



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

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
HIISD is a rural district with 87.5% economically disadvantaged student population. TEA data indicates that economically disadvantaged students are two times less likely to graduation from high school and only 22% of this population succeed in college.	The district will address this rate by upgrading their technology to support as many students who would like to participate in ECHS dual credit courses. The district will dedicate personnel to the ECHS initiative to ensure delivery of wraparound and support services, and provide a seamless pathway to complete 1 of 3 associate degree program options to meet student interest/need.
While HIISD does offer dual credit courses to students, the district would like to increase the current percentage rate of 0% for students that receive an associate's degree upon high school graduation.	The district will increase college completion rates among the ECD subpopulation by combining HS courses and college courses providing pathways that enable students to receive a HS and an AAS degree upon graduation. Beginning with grades 9-10, the district will progressively add an additional grade each year.
As HIISD is a rural district and is not proximally located to LIT, course delivery will largely depend on adequate technology access for ECHS students to ensure seamless course delivery and participation.	The district will work with LIT to determine and carry out technology updates and equipment purchases as needed to serve High Island ECHS students both on campus and remotely.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By June of 2023, 50% of the High Island ISD freshmen and sophomore class will be designated as High Island ECHS students and complete their first and second years (respectively) of an articulated course sequence toward a Foundation High School Program diploma and either an Associate of Arts in General Education, an Associate of Science in Criminal Justice, or an Associate of Arts in Business.

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

February 15, 2021 - September 15, 2021 • Complete development and execution of MOU and District School board approvals to ensure program participation and timely program launch. • Complete thorough needs assessment to determine final purchasing needs and establish a schedule for purchase completion. • Establish leadership team meeting schedule for grant duration to ensure that leadership meets monthly to monitor goal progress. • Select, on-board and hire personnel needed to facilitate ECHS startup. • Create ECHS informational marketing and recruitment materials. • Begin community outreach with informational nights about ECHS start-up- targeting 8th graders & their parents. Provide professional development for staff- including Blackboard training and Starfish Early Alert training. • Ensure at least 50% of the incoming freshmen class/cohort are enrolled in the 7 hours of dual credit course work planned.

Measurable Progress (Cont.)

Second-Quarter Benchmark

September 15, 2021 – April 15, 2022

- Submit ECHS designation application
- Implement recruitment plan for 1st and 2nd cohort of HIISD-ECHS students
- Updating marketing and recruitment materials
- Create and adhere to timeline of events for recruiting 8th and 9th graders into HIISD-ECHS Cohorts 1 and 2.
- Recruit a minimum of 50% of incoming 9th and 10th graders into ECHS cohorts

Third-Quarter Benchmark

April 15, 2022 – November 15, 2022

- Finalize application window and notify ECHS cohort with goal of 50% of incoming 9th and 10th grade classes.
- Conduct parent information nights for incoming ECHS students to convey program academic expectations and the importance of their participation by showing an interest in their child's collegiate experience
- Implement Summer Bridge program for incoming cohort
- Conduct initial TSI testing for incoming cohort to establish baseline data for review and planning

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 ECHS Director will create a calendar of events that includes leadership planning meetings, recruitment and enrollment events, curriculum workshops, professional development training, Summer Bridge plans, student TSI testing events, tutorial schedules, and college course advising and enrollment dates. Sign-in sheets and evaluation surveys will be provided at each event for the purpose of monitoring participation and effectiveness. This data will be reviewed at leadership team meetings and the team will revise activities as necessary based on data and stakeholder feedback. If necessary, the district will broaden their community outreach by disseminating information of the Early High School to nearby media outlet, and adjacent community organizations. Special attention will be given to the adjacent Chamber of Commerce to request additional advertising through their media sites. ECHS committee members will conduct an additional push of program information to members of other committees they serve on such as Career/Technology, Title One Parent, District Improvement Plan, 504/ESL/ARD. Program information and fliers will be disseminated to all faculty members to have on hand at all parent conferences.

The ECHS Director will create an evaluation data tracking system to track student participation, performance on TSI and EOC exams, college preparation courses, and college credit courses. During the implementation phase of the ECHS program, this student data will be used to determine the impact of project activities on student achievement. Benchmark data will be collected and stakeholder surveys will be conducted at the end of each six week grading period. These reports will all be evaluated at leadership meetings to determine if there is an increase in student academics and achievements and modify the program as needed. For students who are deemed "at-risk" of not satisfactorily completing their required course, an additional self-reflection piece in the form of a self-inventory for students and their parents to complete will be administered and reviewed during a private conference. While conferencing with these "At-Risk" students, variables such as attendance, study habits, and personal crisis will be incorporated into the self-reflection piece along with suggestions of goal setting and study-help strategies.

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.**

The identification and recruitment process of students who are identified as at-risk, or otherwise are in under-represented populations will be defined by strict fidelity to guidelines and a robustly affirmative communications/public awareness campaign to recruit students characterized by active parent involvement in the process and an integrated team effort with our higher education partner. Recruiting will begin upon receiving designation approval in spring of 2022 for the fall cohort. The district will implement the recruitment process at this time and distribute marketing materials for all students; thus, not discouraging or excluding any subpopulations. In partnership with LIT college advisors, HIISD will present ECHS recruiting presentation to all 8th graders during the school day. Parents will be invited to attend school day presentations. However, an evening presentation will also be made available. HIISD and LIT will also host a Virtual ECHS parent night so that parents who are unable to attend the in-person event will be able to participate and ask questions of both HIISD personnel and LIT advisors. The application window will open as soon as the designation application is approved and coincide with recruitment efforts. The application will be posted on-line via the school's website with a paper application option available at all recruiting and presentation events. After the interview window closes, ECHS "Interview" day will be conducted. Individual interviews will be held with students to ensure that students understand benefits and also rigor of the program. No student will be denied based on ECHS interview. No lottery will be necessary either. All students who would like to participate in the ECHS program will be accepted. An additional wave of information dissemination to all families will be done during the district's annual July/August required meetings and events. Several families do not return to the community until late summer, so ensuring public awareness to those returning students and any "new move-ins" to the district will be done through the beginning of year registration processes by school registrar, assistant principal, and counselor. The registrar will notify the appropriate ECHS staff members of all new enrolling students; allowing those students who are new to the district in August to complete components of the application and if possible, enroll in the ECHS program. Students who move in after the college enrollment dates have passed, will still be given application and information regarding the spring semester. Likewise, any current students who decide to enroll in ECHS will be given the opportunity to participate in the program the following semester. ECHS director will routinely check with ARD facilitator, LPAC, and homeless liaison throughout the year for potential students who may want to enroll later in the school year.

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 and 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.**

High Island ISD proposes to establish three fully transferrable associate degree program pathways: Associate of Arts in General Studies, the Associate of Science in Criminal Justice, and the Associate of Arts in Business. The crosswalk for each of these pathways is identical for the students' freshmen and sophomore years and each pathway contains the same core (42 hours) courses of general coursework. The remaining 18 hours of coursework (which is completed in junior and senior years) allows students to take electives toward LIT currently has 2X2 transfer articulations in place with Lamar University for each pathway that will be offered. All 60 hours of each pathway will be accepted by Lamar University and can be applied to a baccalaureate degree. In addition to earning an associate's degree, students will also be provided with the skills set to test for industry certifications in the Associate of Arts in Business pathway, including Quickbooks Certified User and Microsoft Office Specialist. This pathway will provide students with a foundation to pursue myriad business pathways, including (but not limited to) accounting, human resources, business management, tax preparation and general business. Accountants (one potential pathway for this degree), have a median wage of \$71,469 in the state of Texas with a 22% growth rate.

Statutory Requirements (Cont'd)

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

The Associate of Arts in Criminal Justice pathway provides students with the educational foundation to continue with a bachelor's degree in criminal justice or pursue other careers in the field of criminal justice immediately after high school. These students may immediately enter the workforce as correctional officers and jailers, which has an annual salary of \$40,186 and a 9% growth rate in Texas. However, they are also prepared to continue on into many other high-growth occupations in the criminal justice field such as patrol officer, probation officers, crime scene investigation, and customs and immigration inspectors.

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

HIISD will partner with Lamar Institute of Technology (LIT). The college is accredited by the Southern Association of Colleges and School Commission on Colleges and recognized by the Texas Higher Educational Coordinating Board. HIISD will work with LIT through the use of a memorandum of understanding (MOU). The MOU outlines the partners' relationship and responsibilities with regard to curriculum alignment, instructional materials, instructional calendar, student enrollment and attendance, grading periods and policies and administration of statewide assessments. The MOU also establishes a course of study that combines high school and postsecondary courses.

Statutory Requirements (Cont'd)

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

Curriculum Alignment: LIT will provide professional development for ECHS faculty teaching courses for dual credit. HIISD and LIT will Monitor the quality of instruction in all courses for dual credit to assure compliance with standards established by the State, Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC), LIT, and HIISD. LIT will also provide updates to HIISD-ECHS on changes to programs or curriculum at LIT initiated by the college or mandated by the Texas Higher Education Coordinating Board (THECB).

Instructional materials: LIT will provide timely and accurate information regarding required and supplemental textbooks and supplies for all college courses listed in the course articulation agreement and require new text book adoptions only as needed due to book wear and tear, with a three -year minimum established for each academic course textbook adoption. LIT is currently moving to an Open Resource adoption for general education courses, which will also enable High Island ECHS to participate in dual enrolled courses with very little cost to the district for text books.

Instructional calendar: HIISD and LIT will share instructional schedule and calendar of respective campuses as soon as they are created so that professional development, leadership meetings, recruiting events, TSI testing dates and other activities that are vital to successful ECHS implementation can be planned accordingly.

Courses of study: HIISD and LIT will collaborate to develop a general course of study that will ensure students are able to meet high school graduation requirements while also earning a single associate's degree in one of three established pathways: Associate of Arts in General Education, an Associate of Science in Criminal Justice, or an Associate of Arts in Business.

Student enrollment and attendance: LIT will assist with enrollment activities for all students who have chosen to participate in High Island ECHS. LIT will also provide access for High Island ECHS director, counselor, and necessary staff to the Starfish Early Alert System to enable consistent ability to monitor individual student grades, attendance and participation in dual enrolled courses.

Grading periods and policies: HIISD will furnish LIT instructors and administration with grade submission deadline at the beginning of each semester. HIISD will also furnish LIT with HIISD calendars, course schedules, bell schedules, testing schedules, graduation criteria, and syllabi as needed to improve communication regarding curriculum and instruction.

Administration of Statewide Assessment instruments: In order to enroll in dual credit courses, students should demonstrate college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative Assessment. The district will continue to offer tutoring and study help during the school day to address academic weakness in math and reading. The district will continue to give TSIA on campus to students when ready to test. The district will provide data of all students to ECHS staff who have met the TSI requirements either through their EOC, Accuplacer, or SAT/ACT scores. Additional diagnostic data will be disseminated to ELAR/Math teachers to focus on students for remediation purposes who are close to satisfying requirements.

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.**

High Island ISD- ECHS Leadership Team
 HIISD-ECHS Director: John Jackson
 HIISD Principal/Superintendent: Travis Grubbs
 HIISD-ECHS Counselor/CTE Coordinator: Amanda Jackson
 HIISD Assistant Principal: Michael Previte
 One Faculty member: Matt Miracle
 One Industry Representative: Brandon Mackan
 One Parent: Blake Guidry
 LIT Dean of Strategic and Workforce Initiatives: Dr. Miranda Phillips
 LIT Director of Dual Credit: Luke Bourgeois

Program Requirements

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

LIT General Education Department Chair: Dr. Mary Sizemore

LIT Coordinator of Online Education/Teaching and Learning Center Manager: Dr. Christy Grudier

The Leadership Team will meet monthly to review agreements, monitor progress, and analyze data to address problems as necessary. All meeting dates, agendas, meeting sign-ins, and meeting minutes will be posted to the district's website. The minutes will reflect how student data is reviewed and how programmatic improvements are made to improve student success.

The initial Leadership Team meeting was held on October 20, 2020 to discuss potential ECHS implementation, goals and objectives. The leadership team will holding a meeting on November 19th to discuss plans for fall 2021 and establish a calendar of events (including established Leadership Team meeting dates)

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.**

With an 87.5% economically disadvantaged population, the vast majority of High Island ECHS students will be potential first-time in college students, and eventually graduates. Currently, special care and supports are in place for HIHS dual enrollment students. These supports include being a designated TSI testing center and offering SAT/ACT testing sessions during the school day, so that no students have to travel to take required exams. Additionally, course facilitators, principal, and counselor meet with DC students during the semester to review progress reports, grades, and their perceived learning obstacles. Additionally, HIISD purchases all college textbooks and covers all course enrollment costs, issued laptops, and wifi devices. HIISD pays for the cost of all these supports so that no parent incurs the expense. HIHS also conducts parent activities to inform them of steps to apply for college, FAFSA information, HS graduation plans, and endorsements. Currently, Lamar Institute of Technology uses a program called Starfish Early Alert System, which communicates with Blackboard in order to provide a dashboard for each individual student, including grades, missing assignments, and login tracking. LIT has the ability to assign Starfish roles to High Island ISD personnel (counselor, principals, teachers as needed) to monitor student participation in on-line courses. This provides the district with real-time information regarding student participation in college course so interventions can be implemented in a timely and responsive manner. Additionally, the LIT staff works collaboratively with High Island ISD staff to provide students advisory services regarding course pathways as needed throughout the year. These advisory services will extend in scope as a new ECHS cohort enters High Island ISD. LIT also provides financial aid guidance for graduating seniors, as well as college application assistance for those wishing to enter college immediately upon graduation.

When HIHS ECHS designation is approved, informational sessions regarding ECHS requirements and benefits to students will begin during the recruiting stage and fully inform parents and students of the ECHS process. Upon acceptance into the ECHS, incoming 9th graders and their parents will attend an orientation meeting. All incoming freshmen will also participate in the Summer Bridge Program. Additionally, all incoming freshmen will take a Pathways College and Career course that is cross-walked to Learning Frameworks the first semester (which helps to acclimate them to online learning and best practices for study habits.) The second half of this course focuses on TSI readiness and best practices for college success. Individual progress checks at mid-semester, end of semester, and summer will be conducted with each participant. This will include a review of transcript and degree plan. Students will be active participants in resume building and mock interviews.

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

ECHS Administrator 2021-2022 School Year	\$63,250
ECHS Administrator 2022-2023	\$63,250
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

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

SUPPLIES AND MATERIALS (6300)

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

OTHER OPERATING COSTS (6400)

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

CAPITAL OUTLAY (6600)

Compuer Equipment (20) for Classroom	\$23,500
<input type="text"/>	<input type="text"/>

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 _____

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



LAMAR INSTITUTE
OF TECHNOLOGY

October 27, 2020

Colleagues,

Lamar Institute of Technology (LIT) fully supports the partnership between our college and the High Island Independent School District (HIISD) in the establishment of an Early College High School (ECHS).

LIT currently has a Dual Credit MOU in place with HIISD and have established processes, supportive services, and strong communication between our teams to ensure the success of dual credit students. HIISD has established a strong foundation for a successful ECHS, and LIT is committed to working collaboratively with the district to ensure successful outcomes for High Island Early College High School students.

The HIISD and LIT leadership team members have already convened to work on plans for implementation and have drafted a preliminary ECHS MOU reflecting these plans. The team has identified three academic pathways that will each result in a fully transferrable associate's degree. Additionally, LIT has a long-established partnership with Lamar University with articulations for the three associate degree program pathways that High Island Early College High School intends to offer: the Associate of Arts in General Studies, the Associate of Science in Criminal Justice, and the Associate of Arts in Business.

We are committed to a successful and long-term relationship with HIISD; the Board of Trustees; and the staff, faculty, and students of High Island Independent School District. This will be a great opportunity to serve students, provide access to quality higher education, and student success as they begin their postsecondary educational programs while completing their high school graduation requirements.

Regards,

Kerry K. Mix, Ph.D.

OFFICE OF THE EXECUTIVE VICE PRESIDENT & PROVOST

P.O. Box 10043 • Beaumont, Texas • 77710 | (409) 880-2148 • (800) 950-6989 • kmix@lit.edu

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM™



LAMAR UNIVERSITY
MEMBER THE TEXAS STATE UNIVERSITY SYSTEM™

October 27, 2020

To whom it may concern,

On behalf of Lamar University would like to strongly support the establishment of an Early College High School partnership between Lamar Institute of Technology and High Island Early College High School.

Lamar Institute of Technology and Lamar University have a long-standing relationship in which academic courses taken at Lamar Institute of Technology are fully transferrable to a baccalaureate degree at Lamar University. Lamar University and Lamar Institute of Technology have articulations for the three Associate Degree program pathways that High Island Early College High School intends to offer: the General Associate of Arts, the Associate of Arts in Criminal Justice, and the Associate of Arts in Business.

In addition to the seamless articulations that have been established between our two colleges, Lamar University and Lamar Institute of Technology also partner to offer shared services and collaborative advising to high school partners. In support of this partnership, we will coordinate with LIT advisors to help transition High Island Early College High School students who are graduating with their Associate's Degree to begin their baccalaureate degree at Lamar University, thus ensuring a smooth transition to continuation of their educational attainment.

Sincerely,

Brenda Nichols, RN, Ph.D.

Provost and Vice President for Academic Affairs

Lamar University

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
N/A	Lamar Institute of Technology	N	Associate of Arts in General Studies

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	IN1290051	Pathways College & Career	1	EDUC 1100	Educational Frameworks	1
Year 1 / Grade 9	03500100	Art I (Fall)	.5	ARTS 1301	Art Appreciation	3
Year 1 / Grade 9	03500100	Art I (Spring)	.5	HUMA 1315	Fine Arts Appreciation	3
Year 1 / Grade 9	3220100	Pre-AP English I	1			
Year 1 / Grade 9	3320100	Pre-AP World Geography	1			
Year 1 / Grade 9	3100500	Pre-AP Algebra I	1			
Year 1 / Grade 9	3060201	Pre-AP IPC	1			
Year 1 / Grade 9	03440100	Spanish I	1			
Total Year 1 High School Credits			7	Total Year 1 College Credit Hours		7
Year 2/ Grade 10	03340100	US History (Fall)	.5	HIST 1301	US History I	3
Year 2/ Grade 10	03340100	US History (Spring)	.5	HIST 1302	US History II	3
Year 2/ Grade 10	03241400	Communication Applications	.5	SPCH 1318	Interpersonal Comm.	3
Year 2/ Grade 10	03240900	Public Speaking	.5	SPCH 1315	Public Speaking	3
Year 2/ Grade 10	32220200	Pre-AP English II	1			
Year 2/ Grade 10	3100700	Pre-AP Geometry	1			
Year 2/ Grade 10	03010200	Pre-AP Biology	1			
Year 2/ Grade 10	03440200	Spanish II	1			
Year 2/ Grade 10	PES00052/PES00054	PE Foundations	1			
Total Year 2 High School Credits			7	Total Year 2 College Credit Hours		12
Year 3/Grade 11	03220300	English III (Fall)	.5	ENGL 1301	Composition I	3
Year 3/Grade 11	03220300	English III (Spring)	.5	ENGL 1302	Composition II	3
Year 3/Grade 11	3100600	Pre-AP Algebra	1	MATH 1314	College Algebra	3
Year 3/Grade 11	03380001	Social Studies Adv. Studies	.5	PHIL 1301	Intro to Philosophy	3
Year 3/Grade 11	03370100	Sociology	.5	SOCI 1301	Intro. to Sociology	3
Year 3/Grade 11	03340400	World History	1			
Year 3/Grade 11	3050000	Physics	1			
Year 3/Grade 11	Electives	Electives	2			
Total Year 3 High School Credits			7	Total Year 3 College Credit Hours		15
Year 4/Grade 12	03220400	English IV (Fall)	.5	ENGL 2321	British Literature	3
Year 4/Grade 12	03220400	English IV (Spring)	.5	ENGL 2326	American Literature	3
Year 4/Grade 12	03310300	Economics	.5	ECON 2301	Prin. of Macroeconomics	3
Year 4/Grade 12	0333100	Government	.5	GOVT 2305	Federal Government	3
Year 4/Grade 12	13020600	Anatomy & Phys.(Fall)	.5	BIOL 2301/2101	Anatomy and Phy. I /Lab	4
Year 4/Grade 12	13020600	Anatomy & Phys. (Spring)	.5	BIOL 2302/2102	Anatomy and Phy. II /Lab	4
Year 4/Grade 12	03380002	Special Topics in Soc. Studies	.5	GOVT 2306	Texas Government	3
Year 4/Grade 12	03380021	Social Studies Adv. Studies II	.5	ECON 2302	Prin. of Microeconomics	3
Year 4/Grade 12	IN1290054	Pathways College & Career IV	1			
Year 4/Grade 12	4 th Math Choice	Statistics or 4 th Math	1			
Year 4/Grade 12	Elective	Elective	1			
Total Year 4 High School Credits			7	Total Year 4 College Credit Hours		26
Total High School Credits			28	Total College Credit Hours		60
Certification (s) to be earned by high school graduation:		N/A				
Degree (s) to be earned by high school graduation:		Associate of Arts in General Studies				



Early College High School (ECHS) Crosswalk Template

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
Accounting & Financial Services	Lamar Institute of Technology	N	Associate of Arts in Business

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	IN1290051	Pathways College & Career	1	EDUC 1100	Educational Frameworks	1
Year 1 / Grade 9	03500100	Art I (Fall)	.5	ARTS 1301	Art Appreciation	3
Year 1 / Grade 9	03500100	Art I (Spring)	.5	HUMA 1315	Fine Arts Appreciation	3
Year 1 / Grade 9	3220100	Pre-AP English I	1			
Year 1 / Grade 9	3320100	Pre-AP World Geography	1			
Year 1 / Grade 9	3100500	Pre-AP Algebra I	1			
Year 1 / Grade 9	3060201	Pre-AP IPC	1			
Year 1 / Grade 9	03440100	Spanish I	1			
Total Year 1 High School Credits			7	Total Year 1 College Credit Hours		7
Year 2/ Grade 10	03340100	US History (Fall)	.5	HIST 1301	US History I	3
Year 2/ Grade 10	03340100	US History (Spring)	.5	HIST 1302	US History II	3
Year 2/ Grade 10	03241400	Communication Applications	.5	SPCH 1318	Interpersonal Comm.	3
Year 2/ Grade 10	03240900	Public Speaking	.5	SPCH 1315	Public Speaking	3
Year 2/ Grade 10	32220200	Pre-AP English II	1			
Year 2/ Grade 10	3100700	Pre-AP Geometry	1			
Year 2/ Grade 10	03010200	Pre-AP Biology	1			
Year 2/ Grade 10	03440200	Spanish II	1			
Year 2/ Grade 10	PES00052/PES00054	PE Foundations	1			
Total Year 2 High School Credits			7	Total Year 2 College Credit Hours		12
Year 3/Grade 11	03220300	English III (Fall)	.5	ENGL 1301	Composition I	3
Year 3/Grade 11	03220300	English III (Spring)	.5	ENGL 1302	Composition II	3
Year 3/Grade 11	3100600	Pre-AP Algebra	1	MATH 1314	College Algebra	3
Year 3/Grade 11	13011400	Business Information Mgmt.	1	BCIS 1305	Bus. Computer Applications	3
Year 3/Grade 11	13011200	Prin. of Bus, Finance & Mark.	1	BUSI 1301	Business Principles	3
Year 3/Grade 11	13016600	Accounting I	1	ACCT 2301	Prin. of Financial Accounting	3
Year 3/Grade 11	03340400	World History	1			
Year 3/Grade 11	3050000	Physics	1			
Total Year 3 High School Credits			7	Total Year 3 College Credit Hours		18
Year 4/Grade 12	03220400	English IV (Fall)	.5	ENGL 2321	British Literature	3
Year 4/Grade 12	03220400	English IV (Spring)	.5	ENGL 2326	American Literature	3
Year 4/Grade 12	03310300	Economics	.5	ECON 2301	Prin. of Macroeconomics	3
Year 4/Grade 12	0333100	Government	.5	GOVT 2305	Federal Government	3
Year 4/Grade 12	13020600	Anatomy & Phys.(Fall)	.5	BIOL 2301/2101	Anatomy and Phy. I /Lab	4
Year 4/Grade 12	13020600	Anatomy & Phys. (Spring)	.5	BIOL 2302/2102	Anatomy and Phy. II /Lab	4
Year 4/Grade 12	03380002	Special Topics in Soc. Studies	.5	GOVT 2306	Texas Government	3
Year 4/Grade 12	13016700	Accounting II	1	ACCT 2302	Principles of Mang. Account.	3
Year 4/Grade 12	4 th Math Choice	Statistics or 4 th Math	1			
Year 4/Grade 12	Electives	Electives	1.5			
Total Year 4 High School Credits			7	Total Year 4 College Credit Hours		26
Total High School Credits			28	Total College Credit Hours		63
Certification (s) to be earned by high school graduation:		Quickbooks Certified User, Microsoft Office Specialist				
Degree (s) to be earned by high school graduation:		Associate of Arts in Business				



Early College High School (ECHS) Crosswalk Template

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
Law Enforcement, Security & Corrections	Lamar Institute of Technology	N	Associate of Arts in Criminal Justice

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	IN1290051	Pathways College & Career	1	EDUC 1100	Educational Frameworks	1
Year 1 / Grade 9	03500100	Art I (Fall)	.5	ARTS 1301	Art Appreciation	3
Year 1 / Grade 9	03500100	Art I (Spring)	.5	HUMA 1315	Fine Arts Appreciation	3
Year 1 / Grade 9	3220100	Pre-AP English I	1			
Year 1 / Grade 9	3320100	Pre-AP World Geography	1			
Year 1 / Grade 9	3100500	Pre-AP Algebra I	1			
Year 1 / Grade 9	3060201	Pre-AP IPC	1			
Year 1 / Grade 9	03440100	Spanish I	1			
Total Year 1 High School Credits			7	Total Year 1 College Credit Hours		7
Year 2/ Grade 10	03340100	US History (Fall)	.5	HIST 1301	US History I	3
Year 2/ Grade 10	03340100	US History (Spring)	.5	HIST 1302	US History II	3
Year 2/ Grade 10	03241400	Communication Applications	.5	SPCH 1318	Interpersonal Comm.	3
Year 2/ Grade 10	03240900	Public Speaking	.5	SPCH 1315	Public Speaking	3
Year 2/ Grade 10	32220200	Pre-AP English II	1			
Year 2/ Grade 10	3100700	Pre-AP Geometry	1			
Year 2/ Grade 10	03010200	Pre-AP Biology	1			
Year 2/ Grade 10	03440200	Spanish II	1			
Year 2/ Grade 10	PES00052/PES00054	PE Foundations	1			
Total Year 2 High School Credits			7	Total Year 2 College Credit Hours		12
Year 3/Grade 11	03220300	English III (Fall)	.5	ENGL 1301	Composition I	3
Year 3/Grade 11	03220300	English III (Spring)	.5	ENGL 1302	Composition II	3
Year 3/Grade 11	3100600	Pre-AP Algebra	1	MATH 1314	College Algebra	3
Year 3/Grade 11	13029200	Prin. of Law & Public Safety	1	CRIJ 1301	Intro to Criminal Justice	3
Year 3/Grade 11	13029300	Law Enforcement I (Fall)	.5	CRIJ 1310	Fund. of Criminal Law	3
Year 3/Grade 11	13029300	Law Enforcement I (Spring)	.5	CRIJ 2323	Legal Aspects of Law Enfor.	3
Year 3/Grade 11	03340400	World History	1			
Year 3/Grade 11	3050000	Physics	1			
Year 3/Grade 11	Elective	Elective	1			
Total Year 3 High School Credits			7	Total Year 3 College Credit Hours		18
Year 4/Grade 12	03220400	English IV (Fall)	.5	ENGL 2321	British Literature	3
Year 4/Grade 12	03220400	English IV (Spring)	.5	ENGL 2326	American Literature	3
Year 4/Grade 12	03310300	Economics	.5	ECON 2301	Prin. of Macroeconomics	3
Year 4/Grade 12	0333100	Government	.5	GOVT 2305	Federal Government	3
Year 4/Grade 12	13020600	Anatomy & Phys.(Fall)	.5	BIOL 2301/2101	Anatomy and Phy. I /Lab	4
Year 4/Grade 12	13020600	Anatomy & Phys. (Spring)	.5	BIOL 2302/2102	Anatomy and Phy. II /Lab	4
Year 4/Grade 12	03380002	Special Topics in Soc. Studies	.5	GOVT 2306	Texas Government	3
Year 4/Grade 12	13029400	Law Enforcement II (Fall)	.5	CRIJ 2313	Correctional Sys.& Practices	3
Year 4/Grade 12	13029400	Law Enforcement II (Spring)	.5	CRIJ 2328	Police Sys. & Practices	3
Year 4/Grade 12	13029550	Criminal Investigations	1	CRIJ 2314	Criminal Investigation	3
Year 4/Grade 12	4 th Math Choice	Statistics or 4 th Math	1			
Year 4/Grade 12	Elective	Elective	.5			
Total Year 4 High School Credits			7	Total Year 4 College Credit Hours		32
Total High School Credits			28	Total College Credit Hours		69
Certification (s) to be earned by high school graduation:		N/A				
Degree (s) to be earned by high school graduation:		Associate of Arts in Criminal Justice				

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
Summer before Grade 9	Parent Orientation	Informational night with parents	Increase College Readiness	IHE and ISD
	Summer Bridge Program	Train students on college support systems and ECHS expectations	Increase College Readiness	IHE and ISD
Year 1/Grade 9	Learning Frameworks	College readiness to course to ensure good study habits for college success	Increase College Readiness	IHE and ISD
	Progress Check-ins during semester	Meet with student and ECHS personnel to review progress reports	Successful progress	ISD
Summer before Grade 10	Review individual students progress	Conference with student, parent and appropriate staff	Student staying on track; grades	ISD
Year 2/Grade 10	Advising for Pathways	Students choose Associate Pathway	Progress toward Degree completion	IHE and ISD
	Progress Check-ins during semester	Meet with student and ECHS personnel to review progress reports	Successful progress	ISD
	LIT/Lamar Campus Tours	Tour campus and meet with Dept. Chairs to make decision about pathway choice	Progress toward Degree completion	IHE and ISD
Summer before Grade 11	Review individual student progress	Conference with student, parent and appropriate staff	Student staying on track; grades	ISD
Year 3/Grade 11	Resume Building	Resume build and review with local Ind	Soft Skills for employability	ISD/Industry
	College Advising	Meet with LIT advisors to plan senior yr	Progress toward Degree completion	IHE/ISD
	Math TSI Prep Schedule PSAT/SAT/ACT	Fall TSI prep for those who have not passed Register and administer tests	TSI Ready	ISD/IHE
Summer before Grade 12	Review individual student progress	Conference with student, parent and appropriate staff	Progress, staying on track	ISD

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.*

	Review PGP & higher ed. plans	Finalize course of study, meet deadlines	Graduation ready	ISD
	Degree Audit Review	Go over LIT degree audit with students to ensure all courses are in place for grad.	College Grad. Ready	IHE and ISD
Year 4/Grade 12	Mock Interviews	Interviews with local industry	Soft Skills for employability	ISD/Industry
	Financial Aid Assistance	LIT provides FASFA and scholarship help	Progress toward Degree completion	LIT
	College Application Days	LIT provides college app workshops	Progress toward Degree completion	LIT