



2022-2024 T-STEM Planning and Implementation Grant
Competitive Grant Application: Due 11:59 p.m. CT, November 9, 2021

NOGA ID

Application stamp-in date and time

TEA will only accept 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

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 DUNS

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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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2022-2024 T-STEM Planning and Implementation Grant

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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
<p>T-STEM AT-RISK STUDENTS: 80% of Jubilee Brownsville (JB) students are low-income and 65% are at-risk. (TAPR, 2020). According to IPEDS (2020), students in these categories are statistically less likely to pursue postsecondary education opportunities.</p>	<p>Develop a T-STEM program to provide low income and at-risk students of Jubilee Brownsville (JB) flexibility and academic mentoring and access to STEM field specific educational opportunities and increase knowledge and confidence to successfully pursue STEM-related postsecondary education and career pathways (postsecondary certificate, industry based certification, work-based learning, etc.)</p>
<p>CAREER READINESS: 20% of JB students in 2020 were career or military ready compared to the state rate of 40%. Only 5% completed coursework aligned with industry certification compared to state rate of 56%.</p>	<p>Ensure T-STEM program includes IHE and local industry/business coordination to give Jubilee Brownsville's at-risk and low-income students access to equipment and activities statistically unavailable to them to include preparation and increased awareness for both postsecondary STEM field education and pathways.</p>
<p>ACCESS/AWARENESS: In 2020, 12% of JB teachers had graduate degrees compared to the state's 25%. No JB students (0%) graduated with an associate degree or Level I or Level II certificate.</p>	<p>Create a highly effective T-STEM program to include dual credit earning opportunities to enhance interest in STEM fields as well as provide students options to earn credits toward a STEM-related postsecondary degree or certification in a STEM field career while providing professional development opportunities for educators.</p>

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 Spring 2022, Jubilee Brownsville (JB) will plan and develop a T-STEM school-within-a-school model program to recruit, enroll and serve 100 students (grades 6th to 9th) who will engage in STEM-specific courses by the implementation year (2023-2024) by engaging a Leadership Design Team (LDT) of 16 members to guide, advise, design and monitor learning pathways that lead to STEM endorsements aligned to high demand industry labor market trends and local community needs assessment and forging critical partnerships with IHEs and local industries/businesses to increase postsecondary opportunities, create and offer STEM pathways including courses designed to promote STEM fields; and provide 100% of participating students the opportunity to receive 15+ college credits, certificates and/or certifications in STEM field , and participation in work-based learning.

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

In the first quarter (March 2022 through May 2022), Jubilee Brownsville (JB) will: 1) develop recruitment procedures for its school-within-a-school TSTEM model; 2) focus on supporting at-risk and low-income students; 3) create a lottery system for enrollment (25 per grade level from 6th to 9th for a total inaugural cohort of 100 students); 4) form a leadership design team to aid in planning and preparation for implementation as well as ensuring alignment to statutory and TEA requirements; 5) organize TSTEM pathway aligned and specific curricula; 6) coordinate 20 hours of professional development to prepare 100% of instructors for TSTEM pathways; 7) begin the process to obtain necessary credentialing to provide TSTEM pathway course instruction; and 8) evaluate wrap-around services and adjust to enhance, where needed, to maximize stakeholder involvement and meet needs of target population.

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

In the second quarter (June 2022 to August 2022) JB will: 1) continue curriculum and professional development planning; 2) leadership design team will begin to meet initially bi-weekly and then monthly to discuss and address tasks and issues that arise in the planning year; 3) work with local TSTEM instructors, IHE and industry partners to identify learning pathway courses for dual credit opportunities, including agreement and description of course instruction and the IHE credit hours to be achieved through completion of dual credit courses; 4) identify courses which, upon completion, will result in student degrees/certificate/certification earned; 5) align learning pathway to fully address regional workforce needs; and 6) delegate tasks associated with baseline data collection and communication of TSTEM program opportunities to students and parents in preparation for recruitment.

Third-Quarter Benchmark

In the third quarter (September 2022 to November 2022), JB will: 1) complete steps to obtain proper credentialing to provide TSTEM pathway course instruction by 100% of participating educators; 2) continue targeted 20-hour/year professional development; 3) finalize IHE and industry/business partnership discussion on TSTEM courses and subsequent IHE credit hours or industry/business certification to address regional workforce needs; 4) resolve outstanding issues or needs before conclusion of the quarter to guarantee preparation for implementation; 5) apply for designation to begin serving students in 2023-2024; 6) assess and adjust, where needed, wrap-around services for stakeholder involvement; and 7) communicate TSTEM opportunities and notify incoming cohort participants; and 8) perform a final planning year budget reconciliation.

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.

Jubilee Brownsville (JB), through Jubilee Academies Compliance Division, will conduct ongoing project evaluation for the TSTEM Academy through both formative and summative evaluation methods. **PROJECT MONITORING/DATA COLLECTION:** Multiple approaches will be used to gather qualitative and quantitative data to monitor planning and implementation activities. During the planning period, data will be collected through, but not limited to: records/meeting minutes/agendas of Leadership Design Team (LDT) monthly meetings and meetings between TSTEM instructors, Institutions of Higher Education (IHEs), and industry partners; logs/records of recruitment procedures developed and implemented; logs/records of JB educator professional development in TSTEM curricula; LDT, TSTEM instructors, IHE, and industry partners logs/records in identifying dual credit courses, courses that will result in certification, measures taken in obtaining credentialing to provide TSTEM pathway course instruction, and progress in applying for TSTEM designation for 2023-2024 school year; online stakeholder surveys (district survey tool) to assess engagement and involvement in planning activities by IHE, industry partners, parents, principals, teachers, and students; logs/records/online surveys of outreach and wrap-around services provided to students and parents in preparation for recruitment and enrollment. **REVIEWING BENCHMARKS/SMART GOALS:** Quantitative and qualitative data will be reviewed and assessed in a timely and ongoing basis to ensure continual progress towards benchmarks and SMART Goals. Stakeholder feedback will also be solicited both in person during regular meetings and through JB's online survey tool. **USE OF EVALUATION DATA TO MODIFY PROGRAM:** As part of continuous quality improvement efforts, the LDT and stakeholders (JB Administrators, educators, IHE, industry partners, parents) will meet monthly to review project data and discuss progress, accomplishments, challenges, and unforeseen aspects to project implementation. If program issues are identified or progress towards performance measures are not being met, a formal improvement plan will be implemented using stakeholder feedback and recommendations including evaluation (qualitative, quantitative) data to immediately correct deficiencies. Project modifications and improvement plan results will be discussed during follow-up monthly LDT/stakeholder meetings.

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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 2022-2024 T-STEM Planning and Implementation Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
4. T-STEM Academies will implement the design elements included within the 6 benchmarks of the model's T-STEM Blueprint and strive to fulfill the state standard for student success as measured by the outcomes-based measures.
5. T-STEM Academies will provide participating students with flexibility in class scheduling and academic mentoring.
6. T-STEM Academies will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
7. T-STEM Academies will allow participating students to complete a STEM Endorsement and post-secondary credentials (an associate degree, a two-year postsecondary certificate, or industry based certification), and complete work-based learning experiences for all grades in the T-STEM Academy.
8. T-STEM Academies will be provided at no cost to participating students.
9. T-STEM Academies will pilot the STEM Framework and use the STEM Planning Guide and the STEM Sustainability Tool as part of the grant reporting.

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Statutory Requirements

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

RECRUITMENT AND ENROLLMENT OF TARGET POPULATION: The Jubilee Brownsville (JB) Leadership Design Team (LDT) will enhance current recruitment and enrollment plans through a thoughtful comprehensive needs assessment and data driven practices to attract students identified at-risk, economically disadvantaged, having limited English proficiency, with identified disabilities, and/or who have failed state-administered assessments (as identified by state, and local data, STAAR, PEIMS, TAPR, etc.). Thus, JB TSTEM LDT will not exclude or discourage the enrollment of any students by devoting efforts to expanding current enrollment procedures by focusing on a timeline that begins in early winter (December/January) to recruit the target population of traditionally undeserved students and student subpopulations that are at greater statistical risk of secondary non-completion and matriculation to postsecondary education for participation in TSTEM. According to Tabizi & Shikholeslami (2020), students meeting these criteria placed in programs that emphasize dual credit obtainment and early endorsement of postsecondary pathways have been shown to increase rates of graduation and matriculation. Additionally, gleaned from the research of Shillingford et al., (2017), dedicated STEM-focused curricula and organization have been associated with the promotion of STEM career development among students and parents of color. As such, JB LDT will reinforce recruitment procedures dedicated to securing enrollment of students in historically underserved and minority populations. Because JB TSTEM will launch at the middle school level (6th grade), counselors and identified TSTEM and CTE instructors will directly contact students currently enrolled in early grade levels in order to concentrate on those students who may be historically under served. **RECRUITMENT PLAN OF ACTION:** Recruitment and outreach information will be disseminated early in the Fall semester through a multitude of measures to ensure it is easily accessible by local students, parents, and families. Upon grant award, JB, partners, and TSTEM staff (upon hire) will work with feeder schools, local community, and other educational entities to disseminate program information and implement an extensive marketing and community recruitment and outreach initiative. Enrollment into the TSTEM Academy will be open to all eligible students. To address the increasing demand for professionals in the STEM field in JB's geographic area (Workforce Commission, 2021), outreach and recruitment strategies will acknowledge and address correlations between socioeconomic disadvantage and comparatively lower performance on STEM-related assessments (Rozek et al., 2019). **RECRUITMENT METHODS:** The JB LDT, along with stakeholder input will collaboratively design recruitment methods that specifically account for communication procedures made widely available to parents of target students through the following, but not limited to: phone calls, emails, social media outreach, information to be taken home by currently enrolled students, websites and social media pages; Create and distribute informational flyers, brochures, and district newsletter (electronic and hard copies) to partner organizations, students, parents, families, caregivers, teachers, and community; Distribute flyers and posting of informational posters throughout local neighborhoods and communities; Public service announcements and press releases; Post information in local newspapers; and conduct announcements and presentations at new student and parent orientations in participating campuses, monthly and quarterly School Board meetings, and PTSA meetings. All recruitment materials (written, electronic, etc.) will be printed in both English and Spanish. **RECRUITMENT TIMELINE:** JB will begin early awareness in the Fall Semester (October to December) and then host recruitment drives on an ongoing basis in early Spring (January/February). Additionally, widespread dissemination of recruitment materials will occur in the Spring/Summer from April to June 2022 (aligned to second quarter benchmarks and enrollment window). Recruitment materials will center around TSTEM opportunities and learning pathways that enable a student to have an aligned STEM pathway from middle school to high school courses where they will have postsecondary opportunities such as, but not limited to, potential for earning certification or college credit hours, reducing overall cost associated with subsequent college tuition. Lastly, the JB LDT will create marketing materials during the second quarter of the planning year and will begin to disseminate them during the third quarter of the planning year to gather sufficient interest in the TSTEM program to successfully enroll 100 participating students to begin the TSTEM pathway in August of 2023. **ONGOING RECRUITMENT:** Parental and community involvement is correlated with higher graduation rates and performance on standardized assessments as compared to students in public education (Caldas et al., 2019). As such, JB's ongoing recruitment plan will consist of, but not be limited to: holding ongoing presentations and town hall meetings; and posting informational displays at campuses, community centers, and sports/recreational centers, etc. Marketing strategies will be widespread as part of the TSTEM branding process.

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Statutory Requirements (Cont.)

2. Describe the learning pathway that the school is planning to offer and how it expands upon current offerings. Include how the learning pathway will enable a student to have an aligned STEM pathway from middle school to high school courses where they will have postsecondary opportunities and identify crosswalks, sequence of courses, degrees/certificate/certifications earned, and STEM work-based learning that will be available in each grade level served in the T-STEM Academy to students at every grade level. Describe how the selected learning pathway will address regional workforce needs.

EDUCATIONAL PARTNERSHIPS: JB is dedicated to the goal of offering every TSTEM Academy enrolled student a rigorous and achievable learning pathway through secondary education toward postsecondary opportunities. JB has experiential knowledge in and has prior articulation agreements (described further in next section) in place with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25. Aligned to the JB TSTEM vision and goal, Texas State Technical College (TSTC) is the strategically selected TSTEM partner that will provide students with technical, academic, and STEM fluency skills needed for a smooth transitional experience to postsecondary and the workforce. Students will be offered programs of study and science/ math courses that enables a participating student in grade levels 9–12 to combine high school courses and postsecondary courses. Additionally, students will engage in technical training and dual credit opportunities to earn credits transferable to TSTC upon graduation and in conjunction with the Career Technical Education (CTE) program. Students will also have the opportunity to not only earn a high school diploma with a STEM Endorsement but also simultaneously earn industry certifications, level 1 or level 2 certificates, and/or an associate degree on or before graduation at no cost to the student. **INDUSTRY PARTNERSHIPS:** JB will partner with various industry leaders (i.e., Elon Musk Foundation, (Space X), Texas Instruments (TI), etc.) in the STEM field to provide students access to information and authentic hands-on training for STEM occupations in the areas of health care, medical fields, engineering, and technology. JB TSTEM Academy will also partner with Texas Instruments (TI) to advance science, technology, and mathematics education through creativity, innovation, and engagement activities. JB TSTEM Academy will expand upon current CTE/STEM Endorsement offerings to further involve problem/project-based learning and STEM design challenges, while aligning practices to the T-STEM Blueprint, and local high demand high age STEM field careers, by prioritizing technical training and/or work-based experience for target students. TI understands that STEM learning increases student performance, thus, JB STEM Academy will focus efforts on increasing learning pathway opportunities for its most economically disadvantaged and historically underrepresented students of color. **PATHWAY RESULTING IN DEGREE/CERTIFICATION:** JB TSTEM will: (1) offer dual credit courses, (2) support students to in enroll and succeed in college classes, (3) foster pathways that allow students to earn associate degrees, (4) partner with institutions of higher education (TSTC, etc.), and provide a detailed sequence of courses to earn an associate degree (2 year) that leads to a baccalaureate (4 year) through an established articulation agreement (MOU) outlying the critical course sequence pathway without duplication, etc. **SEQUENCE OF COURSES:** Overall, further development of STEM work-based education and enhanced opportunities for students will result in: students receiving credit hours over the course of their enrollment in the TSTEM Academy, with up to 9 credit hours earned in their freshman year (e.g., English, Algebra, Biology), 12 credit hours in their sophomore year, (e.g., Geometry, World History, Chemistry) 23 credit hours in their junior year (e.g., Composition, Biology with Lab, US History), and 16 credit hours in their senior year (e.g., US Government, British Literature, Physics and Lab), for a total of 60 credit hours. As noted, these 60 credit hours will be sufficient for achievement of an associate degree upon graduation, application of credit hours toward a baccalaureate degree, and/or Level I and Level II certifications toward STEM field occupations, etc. **ADDRESSING REGIONAL WORKFORCE NEEDS:** Integral STEM Learning pathways and associated partnerships will directly impact STEM-specific needs in the community. In fact, in the target area, STEM-related opportunities are anticipated to increase between 30% (health and personal care) and 75% (insurance agencies and brokerages) over the next ten years. The recent and increasing presence of the Elon Musk Foundation, Space X (49.3 acre control center), and subsidiaries in the area that design, manufacture and launch advanced rockets and spacecraft have exponentially inflated the need for engineering, mathematic, and robotic occupations, priming the JB TSTEM Academy to become a leading supplier of a pipeline of STEM-field professionals availing high wage positions in demand positions, while simultaneously addressing workforces needs.

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Statutory Requirements (Cont.)

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

Jubilee Brownsville (JB) will work in cooperation with its long established partner and Institute of Higher Education (IHE), Texas State Technical College (TSTC), through an articulation agreement. TSTC is accredited to award associate degrees and certificates of completion by the Commission on Colleges of the Southern Association of Colleges and Schools, which is recognized by the Texas Higher Education Coordinating Board (THECB) in accordance with 19 Texas Administrative Code (TAC) §74.25. **ARTICULATION AGREEMENT:** In partnership with TSTC and industry partners, JB's T-STEM Academy will provide a blended pathway including STEM CTE Programs of Study and rigorous academic dual credit courses leading to stackable STEM Industry Based Certifications, Level I and Level II certificates, and/or a STEM associate degree. The articulation agreement will provide participating students access to postsecondary educational and training opportunities at TSTC and will address: • Curriculum alignment, • Instructional materials, • Instructional calendar, • Programs/courses of study, • Student enrollment and attendance, • Grading periods and policies, and • Administration of statewide assessments. JB will utilize the credit articulation guide adopted by our school board which outlines which courses qualify for dual credit. The articulation agreement will also outline embedded industry certification opportunities provided within the coursework. TSTC educators will provide T-STEM Academy course instruction and classes will be scheduled in conjunction with TSTC's calendar to support the courses of study outlined in the articulation agreement. Students will be provided course outlines in their courses of study under the advisement of both the high school counselor and TSTC advisor. Students who complete the course of study will earn both a high school diploma and a 2-year associate's degree and will have the opportunity to complete industry certifications. **LEADERSHIP AND ADVISORY TEAM:** IHE representatives will also serve on the Leadership Design Team (LDT) and advisory team to provide support and guidance to the T-STEM Academy in resource acquisition, curriculum development, work-based learning, and leverage the STEM EcosySTEM to provide in and out of school experiences to ensure students develop critical academic, technical, and STEM fluency skills needed for the STEM career pipeline.

4. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.

Jubilee Brownsville (JB) has established and will maintain a strong partnership with business industry leader Texas Instruments (TI) through a memorandum of understanding (MOU). TI is global semiconductor company and leader in the STEM industry, designing, manufacturing, testing, and selling analog and embedded processing chips and semiconductors in various markets including industrial, automotive, personal electronics, communications equipment, and enterprise systems. Through the MOU, TI will: • Provide 100% of participating students access to appropriate work-based education at education at every grade level; • Address regional workforce needs; and • Review the MOU at least every two years and update as necessary. The MOU with TI will fulfill the requirements of this grant as well as outline roles and responsibilities, in-kind match, and formal and informal work-based learning experiences for students in every grade of the T-STEM Academy. With the support of TI, JB's T-STEM Academy will pair academic and technical skills with authentic STEM work-based learning experiences aligned to the student's area of focus and at each grade level in the T-STEM academy providing students with clear pathways to regional employment opportunities in response to local workforce needs. Through flexible scheduling and creative course-design, T-STEM Academy students will participate in regularly scheduled, real-world work experiences that will give them an advantage in their post-secondary careers. **LEADERSHIP AND ADVISORY TEAM:** TI will also serve on the Leadership Design Team (LDT) and advisory team to provide support and guidance to the T-STEM Academy in resource acquisition, curriculum development, work-based learning, and leverage the STEM EcosySTEM to provide in and out of school experiences to ensure students develop critical academic, technical, and STEM fluency skills needed for the STEM career pipeline. The LDT will meet regularly with both IHE partner Texas State Technical College (TSTC) and TI to further cultivate these relationships and to maintain scheduling that meets the needs of all three entities as well as T-STEM Academy students. T-STEM Academy staff will work with students to ensure that they are put on a rigorous, yet reasonable track to their TSTEM graduation.

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TEA Program Requirements

1. Describe the current leadership team. Include a list of the individuals, their title, and their stakeholder group. Also, include how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

JB will work in cooperation with IHE partner Texas State Technical College (TSTC) to establish and maintain a Leadership Design Team (LDT) to guide the campus to begin serving students attending the T-STEM Academy and provide leadership for T-STEM programming. Membership will consist of high-level personnel with decision-making authority from TSTC and Jubilee's charter system as follows. • Jubilee Superintendent, Dr. Kevin Phillips, will be the primary liaison between Jubilee's CEO, Board, and T-STEM Academy as well as IHE partners. He will maintain and sustain JB's current partnership with TSTC and will develop and sustain a relationship with a 4-year IHE, to be determined during the Planning Grant. • Associate Superintendent, Dr. Alicia Bolt, will oversee T-STEM Academy operations and curriculum development from the charter leadership level. She will work in partnership with JB's Principal and academic counselors to ensure the T-STEM Academy is fully implemented as designed, will provide continuous monitoring, and maintain ultimate responsibility for achievement of goals, benchmarks, and performance measures. • JB Principal, Ms. Cecilia Septimo, will be responsible for campus-level achievement of all grant benchmarks and outcomes-based performance measures, and will serve as a liaison between IHE partners and campus staff. • Chief Financial Officer (CFO), Rene Gallegos, will ensure grant funds are effectively and efficiently coordinated with other school initiatives, ensure all grant activities are supplemental to existing dual credit efforts, and will prepare all required TEA financial reports. • IHE Partner Representatives may include Department Chairs and/or IHE liaisons to the Academy who will provide support and guidance in curriculum development and course planning. Jubilee's Superintendent, Associate Superintendent, and IHE partners will assume shared responsibility for: annually reviewing articulation agreement for needed revisions; meeting outcomes-based measures; and providing annual reports to Jubilee and IHE boards. The LDT currently meets the first week of every month and will continue this schedule for the 2021-2022 school year. The LDT will meet monthly to address issues of design, implementation, ongoing implementation, sustainability, operations, and continuous improvement.

2. Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support the T-STEM Academies.

CURRENT WRAP-AROUND STRATEGIES: JB currently offers evidence based student wrap around supports and services to strengthen academic and social/emotional skills necessary for high school and college readiness aligned to the needs of its diverse target population to be successful in rigorous academics, etc. Authentic college readiness experiences through dual credit courses allow students to gain experience with postsecondary instruction and learning. Critical partnerships (i.e., AVID, College Labs, etc.) are also in place to support advising, mentoring, tutoring, social emotional and academic support. Dual credit courses currently in place provide engagement and support between students and IHE partners. Local business and industry involvement offer services with annually scheduled activities and events which bring the school, community, students, families, and business members together for a various shared initiatives (i.e. STEM advising and career days, etc.). JB also offers daily advisory periods and before, during and after tutoring sessions for students. A strong parental involvement program is also in place through monthly meetings of the parent-teacher organization (PTO) and ongoing communication with parents about opportunities and resources for students. Consistent communication protocols are also integral to wrap around services by providing students a multitude of resources conducted through school website updates, social media posts, and printouts sent home with students for parent and family review. **ADDITIONAL STRATEGIES:** JB aims to add to and overall enhance wrap around services and TSTEM partnerships. JB will increase industry and business stakeholder involvement to join students with work-based, hands-on experiences. These experiences will engage students, directly impact the local workforce and address the increased need for STEM-field professionals in the coming decade. JB is committed to maximizing wrap around services for all students. In fact, in partnering with industry partners like Texas Instruments benefits will be gained from authentic real-world work-based experiences. Lastly, parental involvement will be enhanced through, but not limited to, offering ongoing workshops and seminars educating parents on their child's options in STEM-field and TSTEM Academy opportunities, etc.

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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.	Stipend for duties outside school year and beyond school day	\$30,000
2.	Substitute pay so teachers can attend targeted professional development	\$21,500
3.		
4.		
5.		

Professional and Contracted Services

6.	T-STEM planning development curriculum and consultant	\$10,000
7.	Teacher credentialing (4-yr IHE partner) specifically related to identified programs of study	\$15,000
8.	Activities related to STEM work-based learning, internships, capstone, etc. (Local Workforce)	\$10,000
9.	Activities/PD to increase participation in dual credit courses and STEM pathways	\$14,150
10.		

Supplies and Materials

11.	Supplies and resources for TSTEM planning activities and advisory council, etc.	\$30,000
12.	Equipment and technology resources for TSTEM planning and development	\$18,000
13.	Resources for convening advisory council and leadership teams (general office supplies)	\$2,500
14.		

Other Operating Costs

15.	Travel for leadership and STEM instructors (campus visits, training, externships, etc.)	\$1,000
16.	Day trips for students (IHE visits, STEM work-based learning beyond classroom, etc.)	\$1,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$6,850

TOTAL GRANT AWARD REQUESTED: \$160,000

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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
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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