



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

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

X 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
Paperless, fully electronic ECHS application software system dedicated for ECHS student use is necessary to meet challenges for the selection of 100 students per year.	Identify, procure, and implement a paperless, fully electronic application system dedicated for ECHS student use.
College readiness at USHS 2018/2019 was at a 49.5% in comparison to 53% State level, and 59% District level. Additional Bridge programs are needed to support TSI readiness.	TSIA2 support to be provided in the period from Summer to Fall, and from Fall to Spring in 2 week long intervention campus, with materials/teacher stipends/ provided by this proposed program.
Field trips to universities are necessary for students to gain prior knowledge of and confidence in approaching the higher ed environments that they will be primed to access after participation in the ECHS.	Field trips to institutions of higher education outside of Laredo would be planned for ECHS students throughout the duration of the program.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The goal of this proposed planning and implementation program is to provide support to the United South High School Early College students. This program will provide opportunities for lottery-selected, traditionally under served students to earn college credit through enrollment in the USHSECA beginning in the 2023-2024 school year. Students will demonstrate achievement through retention data, the attainment of Associates of Arts, college readiness indicators, STAAR readiness, and career indicators such as IBC/Level I and Level II certificates. United ISD has a proven record of student success in dual enrollment programs and in the efficient operation of its existing ECHS's. . This funding opportunity is presented at the perfect time where students are excited to return to campus and considering their future educational pathways.

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

- Q1: 03/22-9/22
- Receive notice of funding
- finalize planning activities
- identification of teachers to participate in ECHS
- recruitment plan
- finalize four-year plan and curriculum alignment
- create and refine wrap-around services that will involve all stake holders

Measurable Progress (Cont.)

Second-Quarter Benchmark

Q2: -10/22-4/23

- Conduct Professional Learning Community (PLC) meetings for ECHS teachers/leaders.
- prepare marketing materials
- review four-year plan and curriculum alignment
- implement online application process and lottery process for selection of students
- parent meetings
- completion of forms to be admitted into Early College Programs
- Plan for Summer Bridge

Third-Quarter Benchmark

Q3: 5/23 to 11/23

- Continue with PLC meetings for ECHS teachers/leaders.
- Begin planning field trip destinations and Summer/Fall Bridge activities
- Conduct Summer Bridge Program
- Professional Development for Early College Personnel
- ECHS leaders will attend College Career Readiness School Models summer conference.
- Conduct Fall Bridge
- Implement wrap-around services for students

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.

Project evaluation will be monitored through the timely and frequent collection and review of pertinent data on a monthly basis. This data will include:

- *TSI data
- *Recruitment data
- *Academic progress monitoring
- *Progress toward meeting benchmarks in a timely manner
- *Retention data
- *Associate of Arts completion
- *College readiness data including SAT/ACT/PSAT/TSI/STAAR

In the event that the benchmarks do not show progress towards meeting the summative SMART goal, areas of concern will be identified and a re-evaluation will be conducted by project management to determine the root cause of the lack of progress. Once identified, the root cause will be addressed so that progress is able to be met by the next benchmark. In the event that the root cause is an insurmountable issue, project staff will determine a way to address the issue and either compensate for it or adjust the benchmark(s) accordingly so that all student services and supports are able to be delivered in a timely manner and with fidelity to the project and/or ECHS blueprint.

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:
Flyers will be mailed out to all district eighth graders at the end of the Fall Semester. Recruiting announcement will be placed in the newspaper and digital advertisements boards in December to include 8th graders not currently enrolled in our district. All eleven district middle schools will be visited by ECHS staff and students, and video or oral presentations will be made by the ECHS students during the first week of January. ECHS brochures will be distributed to students. Parent awareness meetings will be included in the student application process.
Enrollment process and requirements: Students that are interested in the Early College program will create an account using the online application system. Incorporated within this online application will be the required parent orientation video. Parents must acknowledge that they have viewed this video in order to have the student's name included in the lottery. Deadline for applications will be January 26th.
A performance-blind, open access lottery will be held in February, open to the public. Once the students are selected by lottery to enroll in the ECHS, they will submit an ELECTRONIC enrollment packet that includes an application to LC and a district-developed dual enrollment contract form. These processes and requirements will facilitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented sub-populations by: Directly targeting those students who are in the identified under-represented sub-populations through presentations at all middle school campuses. Our lottery targets 80% of students to come from the USHS campus and 20% from other district campuses.

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.**

Our United South Early College Program will be providing students with the opportunity to earn an Associate of Arts or up to 60 college hours towards a baccalaureate degree. As a part of this four year plan, students will also have the opportunity to be core complete. Students that are enrolled within the program will be provided with advising for transferability and applicability of the courses taken. All courses that will be provided will be aligned to high school graduation requirements. As a part of the early college program, advising including on demand jobs and occupations will be provided in order for students to have prior knowledge when selecting their career choice. As a part of a traditional high school, other certification opportunities including Industry Based Certifications, Level I and Level II certificates will be offered to all early college students based on their interests

Statutory Requirements (Cont'd)

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

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.**

United ISD has been in partnership with Laredo College for other early college programs as well as other dual enrollment opportunities. The MOU that we currently have in place addresses the curriculum alignment for each program that UISD has established. United South High School Early College Program curriculum alignment will be added to this articulation agreement.

(continued)

Statutory Requirements (Cont'd)

3. Continued: Please use the additional space provided to respond to Statutory Requirement #3

Items a-g stated in question three have been addressed within the articulation agreement including instructional calendar, courses of study, enrollment and attendance, grading policies and administration of Statewide Assessments. Due to the strong and ongoing partnership between the IHE and the district, there are ongoing meetings and conversations to continue to strengthen and/or modify what is needed to ensure that student success is attainable.

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.**

The Leadership Team has well established, ongoing communication. Meetings are currently held on a monthly basis but are held as needed if additional items need to be addressed. As of the 2021-2022 school year, we have met 08/31,09/14, and 10/12. Other meetings will be held as needed.

This team consists of:

David Gonzalez, UISD Superintendent; Melissa Cruz, UISD High School Executive Director, Angelica Sanchez, UISD CTE Director; Adriana Ramirez, UISD USHS Principal; Roberto Burrier, UISD ECHS Dean; Claudia Gonzalez, UISD CTE Business/Community Partnerships Coordinator; Dr. Marisela Rodriguez-Tijerina, Laredo College Interim President; Dr. Frederico Solis, Laredo College Vice President of Student Success and Enrollment; Dr. David Arreazola, Laredo College Interim Provost/ Vice President of Academic Affairs and Compliance; and Albert Hernandez, Laredo College Associate Dean of Dual Enrollment.

Program Requirements

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

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.**

The United South High School Early College program will have a plan developed which will incorporate different support levels by the different stakeholders involved in the program. Before students apply and are selected, meetings will be held with parents and students in order to provide all the information necessary in order to determine if it is the right fit for them. Parents will also learn about the requirements and expectations, as well as how to be of support to their son/ daughter. Every summer, students will be provided with Summer Bridge opportunities. Within the program, TSI readiness will be targeted as well as different topics of social-emotional learning that is appropriate for their grade level. Program administrators will also be continuously in communication with students and counselor to ensure that students are in good academic standing. As students progress through the program, they will continue to receive guidance and counseling sessions(group and individual) to address various challenges/issues as well as academic expectations for the year. The early college program will incorporate different members within the community including Texas Workforce Commission, community leaders, and agencies to incorporate real life skills and attain the knowledge to help them be successful and transition into their postsecondary career. During their junior and senior year, guidance and counseling sessions will continue but will be tailored to their post-secondary needs including FAFSA and applying to various four-year institutions. Transferability and applicability will be discussed with parents and students, with the assistance of the IHE. Parents sessions will also continue in order to ensure that they provide the support and interventions necessary to ensure that their son/ daughter will continue to be successful within the program and after graduation.

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

Fall Semester College Preparation Teacher Stipends	\$1,800
Early College Counselor(for two years including fringe benefits)	\$161,105
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

College Preparation Student Materials	\$3,095
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

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

OTHER OPERATING COSTS (6400)

Counselor/Administrator CCRSM Conference Travel(\$1500 each)	\$3,000
University Exposure Student Travel(meals,transportation, substitute pay)	\$6,000
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

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

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 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 _____

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