

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0039420324200001



Organization: FAITH FAMILY ACADEMY
Campus/Site: N/A
Vendor ID: 1061689571

County District: 070801
ESC Region: 10
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	10/03/2025 01:27 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	10/27/2025 04:03 PM
PS3014 - Program Narrative	*	Complete	10/27/2025 04:26 PM
Program Budget			
BS6001 - Program Budget Summary and Support		New	
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	10/27/2025 04:04 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.

Authorized Official

Select Contact: or

First Name: Mollie Initial: Last Name: Purcell Mozley Title: Superintendent
 Phone: 972-224-4110 Ext: E-Mail: mjpurcell@faithfamilyacademy.org

Submitter Information

First Name: Mollie Last Name: Purcell Mozley
 Approval ID: mollie.purcellmozley Submit Date and Time: 10/27/2025 08:15:36 PM

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General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant		
Organization Name: FAITH FAMILY ACADEMY		
Mailing Address Line 1: 1620 FALCON DR		
Mailing Address Line 2:		
City: DESOTO	State: TX	Zip Code: 75115

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One ▼	or	Add New Contact
First Name: Monica	Initial:	Last Name: Kramer				
Title: Executive Director of Federal Programs						
Telephone: 972-224-4110	Ext.:	E-Mail: mkramer@faithfamilyacademy.org				

B. Secondary Contact			Select Contact:	Select One ▼	or	Add New Contact
First Name: Amanda	Initial:	Last Name: Subjinski				
Title: CCO						
Telephone: 972-224-4110	Ext.:	E-Mail: asubjinski@faithfamilyacademy.org				



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

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.

Faith Family Academy (FFA), an open-enrollment charter school in the Dallas area, serves 2,900 PreK–12 students across two campuses, with 99% economically disadvantaged, 96% minority, and 62% English Learners. Many face multi-generational poverty, community violence, and housing instability that hinder attendance and achievement. FFA students perform below state averages (18% Meet vs. 50%). The 2025–2026 FFA Student Wellness Screener shows that one of the biggest unmet needs is SEL/Mental Health supports: 56% struggle with emotional regulation, 30% have experienced the loss of a loved one, and 18% report chronic stress. Limited staff means inadequate capacity to provide the small-group supports and resilience training that students need to improve coping skills and grade level performance. Data shows that only 50 of 200 students who need individualized wraparound case management and referral to external partners receive help. Parents lack training and resources in mental health, digital literacy, and access to basic needs like food, housing, and healthcare. Many work multiple jobs or face language barriers, limiting engagement. Families need flexible, bilingual, culturally responsive training to support student SEL/mental health, attendance, and success. Though there are numerous partnerships, they are often uncoordinated. Gaps in alignment and referrals reduce access to supports. FFA lacks formalized MOUs, shared data protocols, and joint service plans to close these gaps.

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

Faith Family Academy (FFA), in partnership with Region 10 (R10), UT Tyler (UT-T), and The Concilio, will expand its Multi-Tiered System of Support (MTSS) to strengthen academic, behavioral, SEL/mental health, and physical supports for 200 students annually—a 400% increase. The project will: 1) expand staffing and partnerships to significantly increase comprehensive wraparound services; 2) build staff capacity through trauma-informed training to increase small-group and 1:1 SEL, resilience, and attendance interventions for students; 3) strengthen family capacity through bilingual, accessible workshops on mental health, digital literacy, and student success; and 4) create a partnership network through a shared framework and data systems. FFA will hire a Wraparound Program Manager and Case Manager to coordinate referrals and partnerships. UT Tyler will train staff in early identification and intervention. A daily SEL check-in tool (e.g., Rhythm by Securly) will provide real-time SEL wellness data to trigger timely supports. The Concilio will expand family engagement through its Family Leadership Framework and new mental health curriculum, and Region 10 will guide a Partnership Learning Community to create a network of aligned services. Formal MOUs and MTSS dashboards will monitor attendance, wellness, and academic outcomes to ensure sustainability beyond the grant.

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

Faith Family Academy (FFA) will implement an integrated model of wraparound supports, family engagement, and community partnerships to ensure that each student's academic, behavioral, social-emotional/mental health, and physical needs are met through a coordinated, data-driven system. This comprehensive wellness ecosystem will eliminate service gaps and significantly increase equitable, measurable, and sustainable supports that improve attendance, academic growth, and student well-being.

A 1.0 Wraparound Program Manager (new) and 1.0 Case Manager (new) will lead cross-campus coordination of early identification, referrals, and intervention tracking through FFA's MTSS Data Dashboard (Skyward). Using real-time data, multidisciplinary teams will monitor trends in attendance, behavior, SEL/mental health, and academics to trigger early supports. Grounded in trauma-informed, MTSS, and wraparound frameworks, these systems will ensure timely, proactive, and personalized interventions that remove barriers to success.

FFA's Family Engagement Strategy will strengthen home-school partnerships through bilingual workshops, consistent communication, and collaborative progress reviews. Families will be empowered as co-leaders in their child's academic and mental wellness development—reinforcing positive behaviors and learning at home. This approach aligns with the U.S. Department of Education's Community Schools Framework, positioning families as full partners in school improvement.

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

Through strategic partnerships with Region 10 ESC, The Concilio, and the University of Texas at Tyler, FFA will expand access to culturally responsive, evidence-based supports including counseling, professional development, and family outreach. Region 10 will facilitate the Partnership Learning Community (PLC) activities to align goals, share progress data, and coordinate continuous improvement across providers, and significantly increase the network of providers.

FFA will implement these most highly effective, research-based strategies to ensure measurable outcomes: a 400% increase in students receiving coordinated services, at least a 10% annual decrease in chronic absenteeism, at least a 10% annual increase in academic growth, and at least a 10% annual rise in family engagement participation.

Through coordinated staffing, partnerships, and family leadership, FFA's Comprehensive Wellness Ecosystem will unite all initiatives under a single, data-informed structure that ensures fidelity, equity, and sustainability. Grounded in the National Wraparound Initiative, MTSS, and the Community Schools Framework, this system of care will enhance student coping skills, resilience, attendance, and academic achievement—ensuring every child is engaged, supported, and ready to thrive.



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Program Description PS3014 - Program Narrative

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.

A highly qualified FFA Project Leadership Team (PLT), with strong expertise in leadership, project management, community engagement, and aligning grant activities with district strategic goals, will ensure project success. The SSI Community Partnerships Project is a key initiative within FFA's Five-Year Strategic Plan to increase the number of students referred for and receiving academic, behavioral, SEL/mental health, and physical supports. The project will be led by experienced administrators and supported by new specialized staff to ensure effective implementation and sustainability.

Wraparound Program Manager (1.0 FTE/NEW) – The project requests funding for a full-time Wraparound Program Manager to: coordinate and increase partnerships; align services; support partnership network development strategies and activities; coordinate implementation of new small-group SEL, resilience, and attendance interventions; and support implementation of new family engagement activities. The WPM will hold a master's degree in education, social work, counseling, or a related field and have at least five years of experience in K–12 or community-based program coordination. This individual will demonstrate leadership, project management, and problem-solving skills, working closely with community agencies, businesses, and higher education partners.

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

Case Manager (1.0 FTE/NEW) – The project requests funding for a full-time Case Manager to provide direct case management and student supports; ensure connections to direct services; ensure students receive small-group SEL, resilience, and attendance interventions; maintain communication with families; and progress monitor students. The Case Manager will hold a bachelor's or master's degree in social work, counseling, education, or a related field and have at least three years of experience providing direct student and family support. This individual will demonstrate strong leadership, collaboration, and data-tracking skills and engage families with community agencies and service providers.

District and Regional Leadership:

Dr. Tien Nguyen, Executive Director of Student Supports, will provide project oversight and supervise project staff. He has extensive experience in grants management, partnership coordination, budgeting, and data reporting. Leonesea Morgan, Director of Family Engagement, will collaborate with the WPM and The Concilio to expand family engagement and involvement; the Asst. Supt. for Accountability will support data dashboards and data systems; and Campus Student Support Teams (SSST) will review dashboards weekly to guide improvement. Region 10 ESC, The University of Texas at Tyler, and The Concilio will provide technical assistance, professional development, and family engagement services.



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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.

This project will strengthen family and community engagement to improve student academic, behavioral, social-emotional, and physical health outcomes. Faith Family Academy's Family Engagement Strategy will expand bilingual, accessible workshops, increase two-way communication, and establish collaborative progress reviews among families, students, and staff. To address families' highest concern—mental health—The Concilio will provide mental health literacy and digital wellness workshops empowering parents to support their children's SEL and resilience. Using the Family Leadership Framework, families will serve as co-leaders in their children's growth, reinforcing positive behavior and learning at home. All events will include childcare, translation, and transportation to ensure equitable access.

Staff will maintain consistent communication through Seesaw, REMIND, and the Faith Family CONNECT app; 90% of Tier 2 and 3 families receiving case management will receive monthly updates and joint progress reviews. The annual Family Climate Survey and Parent Advisory Council will embed family and partner voices in decisions, increasing participation by 10% annually.

To remove attendance and learning barriers, the project will expand partnerships for counseling, mentoring, and basic needs (housing, food, utilities). Existing partners—Parkland Health, Lions Club, and Prevent Blindness Texas—will continue to reduce health-related barriers through on-campus clinics and wellness supports.

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 ensure alignment and expansion of current and future partnership agencies, the Project will establish a Partnership Learning Community (PLC), a partnership community of practice and network, which will develop and utilize a shared framework that will strengthen coordination of existing programs and guide expansion of future partnerships. FFA will work with Region 10 to guide development and facilitation of the PLC. This PLC will bring together educational, governmental, and nonprofit partners to ensure integrated delivery of current and future wraparound supports and ensure project sustainability. The Partnership Learning Community will allow FFA to more easily and rapidly expand partnerships that increase supports for students by identifying the greatest needs and securing high-leverage partners to meet these needs.

A sampling of current partnerships include Parkland Health, Prevent Blindness Texas, Lions Club, and Food4Kids North Texas for physical health and wellness services; T-CHATT and Metrocare for mental health support; and Big Brothers/Big Sisters and Region 10 GEARUP for mentoring and college readiness. Future collaborations will add the The Concilio for parent education and family leadership; the University of Texas at Tyler for trauma-informed professional development and program evaluation; Workforce Solutions Greater Dallas for family stability supports; and additional partners that can provide significant supports to identified student needs.

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

Formal Memoranda of Understanding (MOUs) will outline partner roles, referral procedures, and shared data protocols, while quarterly PLC meetings will review outcomes and progress toward targets. Through these partnerships, FFA expects to expand the number of students receiving behavioral, SEL/mental health, and physical supports from 51 to 200 annually to achieve a 10 percent annual decrease in chronic absenteeism and a 10 percent increase in students meeting academic growth goals.



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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.

The FFA Project Leadership Team (PLT) will use a Continuous Improvement Process to monitor project progress and adjust implementation strategies and activities to ensure program success. Evaluation efforts will measure the impact of academic, behavioral, social-emotional/mental health, and physical needs wraparound services on students, family engagement, and partnership network indicators. The PLT will include district and campus leaders, including the Chief of Schools; Executive Director of Student Supports & Mental Health; Wraparound Program Manager; Case Manager; Director of Family Engagement; Asst. Supt. of Accountability & Assessment; Student Support Team members, i. e. discipline deans. FFA's Skyward MTSS Dashboard will capture real-time case management data on student needs, interventions & supports, and outcomes. The PLT will meet on a regular basis (at least monthly) to perform Intervention Fidelity Checks on the following metrics: 1) Project implementation milestones, performance measures, and critical success factors, such as project implementation activities (hiring staff) and partnership development and training activities (R10, UT-T, The Concilio, Metrocare, Other Partners); 2) Wraparound Services Data (# of students referred for and receiving wraparound services, increase in effective supports received by students, increase in referrals for mental health and other services, # of external partners and mental health providers accessed);

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

3) Increase in Student Emotional Regulation (# students served through small-group SEL, resilience, and attendance interventions; Increase in SEL check-in tool student scores); 4) Parent Education and Contact Documentation, e. g. # & type of education opportunities offered, # of parents participating in trainings, percentage of Tier 2 and Tier 3 families contacted, # of home visits; Family School Climate Survey data; 5) Student Data: behavior, attendance, and student achievement data. The PLT will also regularly update the Parent Advisory Committee (PAC) on project progress and gain vital input towards project changes needed. A Wellness and Resilience Data Dashboard integrating wraparound services, family participation, and partner service data will be created to monitor overall project effectiveness. Quarterly partnership network summits with Region 10 and UT-Tyler will evaluate progress and refine interventions based on findings. Partnership Network Data: MOUs signed that align with identified needs of the campuses (1 or more state or regional government agency partnerships and 2 or more local community partnerships); partnership meeting agendas & minutes; partnership framework and data protocols. Evaluation results will inform professional development, partnership development efforts, and resource allocation to strengthen wraparound services, student growth, family engagement, and partnership sustainability.

E. Budget Narrative

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

Faith Family Academy (FFA) will strategically allocate the requested \$499,999 to implement the Project and achieve the SSI Community Partnerships Grant objectives. The budget maximizes direct impact on students and families while maintaining sustainability and alignment with project goals.

Payroll Costs (\$313,200): Funds will support two new full-time positions central to wraparound service delivery:

Wraparound Supports Program Manager – Implement project activities and strategies; coordinate and increase partnerships; align services; support partnership network development strategies and activities, including MOUs; coordinate implementation of new small-group SEL, resilience, and attendance interventions; and support implementation of new family engagement activities.

Case Manager – Provide direct case management and student support, increase student connections to needed services, maintain communication with families, progress monitor interventions and supports.

Together, these positions strengthen trauma-informed, data-driven interventions that improve SEL/mental health, attendance, and academic performance.

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

Professional and Contracted Services (\$160,000): FFA will engage expert partners to expand impact and sustainability:
 The Concilio – Leads accessible, bilingual workshops on mental health, student success, and parent leadership, building family capacity and shared leadership.
 University of Texas at Tyler (UTT) – Provides trauma-informed professional development and participates in the Partnership Learning Community to ensure implementation fidelity.
 Region 10 ESC – Facilitates the PLC; Supports MTSS implementation, data integration, and cross-agency collaboration.
 These partnerships strengthen family engagement, staff development, and systemic coordination.
 Supplies and Materials (\$12,800): Covers purchase of the SEL Check-in Tool (e.g., Rhythm by Secury); sensory tools and mindfulness supplies/materials to promote emotional regulation and reflection in SEL 1:1 and small group interventions; materials/supplies for family engagement activities and Partnership Leadership Community activities;
 Other Operating Costs (\$13,000): Funds support travel and professional development for staff participating in required state and project trainings.
 Summary: All expenditures directly support wraparound and SEL/mental health interventions and supports, family engagement, and system coordination. Each cost aligns with grant objectives and TEA's allowable uses to ensure measurable, sustainable outcomes. FFA is committed to the 20% required match.



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PS3014 - Program Narrative****F. Additional TEA Program Requirement- Sustainability of Project**

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

FFA is deeply committed to the long-term sustainability of this project and will work with district leaders, project staff, and partners to identify additional long-term sources of support. The Project has been designed from the start to lay a strong foundation for sustainability by focusing on capacity-building activities, such as professional development for existing staff to expand small-group and 1:1 SEL, resilience, and attendance interventions. In addition, the development of the Partnership Learning Community framework and MOU templates will create the capacity for FFA to more easily and rapidly expand partnerships and secure high-leverage partners to meet students' greatest needs. In addition, FFA will leverage significant state, federal, and local in-kind funding to underwrite key costs, including personnel, technology, and facilities/operations costs, and will coordinate the use of local and state funding, including federal Title I, II, III, and IV funds. The Wraparound Program Manager will coordinate efforts with the Project Leadership Team (PLT), CFO, Chief of Development, and the Faith Family Education Foundation, to engage in a comprehensive sustainability plan to ensure the financial, volunteer, and human capital resources needed to sustain programming.

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

FFA has a strong history of partnerships in the community and will collaborate with project leadership to identify new and emerging funding and partnership opportunities that support the continuation of project activities. The WPM and the PLT, will develop a detailed partnership expansion, communications, and fundraising plan to engage key community supporters and secure additional resources to expand new partnerships that support the continuation of academic, behavioral, SEL/mental health, and physical health activities after the grant period is finished, as well as work with the Faith Family Education Foundation to engage its board members in identifying funding opportunities and donors in the community to support continuation efforts. The district's Chief of Development will aggressively pursue additional corporate, foundation, and government grant funding opportunities to sustain program activities. The PLT will regularly update the sustainability plan, including secured commitments of continuation funding.



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Program Description PS3014 - Program Narrative

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".

1.0 FTE Wraparound Supports Program Manager – Will coordinate partnerships, align and integrate wraparound and mental health services, oversee community collaborations, manage agency communication, and track performance using the Wellness and Resilience Data Dashboard. (\$75,000/year + benefits = \$150,000 total)

1.0 FTE Case Manager – Will provide direct student case management; identify and monitor students needing interventions, ensure service delivery, communicate with families, and document progress for continuous improvement. (\$60,000/year + benefits = \$120,000 total)

Benefits: \$43,200 total

Total Payroll: \$313,200

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".

The Concilio – Will deliver bilingual family engagement workshops and capacity building sessions focused on mental health literacy, student success strategies, digital and financial literacy, and parent leadership, that empower parents as shared decision makers and active partners in supporting student academic, behavioral, and wellness outcomes (\$80,000).

University of Texas at Tyler (UTT) – Will provide professional development in trauma-informed strategies for campus leadership and teachers, using evidence-based trauma and resilience frameworks. UTT will also participate in the Partnership Learning Community to align professional learning with district needs and provide ongoing coaching to ensure fidelity of implementation (\$40,000).

Region 10 ESC – Region 10 will assist in building FFA's internal capacity for continuous improvement, support facilitation of the Partnership Learning Community, and strengthen cross agency coordination and leadership collaboration. Will provide implementation support for MTSS systems, data integration, and program evaluation (\$40,000).

Total Professional and Contracted Services: \$160,000

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".

SEL Check-in Tool (e.g., Rhythm by Securly); sensory tools and mindfulness supplies/materials to promote emotional regulation and reflection in SEL 1:1 and small group interventions; materials/supplies for family engagement activities and Partnership Learning Community activities.

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".

Professional development and travel to required project trainings for project leadership and key staff (\$13,000).

Total: \$13,000.

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".

0

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Program Description PS3014 - Program Narrative

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".

0

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.

499000

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.



Organization: FAITH FAMILY ACADEMY
Campus/Site: N/A
Vendor ID: 1061689571

County District: 070801
ESC Region: 10
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SAS#: SSICAA26

2025-2027 SSI Community Partnerships Grant Cohort 5

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				

2025-2027 SSI Community Partnerships Grant Cohort 5

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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2025-2027 SSI Community Partnerships Grant Cohort 5

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>Add Item</div> <div>Delete Item</div>	
Total Professional and Consulting Services Costs	



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2025-2027 SSI Community Partnerships Grant Cohort 5

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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2025-2027 SSI Community Partnerships Grant Cohort 5

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"/>
	<div>Add Item</div> <div>Delete Item</div>		

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"/>
	<div>Add Item</div> <div>Delete Item</div>		



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2025-2027 SSI Community Partnerships Grant Cohort 5

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

Add Item

Delete Item



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2025-2027 SSI Community Partnerships Grant Cohort 5**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
I certify I am not debarred or suspended. 4. <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:	
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 Disclosure of Lobbying Activities form.	
<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