



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

Socorro Independent School District

Campus name	<input type="text"/>	071909	74-6029385	19	<input type="text" value="ZB1CF1UCV"/>
	<input type="text" value="12440 Rojas Drive"/>	<input type="text" value="El Paso"/>	<input type="text" value="79928"/>		<input type="text" value="915-937-0013"/>
	<input type="text" value="Dr. Nate Carman"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>

2. Certification and Incorporation

~~6/13/2023 11:59:59 AM CDT~~

- 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

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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
74.33% of Socorro ISD's (SISD) 47,137 students are classified as Economically Disadvantaged (ED). This percentage qualifies us for 3 priority points. (Source: PEIMS 2022-2023)	To address the mental, physical, and social-emotional health needs most prevalent among ED students' needs, we will purchase Ripple Effects Software, which will address mental and physical health needs.
SISD had 504 drug/narcotics offenses reported for the 22-23 school year. With a drug problem at the Mexico border, which is only 15 minutes away, our students are constantly exposed to drug-related violence.	We will implement the use of LFBSO4BGF Software/Aristotle K12 to monitor words of concern used on campus and provide professional development (PD) trainings to relevant staff to ensure they are familiar with drug prevention practices/techniques.
21.5% (5.4%) of SISD students are considered At-Risk. This puts more than half the district in a heightened state of need. (Source: 1 & * . 4 202 -)	Positive Behavior Intervention System management will be implemented at the three grant approved campuses. The evidence-based framework will be used by campuses to improve school culture and student behavior, while promoting a safe environment for learning. This program's learning environment will encourage relationships among teachers and academic growth for our at-risk students.

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.

With this grant, we aim to reduce bullying, violence, and acts of hate. To ensure this is achieved, we created the following SMART Goal: **SPECIFIC:** Work with our Region 19 ESC and TEA provider(s) to increase the number of students identified as in need of mental health support by 10% (Ripple), improve the student-to-mental health professional ratio by 10% and reduce the number of drug/narcotics offenses by 25%. **MEASURABLE:** Advancement will be measured through finalized MOUs, non-academic support for students, climate surveys, PEIMS data, etc. **ACHIEVABILITY:** This is feasible, considering we will utilize partnerships with TEA provider(s), the Local ESC, and our Emergency Management Team. **RELEVANT:** Creating safe learning environments for improving academic achievement & well-being is necessary. **TIMELY:** Achievements will be made by 9/30/2025.

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

1) Market, hire, and train a Project Coordinator. 2) Align the student support team structure with the Emergency Management Team. 3) Invite parents, students, and staff to provide input and establish a Student Support Program at three campuses (elementary, middle school, high school). 4) Work with TEA to identify an approved partner (ESC) who can provide professional and contracted services as part of the Texas Center for Student Supports. 5) Meet with the Region 19 ESC to discuss the contracted services and technical assistance that will be provided as part of the Texas Stronger Connections Grant Program. 6) Purchase supplemental supplies (i.e., PBIS) and software (i.e., Ripple Effects D Q G / H D U Q 6 D I H) to address student mental health needs, emphasize drug prevention, and promote academic growth.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Third-Quarter Benchmark

7. Project Evaluation and Modification

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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.

In collaboration with the Texas Center for Student Supports (TCSS), we will utilize various criteria to identify which campuses will participate in the student support program. Criteria that will be utilized can be seen below:

- Schools with a high underprivileged population (i.e., at-risk, economically disadvantaged, etc.) will be prioritized.
- Considerations such as staff expertise, infrastructure, existing support services, and partnerships with external organizations.
- Academic, social-emotional, and behavioral needs of students across various campuses (PEIMS reports will be reviewed to assess this data).
- Student achievement scores, dropout rates, disciplinary occurrences, and demographic data. Based on the data, campuses facing challenges or discrepancies will be prioritized.
- Feedback from school administrators, teachers, staff, parents, and community members will be used to gain insight into which campuses would benefit the most from the Student Support Program (This method ensures a variety of perspectives are considered).
- Our Emergency Management Team and campus counselors will review each school's enhancement plans or similar documents that detail goals and tactics for improving student performance. Campuses that align with the program's goals and can benefit from extra assistance will be chosen.

In conclusion, we will thoughtfully evaluate student needs, relevant school data, campus improvement strategies, stakeholder opinions, equity issues, and capacity/resources when identifying which campuses will partake in developing 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.

To secure the commitment of campus leaders and staff to the success of the Student Support Program (SSP), SISD will implement the following measures:

- We will provide suitable resources, including funding, staffing, and support services, to ensure campus leaders and staff are able to manage the grant and remain committed to its success. SISD will dedicate personnel to the management, reporting, and compliance of the grant to ensure the Student Support Program achieves its goal.
- We will ensure that campus leaders and staff receive clear instruction and training regarding the program's goals, objectives, and activities. This will help them better understand the importance of the program's implementation; thereby, promoting commitment.
- To promote engagement, we will ensure a collaborative environment is cultivated, actively involving campus leaders and staff in the development and implementation of the SSP. Open dialogue, feedback mechanisms, and involvement in decision-making processes will encourage commitment to the program.

Through these strategies, we will ensure the full dedication of campus leaders and staff in the SSP.

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9. Statutory/Program Requirements (Cont.)

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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.

How Three Campuses Will Be Supported by The Grant Program:
 If funded, three campuses (O L V V L R Q E E Elementary, Capt. Walter E. Clark Middle School, and Socorro High School) will be supported by the grant program and the Emergency Management 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 campuses will be able to identify concerns, improve the school climate, and provide professional development training to staff.

Currently, SISD conducts Behavioral Threat Assessments: The Emergency Management Team analyzes various disciplinary data, evaluates teacher and staff reports, and discusses results with our staff and administrators. Staff and administrators usually involved in these discussions include 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 targeted campuses will integrate their current behavioral threat assessment systems into the student support team structure. The Emergency Management Team will work with administrators and staff to align this assessment process. This alignment will ensure that the campuses are 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 have taken a proactive and comprehensive approach to identify student support needs and cultivate partnerships with external mental health and behavioral health providers.

How SISD currently identifies student support needs:

- To identify student support needs, our campus counselors, teachers, and staff conducts student assessments and screenings.
- Additionally, we conduct meetings with our teachers, students, and administrators to assess student mental health. This approach allows us to gain a general understanding of the challenges students may be facing.
- Lastly, we currently have a parent and family engagement/military liaison at every campus to support student efforts and encourage parental involvement. Aside from parent and family engagement/military liaisons, we have incorporated the WATCH D.O.G.S. Program into our district. They provide an extra set of eyes and ears to enhance school security, reduce bullying, and identify student support needs.

How SISD currently identifies and establishes partnerships:

- We identify external mental health and behavioral health providers in our area who specialize in the services we need. We consider factors such as qualifications, experience, expertise, and available services. If the providers meet our standards and aligns with our goals and values, we formalize contracts/MOUs between our district and the vendor
- 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.

In conclusion, our district implements a direct and thorough approach to identify student support needs and cultivate partnerships with external mental health and behavioral health providers.

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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.
services funded by this grant.

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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

		<input type="text"/>
2.	<input type="text"/>	
	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

		<input type="text"/>
		<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	<input type="text"/>	<input type="text"/>
12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

Debt Services

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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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

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

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