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Grant Program Guidelines

Early College High School Planning and Implementation Grant

5:00 p.m. Central time, December 7, 2023

General Appropriations Act, Article III, Rider 58, 88th Texas Legislature



Overview of the Process

The following steps provide a high-level overview of the process for responding to a grant opportunity, including submitting an application, and being selected for funding:

- 1. TEA publishes grant application and supporting documents on the <u>TEA Grant Opportunities</u> webpage.
- 2. Eligible applicants submit grant application via Qualtrics to TEA by the specified deadline on the TEA cifp3398.

See the General and Fiscal Guidelines, Errata Notices.



See the General and Fiscal Guidelines, Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed for this grant program.

Application Attachments

This section describes the required attachments that must be included with the application.

See the following section of the General and Fiscal Guidelines: Required Program-Related Attachments

Program attachments must be submitted with the program application. For this grant application, you are required to submit 2 additional individual attachments.



- 3. Enrollment Guidelines that follow the enrollment requirements outlined in the statutory requirements of this grant. Enrollment Guidelines should clearly document enrollment policies and practices to include admissions policies of performance-blind, open access systems that encourage and considers applications from all students or a weighted lottery that factors 10 students who are at-risk as defined by the PEMS (TEC §29.081) or who are part of the targeted subpopulations for ECHS
- 4. Recruitment Plan that includes marketing materials (in English/Spanish) and timelines.
- 5. Stakeholder Input methods used to obtain input about the implementation of the program from students, parents, community, postsecondary partners, with regular activities to educate students, parents, counselors, community, district staff and school board members.
- 6. Academic year signed and dated memorandum of understanding (MOU) and course articulation



The purpose of the Early College High Schools (ECHS) model is to allow students least likely to attend college an opportunity receive both a high school diploma and either an associate degree or at least 60 credit hours toward a baccalaureate degree. The ECHS provides dual credit at no cost to historically underserved students, targeting those who are at-risk and/or economically disadvantaged. The ECHS offers rigorous instruction and accelerated courses and provides academic and social support services to help students succeed in college level coursework. The ECHS provides students with highly personalized attention which promotes improvement in college readiness.

Recipients of the ECHS Planning and Implementation Grant will engage in months of ECHS model planning and implementation with support from TEA's selected technical assistance provider to establish the foundational components of the ECHS program, as outlined in Texas Education Code (TEC)



The applicant agrees to provide data on the qualifications and experience of the existing or future staff members, as required per the program guidelines as follows:

Does not apply to this grant program.

* Performance and Evaluation Measures

The applicant agrees to collect data and report on the following mandatory performance and evaluation measures:

- Data Report of projected student enrollment into the ECHS with percentage of demographics: students who are at-risk as defined by PEMS (TEC 29.081), race/ethnicity, first-generation college students, English Learners, students who are economically disadvantaged, and students with disabilities.
- Leadership Team members, meeting date website.
- 3. Enrollment Guidelines that follow the enrollment requirements outlined in the statutory requirements of this grant. Enrollment Guidelines should clearly document enrollment policies and practices to include admissions policies of performance-blind, open access systems that encourage and considers applications from all students or a weighted 12 lottery that factors students who are at-risk as defined by the PEMS (TEC §29.081) or who are part of the targeted subpopulations for ECHS.
- 4. Recruitment Plan that includes marketing materials (in English/Spanish) and timelines.

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NOTE: Administrative funds include direct administrative costs allowable indirect costs. TEA limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 15% of the total grant awarded.

To calculate the maximum indirect costs that can be daimed for a grant, complete the <u>Maximum Indirect</u> <u>Costs Worksheet</u>, posted on the Administering a Grant page, under the Handbooks and Other Guidance section.

See the General and Fiscal Guidelines, Pre-Award Costs.

Pre-award costs:

- < are permitted
- ⟨ ⊠ are not permitted

See the Administering a Grant page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds may include but are not limited to the following:

Field trips

- may be funded under the grant program
- may not be funded under the grant program

Only the following types of field trips are allowable:

Trips to work-based sites, Institutions of Higher Education or other relevant ECHS activities



Narrative Questions will be scored over 24 points.

- Describe the course of study/crosswalk that the school is planning to offer and/or how it expands upon current offerings to enhance and build an academic pathway (4 points)
- Describe how the course of study will enable a student to combine high school courses and postsecondary courses and identify degrees/certificate/certifications to be earned (4 points)
- Comparison of the postsecondary credentials earned meet local economic needs (4 points)
- Describe how the campus and district intends to work with and secure the partnership with an Institution of Higher Education (4 points)
- Describe how the campus and district intends to align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: Curriculum Alignment, Instructional Materials, Instructional Calendar, Courses of Study, Student Enrollment and Attendance, Grading Periods and Policies and Administration of Statewide Assessment Instruments (8 points)

See the General and Fiscal Guidelines, Oral Interviews for Funding.

During the virtual oral interviews, applicants will have the opportunity to elaborate and be evaluated on their planned partnership with a Texas Institute of Higher Education (IHE), as well as answer any additional questions which the TEA may have to assess their readiness for this grant program. The applicant may reference any documents, including the Program Guidelines and FAQs. If LEA funding requests exceed the amount available for this grant, oral interviews may be used according to the following process. If used, applicants that receive 70% of the total points available through the sum of the standard and specific review criteria will be invited to attend an oral interview, which will be conducted virtually.