



**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
Ensure that students least likely to attend college have access to early college/dual credit opportunities in order to earn a high school diploma and college credit hours towards an associate or baccalaureate degree simultaneously.	Through funding from the ECHS, the district will be able to recruit students, especially at-risk and/or economically disadvantaged students, to participate in dual credit opportunities either online or face to face with institutions of higher education.
Provide students with academic and social support services to ensure that they are successful with the rigorous instruction and accelerated coursework being offered at the college level.	Through funding from the ECHS, the district will be able to provide students, especially at-risk and/or economically disadvantaged, dual credit at no cost and reduce the barriers to college access.
Offer appropriate opportunities to demonstrate college readiness for participating students at all grade levels at the high school level.	Through funding from the ECHS, the district will be able to use the TSIA to demonstrate college readiness and provide tutorials for students that need to pass.

**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 summative SMART goal for this program is to provide at-risk and/or economically disadvantaged students an opportunity to simultaneously earn high school and college credit towards an associate degree or 60 credit hours toward a baccalaureate degree. The district's goal is to continue to provide a rigorous course of study with academic and social/emotional support to help students succeed in college level coursework and reduce barriers to college access. The district's goal is to expand the program already in place to a full day, increase the courses available to students in order to earn an associates degree or 60 hours toward a bachelors degree, and serve students in grades 9 through 12 by the 2023-2024 school year.

**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. Clearly document recruitment and enrollment policies and practices to include plans to scale up to serve students in grades 9 through 12, and will target students who are at-risk of dropping out of school and who might not otherwise go to college...
2. Coordinate recruitment activities of targeted populations with feeder middle schools and higher education partners.
3. Update the current signed memorandum of understanding (MOU) between the High school and IHE(s).
4. Establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. The leadership team shall develop long term strategic priorities for the ECHS program along with work plan for how to achieve programmatic goals in coordination with district and campus improvement planning.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

1. Update the MOU to provide students a course of study that enables them to complete graduation requirements and earn an associate degree or at least 60 college credit hours toward a baccalaureate degree.
2. Continue to implement multiple dual enrollment delivery models.
3. Design a system that will provide academic and emotional support to students who are participating in the higher level courses that are at-risk or economically disadvantaged.
4. Continue to provide opportunities throughout the school year to take the TSI assessment.
5. Use diagnostic data to prescribe accelerated instruction before retesting students for the TSI

**Third-Quarter Benchmark**

1. Continue to increase the number of students enrolled in ECHS program.
2. Increase participating incoming 9th graders that are at-risk/economically disadvantaged, English learners, or students with disabilities.
3. Provide academic support to the students by personalizing student plans for ongoing academic support, filing a degree plan, and the attainment of long-term goals.
4. Monitoring academic progress with formative data
5. Providing tutoring for identified students in need of academic supports
6. Provide advisory and/or college readiness and support into the instructional sequence for all 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.

The leadership team made up of the Early College School leader and individuals with decision-making authority from the district and IHE(s) will meet regularly to discuss the expanded implementation on the ECHS program and monitor progress. This group will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS. Information will be made available on our district web-page, district board workshops, at stakeholders meetings, and by outlining strategic priorities for the current academic year and long term goals of the ECHS partnership. We will use the following evaluation methods:

1. Grant evaluation documents: Quarterly Benchmarks
2. Outcomes-Based Measures - Data indicators related to access, attainment, and achievement
3. Review, analyze, and report TSI data to gauge if students are on track including at-risk and/or economically disadvantaged students
4. College, Career and Military Readiness (CCMR) Standards on SAT or ACT by graduation
5. Algebra 1 EOC
6. English 11 EOC

**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.**

Currently our EC program targets juniors and seniors. In order to expand recruitment and enrollment processes must start at the feeder middle schools in order for students to be aware of course options and the importance of starting early. The ECHS shall coordinate recruitment activities to target subpopulations of at-risk students and/or economically disadvantaged. The activities are to educate students, counselors, principals, parents, school board and community members. These activities would include:

1. Career presentations to include the degree plans to achieve the career
2. Early College Family Nights with presentations from the ECHS and IHE(s)
3. Presentations during freshman orientation
4. ECHS representative present during 8th grade scheduling
5. During Guidance lesson career and college presentations
6. Brochures, website, and social media

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.**

CCISD currently is partnered with our local community college, Central Texas College (CTC), to provide academic and CTE dual enrollment courses. Currently we have --- students (juniors and seniors) are taking advantage of this opportunity. Our Early College is a half-day program and needs to be expanded to a full day. Additional courses will be added to the current MOU and an academic pathway will be designed that will enable students to begin as a freshman working towards an associate degree and/or 60 hours toward a bachelor degree in their chosen field. Using the ECHS grant funds, the district will pay for college tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE. Dual credit enrollment will continue to be offered in the fall, spring and summer.

**Statutory Requirements (Cont'd)**

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

The MOU should include a course selection that students can take without a TSI score as a freshman. In order to increase participation in dual enrollment courses the TSIA will need to be administrated to students earlier in their academic career. Students normally need to complete Algebra I in order to take higher level mathematics and science courses. Taking the course earlier in their academic careers allows students sufficient time to take the more advanced courses that are often prerequisites for postsecondary STEM majors. By the 2022-2023 school year, all eighth graders in CCISD will take Algebra 1 which should enable students to be prepared for the TSIA as a freshman.

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.**

We currently are partnered with our local community college Central Texas College (CTC). We would continue to develop and expand that partnership. CCISD also started a partnership with the University of Texas and is offering a limited number of On Ramps courses.

**Statutory Requirements (Cont'd)**

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

[Empty response box for Statutory Requirement #3]

**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 ECHS Leadership Team will include the following members:  
Dr. Joe Burns - Superintendent of CCISD  
Amanda Crawley - Deputy Superintendent of Curriculum of CCISD  
Dr. Jimmy Shuck - Copperas Cove High School Principal  
Jodie Jost - Director of Dual Enrollment of CCISD  
Sandra Perry -  
Melissa Dewald - Lead Counselor Copperas Cove High School  
Dr. Tina Ady - Deputy Chancellor Instruction and Workforce Initiatives, CTC  
Janill Deal - Director, Public Education, CTC

**Program Requirements**

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

Diane Hernandez - Coordinator Public Education, CTC

The ECHS Leadership Team will meet every nine weeks starting in January 2022.

January 11, 2022 - Design, Operations, & Governance

March 15, 2022- Enrollment, Recruitment, & Outreach

May 17, 2022 -Update MOU & ILA for 2022-2023 school year

July 26, 2022 Curriculum & Professional Development

September 27, 2022 -Accountability & Sustainability

November 29, 2022 - Operation & Governance

January 31, 2023 -Enrollment, Recruitment, and Operations

April 3, 2023 - Update MOU & ILA for 2023-2024 school year

June 5, 2023 - Curriculum & Professional Development

August 7, 2023 - Accountability & Sustainability

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.**

CCISD currently offers multiple dual enrollment delivery models for students. We provide tutoring for students in need of academic supports at the high school. Central Texas College offers academic advising to all students throughout their enrollment. In addition, CTC support services, such as library services, tutoring, etc. are offered to students as needed and applicable, with the goal being the student successfully completing the college level courses. The high school also offers students and families application assistance, financial aid counseling, and college/career information.

Using the ECHS funds, we will continue improving the current systems that are in place and add additional strategies to support the ECHS. Additional strategies that will added are -

1. An intensive academic preparation program that provides opportunities to strengthen academic skills necessary for high school and college readiness to prepare students for TSI and provide academic interventions for those who do not pass the TSI.
2. Establish a mentorship program for all students
3. Developing individualized student plans for attainment of high school graduation requirements while earning college credit toward their long-term goals.
4. Ensuring that at-risk and/or economically disadvantaged students that are least likely to attend college know what options they have for the future at no cost to them.



**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**

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**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

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**SUPPLIES AND MATERIALS (6300)**

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**OTHER OPERATING COSTS (6400)**

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**CAPITAL OUTLAY (6600)**

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**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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