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): [____]

1. Applicant Information

Name of organization: Longview Independent School District

Campus name: [_____]   CDN 092903   Vendor ID 75-6001977   ESC 7   UEI FLWSEM6E7

Address 1301 East Young Street   City Longview   ZIP 75602   Phone 903-381-2200

Primary Contact Dr. James E. Wilcox   Email jewilcox@lisd.org   Phone 903-381-2200

Secondary Contact Loretta Thompson Marti   Email lthompsonmartin@lisd.org   Phone 903-381-2327

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 Dr. James E. Wilcox   Title Supt.   Email jewilcox@lisd.org

Phone 903-381-2200   Signature [signature]   Date 7-17-23

Grant Writer Name Loretta J. Thompson Martin   Signature [signature]   Date 7-17-2023

⦿ 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
CRIME Data: LISD average 30% yearly increase in drugs, fighting, bullying and threats. Rape 55 vs US avg. of 40.7. Murder was .1 vs US .07. Chances of violent crime 1: 286 vs TX 1:220. Crimes 44 robbery, 179 Assaults. Counselor ratio 500:1 makes support difficult.	The RISE PLAN will secure a community perimeter to support the mental health and well being of all students. It will create a safe, inclusive, and supportive learning environments to include Challenge Days, adult and IHE mentors, SEL curricula, Watch Dog, Positive Peer Pressure, Vizipp, and community programs.
SURVEY: SEL, Anti Bullying Training, Safety officers, equipment and facilities, as well as partnerships with local law enforcement for a safe, healthy, and productive teaching and learning environment.	RISE will initiate best practices in student mental, behavioral, emotional, and physical health and wellness needs. Survey indicates students perceptions of bullying and school climate vs staff are lower considerably (Appendix E-Survey)so that programs address intentional student services as counselors seek support.
POOR: Econ. Disadvantaged-85.2%; Tit I-98%; At Risk-54.6%; Minority-75%; Homeless-.5% Discipline Placements-.7%, Econ. Dis. AA Grads-3.7% vs white-6.3% CTE Cert 17% vs Reg-25%; CCMR Eco. Dis. -47% vs Asian 83%, IHE Enroll-Hispanic29%vsAsian90%	The LISD SCG Plan is to create PROJECT RISE (Respect Initiates Student Engagement), to promote changes for violence, bullying, and acts of hate with community support. College Mentors, Teen Chats along with CLAY leadership is planned to serve, mentor, organize and begin new platforms for class bonding, safety, and mental health services. (See APPENDIX F- Advisory Grant Team Notes)

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 9/30/25,Project RISE (Respect Initiates Student Engagement) will promote systemic change at all three participating schools 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. LISD will provide RISE training and services for all necessary staff, student and parents in the implementation of grant interventions related to Bullying Prevention, SEL, Suicide prevention, Dating violence, Child Maltreatment Responsibilities, Self Transcendence Skills, Parent Training, CCMR, Human Trafficking Awareness, Cybersecurity Awareness for Educators, Sam's Law (HB 684), Seizure Training, and Preparing for an Active Shooter with increases in awareness and response time for safe, healthy, and productive teaching and learning environments.

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

ORGANIZE: (November 15, 2023- April 30, 2024- 5.5 months)
☐ Introduce staff and program partners to all campus teams and stakeholders. Develop uniform PPT and website.
☐ Initiate training of all staff, mentors, parents and partnerships to include evaluation instruments and surveys.
☐ Setup all new apps with Technology Department and ensure compatibility is established with access for campus.
☐ Hire Experienced Project Director and Counselor Administrator. Setup budget with Business office and payments.
☐ Initiate consultant agreements and hire all consultants as required by grant. Organize training calendars.
☐ Setup RISE offices, emails and phone numbers to include in-kind office support systems for devices, printers etc .

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

SERVE-(May 1, 2024-October 31, 2024)
☐ Provide Challenge Days, SEE, KIND, HERO, CSL Projects, ESC Workshops, Ropes, Pay it Forward.
☐ Provide Afterschool Counseling, Teen Chats, Dating Etiquette, Anger Management, Self-Regulation, Coping skill.
☐ Provide Parent Advisory Council Meetings and Trainings for grant updates and presentation by staff and partners.
☐ Provide program services to include monthly classroom mentors with CLAY (Caring Loving All Youth) leadership curricula at all 3 sites. Start targeting 100 over 3 years community sponsors for each campus with Parent University.
☐ Provide Vizipp safety app for staff and digital classroom app for all classrooms, teachers and students.
☐ Provide College mentors, teacher champions, parent support, CIS services for mental health and At-risk tutors.
☐ Provide new threat assessment systems and processes with UT, ESC Region 7, Law enforcement and partners.

Third-Quarter Benchmark

EVALUATE (5.5 months)- (November 1, 2024- April 30, 2025)
☐ Evaluate and Sustain new threat assessment systems and processes with UT, ESC Region 7 and partners.
☐ Evaluate and Sustain Thrive 360, Hippie Program, Challenge Day, SEE, KIND, Watch Dog,Capturing Kids Heart, Ropes, Student and Parent Surveys will help determine affect on grades, attendance, promotion and referrals.
☐ Evaluate and Sustain Afterschool Counseling, Teen Chats, Dating Etiquette, PBIS, Self-Regulation to include ongoing services through other funding, Coop with ESC, Alchohol, Tobacco and other Drug Education (ATOD),
☐ Evaluate and Sustain ancillary staff. Works Study Contract and MBA will help sustain college/community mentors.
☐ Evaluate and Sustain program services at all 3 sites but look for district wide implementation.
☐ Evaluate and Sustain safety app, threat assessment process and classroom app along with TCSS supports.

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.

SMART GOALS:RISE 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 RISE goals will be monitored periodically at campus staff meetings by staff and principals to ensure targets are met. PROGRAM MODIFICATIONS: A highly qualified RISE 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, the COLT, 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. SUSTAINABILITY: Communities in Schools of East Texas, Ministerial and Business Alliance Project Love, HEROES, and local organizations will leave sustainable systems, materials and learning after the cycle of the grant expires. RISE will have support by the Longview foundation and local partners (See APPENDIX A-Support Letters). EXTERNAL EVALUATORS: Dr. Noe Ramirez, retired College Professor, (see APPENDIX D-Resumes) with 35 years of program evaluation will collect data each semester includes attendance, grades, retention, STARR 2.0 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.

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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.

SELECTION PROCESS: Longview ISD is the 6th poorest school district in Region 7 with the HIGHEST rated poverty above 8,000 students. LISD Campuses were selected using CIP, DIP and 2022 School Report Cards. Closing the Gaps and CCMR for underserved students is a challenging objective for all 3 sites without additional support and resources. Each campus had to commit to the the grant goals by providing assurances of support (see APPENDIX B-Campus MOU). Selection Data utilized:
1. BAILY ELEMENTARY-261 Total Students , Grades EE-05, Closing the Gaps C, 96.2% Minority, 95.8% Economically Disadvantaged, 26% Mobility Rate, Emergent Bilingual 53.6%, White 3.8% vs 18.5% LISD.
2. JUDSON STEAM MS-597 Total Students , Grades 06-08, Achievement Rating B, Closing the Gaps B, 71.5% Minority, 83% Economically Disadvantaged, 19.3% Mobility Rate, Emergent Bilingual 11.2%, SPED 14.4%
3. LONGVIEW HIGH SCHOOL-2,068 Total Students , Grades 09-12, Closing the Gaps B, 78.6% Minority, 80% Econ Disadv. AA Grads-3.7% vs white-6.3% CTE Cert 17% vs Reg-25%; CCMR Eco. Dis. -47% vs Asian 83%, IHE Enrollment for Hispanics 29%.
CRITERIA UTILIZED: LISD criteria utilized for selecting schools is state standards in all standardized scores, College Readiness and Dropouts. LISD is behind Texas in CCMR/STARR accountability indicators creating a high-risk learning environment.
• BAILY ELEMENTARY: STAAR Outcomes: All subjects at Meets 35% vs 48% TX, 36% Eco Disadv. , 30% Minority
• JUDSON STEAM MS: STAAR Outcomes: All subjects at Meets 47% vs 54% ISD , 45% Eco Disadv. , 38% African American
• LONGVIEW HIGH SCHOOL : End of Course Outcomes: All subjects at Masters Econ Disadv. vs State Scores below on all tests. AP/IB Results all Subs >Criterion 25.2% vs TX-48.6%. Counselors have addressed a need for more support as the ratio of 500 students to 1 counselor is not currently meeting the need for ensuring personalized wellness. No current programs exist like TRIO or GEARUP for additional support systems. Counselors are in need of a counselor admin for more partners.
RISE ADVISORY COUNCIL (see APPENDIX F-Council Notes): The design team met to design the SCG components including campus needs and selection. The team consists of: Dr. J.E. Wilcox, Dr. James Coleman, all LISD Principals, Roger Garcia (Vizipp Rep), Loretta Thompson, and many local leaders. (See APPENDIX A-LISD Support Letters).

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

RISE STAFF: All Campuses commit to full time dedicated RISE 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 (FTE-100%), Counselor Coordinator (FTE-100%), Parent Leaders, College and Community Mentors, CIS Social Workers (FTE-100%), 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. (see APPENDIX A-C)
CAMPUS MOU (APPENDIX B): All 3 sites with the support of SCG grant resources and a signed MOU, 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 per year 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)
GRANT ACCOUNTABILITY: Campuses through RISE 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.

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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.

LONGVIEW SUPPORT: Communities 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. LISD 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 ESC of LISD. The council will have representation from teachers, students, parents, counselors, community, partnerships, staff, and central office. Parents will be asked to join the volunteer Watch Dogs 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. Program staff will present the new services, apps and will receive feedback from representatives on any issues arising from the program implementation.

MASLOW NEEDS: 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. 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). MBA 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 RISE 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).

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

SOCIAL WORKERS: Community in Schools (CIS) Social Workers (FTE-100%) 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, Challenge Days, Virgin Pulse and Family Engagement events.

GRANT EXPERIENCE: To ensure that there is adequate staff to support the establishment and implementation of the SSP to include time and effort, RISE will have 2 experienced full time staff to include; 1 Director and 1 Community Liaison, 3 CIS full time social workers, 3 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 RISE Staff will receive 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).

RISE APPs: Virgin Pulse App will provide school wellness via physical wellness that helps connect mental and educational applications with group exercise and accountability. The Raptor app connects all staff in implementing a safe and orderly system of an immediate threat response to interlude bus tracking. The Vizipp apps will join all teachers and students through a digital safe haven that will allow classroom connections through shared videos so that students can access teachers, college mentors and homework help as well as provide ESL to parents. RISE will introduce Vizipp caring mentors and trained tutors to help all kids speak up, spot bullying, be kind and connect.

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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.

LISD BEHAVIORAL THREATS: LISD had a double increase of threats reported, assessed and threats referred for support since the Post COVID 19 impact. LISD Campus incorporation of current SEL and safety systems into the Student Support Program (SSP) structure includes the following sample of RISE service activities;
☐ RISE 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.
☐ RISE 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.
☐ RISE will support a ESC Region 7 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.
☐ RISE 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 Seven- MOU).
☐ RISE 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.
☐ RISE 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, Virgin Pulse, Vizipp, Buckner, IHE Counseling Departments, College Mentors, Local law enforcement and local Law Enforcement Offices.
☐ RISE 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.

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.

INDENTIFICATION AND SUPPORT: Longview ISD identifies student support needs and partnerships to meet needs. External mental health and behavioral health providers are then screened such as CIS, Community Health Care, Thrive 360, Boys and Girls Club. LISD Teachers are encouraged to receive the PD Capturing Kids Heart which trains screening as a professional responsibility to show kids empathy and support. Kids do not care what you know until they know you care. Counselors will utilize RISE to better identify and respond to student support needs.
MENTAL AND BEHAVIORAL PARTNERS: Buckner provides wellness programs to school districts to help identify and assess the behavioral health needs of children and adolescents and provide access to mental health services. Buckner 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 with additional referral for suicide, crisis intervention, and family training. Thrive 360 accommodates the differences in how people best learn, grow, and thrive therapeutically, with a wide range of science-driven approaches to mental health therapies, including: Workplace Wellness for Teachers, Cognitive Behavioral Therapy (CBT), Mindfulness, Dialectical Behavioral Therapy (DBT), Neuro-Linguistic Programming (NLP) and Couples and Relationship Therapy. The Buckner Family Hope Center in Longview offers a referral place for child-centered, family-focused places where families go to find hope, support, and empowerment in their community to reach their fullest God-given potential. The key to the success of the Family Hope Center is found in combining effective programs and passionate people to help families that are experiencing poverty, family issues and lack of services. Buckner programs seek to engage through family assistance and community events; equip families through education, financial empowerment, child and youth development and spiritual development; elevate families through family coaching, counseling and spiritual enrichment. Boys and Girls Club offers a variety of tested, proven, and nationally recognized programs for kids.

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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.

ESC COOP: LISD currently partners with the Education Service Center Region Seven (ESC 7) 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) & Communites in Schools (CIS). For CIS, re-engagement involves a set of activities and initiatives to increase students' and families' interests, passions, and relationships in the service of promoting equitable learning conditions both inside and outside of school. The focus of these activities is: reconnecting with students, supporting recovery, and addressing educational inequities. ESC 7 will offer training to RISE as Requested with technical support available and on-site trainings for teachers. This will include Safer Schools Together, ALERRT: Active Shooter Response Level 1 – Train-the-Trainer, Building Your Mental Health Toolkit Series: Psychological First Aid, CPI: Non-Violent Crisis Intervention Enhanced Refresher, 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. A letter of support has been signed with ESC Region 7 to provide these important workshops (See APPENDIX C-ESC REGION 7 MOU). CURRENT OUTREACH PROGRAMS: Current supportive outreach programs include College Supports, Parent Communication Services, Needs Assessments, Navigating Digital Natives and Chemical Dependency Awareness. ESC 7 helps with Academic Outreach to HQ programs, Data Disaggregation and STAAR 2.0 Training for academic improvements will also be planned with LEA local funds. ESC Curriculum Services includes Credit By Exam, Curriculum Directors, Dyslexia, Early Childhood Education, English Language Arts & Reading (ELAR), TEKS Resource System, TEA Available High Quality Instructional Materials, & Texas Lesson Study: Problem-Solving PLCs. The Center for Effective Schools builds the capacity of LISD to develop a clear strategic vision and implement actions that promote change, lead to improved instructional practices, and successful student outcomes.

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.

HOLISTIC SERVICES: LISD will use RISE to supplement current work to improve holistic 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 Buckner 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 (Curriculum Stipends), Marathon kids (Stipend), CIS and After School Programs. Clothing Closet Resources, Food Banks, Decision Day, Peer Forward will also be supplemented.
SELF-TRANSCENDENCE: Based on Abraham Maslow's Hierarchy of Needs, RISE will supplement LISD by helping students find self-actualization (success) behaviors through self-transcendence (caring) experiences. This includes but not limited to the following 9 improved student success RISE behaviors:
1. Being prepared to be unpopular if views do not coincide with those of the majority through ASP Speak Up;
2. Taking responsibility and working hard via tutoring, college trips, homework labs, College prep, SAT/ACT; Dual
3. Trying to identify defenses and having courage to give them up in SOS (Student Outreach Support) CLAY,CHAT
4. Loving and caring for others through Friend Day (SPED Event), Pass it On, CSL, Positive Boards.
5. Participating in Community Service Learning Projects to foster community help for the disabled, elderly and poor.
6. Experiencing life with concentration through Challenge Days-Campus group counseling events;
7. Trying new things instead of sticking to safe paths through high and low ropes, CSL, Mentors, CLAY and KIND.
8. Listening to feelings in evaluating experiences instead of the voice of tradition, authority or the majority;
9. Avoiding pretense ('game playing') and being honest through group counseling, teen chats, digital class, journals.

9. Enter the LEA Total Enrollment: 8,251

10. Enter the Regional Educational Service Center that serves the LEA: 7

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

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

#	Activity	Amount
1.	Director (FTE) M.Ed, LISD Administrator, Grant Experience/ Community Partnership	$75,000
2.	Counselor (FTE) MS $65K ; Secretary (PTE) at $12,500	$65,000
3.	College Mentors/Parent Lead (3 /site) 3,000 Yearly Stipend each. Total $60,000	$60,000
4.	Teacher (Extra Duty Pay) 3 per site, $35/hr for 100 hours Total $35,000	$35,000
5.	Employee Benefits (FTE @ 17% and PTE/Extra Duty Pay at 7%). Total = $29,175	$29,175

Professional and Contracted Services

#	Activity	Amount
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 for 3 sites with Community Mentors ($85K); Evaluator ($10K)	$95,000
9.	Vizipp (EdZipp @ $7/user/mo. ($100K) ESL App $15K/campus ($45K); Tutors ($85K)	$230,000
10.	Virgin Pulse App with Resources and Student Leaders	$96,620

Supplies and Materials

#	Activity	Amount
11.	Parent training ($5.3K/site) and materials (Monthly Council Meetings, Parent Liaisons)	$16,000
12.	Office supplies ($5,081/site) campus supplies for programs (Watch Dogs, SEE, CSL, KIND)	$15,245
13.	low and high ropes ($10K), events, incentives ($5K/site), unity murals ($15K/site)	$70,000

Other Operating Costs

#	Activity	Amount
15.		
16.		
17.		

Debt Services

#	Activity	Amount
18.		
19.		

Capital Outlay

#	Activity	Amount
20.		

Direct administrative costs:	$20,000
Indirect administrative costs:	$34,930
TOTAL GRANT AWARD REQUESTED:	$1,000,000

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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