



**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  Digitally signed by Debbie Pennington Date: 2021.11.04 05:14:17 -05'00' 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
Target loss-of-learning during COVID in the areas of math and English specifically.	Addition of a Learning Specialist to work with students in areas of learning loss with targeted tutorials. The Learning Specialist will also work closely with teachers and administration.
Vistas ECHS is in it's initial year in 2021-2022 and we need to increase TSI college readiness	The Learning Specialist will work with the Vistas counselor on strategies for increasing TSI results including targeted professional development strategies for our teachers.
Vistas ECHS currently has four on-campus teachers credentialed to teach dual credit courses. Vistas ECHS seeks this grant in order to credential dual credit teachers in additional instructional areas.	A staff interview process identified several current Vistas faculty members eager to obtain the course credits necessary to meet the credentialing standards of the Vistas High School ECHS IHE partner, Lone Star College-University Park.

**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.

By the end of the ECHS Planning and Implementation Grant funding period, Vistas ECHS will focus on college readiness skills by:  
 -Establishing a Vistas Learning Specialist to work with all ECHS students and provide training and support in lesson development for Vistas teachers on college readiness skills including TSI prep so that by the end of the 2023-2024 school year a minimum of 75% of 9th and 10th grade ECHS students pass the English TSI, 50% of 9th & 10th grade ECHS students pass the Math TSI and 60% of the 10th grade ECHS students will have earned a minimum of 9 college credit hours.

**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

By the end of the first quarter of the ECHS Planning and Implementation Grant funding period (1st quarter 2022-2023) - 25% of the 9th & 10th grade ECHS students will be Reading & Writing TSI compliant and 12% of the 9th and 10th grade ECHS students will be Math TSI compliant.

**Measurable Progress (Cont.)**

## Second-Quarter Benchmark

By the end of the second quarter of the ECHS Planning and Implementation Grant funding period (2nd quarter 2022-2023) - 50% of the 9th & 10th grade ECHS students will be Reading & Writing TSI compliant and 25% of the 9th and 10th grade ECHS students will be Math TSI compliant.

## Third-Quarter Benchmark

By the end of the third quarter of the ECHS Planning and Implementation Grant funding period (3rd quarter 2022-2023) - 60% of the 9th & 10th grade ECHS students will be Reading & Writing TSI compliant and 37% of the 9th and 10th grade ECHS students will be Math TSI compliant.

**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 Vistas ECHS Leadership Team will use the TSI test data to evaluate any deficiencies for students not meeting compliance to develop individual plans for students. The Learning Specialist will work with teachers and students on remediation to take place during class instruction, tutorials and after school or Saturday tutorials.

Individual ECHS student TSI data will become a part of the three-week data meetings that the Vistas ECHS leadership team and teachers have to review individual student grades and attendance for each class.

The Vistas ECHS Leadership Team will review the overall 9th and 10th grade TSI English and Math passing rates monthly to make adjustments and redirect in the event that there is a lack of progress.

**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.**

In December 2021, we will begin the recruitment period from current 8th graders in Klein ISD for Cohort 2026 of Vistas ECHS. Informational videos and flyers have been created by the district's communication department that will be sent out to all current 8th graders in December 2021/January 2022. Vistas leadership meets with all 8th grade counselors across the district to explain the target population that we are looking for and the advantages of the ECHS program to students and their families. In addition, social media and the Vistas ECHS website will also be used to market the program. Targeted populations are encouraged to attend one of three family nights in January and February to learn more about the program and to apply. The application window closes in mid February. Additional information and interview nights are held in February and March for students and their families that have completed the application process to receive additional information from our IHE (LSC-UP) and meet with Vistas leadership to go over specifics of the program and commitments and the benefits and financial savings of completing a two-year college degree while in high school. The four-year commitment including two-week summer bridge and family engagement/discipline contract are part of the information that is gone over with families in the meetings.

By mid March students that have completed the ECHS Cohort 2026 application, attended a family night and also completed the interview process will commit to continuing to be part of the pool of eligible students for selection in April. If there are more students in the pool than openings then a weighted lottery will be held at the beginning of April to determine the students for the program. All students will have one lottery entry and students meeting one of more of the targeted subpopulations (at-risk, LEP, underrepresented in college, etc.) will receive an additional lottery entry.

Once selection is complete, students will be notified and will attend an induction ceremony in late April with their family. All Vistas ECHS staff attends as well as the Klein ISD Superintendent (or their designee) and the Lone Star College-University Park President (or their designee). This is a great community event to build culture for the upcoming school year.

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.**

Through an existing partnership with our IHE (Lone Star College - University Park) we already provide an academic pathway for our ECHS students to work towards earning an associate degree or up to 60 college credits hours while also working towards earning their high school diploma. Combined advising with both the college and ECHS counselor begins during the two-week summer bridge for incoming 9th graders. At that time students complete the college application, take the TSI for the first time, and register for their first college course (EDUC 1300). During their 9th grade year, besides taking EDUC 1300 students also take AP Human Geography along with their regular 9th grade high school courses. After successfully passing the TSI during their 9th grade year or summer between 9th and 10th grade, students register for additional crosswalked DC courses on their pathway to earning either an Associate of Arts or Associate of Science. The crosswalk for both of these pathways is identical for the students' freshman and sophomore years and splits off during their junior and senior years.

COURSE OF STUDY/CROSSWALK OFFERED (Attachment...): A crosswalk has been developed which details courses to be offered, which will allow students to obtain an Associate of Arts or Associate of Science.

**Statutory Requirements (Cont'd)**

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

An Associate of Arts or Associate of Science degree provides job opportunities for students right out of high school or students can continue their education by going on to work towards their bachelor's degree.

The goal of the Vistas ECHS is to provide course offerings and pathway that show typically underrepresented and at-risk students an opportunity to achieve an associate's degree and more despite their background and economic status.

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.**

Vistas ECHS in Klein ISD has a current Memorandum of Understanding (MOU) agreement and successful partnership with Lone Star College - University Park with our first 9th grade cohort in 2021-2022. This partnership will only grow stronger to provide more offerings to students in Klein ISD.

A four-year crosswalk has been developed to demonstrate students' progress towards their selected plan of study, including attainment of high school and college level courses.

**Statutory Requirements (Cont'd)**

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

- A) CURRICULUM ALIGNMENT: KISD and LSC-UP will monitor the quality of instruction in all dual credit courses to assure compliance with standards established by TEA, SACS, KISD and LSC-UP.
- B) INSTRUCTIONAL MATERIALS: LSC-UP provides information regarding required and supplemental textbooks and supplies for courses. KISD shall be responsible for purchasing all required student textbooks, supplemental materials, supplies, and operational equipment.
- C) INSTRUCTIONAL Vistas ECHS shall follow the LSC-UP common instructional and facility-use calendar allowing for the same holidays, breaks, and professional development.
- D) COURSES OF STUDY: KISD and LSC-UP developed a general course of study to ensure students are able to meet high school graduation requirements while also working towards earning an Associate of Arts or Associate of Science.
- E) STUDENT ENROLLMENT AND ATTENDANCE: LSC-UP and Vistas ECHS staff work closely together on enrollment activities for all students who have chosen to participate in the Vistas ECHS program. Attendance is monitored by Vistas administration and counselor.
- F) GRADING PERIODS AND POLICIES: KISD shall report high school grades to students utilizing the district's grade reporting calendar. Dual credit grades shall be reported under the College's established grading periods. The semester grades and grading policies shall be outlined in each dual-credit instructor's course syllabus. ECHS students in dual-credit courses must meet satisfactory academic performance earning higher than "C" in all dual credit courses.
- G) ADMINISTRATION OF STATEWIDE ASSESSMENT INSTRUMENTS: State and national exams (EOC, PSAT, SAT, etc) will be administered on the Vistas ECHS campus. In order to enroll in dual credit courses, students should demonstrate college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative Assessment. The district will continue to offer tutoring and study help during the school day to address academic weakness in math and reading. The district will continue to give TSIA on campus to students.

**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 Vistas ECHS Leadership Team consists of:  
 Debbie Pennington, Vistas Principal  
 Beth Gilleland, KISD Executive Director of College & Career Pathways  
 Jessica Kromholz, KISD Executive Director of Teaching and Learning  
 Sarah Deckard, Vistas Associate Principal  
 Kelle Adams, Vistas Counselor  
 Dr. Kathy Cecil Sanchez, VP of Instruction at Lone Star College - University Park  
 Dena Stultz, Manager of Instruction at Lone Star College - University Park  
 Kerrah Cain, Manager of School Partnerships at Lone Star College - University Park

**Program Requirements**

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

Cathy (Kate) Dumond, Dean of Enrollment Management at Lone Star College - University Park

Julia Gentry - TEA CCRSM Leadership Coach

Formal Zoom meetings with participants from Vistas, KISD, LSC-UP and CCRSM Leadership Coach were held on: 6-22-20, 7-15-20, 8-12-20, 8-20-20, 1-22-21, 3-5-21, 4-15-21, 6-23-21

Additional meetings were held as needed between Vistas ECHS and LSC-UP approximately monthly for scheduling new student/parent meetings, summer bridge activities, college application and enrollment meetings, course selection, etc.

The next scheduled zoom meeting will be 11-3-21 to discuss how the year has been going with our first cohort of 9th graders, grades, status of TSI testing, course selection for the Spring as well as preparing for recruitment and marketing for the next cohort.

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.**

Currently Vistas offers the following wrap-around strategies and services for all students - grade and attendance meetings every three weeks with administrators and counselor to review progress and their perceived obstacles for any student not being successful. Students have a tutorial period built in to their schedule daily to allow extra time with teachers to get caught up on assignments, prepare for EOC and TSI testing and study time.

Parent/Community meetings are held to help families with information on TSI and FAFSA information, steps to apply for college, HS graduation requirements, how to look up grades and attendance information, transcript information, etc.

Three student/parent Vistas ECHS informational meetings are held in the spring combined with representatives from Vistas ECHS and LSC-UP for current 8th graders. Once accepted, all incoming 9th graders participate in a two-week summer bridge at Vistas ECHS which includes a tour and visit to LSC-UP. All incoming 9th graders take EDUC 1300 their first semester to help prepare them to be successful in college classes.

Students receive advising from both LSC-UP and Vistas. LSC-UP provides advising specific to college course selection, degree plans, and the transfer process upon completion. The Vistas counselor and administrative team works with students and families to ensure all high school requirements are met while earning up to 60 hours or an associate degree. The counselor provides wellness checks with students as needed and provides wellness activities.

We currently have four Vistas ECHS staff members certified to teach Dual Credit classes through LSC-UP. Three additional staff members are in the process of earning a master's degree with 18 hours in a specific content area to be able to also teach DC classes.

With the grant funds, we would like to expand the wrap-around strategies and services to include a Learning Specialist. Some services that are planned include more training towards TSI college readiness and additional after-school and Saturday tutorial times. In addition, grant funds would be used to expand our professional development activities for staff.



**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**

Learning Specialist (for 1 1/2 - 2 years including benefits)	\$133,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Assistance in credentialing teachers specifically related to identified programs of study	\$8,500
Services to support Professional Development for Vistas ECHS Instruction	\$8,500
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

<input type="text"/>	<input type="text"/>
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**OTHER OPERATING COSTS (6400)**

<input type="text"/>	<input type="text"/>
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**CAPITAL OUTLAY (6600)**

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