



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: The El Paso Education Initiative, Inc. - The Burnham Wood Charter School District

Campus name: _____ CDN: 071801 Vendor ID: 1742855052 ESC: 19 UEI: GULNB9GVKDL3

Address: 785 Southwestern Dr. City: El Paso ZIP: 79912 Phone: 915-584-4024

Primary Contact: Dr. Joe E. Gonzales Email: gonzales@burnhamwood.org Phone: 956-648-4578

Secondary Contact: Chloe Hopkins Email: chopkins@burnhamwood.org Phone: 973-220-5407

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name: Dr. Joe Gonzales Title: Superintendent Email: gonzales@burnhamwood.org

Phone: 956-648-4578 Signature: *[Signature]* Date: 7/17/23

Grant Writer Name: Chloe Hopkins Signature: *[Signature]* Date: 7/17/23

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

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are not** permitted for this grant.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Raise Attendance - Attendance rates have decreased steadily since 2019 when they were as high as 99%. Most recent reporting for 2023 shows 93.93%, lower than the state and region average.	We will be implementing a new data collection system to identify students who hit 3 absences and immediately work to target individual underlying causes of absenteeism and have make-up sessions on Saturdays in small group settings with staff trained for academic and behavioral health support.
Support EB- 52.2% of our students are categorized as Emergent Bilingual and this population has a language barrier resulting in lower standardized testing scores and limits on relationship building.	We will match Emergent Bilingual students with staff mentors to build relationships which will promote regular attendance at school, increased interest in academic achievement, and build language skills. Small group tutoring will also be provided as needed on a case management system.
Decrease Behavior Incidents - There has been an increased rate of discipline referrals over the 22-23 school year, with referrals doubling (100% increase) from Fall to Spring.	We will provide a school within a school program when students removed from class stay in school and up to date with assignments in a small group setting conducive to relationship building with trained school staff members providing both academic and behavioral health support.

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.

The Burnham Wood Charter School District will develop and implement a Student Support Program in August 2024 to promote the safety, security and inclusivity of all students that will result in increased attendance rates to greater than 98%, decreased discipline referrals and increased scores on assessments for our Emergent Bilingual population throughout the 2024-25 school year, involving small group tutorial sessions informed by our SSP Advisory Committee and led by staff trained to support student academic and behavioral health with quarterly benchmarks looking at both program progress and data for attendance, behavior incidents, test scores, student participation and school culture survey results, all of which will be used to guide and adjust our Student Support Program at each benchmark with a full program analysis conducted in June 2025.

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

November 15, 2023 - April 30, 2024:

1. Complete necessary transactions with Region 19 and the Texas Center for Student Supports to make sure planning and implementation of the program is underway and Student Support Program development is in process
2. Begin search and hire for Student Support Program Director and necessary staff
3. Communicate with all stakeholders the intents and purposes of the Student Support Program and build a parent, student, and staff advisory committee
4. Begin data collection and reporting system for attendance, behavior referrals, and student identification for mentorship, small group tutorials and case management

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

May 1, 2024 - October 31, 2024:

1. Student Support Program should be fully staffed with employees and contractors, and implementation has begun
2. Professional Development and reflection on trainings have been completed with Student Support Program staff and school leadership
3. Advisory committee has met and provided beginning of year feedback on the program with goals aligned to our needs assessment on attendance, behavior, and language needs of EB students for improved school culture
4. Use data collection and reporting system to analyze attendance rates, behavioral referrals, and standardized testing scores to refer targeted students to case management and small group tutorials based on this data
5. Send out a student and family survey for feedback on the Student Support Program and school culture

Third-Quarter Benchmark

November 1, 2024 - April 30, 2025:

1. Send out an end of the year student and family survey and hold an end of the year advisory committee meeting to gain feedback on the program
2. Use data collected in the in the data collection and reporting system to review if goals are being met on attendance rates, behavioral incidents, and benchmark academic and ELPAC testing data for EB students
3. Review data collected on participation in the mentorship program and small group tutorial data outcomes
4. Adjust program structure as needed to best suit student needs, and if progress is not as expected, evaluate program with Region 19 and the Texas Center for Student Supports
5. Make financial plan to continue the Student Support Program once grant funding ends

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 Burnham Wood Charter School District will engage in ongoing evaluation addressing attendance, behavior referrals, and test scores in each of the three benchmark timeframes listed above.

We will have monthly meetings with the Student Support Program personnel and school leadership to adjust the program based on feedback and data, along with quarterly advisory committee meetings.

We will assess the number of students being provided services through the Student Support Program and trends in attendance, discipline data, and academic and language gains.

We will conduct a survey after the Student Support Program has been implemented, around October 2024, to students and parents to evaluate program satisfaction as well as school culture and we will use feedback from the survey results to adjust to program as needed.

If our benchmarks or summative SMART goals do not show progress, we will use our resources at Region 19 and the Texas Student Support Center, along with data and survey results, to evaluate our administration of the program to see how we need to adjust our processes or our trainings to produce the positive changes we set out to make with the Student Support Program.

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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.

The Burnham Wood Charter School District only has 3 campuses - two elementary schools and one middle/high school. The plan would be to implement the Student Support Program at all 3 of our campuses: Howard Burnham Elementary, The Linguistic Academy of El Paso, DaVinci School of Science and the Arts.

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

The Burnham Wood Charter School District embodies a culture that makes the students the priority in decision-making and all current campus leaders have been promoted to their leadership roles within this student-centered culture. All campus leaders are committed to programs that provide support and create a better environment for our students, such as the Student Support Program. The campus leaders meet together at least once a week with the Superintendent to discuss district initiatives and student programming. School leaders implement these district initiatives at their respective campuses. If awarded this grant, meetings would continue where all campus leaders will meet regularly to discuss the progress of the Student Support Program and support each other, with the help of the Student Support Program staff and the Advisory Committee, to ensure the success of the program. Surveys sent out to all stakeholders will allow all students, staff, and families to provide feedback. Giving all stakeholders this involvement during planning and implementation will increase their commitment to making the Student Support Program successful.

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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 Burnham Wood Charter School District maintains regular communication with parents and families of students at all of our schools. As an open enrollment charter, families choose to send their children to our schools because they believe we provide the best educational environment for them. Many current students are the children of our staff or have been brought to us by staff members, so relationships and trust are pre-established. For other families, we have 3 district employees whose roles include family and parent engagement. As many families are Spanish speaking, the majority of our staff are fluent in Spanish to help parents and families feel comfortable within our district and are easily able to communicate needs. Using our relationships and communication throughout planning and implementation, allowing input, selecting uniquely qualified parents for the Advisory Committee and using guidelines from the Family Engagement Playbook, we can ensure that our parents and families support the Student Support Program.

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

Under the guidance of our Superintendent, school leaders will work with Region 19 and the Texas Center for Student Supports to come up with a vision for our Student Support Program and develop a plan for implementing it at the 3 campuses of The Burnham Wood Charter School District. Once the vision is established, we will determine the staffing we need and begin our search for the right hires. We are currently fully staffed at the District and all campuses, which is rare in many LEAs today. We have a mix of full time employees and contractual employees to provide our students with as many resources as possible. This provides us the luxury to move employees, if needed, to ensure that we have adequate staff to support the establishment and implementation of the Student Support Program. As we currently have it budgeted, we plan to use nearly 70% of the grant funds towards personnel for the Student Support Program. District and campus leadership will work with staff allocated specifically for the new program to provide a smooth implementation. Through embedded professional development and proper budgeting, we will plan to continue the program as long as data shows it is a benefit for our students.

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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.

All three of our campuses conduct behavioral threat assessments the same way. As soon as a potential threat is reported by staff, students, parents or anyone, we investigate it immediately. Our Safe and Supportive School Program team is composed of district and campus level employees, and led by our Superintendent. Our Director of Safety and Security communicates with appropriate security staff and community resources, if necessary, and two members of our district leadership team are assigned to investigate all incidents or potential threats. Information is always communicated with the Superintendent who will confidentially discuss such matters with district and campus leaders to inform, build capacity, and make a plan of action. This system will easily be incorporated into a student support team structure because staff from the Student Support Program will be brought into our behavioral threat assessment system. The incorporation of the Student Support Program will provide a more uniform way to track data and incident results, plus it will allow new mental and behavioral health interventions we have not yet had the training or capacity to implement. The case management aspect of the Student Support Program will allow the opportunity to follow up with student and family needs as determined.

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.

The Burnham Wood Charter School District identifies student support needs from staff, student, parent, or community observation and reporting. Once brought to the attention of leadership, further investigation within the district is conducted. We have an administrator who serves as the Social Emotional Learning Coordinator and he works with the counselors, principals, and nurses to best serve our student needs. At this time we do not have any partnerships with external mental health and behavioral health providers.

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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.

Currently The Burnham Wood Charter School District uses Region 19 for professional development, training, and information sharing to provide the best outcomes for 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.

This grant program could provide a full time, district level employee to focus completely on the social emotional learning of our students and assist with professional development of staff in this area. We know that it requires the eyes and ears of all our staff working together to maintain the safety and security of our student body. When someone observes behavior, attendance or academic issues with any student, the case management system implemented by this grant within the Student Support Program we develop will provide a comprehensive plan for students, providing external family support as well as mental health and behavioral health support that we have not had the capacity to offer. The program created with the grant will also allow us a more uniform data tracking system so we can make data-informed decisions to meet student needs, to see what is working, and to target our new grant-provided professional development to improve school culture to fit the needs and wellness of all students.

9. Enter the LEA Total Enrollment: 1516

10. Enter the Regional Educational Service Center that serves the LEA: 19

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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.	Program Director (\$50,000 of this will be our 5% match)	80,000
2.	Up to 3 Full Time School Counselors	210,000
3.	Stipends for Student Support Program work/duties	35,000
4.		
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.	Behavioral and Mental Health Support Services	100,000
9.	Contracted staff for the Student Support Program Small Groups	240,000
10.		

Supplies and Materials

11.	Data Collection and Reporting System Supplies and Materials	60,000
12.	General Supplies and Materials for Program Implementation	11,310
13.		

Other Operating Costs

15.	Professional Development Costs	30,000
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		
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Direct administrative costs: 20,000

Indirect administrative costs: 53,690

TOTAL GRANT AWARD REQUESTED: 1,000,000

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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

[Empty text box for section name]

[Empty text box for negotiated change or amendment]

[Empty text box for section name]

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