



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

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

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 Title Email

Phone Signature Digitally signed by Raul J. Trevino
DN: cn=Raul J. Trevino, o=Rio Hondo ISD, ou, email=raul.trevino@rhisd.net, c=US
Date: 2023.07.13 08:48:36 -0500 Date

Grant Writer Name Signature Date

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
AT RISK: 99.7% Title I, 63% At Risk, 96% Hispanic, 4% Migrants, 4% Homeless, .6% Discipline Placements, 0% AA grads vs 6.3% Reg., 2.3% CTE cert vs 37% Reg., 7% Drop Out vs 4.5% Reg., 9-12% below TX STAAR tests, 38% CCMR vs 80.5% Reg. , 89% Econ. Disadvantaged	The RHISD SCG Plan is to create PROJECT UNIR (United to Nurture, Include and Respect), Spanish word for Unite, to promote changes for bullying, violence and acts of hate with community support. Plans will be to serve, mentor, organize and begin new platforms for class bonding, safety, and mental health services. College Mentors, Counseling Practicum and Teen Chats along with CLAY leadership class.
RH CRIMES: Rape 74.9 vs US average of 40.7. Assault was 262 vs US 282. Chances of violent crime 1: 288 vs TX 1:220. Crimes 35.6 murders, 605 property crimes. ~ 28% yrly. increase drugs, fighting, bullying and threats.	The UNIR PLAN will create a safe, inclusive, and supportive learning environments. A secure community perimeter will support the mental health and well being of all students. UNIR will bring in Challenge Days, adult and IHE mentors, SEL curricula, HERO, +Peer Pressure, Vizipp, and HERO programs.
SURVEY: Teachers: 47% feel current learning model has negative effect on SEL, 58% concerned about healthy relationships, Students: 22% feel disconnected from adults, 38% feel disconnected from peers, 80% of parents see bullying and fighting (43%) as a problem.	UNIR will initiate FBI, CIA student mental, behavioral, emotional, and physical health and wellness needs with one Adult Teacher, Community Advocate, and College Mentors. Teachers will have a platform for e-group class messaging, videos and homework support that connects each student. Trust, belonging to the school and student feelings of safety will increase. Parents included in design.

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.

By the end of the grant cycle, Project UNIR (United to Nurture, Include and Respect) will promote systemic change at RHISD to address and respond to bullying, violence, and acts of hate to reduce threats and conduct violations by 25% from the year prior using the TEA disciplinary reports as the measure. Utilizing the new UNIR strategies and services, the program goals will create safe, inclusive, and supportive learning environments at all 3 schools to help address student mental, behavioral, emotional, and physical health and wellness needs. By the end of the grant cycle, UNIR will indicate a 75% increase in positive student relationships and trust with each other and with staff ; a 90% student sense of belonging to the classroom and school communities; and a 85% student feelings of physical, emotional, and social safety. UNIR will increase a campus rating by one grade in one of the school report indicators.

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

- IMPLEMENTATION PHASE I - (November 15, 2023-May 15, 2024)
1. Hire Experienced Grant Director and Community Liaison. Setup budget with Business office and payments.
 2. Initiate consultant agreements and hire all consultants as required by grant. Organize training calendars.
 3. Setup UNIR offices, emails and phone numbers to include in-kind office support systems for devices, printers etc .
 4. Introduce staff and program partners to all campus teams and stakeholders. Develop uniform PPT and website.
 5. Initiate training of all staff, mentors, parents and partnerships to include evaluation instruments and surveys.
 6. Setup all new apps with Technology Department and ensure compatibility is established with access for campus.

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

SERVICES PHASE II - (May 15, 2024-May 15, 2025)

1. Provide MBA program services to include monthly classroom mentors with CLAY (Caring Loving All Youth) leadership curricula at all 3 sites. Start targeting 100 community sponsors for each campus with Parent University.
2. Provide Vizipp safety app for staff and digital classroom app for all classrooms, teachers and students.
3. Provide College mentors, teacher champions, parent support, CIS services for mental health and At-risk tutors.
4. Provide new threat assessment systems and processes with UT, ESC Region 1, Law enforcement and partners.
5. Provide Challenge Days, SEE, KIND, HERO, CSL Projects, ESC Workshops, Ropes, Pay it Forward, Self Esteem
6. Provide Afterschool Counseling, Teen Chats, Dating Etiquette, Anger Management, Self-Regulation, Coping skill.
7. Provide Parent Advisory Council Meetings and Trainings for grant updates and presentation by staff and partners.

Third-Quarter Benchmark

EVALUATION/SUSTAINABILITY PHASE III - (May 15, 2025- September 30, 2025)

1. Evaluate and Sustain program services at all 3 sites.
2. Evaluate and Sustain safety app, threat assessment process and classroom app.
3. Evaluate and Sustain ancillary staff. Works Study Contract and MBA will help sustain college/community mentors.
4. Evaluate and Sustain new threat assessment systems and processes with UT, ESC Region 1 and partners.
5. Evaluate and Sustain Challenge Days, SEE, KIND, HERO, CSL Projects, ESC Workshops, Ropes, Pay it Forward. Student and Parent Surveys will help determine affect on grades, attendance, promotion and referrals.
6. Evaluate and Sustain Afterschool Counseling, Teen Chats, Dating Etiquette, Anger Management, Self-Regulation to include ongoing services through other funding and practicum sites for UTRGV Counseling.

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.

EXTERNAL EVALUATORS: Dr. Noe Ramirez, retired UTRGV Professor, (see APPENDIX D-Resumes) with 35 years of program evaluation will collect data each semester includes attendance, grades, retention, STAAR scores, disciplinary referrals, college matriculation and lock downs. Qualitative and Quantitative measures will provide summative and formative reports for the grant. Surveys will be sent out to target groups, focus groups will be conducted as needed and reports be given to program leaders for review and to make necessary program modifications as needed. If UNIR benchmarks or summative SMART goals do not show progress, Dr. Ramirez, will assist in utilizing evaluation data for program modifications for improvements and sustainability.

PROGRAM MODIFICATIONS: A highly qualified UNIR Project Director will be selected to spearhead the program success which includes meeting all the goals and objectives, initiating all services, implementing best research practices, incorporating all partnerships, reviewing the data and making any adjustments to ensure the program reaches its goals. The Director will have immediate access to the Superintendent, Chief of Police, and will make periodic School Board presentations and updates. A pre and post SCG instrument will help guide the goals and objectives of the program to include modifications if the services or programs are not meeting the needs of students. Modifications can include: Change of staff, reduced or added services, new or removed partnerships, Focus on groups, grades or target levels, increases in training, incentives for meeting project goals, and council feedback.

SMART GOALS: UNIR will indicate a 75% increase in positive student relationships and trust with each other and with staff ; a 90% student sense of belonging to the classroom and school communities; and a 85% student feelings of physical, emotional, and social safety utilizing the SCG evaluation instrument pre and post data. These precise goals will have benchmarks that will indicate timely modifications in the respective areas when needed.

SUSTAINABILITY: Communities in Schools Cameron County, Ministerial and Business Alliance Project Love, HEROES, and local organizations will leave sustainable systems, materials and learning after the cycle of the grant expires. UNIR will only develop new ideas that have sustainable capacity after the cycle of the grant ends.

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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.

RHISD ADVISORY COUNCIL (see APPENDIX F-RAC Notes): The design team met to design the SCG components including campus needs and selection(see APPENDIX B-Campus MOU). The team consists of: Raul Trevino (Superintendent); Asael Ruvalcaba (HS Principal), Ramiro Moreno (MS Principal), Betty Cardenas (Principal.), Annette Jaramillo (Exec. Acedemics), Eva Perez (CIS Director.), Roger Garcia (Vizipp Rep), Evaluator, and many local leaders. (See APPENDIX A-RHISD Support Letters).

CAMPUS SELECTION CRITERIA: RHISD Campuses were selected using CIP, DIP and 2022 School Report Cards. Closing the Gaps and CCMR for undeserved students was a challenging objective all 3 sites without additional support and resources.

- ELEMENTARY-Total Students 604, Grades EE-04, Achievement Rating C, Closing the Gaps C, 95.5% Hispanic, 88.1% Economically Disadvantaged, 13% Mobility Rate, Emergent Bilingual 16%, Expenditures per student \$6,787 vs \$11,106 TX,
- MIDDLE SCHOOL-Total Students 480, Grades 05-08, Achievement Rating NR, Closing the Gaps C, 96.5% Hispanic, 94.4% Economically Disadvantaged, 9% Mobility Rate, Emergent Bilingual 12%, Expenditures per student \$7,729 vs \$11,106 TX,
- HIGH SCHOOL-Total Students 516, Grades 09-12, Achievement Rating C, School Progress C, 96.7% Hispanic, Expenditures per student \$9,887 vs \$11,106 TX, 4.1% Econ Disadv. Drop Out Rate vs 2.4% TX,

CRITERIA UTILIZED: RHISD criteria utilized for selecting schools is state standards in all standardized scores, College Readiness and Dropouts. RHISD is behind Texas in all accountability indicators creating a high-risk learning environment.

- ELEMENTARY: STAAR Outcomes: All subjects at Approaches 69% vs 74% TX , 69% Hispanic, 65% Econ Disadv. vs 86% White,
- MIDDLE SCHOOL: STAAR Outcomes: All subjects at Meets 31% vs 48% TX , 31% Hispanic, 30% Econ Disadv. vs 46% White 13% African American.
- HIGH SCHOOL : End of Course Outcomes: All subjects at Masters 10% vs 23% TX , 10% Hispanic, 9% Econ Disadv. vs 24% White, CCMR outcomes: 0% AA Graduates vs 6.3% Reg., 37.7% vs 65.2% TX, Avg SAT/ACT 905/17 vs 1002/20 TX, 2.3% CTE certifications vs 37% Reg., At Risk indicators: Chronic Absenteeism 15% vs 11% Reg , Grad Type (No Endorsement) 35% vs 15% TX, At Risk Grads 77.7%, College Ready Grads 36.2% vs 60.2% Reg., AP/IB Results all Subs >Criterion 0% vs 48.6% TX

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

CAMPUS COMMITMENT (APPENDIX B-Campus MOU): All 3 sites with the support of SCG grant resources, commit to training, new services, partners, timelines, goals and objectives and recruitment of students, parents and teachers for participation. Furthermore, campuses provided support letters, encouraged the completion of grant surveys, and coordinated grant ideas into current programs. The Ministerial and Business Alliance (MBA) Project Love will bring in 100 new organizations to each campus to align the success of the grant with sustainable local time, talent and treasures. Community in Schools (CIS) will also assist to: Develop a case management system that supports and monitors the efficacy of supports and interventions provided to students; Establish partnerships with local community, county, and statewide organizations to support identified needs; Align student support activities with the interventions and supports developed by the Behavioral Assessment Team (APPENDIX A-Support Letters)

CAMPUS ACCOUNTABILITY: Campuses through UNIR will support: An increase in the number of students referred for and receiving mental, behavioral, emotional, and physical health and wellness support; An increase in climate assessment responses reporting student belongingness, trust, improved relationships with peers and staff, and improvements in self-regulation behaviors; A decrease of student absences, behavioral referrals, removals from class, and exclusionary discipline outcomes; A decrease in incidents of harmful, threatening, and violent behavior

PROGRAM STAFF: All Campuses commit to full time dedicated staff to help manage and ensure the goals and objectives, responsibilities of all stakeholders, grant timelines, district benchmarks, grant milestones and expenditures are fully met. Campus support includes: A Director, Community Liaison, Parent Leaders, College and Community Mentors, CIS Social Workers, required Consultants, and Partners. Campuses will provide: parents and families with opportunities to participate in training on student supports at home; establish partnerships with parents and families to promote understanding of the universal support provided to students; involve parents early and throughout the student support process; Serve parents and families with mental, behavioral, emotional, and physical health resources. "There is so much hate in the campus that teachers can not teach!" (see APPENDIX E-Surveys)

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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.

PARENT COUNCIL: RHISD will engage parents and families to solicit support for the program through a Parent Council that will be developed, trained and will meet monthly at the RHISD Board room. The council will have representation from teachers, students, parents, counselors, community, partnerships, staff and central office. Program staff will present the new services, apps and will receive feedback from representatives on any issues arising from the program implementation. Parents will be asked to join the volunteer HERO program for on site patrols at each campus. Parents will have resources and training on drugs, dating, teen pregnancy, bullying, fighting and martial stability. The feedback and training for parents will be important as they are a student's role model.

COMMUNITY SUPPORT: Community in Schools (CIS) Social Workers will design and offer parent engagement events alongside student mental health services. CIS will provide family case management and threat assessment. The Ministerial and Business Alliance (MBA) Project Love a 501 (C) (3) nonprofit will initiate support from parent businesses, nonprofits, and faith based community churches to include the CLAY (Caring Loving All Youth) curricula for classroom support from community mentors. A Training to each campus will introduce the goals of support for sustainable elements after the cycle of the grant expires. Each Campus will target 100 new sponsors or adoptions for their respective campus that will provide Time, Talent and Treasures for each student (APPENDIX A-Support Letters). The non profit serves as a catalyst of ongoing local support in design to meet the Self Transcendence Stage articulated by Abraham Maslow's Hierarchy of Student Needs. A self-transcendent purpose for learning would be correlated with indicators of academic self-regulation both at the trait level (self-reported grit and self-control) and at the behavioral level (short-term persistence on academics and longitudinal persistence in college). MBA teaches "purpose for learning" is motivated both by an opportunity to benefit the self and by the potential to have some effect on or connection to the world beyond the self via helping people (Yeager & Bundick, 2009; Yeager et al., 2012; see Burrow & Hill, 2011) A new UNIR app system for classroom video white boards will allow a safe digital haven for student and parents to share ideas, homework and discussions (see APPENDIX A-Support Letters).

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

EXPERIENCED GRANT STAFF: To ensure that there is adequate staff to support the establishment and implementation of the SSP to include time and effort, UNIR will have 2 experienced full time staff to include; 1 Director and 1 Community Liaison, 3 CIS full time social workers, 3 Rio Hondo staff support, 3 Principals, 1 ESC consultant, 1 TEA consultant, 4 partnership consultants with over 60 plus years of collective grant experience, 1 experienced external evaluator, 10 college mentors, 9 teachers, 9 parents, 20 MBA community mentors All UNIR Staff will receive a preliminary grant training to include the goals and objectives, current and new systems of student connections, new partnerships, and timelines for implementing all services and activities. The group will be encouraged to attend the Council meetings to discuss modifications and improvements or new ideas. Monthly reports and quarterly board meetings will ensure accountability to all stakeholders (see APPENDIX D-Resumes).

SOCIAL WORKERS: Community in Schools (CIS) Cameron County Social Workers (FTE) will provide case load management of at risk students to include threat assessment, parent engagement and community resources. CIS in Texas has six components: Health and human services - including mental health and basic needs; Supportive guidance and counseling - both individual and group, and crisis response; Parental and family engagement - including home visits and consultation; Academic enhancement and support - including tutoring and extended learning time; College and career awareness - including preparation and transition; Enrichment activities - including mentoring and school engagement activities. CIS supports Teen Chats, Speak Up, Pay it Forward, and Friend Day.

UNIR APP: Vizipp will provide 2 apps for school safety that will connect all 279 staff in implementing a safe and orderly system of an immediate threat response to interlude bus tracking. The unique app will instantly connect all staff members to check off on any threat or safety issues to instantly understand where and who is being threatened and at which part of campus. The classroom app will join all teachers and students (1,602) through a digital safe haven that will allow classroom connections through shared videos so that students can access teachers, college mentors and homework help. UNIR will introduce caring mentors to help all kids speak up, spot bullying and be kind.

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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.

BEHAVIORAL THREATS: Since 2019-20 to 2021-22 (Post COVID 19 impact), RHISD had an average increase between 55%-77% of threats reported, assessed and threats referred for support. RHISD Campus incorporation of current system into the student support team includes but not limited to the following services and activities;

- UNIR will solicit input and feedback from an advisory group of campus and district leaders, teachers and other educators, ESC staff, parents, and students with monthly meetings and grant presentations.
- UNIR will establish collaborative partnerships with the UT Behavior Science and Policy Institute and the UT Institute for Excellence in Mental Health to develop content and training for the Student Support Program to include partnerships such as local businesses, Faith-based organizations, CIS, MBA, Vizipp, Tropical Texas, UTRGV Counseling Dept., TSTC/TSC College Mentors, Local law enforcement and County Sheriffs Office.
- UNIR will create content and training to improve school climate and implement a student support team structure to include Challenge Days, HERO for a day (Dad monitoring program), Ropes Courses, Pay it Forward, and SEE (Schools Engage Everyone) which is a matrix table identifying which students are disconnected from any staff.
- UNIR will collect data with an evaluation tool to monitor and analyze school climate and determine pre/post results utilizing an experienced external evaluator who will interview focus groups, create surveys and analyze metrics.
- UNIR will align Behavior Threat Assessment reviews and outcomes with the student support team structure with a responsive app that finds all key staff members, teachers and will quickly asses the threat and safety of campus.
- UNIR will support a ESC Region One network to provide support and coaching to include Youth Mental Health First Aid, Developing Self-Advocacy in Students with Disabilities, Counseling Processes After a Crisis-Psychological First Aid for Schools, Mental Health 101 for Parents, Self-Regulation and Coping Skills, and Challenge Days.
- UNIR will align current training and support work-streams that currently exist to the SSP to include yearly safety training, threat assessments and will support a PLC structure through the ESC for training and collaboration to include partners (see APPENDIX C-Educational Service Center Region One- MOU).

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.

IDENTIFICATION AND SUPPORT: Rio Hondo ISD currently identifies student support needs and partnerships with Ripple Effects, Second Step, UTRGV Mental Health Curriculum (5th Grade), Quaver (SEL Curricula) as external mental health and behavioral health providers to meet student needs. Schools carefully identify and establishes services for Migrant Support, Special Ed Support, PCP, SPED Counseling, Bilingual, Homeless, Foster, At-Risk, and Speech students. Ripple Effects adds key transformative elements to the traditional model of SEL. Self efficacy/empowerment – not control and compliance as both a means and an end; Learner-directed experience as a path to self-efficacy. Instructors are critically trusted partners and facilitators of learning, but not primarily the mediators of content; A lens of equity that informs content, process, and distribution of SEL resources in ways that reflect, support, and help bind together a broad and diverse community; A personalized universal approach that gives every student the SEL training and supports they need, not through one-size-fits-all instruction, but through a shoe-fit match that provides meaningful content and differentiated instruction; Explicit inclusion of trauma – psychological, physical, interpersonal, social, systemic – as a force that directly impacts learner’s ability to thrive (both adults and children); Well-designed technology to support a personalized, holistic approach to SEL. Not all technology works for every process or outcomes. Ripple Effects does. It has since 1998.

MENTAL AND BEHAVIORAL PARTNERS: Texas Child Health Access Through Telemedicine (TCHAT) provides telemedicine or telehealth programs to school districts to help identify and assess the behavioral health needs of children and adolescents and provide access to mental health services. Tropical Texas Behavioral and Mental Health has referrals for Children's Mental Health Services for children between the ages of 3 - 17. Youth with mental Intellectual and Developmental Disabilities and substance abuse who have an additional emotional or mental disorder also qualify for services through the Children's Mental Health Plan. DHR (Doctor's Hospital @ Renaissance) provides additional referral for suicide, crisis intervention, and family training.

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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.

REGION ESC PARTNERSHIP: RHISD currently partners with the regional ESC Education Service Center Region One (ESC 1) to support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and improving academic outcomes for students. One of the programs consists of Positive Behavioral Intervention Systems (PBIS) and Conscious Discipline (Be Proactive Not Reactive). Research proves that when PBIS is implemented properly even at the high school level, the PBIS multi tiered framework results in improved student outcomes including lower school dropout rates, higher student engagement, decreased behavior problems, and academic progression (J. L Van Otterloo, 2021). The seven Skills of Conscious Discipline transforms everyday discipline issues into teachable moments, equipping children with the social-emotional and communication skills needed to manage themselves, resolve conflict and develop healthy behavior. The Conscious Discipline Brain State Model recognizes three basic brain / body / mind states likely to produce certain behaviors. Intentional, state-specific responses enable access to advanced skills.

2023-24 WORKSHOPS: ESC 1 will offer training to UNIR as Requested with Technical Support Available and on-site Trainings for teachers. UNIR will support a ESC Region One network to provide support and coaching to include Youth Mental Health First Aid, Developing Self-Advocacy in Students with Disabilities, Counseling Processes After a Crisis-Psychological First Aid for Schools, Mental Health 101 for Parents, Self-Regulation and Coping Skills, and Challenge Days. an MOU has been signed with ESC Region 1 to provide these important workshops (See APPENDIX C-ESC REGION 1 MOU).

OUTREACH PROGRAMS: Current supportive outreach programs include GEAR UP and TRIO programs.

ACADEMIC IMPROVEMENTS: ESC 1 will help with Outreach to faith based programs, Sharing Community experiences (life expectations), recruiting tutoring from Retired Teachers and SEL training. Data Disaggregation and Starr 2.0 Training for academic improvements will also be planned with LEA local funds.

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.

SUPPLEMENTAL SERVICES: RHISD will use UNIR to supplement current work to improve services and supports for the mental health, behavioral and emotional health, and physical health and wellness of students. This begins with CIS Monthly Parent Meetings and Trainings to supplement current LEA parent work. The Children Bereavement Center will also be supportive through LEA referrals. Principals will initiate new ideas such as New student welcome regalia, Running Club, Girls on the Run, Marathon kids, CIS and After School Programs. Clothing Closet Resources, Food Banks, Decision Day, Peer Forward will also be supplemented by UNIR. "As a new MS migrant student, no one spoke to me in 2 days of school."- RHISD Principal

SELF TRANSCENDENCE: UNIR will supplement RHISD by helping students find self-actualization behaviors through self-transcendence experiences. This includes but not limited to the following student success behaviors:

- Experiencing life with full absorption and concentration through Challenge Days-Campus group counseling events;
- Trying new things instead of sticking to safe paths through high and low ropes, CSL, Mentors, CLAY and KIND.
- Listening to feelings in evaluating experiences instead of the voice of tradition, authority or the majority;
- Avoiding pretense ('game playing') and being honest through group counseling, teen chats, digital class, journals.
- Being prepared to be unpopular if views do not coincide with those of the majority through ASP Speak Up;
- Taking responsibility and working hard via tutoring, college trips, homework labs, College prep, SAT/ACT; Dual
- Trying to identify defenses and having courage to give them up in SOS (Student Outreach Support) CLAY,CHAT
- Loving and caring for others through Friend Day (SPED Event), Pass it On, CSL, Positive Boards.
- Participating in Community Service Learning Projects to foster community help for the disabled, elderly and poor.

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"/>
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"/>

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

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.	UNIR Director (FTE) M.Ed, RHISD Administrator, Grant Experience	\$75,000
2.	UNIR Community Liason (FTE) BA/BS \$45K ; UNIR Secretary (PTE) at \$12,500	\$57,500
3.	College Mentors/Parent Lead (3 /site) 3,000 Yearly Stipend each. One Lead. Total \$60,000	\$60,000
4.	Teacher (Extra Duty Pay) 3 per site, \$35/hr for 100 hours Total \$35,000	\$31,500
5.	Employee Benefits (FTE @ 17% and PTE/Extra Duty Pay at 7%). Total = \$29,175	\$29,175

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$60,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$100,000
8.	MBA Training/CLAY Curricula (\$50K) and Community Mentors (\$35K); Evaluator (\$10K)	\$95,000
9.	Vizipp (EdZipp @ \$7/user/mo. (\$85K) Emergency App \$15K/campus (\$45K); Tutors (\$97K)	\$227,000
10.	Community In Schools (CIS Social Workers) \$22K/site/yr. for 1.5 yrs (Total \$99,000)	\$99,000

Supplies and Materials

11.	low and high ropes (\$10K), events, incentives (\$5K/site), unity murals (\$15K/site)	\$70,000
12.	Office supplies (\$5,081/site) campus supplies for UNIR programs (HERO, SEE, CSL, KIND)	\$15,745
13.	Parent training (\$5.3K/site) and materials (Monthly Council Meetings, Parent Liaisons)	\$16,000

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"/>

Capital Outlay

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

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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"/>	

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