



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:

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

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.

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

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

- Work with the Texas Center for Student Supports to develop a family engagement playbook that will support partnership with families.
- Identify parent, student, staff, nonprofits, businesses, and community members who can serve on the School Health Advisory Committee (SHAC)/District Education Improvement Committee (DEIC) Advisory Committees. These members will be charged with providing input on the grant program and identifying funding streams for program sustainability.
- Participate in Student Support Program planning activities from the beginning of the grant program through implementation of the 2024-2025 school year.
- Establish and implement at the beginning of the 2024-2025 school year, the Student Support Program. This will be aligned to the content and training provided by the Texas Center for Student Supports.
- Incorporate a case management system into the student support team structure.

Third-Quarter Benchmark

- Implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data to monitor the efficacy of the implementation of the Student Support Program.
- Provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.
- Meet with stakeholders to identify other avenues, funding streams, and other funding sources that can be used for program sustainability.

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.

HOW EVALUATION DATA WILL BE USED TO MODIFY PROGRAM:

We will evaluate grant and campus-level data utilizing resources such as surveys, external data report (s), state assessments, grades, sign-in sheets, and PEIMS-related data. Key stakeholders of the group, such as the Principals, LPC, and behavioral threat team, will have access to review the data monthly. Data that will be reviewed during these meetings could include but is not limited to school climate survey outcomes, any occurrences of behavior referrals, disciplinary outcomes, and threat assessments conducted. Based on their review, stakeholders can recommend student referrals and if the program needs to be modified. If it is determined that the quarterly benchmarks and SMART goals will not be met, the grant program will be modified.

IF BENCHMARKS OR SUMMATIVE GOALS DO NOT SHOW PROGRESS/MODIFY FOR SUSTAINABILITY:

If the quarterly benchmarks and SMART goal are not being met or are not feasible, the stakeholders will request additional guidance from the local Region 19 ESC and/or the Texas Center for Student Support to address identified issues. If modifications must be made, the district will send out letters and/or TEA-provided surveys to the stakeholders to notify them of the district’s intent to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. By listening to feedback and suggestions obtained from stakeholders, the district will be able to receive continued buy-in and prolong grant sustainability.

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.

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

1. Communication: We will maintain regular communication with parents and families regarding the program through various channels, such as apps, phone calls, and meetings. This approach aims to provide parents and families with clear and concise information about the program's purpose, benefits, and its alignment with the district's mission. Also, our district could also implement parent coffee sessions with the principal. This would foster increased interaction. This feature is particularly advantageous in our small and rural district.
2. Parent Education Sessions: We will organize parent education sessions to inform parents about the program's objectives, strategies, and outcomes. These sessions will emphasize the program's importance in addressing bullying, violence, and student well-being.
3. Parent Advisory Committee: We will establish a dedicated parent advisory committee for the Student Support Program (SSP). This will provide parents a platform to contribute opinions, suggestions, and concerns.
4. Partnerships with Parent Organization: We will collaborate with parent organizations to engage parents and families in supporting the SSP. These collaborations could include joint meetings, workshops, and events that foster dialogue and active community involvement.
5. Surveys/Feedback: We will administer surveys to receive feedback from students, teachers, and parents. Regular surveys will help us assess satisfaction, gather suggestions for improvement, and measure the program's impact on students and the community.
6. Texas Center for Student Supports (TCSS): We will utilize the family engagement playbook to build support with parents and families.

By engaging parents and families through effective communication, involvement, and feedback, Dell City ISD ensures active participation in supporting the SSP. This collaborative approach strengthens the program's impact and will foster a 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.

We will ensure there is adequate staff to support the establishment and implementation of the SSP through the following measures.

1. First, the district will conduct a comprehensive assessment of staffing needs, considering factors such as the needs of the campus and services for mental health and academic achievement.
2. Next, the district will allocate grant funds and additional resources to hire new staff members dedicated to the SSP, including a Data Clerk and LPC. 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 opportunities to new and existing staff members to enhance their skills in supporting students within the program. Training sessions, Comprehensive Training Center presenters, and coaching will be offered to the administration and staff to provide them with the necessary tools and strategies.
4. The district will establish an on-going monitoring and evaluation system to assess the SSP's effectiveness and identify needs in order to close the gaps identified. This will allow for necessary adjustments and resource allocation.

Through careful assessment, resource allocation, professional development, partnerships, and monitoring, we 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 THE CAMPUS WILL BE SUPPORTED BY THE GRANT PROGRAM:
The 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 Team analyzes various disciplinary data, evaluates teacher and staff reports, and discusses results with our District Team. The District Team evaluates these assessments through established protocols, involving a multidisciplinary team of central administrators, counselors, teachers, and security staff members. Through this approach, the district identifies behavioral threats, outlines priorities, and implements approaches designed to minimize potential threats.

INCORPORATE CURRENT SYSTEMS INTO STUDENT SUPPORT TEAM STRUCTURE: If awarded the grant, the campus 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 Team, will work with administrators and staff to align this assessment process. This alignment will ensure that the campus is provided with relevant training, coaching, and support to implement comprehensive assessments and student intervention.

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.

We take a proactive and comprehensive approach to IDENTIFY STUDENT SUPPORT NEEDS AND CULTIVATE PARTNERSHIPS with external mental health and behavioral health providers.

CURRENTLY IDENTIFIES STUDENT SUPPORT NEEDS: To identify student support needs, our counselor, teachers, and staff implement assessments and screenings that encompass overall mental health and student well-being aspects. Additionally, we conduct meetings with our teachers, students, administrators, and parents to assess student mental health. This comprehensive approach allows us to gain a holistic understanding of the challenges students may be facing.

CURRENTLY IDENTIFIES AND ESTABLISHES PARTNERSHIPS: As previously mentioned, we are located in a very remote area of West Texas. In fact, students participating in athletics must travel one hour just to attend practice. Unfortunately, our location not only affects extracurricular activities, but it makes it extremely difficult for us to access resources from external mental health and behavioral health providers. Therefore, the only thing that is currently implemented is “TCHAT”, from Texas Tech University. TCHAT provides us telemedicine/telehealth programs that help us identify and assess the behavioral health needs of students, as well as, provide us access to mental health services. If funded, we do plan on expanding our current services, though. To identify additional partnerships, we will: 1) Research external mental health and behavioral health providers in our area who specialize in the services we need. We consider factors such as ability to work remotely, qualifications, experience, etc. If the providers meet our standards and align with our goals and values, we formalize contracts/MOUs between our district and the vendor. 2) Once the partnership is formalized, we communicate regularly with our external mental health and behavioral health partners to ensure collaboration and effective service delivery. This includes monitoring service quality, collecting feedback, and addressing any issues or concerns.

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 _____.

RFA/SAS # 701-23-120/634-24

2024-2025 Stronger Connections Grant

Page 9 of 11



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

For TEA Use Only:

RFA/SAS #

701-23-120/634-24

2024-2025 Stronger Connections Grant

Page 11 of 11