

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0039420279860001



Organization: LASARA ISD
Campus/Site: N/A
Vendor ID: 1746001591

County District: 245901
ESC Region: 01
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	10/27/2025 09:34 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	10/27/2025 09:41 AM
PS3014 - Program Narrative	*	Complete	10/27/2025 05:01 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	10/27/2025 04:59 PM
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 04:58 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: Cynthia Initial: D Last Name: Ramos Title: Director of C&I/Federal Programs
 Phone: 956-642-3598 Ext: E-Mail: cramos@lasaraisd.net

Submitter Information

First Name: Cynthia Last Name: Ramos
 Approval ID: cynthia.ramos2 Submit Date and Time: 10/27/2025 05:19:08 PM

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General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant		
Organization Name: LASARA ISD		
Mailing Address Line 1: P O BOX 57		
Mailing Address Line 2:		
City: LASARA	State: TX	Zip Code: 78561

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One ▼	or	Add New Contact
First Name: Cynthia	Initial: D	Last Name: Ramos				
Title: Director of C&I/Federal Programs						
Telephone: 956-642-3598	Ext.:	E-Mail: cramos@lasaraisd.net				

B. Secondary Contact			Select Contact:	Select One ▼	or	Add New Contact
First Name: Alejos	Initial:	Last Name: Salazar				
Title: Superintendent						
Telephone: 956-642-3598	Ext.:	E-Mail: asalazar@lasaraisd.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.

What Lasara ISD lacks in size, it makes up for in energy and commitment to students and families in this small, rural community where the schools are the center of life. In this district, there are few outlets for students available that aren't run, led, or organized by the schools. Staff and administration play a key role in all types of offerings, programs, and planning so students here don't miss out as compared to students in larger districts. These are the reasons district leadership is confident that staff can and will support the work needed to implement and continue the Student Support Program and team structure for the 2025-27 school. Both of Lasara ISD's campuses (PK-8 and 9th-12th) will participate in the establishment of this Student Support Program and will have teams at each campus to ensure appropriate and high-quality services are being provided for those who are in need. In a small district such as this with needs that transcend the school into the community (87.17% of students are economically disadvantaged, 100% of students of Hispanic descent, where chronic absenteeism is higher than the state, and ACT/SAT scores are significantly lower than the state) it is imperative to include both campuses. Culture change can only occur in a small district when everyone is involved and it starts at the earliest of grades. This type of district-wide effort will lead to significant change and the ability to integrate other school and district programs to maximize impacts.

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

Clearly necessary, a small district must include all of its grade levels in this grant, there are reasons and data to consider that makes Lasara ISD the district to take on this grant program for maximum impact. Lasara Elementary, academically, significant improvements are being made at all grade levels and subjects based on 2023-2024 TAPR reports. Although, student percentages of those who meet grade level or above remain well below the state overall, especially in math where fewer score at this level across all grades. For all grades in science and social studies, Lasara students score below the state to meet or exceed grade level. With academic improvements occurring, gaps are being closed, this school definitely can benefit from Student Support Teams, mental health/behavioral interventions with a focus on student wellbeing to lift the schools and academics to the next level. Lasara High School has contradictory academic achievement data when looking at subject test scores, SAT/ACT results, and percentages of who take the tests. Overall, students STAAR scores are at the state average, meeting or exceeding grade level in most subjects. However, scores don't translate to college and career preparation, as a lower-than the state average percentage of Lasara ISD students take the college entrance tests and score lower than the state in all subjects. This could be an issue as it relates to confidence levels, anxiety, and tenacity, which the Student Support Program can assist.

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

Being a small, rural district, with staff members, especially leadership/administration, who often hold more than one role in the schools, Lasara ISD leadership and staff rely significantly on its relationship with ESC Region One for multiple programs and supports. Region One is the district's fiscal agent for Special Education and a small school consortium within the ESC has been created to address professional development training for elements such as social emotional learning and school security efforts focused on creating a safe environment for students. Other projects that have involved the district and ESC Region One includes partnering with GearUp which includes attending the Mental Health Matters Series that was designed to address relevant topics in education today that are currently affecting our community social emotional health. Topics include building capacity in depression and anxiety, preventing youth self-harm, and self-care practices through laughter yoga. PATHS (Texas Regional Pathways Network - TPRN) is The Pathways Aligned to Health Science (PATHS) Project provides assistance to districts in understanding the healthcare programs available to students, along with the types of curricular and extra-curricular activities needed in order for students to succeed in those programs.

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

The district also has partnered with ESC Region One for programs such as TRIO-Upward Bound, Talent Search, and Student Support Service, College and Career Readiness, and Post Secondary readiness designed to assist eligible students to begin and complete a post-secondary education. Partnerships also include the Rural Student Success Initiative - providing support for HS students to graduate and continue post secondary education. Lasara also has partnered with Region One on the Mental Health-Behavioral Health grant, which is through the ESC and also works with the Mid Rio Grande Valley Border Area Health Education Center to teach MS students about health. In addition to that, supports and partnerships with Region One have included parental involvement and advisement. Lasara ISD leadership has a solid working relationship with the ESC based on the amount of work performed together. The district also partners with the ESC One and other consultants for police/security and training plans.



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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.

Lasara ISD takes a team approach to conducting behavioral threat assessments. Led by the counselor/administrative team (principals, superintendent, teachers, nurse, and other leadership), the multidisciplinary team responds each time there is a potential incident reported or referred involving a student. The team utilizes procedures that include basic instructions on methods to address at risk students who are potentially engaging in harm to themselves or the school community. The multidisciplinary team gathers to determine the risk level regarding the incident utilizing interviews with teachers, classmates, and collecting other information and data about the situation. Following that data collection, depending on the situation. However, in order to incorporate these ideas and to implement a program like this involving academic interventions and the mental health/behavioral aspects using evidence-based research and partnerships into the daily school environment and culture, a full-time Project Director is needed. To implement services, the district, also plans to hire a licensed counselor (in addition to the current counselor) who can provide mental/ emotional sessions at the school, rather than students and families having to wait to schedule and then travel to see a counselor. In addition to these new personnel and staff members who will be on the Student Support Teams, the Advisory Committee/Council or other groups coordinated as part of the program.

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

The district also has a retired federal agent as a security officer who is obtaining his SRO certification to provide supports, assistance, and will be part of threat assessment response. Once support teams and partnerships are developed and in place, the district will make determinations on whether the added positions through the grant continue through local funding as staff and operations for the Support Teams will be in place. Some local funding will be set aside for continued professional development training for staff on the teams, ideas for integration of wellness efforts in the classroom, coaching for continuous program improvement, and potentially contracted counseling and mental health professionals, if needed. School administration will ensure there is time allocated during the school day for the support team staff members to meet as necessary, and locally funded stipends to these key personnel if it is necessary. The district has teachers, staff, and administration to commit to these ideas and this program.

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.

At any school or community, students can experience substance abuse, mental health problems and academic struggles, all of which are the targeted populations for a Student Support Program such as the one Lasara ISD would like to plan, implement, and build upon through these grant funds. District leadership understands issues create barriers to learning that cause anxiety, depression, attendance issues, and negative peer and adult relationships, which result in lower academic achievement and behavioral issues. Students face other challenges such as abuse, neglect, and exposure to violence. An effectively planned and implemented Student Support Program can help address these issues, and as a result improve academic performance and overall health and wellbeing of all students. Informing and educating the parents of Lasara ISD about the new program will be imperative to the success of it. It is known that some staff and some parents may be reluctant to these efforts as their beliefs may be that it is beyond the school's responsibility to be involved or offer this type of assistance to students. But, this is where focus and effort to increase visibility, awareness, understanding, and overall knowledge of program will increase the understanding that these mental and emotional issues significantly impact academic achievement, which all can agree is the ultimate purpose of all schools.

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.

Most of the efforts to identify student support needs work through the school's counselor and are based on student self-assessments, and teacher/parent referrals. Once a student identifies themselves with having a challenge, or a parent or teacher reports an issue with a student, the school counselor meets with the student. At that time, a discussion occurs, including the students responding to a questions surrounding their stress, anxiety, and anger levels, among others. The experienced counselor uses that information to determine the needs of the student, so along with the parents of the child, she can create a mental health plan and receive counseling or other supports. Due to the lack of local mental health professionals available, neither in the school or area, the district has had to rely on telemedicine solutions (University of Texas Rio Grande Valley sponsored Texas Child Health Access Through Telemedicine). However, this is intended to be short-term support, lasting only a few weeks. In addition, due to its growing popularity, district personnel are reporting that students and families are having to wait 6 to 8 weeks before they are seen by a professional.

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

Because of its size, lack of licensed counselor, and remoteness, Lasara ISD has been forced to find partnerships that can assist in providing mental health and behavioral supports for students and families. However, the partnerships have been limited when it comes to location as there are no mental health professionals within Lasara and few within 30 minutes. That led the district to seeking other options, including its partnership with the University of Texas Rio Grande Valley and the TCHAT (Texas Child Health Access Through Telemedicine) program. This program is provided free to youth in South Texas schools thanks to UTRGV. This program provides short-term school-based access to telehealth visits with a mental health professional. The role of TCHAT is to provide initial intervention and assessment and further referrals if needed. School personnel also can consult with these psychiatrists, psychologists, and licensed clinical social workers as needed.



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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.

Lasara ISD is on a continuing path of improvement as noted through its accountability rating and closing the gaps efforts. One of the ways the district has moved the needle has been through data analysis and using that information to make adjustments to programming. This program will be no different. The Project Director and additional staff who will be part of the grant will be charged with collecting data and the Advisory Committee/Council will meet monthly to look at reports, results, and data that is collected both through the schools as well as through the TCSS and ESCs, including Region 1. Some of the information that will be analyzed will include the numbers of students referred to receive various supports, the types of supports they are receiving, dosage, time of the year, and length of the support. These elements will be part of the district's Student Support Team Program progress monitoring tools and case management. Students will also be monitored individually using survey results and information provided by their teachers, counselors, and/or mental health providers. Data collected will include type of intervention whether academic, mental health, substance abuse, behavioral, or other. In addition, data will be collected on how the student is doing through observations and insights, and how they are responding to the specific intervention used. Additional qualitative and quantitative data will be collected quarterly through surveys for all students and families.

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

If the Advisory Committee/Council determines improvements or adjustments are needed or if benchmarks are not being met, they will discuss action responses and continuing plans to address those shortfalls. Through self assessments, data analysis, interviews, and discussions with Region 1, root causes for the issues will be determined and the Committee and Student Support Program leadership will use the "develop, assess, and review processes as set forth in the TEA's Continuous Improvement Cycle. The Advisory Committee and program leaders will focus on developing solutions, which will be implemented as soon as possible. Regularly, the Committee will re-evaluate the results from the changes to determine success levels individually and overall.

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: 1) 6100 (\$271,500) Funding for an individual who will serve as a Program Manager, Licensed Counselor, extra-duty pay for individuals overseeing the community involvement activities, and employee benefits; 2) 6200 (\$170,000): For a partnership with community partners to deliver academic support and wrap-around services and contract consultants to offer professional development; 3) 6300 (\$95,000): To purchase devices such as laptops, Chromebooks, white boards and flat panels to facilitate learning for students; and 4) 6400 (\$13,500): Costs for each member of the leadership team to attend conferences/travel expenses.

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

N/A



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Program Description 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.

Lasara ISD has some mental/emotional health services and efforts in place for its students and families, but capacity response and having more varied staff involved in a full-fledged Student Support Program structure is imperative to improving the mental health and emotional wellbeing of students and families. The district desires to utilize this grant to provide improvements to services and support for students and families throughout the grant and beyond its' life. The district will provide more outlets and opportunities through activities for students assisting their mental physical and wellness. A licensed counselor will be hired, who can join the school counselor to assist with universal screenings to improve proactive intervention for students beyond self referrals and teachers/parents referrals. The added licensed counselor will provide immediate services within the school community for students in need. The district will add curriculum and services, such as Rhithm (a classroom wellbeing program that meets students where they are utilizing a daily emoji check in that can show student data to a counselor as a quick health check) that assist with proactively determining student mental health rather than reactive means. Additional evidence-based SEL curriculum will be incorporated providing outlets and experiences in the school climate and leadership will build a complete Student Support Program including self-help and support groups to empower students and adults.

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

There will be program support available through clubs and empowerment events, which will provide outlets for students themselves in a safe and nurturing environment throughout the grant and thereafter. The incorporation of a Multi-Tiered System of Supports (MTSS) using the TEA's MTSS framework, assessments, and evidence-based practices to support mental, emotional and behavioral health. This will allow for the creation of services and supports based on Texas Behavioral Support and National Center for Intensive Intervention.



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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".

6100-(\$271,500) Funding for an individual who will serve as a Program Manager, Licensed Counselor, extra-duty pay for individuals overseeing the community involvement activities, and employee benefits.

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".

6200 (\$170,000): For a partnership with community partners to deliver academic support and wrap-around services and contract consultants to offer professional development.

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".

6300 (\$95,000): To purchase devices such as laptops, Chromebooks, white boards and flat panels to facilitate learning for students.

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".

6400 (\$13,500): Costs for each member of the leadership team to attend conferences/travel expenses.

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".

N/A

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.

Total Grant Award Requested \$550,000.

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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	\$0
3. Professional and Contracted Services	6200	\$0
4. Supplies and Material	6300	\$0
5. Other Operating Costs	6400	\$0
6. Debt Services	6500	\$0
7. Capital Outlay	6600	\$0
8. Operating Transfers Out	8911	
Total Direct Costs		\$0
9. Indirect Costs		
Total Budgeted Costs		\$0
Total Funds Available Minus Total Costs		\$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.



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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	\$0		\$0
2. Professional and Contracted Services	6200	\$0		\$0
3. Supplies and Material	6300	\$0		\$0
4. Other Operating Costs	6400	\$0		\$0
5. Debt Services	6500	\$0		\$0
6. Capital Outlay	6600	\$0		\$0
7. Operating Transfers Out	8911			
Total		\$0		\$0

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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
	\$0

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.	



SAS#: SSICAA26

Organization: LASARA ISD
 Campus/Site: N/A
 Vendor ID: 1746001591

County District: 245901
 ESC Region: 01
 School Year: 2026-2027

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		\$0
Total Other Operating Costs		\$0

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.



SAS#: SSICAA26

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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		\$0

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"/>



TEXAS EDUCATION AGENCY

Organization: LASARA ISD

Campus/Site: N/A

Vendor ID: 1746001591

County District: 245901

ESC Region: 01

School Year: 2026-2027

SAS#: SSICAA26

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	\$0
Total Capital Outlay Costs	\$0

Part 2: Furniture, Equipment, Vehicles or Software

Items

☐

1. Generic Description:

Number of Units:

Fund Source:

Select One

Total Costs:

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

Add Item

Delete Item



SAS#: SSICAA26

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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 |
| 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: | |
| 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