



2024-2025 Stronger Connections Grant

Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by **email**, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov.

The application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. 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 certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is **not** an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are not permitted for this grant.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
More than 10% of district students have been IDENTIFIED as having mental/emotional needs mainly through self-identification and referrals from teachers and parents. A more proactive approach and universal screening would help identify more in need students.	This Student Supports Program will be focused on proactive methods to identify those with needs rather than wait for self identification or referrals from parents and teachers. These include student surveys measuring anxiety, anger, grit, emotional control, and overall feelings. The district will implement the use of technology, software and outreach to identify and support more students.
Without a licensed counselor on staff, students identified with mental health/behavioral needs often wait 6 to 8 weeks to see a professional and/or must travel with their parents 45 minutes to seek assistance.	One of the main requests from this grant funding application is to add a licensed counselor so mental health services can be provided to students and families on site at the school when needed. This would result in faster and more effective service, without families needing to travel or wait for telehealth appointments.
With a 2020 community poverty rate of 38.4%, Lasara students (85% ED) are under stress due to their home situations and are three (3) times more likely to suffer from psychiatric conditions, having anxiety, depression, decision-making, and poor coping skills.	The Student Support Program teams structure at Lasara will be built with that poverty issue in mind. It will address and help those students and families who are not self-reporting nor are open to discussing issues with the counselor, and rather by creating universal screenings and assessments that can identify these students prior to situations occurring and providing them timely supports.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By partnering with the Texas Center for Student Supports and Region 1, Lasara ISD will plan and build effective Student Support Teams to be in operation for the 2024-2025 school year with the purpose to improve district culture and student behavioral, mental, and emotional health through evidence-based interventions, referrals, direct services, education, prevention, and early risk/vulnerability detection. These efforts will result in a 50% increase in identifying and providing assistance to students in need of interventions that will be provided by the Student Support Teams. The program plan will build a long-term sustainability plan for how to respond to various needs, create a safer and more secure school environment, and result in a quality list of mental health professionals, academic supports, and anti-bullying/harassment/violence plans for Lasara ISD students, parents, and families.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- Create polices for the School Board to adopt regarding the role of the program and expectations of staff, etc.
- Develop/distribute a student support needs assessment for the elementary (PK-8) and high school (9-12).
- Create a strategic plan based on student and school vulnerabilities and risks and overall needs.
- Hire Project Director and other personnel to ensure staff buy-in, leading to a comprehensive, smooth, and complementary process to creating a high quality Student Support Program and teams at Lasara ISD.
- Create a multi-disciplinary Student Support Program Advisory Committee/Council to include the Project leader, teachers, students, parents counselors, and community members who will guide and lead program development.
- Hold weekly Advisory Committee/Council meetings with specified agendas to plan and develop program.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

- Administer needs/services surveys to at least 75% of students/parents/guardians/teachers
- Create a robust marketing/branding plan and materials so families are aware of the services provided/available.
- Identify mental health/drug prevention personnel to assist with support teams, with at least 25% of these providers agreeing to continue to provide services beyond the grant period for long-term sustainability.
- Hold weekly Advisory Committee/Council meetings with at least 75% attendance
- Hold at quarterly combined Advisory Committee and PLC joint meetings with at least 75% attendance from the entire school staff to discuss how the program and process works for students, teachers and the community.
- Create a long-term professional development plan based on the needs of the campus and school grade levels.
- Identify the highest needs on each school campus as it relates to supports/interventions.

Third-Quarter Benchmark

- Implement program for the entire district/campus at all three levels and start providing services.
- Build an at-risk students and families listing to ensure services are being provided to those most in need.
- Continue to regularly market and promote the program to enhance awareness of the supports/services - this will be done through signage, discussions at parent-teacher meetings, social media efforts, and items sent home.
- Hold at least 1 community/parent/family night event that promotes the program and the available services.
- Utilize peer and self assessments to evaluate the Student Support Team's effectiveness, skills, interventions and overall services being planned/offered to the students and community.
- Hold monthly reviews by the Advisory Committee to analyze data and evaluate potential changes/improvements to the newly implemented program.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

USING EVALUATION DATA - 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 because of data analysis and using that information to make adjustments to programming. This program will be no different. The Project Director and additional staff who are part of the Stronger Connections 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 all 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 the 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. Those who receive supports will fill out surveys monthly to determine what is and is not working for them or if adjustments must be made on an individual or program level.

USING DATA TO MODIFY - 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.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. 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 grant 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.
2. 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.
3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2024–2025 Stronger Connections Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
4. The applicant will formally establish a Student Support Program at three district campuses (one elementary, one intermediate/middle school, one high school) to address school climate and establish a student support team structure aligned to the training and support provided by the Texas Center for Student Supports and the regional ESC. If the applicant has few than three campuses or does not have three of the listed types of campuses, the applicant will establish the Student Support Program and the student support team structure at all campuses, up to three, served in the district.
5. The applicant will allocate 6% of awarded funds for contracted services for technical assistance provided by the regional ESC. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
6. The applicant will allocate 10% of awarded funds for professional and contracted services with a partner approved by the Texas Center for Student Support and TEA. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
7. The applicant will use the family engagement playbook developed by the Texas Center for Student Supports to partner and build support with parents and families prior to a student support team assessment, and during the student support implementation process to facilitate a student support partnership with families.
8. The applicant will establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program.
9. The applicant will engage in Student Support Program planning activities from the beginning of the grant program through implementation at the beginning of the 2024-2025 school year.
10. The applicant will establish and implement at the beginning of the 2024-2025 school year, the Student Support Program aligned to the content and training provided by the Texas Center for Student Supports.
11. The applicant will incorporate a case management system into the student support team structure aligned to the training and support provided by the Texas Center for Student Supports.
12. The applicant will align the student support team structure with behavioral threat assessment team operation and outcomes to ensure that students are well supported and that the effectiveness of interventions are monitored.
13. The applicant will implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data to monitor efficacy of the implementation of the Student Support Program, including student support team structure, quality of support leading to positive outcomes, and data related to increases in desired outcomes (e.g. increase in student support team referrals for nonacademic needs, increase in effective supports received by students, reduction in disciplinary incidents, reduction in bullying and harassment, increase in referrals for mental health services, reduction in removals from class, etc.).
14. The applicant will provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.

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9. Statutory/ TEA Program Requirements

1. Describe how the LEA will identify the campuses that will participate in the establishment of the Student Support Program described in the program description? Include the criteria or considerations that will influence the determination by the LEA.

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 (86.9% 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.

While it is clear and necessary for a small district to include all of its grade levels and schools in this grant program, there are reasons and data to consider that makes Lasara ISD the district to take on this grant program for maximum impact.

- * Lasara Elementary School - Academically, significant improvements are being made at all grade levels and subjects based on 2021-2022 TAPR reports. Although, student percentages of those who meet grade level or above remain well below the state overall, especially in math where 16% 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 the academic improvements occurring as gaps are being closed, this school could especially benefit from Student Support Teams, mental health/behavioral interventions with a focus on student wellbeing to help take the schools and academics to the next level.
- * Lasara High School - This campus has contradictory academic achievement data when looking at subject test scores and SAT/ACT results and percentages of those who take the tests. Overall, students STAAR scores are right around the state average when looking at meeting or exceeding grade level in most subjects. However, those 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 they typically score lower than the state in all subjects on the SAT and ACT. This could be an issue as it relates to confidence levels, grit, anxiety, and tenacity, which can be addressed through Student Support Program teams.

2. Describe how the LEA will ensure that campus leaders and staff are committed to the success of the Student Support Program.

During the past two years, Lasara ISD as a district has committed to instituting changes and improvements that impact academic achievement of students, and it has shown through closing the gap data. This shows that when school leadership is on board backing a project, needs are identified, and communication is solid between administration and staff, full program commitment will follow. In addition to support and leadership from the top, there also will be several factors and specific efforts that can be made to ensure continued long-term commitment to a program such as this. Efforts to ensure commitment from leaders and staff include:

- * Utilize the district's 3 intersessional off weeks (in October, during the Winter Break, and following Spring Break) for staff to work on development of the program, data analysis, planning improvements, and case management.
- * Creating district-wide roles, processes, and procedures so staff understands the importance of the program.
- * Advisory Committee/Council will create policies for the School Board to adopt as it relates to the role of the program and staff involvement requirements to ensure integrated and coordinated efforts with the Project Director.
- * Holding meetings and PD during regular in-service days or in conjunction with other training opportunities so that additional personal time is not used, while also integrating it into the regular school culture and day.
- * Creating a strong framework and integration into the school culture itself, the foundation of this program will be solid and staff/leadership support will naturally continue as quality results and improvements are recognized.
- * Integration of coordination and teamwork utilizing the district's PLC environment for increased staff engagement, involvement and integration of the program into the regular school day as needed. This will show teachers the importance of this effort and also will ensure all staff is aware and knowledgeable of the processes and services.
- * Professional development such as training, coaching, and technical assistance, that is provided to staff members will be important to keep them on track, interested and engaged in the new program development
- * Focusing on quality and regular communication between leadership and staff will make a difference to ensure all personnel are fully integrated in the effort from the start understand how the program will work daily.

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9. Statutory/Program Requirements (Cont.)

3. Describe how the LEA will engage parents and families to solicit support for the program.

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 will increase understanding that these mental and emotional issues significantly impact academic achievement, which all can agree is the ultimate purpose of all schools. Among the efforts to increase visibility, awareness, understanding, and overall knowledge of program impacts, Lasara ISD will:

- * Create and develop a full-scale communication, marketing and branding plan specifically targeting families.
- * Build a special section on district website and use social media to promote events, activities and services.
- * Distribute a packet of materials about the program to all parents during registration/open houses/events.
- * Host a community awareness event for parents focusing on a local issue such as bullying or harassment.
- * Send information home to parents and families/discuss program during parent-teacher meetings, open houses
- * Work with local news media to inform and educate the public about the new program and its services/benefits.
- * Utilize text messaging and direct communication with parents about services available to their children
- * Utilize the Texas Center for School Supports parent and family engagement playbook expected to include resources and tools to use to partner and build support with parents and families throughout the process.

4. Describe how the LEA will ensure that there is adequate staff to support the establishment and implementation of the Student Support Program.

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 2024-25 school year and beyond.

However, in order to incorporate these ideas, plan, and implement a program like this that should integrate the 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, 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.

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9. Statutory/Program Requirements (Cont.)

5. Describe how each of the campuses will be supported by the grant program, if awarded, currently conduct behavioral threat assessments and how the campus will incorporate current systems into the student support team structure.

CONDUCTING BEHAVIORAL THREAT ASSESSMENTS - Lasara ISD takes a team approach to conducting behavioral threat assessments. Led by the counselor and administrative team (principals, superintendent, teachers, nurse, and other leadership), the multidisciplinary team responds each time there is an 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 engaging or 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, the team determines what interventions to seek out for the students/families. Then, the team, led by the counselor and/or the campus security guard (soon to be an SRO) determines the next response steps. Discussions include whether services for the students require outsourcing to Tropical Texas Behavioral Health (the closest located in Harlingen - 30 miles away) or if those on campus or in the district can provide the services needed. The team, behind efforts of the counselor as the lead continues to monitor the situation and the student through its case management procedures, to include followups, risk assessments, surveys and reports.

INCORPORATING CURRENT SYSTEMS INTO NEW STRUCTURE - This similar process will continue, with the addition of including the licensed counselor and Project Director to the behavioral threat assessment, which will lead to being able to provide supports for students and families immediately and at the school if necessary. Additionally, the staff involved in this program's planning and implementation will be integrated into a more comprehensive assessment process that includes determining root causes of student issues, looking especially closely at self-confidence and anxiety and responses to that, and including trauma-informed platforms for students facing various challenges. Prior to having to respond, rather than be reactive, Lasara ISD leaders wants to incorporate needs assessments for students to determine what types of supports would work best, and then having professionals on campus or readily accessible as resources for students before an incident occurs and the team is involved.

6. Describe how the LEA currently identifies student support needs and how it identifies and establishes partnerships with external mental health and behavioral health providers to meet student needs.

IDENTIFYING SUPPORT NEEDS - 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.

ESTABLISHING PARTNERSHIPS - 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 with 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 and provides short-term school-based access to telehealth visits with a mental health professional. School personnel can consult with psychiatrists, psychologists, and licensed clinical social workers. The district also has partnered with Doctors Hospital at Renaissance Mental Health Matters program, Behavioral Health Solutions of South Texas for an 8-week program for MS students to increase self-esteem and self awareness, and Buckner Children and Family Services.

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9. Statutory/Program Requirements (Cont.)

7. Describe how the LEA currently partners with the regional ESC to support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and improving academic outcomes for students.

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.

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.

8. Describe how the LEA will use this grant program to supplement current work to improve services and supports for the mental health, behavioral and emotional health, and physical health and wellness of students.

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 program to provide the following improvements to services and support for students and families:

- * Provide more outlets and opportunities through activities for students assisting their mental physical and wellness.
- * Add a licensed counselor who can join the school counselor to assist with universal screenings to improve proactive intervention for students beyond self referrals and teachers/parents referrals.
- * Added licensed counselor will provide immediate services within the school community for students in need.
- * 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 determining student mental health through proactive, rather than reactive means.
- * Incorporate additional evidence-based SEL curriculum to provide outlets and experiences in the school climate.
- * Leadership will build a complete Student Support Program that includes the creation of self-help groups and support groups to empower students and adults. There will be program support available through clubs and empowerment events, which will provide outlets for students themselves in a safe and nurturing environment.
- * Incorporate Multi-Tiered System of Supports (MTSS) using the TEA's MTSS framework, assessments, and best and evidence-based practices to support mental, emotional and behavioral health.
- * Create services and supports based on Texas Behavioral Support and National Center for Intensive Intervention.

9. Enter the LEA Total Enrollment:

351

10. Enter the Regional Educational Service Center that serves the LEA:

1

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10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

11. PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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12. 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. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Project Director to plan, lead, and implement program - 18 months - including benefits	\$110,000
2.	Licensed Counselor who can hold sessions - 12 months	\$85,000
3.	Extra duty pay - for training and meetings	\$15,000
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$18,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$30,000
8.	Curriculum/software solutions for proactive student needs identification efforts - Rhithm	\$30,000
9.	Additional training as needed	\$15,000
10.		

Supplies and Materials

11.	Supplies and Materials to create 3 calming-support rooms for EI, MS, and HS	\$15,000
12.		
13.		

Other Operating Costs

15.	Stipends for non-employees	\$15,000
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		
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Direct administrative costs:

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
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 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.