



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): **N/A**

Applicant Information

Organization **Santa Rosa ISD** CDN **031-914** Vendor ID **74-6002268** ESC **01** DUNS **100076546**

Address **232 E. Jesus T. Avila Street** City **Santa Rosa** ZIP **78593** Phone **956-636-9800**

Primary Contact **Dr. Angela Gonzalez** Email **angela.gonzalez@srtx.org** Phone **956-636-9800**

Secondary Contact **Melissa Salinas** Email **melissa.salinas@srtx.org** Phone **956-636-9800**

Certification and Incorporation

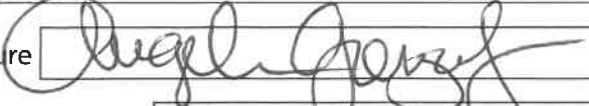
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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. Angela Gonzalez** Title **Superintendent**

Email **angela.gonzalez@srtx.org** Phone **956-636-90800**

Signature  Date **11/09/2020**

Grant Writer Name **Lisa Seiser** Signature  Date **11/10/20**

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
Economically disadvantaged students in the district (accounts for 83% of all students) are less likely to graduate with dual credits (32.2% compared to 36.6% of all students) and to be college ready (61% for ED versus 64.3% of all students).	Through recruitment and open enrollment efforts of students in grades 9 through 12, the district will look at all factors when enrolling students, not based on test scores, GPA or others that create barriers for the underrepresented populations of the school and district. The at-risk population will be targeted for these opportunities and shall be enrolled in the program.
The district's average ACT score of 17.9 is well below the state average of 20.6 according to TAPR 2018-19. Of the ACT/SAT results, only 13.3% in the district were at/above the criterion, well below the state's 37.9%.	Designing, developing and being designated an Early College High School will elevate Santa Rosa ISD, its goals and expectations for its students, while helping keep students in the district. The creation of relationships with Texas Southmost College and UTRGV will lead to improved student outcomes at all levels.
According to the 2018-19 TAPR, only 3.5% of teachers in the Santa Rosa ISD have a master's degree, which compares to 24.3% for the state. So, teachers at SRISD would benefit from joint training and sessions.	Through the ECHS, the district will afford its teachers and the higher education faculty to receive extensive training both through regularly scheduled formative peer observations and collaboration opportunities with the IHE faculty as well as joint trainings among ECHS and IHE college advisors and faculty.

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.

The purpose of this project is to establish and then build upon the foundational components of the Early College High School program based on its blueprint through designation by 2022-23. Through these design efforts and requirements, Santa Rosa ISD will provide accessibility specifically by targeting its at-risk students and economically disadvantaged student populations in an effort to increase their college preparedness for their next step in life. Through this ECHS, SRISD expects to increase its college ready graduates to 70% by 2023-24 and lift from the district's current 0% the percentage of students who graduate with an associate's degree to at least the region percentage of 4.6 by the 2025-26 school year. The district also will be increasing its relationships with area colleges and universities for continued growth of dual offerings.

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

- * Establish an ECHS Leadership Team to include high-level personnel from the district and Institution of Higher Learning (IHE) personnel. Hold regular meetings to discuss processes and information dissemination efforts during the grant period.
- * Develop recruitment plan to include written admissions policy and enrollment application/brochures in both English and Spanish that identifies at-risk students and subpopulations.
- * Start discussions and enter required Memorandum of Understanding and/or necessary agreements with IHE.
- * Start developing mentoring/induction programs for new staff and connections between Santa Rosa ISD teachers and liaisons and instructors with the IHE.
- * Create a curriculum alignment plan to enable a student to earn an associate degree or 60 college credits hours.

Measurable Progress (Cont.)

Second-Quarter Benchmark

- * Develop and expand wrap around services and strategies specifically for students to include social and emotional support such as outreach and engagement activities that support rigorous course enrollment and career and college planning.
- * Create and in-depth marketing plan to address students, parents and community members.
- * Implement the strategies detailed in the recruitment plan and continue with an enrollment plan and procedure.
- * Create a professional development plan for teachers and staff.
- * Create written lottery procedures/admission policy and enrollment application.
- * Develop calendar for family outreach events and activities.
- * Develop master schedules to ensure flexible scheduling opportunities.
- * Create the plan for TSI success, including dates, times, preparation, fee waivers and interventions.

Third-Quarter Benchmark

- * Submit MOU/ILA and overall ECHS plan to TEA
- * Apply for ECHS designation
- * Provide professional development services and opportunities to teachers and staff members.
- * Develop wrap around services and strategies for parents and community members.
- * Develop enrichment opportunities such as college awareness information (financial aid and application assistance).
- * Promote to students, parents, teachers, staff and community through meetings and events the implementation of the ECHS program, its benefits to the participants, campus and district as a whole.
- * Identify students who will be part of the program and ensure they complete enrollment application information.
- * Create a professional learning community environment through outreach and activities.

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 Leadership Team, which is charged with guiding this program on a day-to-day basis, will collect data regarding the grant requirements and activities. This information will be reviewed and analyzed at every meeting held by the Leadership Team. This will ensure that if problems arise, timely collaboration can occur with teachers, staff and administration to decide on adjustments, remedies and resolutions to deal with the issues. The team will create a Gantt Milestone diagram to ensure the quarterly and overall benchmarks are being met in a timely fashion and based on performance measures and ECHS blueprint document. This diagram will be used throughout the period of the grant and beyond. At each meeting, the group will discuss these progress reports and whether the campus is meeting the benchmarks, if there are any at risk of not being met, why they may be at risk and the solutions that can be implemented in the short-term and long-term to address any of these obstacles.

The data continuously analyzed to meet the SMART goals will include:

- * The number of students in all grade levels participating in dual credit coursework
- * Overall College Ready graduate numbers/percentages as annually reported
- * The number of dual credit offerings available through ECHS Santa Rosa ISD
- * The number of college credits being earned by students in all grade levels to ensure targets for associate's or 60 credits.

If the Leadership Team determines the benchmarks listed are not or cannot be met for whatever reason, they will discuss potential modifications to the program timeline or processes, depending on the reason for the failure to meet the given benchmark. If these issues are significant and cannot be quickly or easily resolved by the Leadership Team, and additional guidance is needed, the district leadership will contact the TEA or other schools working on its ECHS program. The district leadership hopes resolutions can be found for the problems based on performance metrics, processes and impact measures. If significant modifications must be made to the program, the district will advise the stakeholders, including students, parents, teachers, staff, IHE, the community and the board of education regarding the impacts of those changes.

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.**

Ensuring a solid, thorough and non-exclusionary recruitment and then enrollment process is key to the success and following the requirements of the ECHS program at Santa Rosa ISD. The recruitment and selection of targeted students is based off the needs assessments, which focused on the goal to improve the college readiness percentages of at-risk students and to improve the overall ACT average of all students in the district who take that assessment. In order to meet the goals desired by Santa Rosa ISD, an all-inclusive recruitment effort will be created to provide opportunities for students of all levels and demographics, with a particular focus on at-risk students and underserved students, including but not limited to Hispanics, males, first generation college goers, those who have failed a state assessment or have not passed two or more subjects in the foundation curriculum during a semester in the last year, and/or those of limited English proficiency. To target these populations, the following activities and strategies will be utilized:

From March 2021 to the end of the year

- * Marketing materials such as fliers, brochures, videos, social media information and online advertising will be created by the district's Communications/PI contractor/personnel and initially made available in both English and Spanish.

- * Develop surveys and prepare to distribute student interest/skills for career development to better identify students.

From late 2021-the summer of 2022:

- * Upon receipt of ECHS designation, marketing materials will be distributed to all students, parents and other stakeholders.

- * Utilize surveys, fliers and emails to attract interest from students and parents.

- * Any student interested in the program will be provided an application and encouraged to apply.

- * Administrators will form a committee to finalize a list of potential program participants based on a blind-review. When looking at applications, all factors will be taken into account, ensuring enrollment/equal opportunity for at-risk students.

- * Meetings will be held between administration and the list of interested students to detail the program specifics, its requirements, commitment, benefits, and rigor. Students along with their parent/guardian will be required to sign documentation stating they would like to be included on the participation list and understand the program's requirements.

- * The district will hold a weighted lottery intended to be inclusive of students who are at risk (83% at SRISD) and/or members of the targeted sub-populations.

- * Once selection is complete, students will be notified, attend an orientation and a counselor/mentor will be assigned.

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.**

Santa Rosa ISD currently has course offerings in partnership with Texas Southmost College (TSC), particularly in an Associate of Art in General Studies pathway, which currently has a Santa Rosa cohort of sophomores who have started the program. Through efforts of new leadership at Santa Rosa ISD, there are desires to expand dual credit offerings and add more specified opportunities such as pre-health, criminal justice and construction technology, all of which would start in grade 9 and lead to an associate's degree (or up to 60 credits) with further educational opportunities at the university level - specifically the University of Texas - Rio Grande Valley - in order to obtain a bachelor's degree. These specified offerings are all new and provide a sequence of study opportunities in all grades which meet the local economic needs.

The pre-health pathway will meet local economic needs by developing a program that leads to health professions such as medical sonography, emergency medical science, medical laboratory technology, radiologic technology, and respiratory care. The courses on this pathway also prepare students for further education in nursing through a 4-year degree plan at UTRGV. Radiologic technologist, registered nurses, licensed practical and vocational nurses are all among the top 21 targeted occupations according to the Cameron County Workforce Solutions. This will assist and fulfill local and regional needs for these jobs assisting in the economy of the area and state.

Statutory Requirements (Cont'd)

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

Along with the pre-health pathway, Santa Rosa also wants to add other opportunities for its students, specifically related to criminal justice (Associate of Arts in Criminal Justice) and an Associate of Science, aligned with Construction Technology Certificate 1. These pathways were determined through student interest of the Workforce Solutions Cameron County targeted occupation list approved on June 4, 2020. Among the additional occupations include police and sheriff's patrol officers and general and operations managers, which fit in with the criminal justice and construction technology aligned pathways.

The goal and expectation for this ECHS planning, implementation and eventual designation is to highlight the new offerings and the district's pathways that lead to a cultural change in the district showing that students should be reaching for these opportunities and they can achieve an associate's degree and even more despite their background and economic status. These efforts also are desired to improve the district's average ACT score (17.9), which is well below the state average of 20.6. These pathways and the creation of an Early College High School model at Santa Rosa will provide the jump start needed for these students, most of whom (83%) are economically disadvantaged, to reach for goals they maybe would never have known about, dreamed about or could afford if not for these opportunities.

For those students who want to pursue a pathway to a college degree, but are unsure of their career choice or if their chosen career is not offered at TSC, the Associate of Art in General Studies would be the way to go in order to complete 60 credits and be able to then further pursue a 4-year bachelor's degree at the University of Texas-Rio Grande Valley or elsewhere. Each one of these crosswalks and pathways included in this ECHS program at Santa Rosa can lead to a 4-year degree, which in many cases makes these students the first in their family to attend a university and upon completion, the first to earn a degree.

Pre-health pathway crosswalk courses to medical assistant certification and Associate of Art in General Studies courses:
 * 9th grade: Core high school coursework such as Music (MUSI 1306) Art Appreciation (ARTS 1301) and Speaking (SPCH 1315).

* 10th grade: Algebra II (MATH 1314), Spanish III AP (SPAN 2315), Sociology (SOCI 1301), Psychology (PSYC 2301).

* 11th grade: Pre-Calculus (MATH 2412), English III (ENGL 1301), Anatomy and Physiology (BIOL 2301) and US. History (HIST 1301) and US Government (GOVT 2306).

*12th grade: Calculus AP (MATH 2413), English IV (ENGL 2341) and Government (GOVT 2305) and Economics (ECON 2301).

3. The ECHS campus must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25. The articulation agreement must provide a participating student access to postsecondary opportunities at the IHE and must address 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

Santa Rosa ISD already has a successful partnership with Texas Southmost College (TSC), a 2-year college in Brownsville that was established in 1926. With agreements already in place through TSC as the district has a cohort of sophomores already underway on a general studies associates degree pathway, this partnership will only grow stronger to provide more offerings to students in Santa Rosa. TSC provides a number of opportunities for students, specifically dual enrollment opportunities, which can be documented through the college's collaboration with neighbor district Brownsville ISD. Among those pathways available include: Associate of Arts degrees in science, business, criminal justice, general studies and teaching. There also are certificate pathways in pre-health. Santa Rosa ISD would like to follow a similar model and pattern.

Statutory Requirements (Cont'd)

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

The diverse and extensive offerings at TSC and existing curriculum align with the goals Santa Rosa has created for this ECHS campus project, specifically when it comes to general studies, pre-health, construction technology and criminal justice. Creating an articulation agreement with TSC regarding these programs of study will build on and improve the relationship between Santa Rosa and TSC, which is accredited regionally by the Southern Association of Colleges and Schools Commission on Colleges. TSC already enrolls 4,500 students in dual credit courses through its 30 off-campus instructional sites across Cameron and Willacy counties in the Rio Grande Valley. That shows the strength of this dual credit programming available through TSC, which Santa Rosa wants to continue work with and be a partner with. TSC's affordable tuition opens the doors for students coming from low-income, minority and first-generation students who need additional attention and support to succeed. This along with Santa Rosa ISD's commitment to this project ensure an effective partnership and ECHS.

Santa Rosa ISD's curriculum and instructional personnel have held meetings with both TSC and the University of Texas - Rio Grande Valley prior to selecting the programs of study included in this ECHS project and also have discussed some details of the articulation agreement which will include curriculum alignment with offerings and educational opportunities for teachers at Santa Rosa, how instructional materials will be provided and funded, the instructional calendar, the courses of study that will be made available to Santa Rosa students, how the students will be selected and enrolled in the program as well as grading policies and administration of statewide assessments. The specifics of these elements will be similar to the agreements with the other districts in the RGV, including Brownsville ISD, in which TSC provides dual credit for and also will be determined via discussions between Santa Rosa ISD leadership and TSC administration. With the extensive experience TSC already has with area high schools, an articulation agreement will be drafted utilizing that knowledge and understanding as well as Santa Rosa's specific desires and needs.

A Memorandum of Understanding (MOU) will also be drafted with the University of Texas-Rio Grande Valley to address similar issues as the agreement with TSC. This MOU will support the transfer of applicable TSC courses to the university so students can obtain a 4-year bachelor's degree in specified pathways as determined in this ECHS program at Santa Rosa.

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.**

In an effort to accomplish the goals and keep a close eye on the objectives, benchmarks and performance measures for this ECHS project, this leadership team will meet two times each month. During these all important meetings, which will be organized through focused and detailed agendas available for viewing on the Santa Rosa ISD website, among the items to be discussed at each meeting include processes, general operations, governance, design, professional development, partnerships, curriculum alignment, sustainability and monitoring the outcomes and Gantt Milestone diagram. These meetings also will involve detailed discussions about meeting each of the quarterly benchmarks and providing the documents and data needed to share both with an external evaluator as well as the board of education and the general public as needed. This group will be tasked with assigning the data gathering efforts and will follow through with any process corrections that are needed to ultimately improve the district's ECHS project and implementation plan.

Program Requirements

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

The Leadership Design Team will be comprised of the following administrative and other high-serving personnel:

- Superintendent – Dr. Angela Gonzalez
- High School Principal - Rocio Ramos
- Director of Curriculum and Instruction - Melissa Salinas
- Teachers - Yesica Castillo, Rene Ortega, Adela Davila, James Perez, Manuel Lopez and Cesar Bernal
- Business Manager - Marisa Cuevas
- College Readiness staff members - Antony Cantu (Counselor), Marcy Cuevas (Dean of Instruction), Yvette Reyes (College Career and Military Readiness Specialist) and Anabelle Collins (Gear Up Facilitator).

Individuals that will be added to the Leadership Team, who are not yet decided upon, will include:

- Business owners in the course of study crosswalk
- School Board member(s)
- IHE liaison
- IHE instructor
- Community member
- Parents

2. The ECHS campus must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills necessary for high school and college readiness and to be successful in rigorous academic and work- based educational experiences. **Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support the ECHS.**

Current strategies: The district already offers numerous wrap-around services and strategies. Some of those include homework assistance, academic and general counseling, and college and career courses for all grade levels that focus on college requirements. The district's academic counselor, CCMR specialist and Gear Up facilitator continuously work closely with teachers and students to improve success on all college ready needs. Character Strong Leadership curriculum also is provided to all Santa Rosa High School students.

Additional strategies:
 Through his opportunity, Santa Rosa ISD will have the opportunity to work specifically with Texas Southmost College and the University of Texas-Rio Grande Valley and utilize some of their services and knowledge to ensure students and teachers are prepared for this academic rigor while also having access to additional support services. During the process to build this ECHS application, additional services have been discussed including academic mentoring and emotional and support for those students enrolled in the ECHS model. Other additional wrap-around strategies that will be included due to this rigorous programming will include connections to social services and peer mentoring, counseling, guidance and student advisory services for academic and social/emotional support, flexibility in scheduling and planning for work-based educational efforts to include internships, externships and training sessions.

Santa Rosa ISD leadership and administrative personnel specifically believe parental involvement, communication and commitment is imperative to the success of this ECHS campus development and program. There's a cultural mindset the district continues to work through due to its small size and lower level of adults who have higher education degrees. Education and information is key to let parents know a college degree is possible for their children. Through additional commitment by teacher and the career and college ready counselors and staff, more parents are being reached and the ECHS designation and strategies that must be implemented will aid in those efforts. Staff will ensure parents understand where to locate the financial aid and assistance in filling out documents. Outreach efforts would be part of this equation. Along with educational efforts to assist parents, Santa Rosa ISD administrators also plan to provide more training for teachers to support further understanding and communication of SAT/ACT academic vocabulary and of the college board assessments and overall college-level rigor. These elements will be key to strengthen the skills, knowledge and understanding of what these offerings and college readiness means.

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

Project Director stipend	\$20,000
Staff benefits	\$4,200
Professional staff extra duty pay	\$6,500
Substitute pay for teachers attending training	\$6,500

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development training (IHE assistance to meet needs statement)	\$13,000
TEA technical assistance partner for planning and implementation	\$27,000
IHE assistance in credentialing teachers related to identified programs of study	\$13,000

SUPPLIES AND MATERIALS (6300)

Equipment, supplies and materials to implement programs of study	\$45,000

OTHER OPERATING COSTS (6400)

Director and teacher travel for training	\$6,000
Holding meetings for Leadership Team	\$500
Travel for students to IHE	\$8,000

CAPITAL OUTLAY (6600)

TOTAL BUDGET REQUEST \$149,700

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
Changes confirmed with _____ on this date _____
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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 _____



November 3, 2020

Santa Rosa Independent School District
232 E. Jesus T. Avila Street
Santa Rosa, TX 78593

Subject: Letter of Commitment for 2021-2023 Early College High School Grant Program at Santa Rosa Independent School District

Dear College High School (ECHS) Planning and Implementation Grant Selection Committee:

As a primary higher education partner, Texas Southmost College (TSC) is pleased to offer this letter of commitment to Santa Rosa Independent School District for their 2021-2023 Early College High School Grant Program.

TSC strives to provide an innovative and accessible educational environment that promotes student success and has numerous dual credit partners throughout the Rio Grande Valley. With Cameron County's demographics at 90 percent Hispanic and 30 percent living below the poverty line, removing barriers and increasing access to higher education is absolutely critical for the region. Early college high school programs are an essential strategic pillar in this, and by partnering with Santa Rosa ISD in this program, TSC will provide students who are historically underrepresented or might not be able to attend college with the opportunity to obtain an associate degree while still in high school.

TSC recognizes that the pathways chosen for this grant—construction technology, pre-health, criminal justice, and general studies—are rapidly growing areas that will lead to either four-year degrees or directly into high-demand, high-skill, and high-wage occupations in our region.

TSC agrees to collaborate with Santa Rosa to help develop an Articulation Agreement and an Implementation Plan. This will outline the following processes and collaborations: 1) Curriculum Alignment; 2) Instructional Materials; 3) Instructional Calendar; 4) Programs/Courses of Study; 5) Student Enrollment and Attendance; 6) Grading Periods and Policies; and 7) Administration of Statewide Assessments.

We look forward to continuing our positive relationship with Santa Rosa Independent School District as they work to provide additional educational opportunities for their students.

Sincerely,

Dr. Jesús Roberto Rodríguez
President

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78707

November 6, 2020

To Whom It May Concern:

The University of Texas Rio Grande Valley (UTRGV) is writing this letter on behalf of the Santa Rosa Independent School District to share support of their efforts to pursue the 2021-2023 Early College High School (ECHS) Grant.

UTRGV currently offers courses that are directly aligned to Santa Rosa's mission and objective to provide a course of study that enables qualified participating students to complete their high school graduation requirements and earn credit hours applicable toward a Baccalaureate Degree.

Our Dual Credit Program Director will provide guidance to the ECHS Director to support students' academic needs in relation to the university's general education core curriculum and applicability of courses. This strategic communication will enhance the transition of Santa Rosa ECHS students to UTRGV in pursuit and completion of a bachelor's degree.

UTRGV feels very capable of being a part of this program and supporting the proposed Santa Rosa ECHS. Staff members at UTRGV are excited to work with Santa Rosa as a prospective ECHS campus to offer at-risk students the opportunity to earn general education core curriculum credit.

If you have any questions or concerns, please do not hesitate to contact me at 956-665-2522.

Sincerely,

Cindy Valdez
Associate Vice President
College Access and K-12 Partnerships



Early College High School (ECHS) Crosswalk Template

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
Pre Health/Assoc. of Arts in Gen Studies	Texas Southmost College	No	60 Credit Hours/Medical Assistant
	UTRGV	No	

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	03155600	Music Appreciation I	0.5	MUSI 1306	Music Appreciation	3
Year 1 / Grade 9	03500110	Art Appreciation	0.5	ARTS 1301	Art Appreciation	3
Year 1 / Grade 9	03241400	Communication Applications	0.5	SPCH 1315	Public Speaking	3
Year 1 / Grade 9						
Year 1 / Grade 9						
Total Year 1 High School Credits			1.5	Total Year 1 College Credit Hours		9
Year 2/ Grade 10	03100600	Algebra II (B)	0.5	MATH 1314	College Algebra	3
Year 2/ Grade 10	A3440100	Spanish III AP (A)	0.5	SPAN 2313	Spanish for Native/Heritage Speakers I	3
Year 2/ Grade 10	A3440100	Spanish III AP (B)	0.5	SPAN 2315	Spanish for Native/Heritage Speakers I	3
Year 2/ Grade 10	03370100	Sociology	0.5	SOCI 1301	Sociology	3
Year 2/ Grade 10	03350100	Psychology	0.5	PSYC 2301	General Psychology	3
Year 2/ Grade 10						
Year 2/ Grade 10						
Year 2/ Grade 10						
Total Year 2 High School Credits			2.5	Total Year 2 College Credit Hours		15
Year 3/Grade 11	03101100	Pre-Calculus	0.5	MATH 2412	Pre-Calculus	4
Year 3/Grade 11	A3220100	English III AP (A)	0.5	ENGL 1301	Composition I	3
Year 3/Grade 11	A3220100	English III AP (B)	0.5	ENGL 1302	Composition II	3
Year 3/Grade 11	1302600	Anatomy and Physiology (A)	0.5	BIOL 2301	Anatomy & Physiology I	3
Year 3/Grade 11				BIOL 2101	Anatomy & Physiology I	1
Year 3/Grade 11	1302600	Anatomy and Physiology (B)	0.5	BIOL 2302	Anatomy & Physiology II	3
Year 3/Grade 11				BIOL 2102	Anatomy & Physiology II	1
Year 3/Grade 11	A3340100	U.S. History (A)	0.5	HIST 1301	U.S. History I	3
Year 3/Grade 11	A3340100	U.S. History (B)	0.5	HIST 1302	U.S. History II	3
Year 3/Grade 11	03330100	U.S. Government	0.5	GOVT 2306	Texas Government	3
Total Year 3 High School Credits			4	Total Year 3 College Credit Hours		28
Year 4/Grade 12	A3100101	Calculus AP (B)	0.5	MATH 2413	Calculus	4
Year 4/Grade 12	A3220200	English IV AP (A)	0.5	ENGL 2341	Forms of Literature	3
Year 4/Grade 12	A3330100	Government	0.5	GOVT 2305	Federal Government	3
Year 4/Grade 12	A3310200	Economics	0.5	ECON 2301	Principle of Macroeconomics	3
Year 4/Grade 12						
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Year 4/Grade 12						
Year 4/Grade 12						
Total Year 4 High School Credits			2	Total Year 4 College Credit Hours		13
Total High School Credits			10	Total College Credit Hours		65
Certification (s) to be earned by high school graduation:		Medical Assistant				
Degree (s) to be earned by high school graduation:		Associates of Art in General Studies (60 hours) and Pathway for Dual Credit in Pre-Health (23)				

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
Year 1/Grade 9	Registration assistance	Students who are selected for dual credit coursework will meet with college readiness staff to go through the registration process.	Ensure those who meet requirements are enrolled in dual credit courses	Santa Rosa ISD College Readiness staff members and dual credit TSC staff
	Career/academic counseling	Students will meet with college readiness staff to discuss career potentials and course crosswalks.	Ensure students are selected the right pathway	Santa Rosa ISD College Readiness staff members
Summer before Grade 10	Registration/class registration assistance	Students selected for dual coursework will meet with college readiness staff to go through registration process and class selection process	Ensure those who meet requirements are enrolled in dual credit courses	Santa Rosa ISD College Readiness staff members and dual credit TSC staff
	Core subject tutoring and reteaching	Students enrolled in dual courses and struggling will be offered help in core classes	Ensure struggling students receive the support needed for programming	Santa Rosa ISD staff
	Social/emotional counseling support	All students enrolled in dual courses will meet with counselors on a quarterly basis to discuss any problems, concerns, issues they may be having both socially and emotionally related to the rigors.	Ensure students have the emotional/social support needed to be successful in coursework	Santa Rosa guidance counselors

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Year 2/Grade 10	Academic Advising	This is required of dual credit students for knowledge guidance and support – Students will be required to schedule an appointment with the advisor.	To make better, more informed career decisions	Texas Southmost College Academic Advising
	Core subject tutoring	Support in core courses	Ensure success	Santa Rosa ISD staff
	ACT/SAT support	Focus on importance/readiness for testing including training/mentoring	Improve overall scores	Santa Rosa ISD staff
Summer before Grade 11	Class selection assistance	Students will meet with counselors to select courses	Ensuring staying on track to graduate	Texas Southmost College Academic Advising and Santa Rosa ISD career team
Year 3/Grade 11	Pathway subject tutoring	Specific course tutoring/support will be available for specific subjects	Assist struggling students	Texas Southmost College
	Career mentors	Students in specific career fields will be matched with a mentor in that same field	Improve student outlooks for jobs	Santa Rosa ISD career readiness team
	Externships and internships	Students will participate in business and industry training/work-based learning	Improve student future for jobs	Santa Rosa ISD career team and business partners
Summer before Grade 12	Financial aid assistance	Meet with students to determine their financial needs for further higher education and support application process for aid	Increase number of students going to 4-year colleges	Santa Rosa ISD career team
Year 4/Grade 12	Transfer services	Students will be required to meet with personnel from this department as they close in on graduation to support in transferring to the University of their choice – including UTRGV	Better, easier and more fluid transition to University	TSC Transfer, Career and Employment Services office
	Externships and internships	Students will participate in business and industry training/work-based learning	Improve student future for jobs	Santa Rosa ISD business partners