



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
- 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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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
Provide Industry based Certifications I and II for in demand industry need such as 1) Auto desk certified professional or user in AutoCAD. 2) Microsoft office Specialist Word 3) OSHA (30 hours general Industry) 4) welding 5) Refrigeration. At No cost to Students.	Offer work based learning experience at every grade level, internships, and job shadowing opportunities with local industry partners such as Greater San Antonio Works to train students on the in demand jobs. Ensure comprehensive wraparound services to point out students job preferences such as career and college advisors, high school counselors, and peer support.
Build a maker Space/ workshop to provide CTE/STEM students with Welding, Carpentry, Model making, and 3 D printing Skills needed to succeed at the industry jobs and trades on demand.	Provide/build a space on school premises to create the workshop/ maker-space facility. Buy the equipment, tools, and machines needed (Welding, carpentry,...etc). Hire new teachers who can teach those skills or train current teachers to master those skills.
Assign 6-8 grades experiences in STEM to direct the students to choose a High School pathway starting 9th grade.	Offer more middle school STEM based classes such as coding (Python, Blueberry pie...etc), computer science, cyber security, multi media to better prepare students for high school pathways.

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.

Brooks Academy of Science and Engineering (BASE) major goal is to provide our students (Grades 6-12) with technical, academic, and STEM fluency skills needed for smooth transition to postsecondary institution and the work force. Students will be provided the opportunity to earn high school diploma with a STEM endorsement along with earning industry certification Level 1 and 2, and an associate degree on/or before graduation at no cost to students. In academic years 2021- 2224, BASE will be implementing STEM Blue prints, we will be able to enroll _____ students per grade levels 6-12 into the t-STEM Academy: Engineering, Cyber Security, and multi media Pathways that align with the industry needs, provides real-world work experiences at every grade level, marketable credentialing, and seamless transition into a competitive market.

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

* BASE will develop, Renew, and execute MOU's with Industry partners and IHE from previous years and possible partners for this academic year.* BASE will collaborate with local workforce development board to define local workforce needs in STEM careers.* Determine a space for a maker/workshop space on school premises within the existing buildings or to provide a new space/building on the school property adjacent to school existing buildings. *Research and visit local vocational schools (as a reference) for assistance to complete a list of equipment, tools, and supplies for the maker space/workshop (Welding, carpentry,3 D printers,...etc) * Provide an itemized list of costs and prices for purchasing purposes for the previously mentioned equipments and tools for the maker space/ workshop. * Plan a T-STEM leadership meeting schedule and agenda.* Plan for the first BASE T-STEM Fest.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

* Plan with our IHE partner to provide industry certifications such as "Micro Soft office Specialist Word" and "Auto desk certified professional or user in AutoCAD" * Begin the RFP and/or bid process to purchase the Maker space/ workshop equipments, tools, and supplies. * BASE will implement a structured data collection to determine student's strengths and weaknesses to develop individual instructional support plans.* Plan, develop, and offer PD for T-STEM teachers and staff. *Plan and develop recruitment methods, events, calendar, and procedure for the T-STEM academy.* Renew the T-STEM Recruitment application for the next academic year.* Provide more work-based learning inside and outside the classroom such as facility visits, guest speakers, presentations, career information, career fairs, informational interviewing, job shadowing, internships, and mentoring.*

Third-Quarter Benchmark

* Continue proving our T-STEM Academy teachers and staff with the proper PD that will enhance the level of STEM education and provide teachers with the skills to help create future thinkers.* Follow up with the implementing plans, bidding on equipments, tools, and supplies, to hiring the skilled staff required to start the future maker/ workshop space.* Plan and finalize for the summer bridge program. * Plan next year T-STEM curriculum, project based activities, schedules, with industry partners.
* Continue with our advisory board meetings to solicit feedback on our T-STEM evaluation and performance from climate to implementing and enhancing existing and adopting T-STEM bench marks.

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.

BASE will utilize a continuous cycle of planning, implementing, review, and back to planning approach for each data set, with a determined effort to implement and evaluate the effectiveness of our school STEM programs. We will enlist our staff to access and self evaluate the progress of their student's in the STEM programs with reflections on what went wrong, and how fix or improve it. This data will be shared among all programs including STEM programs for mutual support and reflections. Administration and leadership team will use this information to help teachers better their teaching skills through the instructional specialists, intervention, mentoring and coaching. This data will help in realigning courses vertically as well as cross-curricular. Modifications should be applied immediately after data revision and evaluation to ensure proper scaffolding of individualized student's graduation plans.

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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.

Brooks Academy of Science and Engineering (BASE) will continue to recruit students through the the Brooks Academies k-12 pipeline through student interest presentations, parent meetings, career fairs and orientation. BASE is promoted through Billboards, area charter school fairs such as Families Empowered, and social media organizations such as San Antonio Area Charter Schools, and school produced social media.

The recruitment and enrollment plan at Brooks Academy of Science and Engineering is as follows. Leading up to our application window, we are actively participating in community events, Back 2 School Bash with Salem Surround and Back 2 School Expo at the Alamo dome when allowed- passing out promotional material- information and instructions on how to apply and trying to generate brand recognition is at the top of the list for these items.

During our application period we are active with outdoor advertisements, like over the street banners, advertisement in high traffic areas like shopping malls and flea markets and trying to be participants in any community event possible to maximize branding. We utilize digital display advertisements with a call to action on high traffic websites. In which it constantly is finding the best combination of phrases and images to optimize the campaign. It is crucial to have an interactive and streamlined website, that is easy to use and follow and leads visitors to your application. Participation in local community groups that focus on the school choice movement have shown to be beneficial to our campus. Participation in other hyper local publications has yielded positive results as well.

To better serve the target population, which is comprised of a majority Hispanic/Latino population, the campus will host community information nights, in both English and Spanish, to better communicate with our demographic. Recruitment Fliers and brochures in both English and Spanish are provided for the community.

The marketing strategy of Brooks is varied, coordinated and unique. Each campus has a different specialization ranging from STEM to a Dual Language Program. Prior to the beginning of the academic year, staff from the District and the Academics discuss what goals they would like to accomplish, a recap of previous strategies and projects, and an overview of the budget. Using data and analytics to determine what was the most effective medium is crucial in guiding the strategy for the year. These meetings happen quarterly at a minimum. From that point, Brooks tackles the challenge of brand recognition amongst the public and attracting and retaining interest on the campuses until the application season begins in November. Marketing in San Antonio, amongst some larger competitors can prove difficult, but Brooks succeeds by finding its niche. With a combination of print, broadcast media (both traditional and Online) and digital advertisements, Brooks gets a broad range of coverage not only geographically but also demographically. Whether it be a free magazine in a grocery store, or a commercial touting Brooks' Online learning experience, it leaves no stone unturned.

An easy to use application and enrollment service promotes completion of the processes. Retention of applicants to convert them to an enrollee is a crucial but often overlooked, part of the process. Encouraging applicants to like and follow social media pages and including them in monthly newsletters for current families gives them a glimpse inside but also makes the

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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.

Brooks Academy of Science and engineering (BASE) main goal is to ensure that our students will be successful in the classroom and in life. BASE is offering 6-12 grade rigorous STEM curriculum aimed to help students acquire knowledge and develop critical thinking and problem solving skills to be successful in and out of the classroom. BASE T-STEM 6-12 grades program focus on providing our students with leadership and responsibility skills besides academic success through training, internship, and exposure to work-based learning. BASE is offering STEM , STEM 2, Fundamentals of Computer Science, and Robotics for grades 6-8. those classes will prepare middle school students to have a smooth transition into high school STEM pathways. High School Pathways are below:

STEM ENGINEERING
 9th Principles of applied Engineering
 10th Engineering Design and Presentation I
 11th Engineering Design and Presentation II
 12th Advanced Engineering Design

CYBERSECURITY
 9th Principles of Information Technology
 10th Computer Science I
 11th AP Computer Science
 12th Practicum in STEM

DESIGN AND MULTI MEDIA
 9th Digital Media
 10th Gaohic Design
 11th Digital Arts
 12th Career Prep

Students will be able to graduate with a high school diploma with one of the endorsements with industry certification 1 or 2 along with an associate degree on/after graduation that can be transfered to a 4 year university. BASE partnered with an industry partner "Cox Manufacturing" to identify local areas of need within the identified high wage, high demand career fields, and to provide students with a well-rounded Industry Orientation. Cox Manufacturing agreed to 1) be a setting member on the school's T STEM advisory committee to guide the Engineering Program/ Curriculum in coordination with our IHE.2) Provide on site visits to the company for our 6-12 students.3) Provide guest speakers (engineers and Technicians) to our program. 4) Provide opportunities for job shadowing and unpaid internships with staff supervision and following required state WBL requirements. 5) Provide mentors to students on their related engineering based projects. 6) Provide limited summer teachers training and extern ships. 7) Provide selected program support in materials. BASE partnered with Palo Alto college as IHE. Together with Cox manufacturing, we will provide our students with a well rounded college industry orientation.

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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.

Palo Alto College
 Students at the T-STEM academy will be provided a rigorous curriculum beginning 9th grade which will afford them assured TSI passing rates by the 11th grade. They will follow one of the pathways listed above with specialized electives by building coursework towards a desired endorsement. Students will be tested for college readiness beginning of 9th and 10th grade transition to college-level courses in grades 11 and 12. College courses are articulated to cover TEKS and Palo alto rigor. Modalities include in person and on line instructions at BASE, and even at Palo Alto college. Students will have the opportunity to attain a HS diploma demonstrating a distinguished level of achievement with an associate degree and/or level 1 or 2 certificate at Palo Alto College.
 Students at the T-STEM academy will be advised both through the college and career readiness offices and through career prep or practicum courses. Students in 9th grade will be provide a graduation plan including their desired graduation outcomes such as diploma type, college courses, and certifications. Students will meet annually with the CCR department at BASE to update progress and college credit requirements. Palo Alto college requires advising at 3 hours, 15 hours, and 30 hours to assure that courses are leading to an associates and then to a Bachelor's degree. The College and Career readiness department at BASE works closely with Palo Alto , even have the right as an observer in the college portal.
 Palo Alto College requires assessment data to pre-enroll students in AGCM courses to ensure they are reading and calculating on a college level. They also require Satisfactory Student Academic Performance with a 2.0 or higher GPA. Students are attend regular advising and have support through regular advising to ensure they stay on track. The college and the high school have regular meetings and consortium to encourage active communication. The high school college and career readiness counselor has access to review student grades and credits at the college level.

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.

COX Manufacturing
 Cox manufacturing agrees to provide the following roles and responsibilities in partnership with Brooks Academy. 1. Provide a sitting member on the school's T STEM Advisory Committee to guide the Engineering program/ curriculum in coordination with our IHE. 2. Provide on-site visits to the company for our students from middle school through high school. 3. Provide guest speakers (Engineers and technicians to our program students and larger grade level audience.) 4. Provide mentors to students on their related Engineering based projects. 5. Provide opportunities for job shadowing and unpaid internships with staff supervision and following required state WBL requirements. 6. Provide limited summer teacher training and externships. 7. Provide selected program support in materials (in kind) and /or monetary
 Students in middle through high school will receive services from the business partner through mentorships, guest speakers, student and program support, As the students in a program of study enter into their 11th-12th grade year, they will be afforded an opportunity to sign up for job shadowing (11th) or internship (12) through the CCR office. Students will be counseled on their roles and expectations as well as those of the associated site partner. Students will be reviewed on their academic standing, in general, and in their program of study. Participation of students assignment to a business partner will only be limited to what the business partner can reasonably accommodate based on their ability to provide adequate supervision, and any related health and safety issues.

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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.

LEADERSHIP TEAM: Meets Monthly		
Lisa Schutz	Superintendent	PK-12
Bonnie Salas	School Principal	PK-12 BASE
Latasha Washington	School Assistant Principal	6-12 BASE
Ghada Homoud	STEM Instructional Coach	PK-12 BASE
Virginia Moore	Career and College Counselor	6-12 BASE
Stephanie Rivera	Upper School Instructional Coach	6-12 BASE
2021-2022 LEADERSHIP MEETINGS (Already been held and upcoming)		
September 21, 21	Homoud&Moore	Informational meeting
October 8, 21	Homoud&Moore	Planning Annual Calendar
November 2, 21	leadership Team	Review upcoming Educate Texas Meeting T-STEM File Update
November 17, 21	Leadership & Edu- cate Texas	Initial Meeting- Agenda will be sent before the meeting for review
December 2, 21	Homoud&Moore	Update T-STEM File Update
December 8, 21	Leadership Team	STEM Fest Update T-STEM Files
January 13, 22	Leadership Team	OBM T-STEM Recruitment
February 10, 22	Homoud&Moore	T-STEM Renewal Application
February 16, 22	Leadership Team	T-STEM Renewal and Recruitment Application

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.

BASE observe closely students performance in middle school and High school through data reviews and evaluation both in success and struggles to ensure the smooth transition of middle school students to high school, and to college level courses (Dual Credit). Advisory Activity description is as follows:
 Daily: Class Advisors in Advisory periods(30 minutes right after lunch)review student academic progress and required corrective actions, career guidance.
 Weekly: Counselors meet with students regarding all social, emotional, and academic needs and concerns.
 Monthly: IHE partners (Palo Alto) Academic counselors meet with students as required by our college partners' policies for Academic Success and Progress. Students have access to all IHE systems, programs, and offices for social and emotional college support. Counselors also provide guidance programs as required by the district, state, and federal guidelines on a monthly or quarterly basis.
 Yearly: Students select upcoming courses under a planned graduation plan approved by the CCR counselor along with a review of academic standing and progress towards graduation (Start 9th grade), college credits and certifications. In the 9th grade- 10th grade bridge students go to career signing ceremony to indicate their career goal and commitment to completing all requirements by graduation.

Academic Services: Academic Enrichment program by HB 4545 is provided to assist students in math and reading who didn't meet academic goals last year. 30 hours of afternoon tutoring by a certified teachers to bridge the academic gap in math and reading according to data analysis.
 Regular tutoring in all subjects is required weekly to all students.
 GT, 504, and special population kids needs' are addressed by a specialized staff.
 Social and emotional needs are supported by after school clubs and extra curricular programs and sports.

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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.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	PD for T-STEM leadership, teachers, and staff	\$7,000
7.	Students transportation to IHE	\$2,500
8.	T-STEM teacher's and staff certification	\$2,000
9.	Substitute teachers for T-STEM teachers attending PD	\$1,000
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	T-STEM academy Tools, Equipment, activities, and supplies.	\$20,000
12.	Curriculum for STEM courses	\$20,000
13.	Maker space tools, Equipment, tools, space, and supplies.	\$70,000
14.	Technology	\$13,000

Other Operating Costs

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

Direct and indirect administrative costs:		<input type="text"/>
TOTAL GRANT AWARD REQUESTED:		\$135,000

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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"/>
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