



2024-2025 Stronger Connections Grant

Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by **email**, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov.

The application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement

Authorizing legislation:

Grant period:

Pre-award costs:

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

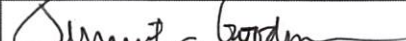
2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature  Date

Grant Writer Name Signature Date

Digitally signed by Nicole Floyd
Date: 2023.07.13 22:19:19 -05'00'

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
SEL curriculum for OA Schools (NEDRP - National Educators for Restorative Practices)	By adding the NEDRP program to our already existing Leader In Me practices, we will be able to train teachers in restorative practices. This training will aid in student to student relationship as well as teacher to student and family to student relationships that will foster consistent relationship building practices.
School (District) Wide Classroom management training for teachers of Odyssey Academy. (CPI - Classroom culture training)	By laying a foundation with every classroom teacher and staff member in the Odyssey Academy District. We will present our students with the best possible chance to understand how to safely and effectively communicate with any staff member that works with in our district no matter the circumstances.
New Odyssey Staff Position to facilitate the application of the Safer Schools Grant and additional mental health therapist support positions.	Due to the small size of Odyssey Academy it would be complicated to have a preexisting staff member take on the application of this grant program in addition to their job duties. In order to facilitate this program properly and work side by side with all campuses involved. A new position that is dedicated to this grant would be able to work closely with all three campuses, region 4 and the SSSC.

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.

Implementation of restorative practices and district level classroom management strategies will help to grow safe and healthy relationships between students, staff members and the community as a whole. By utilizing prior years disciplinary reports OA can provide targeted services through preexisting trainings as well as trainings funded by this grant to provide whole district initiatives for SEL and mental health to meet the ever changing needs of our student body. These changes can be measured in a number of ways including documentation, collaboration and regular check-in's with staff and students alike to ensure goals are met.

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

At the end of the first quarter OA will have a time line, a detailed plan and flow complication in order to begin the roll out of the safer school grant for the 2024-25 school year. This includes the 1st meeting and minutes of the board that will assist in the application of the grant process ran by Dr. Jennifer Goodman (Superintendent of schools) and attended by those on the board to include the following: (Felicia Ozen - organizer and High school Director, Nicole Floyd - Elementary School Director, Stephanie - Middle School Director, Additional Employee - director of the Safer Schools Grant)

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second quarter OA will have begun the process of attending trainings for the grant application, hired the newest team member for the grant and began writing any verbiage that will help tie the newest SEL curriculum to the already existing Leader In Me program to establish a bridge between the two processes that will eventually grow our entire district.

Third-Quarter Benchmark

By the end of the third quarter OA will have begun initial implementation of the Safe Schools grant processes and teachers and staff members will be able to check in with those involved in the grant process to ensure proper application, realistic results and the opportunity to begin fine tuning the program to continue is success into the future despite the grants end.

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.

At the end of each month the SSSC Committee at Odyssey academy will collect data from the PLC meetings for each group of effected by the implementation of new trainings. The board will then gather to compare the data that was received and deliberate on any comments or concerns that are voiced by teachers in the classrooms. Changes will be made on a 9 weeks basis to coincide with the introduction of new units as well as the semesters end to coincide with the change of the school semester.

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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.

Odyssey Academy is particularly well equipped to participate in this process as there are three individual sites/campuses that contain each of the grade level requirements. In order to make the most of the process, Odyssey Academy-Bay Area will utilize their elementary school, Odyssey Academy-Galveston will use their High School, and Odyssey Academy -Texas City (second site of OA-Bay Area) will use their Middle school. This will allow each of the behavior personnel on campus to work with one specific focus group to collect the best data possible in an effort to grow the program across the District.

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

Since Odyssey Academy already has 100% commitment for our Leader In Me program, we expect minimal challenges in this area. Each of our campus leadership teams are all in for the growth of our students' mental health and social emotional well-being and learning.

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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.

In an effort with our Parent Lighthouse teams that are built by school Leadership we intend to engage our families as we do with our Leader In Me program. Parents and Guardians already work closely with teachers and staff to ensure student success via Leader In Me, allowing them to take part in the Safe Schools program will engage them in the mental health of their students as well.

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

Because we intend to hire an additional person to run the Student Support Program as well as develop a team based on our behavior staff and the leadership within the schools that are participating, we will not only have a functional team to work with but a group of people who genuinely want this happen. This will assist in all staff buy in, commitment, and support setting us up for the best possible success and student outcomes.

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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.

Because our plan consist of an additional hire to be the middle man for the program this will allow for each campus' behavior teacher to focus on their own campus and the teachers that they are working with. Having someone to work side by side with the leadership at each campus will allow for the best possible results based on the needs of each campus and allow for the best training possible through the TxSSC and Region 4. Currently, the behavior team follows the Texas School Safety protocols for threat assessments/positive student support at each campus. We meet quarterly to share what we need or issues we are having and discuss best practice as a team. Having additional resources and the opportunity to collaborate with additional professionals on the reasons behind the assessments will give our teams the upper hand that is needed in our current situation to best help kids before things become threat assessment "necessary".

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.

Odyssey academy currently has a partnership with the Family Service Center of Galveston County. If our students show signs of distress or the need for professional counseling we are able to refer them for personal and family assistance that can take place on campus in order to give them the best possible chance at success. All referrals go through the leadership on campus via the teacher who reports the concerning behavior. This allows everyone to be on the same page as we assist and support the students.

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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.

Unfortunately because of a lack of resources a majority of the training that has to do with the mental health and the social emotional well being of our students is reserved for those who deal with SPED students. Due to the rise in the number of SPED students across the district most trainings cater to them versus the general population of students. We do, though, work with R4 to find resources and supports to best help our students.

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.

Odyssey Academy is excited at the possibility of resources to grow our SEL program and the opportunity to support teachers and students alike in the growth of the Mental Health of all in the education system. This grant will allow for training and support in a much needed area for in our schools. We are also excited to give teachers a chance to learn and grow in a manner that allows them to enhance their positive relationships with their students no matter what they are going through because they have the proper tools to help.

9. Enter the LEA Total Enrollment:

1,600

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

4

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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" value="1,600"/>
2. Enrollment of all participating private schools	<input type="text" value="200"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="1,800"/>
4. Total current-year grant allocation	<input type="text" value="429,067"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="42,907"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="386,160"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="215"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="43,000"/>

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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.	SEL Specialist - Grant Funded through June of 2026	\$166,500
2.	Mental Health Therapist/Counselors funded through June 2026	\$180,000
3.	Additional work days for campus SEL/Stipend leads for 2024-2025 for training	\$4,500
4.	Additional work days for supt to work on project	\$1,200
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$22,193
7.	Required 10% of funds to the Texas Center for Student Supports	\$36,989
8.	Classroom Culture Trainer Certification	\$3,249
9.	NEDRP training Certificate and class	\$2,436
10.	Leader in Me Coaching Days for Restorative Practices and Classroom Culture	\$12,000

Supplies and Materials

11.		
12.		
13.		

Other Operating Costs

15.		
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		
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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

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