



**LAREDO INDEPENDENT SCHOOL DISTRICT ~ 2400 SAN BERNARDO  
AVENUE ~ LAREDO, TX ~ (956)273-1000**

**Student Services Committee Meeting**

Tuesday, April 7, 2026 11:00 AM

LISD Amber Yeary Board Room

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1. Discussion and presentation on the Fine Arts Department, including:
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    - 2026 Winter Guard Season Recap
  2. Discussion and presentation on the Parent and Family Engagement Program, including:
    - Region One ESC Compliance Trainings
    - 2026-2027 Student Registration Support
    - Upcoming Events
  3. Discussion and presentation on the Athletics Department, including:
    - District 30-5A Soccer Results
    - Powerlifters advancing to Regionals and State Competition
  4. Discussion and presentation on the Guidance Department, including:
    - SCAN Aware Sustainability Plan
    - Informational Update on Proposed Changes to High School GPA Calculation
- Communication and Updates
- Adjournment

1. Discussion and presentation on the Fine Arts Department, including:





- UIL Concert & Sight-Reading Recap
- LISD Rotary Chess Invitational
- One Act Play Recap
- Mock Trials
- 2026 Winter Guard Season Recap

# Fine Arts Department







**Jose Iznaola**  
Director

**Fred Rodriguez**  
Coordinator




## Band UIL Concert & Sight-Reading

| SCHOOL      | DIVISION    | CONCERT | SIGHT-READING | SWEEPSTAKES   |
|-------------|-------------|---------|---------------|---|
| Martin HS   | Varsity     | I       | I             |    |
| Martin HS   | Non-Varsity | II      | I             |   |
| Nixon HS    | Varsity     | I       | I             |    |
| Nixon HS    | Non-Varsity | I       | I             |   |
| Cigarroa HS | Varsity     | I       | I             |  |
|             |             |         |               |   |

## UIL Concert & Sight-Reading

| SCHOOL      | DIVISION    | CONCERT | SIGHT-READING | SWEEPSTAKES   |
|-------------|-------------|---------|---------------|---|
| Christen MS | Varsity     | I       | I             |    |
| Christen MS | Non-Varsity | I       | I             |    |
| Lamar MS    | Non-Varsity | I       | I             |    |
| Lamar MS    | Varsity     | I       | I             |    |
| Cigarroa MS | Non-Varsity | I       | I             |   |
| Cigarroa MS | Varsity     | I       | I             |  |
| Memorial MS | Varsity     | I       | II            |   |

## Orchestra UIL Concert & Sight-Reading

| SCHOOL               | DIVISION    | CONCERT | SIGHT-READING | SWEEPSTAKES   |
|----------------------|-------------|---------|---------------|---|
| Cigarroa MS          | Non-Varsity | I       | I             |  |
| Cigarroa MS          | Varsity     | I       | I             |  |
| Cigarroa High School | Varsity     | I       | I             |  |
| Lamar MS             | Varsity     | I       | II            |   |
| Nixon High School    | Varsity     | II      | II            |   |

## **LISD Rotary Chess Invitational**

**Will be postponed to the 2026-2027  
School Year**

**Laredo ISD Rated Only Tournament  
will be May 16, 2026**

## One Act Play Recap

### Advancing Plays

“Queens”

CC: Veteran’s Memorial

“Anna in the Tropics”

CC: Miller

“The 39 Steps”

Mission HS



### Martin High School Individual Awards

Ashley Mendoza- All Star Crew

Emma Perez- Honorable Mention All Star Cast

Lia Treviño- All Star Cast

## Mock Trials

May 11th, & 12th, 2026

VMT Theatre Department in conjunction with the Webb County Court at Law, The Honorable Judge Villarreal & Curriculum and Instruction Department Elementary Education

Guerita Locks Vs. The Three Bears

5 Elementary campuses will attend the performances.

# 2026 Winter Guard Season Recap

## Nixon HS Golden Image Colorguard

2nd Place Silver Medalist  
Regional AA Red Division



# TECA Scholarship Recipient

Paola Diaz  
 Nixon HS Captain  
 \$1,000.00 Scholarship



2. Discussion and presentation on the Parent and Family Engagement Program, including:

- Region One ESC Compliance Trainings
- 2026-2027 Student Registration Support
- Upcoming Events

# Parent and Family Engagement Program

**Claudia Y.R. Garcia**  
Coordinator

# Region One ESC Compliance Trainings

- Compliance and Requirements of Section 1116 of the Every Student Succeeds Act (ESSA) as to Local Education Agencies (LEA)
- Identify district and school level Parent & Family Engagement requirements under ESSA e.g., school-parent compact, trainings, workshops, and participation in decision-making processes.



# 2026-2027 Student Registration Support

- Parent and Family Engagement Department assisted with registration at the LISD registration fairs.
  - 13 Parent Liaisons
  - 247 Student Registrations ~ Registration Fair held on February 23, 2026 at the LISD Nelson
  - 27 Student Registrations ~ Registration Fair held on March 23, 2026 at Cigarroa Middle School
  - 96 Student Registrations ~ Registration Fair held on April 01, 2026 at Lamar Middle School
- Telephone Assistance with registration questions or concerns.



## PFE Upcoming Events

- Parent Skills Session – Friday, April 10, 2026, at 10:00 a.m. in the Amber Yeary Board Room
- SHAC Meeting ~ Tuesday, April 14, 2026, at 10:30 a.m. in the Nelson Conference Room
- Parent Academy of Learning Session (PALS) Meeting ~ April 16, 2026, at 9:30 a.m. in the Nelson Conference Room
- Social Emotional Learning Session ~ Wednesday, April 22, 2026, 10:00 a. m. via Google Meets
- Life Skills Course ~ Thursday, April 23, 2026, at 9:30 a.m. in the Nelson Conference Room

3. Discussion and presentation on the Athletics Department, including:

- District 30-5A Soccer Results
- Powerlifters advancing to Regionals and State Competition

# Athletics Department

**Luis E. Escamilla**  
Director

**Mary Encinas**  
Assistant Athletic Director

**Fares Shrek**  
Assistant Athletic Director

# Powerlifters advancing to Regionals and State Competition



## Martin High School Boys Regional Qualifiers:

Sergio Martinez  
 Ramiro Casarez  
 Jacob Moreno  
 Michael Sandoval  
 Daniel Delgadillo  
 Brandon Olivarez

## Girls Regional Qualifier:

Olivia Lugo



# Powerlifters advancing to Regionals and State Competition



## Nixon High School Boys Regional Qualifiers:

Dillan Garcia  
Diego Blanco  
Martin Lozano

## Girls Regional Qualifiers:

Kimberly Gonzalez  
Amanda Perez  
Hailey Castillo  
Valeria Pulido

# Powerlifters advancing to Regionals and State Competition

## Cigarroa High School Girls Regional Qualifiers:

- Ashley Ramirez
- Audrey Perez
- Shelby Vela
- Alexa Mejia



## Powerlifters advancing to State Competition



**Martin's State Champion - Sergio Martinez**



**Nixon's State Runner Up - Kimberly Gonzalez**

## District 30-5A Soccer Results

### Girls Soccer Standings

|                  |     |
|------------------|-----|
| Nixon            | 1st |
| Juarez Lincoln   | 2nd |
| Mission          | 3rd |
| Palmview         | 4th |
| Mission Veterans | 5th |
| Martin           | 6th |
| Cigarroa         | 7th |
| Rio Grande City  | 8th |
| Roma             | 9th |



## District 30-5A Soccer Results



District 30-5A Champions  
First Time In School History

Bi-District Champions

Area Finalists



Girls Soccer

## District 30-5A Soccer Results

### Boys Soccer Standings

|                  |     |
|------------------|-----|
| Palmview         | 1st |
| Juarez Lincoln   | 2nd |
| Nixon            | 3rd |
| Martin           | 4th |
| Mission          | 5th |
| Roma             | 6th |
| Rio Grande City  | 7th |
| Mission Veterans | 8th |
| Cigarroa         | 9th |



## District 30-5A Soccer Results

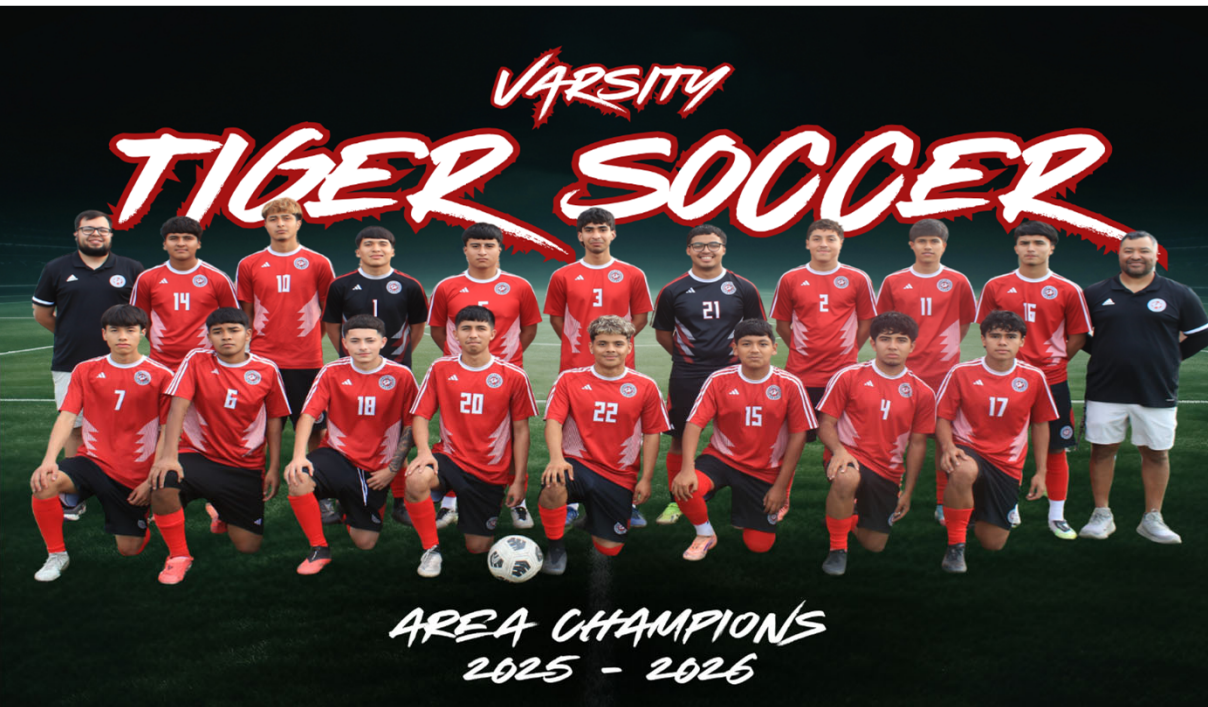


Bi-District Finalists



Boys Soccer 24

## District 30-5A Soccer Results



Bi-District Champions

Area Champions

Regional Semi-Finalists  
Sweet 16



Boys Soccer

4. Discussion and presentation on the Guidance Department, including:

- SCAN Aware Sustainability Plan
- Informational Update on Proposed Changes to High School GPA Calculation

# Guidance & Counseling Department

Cindy L. Dominguez  
Director

# SCAN AWARE Project



## Purpose

- Expand access to **student mental health services** and early intervention supports
- Build staff capacity to recognize and respond to mental health needs

## About the Grant

- Funded through the **SCAN AWARE Project**
- Focuses on:
  - Youth Mental Health First Aid (YMHFA) training
  - Counseling and case management services for students

# SCAN AWARE Project

## Key Goals

- Increase **early identification** of mental health concerns
- Improve **student well-being and academic success**
- Strengthen **campus support systems**



## Partnership Model

- Collaboration between **LISD and SCAN**
- SCAN provides trained professionals and program oversight

## Impact for LISD

- Additional **licensed counselors and trainers**
- Sustainable model for **ongoing mental health support**
- Reduced burden on existing campus staff

## SCAN AWARE Sustainability Plan

| Category                   | Details  |
|----------------------------|--|
| Employment Structure       | Staff employed by SCAN; LISD contracts for services                            |
| Services Provided          | YMHFA training, student counseling, case management                            |
| Contract Benefits          | SCAN responsible for hiring, training, supervision, and quality assurance      |
| YMHFA Trainer (1)          | \$48,000 salary + \$12,960 benefits = <b>\$60,960 total</b>                    |
| Counselor/Case Manager (3) | \$60,000 salary + \$16,200 benefits = \$76,200 each ( <b>\$228,600 total</b> ) |
| Funding Responsibility     | LISD pays <b>100% of contractual costs</b>                                     |
| Benefits                   | Included in total cost per staff   |
| Job Descriptions           | Provided by SCAN upon request  |
| Additional Costs           | Training manuals, utilities, office supplies                                   |

# Conclusion & Grant Requirement

## Sustainability Plan Overview

### Program Model

- 3-Tier System:
  - Tier 1: Prevention
  - Tier 2: Intervention
  - Tier 3: Intensive Support

### Services Identified

- YMHFA Training
- Counseling / Case Management
- Student Support Services

### Sustainability Factors

- Funding sources:
  - Grants
  - Contracts
- Resource needs:
  - Staffing
  - Space
  - Operational costs



### Grant Requirement

- *This presentation is submitted to **fulfill SCAN AWARE grant requirements** as well as providing an overview of the sustainability plan and related considerations.*

## Proposed GPA Rule Overview

The Texas Education Agency (TEA) has proposed a new rule (§74.3001) to **standardize how high school grade point averages (GPA) are calculated across Texas**, in alignment with Senate Bill 1191 (2025). The proposal establishes minimum statewide requirements, including **equal weighting for advanced coursework such as Advanced Placement (AP) and academic dual credit, while requiring a lower weight for career and technical education (CTE) dual credit courses**. This represents a shift from prior practice, where districts had full local discretion, to a state-defined method for GPA calculation.



# Texas Education Code §28.0252 as amended by Senate Bill 1191

- Overview of proposed state requirements for GPA calculation
- **Now requires the Commissioner of Education to establish a standardized GPA method (previously optional for districts)**
- Introduces a standardized approach to weighting coursework
- Applies to students entering 7th grade in 2027–2028
- **No action required at this time**

| GPA Scale | % Grade | Letter Grade |
|-----------|---------|--------------|
| 4.0       | 97-100% | A+           |
| 4.0       | 93-96%  | A            |
| 3.7       | 90-92%  | A-           |
| 3.3       | 87-89%  | B+           |
| 3.0       | 83-86%  | B            |
| 2.7       | 80-82%  | B-           |
| 2.3       | 77-79%  | C+           |
| 2.0       | 73-76%  | C            |
| 1.7       | 70-72%  | C-           |
| 1.3       | 67-69%  | D+           |

## Current vs. Proposed GPA System (LISD)

| Component                     | LISD Current Practice                                 | Proposed TEA Requirement (SB 1191)   |
|-------------------------------|---|--|
| GPA Scale                     | 100-point scale with multipliers                      | Standard method required (local scale allowed with structured weighting)   |
| AP Courses                    | 1.10 weight → increases to 1.15 with exam score (3–5) | Must receive equal highest weight (no conditional increases specified)   |
| Dual Credit (ALL)             | 1.15 weight for all dual credit courses               | Split required: <ul style="list-style-type: none"> <li>• Academic DC = highest weight</li> <li>• CTE (WECM) DC = lower weight</li> </ul> |
| Honors Courses                | 1.05 weight   | Optional, but allowed to be weighted   |
| Advanced Coursework Weighting | Locally determined                                    | State-defined structure required   |
| Consistency Over Time         | Can be revised with board approval                    | Locked per cohort (no changes once students begin)   |

## Summary and Next Steps

- Senate Bill 1191 (2025) is **already enacted into law**
- TEA is developing rules to **implement the required GPA standardization**
- Districts will be required to **adopt and follow a state-defined GPA method**
- LISD is **largely aligned**, with some adjustments anticipated
- **No action required at this time**; future board adoption will be needed



## SCAN-LISD AWARE Project *Sustainability Plan*

### SCAN's Seven Steps to Sustainability

#### **1. Connect the sustainability plan to the project's design and implementation plan**

- Describe how the plan is connected to the project's implementation plan.

As indicated in the implementation plan, the SCAN-LISD AWARE Project aims to develop and sustain a viable infrastructure for school-based mental health programs and services within the district. The program's implementation plan provides a roadmap for fostering sustainability through its emphasis on establishing and strengthening collaboration among key partners, including the State Education Agency (i.e., Texas Education Agency), Region One Education Service Center (ESC), the State Mental Health Agency (i.e., Texas Health and Human Services Commission), other community-based providers of behavioral health care services, school personnel, community organizations, families, and school-aged youth. SCAN, LISD, and its key collaborative partners have worked to develop and implement mental health-related promotion, awareness, prevention, intervention, and resilience activities to ensure that students have access to and are connected to appropriate and effective behavioral health services.

The project promotes school-aged youth's healthy social and emotional development and prevents youth violence in school settings. The population of focus is school-aged youth (i.e., children and youth in grades K-12). The implementation plan identifies the key goals, objectives, and outcomes the AWARE Project desires to accomplish and sustain to help ensure that the school-based universal and secondary prevention services and tertiary intervention services will continue once SAMHSA funding ends.

The implementation plan has been designed to ensure that the overarching goals of the AWARE Project can be accomplished and, by doing so, will justify continuing the provision of critical services after federal funding concludes. The overarching goals include the following:

- Increase awareness of mental health, substance use, and co-occurring issues among school-aged youth.
- Increase the mental health literacy of individuals who interact with school-aged youth to understand and detect the signs and symptoms of mental illness, substance use/misuse, and co-occurring disorders.
- Promote and foster resilience building and mental health well-being for all school aged youth.
- Provide positive behavioral health supports; targeted services to those who need more support; and intensive services to those who need them.

- Connect school-aged youth who may have behavioral health issues, including serious emotional disturbance (SED) or serious mental illness (SMI), and their families to needed services.

- Increase and improve access to culturally relevant, developmentally appropriate, and trauma-informed school and community-based AWARE grant activities and services.

- Create and implement a school-based mental health intervention system that is based on a three-tiered public health model: (Tier 1) universal prevention and mental health promotion; (Tier 2) secondary prevention and brief intervention services; and (Tier 3) tertiary intervention and behavioral health treatment. (The three-tiered approach must be culturally competent, grief and trauma-informed, developmentally appropriate, evidence-based, or evidence-informed, and address the mental health effects of COVID-19.)

## 2. Identify What Needs To Be Sustained

- Describe what evidence-based and informed practices the project is currently providing.

The SCAN-LISD AWARE Project is currently providing, or has arranged to have provided, all of the following Tier – 1 Universal Prevention Services, Tier 2 – Secondary Prevention Services, and Tier 3 – Tertiary Intervention Services.

### **Tier 1 – Universal Prevention**

- Presentations, Information Dissemination, and Social Media Messages
- Youth Mental Health First Aid (YMHFA) Training
- Psychological First Aid
- Signs of Suicide (SOS) for Students
- AS+K? About Suicide to Save a Life (Basic)
- Trauma-Informed Care Training (Department of Family and Protective Services)

### **Tier 2 – Secondary Prevention**

- Positive Action (Drug Prevention) Curriculum (Elementary, Middle & High School)
- Curriculum-Based Support Group (Drug Prevention) Curriculum (Middle & High School)

### **Tier 3 – Tertiary Intervention**

- Screenings, Referrals, and Successful Referrals (Access)
- Case Management
- Brief Intervention Counseling

- Describe which evidence-based and informed strategies the project would most like to sustain over time to continue to positively impact the target populations of students, their parents/caregivers, and district staff.

The SCAN-LISD AWARE Project is currently providing, or has arranged to have provided, all of the previously identified Tier 1- Universal Prevention Services, Tier 2 – Secondary Prevention Services, and Tier 3 – Tertiary Intervention Services.

Ideally, the project would like to continue the “direct” provision of all Tier 1, 2, and 3 services after SAMHSA funding ends. Funding realities will most likely prevent this; consequently, the project has identified the following strategies in the table on the next page from each Tier as being most critical to maintaining and whether they should be provided directly by the project or through collaboration with other providers.

| Strategy  | Tier | How Provided           |
|---|------|------------------------|
| Youth Mental Health First Aid (YMHFA)           | 1    | Direct                 |
| Psychological First Aid (PFA)                   | 1    | *Indirect              |
| AS+K? About Suicide                             | 1    | Online/Human Resources |
| Trauma-Informed Care                            | 1    | Online/Human Resources |
| Positive Action Curriculum                      | 2    | **Indirect             |
| Curriculum-Based Support Group Curriculum       | 2    | **Indirect             |
| Screenings, Referrals, and Successful Referrals | 3    | Direct                 |
| Case Management                                 | 3    | Direct                 |
| Brief Intervention Counseling                   | 3    | Direct                 |

\*Psychological First Aid can continue to be provided by Region One Educational Service Center (ESC).

\*\*Positive Action and Curriculum-Based Support Group can continue to be provided by SCAN through its state and federally funded drug prevention programs.

### 3. Identify What Resources are Required

- Identify what resources (i.e., contract revenue, in-kind resources, human capital, space, technology, time, etc.) the project believes will be needed to sustain the selected strategies and achieve positive outcomes over time, including the essential elements of the program itself.

To continue to provide the previously identified “direct” strategies (i.e., YMHFA, Screenings/Referrals, Case Management, and Brief Counseling), at a minimum, will require funding for one (1) full-time YMHFA trainer and 2-4 full-time case managers/counselors. The case managers/counselors will need to be assigned dedicated office space at their assigned middle and/or high schools. These individuals will also need access to relevant equipment to perform their job duties (e.g., computer, monitor, printer, telephone, copier, etc.).

#### 4. Create Case Statements

- Describe why the work of the project is needed in the target community and the benefits of the project.

With SAMHSA funding, SCAN has implemented the *SCAN-LISD AWARE Project* to foster mental health awareness and resiliency among youth and their families in the Laredo Independent School District. The project uses a three-tiered public health model that includes evidence-based universal and secondary prevention and tertiary intervention strategies.

For over thirty years, Webb County has been designated as a *High Intensity Drug Trafficking Area (HIDTA)* as large quantities of illicit drugs are smuggled into the area from Mexico, making these drugs easily available and affordable. Webb County residents are vulnerable to substance use and misuse due to severe poverty, limited resources, and unique social and political issues. Webb County is a Health Professional Shortage Area (HPSA) for mental health services, resulting in significant barriers for youth and their families to receive mental health identification and treatment. Furthermore, access to mental health prevention and intervention services is limited.

The SCAN-LISD AWARE Project has provided the district, *at no cost*, with nineteen (19) full-time staff (14 Education Specialists, 4 Mental Health Counselors, and 1 YMHFA trainer) to provide students, their parents/caregivers, and staff with access to numerous evidence-based and informed universal and secondary prevention services and tertiary intervention services. Currently, the Laredo Independent School District does not employ licensed professional counselors specifically to provide mental health services to students on-site at its different middle and high school campuses.

The SCAN-LISD AWARE Project is a responsive, dynamic project that addresses the needs of students, their parents/caregivers, and employees of the Laredo Independent School District in Webb County, Texas. This prevention project has provided opportunities for these target populations to successfully access quality, comprehensive, and culturally relevant universal and secondary prevention and tertiary intervention services onsite at school campuses in the district during regular school hours, thus eliminating barriers to accessing services such as transportation to provider locations off campuses. The effectiveness of the project is evident in both the process and outcome evaluation assessments.

Annually, an average of 16,000 students and family members are targeted to receive universal prevention services, 3,200 students and 500 employees are targeted to receive secondary prevention services, and 200 students are targeted to receive tertiary intervention services. Overall, an estimated 15,600 “unduplicated” students and employees will receive services through the SCAN-LISD AWARE Project.

- Describe the consequences of not having the project’s work in the community.

If the SCAN-LISD AWARE Project ends without finding additional state or federal funding or contractual services are not offered by the district, students, their

parents/caregivers, and school staff will lose access to dedicated and professionally trained staff that are providing services not offered directly by the district. The most significant consequence to students will be the loss of access to licensed professional counselors onsite at participating middle and high schools. The most significant consequence to district staff will be the loss of access to Youth Mental Health First Aid training provided onsite during regular work hours at various school campuses every month during the school year.

## 5. Determine Potential Funding Strategies/Streams

- Describe how the project plans to access needed resources to fund the identified strategies.

The project can access the funding needed to provide the selected strategies through grants (state and/or federal) and/or service contracts with the district. SCAN plans to apply at the federal and state levels annually for all relevant substance use and misuse prevention and mental health intervention and treatment services. State funding opportunities typically have a start date in September, and federal funding opportunities usually have a start date in October.

Starting in January of the current fiscal year (year 3 of funding) and at the start of the next fiscal year (year 4 of funding), the SCAN-LISD AWARE Project staff and Advisory Board Members will begin reviewing both federal and state funding opportunities online through specially targeted agency websites (e.g., SAMHSA, HRSA, Texas HHSC).

Before the start of the school year in August of the final year of SAMHSA funding (FY25-26), the SCAN-LISD AWARE Project staff, along with key collaborating Laredo Independent School District staff, will discuss the best avenue of developing contractual services to continue the provision of the selected strategies and to present this idea to the school administration and board members.

## 6. Identify Potential Partners

- Of the partners currently working with the project, who has been identified as being able to take on aspects of the project's current work after SAMHSA funding is no longer available?

Region One Educational Service Center (ESC) will be able to provide Psychological First Aid (PFA) training to school district staff, and SCAN will be able to provide a variety of evidence-based drug prevention services to students at no cost to the district.

- Does the project have marketing tools? If yes, briefly describe them.

The project has access to marketing tools primarily through its fiscal agent – Serving Children and Adults in Need (SCAN). The project has its own unique Facebook page. The agency has a modern website and is active on social media with both Facebook and YouTube pages as well as X and Instagram accounts that are updated frequently. SCAN has a full-time social media and marketing coordinator to assist with posting on these different platforms including the agency's website.

- Are the case statement(s) compelling enough to sell the idea/benefits to the school board and key collaborative partners?

The SCAN-LISD AWARE Project feels confident that its case statements are compelling. In addition, the project believes that the statements will enable it to continue to receive school district support including the opportunity to take part in contractual services in case state and federal grant funding does not materialize.

## 7. Timeline and Action Plan to Contact and Present to the School Board and Potential Partners

- Describe what will be done to research funding opportunities and contact the school board and potential partners and when will each task be accomplished.

The SCAN-LISD AWARE Project will engage in a coordinated and formal process to identify potential funding opportunities that are a good fit for the project and to initiate and maintain a dialogue with key school administrators and school board members about the possibility of providing contractual services. These activities will be documented and updates on their progress will be provided to Advisory Board members at regularly scheduled meetings.

### SCAN-LISD AWARE Project –Funding Timeline and Action Plan: Year 3

| Project Director (PD); Project Manager (PM); Evaluator (E); LISD (LEA); TEA (SEA); HHSC (SMHA); Advisory Board (AB); School Board (SB); Quality Assurance Director (QAD)                  |    |    |    |    |    |    |    |    |   |   |    |    |
|---|----|----|----|----|----|----|----|----|---|---|----|----|
| Year 3 (October-September)  |    |    |    |    |    |    |    |    |   |   |    |    |
| Key Activity & Responsible Staff  | 10 | 11 | 12 | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8  | 9  |
| Review available state and federal grant opportunities and apply for those that are a good fit for the project (PD, PM, LEA, SEA, SMHA, E, QAD)   | -- | -- | -- | X  | X  | X  | X  | X  | X | X | X  | X  |
| Meet with school administrators and board members to discuss the possibility of engaging in contractual services to maintain selected strategies (PD, PM, LEA, SEA, SMHA, E, QAD, SA, SB) | -- | -- | -- | -- | -- | -- | -- | -- | X | X | -- | -- |

**SCAN-LISD AWARE Project –Funding Timeline and Action Plan: Year 4**

| Project Director (PD); Project Manager (PM); Evaluator (E); LISD (LEA); TEA (SEA); HHSC (SMHA); Advisory Board (AB); School Board (SB); School Administrators (SA); Quality Assurance Director (QAD) |    |    |    |    |   |   |   |   |    |    |    |   |
|--|----|----|----|----|---|---|---|---|----|----|----|---|
| Year 4 (October-September)   |    |    |    |    |   |   |   |   |    |    |    |   |
| Key Activity & Responsible Staff   | 10 | 11 | 12 | 1  | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 |
| Review available state and federal grant opportunities and apply for those that are a good fit for the project (PD, PM, LEA, SEA, SMHA, E, QAD)  | X  | X  | X  | X  | X | X | X | X | -- | -- | -- | - |
| Meet with school administrators and board members to finalize the process to engage in contractual services to maintain selected strategies (PD, PM, LEA, SEA, SMHA, E, QAD, SA, SB)                 | X  | X  | -- | -- | X | X | X | X | X  | X  | -- | - |

- Who needs to know about this effort?

All agencies/organizations represented in the current Advisory Board, key school administrators, and all school board members.

- What is the project's communication strategy for marketing its needs and requests for support?

The project will rely primarily on the following strategies to market their needs for funding support: e-mail contacts, telephone contacts, in-person contacts, general meetings, board meetings, and informal and formal presentations.

| SCAN-LISD AWARE Project                             |   |           |             |             |            |              |              |                |             |
|---|---|-----------|-------------|-------------|------------|--------------|--------------|----------------|-------------|
| Year 1 - Year 4                                     |   |           |             |             |            |              |              |                |             |
|   |   | Year 1    | Year 2      | Year 3      | Year 4     | Year to      | 4 Year       |                | % of        |
|   |   | FY2023    | FY2024      | FY24-25     | FY25-26    | Date         | Goal         | "+/-"          | Goal Met    |
| <b>Universal Prevention Services</b>                |   |           |             |             |            |              |              |                |             |
| 1   | Presentations on Alcohol, Tobacco, and Other Drugs (ATOD) & Behavioral Health Promotion   | 254       | 386         | 615         | 202        | 1,457        |              |                |             |
| 2   | Parents/Caregivers Attending Presentations  | 970       | 1249        | 2412        | 643        | 5,274        | 4,000        | + 1274         | 132%        |
| 3   | Students Attending Presentations  | 8489      | 8375        | 11871       | 5296       | 34,031       | 27,500       | + 6,351        | 124%        |
| 4   | Students Receiving Information Dissemination on ATOD & Behavioral Health Promotion        | 8489      | 8375        | 11871       | 5296       | 34,031       | 27,500       | + 6,351        | 124%        |
| 5   | Policy Changes Completed*   | 0         | 1           | 3           | 0          | 4            | 4            | 0              | 100%        |
|   | <b>Individuals Trained in YMHFA, PFA, SOS, ASK, and Trauma-Informed Care</b>              | <b>59</b> | <b>4346</b> | <b>2243</b> | <b>866</b> | <b>7,514</b> | <b>2,000</b> | <b>+ 5,514</b> | <b>376%</b> |
| 6   | Youth Mental Health First Aid (YMHFA) Trainings   | 2         | 11          | 25          | 19         | 57           |              |                |             |
| 7   | LISD Staff Trained in YMHFA**   | 18        | 187         | 514         | 511        | 1,230        |              |                |             |
| 8   | Parents/Caregivers Trained in YMHFA**   | 0         | 9           | 0           | 0          | 9            |              |                |             |
| 9   | Psychological First Aid (PFA) Trainings   | 1         | 0           | 2           | 0          | 3            |              |                |             |
| 10  | Counselors & Threat Assessment Staff Trained in PFA**                                     | 21        | 0           | 20          | 0          | 41           |              |                |             |
| 11  | Signs of Suicide (SOS) for Students Trainings   | 0         | 19          | 128         | 21         | 168          |              |                |             |
| 12  | Students Trained in Signs of Suicide**  | 0         | 305         | 1709        | 355        | 2,369        |              |                |             |
| 13  | LISD Staff Trained in AS+K? About Suicide to Save a Life**                                | 10        | 1719        | 0           | 0          | 1,729        |              |                |             |
| 14  | LISD Staff Trained in Trauma-Informed Care**  | 10        | 2126        | 0           | 0          | 2,136        |              |                |             |
| <b>Secondary Prevention Services</b>                |   |           |             |             |            |              |              |                |             |
| 15  | Cases Opened for Positive Action ATOD and Behavioral Health Education                     | 1237      | 3593        | 2529        | 1539       | 8,898        | 9,000        | - 102          | 99%         |
| 16  | Cases Opened for Curriculum-Based Support Group (CBSG) ATOD & Behavioral Health Education | 63        | 337         | 312         | 59         | 771          | 800          | - 29           | 96%         |
| <b>Tertiary Mental Health Intervention Services</b> |   |           |             |             |            |              |              |                |             |
| 17  | Participants Screened and Admitted to Tertiary Mental Health Intervention Services        | 38        | 165         | 176         | 103        | 482          | 500          | - 18           | 96%         |
| 18  | Participants Receiving Initial Intervention Counseling Session                            | 24        | 120         | 49          | 2          | 195          |              |                |             |
| 19  | Participants Receiving Subsequent Intervention Counseling Sessions                        | 22        | 225         | 123         | 3          | 373          |              |                |             |
| 20  | Participants Receiving Initial Case Management Contact                                    | 20        | 108         | 167         | 54         | 349          |              |                |             |
| 21  | Participants Receiving Subsequent Case Management Contacts                                | 10        | 155         | 249         | 42         | 456          |              |                |             |
| 22  | Participants Referred to Other Mental Health or Related Services                          | 13        | 64          | 185         | 90         | 352          | 400          | - 48           | 88%         |
| 23  | Participants Successfully Referred to Other Mental Health or Related Services             | 2         | 36          | 193         | 47         | 278          | 200          | + 78           | 139%        |
| 24  | Students Receiving Crisis Intervention Services   | 5         | 18          | 7           | 3          | 33           |              |                |             |
| 25  | Monthly Mindfulness & Stress Reduction Activities for LISD Staff                          | 0         | 0           | 12          | 6          | 18           | 19           | - 1            | 95%         |
| 26  | Number of LISD Staff Attending Monthly Mindfulness & Stress Reduction Activities          | 0         | 0           | 106         | 33         | 139          |              |                |             |
| 27  | Monthly Mindfulness Activities for LISD Students  | 0         | 0           | 12          | 3          | 15           | 17           | - 2            | 88%         |
| 28  | Number of LISD Students Attending Monthly Mindfulness Activities                          | 0         | 0           | 148         | 47         | 195          |              |                |             |

Communication and Updates

Adjournment