



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

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
Establish a stronger parental and family engagement plan to support the students' emotional, physical, and mental well-being.	1. Provide monthly parental engagement meetings, including student discipline and SEL/mental health supports. 2. Doral Academy will establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program.
Strengthening the Threat Assessment Committee.	Monthly safety meetings and trainings.
Reducing the number of out of school suspensions or in school suspensions.	1. Establish PBIS and common language for student expectations outlined in the Student Code of Conduct. 2. Establish a schoolwide system for stronger student anti-bullying campaign.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the 2025 school year, 100% of staff, students, families will receive safe, inclusive, and supportive learning environments by creating a systemic change in the way Doral Academy addresses and responds to bullying, violence, and acts of hate.

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

1. Parental and Family Engagement Plan - At the end of each quarter, SSST will analyze Parent Survey results, Parent Training Attendance Participation Rates
2. Threat Assessment Committee - At the end of each quarter, the SSST team will collect and analyze TEA's Data Collection Tool to identify trends in student disciplinary action and reason codes.
3. Reducing the number of OSS/ISS- At the end of each quarter, the SSST team will collect and analyze the number of incidents/referrals submitted by teachers to support classroom management through bi-weekly PLC's.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

- 1. Parental and Family Engagement Plan - At the end of each quarter, SSST will analyze Parent Survey results, Parent Training Attendance Participation Rates
- 2. Threat Assessment Committee - At the end of each quarter, the SSST team will collect and analyze TEA's Data Collection Tool to identify trends in student disciplinary action and reason codes.
- 3. Reducing the number of OSS/ISS- At the end of each quarter, the SSST team will collect and analyze the number of incidents/referrals submitted by teachers to support classroom management through bi-weekly PLC's.

Third-Quarter Benchmark

- 1. Parental and Family Engagement Plan - At the end of each quarter, SSST will analyze Parent Survey results, Parent Training Attendance Participation Rates
- 2. Threat Assessment Committee - At the end of each quarter, the SSST team will collect and analyze TEA's Data Collection Tool to identify trends in student disciplinary action and reason codes.
- 3. Reducing the number of OSS/ISS- At the end of each quarter, the SSST team will collect and analyze the number of incidents/referrals submitted by teachers to support classroom management through bi-weekly PLC's.

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 SSST team at Doral Academy will determine program needs on a quarterly basis to analyze and evaluate the needs, as compared to the ongoing interactions and observations. If the findings indicate that progress is not being met towards our goals, the SSST will:

- 1. Conduct meetings with all stakeholders to identify problem area(s) and to problem-solve.
- 2. Meet with teachers during PLC meetings to gather feedback from experiences.
- 3. Network with partner schools with proven success to collaborate and to share resources.
- 4. Engage school board directors in finding community resources and partnerships.
- 5. Enforce the CIM (Continuous Improvement Model) to address and revise areas of improvement to our Student Code of Conduct and Policies (as needed).

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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.

Doral Academy of Texas has only one campus that serves student in grades: PK - 7th. Doral Academy of Texas used the following criteria: TSDA PEIMS Summer Student Discipline Data: PDM3-130-001: Student Disciplinary Action Roster, PDM3-132-002: Student Disciplinary Action Detail by Reason, PDM3-132-003: Student Disciplinary Action Summary, PDM3-132-004: Student Disciplinary Action Detail by Incident Number, PDM3-132-006: Student Disciplinary Action Incident Counts by Reason Code, PDM3-132-007: Student Disciplinary Action Summary by SSSP Team Review.

In addition to Doral Academy of Texas student discipline State Policy and the TSDS PEIMS Data Standards.

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

On the onset of applying for the 2024-2025 Stronger Connections Grant, the campus leadership team and staff reviewed the Program Requirements and felt it would be beneficial for our district; the SSST team unanimously agreed and are committed to the success of this grant, which will directly improve student outcomes.

Campus leadership will provide data and rationale for the need of the grant, along with other supports, such as professional development and positive culture building. The SSST will conduct a shared values activity to identify the core beliefs of our staff members in order to create our SSST Vision and Mission statement. Once completed, the staff and students will sign a compact which outlines our behavior and SEL expectations, so that all parties, including families are accountable.

As part of the daily classroom walkthroughs, administration will be on the lookout for "look fors" of our shared values through class interactions Ongoing feedback will also be provided to the teachers and students of the month will also be celebrated to recognize students for making good choices.

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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.

Doral Academy will engage parents through ongoing communications, parent academy courses, and monthly curriculum nights. Doral Academy has an official chapter of Texas PTSA, and one of the areas for implementation is parent trainings and PTA will assist with partnering with presenters and field experts on mental health, social media safety, etc. for families to feel better educated and empowered in raising their children during these challenging times.

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

During each of our Quarter Bench marks reviews, every staff member will have an active role in providing input. During these scheduled Quarter Bench marks, data will be presented to measure our success or determine if modification(s) are needed to obtain the goal of our grant.

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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.

Doral Academy of Texas is a campus. new single campus charter school going into its second year of operation. The campus will be supported by providing Parental Engagement training specific to Student Discipline and SEL well-being. Student discipline can result in suspensions, mandatory or discretionary expulsions/placements into Disciplinary Alternative Educaiton Programs (DEAP)or Juvenile Justice Alternative Educaiton Programs (JJAEP). Specific and intentional professional development will be provided to the campus SSSP Team on Chapter 37 of the Texas Education Code and new TSDS PEIMS data elements.

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.

Doral Academy identifies student support needs through various methods, including anoymous reporting via the Anonymous Alerts app (posted on website) to report incidents of bullying, etc, through self-help by completing a form asking to meet with the cousnelor, teacher/staff referrals based on child safety concerns, and by using the student code of conduct/handbook to identify the referral codes. The school currently employs a full-time Licensed Social Worker who supports our transient student population, at-risk students, and identifies external mental/behavioral providers as deemed necessary on the student self harm assessments.

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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.

Leadership maintains open lines of communication with ESC13 for all professional development opportunities. Our counselor will attend all social-emotional trainings, staff will be required to complete trauma-informed learning practices, the school PE coach/Athletic trainer also conducts fitness exams for all students and we offer a variety of sports to enrich the whole child at Doral Academy. Our goal is to promote academic excellence to all students by providing a well-rounded curriculum, including SEL supports.

We will continue to search for PD opportunities for teachers and staff to attend workshops and conferences offered by ESC13.

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.

The SSST grant program will tremendously aid Doral Academy in solidifying our supports to students and families, as a second year program. We have established a good foundation, but there is room for improvement. It would be our goal to implement the following:

- Parent Resource Center - technology and trainings to educate families in supporting their child's education.
- PBIS system/Leader in Me - To engage all stake holders for a positive/proactive response and or approach, as opposed to reactionary measures. This will also further support our character development program.
- Improved Classroom Management - PD for all teachers to support verbal de-escalation, classroom expectations VS routines, improved student behavior (PBIS), and by creating a safe and nurturing learning environment. Students with special populations will also receive supports and the ongoing identification of students needs will be documented to support the ARD committee.
- Strengthening of Threat Assessment Team- Attend conferences and workshops to develop our skills and strategies for identification of student needs/warning signs.

9. Enter the LEA Total Enrollment: 370

10. Enter the Regional Educational Service Center that serves the LEA: 13

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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="370"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="370"/>
4. Total current-year grant allocation	<input type="text" value="572,250"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="572,250"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="1,547.00"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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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.	Counselor	70,000
2.	Grant Coordinator	70,000
3.	Parental Liaison	50,000
4.	Extra-Duty Pay	25,000
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	60,000
7.	Required 10% of funds to the Texas Center for Student Supports	100,000
8.	Teacher Professional Development	15,000
9.	Campus Leadership Professional Development	15,000
10.		

Supplies and Materials

11.	SSST Campaign materials (paper, ink, etc.)	15,000
12.	Technology - Computers and printer for Parent Resource Center	75,000
13.	Supplies and Material	20,000

Other Operating Costs

15.	Adoption of PBIS/ESL system	15,000
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.	Promethean Boards	15,000
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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
<input type="text"/>	
<input type="text"/>	
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