



2021-2023 Early College High School (ECHS) Planning and Implementation Grant
COMPETITIVE GRANT Application Due 11:59 p.m. CT, November 10, 2020

NOGA ID

Authorizing Legislation **GAA, Article III, Rider 49, 86th 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 **February 15, 2021 - June 15, 2023**

Pre-award costs are not permitted.

Required Attachments

All attachments listed on pages 14-15 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
Support for a strong partnership between SMSD and Houston Community College to increase postsecondary access, preparation, and success by providing high quality educational opportunities through a robust dual credit program.	Provide up to 60 dual credit hours toward an associate degree at no cost to students which will decrease the burden of college debt for the families in our community offer courses that mirror a college setting, with academic counseling to help students develop skills needed for post-high school success strengthen connections between middle school, high school and IHE.
State average for college ready graduates is 28.3%. SMSD college ready percentage is 16.5%. This is even lower for African American (14.9%) and Hispanic (14.2 %) student populations.	Identify, recruit, and engage first-generation college going students, as well as students identified as low socio-economic status, have a potential to drop out of school or are underrepresented in college courses in the ECHS application, enrollment and on-boarding process.
To expand current High School program offerings for Dual Credit to align with workforce development data from the Gulf Coast Workforce Development Area 28 Labor Market Information.	Working in collaboration with local workforce development Board, and HCC design Programs of Study in high growth potential/high wage areas so students will be able receive an associate degree as well as Level I and II Certifications or work-based training while completing their high school requirements.

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.

SMSD's Early College High School Leadership Design team, in alignment with the ECHS Blueprint requirements, will plan and implement a comprehensive sixty-hour Early College High School Program by the end of July of 2022. This program will focus on the Texas Core Curriculum Academics and college readiness skills. The goals of the program are;

- 1) to recruit, enroll, and on-board through HCC, the first cohort of 75 ECHS students from the rising freshmen class;
- 2) establish and maintain one (1) dedicated SECHS Learning Specialist to annually develop pacing calendars, business partnerships and career exploration/ investigation/mentoring activities following the grant period; and
- 3) provide training and support in lesson development for SECHS teachers in preparation for specialized instruction.

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

First-Quarter Benchmark: February 2021 through May 2021

- Meet with the TEA technical assistance provider to discuss partnership and develop implementation goals and timelines.
- Review SECHS goals, create a detailed project timeline and assign member roles for completion of tasks.
- Develop a recruitment plan, written admission policy to include a lottery system if student applicants exceed program capacity, enrollment application, program brochure, and marketing materials.
- Review current and expand on wrap-around services for the students and parents involving all stake holders (current students, parents, counselors, HCC Partners, community members, etc.).

Measurable Progress (Cont.)

Second-Quarter Benchmark

Second-Quarter Benchmark: June 2021 through September 2021

- Review/refine the implementation plan with the TEA technical assistance provider, make any adjustments needed.
- Prepare SECHS Program marketing materials and brochure for publishing and distribution to all stake holders.
- Review the curriculum alignment for the degree plan with a course equivalency crosswalk showing college courses and their high school equivalency.
- Prepare staff informational session to share project goals and timeline updates with staff.
- Develop a comprehensive professional development plan for SECHS Instructional team focusing on research-based strategy.

Third-Quarter Benchmark

Third-Quarter Benchmark: October 2021 through January 2022

- Submit SECHS Implementation plan to TEA for approval.
- Apply for SECHS Designation from TEA.
- Implement the recruitment strategies that are detailed in the recruitment plan.
- Create a recruitment plan to encourage staff interested in teaching dual credit to earn a master's degree or a minimum of 18 graduate hours in an area of need.
- Develop a timeline for instructional staff to complete required credentialing process and employee onboarding through HCC.
- Start the recruitment of the first cohort of students to coincide with the district's annual course selection process.

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 Early College High School Leadership Team will utilize incremental measures. These measures will include course participation and completion data at the end of the fall and spring semesters, yearly retention monitoring, and the number of students receiving their Associate's Degree and continuing their education at an IHE, according to the National Student Clearinghouse (NSC). In addition, students enrolled in the Early College High School will be monitored via District Formative Assessments, STAAR Performance, TSIA Performance, SAT and ACT Scores, certification examination passing rates for both Levels I and II Certifications included by not limited to Adobe Certifications (Illustrator, Flash, Dreamweaver, Animate, Premiere Pro), Microsoft Office Specialist, Licensed Drone Operator, Apple Swift Coding, Level I and II Certifications in Business, CAN (Certified Nursing Assistant), Culinary Food Handler and Food Manager, Educational Paraprofessional, Film/ Video Specialization and Structural Welding.

If benchmarks do not show adequate progress, the Early College High School Leadership Team, Houston Community College, and industry partners will review and identify possible barriers along with solutions to minimize these barriers. All participating partners are committed to adjusting course offerings, degree pathways, and corresponding certifications to meet student and industry demand; thereby, ensuring successful participation by all students in the Early College High School 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 2021–2023 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.**

During the planning phase, SMSD's ECHS recruitment, enrollment process, and program requirements will be designed to include all populations. We will focus on historically underrepresented populations in college courses including but not limited to students receiving 504 and Special Education services, Limited English Proficiency, and Economically Disadvantaged students as well as students who have not performed well on standardized tests.

The SECHS Leadership Team will design the recruitment/enrollment process to fully align with the ECHS Blueprint provided by TEA. In Addition, the SECHS will collaborate with SMSD's District Marketing and Communication Department to design recruitment materials that will include print, digital media (billboard ads, radio, and television), and social media on-line platforms (Facebook, Twitter, Instagram). All materials will be produced in both English and Spanish and posted prominently on the district website for ease of access for parents and students.

Recruitment and enrollment events will be held from January 2021 through March 2021 to coincide with the district's annual course selection process for all students. Special recruitment and enrollment town-hall meetings will be scheduled for rising freshmen and their parents focusing on the benefits and financial savings of completing a two-year college degree while still in high school. In addition, Application/Enrollment Completion Seminars will be scheduled April 2021 through June 2021 and led by the campus counselors, where all interested students will have an opportunity to complete a Career Interest Inventory test to ensure that the Program of Study that they choose aligns with their career interest and the college program pathway they have chosen.

The counselors and/or program instructors will make targeted phone calls to families of 8th and 9th graders who are in our targeted population focusing on historically underrepresented populations (economically disadvantaged, Hispanic, and African American students). Members of the SECHS Leadership Team will meet with each applicant's parent/guardian to outline the four-year commitment to the program, including the summer prep before they start the program and the two summer sessions required to complete the associate degree prior to the start of the Summer College Now Bridge Program.

2. The ECHS campus must provide a course of student 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. Include 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.**

SMSD in partnership with Houston Community College currently offers a 60-hour core academic program that allows students to complete the 42 hours from the Texas Core academic courses and the additional 18 hours of transferable electives, all in the academic areas, towards earning their Associates of Arts Degree in Multi-Disciplinary studies prior to them graduating from high school. Grant funds will be used to expand the Dual Credit offerings to include 12-18 hours of Dual Credit classes in the Workforce courses, such as Business, Culinary, Film/Video and Welding. SMSD is in partnership talks now with Houston Community College and Community Partners to include Dual Credit courses in Apple Swift Coding, Automotive, Certified Nursing Assistant, Criminal Justice, Cyber Security. The Dual Credit hours earned in the Workforce Programs will fulfill the 18 hours of transferable electives in an Associate's Degree Pathway and/or earning the student Level I or Level II Certifications from Houston Community College and stackable industry certifications earned as the students complete the required sequence of courses for an endorsement towards meeting the high school graduation requirements. The additional Workforce offerings are in areas identified by the Gulf Coast Workforce Development Area 28 Labor Market Information 2016-2026 as High Growth Potential/High Wage Data in our area.

Statutory Requirements (Cont'd)

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

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 all items below: **Name the IHE and describe how the proposed program will meet the requirements for the ECHS partnership with the IHE.** 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

SMSD and Houston Community College have a formal Memorandum of Understanding in effect since August of 2016. The MOU was revised in August of 2018 and is in effect until July of 2022. The MOU addresses the roles and responsibilities for SMSD and HCC, Student Data Sharing agreement, eligibility requirements for both students and embedded staff members, academic policies, Student Support Services Curriculum, instruction practices, and materials for all, as well as the Proposed Early College High School Program addendum. District grading policies for Dual Credit align with HCC's grading policies and standards. Dual Credit students meet the required enrollment standards and contact hours (attendance and enrollment requirements) in each Dual Credit class as outlined by HCC Policies.

Statutory Requirements (Cont'd)

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

All Dual Credit students follow HCC's Instructional Calendar. Dual Credit students are required to meet the State Assessment requirements as well as all Dual Credit students take the TSIA test for the first time as sophomores and only take it again should there be an area that needs to be mastered.

SMSD values the partnership with Houston Community College (HCC), as they provide the district with an opportunity to offer college courses taught as dual credit, college prep classes, and early college programs at no cost to the students. HCC supports SMSD as the high school starts the journey to becoming an Early College High School. HCC is aware of the mission of the Middle College National Consortium which is to increase the number of high school students, nationally, who have access to college classes in Early Colleges, Middle Colleges, and Dual Enrollment Programs. As included in the partnership agreement with HCC, HCC plans to collaborate with SMSD and SECHS Design Team in planning for a new Early College High School in SMSD which will include seven distinct pathways to an Associate's of Arts Degree in Multidisciplinary studies. The expanded articulation agreement with HCC will include policies for transferability of all college credits offered and earned, advising availability, student access to HCC facilities and services, transportation costs and fees, data sharing and details of how the seven pathways to an Associate's Degree and accrued credits could lead to a Baccalaureate degree at four year Universities.

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, any upcoming meetings, and agenda topics.**

The Stafford MSD's SECHS Leadership Team is comprised of District Level Administrators and IHE members as well as the Campus Based Leadership Team for the High School. The full SECHS Leadership team will meet quarterly (October, December, March, and May) to establish a timeline with dates with goals and deliverables/outcomes with staff assigned towards the completion of the six Benchmark requirements from the Early College High School Blueprint. In addition, individual sub-committees will meet monthly to allow members to review what has been accomplished from the previous month and to develop tasks for the current month. The Director for College and Career meets weekly with the P-16 Director from HCC and additional team members (HCC Deans/Department Chairs/Student Support Services/Testing etc.) as necessary to review program elements such as degree plan pathways, course offerings, current and future certificate plans, staffing (adjunct/embedded), hiring credentialing, and instructional materials and student support services.

Program Requirements

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

District and IHE Leadership Design Members:
 Dr. Kadir Almus – Chief Academic Officer
 Dr. Dawn Dubose – Chief of Schools
 Ms. Deborah Nordt – Director CTE
 Dr. Kathleen Blanco – Secondary Instructional Leader and Data Specialist
 Ms. Grace Landry – Lead Counselor
 Dr. Catherine O’Brien – Associate Vice Chancellor College Readiness – HCC
 Dr. Samuel West – District P-16 Director – HCC
 Ms. Athena Walker – P-16 Director Southwest College - HCC

High School Campus Based Leadership Members:

Raymond Root -Administrator	Yulanda Glutz-Teacher	Rod Rodriguez – District Administrator
Megan Thompson -Teacher	Carin Williamson - Teacher	Shaunta Norris – District Professional
Arianne Watkins -Teacher	Tricia Hensley-Teacher	Linda Burks – Community Representative
Lazette Smith-Johnson -Teacher	Michael Morales - Teacher	Angie Martinez – Parent
Bob Sweet-Teacher	Chris Reid – Teacher	Jennifer Echols – Parent

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, SMSD offers the following wrap-around strategies and services for all students, a comprehensive counseling program for social emotional support, homework assistance programs through online resources through the campus library, and peer to peer tutoring, credit recovery programs, staff academic mentoring, flexibility in scheduling for parenting students or overage students who are potential drop outs through our Quest Academy Flexible Optional School Day Program as well as work-based education through District and Community sponsored internships. SMSD also offers additional services to the families such as parent outreach, access to district social workers and referral assistance to local and state agencies for needed assistance as well as seminars and workshops throughout the school year in stress management, college and career planning with their child, financial planning – FAFSA/TASFA,

With the grant funds, we would like to expand the wrap-around strategies and services to include a full time College and Career Counselor and a Learning Specialist for the SECH Program. The Counselor would share the counseling and advising responsibilities with the HCC advising staff to support the ECHS students through activities such as coordinating with HCC about registration, enrollment and testing requirements, monitoring of students’ high school and college transcripts, monitoring of high school and college courses to ensure programmatic requirements for both high school and HCC are met and planning for future credentials and career entry. The Learning Specialist would develop pacing calendars, business partnerships and career exploration/investigation and mentoring activities. In additions, grand funds would be used to expand our professional development activities for our teachers on how to motivate and encourage students towards academic success using research-based instructional strategies for increasing rigor and college readiness, self-advocacy and ways to develop a college going culture in the district K-12.

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

College and Career Counselor	\$67,000
College and Career Learning Specialist	\$62,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Services to support Professional Development for SECHS Instructors	\$8,000

SUPPLIES AND MATERIALS (6300)

Instructional materials and Supplies for SECHS	\$5,000

OTHER OPERATING COSTS (6400)

Marketing/Media Communications to promote SECHS	\$8,000

CAPITAL OUTLAY (6600)

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 _____

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

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November 9, 2020

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

RE: Letter of Support: Early College High School Associate Degree in Multidisciplinary Studies

To Whom It May Concern:

Houston Community College (HCC) supports Stafford Municipal School District's (SMSD) Planning and Implementation Grant application in an Early College High School Associate Degree in Multidisciplinary Studies.

The overall mission of the District is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

The purpose of the Early College High School (ECHS) is to provide students with a smooth transitional experience to postsecondary and the workforce. SMSD is applying for this grant to offer an ECHS program to allow students the opportunity to earn a high school diploma while simultaneously earning an associate degree.

Houston Community College will partner with SMSD by providing a participating student access to postsecondary educational opportunities at HCC. This partnership will address all of the following items: curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment and attendance, grading periods, and policies, and administration of statewide assessments. Houston ISD will ensure that identified recruitment, instruction, evaluation, and rigor continues with this ECHS model, as it has for over 25 years between our institutions. This ECHS model provides at-risk student populations with an opportunity to complete degree at no cost to students.

As included in our partnership agreement, HCC plans to collaborate with SMSD and ECHS officials in planning for a new ECHS program. Please accept this letter as our letter of support for SMSD to offer an ECHS program.

Sincerely,

Cesar Maldonado, Ph.D., P.E.
Chancellor





Stafford Municipal School District Early College High School (ECHS) Crosswalk Template

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
Associates of Arts: Multidisciplinary Studies	Houston Community College	Yes	Student will graduate from High School with a High School Diploma and an Associate's Degree

Year / Grade Level	High School Course			Post-Secondary Course		
	PEIMS Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours
Year 1 / Grade 9		English I	1.0			
Year 1 / Grade 9		Algebra I/Geometry	1.0			
Year 1 / Grade 9		World Geography	1.0			
Year 1 / Grade 9		Biology	1.0			
Year 1 / Grade 9		Spanish I or II	1.0			
Year 1 / Grade 9		CTE Principles Level I Course	1.0			
Year 1 / Grade 9		Fine Arts Course/PE	1.0			
Year 1 / Grade 9		Speech/Learning Framework	1.0	EDUC 1300	Learning Framework	3.0
Total Year 1 High School Credits			8.0	Total Year 1 College Credit Hours		3.0
Year 2/ Grade 10		English II	1.0			
Year 2/ Grade 10		Geometry/Algebra II	1.0			
Year 2/ Grade 10		World History	1.0			
Year 2/ Grade 10		Chemistry	1.0			
Year 2/ Grade 10		Spanish II or III	1.0	SPAN 1411/1412	Beginning Spanish I/II	8.0
Year 2/ Grade 10		CTE Level II Course	1.0			
Year 2/ Grade 10		Fine Arts Course/PE	1.0			
Year 2/ Grade 10		Speech/Elective	1.0	SPCH 1321	Business and Prof. Comm.	3.0
Total Year 2 High School Credits			8.0	Total Year 2 College Credit Hours		11.0
Year 3/Grade 11		English III	1.0	ENGL 1301/1302	Composition I/II	6.0
Year 3/Grade 11		Algebra II/Pre-Cal	1.0			
Year 3/Grade 11		US History	1.0	HIST 1301/1302	United States History I/II	6.0
Year 3/Grade 11		Physics/Biology II	1.0			
Year 3/Grade 11		Spanish III or IV	1.0			
Year 3/Grade 11		CTE Level III Course	1.0			
Year 3/Grade 11		Elective/PE	1.0	ARTS 1303/1304	Art History I/II	6.0
Year 3/Grade 11		Elective	1.0	GOVT 2306	Texas Government	3.0
Total Year 3 High School Credits			8.0	Total Year 3 College Credit Hours		21.0
Year 4/Grade 12		English IV	1.0	ENGL 2322/2323	British Literature I/II	6.0
Year 4/Grade 12		Pre-Cal/Cal/Advanced Math	1.0	MATH 1314/1316	College Algebra/Plane Trig.	6.0
Year 4/Grade 12		Government/Economics	1.0	GOVT 2305/ECON 2301	Federal Gov./ Principles of Macro.	6.0
Year 4/Grade 12		Physics/Biology II	1.0	BIOL 1306/1106/1407	Biology for Science Majors I/II	8.0
Year 4/Grade 12		Spanish III or IV	1.0			
Year 4/Grade 12		CTE Level III Course	1.0			
Year 4/Grade 12		Elective/PE	1.0			
Year 4/Grade 12						
Total Year 4 High School Credits			7.0	Total Year 4 College Credit Hours		26.0
Total High School Credits			31.0	Total College Credit Hours		61.0
Certification (s) to be earned by high school graduation:	Level I and Level II Certificates: Business Office Specialist, Culinary Arts, Film/Video Specialist Structural Welding					
Degree (s) to be earned by high school graduation:	Associate's of Arts: Multidisciplinary Studies					

ECHS Academics Matrix for Student Supports and Services Template

Identify and describe the student supports and services which will be provided in Grades 9-12 for students participating in the ECHS program that will enable students to successfully persist through the rigor of the program and complete an associate degree. *You may add/delete rows as needed to customize for your ECHS program.*

Year/Grade Level in Which Student Receives Supports/Services	Identify Each Student Support/Service Provided	Describe the Implementation of Each Student Support/Service	Anticipated Student Outcome	Campus/District/IHE Stakeholder(s) with Primary Responsibility for Supports/Services
Spring/Summer before Grade 9	Orientation	Provide an overview of the ECHS program including but not limited to degree plan options, general support services (ex. Tutoring) and access to Advising		Stafford High School/Houston Community College
	Application Workshop	Completion of the ApplyTexas application		Stafford High School/Houston Community College
Year 1/Grade 9	Advising Presentation	Present degree plan options to students		Stafford High School/Houston Community College
Summer before Grade 10				
Year 2/Grade 10	Advising Presentation	Present information regarding degree plan progress		Stafford High School/Houston Community College
	Tutoring Presentation	Present tutoring information to students		Stafford High School/Houston Community College
Summer before Grade 11				

ECHS Academics Matrix for Student Supports and Services Template

Identify and describe the student supports and services which will be provided in Grades 9-12 for students participating in the ECHS program that will enable students to successfully persist through the rigor of the program and complete an associate degree. *You may add/delete rows as needed to customize for your ECHS program.*

Year 3/Grade 11	Advising Presentation	Present information regarding degree plan progress		Stafford High School/Houston Community College
Summer before Grade 12				
Year 4/Grade 12	P-SOAR Presentation	Present information regarding transition from high school to college		Stafford High School/Houston Community College
	Graduation Presentation	Present graduation information to students		Stafford High School/Houston Community College