



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

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

one / fax / email on _____.



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
96.2% Valley View ISD (VVISD) are Economically Disadvantaged (ED). This qualifies the district to receive 5 priority points. (Source: TEA PEIMS 2022-2023).	Valley View ISD (VVISD) will utilize grant funding to provide after-school program in order to better support ED students and families. VVISD will implement mentoring programs that will include mental health awareness for families, social-emotional learning curriculum software (BASE), nutrition, and physical activities. Disadva2-55.926 zTj /6w 202pS
	2022coachin-

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.

VVISD's SMART goal is to support systemic change that addresses and responds to bullying, violence, and acts of hate. This will improve academic achievement; mental, behavioral, emotional, physical health; and overall well-being of students. SPECIFIC: It will reduce behavior referrals and placements by 30%, while increasing attendance by 10%. MEASURED: It will be measured through finalized MOUs, climate surveys, and PEIMS (discipline outcomes, grades, and attendance). ACHIEVABLE: The goal is achievable when including multiple partnerships such as TEA, the Texas Center for Student Support, Region 1 ESC, full-time project staff, and professional development trainers. RELEVANT: It will show that safe, inclusive, and supportive learning environments improve academics and the well-being of students. TIMELY: The improvements will be made by September 30, 2025.

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

- Formally establish a Student Support Program at three district campuses (elementary, middle school, and high school).
- Meet with the local Region 1 ESC to discuss the contracted services and technical assistance that will be provided as part of the Texas Stronger Connections Grant Program.
- Market and hire grant-funded positions (Program Director, License Professional Counselor (LPC), and Administrative Clerk).
- Work with TEA to identify an approved partner who can provide job-embedded professional development, coaching, and training as part of the Texas Center for Student Supports.
- Align the student support team structure with the campus crisis team.

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

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Third-Quarter Benchmark

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.

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

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.

VVUSD, in partnership with the Texas Center for Student Supports, will use a range of criteria to identify the campuses that will participate in the establishment of the Student Support Program. This partnership will consider the following factors when making our determination:

- 1. Student Needs: Consider the academic, social, emotional, or behavioral needs of students on different campuses.
- 2. Data Analysis: Analyze data such as student achievement scores, attendance rates, dropout rates, discipline cases, and demographic information. The district will identify campuses that show high rates of concerns or disparities and prioritize them for the program support.
- 3. Campus Improvement Plans (CIP): Review each school's improvement plans that outline the goals and strategies for enhancing student performance. The district will select campuses that align with the program's objectives and can benefit from grant support.
- 4. Stakeholder Input: Seek input from school administrators, teachers, staff, parents, or community members to understand their perspectives on which campuses would benefit the most from the Student Support Program. This team approach ensures that everyone's expertise is utilized.
- 5. Equity Considerations: The team will distribute resources and support equally across selected campuses. They will prioritize schools serving disadvantaged or marginalized populations to address SEL and educational disparities.
- 6. Capacity and Resources: The capacity and resources available within each campus will be assessed, to ensure it can implement the program effectively. The district will consider factors such as staff expertise, infrastructure, existing support services, or potential collaborations with external organizations.

In summary, the district carefully considers student needs, data analysis, school improvement plans, stakeholder input, equity considerations, and capacity/resources to identify the campuses that will participate in the establishment of the Student Support Program.

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

The district will ensure campus leaders and staff's commitment to the success of the Student Support Program (SSP) through the following effective measures:

- 1. Communication and Training: Clearly communicate the program's goals, objectives, and significance to campus leaders and staff. Comprehensive training sessions such as the Texas Safety Conference, counselor conferences, and ESC workshops will be attended. These will provide staff with a thorough understanding of the program's purpose and shared strategies resulting in an increased likelihood of staff commitment.
- 2. Collaboration and Engagement: Foster a collaborative environment that actively engages campus leaders and staff in the development and implementation of the SSP. Open communication, feedback mechanisms, and involvement in decision-making processes will be encouraged to promote staff buy-in/commitment.
- 3. Alignment with School Improvement Plans: Align the goals and strategies of the SSP with each campus's existing school improvement plans. This integration ensures that campus leaders and staff perceive the program as an integral part of their overall efforts to enhance student success and staff commitment.
- 4. Resource Allocation: Allocate resources, including funding, staffing, and support services, to facilitate the implementation of the SSP. Contract services to ensure grant compliance, reporting, and management. This demonstrates the district's commitment to providing the necessary tools and support for campus leaders and staff.
- 5. Ongoing Evaluation and Support: Establish a system for continuous evaluation and support, providing regular feedback and assistance to campus leaders and staff. This helps identify areas for improvement, celebrate successes, and provide feedback and assistance to campus leaders and staff.

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

9. Statutory/Program Requirements (Cont.)

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

The district will engage parents/families to solicit support for the program through:

1. Communication: Communicate with parents and families about the program through various channels, sharing clear and concise information about its purpose, benefits, and alignment with the district's mission.
2. Parent Education Sessions: Organize parent education sessions to inform them about the program's objectives, strategies, and outcomes, emphasizing its importance in addressing bullying, violence, and promoting student well-being.
3. Parent Advisory Committees: Establish dedicated parent advisory committees for the Student Support Program (SSP), providing a platform for parents and families to contribute opinions, suggestions, and concerns. Their input is valued and will be considered in program planning and implementation.
4. Partnerships with Parent Organizations: Collaborate with parent organizations to engage parents and families in supporting the SSP. This will be done through joint meetings, workshops, and events to foster dialogue and active involvement.
5. Surveys/Feedback: Use surveys/feedback to gather input from parents and families. Regular surveys will assess satisfaction, gather suggestions for improvement, and measure the program's impact on students and the community.
6. Texas Center for Student Supports (TCSS): Utilize the family engagement playbook to build support with parents and families.

By engaging parents and families through effective communication, involvement, and feedback, VVUSD ensures active participation in supporting the SSP. This collaborative approach will strengthen the program's impact and foster shared responsibility for creating safe and inclusive learning environments.

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

The district will ensure adequate staff to support the establishment and implementation of the Student Support Program (SSP) through several measures.

1. First, the district will conduct a comprehensive assessment of staffing needs, considering factors such as the number of participating campuses, student population, and services required.
2. Next, the district will allocate additional resources to hire new staff members dedicated to the SSP, including an LPC, Program Director, and Administrative Clerk. These individuals will be fingerprinted prior to being hired and will have expertise in addressing students' academic, social, emotional, and behavioral needs.
3. Then, the district will provide Professional Development (PD) opportunities to existing staff members. These PD sessions will enhance staff's ability to create an environment that improves student safety and mental health.
4. Following this, the district will contract services with outside organizations for data collection and data analysis. This data collection/analysis will be used to determine the best program practices and strategies, which will be used to support the program, even after funding has ended.
5. Furthermore, the district will contract with University of Texas Rio Grande Valley (UTRGV) School of Medicine Department of Psychiatry for telehealth mental health sessions, Boys & Girls Club, Youth Center, and other external organizations/agencies to obtain non-employee mentors/support staff. These mentors/support staff will be used to offset the number of VVUSD staff members needed for this project. Non-employees will also be required to be fingerprinted prior to meeting with students and families.
6. The district will establish an on-going monitoring and evaluation system to assess program effectiveness and identify staffing gaps or needs. This will allow for necessary adjustments and resource allocation.

Through careful assessment, resource allocation, professional development, partnerships, and monitoring, the district will ensure adequate staff for the establishment and implementation of the SSP, maximizing its impact on student success and well-being.

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

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.

HOW CAMPUSES WILL BE SUPPORTED BY GRANT PROGRAM: Each campus will be supported by the grant program and the Campus Behavioral Threat Assessment Team, who will collect information from multiple sources, monitor outcomes, and analyze developing threats. Through constant monitoring and support facilitated through this grant program, the campus will be able to identify concerns, improve school climate, and provide professional development training to staff.

CURRENTLY CONDUCT BEHAVIORAL THREAT ASSESSMENTS: The Campus Behavioral Threat Assessment Teams analyze various disciplinary data, evaluate teacher and staff reports, and discuss results with the district's Crisis Team. The Crisis Team evaluates these assessments through established protocols, involving a multidisciplinary team of central administrators, counselors, teachers, and security staff members in coordination with law enforcement agencies. Through this approach, the district identifies behavioral threats, outlines priorities, and implements approaches designed to minimize potential threats.

INCORPORATE CURRENT SYSTEMS INTO THE STUDENT SUPPORT TEAM STRUCTURE: If awarded the grant, the targeted campuses will integrate their current behavioral threat assessment systems into the student support team structure. The Campus Behavioral Threat Assessment Team along with the District's Crisis Team, will work with administrators and staff to align the assessment process. This alignment will ensure that the campus is provided with relevant training, coaching, and support to implement comprehensive assessments and student interventions.

Overall, integrating current behavioral threat assessment systems into the student support team structure ensures a collaborative approach to promoting a safe and supportive environment across all grade levels and will build relationships and trust with students and staff.

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.

The district employs a comprehensive approach to identify student support needs and establish partnerships with external mental health and behavioral health providers. To identify student support needs, the district conducts regular assessments and screenings, considering academic, behavioral, and social-emotional aspects. Input from teachers, administrators, and parents is also gathered to gain a holistic understanding of students' difficulties and challenges.

To meet these needs, the district establishes partnerships with external mental health and behavioral health providers. Extensive research and evaluation are conducted to identify reputable providers who align with the district's values and objectives. Contracts and agreements are then established to formalize the partnerships. For example, partnerships we have established include but are not limited to: Region 1 ESC, UTRGV Texas Child Health Access Through Telemedicine (TCHATT), Tropical Texas Behavioral Health, South Texas Behavioral Health, and Buckner Family Services. The district maintains ongoing communication and collaboration with these partners to ensure a coordinated approach to student support. Regular professional development sessions are conducted by these partners to enhance the district staff's knowledge and skills in addressing student support needs.

Overall, the district's approach to identifying student support needs and partnering with external mental health and behavioral health providers is proactive. Through assessments, collaborative input, professional development, and community partnerships, the district strives to provide students with the support they need to thrive in all aspects of their lives. However, due to gaps in services and limited funding, the district continues to be in need of assistance.

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

10. Equitable Access and Participation

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

12. Request for Grant Funds

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



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