



2024-2025 Stronger Connections Grant

[Handwritten signature]

7-17-2023

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

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9. Statutory/ TEA Program Requirements

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

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

[Empty response box for question 2]

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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.)

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 quow ffl.5 l.5 -19.342 l0 -and C5(Lanvolve

9. Enter the LEA Total Enrollment:

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

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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"/>
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11. PNP Equitable Services

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

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

Professional and Contracted Services

Supplies and Materials

Other Operating Costs

Debt Services

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 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
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