



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 Irving Independent School District

Campus name Irving ISD CDN 057912 Vendor ID 1756001854 ESC 10 UEI 076700988

Address 2621 W. Airport Fwy. City Irving ZIP 75062 Phone 972-600-5000

Primary Contact Sofia Lopez Email soflopez@irvingisd.net Phone 972-600-5027

Secondary Contact Ahna Gomez Email ahgomez@irvingisd.net Phone 972-600-5040

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 Madga Hernandez Title Superintenden Email mhernandez@irvingisd.net

Phone 972-600-5001 Signature *Madga Hernandez* Date 07-17-23

Grant Writer Name Sofia Lopez Signature Sofia Lopez Digitally signed by Sofia Lopez Date: 2023.07.13 07:56:19 -05'00' Date 7/13/2023

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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

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
Reduce the number of threats made by students to others or themselves.	The Social Worker will provide check ins with students that have been referred to the threat assessment committee. The Behavioral Threat Assessment Specialist will assist the campuses in developing and implementing a case management plan for each student referred.
Reduce the number of discipline referrals including substance misuse by teachers and staff.	The Social Worker will work with families and students in providing restorative practices to reduce the repeat of offenses. The staff will also receive training on restorative practices to utilize the tools during the instructional day. Students that are referred for discipline issues of substance misuse will be referred to the LCDC.
Reduce the number of suicide outcries, and self-harm incidents.	Social Worker will work alongside the school counselors to ensure that the students that could be a potential risk of hurting themselves are connected to resources. Students that are constantly absent will be reached to ensure that mental health concerns are not a barrier for them to attend school.

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 September of 2025, with the help of the grant the LEA will connect 90% of students referred to the threat assessment committee, referred for substance misuse, excessive discipline issues, suicide ideation and self-mutilation to community resources or district resources by hiring new support staff, providing trainings for staff, and bringing speakers to bring awareness on topics such as drug, suicide, mental health and safety prevention for students.

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

By the first quarter 50% of all staff at the three chosen campuses will be trained on Mental Health First Aid, and Restorative Practices. 40% of students referred for services will be connected to community resources or district resources.

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

By the second quarter 70% of staff at the three chosen campuses will be trained on Mental Health First Aid, and Restorative Practices. 50% of students referred for services will be connected to community resources or district resources.

Third-Quarter Benchmark

By the second quarter 100% of staff at the three chosen campuses will be trained on Mental Health First Aid, and Restorative Practices. 70% of students referred for services will be connected to community resources or district resources.

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.

The data from the three campuses will be closely monitored at all times. The data utilized will be the discipline referrals with a focus on substance misuse and assault, students that make a suicide outcry and/or report self-harm, threat assessments reported and of those the number of students that are being connected to resources. There will also be a data track on the staff that is trained. This data will be utilized to assess the progress of the goal, if the data does not show improvement then campus meetings will be held with administrators social workers, specialist and counselors to identify barriers to the success, it will also be a good time to identify what has worked with other campuses to implement similar approaches.

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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.
- 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.

The LEA will identify the campuses by gathering the data from the past school year. The campuses with more threat assessments reported, highest number of discipline referrals, drug related offenses, highest number of suicide ideation/self harm reporting will be in need of further support for the purposes of this grant.

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

The district leadership will meet with the administrators and the school counselors from the the 3 campuses selected and explain the goals for this program, throughout the period of the grant we will conduct individual campus meetings to review the data and identify any needs that will need to be addressed. The campuses will be provided with a job description for the personnel alloted with the grant and ensure that they are assigned to only the duties listed in the job description. District personnel will ensure that the grant personnel will receive adequate training prior to working with students, and their notes will be reviewed weekly to gather the data on how many students are being serviced, monthly individual meetings with grant personnel will be scheduled.

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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.

The personnel will have constant communication with the families of students that are being supported individually . Grant money will also be allotted to contract services for speakers that will deliver information on drug prevention, personal safety, and suicide awareness. The personnel will network with nearby community agencies to ensure that the students are seen on a timely manner.

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

District leaders will have monthly meetings with the staff hired from this grant to continue support and training and to review the data, feedback from administrators and counselors from the selected campuses will be requested to ensure that issues or concerns are addressed immediately.

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9. Statutory/Program Requirements (Cont.)

5. Describe how each of the three campuses that 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.

Currently the three campuses submit a threat assessments using a district portal, an assigned administrator is the leader of the team and assigns each team member a task to gather information about the incident and the student, the team then gathers back and each member presents their findings, as a team they complete the Online threat assessment form and determine whether the student is a potential threat and a case management is needed, if the student needs to be referred for help, or if there is no concern. With the help of this grant, any student in need of a case management or help will be referred to check in with the Social Worker/LCDC/School Counselor, etc. The Behavioral Threat Assessment Specialist will be present during all the threat assessment meetings to provide support and ensure the case management plan is being followed.

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.

Currently the district pays for Gaggle services, which is a company that monitors the student's school accounts, if the students mention any concerning issues the campus receives an alert. Depending on the issue the school counselor or the administrator will meet with the student and the parents will be involved as well. The school then decides the best plan to continue support for the student. The staff also gets trained on how to refer students that they have a concern for. The school counselors conduct guidance lessons and based on the feedback from students they are able to identify students that might be in need of further support. The districts works closely with nearby community agencies and develops partnerships with them to allow easier access for our students to receive services. Irving ISD currently has an Memorandum of Understanding with Children's Health TCHAT that provides free TeleBehavioral services to all of our campuses, Youth 180 provides counseling for our students referred to the alternative campus for issues with substance misuse, Teen Life provides free group therapy for students in secondary level, and several other agencies that provide services to our students on campus, removing the transportation and financial barrier that our families are sometimes faced with.

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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.

Each school year Irving ISD goes into contract with Region 10 to attend the trainings throughout the school year, the school counselors are able to attend the trainings as well for all topics related to mental health, physical health and wellbeing, and improving academic outcomes for students. District leaders have constant communication with the representatives at Region 10 and work closely to bring trainings to the district for the school counselors and staff based on the needs of the district. Region 10 provides monthly newsletters with tips and tools that are beneficial to the staff, if the school counselors are not subscribed to receive them we make sure to send it out to them through our district newsletter.

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.

One of the goals is to hire a Licensed Chemical Dependency Counselor to help support the students that are struggling with substance misuse. We would also like to hire Social Workers to help our students and families get connected with community resources and provide services for students on campus as well. There is also a plan to hire a Behavioral Threat Assessment Specialist to help campuses provide a more in-depth support for our students that are referred for a threat assessment. We also plan to utilize that money for awareness campaigns for mental health, drug prevention and safety issues.

9. Enter the LEA Total Enrollment: 31,173

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

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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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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.	Student Advocate Counselor	\$420,000
2.	LCDC	\$152,000
3.	Behavioral Threat Assessment Specialist	\$160,000
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$90,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$150,000
8.	Speakers	\$70,000
9.	Professional Development-Restorative Practices, Conferences	\$230,000
10.	Alongside	\$145,600

Supplies and Materials

11.	Awareness Campaigns	\$75,000
12.	Office Supplies	\$2,400
13.		
14.		

Other Operating Costs

15.	Travel expenses	\$5,000
16.		
17.		

Debt Services

18.		
19.		

Direct administrative costs:

Indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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