

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0039420336200001



Organization: LUFKIN ISD
Campus/Site: N/A
Vendor ID: 1756001995

County District: 003903
ESC Region: 07
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	10/23/2025 01:57 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	10/23/2025 01:58 PM
PS3014 - Program Narrative	*	Complete	10/27/2025 09:35 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	10/24/2025 07:36 AM
BS6101 - Payroll Costs		Complete	10/24/2025 07:36 AM
BS6201 - Professional and Contracted Services		Complete	10/24/2025 07:36 AM
BS6401 - Other Operating Costs		Complete	10/24/2025 07:37 AM
BS6501 - Debt Services		Complete	10/24/2025 07:37 AM
BS6601 - Capital Outlay		Complete	10/23/2025 05:31 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	10/24/2025 07:39 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: Julie Initial: Last Name: Madden Title: Director of State & Federal Grants
 Phone: 936-630-4324 Ext: E-Mail: jmadden@lufkinisd.org

Submitter Information

First Name: Julie Last Name: Madden
 Approval ID: julie.madden Submit Date and Time: 10/27/2025 09:38:47 PM

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2025-2027 SSI Community Partnerships Grant Cohort 5

General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant		
Organization Name: LUFKIN ISD		
Mailing Address Line 1: P O BOX 1407		
Mailing Address Line 2:		
City: LUFKIN	State: TX	Zip Code: 75902

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One ▼	or	Add New Contact
First Name: Julie	Initial:	Last Name: Madden				
Title: Director of State & Federal Grants						
Telephone: 936-630-4324	Ext.:	E-Mail: jmadden@lufkinisd.org				

B. Secondary Contact			Select Contact:	Select One ▼	or	Add New Contact
First Name: Heath	Initial:	Last Name: Wethington				
Title: Director of Budget and Audit						
Telephone: 936-630-4488	Ext.:	E-Mail: hwethington@lufkinisd.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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2025-2027 SSI Community Partnerships Grant Cohort 5

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.

Chronic absenteeism is strongly linked with lower grades, decreased test scores, and an increased risk of dropping out of school. According to the most recent TAPR report, we have two K-2 campuses with high rates of chronic absenteeism of 31.5% and 27.3% compared to the State percentage of 20.3%. The campuses also serve predominantly economically disadvantaged populations, with 92.58% and 91.53% respectively. Because these campuses focus on developing foundational skills essential for future learning, high rates of absenteeism at these grade levels can have lasting impacts on students' academic achievement and engagement in later years. See the learning outcomes from these schools when students go to their 3-5 sister school campus (attached). Persistent absenteeism can exacerbate behavioral challenges and contribute to mental health concerns, such as anxiety or difficulty regulating emotions, which in turn can further impact learning and engagement. Families may face challenges in supporting consistent school attendance and their children's behavioral or mental health needs due to economic pressures, limited access to resources, or lack of awareness about early interventions. By addressing these needs, we aim to improve student engagement and academic outcomes, provide families with tools to support children's social-emotional and behavioral development, and foster a supportive community environment that prioritizes early educational success and mental wellness.

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

Our Community Partnership Program will provide comprehensive, wrap-around supports designed to meet the academic, behavioral, and social-emotional needs of students. Within the school, the program will offer counseling and behavioral intervention services to promote student success. Family engagement will center on empowering parents as leaders—encouraging them to take active roles in outreach and recruitment to engage other families. Through family meetings, collaborative activities, educational workshops, and access to community-based resources, parents will be supported in building a strong, connected school community. At the start of the program, we will conduct a survey to identify the types of workshops, events, and resources parents are most interested in, ensuring that offerings are responsive to family needs and priorities. We are committed to maintaining open communication by actively listening to questions, suggestions, and feedback from parents, families, and community members, and by providing regular updates through surveys and face-to-face conversations.

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

Addressing students' physical and mental health needs through comprehensive behavioral and counseling supports, while fostering strong partnerships with families and community organizations through targeted outreach and engagement, will contribute to reducing chronic absenteeism and improving academic outcomes. Research demonstrates that healthier students attend school more consistently, and that families who are actively engaged are better equipped to address behavioral challenges at home, promote regular attendance, and reinforce learning beyond the classroom. Through this program, parents and families will have opportunities to learn from experienced professionals, develop leadership skills, and participate meaningfully in supporting the whole child. Families will be recognized and valued as essential partners in their children's education. To ensure that programming remains responsive to family interests and priorities, data will be collected through multiple feedback channels, including coffee chats, surveys, one-on-one conversations, family meetings, and exit tickets. This information will be used to identify key areas of need and guide the selection of evidence-based programs (e.g., Highly Capable Kids), and workshops such as our community partnership Clinical Director, who will lead several parent and family workshops. Efforts will be customized for each campus to ensure that families receive programming that reflects their expressed interests and priorities.

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

N/A



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2025-2027 SSI Community Partnerships Grant Cohort 5

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.

Program Manager Qualifications: M.Ed, Proven experience in project management and leadership, with a strong track record of addressing challenges through creative and effective solutions. Skilled in building partnerships with community organizations, businesses, and other stakeholders to advance educational goals, and accomplished at ensuring grant-funded initiatives are aligned with the district's strategic objectives. Status: Need to hire.

Family Engagement Specialist: Bachelor's degree in education, social work, family studies, or a related field. Experience: Prior experience working within a school district or educational setting, with demonstrated success in engaging families and fostering strong school-community partnerships. Experience coordinating programs, events, or workshops for families, and collaborating with community organizations, is strongly preferred. Status: Need to hire.

Clinical Director Qualifications: M. A., LPC - Experience: Empowering parents and families with tools to effectively support children with behavioral concerns. Status: Existing partnership with a community organization.

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

Licensed Professional Counselor Qualifications: Regulated by the State Board of Examiners of Professional Counselors (LPC-S) Experience: 20 years in the field of counseling. Experience counseling students and supervising a LPC-A Status: Need to hire.

Counselor Associate Qualifications: Licensed Professional Counselor Associate (LPC-A) supervised by a Licensed Professional Counselor Regulated by the State Board of Examiners of Professional Counselors (LPC-S). Experience counseling students under the supervision of an LPC-S Status: Need to hire.

Case Managers: Must hold a teaching credential or have experience working directly with students in a school setting. Case Managers will support the academic, social-emotional, and behavioral development of students by providing individualized attention and interventions. Each Case Manager will carry a caseload of 3-4 students, regularly checking in with them, conducting brief SEL activities, and collaborating with the CPC, counselors, teachers, and families to monitor progress and address student needs. Status: Need to hire for stipend.

District Behavior Specialist Qualifications: Stress Management & Resilience Training Certified Trainer & Youth Mental Health First Aid Certified Trainer. Experience: Teacher for 11 years, District Behavior Specialist the past 3 years. Status: Employed with the district.



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Program Description PS3014 - Program Narrative

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.

Goals: Strengthen partnerships among families, schools, and the community to enhance academic achievement and student well-being. By creating a shared responsibility for student success, parents and families, school staff, and community members will ensure consistent support and build trust and engagement. Objectives: 1) Increase family participation in school events, workshops, and academic outcomes. 2) Improve communication between educators and families regarding student progress and needs. 3) Expand community partnerships to provide academic, social-emotional, and enrichment opportunities. 4) Empower families with knowledge and tools to support learning and emotional well-being at home. Strategies: 1) Implement regular, two-way communication, such as newsletters, family-teacher conferences, counselor/ case managers, and multilingual updates. 2) Host family forums, focus groups, surveys, and exit tickets to gather input on school initiatives. 3) Use family engagement coordinators to bridge cultural or linguistic gaps. 4) Offer family workshops on literacy, numeracy, homework help, learning platforms, and how to monitor progress. 5) Create parent leadership teams and advisory council to co-develop school improvement plans. 6) Partner with local businesses, universities, and nonprofits to offer mentoring, training, and support. 7) Collaborate with community health and social services to address barriers to learning (health, housing, and food insecurity).

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.

Through partnerships with LISD's existing programs and resources, we will provide coordinated wrap-around services and foster meaningful parent engagement such as: 1) Family Crisis Center of East Texas: Provides workshops/ training on crisis intervention education and equips individuals with the knowledge and skills to recognize the signs of crisis and intervene effectively. 2) ESC Region 7 and Community Healthcore provides mental, emotional, and behavioral services, including mental health, substance use (starting earlier in children according to the latest research), and crisis services to help people achieve stability, and improved quality of life. 3) Junior League of Lufkin offers clothing to students and families in need. 4) LISD's curriculum directors and coordinators will deliver Math and Literacy workshops to help parents support their students and gain a working knowledge of how certain skills are taught and what activities they can use to help their child be successful. 5) Burke will offer trainings on parental resilience and social connections to strengthen parents' coping skills and stress management.

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

6) Contracted LPCs, clinical directors, counselors, and staff can offer workshops on positive discipline and child development, and recognize and celebrate parents' achievements in their parenting journey. These comprehensive wrap-around services will facilitate support groups and create opportunities for families to connect with each other. Services will also promote positive parent-child relationships and encouragement to get involvement in community activities and events.

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.

A secure data management platform will be developed to track student services, participation, and outcomes. This system will integrate information from counseling, family engagement, attendance, and academic records, enabling staff to identify trends, progress towards goals, and make timely adjustments. All data will be maintained in compliance with FERPA and other confidentiality requirements. 1) Tracking Counseling Services: parent permissions and consent forms, referral sources and adherence to referral guidelines, number and frequency of counseling sessions per student, student progress notes, goal attainment data, and post-session feedback and satisfaction surveys from students, families, and staff. 2) Counseling Services Frequency of Monitoring: data entries will be updated weekly by counseling staff. Progress and service delivery reports will be reviewed quarterly by the Program Manager to ensure alignment with program goals and adjust interventions as needed. 3) Tracking Family Engagement: will be systematically tracked to measure outreach, participation, and impact on student success. Data to be tracked includes Family Engagement surveys to identify areas of need and solicit feedback, event attendance and participation rates (workshops, meetings, and trainings), exit tickets or quick surveys following events to gauge satisfaction and learning outcomes, and on-going feedback through quarterly parent surveys and focus groups.

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

4) Family Engagement Frequency of Monitoring: data collected after each family engagement event, and quarterly summaries will be reviewed by the Family Engagement Specialist and Program Manager to assess trends, identify barriers, and adjust outreach strategies if needed. 5) Tracking Academic and Attendance Data: academic and attendance data will be integrated into progress monitoring to evaluate the impact of counseling and engagement activities on overall student performance. Data to be tracked includes daily attendance (analyzed weekly, monthly, quarterly, and annually to identify patterns and intervention needs), grades, assessment scores, and progress reports analyzed during regular data meetings, and behavioral incidents tracked and reviewed to monitor the effectiveness of behavioral and counseling interventions. 6) Academic and Attendance Frequency of Monitoring: academics reviewed during regular grade-level or campus data meeting and formally analyzed quarterly. Attendance monitored daily by case managers, with weekly summaries shared with program staff and quarterly reviews for reporting and intervention plan.



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Program Description PS3014 - Program Narrative

E. Budget Narrative

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

The proposed budget is strategically designed to support the goals of the program by funding key personnel who will provide comprehensive academic, emotional, and family-centered supports for students. Each budgeted position plays a vital role in ensuring that services are effectively coordinated, data-driven, and responsive to the needs of the school community. 1) Program Manager will provide leadership and oversight for all program components. Such as, coordinate implementation, supervise staff, manage budgets and reporting, and ensure compliance with district and grant requirements, monitor progress towards goals, evaluate outcomes, and maintain partnerships with community organizations. This role is critical for maintaining accountability, sustainability, and effective resource utilization. Estimated salary \$160,000. 2) Family Engagement Specialist will serve as the primary liason between families, schools, and community partners. Estimated salary \$140, 000.

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

4) LPC-S and/ or LPC-A will deliver direct mental and behavioral health services, including referrals to community-based supports. Students have access to timely, profesional mental health care that promotes emotional stability, attendance, and academic success. The LPCs will also collaborate with educators and families to build capacity for early intervention and reate a trauma-informed school environment. Estimated salary is \$150,000. 5) Case Managers are included to help provide individualized support to students and families. They will monitor student progress, facilitate access to social and academic resources, and ensure continuity of care across service providers. Providing stipends incentivizes high-quality case management and acknowledges the critical role staff members play in achieving the program's objectives. Estimated stipends for these positions are \$30,000. 6) Travel estimate \$10,000 7) Other costs include materials and supplies. For example, play therapy and games to utilize for LPCs when working with kids. SEL curriculum, and tier2 program supports. Estimated cost \$9,000.

F. Additional TEA Program Requirement- Sustainability of Project

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

To ensure the long-term sustainability of the Community Partnership Program beyond the grant period, we will integrate program components into existing school systems and community partnerships. Over time, staff will be trained to take on leadership roles in coordinating family engagement activities and connecting families with community resources, reducing reliance on external funding. We will continue to collaborate with local organizations, businesses, and service providers to secure contributions and sponsorships that support workshops, events, and family outreach. Data demonstrating the program's impact on attendance, behavior, and academic outcomes will be used to advocate for continued support through district funding, Title I family engagement allocations, and community grants. Additionally, parent leaders developed through the program will play a key role in sustaining engagement and outreach efforts, ensuring that family voice remains central to the program's success. The partnerships that we will build through this program will contribute and build capacity in our leaders and school personnel that its a seamless transition.

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

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".

Program Manager: leadership and oversight for all program components including, but not limited to manage logistics, documentation, data collection related to counseling services, and ensures coordination among school counselors, community agencies, case managers, and program staff. Estimated amount \$160,000.
 Family Engagement Specialist: organizes workshops, family resource events, and communication initiatives to make certain parents are active partners in education. Estimated amount \$140,000.
 Case Managers: Individualized support for students and families. Estimated amount \$30,000

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

Licensed Professional Counselor (LPC-S) and/ or Licenssed Professional Counselor (LPC-A) Estimated amount \$150,000.

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 curriculum and games for LPCs to play with students and other supplies. Estimated amount \$9,000.

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

Travel for training and professional development. Estimated cost. \$10,000.

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".

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".

\$0.00

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.

\$499,000

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



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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.



SAS#: SSICAA26

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 Vendor ID: 1756001995

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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> <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

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



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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		\$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"/>



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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	\$0
Total Capital Outlay Costs	\$0

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



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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