilingual parent liaison support, and the Family Access Portal (Ascender)—will be integrated with new outreach from community agencies and the Family Resource Center to promote family empowerment and sustained engagement. In addition, new interactive learning tools, including zSpace, interactive flat panels, and myvanRobot STEM technology, will be used during family events, workshops, and after-school activities to create hands-on learning experiences that strengthen parent-child connections and increase active participation.

Together, these efforts will create a coordinated health and wellness network that keeps students healthy, reduces preventable absences, and strengthens partnerships with local providers—ensuring lasting access to quality care and reinforcing the district's commitment to whole-child success.



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Program Description PS3014 - Program Narrative

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. Include the type of data to be tracked and frequency of review.

Cotulla ISD will establish ROBUST DATA SYSTEMS AND PERFORMANCE MANAGEMENT ROUTINES to ensure progress monitoring directly informs decision-making and supports the achievement of all predetermined SSI grant outcomes. Progress will be tracked in the three key areas outlined by TEA, as described below:

- **Partnership Utilization** – While Cotulla ISD already collaborates with multiple community and regional partners—including South Texas Rural Health Services, Camino Real Community Services, Workforce Solutions, and Southwest Texas Junior College (SWTX)—formal Memorandums of Understanding (MOUs) will be renewed to define any additional roles, deliverables, and evaluation measures necessary for this grant program. The district will track the number of active MOUs and the frequency of partner-led activities to measure ongoing partnership engagement and sustainability.
- **Family Engagement** – Baseline family engagement data will be gathered through Ascender Family Access Portal usage, parent surveys, and participation logs from parent nights, resource center sessions, and advisory meetings. The district will aim for a 10% annual increase in family participation and leadership roles, as well as a 10% increase in students accessing wrap-around supports such as counseling, mental health services, and academic enrichment.

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

- **Student Outcomes** – Using PEIMS and state accountability data, the district will monitor chronic absenteeism, discipline, and academic performance. Cotulla ISD anticipates a 10% annual reduction in chronic absenteeism and a 10% increase in students meeting or exceeding growth on STAAR assessments, supported by targeted interventions, SEL integration, and tutoring initiatives.

To track this data, we'll use a variety of tools such as sign-in sheets, surveys, the Texas Academic Performance Report, and PEIMS. While PEIMS data may not be easily shared with our partners, they'll receive updates based on sign-in and survey data during regular committee meetings, which will be held quarterly (FREQUENCY OF REVIEW) to make sure progress is tracked and discussed throughout the life of the grant.

E. Budget Narrative

1. Describe the proposed budget and how it will meet the needs and goals of the program.

If funded, the proposed budget breakdown is as follows, and was developed in a way to ensure the proposed GOALS and NEEDS in the grant are met:

- **6100 – Payroll (\$60,000):** Funding will support a stipend for the Program Manager and extra-duty pay for existing staff assisting with coordination, data collection, parent engagement events, and after-school tutoring. This structure allows the district to maximize personnel support without creating new full-time positions, ensuring sustainability beyond the grant period.
- **6200 – Professional and Contracted Services (\$40,056):** Funds will be used to expand partnerships with organizations such as South Texas Rural Health Services, Camino Real Community Services, Workforce Solutions, and Southwest Texas Junior College (SWTX) to provide a mobile clinic, behavioral health services, college and career exploration workshops, and workforce readiness programs for families. Additional funds will support professional development on trauma-informed instruction, SEL integration, and family engagement strategies.
- **6300 – Supplies and Materials (\$61,812):** This includes purchasing instructional and enrichment materials such as STEM kits, SEL resources/curriculum, and family workshop materials, as well as technology needed by parents during digital literacy and/or financial literacy classes held at our Family Resource Center.

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

- **6400 – Travel (\$7,188):** Allocated to cover any travel expenses associated with coordination visits to partner agencies or required state meetings.
- **6600 – Capital Outlay (\$67,000):** Funds will be used to purchase one zSpace package (\$42,000), two Interactive Flat Panels (\$15,000), and one myvanRobot STEM/Coding Robot (\$10,000) to enhance hands-on learning, technology integration, and family engagement activities.
- **Indirect Costs (\$13,944):** To support administrative functions such as financial management, compliance monitoring, budget oversight, reporting requirements, contract amendments, and coordination of grant-related activities.

To maximize grant funds, Cotulla ISD will provide a 20% local match (\$50,000) through the use of existing district resources and community partnerships that directly align with the goals of this program. This can be seen below:

- The district will contribute \$35,000 through the use of free space and needed utilities to support program implementation.
- Higher education partners will provide an estimated \$5,000 in in-kind services to support college and career readiness activities.
- The district will also allocate approximately \$10,000 in technology resources—including Wi-Fi systems and infrastructure—to ensure seamless program delivery.

Together, these coordinated resources not only fulfill the 20% match requirement but also demonstrate Cotulla ISD's long-term commitment to sustaining the program beyond the life of the grant.



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F. Additional TEA Program Requirement- Sustainability of Project

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

Sustaining the Cotulla ISD Community Partnerships Program beyond the grant period will be achieved through partnership collaboration, embedded staff capacity, and the active pursuit of additional funding. A more in-depth description of how we foresee each sustaining the grant can be seen below.

Partnerships formed with South Texas Rural Health Services, Camino Real Community Services, Get Fit–Methodist Health Systems, Workforce Solutions, and Southwest Texas Junior College (SWTX) will remain active through updated Memorandums of Understanding (MOUs). To maintain engagement, Cotulla ISD will host biannual partnership meetings to review data, set shared goals, and align services with evolving campus needs. In addition, partners will be publicly recognized through community events, newsletters, and advisory committees, ensuring visibility and ongoing collaboration. This intentional coordination will help preserve strong relationships and ensure these supports remain embedded in the campus operations well beyond the life of the grant.

Staff development delivered during the grant will follow a trainer replication model, equipping campus personnel to lead future SEL, academic intervention, and family engagement initiatives without relying on outside consultants. This internal capacity will ensure the program's continued success after the grant period ends.

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

To sustain funding, Cotulla ISD will pursue local business sponsorships and apply for state and foundation grants to replace consumables and continue key services. Additionally, data and impact reports will guide the reallocation of local and Title funds to support successful components.

Finally, Cotulla ISD will sustain meaningful family and community engagement through the ongoing work of the Parent Advisory Committee (PAC) and the Family Resource Center. The PAC will continue meeting quarterly to provide feedback on district initiatives, identify family needs, and guide improvements in engagement strategies. Meanwhile, the Parent Resource Center will remain a central hub for families—hosting community partners, bilingual workshops, and resource fairs that connect parents to employment services, financial literacy training, and digital learning opportunities. By embedding these structures into the district's yearly operations and budget, Cotulla ISD will ensure that families and community partners remain actively involved, fostering long-term collaboration and reinforcing the success and sustainability of the Community Partnerships Program.



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G. 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".

Payroll Costs – \$60,000

Funding will support a stipend for the Program Manager and extra-duty pay for existing staff assisting with coordination, data collection, parent engagement events, and after-school tutoring. This structure maximizes personnel support without adding new full-time positions, ensuring long-term sustainability.

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".

Professional and Contracted Services – \$40,056

Funds will be used to expand partnerships with South Texas Rural Health Services, Camino Real Community Services, Workforce Solutions, and Southwest Texas Junior College (SWTX) to provide mobile health clinics, behavioral health services, college and career exploration workshops, and workforce readiness programs for families. Additional funds will support professional development on trauma-informed instruction, SEL integration, and family engagement strategies.

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 – \$61,812

Covers the purchase of instructional and enrichment materials, including STEM kits, SEL curriculum/resources, family workshop supplies, and technology needed for digital and financial literacy classes hosted at the Family Resource Center.

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".

Other Operating Costs – \$7,188

Allocated to travel expenses related to coordination visits to partner agencies and required state meetings associated with grant activities.

5. Debt Service-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".

Debt Service – \$0

N/A – No funds requested under this category.

6. 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".

\$67,000

7. 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.

Total Grant Award Requested – \$250,000

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0039420286160001



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2025-2027 SSI Community Partnerships Grant Cohort 5

Program Description PS3014 - Program Narrative



SAS#: SSICAA26

Organization: COTULLA ISD
 Campus/Site: N/A
 Vendor ID: 1746003466

County District: 142901
 ESC Region: 20
 School Year: 2026-2027

2025-2027 SSI Community Partnerships Grant Cohort 5

Program Budget BS6001 - Program Budget Summary and Support

Statutory Authority: GAA, Article III, Rider 31, 89th Texas Legislature

Part 1: Available Funding

Available Funding	
Description	25-27 SSI CP Cohort 5
1. Fund/SSA Code	429
2. Planning Amount	
3. Final Amount	
4. Carryover	
5. Reallocation	
Total Funds Available	

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	25-27 SSI CP Cohort 5
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	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		
9. Indirect Costs		
Total Budgeted Costs		
Total Funds Available Minus Total Costs		
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.



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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	25-27 SSI CP Cohort 5		
		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			
6. Capital Outlay	6600			
7. Operating Transfers Out	8911			
Total				



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Program Budget BS6101 - Payroll Costs

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	25-27 SSI CP Cohort 5

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	25-27 SSI CP Cohort 5
1. Administrative support or clerical staff (integral to program)	

B. LEA Positions	
Position Type	25-27 SSI CP Cohort 5
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	25-27 SSI CP Cohort 5
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.



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Program Budget BS6201 - Professional and Contracted Services

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	25-27 SSI CP Cohort 5
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	
Subtotal Professional and Contracted Services Costs		
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		

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	25-27 SSI CP Cohort 5
1. Service: <input type="text"/>	
Specify Purpose: <input type="text"/>	
<div> <input type="button" value="Add Item"/> <input type="button" value="Delete Item"/> </div>	
Total Professional and Consulting Services Costs	



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Program Budget BS6401 - Other Operating Costs

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	25-27 SSI CP Cohort 5
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	
2. Travel for Students to Conferences (does not include field trips) LEA must keep documentation locally.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 LEA must keep documentation locally.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference LEA must keep documentation locally.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		
Total Other Operating Costs		

Part 2: Direct Administrative Costs

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Program Budget BS6501 - Debt Services

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

Budgeted Costs		
Description	Class/ Object Code	25-27 SSI CP Cohort 5
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	
Total Debt Service Costs		

Part 2: Description of SBITA

Subscription			
<input type="checkbox"/>	1. SBITA Description:	<input type="text"/>	Subscription Cost: <input type="text"/>
	Fund Source:	<input type="text" value="Select One"/>	Contract Start Date: <input type="text"/> Contract End Date: <input type="text"/>
		<input type="button" value="Add Item"/>	<input type="button" value="Delete Item"/>

Part 3: Description of Property

Property			
<input type="checkbox"/>	1. Property Description:	<input type="text"/>	Property Value: <input type="text"/>
	Fund Source:	<input type="text" value="Select One"/>	Contract Start Date: <input type="text"/> Contract End Date: <input type="text"/>
		<input type="button" value="Add Item"/>	<input type="button" value="Delete Item"/>



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Program Budget BS6601 - Capital Outlay

Part 1: Capital Expenditures

Budgeted Costs	
Description	25-27 SSI CP Cohort 5
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	
Total Capital Outlay Costs	

Part 2: Furniture, Equipment, Vehicles or Software

Items	
<input type="checkbox"/> 1. Generic Description: <input type="text"/>	Number of Units: <input type="text"/>
Fund Source: <input type="text" value="Select One"/>	Total Costs: <input type="text"/>
Describe how the item will be used to accomplish the objective of the program: <input type="text"/>	

Add Item

Delete Item

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0039420286160001



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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 certify I am not debarred or suspended. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification: <div> 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 </div> <div> 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. </div> <p>Instructions for completing and attaching the Disclosure of Lobbying Activities form.</p> <ul style="list-style-type: none"> • Print and sign the form. • Scan the signed form and save it to your desktop. • Click the Attach Files icon on the Table of Contents page to attach your signed form to this eGrants application. 	

SSA Funding Report

Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
Total:				R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0