



**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

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

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
Over 87% of the students attending San Perlita ISD are classified as economically disadvantaged (ED). This is substantially higher than the state’s average of 60.3%. (Source: 2019-2020 Texas Academic Performance Report)	These ED students are less likely to attend college. Therefore, to meet the purpose of this grant the district will target this subpopulation specifically for recruitment. Factors for recruitment will not be based on GPA, test scores, or other criteria that create barriers for enrollment.
Only 65.1% of individuals within the surrounding area attain a high school diploma or greater. This is significantly lower than the state’s average of 83.7%. (Source: 2015-2019 United States Census Bureau)	Recruit and encourage students to enroll in dual credit courses, which will not only increase their educational attainment but also prepare them for high-demand career opportunities. Guest speakers and college tours will be utilized to increase students’ interest in the programs.
Based on TEA’s definition, San Perlita ISD is a rural school district (5 points). The physical location of this school has caused post-secondary persistence rates to be lower than the state average.	Partner with University of Texas Permian Basin to provide students the opportunity to receive up to 60 hours toward a baccalaureate degree while still in high school. Students will also be offered up to 5 years to complete the pathway, rather than the traditional 4 years for high school.

**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.

Specific: Provide at least 60 hours of college credits and expedite the post-secondary credential acquisition process. Measurable: To measure progress the following items will be tracked: hours of college credit accrued per graduate, number of IHE facility tours, and demographic of students partaking in the program. Achievable: The goal is achievable considering the district already has a Memorandum of Understanding and has received a letter of support from a 4-year IHE (5 pts), the University of Texas Permian Basin. Relevant: This goal is relevant, considering without a post-secondary credential, students only have a 12% chance of earning a living wage. Timely: ECHS classes will begin in the 2023–2024 school year and meet ECHS Blueprint design elements.

**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

1. Establish an ECHS Leadership Team (LT) to include high-level personnel from the district and IHE.
2. Develop a recruitment plan to include written admissions policies and enrollment applications/brochures in both English and Spanish that target ED/At-risk students.
3. Update, when required, the Memorandum of Understanding (MOU) and/or necessary agreements with the 4-year institution.
4. Start developing mentoring/induction programs for new staff and connections with liaisons/instructors.
5. Market any open positions on the district’s website, at the local workforce, and social media as part of the hiring and on-boarding process.

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

1. Work on developing/expanding wrap around strategies specifically for students to include social/emotional support such as outreach and engagement activities that support rigorous course enrollment and career and college planning.
2. Create a professional development support schedule to evaluate program progress, effectiveness, and vision with new and existing staff.
3. Create an in-depth marketing plan to inform students, parents, and community members of the educational, financial, and career benefits of an ECHS program.
4. Implement the strategies detailed in the recruitment plan and continue with an enrollment plan and procedure.
5. Develop a calendar for family outreach events and activities.
6. Develop master schedules to ensure flexible scheduling opportunities for students.

Third-Quarter Benchmark

1. Develop appropriate opportunities to demonstrate college readiness of participating students at all grade levels.
2. Submit MOU and overall ECHS plan to TEA to apply for ECHS designation.
3. Provide professional development services and opportunities to teachers and staff members.
4. Promote the implementation of the ECHS program and its benefits to students, parents, teachers, staff and community through meetings and events.
5. Identify students who will be part of the program and assist them, if needed, in the completion of the enrollment application information.
6. If there are limits on availability of program slots, hold a lottery draft that provides priority to students who are at-risk/economically disadvantaged.

**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.

The Leadership Team established for this program will be tasked with guiding operations on a day-to-day basis and ensuring that accurate, relevant data is collected regarding grant requirements and activities. Information collected will be reviewed and analyzed at every meeting held by the Leadership Team. Regular monitoring and analysis of data will ensure that if problems arise, timely collaboration can occur with teachers, staff, and administration to decide on adjustments, remedies, and resolutions to deal with the issues. At each meeting, the group will discuss whether the campus is meeting benchmarks/achieving Outcome Based Measures (OBMs), whether there are any outcomes at risk of not being met, why they may be at risk and the solutions that can be implemented in the short-term and long-term to address any of these potential shortcomings. A written meeting summary will be shared with the IHE to communicate the status of the grant progress. In addition to tracking all TEA-required performance benchmarks, the district will continuously analyze the following data to ensure progress is being achieved:

- \* The number of students in all grade levels participating in dual credit coursework.
- \* Overall College Ready graduate numbers/percentages as annually reported utilizing the Texas Academic Performance Report.
- \* The number of dual credit offerings available through the ECHS.
- \* The number of college credits being earned by students in all grade levels to monitor progress toward accruing 60 credits.

If the Leadership Team determines the benchmarks/OBMs listed are not or cannot be met for whatever reason, the first modification protocol is to have the Leadership Team gather and discuss potential modifications to the program timeline or processes, depending on the reason for the failure. If these issues are significant and cannot be quickly or easily resolved by the Leadership Team, and additional guidance is needed, the Leadership Team has made it a protocol to contact TEA or other schools working on an ECHS program. The Leadership Team will propose solutions based on TEA’s guidance and other professional advisement, as well as campus performance metrics, processes, and impact measures. If significant modifications must be made to sustain the program, the district will advise the stakeholders, including students, parents, teachers, staff, IHE, community, and the board of education regarding the impacts of those changes.

**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.**

Unfortunately, due to the rural location of the district, San Perlita ISD has consistently suffered from limited staffing. As a result, teachers, administrators, and other workers take on multiple job duties and responsibilities. The correlative outcome is two-fold: faculty and staff divide their efforts rather than focus them, and because of the increased workload, San Perlita ISD has not been able to initiate any College and Career Readiness School Models (10 points). Therefore, all recruitment and enrollment processes will be newly established for this specific program. To meet the goals set by San Perlita ISD, the district will implement a whole-campus model and perform an all-inclusive recruitment effort to provide opportunities for students of all levels/demographics, with a focus on at-risk students and under-served minorities, including but not limited to Hispanics, males, first generation college students, and/or those with limited English proficiency. To target these populations, the following activities/strategies will be utilized: From March 2022 to the end of the year: \* Marketing materials such as fliers, brochures, videos, social media information and on-line advertising will be created by the district's Communications/PR personnel and made available in both English and Spanish. \* Develop and distribute surveys that determine student interest in career choice, which will help to identify curricular designs that meet student needs. From the beginning to the end of the 2022-2023 school year: \* Upon receipt of ECHS designation, marketing materials will be distributed to all students, parents and other stakeholders.\* Utilize surveys, fliers and emails to attract interest from students and parents.\* Any student interested in the program will be provided an application and encouraged to apply. \* Administrators will form a committee to finalize a list of potential program participants based on a blind review. When looking at applications, all factors will be taken into account, ensuring enrollment/equal opportunity for at-risk students. \* Meetings will be held between administration and the list of interested students to detail the program specifics, its requirements, commitment, benefits, and rigor. Students, along with their parent/guardian, will be required to sign documentation stating their intent to enroll and understanding of the program's requirements. \* The district will hold a weighted lottery intended to be inclusive of students who are at risk and/or members of the targeted sub-populations. \* Once selection is complete, students will be notified, attend an orientation, and be assigned a counselor/mentor.

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.**

In partnership with the University of Texas Permian Basin, the district will offer students the opportunity to enroll in the ECHS Program, which will provide them the ability to earn up to 60 college credit hours beginning in 9th grade and running through 12th grade.

As part of the development of this program, a crosswalk has been created which demonstrates how the high school offerings will be expanded upon to build an academic pathway to post secondary enrollment. The crosswalk plan will enable high school students to complete the 4-year institution's academic core requirement. (Attachment #2- 5 points.). Although no endorsements or certifications will be obtained, these courses will provide credits which form the foundation toward a baccalaureate degree at UT Permian Basin. This Institution of Higher Education applauds San Perlita ISD for pursuing this grant. In fact, they have provided a letter of support and a signed Memorandum of Understanding as evidence of their collaboration.

**Statutory Requirements (Cont'd)**

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

The proposed dual enrollment IHE courses will expand on current district offerings, simultaneously allowing students to obtain both high school and college credits in core subjects. Course offerings from the IHE include but are not limited to: ART 1301, BIOL 1306, CHEM 1311, COMM 1315, ECON 2301, ENGL 1301, ENGL 1302, ENGL 2322, ENGL 2323, ENGL 2327, ENGL 2328, HIST 1301, HIST 1302, MATH 1314, MATH 1324, MATH 2412, MATH 2413, MUSC 1301, PHYS 2325, PHYS 2326, PLSC 2305, PSYC 1301, SOC 1301, SPAN 1411, SPAN 1412, SPAN 2311, and SPAN 2312.

These offerings will enable students to complete the academic core and facilitate the continuation to completion of a bachelor's degree from the partnering IHE or any other 4-year institution. Advanced degrees provide avenues for students to pursue a wide variety of job opportunities that contribute to local economic needs. With a bachelor's degree from the partnering 4-year IHE, individuals can fulfill Cameron County and Willacy County workforce needs. The 2021 Texas Workforce Commission's top 25 occupations according to average salaries and projected growth include but are not limited to:

- Elementary, Middle, and Secondary Teachers - \$56,941 – 32,020 annual Lower Rio Grande Valley (LRGV) openings
- LPN, LVN and RN - \$46,172-\$70,894 – 23,816 annual LRGV openings
- Accountants and Auditors - \$62,779 – 14,447 annual LRGV openings
- Supervisors of Office and Administrative Support Workers – \$50,762 – 13,177 annual LRGV openings
- Supervisors of Construction Trades and Extraction Workers – \$54,752 – 9,197 annual LRGV openings

A small rural district, San Perlita ISD values its students and community members above all else. The ability for our students to receive a quality education without geographic constraints and without placing financial burden on their parents will promote huge changes in our small town. Students completing post-secondary degrees and earning higher wages in our local economy will allow for families to remain intact and will lead to generational, systemic changes in our citizens' level of educational attainment, unemployment, and household earnings.

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.**

San Perlita ISD has received a Letter of Support and has signed a Memorandum of Understanding with the University of Texas Permian Basin to offer dual enrollment courses which can be used toward a baccalaureate degree. UT Permian Basin is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCC) to award baccalaureate and master's degrees. SACSCC is a recognized accrediting agency for the Texas Higher Education Coordinating Board.

**Statutory Requirements (Cont'd)**

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

San Perlita ISD and UT Permian Basin will create an articulation agreement that allows students access to postsecondary academic opportunities on-line in addition to ongoing academic and social/emotional support on their campus. The agreement between the district and UT Permian Basin will encompass the following items:

- a) Curriculum Alignment – Ensure courses are aligned to provide students both high school and college credits;
- b) Instructional Materials – Ensure students have access to the instructional materials needed for all courses;
- c) Instructional Calendar – Collaborate in the development of an instructional calendar which meets the needs of the student, district, and IHE;
- d) Courses of Study – Ensure courses needed for high school graduation requirements and the IHE academic core are included in the articulation agreement;
- e) Student Enrollment and Attendance – Provide student enrollment and attendance requirements to participating students and their parents to ensure their commitment and compliance;
- f) Grading Periods and Policies – Identify grading periods and develop policies which will ensure each agency complies with the submission of students’ grades as required; and
- g) Administration of Statewide Assessment Instruments – Identify when, how, and who will administer the statewide assessment instruments to ensure students are eligible to enroll in dual-credit courses.

**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.**

To accomplish its goals and objectives as well as monitor benchmark performance measures for this ECHS project, San Perlita ISD will establish a Leadership Design Team. The district proposes having the following members included in the Leadership team: Albert Peña IV, SPISD Superintendent; Adrian Montemayor, San Perlita High School Principal; Crystal Hernandez, San Perlita High School Counselor; Heather Cress, Dual Credit/Early College High School Program Coordinator - UT Permian Basin. The proposed meeting calendar for this team will involve initially meeting bi-monthly, then monthly, and eventually every other month. Meetings will be held through on-line video platforms or in person, depending on the status of COVID-19. Topics covered will be contingent upon the status of the grant; however, the district projects the following topics will be discussed during meetings: Number of students enrolled in the program, status of IHE partnerships, status of ECHS designation submission, and number of students who have passed the TSI test.

**Program Requirements**

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

These meetings will also involve detailed discussions and updates about processes, general operations, governance, design, professional development, partnerships, curriculum alignment, sustainability, and measuring outcomes and milestones. All status updates will be compared to the quarterly benchmarks to determine if sufficient progress is being made. All documentation and data obtained from these meetings will be shared with both an external evaluator as well as the board of education/general public as needed. The team will be tasked with assigning data gathering efforts to teachers/staff and will follow through with any process corrections that will ultimately improve the district’s ECHS project and implementation plan.

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 district currently offers numerous wrap-around services and strategies for students. Some of these include general counseling, weekly College Nights, course registration assistance, and Apply Texas and financial aid/FAFSA assistance. San Perlita ISD has proactively purchased licenses that allow students to take the Texas Success Initiative (TSI) at any time without cost to them. Scores are closely monitored, and targeted tutorials are offered to students to address areas of weakness before retesting. Additionally, the counselor works closely with teachers and students to improve awareness and performance on all college readiness skills. Through this grant and its partnership with the University of Texas Permian Basin, San Perlita ISD hopes to expand and refine student support systems. Services that the district hopes to offer during the funding period include: TSI Prep-courses, Summer Bridge Programs, academic mentoring, and a summer orientation and PALS program of faculty-nominated senior students to provide emotional support for freshmen entering the ECHS model. Other additional wrap-around strategies that the district hopes to provide include connections to social services, counseling, guidance, student advisory services for academic and social/emotional support, and flexibility in scheduling and planning course schedules.

In addition to wrap-around services being crucial for program success, the district believes its leadership and administrative personnel will be a vital component. Leadership members will be tasked with encouraging parental involvement, improving communication, and encouraging staff commitment. Campus teachers, counselors, and staff will collaborate to create enthusiasm for student enrollment by offering parents assistance in finding financial aid opportunities, completing documents such as the FAFSA, and hosting open houses for families. Along with efforts to assist parents, the district’s administrators plan to provide more training for teachers to enhance their understanding of and methods for teaching SAT/ACT strategies, modeling soft skills such as planning and note-taking, and promoting critical thinking to prepare for college-level rigor. These elements will be key to strengthening the skills, knowledge and understanding of course expectations and college readiness. The commitment, communication, and collaboration between all involved parties will support students’ academic and social/emotional well-being and ensure their success in the program and in future academic and employment endeavors.



**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**

Dual Enrollment Specialist	\$70,000
Benefits	\$12,000
Substitute pay for teachers to attend professional development trainings	\$6,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Trainings for teachers to support the ECHS program	\$5,000
Professional development to foster ISD and IHE communication and relationships	\$5,000

**SUPPLIES AND MATERIALS (6300)**

Materials, equipment, and supplies for the ECHS program	\$24,821

**OTHER OPERATING COSTS (6400)**

Travel to partnering IHE field trips	\$10,000
Costs associated with becoming a TSIA testing site	\$5,000

**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 \_\_\_\_\_

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