



**2021-2023 Title I, 1003 ESF-Focused Support Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2021**

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to loiapplications@tea.texas.gov.
The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.
TEA must receive the application by **11:59 p.m. CT, April 21, 2021**.

Grant period from

Pre-award costs permitted from

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
 2. Pathway 1: Pathway 1 Supplemental Pathway Attachment
 3. Pathway 2: Pathway 2 Supplemental Pathway Attachment
- NOTE: All applicants MUST submit an appropriate Supplemental Pathway Attachment for EACH CAMPUS on behalf of which the applicant is applying.**

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS
 Address City ZIP Vendor ID
 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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions Debarment and Suspension Certification
 General and application-specific Provisions and Assurances Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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

Number of Campuses Included in this Application

| | |
|-----------|--------------------------------|
| Pathway 1 | <input type="text" value="4"/> |
| Pathway 2 | <input type="text" value="0"/> |

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant 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 LOI 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 the Statutory and TEA Program requirements as noted in the 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with the requirements of [Every Student Succeeds Act Provisions and Assurances](#).
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. Title I served Federally Identified campuses awarded this grant will engage in the Effective Schools Framework (ESF) continuous improvement process and create a plan to be submitted to TEA that addresses the selected pathway aligned to the Essential Actions (EA) from the ESF.
- 8. The applicant ensures it will notify the Vetted Improvement Program provider of intent to apply and, if awarded, will work in good faith with the Vetted Improvement Program.
- 9. For all pathways, the applicant will budget at least the minimum amount indicated in the Budget Object Code 6200 - Profession and Contracted Services.

Statutory/Program Assurances, cont'd.

- 10. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.
- 11. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 12. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 13. The applicant provides assurance it will participate in all grant requirements including but not limited to an ESF Self-Assessment, and ESF Diagnostic, developing a web-based improvement plan, submission of funding and pathway progress reports.

Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school support and improvement activities, including how the LEA will develop a web-based improvement plan for the eligible campuses selected for this grant.

Jubilee Academies uses 806 Technology’s web-based Campus and District improvement plan application, Plan4Learning, to assist in combining all aspects of a campus’ needs. An ESF diagnostic is conducted for each TEA identified “needs improvement” and/or “improvement required” campus with the help of the Education Service Centers. Once a Targeted Improvement Plan (TIP) is created through a comprehensive needs assessment (CNA) process, each campus includes the results of the diagnostic and CNA into a Campus Improvement Plan (CIP). The Plan4Learning platform allows campuses with TIPs in place to indicate if the performance objective/strategy is part of a TIP. CNAs are conducted with a diverse, representative team including campus administrators, teachers, staff, parents, students(when applicable-Higher grade level) and community members. Jubilee Academies reinforces the CNA/CIP process by conducting weekly training sessions that allow for application of the focused skills for the week. The process includes a data analysis of the campus using the multiple measures of data (Student Learning, Demographics, Campus/District processes and Programs, and Perceptions). Results from the data analysis allow campuses to identify priority areas for improvement and strengths, which in turn help to identify root causes. Once priority areas and root causes have been identified, goals and strategies are created. Within the Plan4Learning platform, a budget tool is available for administrators to assign/plan use of money for each identified activity in the plan (including TIP activities). Strategies are built within the Jubilee Academies’ improvement plans to outline the actions focused on all ESF levers. Campuses in need are allowed flexibility to shift resources, processes and practice when a need arises that was not previously documented in the CIP/TIP. Jubilee Academies supports the theory that these plans are “living documents” that are subject to change when needed to fit the needs of the students/campus during the year (example: COVID response). Jubilee Academies supports the autonomy of administrators at identified campuses and allows direct communication with top leaders for immediate approval on substantiated needs on their campuses. The campuses listed in this grant will be given intense data analysis training to all staff to ensure all decisions are data driven and effective. Jubilee Academies is also committed to growing district coaching staff in data analysis to support campuses in applying best practices. Jubilee Highland Hills and Jubilee Lake View University Prep have both implemented the E3 Alliance program that includes Raise Up Texas system. Raise Up Texas focuses on the structure and planning of lessons based on data. It also includes coaching sessions with campus leaders in building data driven best practices and structure in instructional plans. Jubilee Academies has implemented the DDV (Determined Destiny Values) that focuses on lifelong skills that support a healthy culture and learning environment. The Positive Behavior Interventions and Support system is something that each of the campuses in need have researched or are in the process of implementing. Jubilee Academies continues to assess the needs of each of these campuses to ensure they are prioritized in getting necessary resources. This includes placing its most effective leaders in the highest needs schools and allowing operational flexibility to meet those needs.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor a web-based improvement plans upon submission and during implementation, and (b) Implement additional action following unsuccessful implementation of such plan after the first year of the grant cycle.

In an effort to effectively monitor improvement plans, Jubilee Academies provides timelines and guidance for the CNA/CIP process using training sessions throughout the year. The sessions focus on the reflection/review of the submitted improvement plans based on data. Jubilee Academies requires three formative (cycles) reviews of improvement plans throughout the year and one summative review at the end of the year. During formative reviews, campus teams discuss the progress of their improvement from the results of gathered data at that time period. A committee consisting of key stakeholders meet to discuss results and evidence of progression for each objective. Depending on the results of collected data, campuses will determine the next steps in the plan, which may include modifying/adding action plans. For example: Student Learning Objectives. At the end of each year, a summative review is conducted to determine effectiveness of each action plan (strategy). It is determined during these meetings whether an action plan (strategy) was implemented with fidelity and if it was effective in the improvement of the campus. Action plans are modified/eliminated/added from the results of these summative evaluations and are used to guide the next school year plan. The TIPs/CIPs are presented to the school board and Superintendent Leadership Cabinet annually. The TIPs are also reviewed regularly through the partnership with the Texas Education Agency. Campus leaders are provided a coach through the assigned Associate Superintendent at each region. As a leadership coach, the Associate Superintendent regularly meets with campus administrators to collaborate on current campus practices and provide guidance. Aside from an assigned coach, each campus administrator has been guided to participate in leader professional development to include the Trinity Redesign program for South Central principals, attend the Texas Charter Conference, Diversity training (various presenters), and Destiny Determined Values training. The campus leaders are also provided a leadership summit at the beginning of the year and on boarding professional development for any new campus leaders joining Jubilee Academies. The district supports and has implemented instructional rounds. Through instructional rounds, campuses are allowed to collaborate and agree on an effective learning environment. Instructional rounds allow campus leaders a broader view of instruction outside of their own campus. Campus leaders can collect data on how to best implement strategies or gather new ideas to utilize on their own campuses.

Goals, Objectives, and Strategies, Performance and Evaluation

1. Describe how the LEA will modify, as appropriate, practices and policies to provide operational flexibility to the awarded campus, that enables full and effective implementation of the Effective Schools Framework Essential Actions aligned web-based Improvement Plan.

Administrators of Campuses in need have autonomy of their own budgets. This practice allows the flexibility needed for administrators to easily adjust their resources to fit student needs. In addition to the flexibility in budgets, campus administrators are allowed the ability to control their own staffing. As a general practice, campuses have autonomy to control all aspects of operations on their campuses. However, communication is a huge key to keeping all departments and district leaders aware of such changes so adjustments can be made to fit the current needs. Jubilee Academies continues to work on strengthening the communication system to ensure smooth transitions with such changes. There are campus staff that are assigned a particular responsibility that is aligned to each department at the district level (for example: campus Human Resource clerk, campus Bookkeeper,...). This allows a direct communication between the campuses and the district departments to quickly adjust changes where needed. Besides communication, other barriers that campuses may encounter include campus culture, staff turnover and limited professional development opportunities for leadership. Jubilee Academies has created a strong curriculum support by creating instructional coach positions. These positions assist with coaching teachers on each campus. Jubilee Academies is also evaluating the regional salaries in surrounding areas to ensure competitiveness for teacher retention. Professional development of leaders and staff will continue to be a focus into the next school year. Professional development in the 2021-2022 school year will also continue to strengthen the skills involved with data analysis and guided instruction.

Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Jubilee Academies plans to use the proposed budget to support the Effective Schools Framework for 4 campuses within 3 education service center regions (ESC 1, ESC 2 and ESC 20).

Category 6100 and Line Items for Salaries
In order to improve retention, support and recruitment of highly effective teachers and administrators, personnel costs (6100 object) will be budgeted for teacher leader stipends estimated at \$37,500 for the 2 year grant period. This stipend will increase the overall teacher compensation package to help retain teachers beyond year 2. This strategy will align with focus area 2.1 recruit, select assign, induct and retain a full staff of highly qualified educators. The budget also includes extra duty pay for the necessary additional days worked to support the ESF initiatives estimated at \$37,500 over the two year grant period. The two year grant will allow the district to pay stipends and create a consistent program focused on school improvement and leadership development. Progress will be monitored throughout the 2 year period to determine any amendments or changes that may be needed in year 2. The budget also includes substitute costs estimated at \$15,000 over the two year grant program that will be budgeted to cover classroom instruction as teachers attend professional learning opportunities with the identified Education Service Centers.

Category 6200 and Line Items for Professional and Contract Services
The proposed budget's primary expenditure will be within the 6200 object code for contracted services to work in a strategic partnership with the identified Education Services Centers. The TIL support from each of the ESC regions will be an estimated total of \$160,000. Campus Leaders, Instructional Coaches, and Principal Managers will engage in sessions designed to support growth using the Effective Schools Framework. This partnership will also help to strengthen and manage strategic plans. Instructional models will use data driven methods of creating a healthy environment of support, engagement and academic performance. Additional professional development and services, offered by the VIP, will be used by Jubilee Academies campuses that include technical assistance, coaching, instructional leadership cooperative and professional development aligned and focused on enhancing the ESF essential actions estimated at \$15,000. Jubilee Academies wants to provide a nurturing environment for students, families and staff to grow and achieve excellence.

Category 6300 and Line Items for Supplies and Materials
Supplies/materials (object 6300) will include, instructional manipulatives, technology hardware/software, supplemental instructional materials, books for professional development, student texts, supplies to enhance culture/climate, and other general supply items to supplement required curriculum estimated total of \$126,000.

Category 6400 and Line Items for Other (Travel Costs)
Travel costs (object 6400) will be minimal but budgeted for mileage to and from campus/training site, consultant travel, etc...estimated cost of \$5,000.

Budget Narrative, cont'd.

2. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received under this grant.

Instructional leaders, collectively and collaboratively work together to develop the proposed budget within Jubilee Academies to meet the prioritized needs of students and staff as identified during our comprehensive needs assessment process. To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs. The district will coordinate these supplemental funds with federal, state and local funds from multiple sources including Title I, Title II, Title III, Title IV, ESSER, CRF funding, state compensatory education, and other local sources to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources. Initial planning of schedules, time, and available resources will all be taken into consideration prior to the full implementation of services and goods being procured. Programs will be data driven and meaningfully focused on student achievement and staff support. The campus leadership team is allowed a certain level of autonomy when making decisions on the direction and specific needs to be addressed on the campus. This allows the necessary flexibility to implement programs specific to the individualized needs of each campus.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

| | | | |
|-------|----------------------|---------|----------------------|
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |
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Appendix I: Amendment Description and Purpose (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. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment