



**2022-2024 Early College High School (ECHS) Planning and Implementation Grant  
COMPETITIVE GRANT Application Due 11:59 p.m. CT, November 9, 2021**

NOGA ID

Authorizing Legislation **GAA, Article III, Rider 48, 87th Texas Legislature; TEC 29.908(b) and TAC 102.1091**

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](mailto:competitivegrants@tea.texas.gov)

Application stamp-in date and time

Grant period from **March 1, 2022 – June 15, 2024**

Pre-award costs are not permitted.

**Required Attachments**

All attachments listed on pages 15-16 of the Program Guidelines.

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
 Address  City  ZIP  Phone   
 Primary Contact  Email  Phone   
 Secondary Contact  Email  Phone

**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
- NCLB 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.

**Shared Services Arrangements**

SSAs are **not permitted** for this grant.

**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
COLLEGE and CAREER READINESS: In 2020, only 58% of Jubilee students were college ready compared to the state average of 73%. 24% were career or military ready compared to the state average 40%. 18% were at/above SAT/ACT results, compared to the state's 36%	Develop an Early College High School within Jubilee Wells Branch (Austin) to improve campus college ready graduation rate by presenting students with rigorous course instruction and opportunity to take accelerated courses (up to 60 hours, Associates degree, etc.). Partner with IHEs to ensure ECHS programming directly contributes to student college readiness, acceptance and persistence.
DEMOGRAPHICS: Currently, 48% of Jubilee Wells Branch (JWB) students are identified as at-risk and 64% are low-income. Conley, D., (2020) indicates students within these categories are less likely to graduate.	Close gaps and decrease barriers to graduation and pursuit of postsecondary for all ECHS students (i.e., at-risk or low income, etc.) by providing and securing the early achievement of college credit hours that apply to postsecondary degree plans or certification programs, and improve access to college/career options.
DROPOUT RATES: In 2020, JWB dropout rate was 2.6%, far above the state rate of 0.4%. Research, (IDRA, 2020) suggests students who have no hope in postsecondary opportunities are more likely to drop out.	Tailor and monitor a highly effective ECHS program that generates awareness and interest; increases graduation rates; and offers quality dual credit opportunities through intentional articulation/correlation between ECHS and IHE course credits (60+) toward a baccalaureate, certificates, and/or associate degrees

**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.

Jubilee Wells Branch (JWB) will close gaps, decrease barriers to college access and meet the customized needs of 150 target students including at-risk, ELL, and least likely to attend college, through the creation of a highly effective Early College High School (ECHS), facilitated by its Leadership Team (LT), along with frequent and ongoing input from integral partnerships that will recruit and enroll students into a rigorous ECHS course of study, characterized by dual credit options facilitated through partnerships with IHEs allowing students to not only graduate from high school, but also earn up to 60+ college credit hours, associate degrees, and/or certification in collaboration with local industry/business partners with the support of parents, teachers, counselors, and community members, etc., by the implementation year (2023-2024).

**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. See pg. 18 of the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

Within the first quarter (March 2022 through May 2022), JWB ECHS will: 1) establish and maintain a Leadership Team (ECHS LT) to guide in the development, implementation and monitoring of ECHS goals and measures; 2) establish early spring recruitment procedures for open enrollment to the school-within-a-school ECHS model; 3) create a lottery system; 4) utilize the comprehensive needs assessment, identify gaps and decrease barriers, and recruit and plan for enrollment of 150 underrepresented, minority, at-risk, and low-income students; 5) plan for 2023-2024 enrollment of 150 students into the ECHS through an effectively instituted recruitment and lottery selection system; 6) conduct monthly (1st week of the month) ECHS LT meetings to monitor and ensure the ECHS meets established requirements, and; 7) evaluate current wrap-around services and adjust, as needed, to ensure inclusion and appropriately serve the needs of identified stakeholders.

**Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

Within the second quarter (June 2022 through August 2022), JWB will: 1) develop and begin a comprehensive ongoing 20 hour professional development plan (PD) to equip 100% of ECHS educators for implementation of rigorous ECHS curricula and courses; 2) coordinate with partner IHEs to: address the crosswalk, fully identify dual-credit coursework, timing, logistics, schedule and duration, etc., establish expectations of ECHS classrooms, and determine the subsequent credit to be achieved through completion of each ECHS course; 3) confer with ECHS LT and TEA technical assistance team to review and refine the plan for ECHS implementation year, monitor and assess alignment with statutory requirements, and; 4) involve partners, key stakeholders and ECHS LT in meeting (at minimum) monthly to discuss continuous improvement efforts and address issues that arise during the planning year as well as determine the most appropriate approach for marketing and communicating ECHS opportunities to students, parents, educators, leaders, and community, etc.

**Third-Quarter Benchmark**

Within the third quarter (September 2022 through November 2022), JWB will: 1) continue providing professional development (20 hours+) for ECHS educators; 2) maintain ECHS LT meetings (monthly) for continuous improvement efforts and to address issues that arise during the planning year; 3) prepare for moving forward implementation of outreach, robust marketing, and recruitment efforts and tasks including finalizing which ECHS staff/personnel and leaders will implement and monitor JWB ECHS plans for fidelity; 4) apply for designation to begin serving target students as outlined in ECHS Program Guidelines; 5) enroll cohort (150) and administer intake assessments which will provide data to serve as a baseline and a method for future outcome analysis; 6) advance coordination (MOUs, articulation, etc.) with IHEs regarding dual-credit coursework, associate degree, and/or certificate offerings and; 7) enhance and deliver wrap-around services which promote student success and parental, professional, and community involvement.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Jubilee Wells Branch (JWB), through its Jubilee Academies Compliance Division, will conduct ongoing project evaluation for the Early College High School (ECHS) 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: meeting minutes/agendas of ECHS Leadership Team (LT) monthly meetings and meetings between ECHS instructors, Institutions of Higher Education (IHEs), and industry partners; logs/records of recruitment procedures and lottery system developed and implemented; records of development of 2023-2024 recruitment plan; ECHS needs assessment results; logs/records of JWB educator professional development in rigorous ECHS curricula; ECHS LT, ECHS instructors, IHE, and industry partner logs/plans in: coordinating crosswalk to identify dual-credit courses, expectations of ECHS classroom, credit achieved through completion of each courses, and progress in applying for ECHS designation; logs/records of communication with TEA technical assistance in reviewing implementation plan; logs/records of preparation and implementation of ECHS marketing and recruitment; online stakeholder surveys (district survey tool) to assess IHE, industry partners, parents, principals, teachers, and students engagement and involvement in planning activities; 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 JWB's online survey tool. USE OF EVALUATION DATA TO MODIFY PROGRAM: As part of continuous quality improvement efforts, ECHS LT and stakeholders (JWB Administrators, educators, IHE, industry partners, parents) will meet monthly to review project data and discuss progress, successes, challenges, and unforeseen aspects to project planning and 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 (at minimum) ECHS LT meetings.

**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 Early College High School (ECHS) 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. Required by statute: The ECHS campus will provide participating students with flexibility in class scheduling and academic mentoring.
- 5. Required by statute: The ECHS campus 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.
- 6. Required by statute: The ECHS campus will allow participating students to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school: receive both a high school diploma and either an associate degree or at least 60 credit hours toward a baccalaureate degree.
- 7. Required by statute: ECHS programming will be provided at no cost to participating students. The school district or charter shall pay tuition, fees, and required textbooks, to the extent those charges are not waived by the institution of higher education.
- 8. Programmatic-Specific Assurance: The ECHS campus will implement the design elements included within the 6 benchmarks of the model's [2020-21 ECHS Blueprint](#) and strive to fulfill the state standard for student success as measured by the outcomes-based measures.

**Statutory Requirements**

1. The ECHS campus must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. **Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.**

**RECRUITMENT OF SOCIOECONOMICALLY DISADVANTAGED AND HISTORICALLY UNDERSERVED AND MINORITY POPULATIONS:** Jubilee Wells Branch (JWB) ECHS will expand current enrollment procedures to focus on recruiting a target population of traditionally underserved students to include minority, at-risk, economically disadvantaged, students with disabilities, limited English proficiency and youth who have failed a state administered assessment for participation in the ECHS Academy. 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 (Tabizi & Shikholeslami, 2020). Because JWB ECHS will launch with a 9th and 10th grade cohort, counselors and identified ECHS instructors will directly contact students currently enrolled in 8th and 9th grade, concentrating on those students who may be historically underserved. **RECRUITMENT PLAN OF ACTION:** Recruitment and outreach information will be disseminated through multiple measures to ensure accessibility to local students, parents, and families. Upon grant award, JWB Leadership Team, partners, and ECHS staff will work with feeder schools, local community, and educational entities to disseminate program information and implement an extensive marketing and community recruitment and outreach initiative. **RECRUITMENT METHODS:** The JWB Leadership Team, along with stakeholder input, will collaboratively: Design recruitment methods that specifically account for communication procedures made widely available to parents of target students through phone calls, emails, social media outreach, flyers 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 post informational posters throughout local neighborhoods and communities; Implement public service announcements and press releases; Post information in local newspapers; and Make 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:** JWB will host recruitment drives on an ongoing basis and widespread dissemination of recruitment materials will occur from April to June 2022 (aligned to second quarter benchmarks and standard JWB enrollment window). Recruitment materials will center around dual credit opportunities and highlight potential for earning certification or college credit hours, reducing overall costs associated with subsequent college tuition.

2. The ECHS campus must provide a course of study that enables participation students in grades 9-12 to earn a high school diploma, earn an associate degree or up to 60 college credit hours. **Describe the course of study/crosswalk that the school is planning to offer and how it expands upon current offerings to enhance and build an academic pathway. Describe how the course of study will enable a student to combine high school courses and postsecondary courses and identify degrees/certificate/certifications to be earned. Describe how the postsecondary credentials earned meet local economic needs.**

**ECHS SCHOOL 9-12 GRADE COURSE OF STUDY PLANNING:** Jubilee is an innovative educational leader that provides endorsements and current courses of study that enables predominantly minority and underrepresented students to combine their high school courses and college-level courses during grade levels 9 through 12. In fact, Jubilee Wells Branch (JWB) has an existing collaboration with the local community college to be expanded upon to meet the needs of the ECHS target population. Thus, to address the needs and provide academic as well as social support services to help students succeed not only high school but college level coursework, JWB will enhance the rigorous instruction and accelerated courses and increase the support of school-based counselors, educators, and administrators in an innovative new school within a school model ECHS program that will serve up to 150 students. Additionally, Jubilee is a federal grant recipient of several US Department of Education grants including a seven-year GEAR UP grant which is designed to create communities of highly effective learners through the delivery of rigorous academic courses aligned to college and career readiness standards to ensure ALL students are college ready. Hence, Jubilee is committed to empowering a diverse body of students to develop and apply their skills while in high school in order to pursue knowledge and become productive college

**Statutory Requirements (Cont'd)**

## 2. Continued: Please use the additional space provided to respond to Statutory Requirement #2

students, workers, and citizens. The goal of JWB ECHS, is to focus on creating innovative pathways such as Associate of General Studies (AGS) degrees and to ultimately prepare a highly skilled pipeline of students (grades 9-12) for their next steps in life to include pursuit of a 2-year college degree that leads to a 4-year degree and ensures entrance into a high demand, high wage job market. COURSE OF STUDY/CROSSWALK THAT ENHANCE AND BUILD AN ACADEMIC PATHWAY: One of the most important tasks undertaken by Jubilee in the initial stages of applying for the ECHS opportunity was to create a 9th to postsecondary comprehensive program of study crosswalk to meet the needs of students with different goals and aspirations. Aligned to this, in the planning stages of this grant a JWB ECHS Leadership Team (LT) was formed in collaboration with the community, Austin Community College (ACC), and other critical partners. The LT and partners will collectively design curricula and support structures that ensure all students meet and exceed all performance standards to obtain a high school diploma, dual credit (60+ hours) and/or an AGS degree. COMBINING HIGH SCHOOL AND POSTSECONDARY COURSES: ACC, through JWB ECHS collaboration, will enable qualified and motivated high school students to earn an AGS degree (or up to 60 college credits) while earning their high school diplomas. In order to foster the 2-year AGS degree leading to a 4-year baccalaureate degree, ACC credits will transfer to most Texas public colleges and universities. Courses will be verified to ensure transferability with the ECHS students selected four-year institution. In fact, ACC has committed to honor the transfer of credits for each secondary grade level (up to 9 hours of credit in Year 1, up to 12 hours of credit in Year 2, up to 23 hours of credit in Year 3, and up to 16 hours of credit in Year 4) for a total of 60 transferable credit hours. Subjects covered during ECHS enrollment are sufficient for each student graduating from JWB ECHS to receive an AGS upon completion. Credit hour equivalency will be applicable toward core curriculum courses included in baccalaureate degree plans, as well as lead to Level 1 and Level 2 certificates. HOW COURSE OF STUDY EXPANDS UPON CURRENT OFFERINGS TO ENHANCE AND BUILD AN ACADEMIC PATHWAY COURSE SEQUENCE: JWB ECHS will include a series of combined high school level HS program core curriculum course work (English, Math, Science Social Studies) along with electives and beginning college level coursework simultaneously in 9th grade with introductory courses (EDUC 1300, SPCH 1318, MUSI 1306, etc.). In 10th grade, with high school courses, a deeper infusion of rigorous college core courses will be taken along with electives (SPAN 2411, SOCO 1301, MUMA 1305, etc. ). During the 11th grade, core/elective courses ( ENGL 2322, ART 1301, GOVT 2305, PHYS 1401 ) will be dual-credit bearing toward the 60 credits or more within the 12th grade year. In fact, up to 16 semester hours of credit per semester are part of the students' last year in high school for a total possible 32 semester hours in the 12th grade, alone. Crosswalk and further course of study details are provided. Course subjects will also include, but not be limited to: Language (i.e., English, Spanish, Literature/Composition); Math, Sciences, History, and other elective courses of interest like Communication, Sociology, Art Appreciation, etc. HOW POSTSECONDARY CREDENTIALS EARNED MEET LOCAL ECONOMIC NEEDS: An AGS degree allows for opportunity in a wide variety of job fields in the community. In consultation with the local workforce board, Workforce Solutions Capital Area, JWB ECHS conducted an assessment of high demand occupations on a state, regional, and local level. Data sources indicate the Austin area's need for degreed professionals in the next ten years will increase by 7% year-over-year.

3. The ECHS campus must enter into an articulation agreement 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. The articulation agreement must provide a participating student access to postsecondary opportunities at the IHE and must address each of the following items: a) Curriculum Alignment, b) Instructional Materials, c) Instructional Calendar, d) Courses of Study, e) Student Enrollment and Attendance, f) Grading Periods and Policies, and g) Administration of Statewide Assessment Instruments. **Name the IHE and describe how the proposed program will meet the ECHS Blueprint requirements (listed above) for the ECHS partnerships with the IHE.**

Jubilee Wells Branch (JWB) will work in cooperation with its long-established partner and Institute of Higher Education (IHE), Austin Community College (ACC), through an articulation agreement. ACC 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. ACC is currently JWB's partner in the delivery of dual credit courses on its high school campus. JWB and ACC will continue to work cooperatively to develop course equivalency crosswalks leading to Level 1 and Level 2 certificates,

**Statutory Requirements (Cont'd)****3. Continued: Please use the additional space provided to respond to Statutory Requirement #3**

associate degrees, and completion of the Texas Core Curriculum to provide stackable credentials as students advance on the academic pipeline. **ARTICULATION AGREEMENT:** An articulation agreement for dual credit opportunities currently exists between JWB and ACC. During the planning grant period, JWB ECHS will expand this articulation agreement to address the following ECHS-specific requirements: • **CURRICULUM ALIGNMENT:** JWB will utilize the credit articulation guide adopted by our school board which outlines which courses qualify for dual credit. JWB ECHS dual credit students will be required to follow the course prerequisites identified in ACC's catalog. Dual credit classes offered at JWB ECHS will be scheduled in accordance with course prerequisites identified in the official ACC Course Catalog. ACC educators will provide ECHS dual credit course instruction. Courses for which college credit are awarded will provide advanced academic instruction beyond or in greater depth than the essential elements. The ECHS articulation agreement will also outline embedded certification opportunities provided within the coursework. • **INSTRUCTIONAL MATERIALS:** JWB ECHS will be responsible for textbooks and course supplies. Instructional materials for dual credit courses conducted at JWB ECHS will be at the equivalent level of the instruction and materials used for the identical course provided at ACC's campuses. • **INSTRUCTIONAL CALENDAR:** Courses will be scheduled in conjunction with ACC's calendar to support the courses of study outlined in the articulation agreement. JWB ECHS' instructional calendar will be the same as for the regular JWB program. In the event ACC's instructional days are fewer than those of the ECHS, students will follow JWB's schedule. • **PROGRAMS/COURSES OF STUDY:** ECHS students will be provided course outlines in their courses of study under the advisement of both the high school counselor and ACC advisor. Please see JWB's response to Statutory Requirements, Item 2, on page 5 of this application for detailed information on the course of study/crosswalk that JWB ECHS is planning to offer. • **STUDENT ENROLLMENT AND ATTENDANCE:** JWB's goal is to enroll 150 high school students in its ECHS with an attendance target of 97%. • **GRADING PERIODS AND POLICIES:** ACC will submit progress reports, 6-week grades, and final degrees to JWB ECHS on a schedule to be determined by both entities prior to the beginning of each semester. ACC will determine the level of work required for awarding college credit while JWB ECHS will determine the level of work required for awarding high school credit. JWB ECHS will maintain sole responsibility for determining if or to what extent dual credit course will count as honors courses for the purpose of calculating students' grade point averages for graduation or class ranking. ACC will provide documents and any necessary assistance for JWB to equate college courses to identify the course credits that may be earned by ECHS students. • **ADMINISTRATION OF STATEWIDE ASSESSMENT:** Grade level administration of STAAR End-of-Course (EOC) exams will be administered in accordance with TEA protocol. Students who complete the course of study will earn both a high school diploma and a 2-year associate degrees and will have the opportunity to complete industry certifications. Additionally, during the planning grant, JWB will create an articulation agreement with a 4-year IHE detailing how an associate degrees and accrued credits could lead to a baccalaureate degree. **LEADERSHIP AND ADVISORY TEAM:** IHE representatives will also serve on the ECHS Leadership Team (LT) to provide support and guidance to the JWB'S ECHS in curriculum development, resource acquisition, and student and community outreach.

**Program Requirements**

1. The ECHS campus must establish a Leadership Design Team to guide the campus to begin serving students in the ECHS and provide leadership for the campus regarding ECHS. Leadership Design team members are outlined in the ECHS Blueprint. **Describe those who will participate on the ECHS Leadership Team. Include a list of the individuals and their titles, along with how often the ECHS Leadership Team will meet, the dates of meetings that have already been held, the proposed meeting schedule for the 2021-2022 with corresponding meeting agenda topics.**

Jubilee Wells Branch (JWB) Early College High School (ECHS) will work in partnership with IHE partner Austin Community College (ACC) to establish and maintain a Leadership Team (LT) to guide the campus to begin serving students in the ECHS and provide leadership for the campus regarding ECHS. Membership will consist of high-level personnel with decision-making authority from ACC and Jubilee's charter system as follows. • Jubilee Academies Superintendent, Dr. Kevin Phillips, has led schools at all levels and believes education is the great equalizer that allows teachers and students to reach their highest potential. Dr. Phillips will serve as the primary liaison between Jubilee Academies' CEO, Board, and ECHS as well as IHE partners. He will maintain and sustain JWB's current partnership with ACC and will develop and sustain a relationship with a 4-year IHE, to be determined during the Planning Grant period. • Associate Superintendent, Michelle Hickman, will oversee ECHS operations from the charter leadership level and will oversee curriculum development. She will work in partnership with JWB's Principal and academic counselors to ensure the innovative school within a school ECHS is

**Program Requirements**

## 1. Continued: Please use the additional space provided to respond to Program Requirement #1

fully implemented as designed. The Associate Superintendent will provide continuous monitoring and maintain ultimate responsibility for achievement of the ECHS SMART Goal, benchmarks, and performance measures. She will work in partnership with JWB ECHS staff to support ongoing performance quality improvement. • JWB Principal, Dr. Anna Curtis, will assume responsibility for campus-level achievement of all ECHS benchmarks and outcomes-based measures for the grant. She will serve as a liaison between IHE partners and campus staff, ensuring ongoing communication between parties. • Jubilee Academies Chief Financial Officer (CFO), Rene Gallegos, will ensure grant funds are effectively and efficiently coordinated with other school initiatives. He will further ensure all grant activities are supplemental to existing dual credit efforts, thereby expanding foundational components. The CFO will also prepare all required TEA financial reports. • IHE Partner Representatives may include Department Chairs for core academic disciplines and/or IHE liaisons to the ECHS. IHE partners will provide support and guidance to the ECHS in curriculum development, resource acquisition, and student and community outreach. Jubilee's Superintendent, Associate Superintendent, and IHE partners will assume shared responsibility for: annually reviewing the articulation agreement for necessary revisions; meeting annual outcomes-based measures; and providing annual reports to Jubilee and IHE boards, as well as to the public. The ECHS LT currently meets the first week of every month and will continue this monthly schedule for the remainder of the 2021-2022 school year. Issues to be addressed will include, but not be limited to, ECHS design, governance, operations, accountability, curriculum development, professional development, outreach, community engagement, sustainability, and continuous monitoring and improvement of the ECHS.

2. The ECHS campus must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills necessary for high school and college readiness and to be successful in rigorous academic and work-based educational experiences. **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 ECHS.**

**INVOLVING MULTIPLE STAKEHOLDERS:** JWB's ECHS program considers involvement of multiple stakeholders (parents, teachers, counselors, community members, etc.) to be a critical component that strengthens both the academic and social/emotional skills necessary for high school and college readiness and to be successful in rigorous academic and work-based educational experiences. Stakeholder involvement is not only critical for encouragement of academic success (Caldas et al., 2019), but for personal, emotional, and career development as well (Shillingford et al., 2017). Currently, JWB communicates with parents through multiple channels (i.e., printed materials sent home, website updates, and social media and phone outreach). Community members are invited to participate in annually scheduled school functions, such as fundraisers, which are open to the public. Further, community stakeholders collaborate with JWB on joint scholastic/community functions, including but not limited to, mentoring programs and workshops.

**DEVELOPMENT OF WRAP AROUND STRATEGIES:** JWB will build upon and develop a series of evidence-based wrap-around strategies and services that meet the needs of its diverse population. JWB is invested in expanding innovative high school models such as ECHS that provide wrap around services to support students in accelerated instruction through mentoring, articulation of credits from high school to college, flexibility in scheduling, college and career advising, and the individualization of instructional planning.

**ENHANCEMENT OF CURRENT WRAP AROUND STRATEGIES:** JWB will enhance currently instituted wrap around strategies and intentionally involve stakeholders in all ECHS initiatives. For example ECHS wrap around plan includes but is not limited to the following strategies: • Make available social/emotional and college readiness resources, guidance and support; • Create Student Tutor and Mentorship Partnerships along with ACC • Begin College Support Labs through ACC by connecting college student volunteers to be mentors to JWB ECHS enrolled students; • Offer a Summer Bridge Postsecondary Awareness Program for all enrolled students to become connected and gain awareness of postsecondary options; • Promote parental involvement beginning with the addition of an Incoming Freshman Parent Night, to connect parents with teachers and educate families on the expectations of ECHS students; the gap between secondary and postsecondary dual credit coursework and offer additional support to students to promote course success; and • Facilitate college and career advising executed by ECHS staff to ensure regular observation of student progress, assessment of needs, and implementation of intervention to reinforce student achievement. All wrap-around strategies and services JWB ECHS will offer, as well as the additional enhanced strategies and services denoted in collaboration with ACC etc., are deeply embedded into the ECHS plan of action in support of all students.



**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. See Program Guidelines, pages 11-12, for detailed instructions on use of grant funds.

**PAYROLL COSTS (6100)**

**BUDGET**

ECHS program director/administrator	\$20,000
Instructional staff (including counselor/college advisor)	\$20,000
Educator extra duty pay and stipend for activities outside the school year and beyond the school day	\$9,000
Substitute pay so teachers can attend targeted professional development	\$7,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

2&4-year IHE partner planning and professional development and ECHS training	\$30,000
Early college/dual credit expert consultant	\$20,000
Teacher credentialing related to dual credit courses for associate/baccalaureate degree credit hours	\$10,000

**SUPPLIES AND MATERIALS (6300)**

Supplies and resources for ECHS planning activities and TSIA testing site needs	\$30,000
Equipment and technology to support ECHS pathways, articulation, credentials, etc.	\$15,507

**OTHER OPERATING COSTS (6400)**

Transportation and travel for day trips and dual enrollment activities for students	\$5,000
Limited travel for leadership team to visit exemplary and best practice ECHS schools	\$1,000

**CAPITAL OUTLAY (6600)**


**DIRECT AND INDIRECT ADMINISTRATIVE COSTS**

**TOTAL BUDGET REQUEST**

**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 emailed to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov) Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page*

**Negotiated/Amended Section**  
For amendments: Choose the section you wish to amend from the drop down menu.

**Negotiated Change/Amendment**  
For amendments: 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.

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

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