



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: PL 117-159 Bipartisan Safer Communities Act Title II School Improvement Programs, BSCA

Grant period: From 11/15/2023 to 09/30/2025

Pre-award costs: ARE NOT permitted for this grant

Required attachments: N/A

Amendment Number

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

1. Applicant Information

Name of organization Dilley Independent School District

Campus name All campuses CDN 082902 Vendor ID 1741612405 ESC 20 UEI LNP7CVBXA

Address 245 W FM 117 City Dilley ZIP 78017 Phone 830-965-1912

Primary Contact Steve Lozano Email steve.lozano@dilleyisd.net Phone 830-965-1912

Secondary Contact Kelli DuBose Email Kelli.DuBose@dilleyisd.net Phone 830-965-1912

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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Kelli DuBose Title Superintendent Email Kelli.DuBose@dilleyisd.net

Phone 830-965-1912 Signature  Date 7-13-2023

Grant Writer Name Lisa Seiser Signature  Date 7-16-2023

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
About 4% of the district's student body in the past year have been identified as self-medicating through substance use. Half of these students are clear threats due to drug use and their aggressiveness. There are currently minimal in-district services to help them.	Dilley is home to the Dolph Briscoe State Prison and one of the largest US detention centers, creating a culture in this small town that results in students not feeling safe and secure, and leads to drug use and behavioral issues. The program will include professional services, outlet activities, counseling, and SEL events for students involved in drugs/alcohol, and those who feel unsafe.
Dilley ISD Special Education numbers are high at 17.3% (compared to 11.6% statewide) and Dilley also received a "needs assistance" status for its 2022 SPED designation. 19.5% of students in the HS are SPED.	The Student Support Teams will be developed to focus on providing additional supports that will address the challenges these students face (lower "Grit" competencies, increased challenging feelings, and lower growth mindset). A SPED teacher/staff member will be part of the program Planning Committee.
A high percentage of homeless students - including 13.5% in the high school and 7.5% overall - impact every aspect of education, mostly negatively. These students require additional supports that aren't currently available in this small district.	This program will impact these students the most by ensuring they are a focus of the staff and implementation process. Needs and efforts to utilize a proactive approach to identifying the struggles for these mobile and homeless students will be made a priority in the program planning and Student Support Team efforts. Incorporating activities and services for these students will be key to success.

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.

Dilley ISD will partner with the soon-to-be created Texas Center for Student Supports and ESC Region 20 to build and implement effective Student Support Teams to be in place by the start of the 2024-2025 school year to improve district culture and student mental, behavioral, and emotional health through prevention, education, early risk/vulnerability detection, evidence-based interventions, referrals, and direct student services. This will result in a 50% increase in providing quality assistance to students who need various interventions and additional supports. This program also will result in a sustainable plan for how to respond to various needs beyond the grant cycle, and build a list of mental health/drug prevention professionals, academic supports, anti-bullying/harassment/violence, and more that can be used by students, parents, and families to ensure a safe, secure and healthy school environment.

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

- Develop a student support needs assessment for each the elementary, middle, and high schools.
- Create a program strategic planning process based on student vulnerabilities and school risks.
- Hire a Project Director and support personnel to ensure staff buy-in, leading to a comprehensive, smooth, integrated, and complementary process to creating a high quality Student Support Program and teams at Dilley ISD.
- Create a Student Support Program Planning Committee to include multiple personnel (Project director, teachers, students, parents and community members) who will guide and lead the development of the program.
- Hold weekly Planning Committee meetings with specified agendas to plan and develop program.
- Create policies for the School Board to adopt regarding the role of the program and expectations of staff, etc.

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6. Measurable Progress (Cont.)**Second-Quarter Benchmark**

- Create a robust communication plan and materials so families are aware of the services being 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.
- Administer needs/services surveys to at least 75% of students/parents/guardians/teachers
- Hold weekly Planning Committee meetings with at least 75% attendance
- Hold a quarterly combined Planning 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 for students and families.

Third-Quarter Benchmark

- Build an at-risk students and families list 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.
- Implement program for the entire district/campus at all three levels and start providing 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 Implementation Committee (created once the planning stage has ended) 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.

EVALUATION DATA - Dilley ISD plans to implement a full-scale, quality Student Support Program as identified through this grant and with assistance from the soon-to-be-created Texas Center for Student Supports and ESC 20 personnel. As part of the effort, the project director and additional staff will be charged with collecting data, and the Planning Committee, which will transition into the Implementation Committee, 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. 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 of supports, time of the year, and length of the support. These elements will all be part of the district's Student Support Team Program TIER progress case monitoring tools. 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, which all students will partake in. Students who receive supports will fill out surveys monthly to determine whether programming is working for them or if adjustments must be made.

MAKING MODIFICATIONS - If program or support team improvements or adjustments are determined to be needed by the Implementation Committee, or if benchmarks are not being met, they will meet to discuss action plans and continuous responses. Through survey analysis, interviews, self assessments, and discussions with ESC 20, 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 of the local evaluation guide and with information from the Effective Schools Framework. The Committee, along with additional school staff and leadership, 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.

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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.

All three of Dilley ISD's schools (83.5% economically disadvantaged, 69.6% at risk, and 92.7% Hispanic) 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, which has low educational attainment (65.5% of those older than 25 have at least a high school diploma - 85% statewide - and only 8.9% of those older than 25 have a bachelor's degree or higher - 31.5% statewide), it would not be prudent or appropriate to select one or two campuses and not the other(s). It is imperative that culture change occur throughout a district like Dilley for continuity, buy in, and successful outcomes across all grade levels and campuses. This program will successfully serve students and families in grades PK-12.

DILLEY ELEMENTARY SCHOOL - This campus has its own set of needs, all of which start academically. Based on the 2021-22 TAPR, 17% fewer students in all grades for all subjects meet or exceed grade level compared to the state. These issues could be related to the Panorama Social Emotional Learning: Student Competency and Well-Being Measures surveys taken in winter 2023 of 3rd to 5th graders where students scored in the lowest percentile (below 19th percentile) nationally with regard to challenging feelings, emotional regulation, grit, and social awareness. These students especially struggle with emotional regulation, which can be impacting by Student Support Team efforts.

MARY HARPER MIDDLE SCHOOL - In the middle school (7.5% homeless), academics are so poor, the school wasn't even rated due to Bill1365. Only 5% of 6th graders, 8% of 7th graders and 0% of 8th graders meet grade level standards in Reading and Math. DILLEY HIGH SCHOOL - Only 27% of Dilley HS students meets the standard in the SAT/ACT (69% statewide), while only 8% meet grade level algebra (40% statewide), and 41.7% are college or career ready (63% statewide). Students (348) who took the Panorama SEL survey in grades 6th to 12th also scored below the 19th percentile in emotional regulation, grit, growth mindset, and social awareness. Again, emotional regulation was the highest need. The district will use this type of individual and overall behavioral information to determine needs/services for each campus.

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

At Dilley ISD, nothing is done without the support and leadership of the principals at each campus. During this grant application process, the principals, superintendent, federal programs director, and counselor met to discuss needs and the concepts that could be incorporated into a Student Support Program. When school leadership is on board and backing a project, needs are identified, and communication is solid between administration and staff, full program commitment will follow among this staff. In addition to support and leadership from the top, there also will be some factors and efforts that can be made to ensure continued long-term commitment to a program such as this That also will incorporate newly started MTSS concepts at Dilley ISD. Efforts to ensure commitment include:

- * Planning Committee 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 in conjunction with the program director.
- * Creating district-wide roles, processes, and procedures so staff and the Implementation Committee understands the importance placed on this program now and into the future.
- * Professional development, including training, coaching, and technical assistance, that is provided to staff members will be imperative to keep everyone on track, interested and engaged in the development/implementation of this program. This training must be interesting, stimulating and show staff their importance in the process and the overall success of the new Student Support Program. Those efforts will keep staff engaged and involved.
- * Holding meetings and PD during regular in-service days or in conjunction with other training opportunities so that additional personal time is not used for meetings and information sessions. Integration within the school is key.
- * Building a strong framework and integration into the school culture will organically lead to a solid foundation of this program and staff/leadership support will continue as quality results and improvements are recognized.
- * Integration of coordination and teamwork utilizing the district's PLC culture to increase 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.

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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.

Regardless of the size of a school district, 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 Dilley ISD would like to plan, implement, and build upon for many years. District leadership understands these issues create barriers to learning that cause attendance issues, anxiety, depression, and negative peer and adult relationships in the school. At home, these students can face other significant challenges such as abuse, neglect, family difficulties, and exposure to violence. An effectively planned and implemented Student Support Program can help in addressing these issues and challenges, and as a result improve academic performance and overall health and wellbeing of the students. Informing and educating the parents of Dilley ISD about the new program will be imperative to the success of it by conveying to them and their children that assistance is available and held discreetly to ensure safety and security of those receiving services from the caring adults who are helping. So, this is where focus and effort must be to increase understanding that these mental and emotional issues significantly impacts academic achievement, as well as physical safety, security, and overall wellness. Among the efforts to increase visibility, awareness, understanding, and specific knowledge of program impacts, Dilley ISD will:

- * Create and develop an in-depth communication, marketing and branding plan disseminated to the community.
- * Host a community awareness event focusing on a local issue such as drug use, bullying, or harassment.
- * Send home information to parents and families/discuss program during parent-teacher meetings, open houses
- * Create special page on district website and use social media to promote events, activities and services offered.
- * Distribute a packet of materials about the program to all parents during open house or all school events.
- * Work with local news media to inform and educate the public about the new program and its services.
- * Utilize text messaging and direct communication with parents about services available to their children
- * Prepare to use 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.

Dilley ISD overcomes its small size by its commitment to students and families in this rural community where the schools are the center of everything. Following the recent start of implementation of some Multi-Tiered System of Support (MTSS) and after the principals and Dilley ISD staff attended the summer TIER in-person training in mid-June, the excitement and interest in the implementation in the schools of various supports, such as trauma-informed care, restorative practices and incorporating PBIS frameworks is obvious. However, one of the areas lacking in the concept to incorporate these ideas is a staff member to bolster the coordination, planning and implementation of a Student Support Program that integrates the academic interventions and the mental health/behavioral aspects using evidence-based research and partnerships to assist in providing needed services to students and families. These are the reasons the district is seeking a full-time staff member and a part-time aide to lead this effort while also integrating it with regular school day learning and other programs at the district, such as the 21st CCLC after school program. In addition to these new personnel and those staff members who will be on the Student Support Teams, the Planning/Implementation Committee or other groups coordinated as part of the program, the district also has School Resource Officers through a contract with the Dilley PD (one at the elementary school and one at the secondary school) who will be able to provide supports, advice, assistance, and will continue to be part of any 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 beyond the grant period as staff will be in place for the support teams. It has been discussed that 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. 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 sufficient numbers of 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.

CURRENT THREAT ASSESSMENTS - Each campus has its own multi-disciplinary behavioral assessment team that meets each time there is a threat or a potential incident involving students. 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 if the student is at risk of hurting themselves or others. Then, the team involves the counselor and/or the campus SRO to determine next response steps. Discussions include whether services for the students require outsourcing or if those on campus or in the district can provide the services needed. The committee continues to monitor the situation and the student through its case management procedures, to include followups, risk assessments, and student response to services.

INCORPORATING INTO NEW STRUCTURE - While some of the foundation is in place at Dilley ISD, leadership understands a more congruous effort is needed to integrate and operate a full scale Student Support Program team structure. The current behavioral threat assessment process will remain in place, however, the district's grant Program Director will be involved in the process from start to finish and be the one who communicates with the students and parents. The district also desires to expand its ability to provide more mental health and behavioral services for students and their families through expanded partnerships. In addition, this grant and the staff involved in its 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 proactive, Dilley ISD wants to incorporate needs assessments for students to determine what types of supports they need 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.

STUDENT SUPPORT NEEDS IDENTIFIED - Dilley ISD understands that academics, social emotional learning, school climate, and behavior are aligned in the Muti-tiered System of Support framework. That is why Dilley ISD recently sent its leadership to a MTSS conference, and started working with Panorama Education, a cloud-based system focused on identifying district, school and individual needs. This creates frameworks that can provide tailored supports for each student using survey results and assessments to create understandable student data. The district monitors student insights and needs by focusing on risk and protective factors, which addresses student environment that may influence risky behaviors such as substance use, violence, delinquency, and dropping out. In a district the size of Dilley, teachers and staff know a lot of what goes on with the students and families, thus they are knowledgeable of those risk factors that can be correlated with protective factors and supports.

ESTABLISHING PARTNERSHIPS - One of the most significant challenges and barriers Dilley ISD faces is its location, which is remote, rural and small. Located on Interstate 35, Dilley is 72 miles from San Antonio and is 85 miles from Laredo with only towns of similar size all around. Although there is a prison and detention center in the community, mental health services are lacking for school-aged children and their parents/families. Due to these reasons, district leadership admits it has been difficult to establish long-term partnerships with external mental health and behavioral providers that would be able to provide services to students and families. However, with the implementation of an expansive and district-wide Student Support Program with teams at each campus, district personnel will place a higher emphasis on coordinating and partnering with providers that may be located in nearby cities as well as working with the Texas Center for Student Supports and ESC 20 to locate partners that will provide for the needs of the students in Dilley ISD. In addition, the district will seek out alternative partnerships, which may include online mental health sessions or colleges, such as, Our Lady of the Lake University to provide personnel, interns, or other types of services. The key is to be able to implement these supports on the district campuses.

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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.

Dilley ISD, being a small, rural district with staff members, especially leadership/administration, who often hold more than one role, rely significantly on its relationship with Region Center 20. Whether that involves meeting regularly with staff and leadership via Zoom or traveling to the ESC for various programs/PD/grant supports, it seems as though this communication and interactivity occurs regularly between the two educational entities.

Currently, the district is working with the ESC on two grants, including the MTSS Strong Foundations, which ESC 20 is piloting, as Dilley ISD was asked to be part of the Phase 1 initiative. ESC 20 analyzed and used Dilley's data, which led to the district being asked to participate in this MTSS effort and TIER training. This program is more focused on the academic interventions of the MTSS framework, which is why the district is specifically interested in this Stronger Connections grant program that focuses on the mental health/behavioral facets of an MTSS program. District leadership is excited to potentially be able to implement both of these efforts around the same time and with ESC 20 so quality integration can occur. District officials agree that mental and behavioral risks are impacting the district's struggling standardized test scores and overall achievement. Combining this Stronger Connections grant with the MTSS Strong Foundations effort will make a more significant impact than either of these efforts performed separately. In addition to this effort, the district also is working with the ESC on its Strategic Support plan, which focuses on closing achievement gaps through differentiated supports for continuous improvement using Results Driven Accountability (RDA). All of these elements, challenges, and barriers are interrelated as each program/grant will be needed to make the cultural, emotional, physical, and academic improvements Dilley ISD desires to make.

The district also is part of the ESC Region 20 School Health Cooperative. This involves a Dilley ISD staff liaison to correspond and directly consult with the Region Center for ongoing professional development and technical assistance for school health professionals within the LEA. This program involves direct support with Dilley on all topics that are medical or nursing in nature that affect daily school operations.

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.

For Dilley ISD, there are some solid pieces in place as it relates to responding to student needs, specifically mentally, emotionally, and behaviorally. The district has an experienced and well-developed behavioral threat assessment process and team, however proactive efforts to identify at-risk students, building intervention plans, developing partners to provide supports (mental health), and monitoring progress and success of students who receive supports requires a more complete, thorough, and integrated plan that will be developed with this funding. This is why it is imperative to have a full-time staff member designated to work on this process, especially to assist with the integration of existing supports and with the number of other programs in the district.

Dilley ISD principals recently returned from the summer MTSS TIER conference and had been trying to determine how to use MTSS to also address the mental health and behavioral issues impacting the schools and what they believe to be root causes of the struggles and challenges students are having academically. This project also will:

- * Provide the district an opportunity to focus on using information from the Panorama survey to build individual student/family vulnerability assessments that will help proactively determine risk and work on the root causes.
- * Build a complete Student Support Program that includes the creation of self-help groups and support groups to empower students and adults as a way to create a safe and nurturing environment within the campus structure.
- * Provide student supports through clubs and empowerment events as well as outlets to express themselves.
- * Add evidence-based curriculum, SEL, and other proactive supports to help respond to mental health needs.
- * Create and build upon supports from Texas Behavioral Support and National Center for Intensive Intervention.
- * Contract and partner with mental health providers so services can be provided on campus as needed.

9. Enter the LEA Total Enrollment:

899

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

20

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

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.	Program Leader/Director - 18 months with benefits	\$115,000
2.	Staff Extra duty pay - for additional training as needed	\$20,000
3.	Project Assistant - Part time - 18 months with benefits	\$50,000
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$20,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$32,000
8.	Trauma-informed software/training	\$15,000
9.	MTSS/RTI Platforms for support	\$15,000
10.	Curriculum/online supports and materials	\$15,000

Supplies and Materials

11.	Supplies and materials for director to operate and promote program	\$10,000
12.	Supplies and materials to create a safe space/calming room within each campus	\$15,000
13.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	Travel for students/parents to go to counseling/mental health sessions	\$15,000
16.	Stipends for non-employees - mental health professionals	\$30,000
17.	<input type="text"/>	<input type="text"/>

Debt Services

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

Capital Outlay

20.	<input type="text"/>	<input type="text"/>
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Direct administrative costs:

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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

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