



**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**

**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
Increase the percentage of students who take advantage of post-secondary participation opportunities with the goal of increasing the number of iSchool Creekside students who obtain an Associates Degree while in high school.	Fully utilize the unique ECHS model (college preparatory, mastery based, blended learning) to focus on college preparation and readiness with the ability to accumulate credit towards an Associates degree. Partners collaborate to ensure students have clear understanding of how the academic coursework relates to education and career outcomes.
Engage under-represented populations (low socio-economic / 1st generation college) to promote the benefits of ECHS programs and increase this population's attendance at iSchool High Creekside.	The marketing team will target areas with literature on iSchool High Creekside. The leadership team will hold community information meetings to better inform the area of the educational opportunity.
Increased access to technology to support engagement with dynamic digital curriculum at the college level	Ensure a 1:1 ratio of technology devices (i.e., Chromebooks) for students to participate in the increase of digital curriculum and online learning environments in the college setting. Teachers will be able to support and develop student skills to engage and excel with these types of educational settings.

**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.

Increase the number of students at iSchool High Creekside who graduate with an Associates Degree to at least 40%. To achieve this goal, planning must start when students first enter the school in 9th grade. iSchool High Creekside will plan for 80% of all students to pass the TSIA-2.0 by the end of the first semester. This will allow students to take dual credit courses in the second semester. The ability to take dual credit courses in the second semester increases the likelihood of completing 9 college hours by the end of the 10th grade year. Students will then be on track to take 12-15 hours per semester during their Junior and Senior years enabling simultaneous completion of a High School diploma and an Associates Degree. (ECHS Benchmark 2)

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant. See pg. 18 of the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

Q1 Benchmark: Target Population - iSchool High Creekside and LoneStar College (LSC) will partner to begin serving students in grades 9-10 within the first quarter. Students in grades 9-12 will be served immediately after. Marketing and recruitment efforts will target students with low socioeconomic status, who are first-generation college-goers, and who are underrepresented in Dual Credit programs in the local ISD. Progress will be measured by comparing percentage of this population to local District percentages. The goal is to be commensurate with the District population.

**Measurable Progress (Cont.)**

## Second-Quarter Benchmark

Q2 Benchmark A: School Design - iSchool Creekside and LoneStar College will partner to offer an open-enrollment school with flexible scheduling structures. The partnership will plan for the implementation of a unique college preparatory, mastery based, blended learning system to enable students to combine post-secondary and high-school courses at no cost to participating students for the 2023 - 2024 school year. (ECHS Benchmark 6)

Q2 Benchmark B: Student Support - iSchool Creekside and LoneStar College will partner to develop wrap-around strategies and services to include but not limited to: flexible scheduling, tutorials, prescriptive and adaptive supplemental programs, writing labs, SPED and ELL identification and resources, and academic and social-emotional counseling. These services will involve multiple stakeholders (e.g. teachers, counselors, and parents) to strengthen academic and soft skills needed for success in the program. Programs will be in place for the 2023-2024 school year. (ECHS Benchmark 4)

## Third-Quarter Benchmark

Q3 Benchmark: Curriculum, Instruction and Assessment - iSchool High Creekside and LoneStar College will partner to identify and provide students with rigorous curriculum centered around a mastery-based learning system. Students must achieve a certain level of mastery prior to moving forward to learn subsequent information. If students do not demonstrate mastery at the multiple step process, they are given additional support in learning and reviewing the material until a certain level of mastery has been attained. This cycle continues until the learner accomplishes mastery, then the student may progress to the next unit of information. Students make progress as quickly as they are able to demonstrate mastery of course content. Each student's pace is individual, not collective. Curriculum progress tracking, grades, Outcome Based Measures, and other learning measures will show progress towards meeting goals. (ECHS Benchmark 4)

**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.

iSchool High staff, in partnership with LoneStar College will engage in ongoing continuous improvement monitoring. Outcomes-based measures from TEA, grant requirements, proposed activities, and data will be tracked and monitored by the campus along with TEA and Educate Texas technical assistance providers who will support in the evaluation and monitoring of the ECHS program. Staff will work closely to collect data and meet regularly with leadership team to make adjustments.

Assessment and evaluative tools will include but are not limited to:

- Mastery-based learning goals - students are expected to meet 90% mastery in all assigned courses
- Dual-Credit grades - grades in these courses will be monitored by both Lone Star College and iSchool High to ensure appropriate gr
- Standardized assessments - Each student will complete the appropriate End of Course Exam required by TEA - additionally students will prepare and take college entrance exams during 11th and 12th grade years (i.e., PSAT, SAT, ACT)
- Course sequencing and completion - Students will make adequate progress through courses to complete their desired education and career goals
- Personal graduation plans - students complete these plans with Counselors after determining education and career goals. Plans are monitored for progress and success at the end of each semester. At these times any additional supports or services can be prescribed and then evaluated for success.
- Enrollment data - iSchool High and district marketing department staff will monitor enrollment data to continually promote iSchool High to low SES and 1st generation college-goers, with the goal of the proportion of these populations in our school to be similar to the proportion of these populations in the local ISD.

**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.**

iSchool High Creekside ECHS will be an open enrollment school with a starting target of 100 students in 9-10th grade and plans to scale up by adding one grade level per year up to 12th grade in the subsequent school years.

The campus will plan and implement recruitment strategies with targeted efforts towards students who are 1st generation college-goers, low socioeconomic status, and/or underrepresented in the industry by using a Buxton report. Additionally, the campus will hold informational meetings and mail information in both English and Spanish to targeted zip codes. While efforts will be targeted, the campus will not exclude or discourage the enrollment of any student population.

Staff will also employ targeted recruitment activities such as parent/community tours of the campus, recruitment videos, disseminated information to prospective students, informational meetings, college and career fairs, and more. These efforts will begin in the Spring of 2022 in partnership with LoneStar College.

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.**

iSchool High Creekside is designed to bring about an innovative instructional approach that leads to students earning a high school diploma along with college credit, culminating in each student's ability to earn an Associates Degree. Along with academic goals set by the Texas Education Agency, this campus will focus on technology courses promoting lifelong learning and career readiness. Student will have the opportunity to earn a Computer Networking Specialization Cisco Level II certification and an Associates of Applied Science Degree.

Students will complete the required courses to graduate from High School under the Multidisciplinary Studies Endorsement, including four credits in English, Math, Science, and Social Studies, one credit in Physical Education and Fine Arts, two credits in Languages Other than English, and 6 elective credits for a total of 26 credits. Students will concurrently complete a number of articulated and/or dual credit courses leading to the Associates Degree through LoneStar Creekside.

Crosswalks for the Associates Degree include: College Transitions to Learning Frameworks (EDUC 1300),

**Statutory Requirements (Cont'd)**

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

Introduction to Physical Fitness & Sport(PHED 1164), Federal Government(GOVT 2305), Introduction to Computers(COSC 1301), Art Appreciation(ARTS 1301), Introduction to Communication(SPCH 1311), Composition And Rhetoric I(ENGL 1301), Composition And Rhetoric II(ENGL 1302), United States History To 1877(HIST 1301), United States History Since 1877(HIST 1302), General Psychology(PSYC 2301), Principles Of Sociology(SOCI 1301), Survey of British Literature: Anglo-Saxon through the 18th Century(ENGL 2322), Survey of British Literature: Romantic through the Present(ENGL 2323), College Algebra(MATH 1314), Trigonometry(MATH 1316), Biology I for Science Majors(BIOL 1406), Biology II for Science Majors(BIOL 1407), Texas Government(GOVT 2306), Macroeconomics(ECON 2301).

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.**

The inter-local agreement with LoneStar addresses the partnerships as follows:(a) Curriculum Verification. The parties shall verify alignment between college and high school curricula as required by THECB, TEA, and other state, regional, or national agencies. The verification includes an annual review of course crosswalk alignments, co-curriculum changes, and updates to accreditation standards. b) Educational Resources. The parties may use free or low-cost open education resources in courses offered. Responsive Ed shall be responsible for purchasing all required student textbooks, supplemental materials,

**Statutory Requirements (Cont'd)**

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

supplies, and operational equipment. c) Calendar. The parties intend that ECHS shall follow the College's common instructional and facility-use calendar allowing for the same holidays, breaks, and professional development days. d) Courses of Study. The parties shall collaborate to provide the ECHS an integrated four-year curriculum providing transition from grade level to grade level and allowing students to proceed to dual credit using course placement criteria according to the College's standards. e) Enrollment. The College shall ensure dual credit enrollment criteria under state or accreditation requirements are met by ECHS students. The College and Responsive Ed may provide ECHS students academic assistance before a student enrolls in a dual credit curriculum based on the particular student's needs. The parties intend that academic assistance may include a bridge program that provides opportunities to strengthen academic skills necessary for high school and college readiness. f) Dual Credit Grading. (a) Syllabus. The parties intend that the semester grades and grading policies be outlined in each dual-credit instructor's course syllabus. (b) Grade Reporting. The parties shall report dual credit grades under the College's established grading periods. (c) Official Grade of Record. The parties acknowledge that the letter grade recorded on the College transcript will be the official grade of record for dual credit courses. (d) Continued Eligibility. The parties intend that ECHS students in dual-credit courses meet satisfactory academic performance—earning higher than a "C" in all dual credit courses. The parties intend that student-legal guardians and the parties approve continued eligibility every semester. g) Statewide Instrument Administration. Responsive Ed shall comply with the State Board of Education rules regarding administering high school assessment instruments. Responsive Ed shall administer all statewide assessment instruments in accordance with the TEC. Responsive Ed shall notify the College's instructors at least two weeks before Responsive Ed administers any assessment.

**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.**

Leadership Team  
 ResponsiveEd Brand Superintendent - Robert Riggs  
 ResponsiveEd Regional Director - Kevin Sevin  
 LoneStar College-Tomball President Dr Lee Ann Nut  
 LoneStar College-Tomball Vice President of Administrative Services - Jerrell Wade  
 LoneStar College-Tomball Dean of Academic Support -  
 LoneStar College-Creekside Dean of Instruction - Jill Riethmayer

The leadership team met on 9/27 to discuss the partnership going forward between LoneStar Creekside and Responsive Ed.

**Program Requirements**

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

The leadership team will meet on the first Tuesday of each month to discuss the Early College High School Road Map to Opening and the Early College High School Blueprint.

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 main goal of the iSchool High is to allow students to take ownership of their learning while providing dual-credit opportunities. This grants students more freedoms and liberties in their educational experiences, setting them up for a lifetime of success. iSchool High sets out to accomplish this goal by focusing on several key areas:

**College and Career Readiness:** iSchool High works to prepare students for life after high school. Students will be provided with the skills and tools necessary to complete university admissions, financial aid requirements, resume construction, associated work documents, interview preparation, and other relative proficiencies.

**Personalized Learning:** iSchool High works with each student individually to personalize the learning process. Our unique program allows for the flexibility to implement various forms of one-on-one tutoring, guided feedback, small group instruction, and whole group instruction.

**Content Mastery:** iSchool High students are expected to go beyond the basic attainment of academic knowledge. Students are held to the standard of mastery, which requires students to perform at a 90% or better on content assessments.

**Enrichment:** Students will participate in summer bridge program, field trips, college visits, career days, mentoring programs, internships, clubs and organizations, community engagement through both ECHS and the IHE.

**Social-Emotional:** The campus will implement Capturing Kids Hearts strategies and Character First in each of the classrooms. The students will have access to mental health professionals as needed. Students will feel more connected to school, increase pro-social skills and fewer discipline referrals.

**Summer Bridge Program:** iSchool High staff in conjunction with LoneStar College will meet with students and parents to go through program requirements. i.e., "The day in the life of an iSchool/LoneStar student."

**Early Alert:** Each 6 weeks teachers will identify struggling students either academically or emotionally. Struggling students will be assigned a staff member and peer mentor to assist.

**Naviance:** Students will take the Strength Explorer and Career Interest Profiler. Students will have more knowledge in choosing a career. Students will do SuperMatch College Search to explore their options and discover colleges that are a match with their academic profile and a fit with what they're looking for in a college experience.



**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**

Administrator	\$75,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**


**SUPPLIES AND MATERIALS (6300)**

250 Chrome books	\$100,000

**OTHER OPERATING COSTS (6400)**


**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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