



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

X 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 Texas City ISD CDN 084906 Vendor ID 1746002392 ESC 4 DUNS 074194945
Address 1700 9th Ave North City Texas City ZIP 77590 Phone []
Primary Contact Anne Anderson Email aanderson@tcisd.org Phone 409-916-0102
Secondary Contact Kami Hale Email khale@tcisd.org Phone 409-916-0111

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 Dr. Melissa Duarte Title Superintendent

Email mduarte@tcisd.org Phone 409-916-0100

Signature [Signature] Date 11-5-21

Grant Writer Name Anne Anderson Signature [Signature] Date 11-5-21

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
Narrowing higher education equity gaps through recruitment for Early College High School	Develop marketing materials; Provide student and parent education on ECHS and College awareness; Provide church and community presentations to support underrepresented students; Provide virtual presentations; Organize a social media blitz across the district and community
Raise post secondary attainment rates by conducting site visits of successful Early College High Schools to support planning for district Early College High School	Provide site visits for administrators, staff, student leaders and college faculty; Build a support system through leaders from other campuses; Ensure a clear understanding of the program elements for an Early College High School; Ensure students are able to articulate opportunities of an Early College High School
Foster collaboration between K-12 and higher education to provide a premier Early College High School in a district that has a student population that meets the foundational purpose of an ECHS.	Provide site visits for incoming freshman to College of the Mainland and University of Houston Clear Lake; Provide professional development for staff at both institutions; Develop an MOU that supports the program goals; Establish a college center at both middle schools

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.

Texas City High School Early College High School will have a successful recruitment and communication plan in place as measured by having an enrolled cohort that includes at a minimum 40% at risk and 80% economically disadvantaged. This is an area that is lacking in the district with 86.6% of our population free and reduced, we need to accelerate our students' opportunities for college attainment while providing a strong support system with wrap around services.

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

The district will complete the marketing and promotional products to publicize the early college high school. These products will be done during the spring of 2022 in order to promote the upcoming program with current 7th graders. Additionally, informational meetings will be set up and conducted during this semester. ECHS will be a new concept in our community and county and it is important that we articulate the benefits, as well as, level of commitment from our families. Based on our demographics and current offerings, this community has been under-served and we need to provide an opportunity for our students to accelerate.

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

The district will complete the student application and develop the lottery process. The district will publish the applications, assist students and families with application completion and encourage our students to apply. This work will be done in collaboration with our community college who will be partnering with the district to increase student participation in dual credit courses. The academic advisor from COM as well as the counselors from our middle schools and high schools will collaborate to ensure clear communication is provided for our families. We will host awareness nights during the application time as well as computer lab access to provide equitable access to our on-line application. The lottery system will be weighted to ensure that we meet our targets for student population.

Third-Quarter Benchmark

The district will complete the selection process for incoming freshmen. Additionally, we will provide an orientation, commitment and installation night for those students selected. We will host this recognition at College of the Mainland. We will discuss the endless opportunities these students will have through this program. The leadership committee will also plan out the summer bridge program provided for the incoming freshman. This will be collaborative in nature and will allow students to complete TSIA2 testing as well as discuss the rigor and commitment to complete college courses. TCISD currently has 86.6% of our students who are identified as economically disadvantaged, 60.4% who are labeled at-risk and the district is a diverse district with 30% African American; 20% white and 46% Hispanic.

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 district will use multiple sources of both quantitative and qualitative data to evaluate progress towards meeting our SMART goal of having a successful recruitment and communication plan in place which includes at a minimum 40% at risk and 80% economically disadvantaged students.

The district will use informational sessions, marketing goals and written communication to provide access to our targeted populations ensuring we meet established percentages. The application process will provide data that will be used to determine that appropriate ratios have been represented. If we are not meeting our targets, we will implement a second recruitment and application timeline to ensure high levels of access and participation.

In order to sustain our SMART goal, achievement data will be reviewed bi-annually to identify at-risk students needing additional support to successfully remain in the program. A student support committee will be available to evaluate student progress toward completion of the program. Texas City High School ECHS will collaborate with COM to support students in their course of study by personalizing the learning environment, providing social and emotional support as needed, and providing enrichment opportunities to ensure success in the program.

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.**

The district will meet with all middle school counselors to share information about ECHS goals, target population, recruitment plan and timelines, and to answer any questions they might have. An important component is to educate all counselors and other key middle school personnel about the target students so that they are better able to advise students who are considering ECHS. Students must apply to attend TCHS ECHS. With our IHE partner, we will create a timeline for recruitment, schedule the campus visits, and plan for community outreach meetings. We will begin with our current seventh graders, to encourage them to start thinking about enrolling in the ECHS. Eighth grade presentations will be conducted at each of the 2 middle schools in our district and we will be inclusive of all students. Parent meetings will be held at each of the high schools on "8th Grade High School Options" evening, which is a district-wide event; fliers and publicity documents will be developed and shared specifically for that event. An 8th Grade Students and Parent Interest night is held at each campus during which our IHE partners will co-present and in the future our student ambassadors participate in a panel to answer student/parent questions. We will be present on middle school campuses in January during lunches to encourage students to apply. We will also provide classroom presentations. For all events, our district communication system is used to notify and remind parents of the events in English and Spanish, and Spanish translation is available at all parent presentations. We will work closely with the middle school principals and counselors in this entire process. All information is available on the campus website during key times of recruitment.

A sample timeline would include: October 2022 - planning for recruitment and application process; November 2022 - visit AVID classes at middle school; Middle school counselor luncheon; Parent night elective fair inclusive of ECHS; December 2022 - ECHS Open House; visit campus classrooms; support underrepresented students in ECHS application process; conduct community outreach presentations; January 2023 - Application available; mail postcards with application deadlines; open computer labs to complete applications in evening as well as during the day; Call out to 8th grade parents; Continue recruitment efforts targeting community centers; February 2023- Application deadline; Review applications and determine student placement; Organize disbursement letters to middle schools; Opening of acceptance letters on middle school campus with celebration for students; Acceptance agreement from students; March 2023 - Student Induction Ceremony; Parent Commitment meeting; Review dates for Summer Bridge program

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.**

The 4-year crosswalk that is being developed will provide freshmen and sophomores an opportunity to earn college credit. This is not a current practice in the district. This will also add new college course offerings to the high school campus. At this time, the students are only offered a minimal number of classes, which does not include any electives. Currently we do not have any students graduating with an Associates Degree, outside of a few students participating in collegiate high school, which is offered to only juniors and seniors. This opportunity will also allow our students to graduate from high school at the distinguished level. Going through this process, the district realizes that the opportunities have been limited for our students and we are excited to see how our students will flourish.

Students will be exposed to taking college courses in 9th grade while receiving the appropriate supports to be successful in both college and high school. The students will receive credit for both high school and college classes through our crosswalk and articulation agreement. The district will survey students to determine if general studies is appropriate or if we delve into other areas for their associates degree. Along their path, students will have the opportunity to earn certifications in their identified area of interest.

Statutory Requirements (Cont'd)

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

TCISD has a demographic that is 86.6% free and reduced. This limits their ability to afford college tuition upon graduation. It is also difficult to navigate the enrollment process at colleges and universities. Many of our students will be first generation college students and attending an ECHS will remove many of the barriers including financial, preparedness and enrollment. Additionally, it changes a culture of poverty, allowing students to enter the workforce as productive, educated citizens.

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 district has partnered with College of the Mainland and they have been active participants in the planning and implementation grant. The college is committed to supporting the district and are both excited to offer an ECHS, the first of its kind in Galveston County. Additionally, the district has support from the University of Houston Clear Lake as a pathway for our students to enroll if pursuing a 4-year degree. The two entities will collaborate on developing an MOU that includes all design elements per the ECHS blueprint. Provided in the application is the sample crosswalk that identifies graduation plans that integrates both high school and college courses.

Statutory Requirements (Cont'd)**3. Continued: Please use the additional space provided to respond to Statutory Requirement #3**

Discussions have included students' ability to take classes during the fall, spring and summer sessions and students will be able to start their freshman year. The college academic advisor with the high school counselor will ensure that students are registered for courses that meet both degree plans.

Current dual credit MOU identifies the communication process for ensuring students have appropriate instructional materials as well as a multiyear use for these resources. A relationship is established with the college bookstore to minimize any confusion of necessary resources, so students are prepared for classes. Additionally, the college and district will collaborate to ensure a joint financial responsibility for students' resources.

The district and college coordinate, as much as possible, student holidays, breaks and assessments to minimize disruption of instruction. This is a current practice that will continue. These discussions prioritize student success and remove scheduling conflicts.

The district and college have agreed to multiple delivery models to ensure students are able to complete courses of study. These models include courses taught on the college campus, courses taught on the high school campus by college faculty and courses taught on the high school campus by high school faculty. There may be opportunities for virtual learning with many systems of support for students.

Once students have been selected for ECHS they will be administered the TSIA2 to determine eligibility for college courses. The college academic advisor will assist in enrolling students in the selected college courses along with the high school counselor enrolling students in high school classes. College applications will be completed. Attendance will be taken daily on both campuses and students academic progress will be monitored periodically.

Current collaboration has allowed for a data sharing agreement to monitor and promote student enrollment, attendance and to honor grading procedures and guidelines from both institutions. Agreed upon dates will be identified to ensure communication of grades and student academic progress to support students. Grades and attendance are critical so both institutions will provide counseling and support to meet the social and emotional needs of ECHS students. Support may include connections to social services; layered social and emotional supports to students; parent outreach and involvement opportunities and family engagement to support rigorous course enrollment and college and career planning.

A calendar is provided to the college that has identified all state assessment dates. The district also provides a list of students who will be taking assessments during that time to minimize any missed work or instruction.

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.

A core group of leaders from both College of the Mainland and Texas City ISD have met to discuss the ECHS. This group has met October 8th, October 20th and October 27th. These meetings have included The President of COM - Dr. Warren Nichols, Executive Director of COM Education and Resource Development - Dr. Lisa Watson; Superintendent of Texas City ISD - Dr. Melissa Duarte; Principal of Texas City High School - Lincoln Hypolite; Principal of La Marque High School - Ricky Nicholson; Assistant Superintendent for Curriculum and Instruction - Kami Hale; Executive Director for Curriculum and Instruction - Anne Anderson; Assistant Principal TCHS - Kyle Taylor.

A Leadership Design Team will be established and will meet, at a minimum, three times a year. The committee will include: Superintendent; Assistant Superintendent of Curriculum and Instruction; TCHS Principal; LMHS Principal; COM President; COM Academic Advisor; ECHS Representative; ECHS liaison to COM; CTE Director(if applicable); COM Department Chairs; COM Disabilities Service Advisor; COM Vice President for Instruction; Texas City High School Lead Counselor;

Program Requirements

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

La Marque High School Lead Counselor; School-business Partners, Parent Representative

The proposed meeting schedule for 2021-2022 and the corresponding meeting agenda topics are as followed:

January 2022: Budget and Development

March 2022: Marketing, Infrastructure, and Promotion

May 2022: Informational Meetings

The ECHS will also have a campus leadership team that will meet monthly. That team will include the academic advisor from COM. They will discuss registration, academic progress, enrollment, attendance, scheduling, etc.

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 ECHS will promote continuous community engagement to ensure the success of all enrolled students. In addition to weekly tutorials, personal graduation plan audits, parent-student-teacher conferences, and targeted remediation we will offer additional prescribed supports. Our student supports will include frequent testing opportunities and access to data that can be used to identify student weaknesses and create tailored interventions and individualized instructional plans to improve student success. A Summer Bridge program will be instituted for preparedness (TSIA2 or academic intervention for those who do not pass TSIA2). Counseling services will be provided on an as needed basis; academic and emotional supports will be a priority for all ECHS students. Advising, career exploration and programmatic requirements will be shared by the TCHS ECHS and College of the Mainland. We will ensure scheduling for course re-takes. For our parents, we will place an emphasis on family engagement, rigorous course enrollment and college and career planning with parents through informational/guidance sessions. Parent Open House/visitation will allow for parents to collaborate with instructional staff and gauge the efficacy of the ECHS. Our ECHS newsletter, social media pages and webpage will be created to keep parents abreast of all course offerings, meetings, and resources for parent information. The TCHS ECHS will provide a structured program of community service to promote community involvement. The partnership with College of the Mainland will focus on providing college awareness to current and prospective students and families, focusing on career counseling, financial aid, and application assistance. The TCHS and College of the Mainland will partner with community businesses to expose students to a variety of potential career options and possible internship opportunities, especially those prevalent Galveston County. Community Showcase dates will be regularly scheduled to allow for on-going discussions and collaboration to ensure the ECHS is meeting and exceeding all benchmark requirements. Community service will be incorporated into the students' schedules. Community service is an integral part of producing a well rounded graduate.

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

Counselor and Administrator Support

\$73,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

ECHS Conference

\$25,000

Technical Support

\$20,000

SUPPLIES AND MATERIALS (6300)

Marketing Materials/Applications

\$10,000

College/Career Centers (La Marque Middle School and Blocker Middle School)

\$30,000

TSIA2 Materials and Prep

\$10,000

OTHER OPERATING COSTS (6400)

Induction Ceremony

\$2,000

Presentations/Parent and Community Outreach

\$5,000

CAPITAL OUTLAY (6600)

DIRECT AND INDIRECT ADMINISTRATIVE COSTS

\$175,000

TOTAL BUDGET REQUEST

\$175,000

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.

[Empty box for section selection]

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

[Empty box for describing changes]

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FOR TEA USE ONLY
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