



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

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
La Feria I.S.D. has an economically disadvantaged population of over 80%. Our students would greatly benefit from an ECHS. This would allow our students to earn an associates, college credit hours, certificates, or certifications at no cost to themselves or their families.	La Feria ISD will offer : Open enrollment to all students, parent meetings in English and Spanish, individual preregistration meetings for ECHS students, information meetings on IBCs, certifications, increase academic counseling and social emotional supports , create an ECHS orientation for parents and students, and provide advising sessions throughout the year.
La Feria ISD is in need of "Master's" degreed teachers to teach dual enrollment courses for the ECHS. Students would benefit from in person instructors who understand college rigor and high school students.	La Feria ISD will provide an ECHS instructor incentive with TSC, a master's stipend from the LEA, an additional ECHS stipend from the LEA, professional development training, work in partnerships with IHEs to increase recruitment strategies for highly qualified teachers, and offer the TIA at our district for ECHS.
According to our 2021 CCMR report, La Feria I.S.D. currently has a low passing rate for CCMR readiness exams such as TSIA.2 , ACT, and SAT. An ECHS model would help promote college readiness exams.	La Feria ISD will create TSIA.2 boot camps, integrate TSIA.2 material into 8th grade and content relevant classrooms at the high school, create ACT, SAT boot camps, continue to implement the PSAT, college prep courses, and hire tutors for TSIA.2 , SAT, and ACT purposes.

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.

La Feria ISD, upon receiving the ECHS grant and in accordance with the district goals, will strive to have 80% of students college and career ready with 20% of the ECHS population receiving an associates degree by the time they graduate in May of 2027.

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

La Feria ISD will (February 2022 - July 2022) :

- Inform all staff, students, parents, and stakeholders of the ECHS grant and possible designation.
- Create a cross walk and master schedule for the ECHS cohort that aligns with the FHSP, completes an endorsement, and attains the distinguished level of achievement.
- Create and distribute marketing tools, required documents, and informational pamphlets for stakeholders and web page.
- Create a calendar of parent and student meetings that will inform both parties about the ECHS model and the requirements and timelines needed to complete an associates degree, college credit hours, and college readiness exams.

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

La Feria ISD will (August 2022 - December 2022) :

- Ensure all curriculum is purchased for TSIA.2 readiness, boot camps, and interventions
- Plan professional development training for dual enrollment teachers/ ECHS teachers.
- Create a defined calendar of Leadership Team Meetings with the additional parent and community stakeholders included.
- Apply for the ECHS designation.
- Conduct course audits and progress measures for current dual enrollment students.
- Ensure counselors have the materials needed to provide SEL check ins for students and monthly parent meetings on ECHS.
- Ensure all counselors and needed staff are certified as college advisors.

Third-Quarter Benchmark

La Feria ISD will (January 2023 - May 2023) :

- Finalize ECHS crosswalk and master schedule to accommodate the ECHS model.
- Ensure all students and parents have been given the proper documentation and are prepared for courses starting in 2023-2024.
- Finalize TSIA.2 testing windows for rising freshman and send out the yearly testing calendar to stakeholders.
- Begin Leadership Team meetings with additional representatives.
- Finalize counselor's curriculum and documentation for student check ins and SEL visits.
- Review final MOU with IHE and ensure it is aligned with the ECHS blueprint.
- ECHS cohort has been selected and are prepared to start the ECHS model.

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.

In order to ensure that the SMART goal of the ECHS grant is being met, La Feria ISD will look to the following data sources and evaluations to ensure progress and attainment of goals:

TSIA.2 DATA : TSIA passing rates will be key in identifying how many students will be able to participate in dual enrollment courses which will lead to the associate's degree. The Leadership team will need to hold monthly data meetings on TSIA.2 scores and success. Each month, the team will identify interventions for students struggling to pass the exam as TSIA.2 is a required precursor to attaining our college and career goal as well as the associate's degree goal. The team will then provide additional TSIA.2 resources, one on one sessions, or additional tutors to ensure each child's success.

Parent Attendance / Involvement in Meetings: In order to ensure the success of the ECHS model, parent support will be crucial to the ECHS process. As such, the Leadership team will expect all parents to be present either virtually or in person at monthly parent informational meetings. Any parents and/or students who have not attended meetings, or SEL check ins, will be visited by the parental liaison to ensure that information is being shared and that the district is able to accommodate parent's schedules for meeting times. The Leadership team will conduct monthly audits of sign ins to ensure the support and cooperation of all ECHS parents.

Student Audits: Finally, La Feria ISD will need to conduct monthly & yearly student audits on student services and progress. This will include SEL check in services, advising services, parental involvement attendance, mid term grades, TSIA.2 scores, and cross walk tracker meetings. The Leadership team will be responsible for assessing the progress of all ECHS students and providing additional support on a student by student basis. The Leadership team will also conduct audits with counselors and administration to ensure they have all of the tools they need to support the students and the ECHS cohorts.

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 order to ensure that all La Feria ISD students are included in the enrollment and recruitment process of the ECHS grant, all students will participate in the informational classroom presentations, and all parents and community stake holders will be invited to public information meetings regarding the La Feria ISD ECHS model. Upon receiving the grant in February 2022, La Feria ISD will notify all students, parents, and community members of the ECHS grant on all websites, social media pages, and news outlets belonging to the district. La Feria ISD will make the first priority to meet with teachers and staff and educate them on the ECHS model so that they are aware and can assist students throughout the process. La Feria ISD will then have classroom presentations for all junior high students that will educate them on the ECHS model, college and career initiatives, assessments, and timelines. La Feria ISD will send home informational packets in both English and Spanish on the proposed ECHS model and how it will take place in the district. During the month of March, La Feria ISD will then host both in person and virtual meetings for all parents and community members who wish to learn more about placing their child into the ECHS. The district will also coordinate with all special populations departments including : Bilingual , Special Education / 504, GT, Migrant, and McKinney-Vento. Each department will be trained on ECHS and be responsible for holding parent meetings to educate their prospective student and parent groups. This will be used to ensure that all populations feel informed and welcomed to participate in the ECHS model, and that no parent is left behind. All virtual videos will be recorded and placed on the district website for parents to view. During these meetings, parents will be given all timeline, cross walks, and other requirements for the ECHS. Parents and students will be required to sign a form stating that they understand the commitments and demands that the ECHS will bring (The Leadership Team will create this during their February bi- weekly meetings.) Counselors and the Leadership team will meet with parents and their ECHS child individually to ensure they understand all requirements and commitments. A cohort will then be selected by lottery or all applicants process. The Leadership team will meet to decide on this plan of action as soon as the grant is approved. Once a cohort has been created, the Leadership team will meet to ensure all populations, whether general or special, are monitored throughout the ECHS grant period. The district will include all special populations groups in coordination with the Leadership team meetings when conducting course audits and student progress to ensure all students are being supported in their ECHS journey.

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.**

While coordinating with the district's IHE partner, TSC, it was recommended that La Feria ISD start their ECHS model with a General Studies Associates of Arts. This particular associates allows the LEA to select general education courses that best fits the needs of their students. La Feria ISD currently offers twenty six dual enrollment credit hours that students can use as prerequisite courses towards a bachelors degree. When receiving feedback from alumni students and parents, offering prerequisite courses at the high school level has allowed them to save money on tuition and fees. The goal of the General Studies Associates of Arts is to offer as many prerequisite courses as possible for students to utilize towards their future bachelor's degree. This will also help eliminate up to two years worth of course costs for students and alleviate the financial burden on parents and community members. When designing the crosswalk, it was important to consider adding dual courses that aligned with the foundation high school plan. As such, many of the hours that are required by the associates degree will double as higher level academic courses that satisfy graduation requirements set by the state. Specifically, the History 1301, 1302, Composition 1301, 1302 , Government, and Biology will all satisfy the higher level content courses requirements needed by the foundation high school plan.

Statutory Requirements (Cont'd)

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

The age level of the students was also a factor in considering the course load given on a yearly basis . The idea behind the cross walk was designed for students to slowly adapt into the ECHS model. Students will start their freshman year with six hours, sophomore year with 12 hours, and junior and senior year with 21 hours per year. The roll out of course walk also allows students an extra year to become TSIA.2 compliant. The district also plans to utilize their own adjuncts so that students may begin the dual enrollment process with in person high school adjuncts that will prepare them for the rigor that is to come as they proceed throughout the ECHS process. The cross walk is also designed to allow students to pursue not only college credit hours but career readiness classes as well. Additionally, the district will review local data sources such as Texas Workforce Solutions and RGV Lead job sites that will allow the district to add Level I and Level II certifications based on the economic needs of their area. La Feria ISD will support the attainment of Level I and Level II certificates by exposing students to CTE courses that will create a foundation of interest for the high need areas based on the job reports in the county. Specifically, Texas Workforce solutions identifies Health Science, HVAC, Computer Specialists, and Electricians as some of the most needed jobs in the county. La Feria ISD currently supports Health Science and HVAC within the school district and its partners and will support initiatives and work with the leadership team to search into certificates that will align with the associates degree and current high school offerings.

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.**

La Feria ISD ,along with its IHE partner TSC, has created an MOU that aligns with the blueprint of the ECHS model by abiding by the following requirements:

A. Curriculum Alignment:

- The crosswalk created by La Feria ISD will follow the General Studies Associates pathway while also meeting the Foundation High School Plan requirements designed by the state of Texas.

Statutory Requirements (Cont'd)

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

B. Instructional Materials

- As per the ECHS blueprint and continuing on with the set dual enrollment policies of La Feria ISD, it will be at the responsibility of the district to pay for all tuition and fees so that the dual enrollment courses and associates degree required by the ECHS model comes at no cost to the students or their families.

C. Instructional Calendar

- TSC will work with La Feria ISD on their instructional calendar by still providing courses to the students regardless of discrepancies in days off or holiday breaks.

D. Courses of Study

- TSC's designated course of study for La Feria ISD Early Collee High School students will be a General Studies Associates of Arts. This will allow student to cover their prerequisites for their future college majors.

E. Student Enrollment and Attendance

- La Feria ISD will abide by TSC's enrollment policies and attendance requirements. La Feria ISD counselors will work in a combined effort with TSC specialists to ensure all students are enrolled on dates specified by the IHE.

F. Grading Periods and Policies

- As students are taking courses designed by the IHE, students will need to abide by the IHE's grading guidelines which have been outlined in the district grading guidelines' policy. Students and their parents will sign off that they understand that dual enrollment grading guidelines differ from general education classroom guidelines.

G. Administration of Statewide Assessment Instruments

- Students will be required to abide by the required assessments (TSIA.2) in order to take dual enrollment courses with TSC.

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 La Feria I.S.D. Leadership team will consist of the following staff members:

- | | |
|---|---|
| - Marissa Zambrano : College and Career Counselor | - Cassandra Zuvietta : Director of College & Career |
| - Norma Becerra : LFHS Counselor | - Haydee Rodriguez : Director of Counseling |
| - Anna Zambrano : LFHS Counselor | - Jose Arambul : TSC (IHE) Partner |
| - Veronica Gonzalez : LFHS Counselor | - Parent (pending approval of the grant) |
| - Yael Leal : Dean of Instruction | - Community Stakeholder (upon grant approval) |
| - Maricella Castillo-Muniz : GEAR UP Facilitator | - Niranda Flores - Bilingual Director |
| - Cynthia Chairez - Principal of LFHS | - Lorraine Garza - Parent Involvement Coordinator |
| - Kristy Jimenez : Assistant Principal | - Dr. Yvette Cantu - Testing Director |
| - Beatriz Solano : Executive Director of Curriculum and Instruction | - Dr. Daniel King - ECHS Consultant |

Program Requirements

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

Current Leadership Meetings:

-La Feria ISD began our first Leadership meeting with our Superintendent to establish members whose input would be crucial to the ECHS process. Once the committee was made, the team began to meet with different IHE partners that would offer our students the best pathway option. TSC was then selected by the team as the IHE as they are the only university in the area that would allow Master teachers from within the district to be adjuncts. This was agreed upon by all members as they believe it is in the best interests of students to have high school adjuncts teaching as many courses as possible. The final meetings, before submission of the grant were held to discuss the course walk and ECHS method. As per the IHE, they recommended the district start with a school within a school model. The Leadership team also discussed the need to ease students into the early college model. As such, the team planned to offer a heavier course load during the year to avoid summer courses. However, summer courses will be offered should student's schedules not allow them to take the recommended course load.

Future Leadership Meetings:

-Future leadership meetings have been scheduled on a weekly, bi-weekly, and monthly basis to address needs and planning in a timely manner. These meetings will address recruitment strategies, master scheduling, degree planning, certificate planning, one on one student advisory meetings, parent and community information sessions, teacher trainings, course evaluations and audits, college readiness measures and assessments, PGP updates, mid term and final grade evaluations, SEL & check in strategies, and CCMR attainment levels.

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.**

CURRENT WRAP AROUND STRATEGIES:

In order to promote college and career readiness, La Feria ISD currently offers the following academic and social emotional strategies and services: TSIA.2 tutoring sessions, PSAT testing, counselor / parent meetings with all grade levels to explain expectations and yearly checklists, freshman orientation and preregistration conferences, college recruiters, I Got the Job contests to assess interview skills in the work place, SEL meetings with parents and students to explain SEL, and College and Career counselor that works with students on college readiness needs.

FUTURE WRAP AROUND STRATEGIES:

In order to create a more conducive environment for an ECHS, La Feria ISD will implement the following new tactics:

- Integrate TSIA.2 material into 8th-12grade classrooms for better exposure and preparation for the exam.
- TSIA.2 bootcamps
- Testing TSIA.2 starting in 8th grade to allow students to be TSIA.2 compliant upon entering high school.
- Parent meetings on ECHS monthly to keep parents and stakeholders informed on the process and monthly checklists.
- Tutors will be provided for ECHS/ Dual Enrollment students to ensure they have assistance with the course work as needed.
- College prerequisite information packets will be available in the Go Center for students to review possible majors and decipher what dual enrollment courses will transfer over to their future major and university.
- The CCMR counselor will meet with all ECHS students on a six weeks basis for SEL checkin purposes and address any potential issues or questions
- Students will have access to a networking community band app, run by the CCMR counselor to discuss course work, SEL issues, and or other needs at any time.
- Degree planning, certificate planning, and post secondary success initiatives will be put into the place to ensure all students are prepared to leave high school with a plan of action.

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

Master Teacher Stipends	\$25,000
Counseling Stipends	\$5,000
Benefits	\$5,000
Professional Staff Extra-Duty Pay	\$10,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development	\$15,000
Contracted Services	\$20,000

SUPPLIES AND MATERIALS (6300)

Tuition & Fees	\$50,000
Instructional Supplies	\$22,000
Testing Materials	\$5,000

OTHER OPERATING COSTS (6400)

Teacher Travel	\$5,000
Student Travel	\$8,000

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 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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