

Stronger Connections Grant

FY24 Annual Performance FAQ and Activities Crosswalk

Frequently Asked Questions

1. **What is the Stronger Connections Grant Program Annual Performance Report (SCG APR)?**

The SCG APR is an information collection request for reporting the annual performance of the SCG program. Under the Education Department’s General Administrative Regulations (EDGAR, § 75.720), and consistent with assurance requirements, grantees are required to submit annual performance reports (APRs) and other information required by the U.S. Department of Education (ED). The purpose of the SCG APR is:

- To verify that funds are awarded competitively to high-need local educational agencies (LEAs) for allowable activities, and
- To understand how States are implementing the SCG grant requirements and activities. This collection will enable ED to provide effective technical assistance, monitoring, and support to States.

2. **What is the reporting period for the SCG APR?**

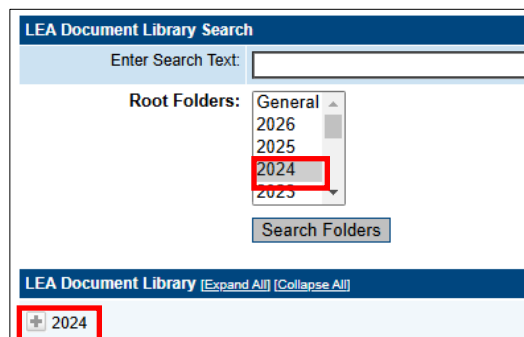
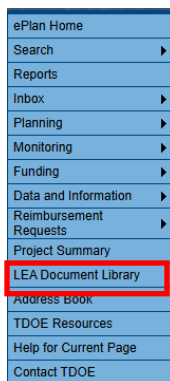
The reporting period must include the instructional days/hours established by the State for the school year for which data are being collected. For this collection window, LEAs will report on activities occurring during the **2023-24 or FY24 school year (July 1, 2023 – June 30, 2024)**.

3. **What data are LEAs required to report?**

LEAs must report on the use of SCG funds, including how funds have been budgeted and expended during the reporting period.

4. **How will LEAs report the data?**

LEAs will report data by assigning each SCG budget line item a reporting category and personnel category (as applicable) on the LEA’s 2023-24 SCG APR Collection Spreadsheet. Each grantee’s LEA-specific collection spreadsheet was emailed to the SCG point of contact. The completed spreadsheet must be uploaded to the ePlan FY24 LEA Document Library in the *FY24 Stronger Connections Grant APR* folder by **Jan. 31, 2025**.



5. What are the SCG reporting categories?

LEAs must classify each SCG budget line item under one reporting category. The SCG reporting categories include:

- School-based mental health services providers and programs
- Mentoring or other relationship-building activities
- Programs or activities that help prevent bullying and harassment
- Implementation of school-wide multi-tiered systems of supports, positive behavioral interventions, and other efforts to improve positive school climates and reduce exclusionary discipline
- Programs or activities that address community violence intervention and prevention
- After-school programs for students (academic, enrichment, etc.)
- School dropout prevention, school reentry programs, and other efforts to keep students on track for academic outcomes
- Professional development for educators and school staff, aligned with purposes of the Stronger Connections Grant Program (e.g., creating safe and welcoming school environments, promoting culturally and linguistically responsive practices, etc.)
- Other (e.g., threat assessments, sexual abuse awareness prevention programs, anti-drug programs, healthy lifestyle, etc.)

Please see the [SCG APR Activities and Personnel Crosswalk](#) below for more information on the reporting categories and how they align with common SCG purchases.

6. How do I report the use of funds in instances where an activity crosses multiple reporting categories?

If the activity crosses multiple categories, the LEA will need to determine the category that most closely aligns with the primary intent or purpose of the activity. For example, if an LEA is using funds for a school-based health services program that includes a dropout prevention component, the activity may be reported under “School-based Mental Health Program” or “School Dropout Prevention Program”, but not both. Each activity must only be counted once.

7. How do I report the use of funds in instances where an activity does not align with the specific categories?

In cases where the activity does not align with the specific categories, which should be rare, the LEA should code the activity as “Other.” Examples of activities that may be reported in “Other” are provided in the crosswalk below for reference. In column I of the SCG APR Collection Spreadsheet, the LEA should provide a short description of any activity included in the “Other” category.

8. What are the personnel reporting categories?

LEAs must assign each full time equivalent (FTE) paid for with SCG funds a personnel category. The personnel categories include:

- Credentialed school-based mental health service providers
- Staff administering school attendance, dropout prevention, and/or reentry programs
- Staff implementing after-school programs
- Staff who implement and enhance school-wide prevention activities (e.g., multi-tiered systems of supports, positive behavioral interventions and supports, and school climate)

- School safety/resource officers or law enforcement
- Community school coordinators or other personnel coordinating wraparound/community services and supports
- Other personnel related to the purposes of the Stronger Connections Grant Program (e.g., mentoring, anti-drug, anti-harassment, relationship building, etc.)

Please see the [SCG APR Activities and Personnel Crosswalk](#) below for more information on the personnel categories and how they align with common SCG positions.

9. How is the term “Full Time Equivalent (FTE)” defined and are the amounts associated with those FTEs budgeted or expended (i.e., funds spent)?

LEAs will enter the total number of personnel funded (i.e., the total number of FTEs) by personnel category during the reporting period. The counts should only include the FTEs that were paid for (i.e., funds expended) during the reporting period. Contracted staff should be included if the staff were paid for using SCG funds.

10. My LEA does not typically assign contracted staff an FTE. How can I calculate the FTE for contracted staff?

Take the number of weekly contact hours and assign an FTE relative to the LEA’s required number of hours for full time staff. For example, if an LEA employee must work 40 hours a week to be considered full time, and the contracted staff person works 20 hours a week, the FTE would be 0.5.

11. How do LEAs report the number of personnel (FTE) by personnel type in instances where personnel might be implementing programs in multiple categories?

LEAs should count the entire FTE (or the partial FTE if the position was budgeted for less than 1 FTE) in the category in which the individual will perform most of their duties.

If a hire is responsible for overseeing the implementation of multiple activities, the LEA will need to determine the category that most closely aligns with the position's primary purpose. The LEA should code 100 percent of the FTE in the selected category. If the position is funded at 0.5 FTE, the entire 0.5 FTE should be counted in the selected category.

For example, an LEA is using SCG funds to hire a full-time (one FTE) program coordinator to implement schoolwide activities that foster a positive school climate and increase school attendance rates. The FTE may be coded under the “School Attendance” or the “Schoolwide Activities” category, but not both. The LEA must determine the primary purpose and enter the FTE in the appropriate category. In this example, the LEA determined that the position's primary purpose was schoolwide prevention activities, and the FTE was counted in this category.

If the LEA hires personnel whose primary purpose does not fall within the six categories, the FTE should be reported in “Other Personnel” and a short description should be entered in Column I of the LEA’s 2023-24 SCG APR Collection Spreadsheet.

12. How should I report funding amounts?

Funding levels should be reported as precisely as possible, including dollar amounts with cents (e.g., "\$52,525,456.25").

13. For percentages, do I report the rounded percent?

Percentages should be rounded to the hundredths, using two decimal places (e.g., "45.05%").

SCG APR Activities and Personnel Crosswalk

Each State receiving funds under the SCG must submit an Annual Performance Report (APR) to ED. The APR for the SCG includes the collection of data concerning allocation amounts, the use of State and LEA funds, and the number of personnel funded by SCG funds. The tables below contain a crosswalk of reporting and personnel categories of the SCG APR and common SCG grant activities. Grantees should utilize this information to complete the FY24 SCG APR tool. Note this is not an exhaustive list of SCG activities. Grantees should use their best judgment when categorizing purchases and personnel. Questions should be sent to Brinn.Obermiller@tn.gov.

Reporting Categories for All SCG Activities/Purchases

Reporting Category	Examples of Applicable SCG Activities/Purchases
School-based mental health services providers and programs	<ul style="list-style-type: none"> School/LEA personnel who deliver school-based mental health services or and/or programs (i.e., social workers, counselors, therapists, psychologists, etc.) Contracts with a third-party vendor/organization to deliver school-based mental health services or and/or programs Educational resources and/or programs about mental health/social emotional learning (SEL) Training and resources for families about mental health/social emotional learning (SEL)
Mentoring or other relationship-building activities	<ul style="list-style-type: none"> Cost of student mentor programs Cost of student advisory or other groups focused on positive relationship building
Programs or activities that help prevent bullying and harassment	<ul style="list-style-type: none"> Anti-bullying/harassment curriculum Programs or activities about bullying and harassment for students and/or families Bullying monitoring software/system
Implementation of school-wide multi-tiered systems of supports (MTSS), positive behavioral interventions, and other efforts to improve positive school climates and reduce exclusionary discipline	<ul style="list-style-type: none"> Personnel primarily responsible for coordinating/implementing MTSS framework Behavior analysts/specialists Development of house system, PBIS system, RTI-B system, or other behavior system Cost to implement climate surveys or evaluations Materials for “calm-down” or “peace” corners in schools/classrooms Restorative justice program, curriculum, or materials
Programs or activities that address community violence intervention and prevention	<ul style="list-style-type: none"> Violence prevention programs/curriculum
After-school programs for students (academic, enrichment, etc.)	<ul style="list-style-type: none"> After-school programs for students

School dropout prevention, school reentry programs, and other efforts to keep students on track for academic outcomes	<ul style="list-style-type: none"> Dropout prevention program/curriculum
Professional development for educators and school staff, aligned with purposes of the Stronger Connections Grant Program (e.g., creating safe and welcoming school environments, promoting culturally and linguistically responsive practices, etc.)	<ul style="list-style-type: none"> All staff professional development purchases should be placed in this category. <ul style="list-style-type: none"> Conference expenses Stipends for staff to provide or attend training Contracts for professional development Materials for professional development Professional development curriculum
Other (e.g., threat assessments, sexual abuse awareness prevention programs, anti-drug programs, healthy lifestyle, etc.)	<ul style="list-style-type: none"> Program administration costs Drug prevention personnel and/or programs Other allowable activities/purchases that do not fall in one of the other reporting categories

Personnel Categories for all Personnel Line Items

Personnel Category	Examples of Applicable SCG Personnel
Non-personnel line item	<ul style="list-style-type: none"> Use this category for any non-personnel line items
Credentialed school-based mental health service providers	<ul style="list-style-type: none"> School/LEA personnel who deliver school-based mental health services or and/or programs (i.e., social workers, counselors, therapists, psychologists, etc.) Contracts with a third-party vendor/organization to deliver school-based mental health services or and/or programs
Staff administering school attendance, dropout prevention, and/or reentry programs	<ul style="list-style-type: none"> School/LEA personnel who implement school attendance, dropout prevention, and/or reentry programs services or and/or programs Contracts with a third-party vendor/organization to implement school attendance, dropout prevention, and/or reentry programs services or and/or programs
Staff implementing after-school programs	<ul style="list-style-type: none"> School/LEA personnel who implement after-school programs Contracts with a third-party vendor/organization to implement after-school programs
Staff who implement and enhance school-wide prevention activities (e.g., multi-tiered systems of supports, positive behavioral interventions and supports, and school climate)	<ul style="list-style-type: none"> School/LEA personnel who implement and enhance school-wide prevention activities (i.e., counselor, behavior analyst, etc.) Contracts with a third-party vendor/organization to implement and enhance school-wide prevention activities

<p>Community school coordinators or other personnel coordinating wraparound/community services and supports</p>	<ul style="list-style-type: none"> • School/LEA personnel who coordinate wraparound/community services and supports • Contracts with a third-party vendor/organization to coordinate wraparound/community services and supports
<p>Other personnel related to the purposes of the Stronger Connections Grant Program (e.g., mentoring, anti-drug, anti-harassment, relationship building, etc.)</p>	<ul style="list-style-type: none"> • Program administration personnel • Drug prevention program personnel • Other personnel that do not fall in one of the other reporting categories