



Early College High School (ECHS)

Learning Acceleration Support Opportunities
(LASO) Cycle 3

October 18th, 2024



Welcome and Thank You for Joining Today!



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Agenda

Overview of LASO Cycle 3
Application Process and Timeline

ECHS Deep Dive

Next Steps

FYIs



Submit questions during the webinar using the Zoom Q&A



Webinar slides and recordings will be posted on the [LASO Cycle 3 website](#) after all webinars have been completed



Email LASO@tea.texas.gov with follow-up questions



Overview of LASO Cycle 3 Application Process and Timeline

Early College High School (ECHS) is a part of Learning Acceleration Support Opportunities (LASO) Cycle 3

The Learning Acceleration Support Opportunities (LASO) Cycle 3 is the next iteration of a consolidated grant application that strategically batches funding opportunities that support learning acceleration and innovation opportunities.

**\$160
Million**
in services and
supports

11

TEA initiatives to
support learning
acceleration and
innovation

1

LEA program
application to
access funding



LASO is a consolidated grant application to support key learning acceleration strategies



Curriculum and instruction

Rigorous, high-quality instructional materials designed to make up ground and master grade level TEKS



More time

More time for the students in most need, including expanding instructional time in the summer and with targeted tutoring



Innovative school models

Innovative school models to incorporate all of the learning acceleration framework



LASO Cycle 3 will award ~\$160M to LEAs

Includes 11 grants to support learning acceleration



Curriculum & Instruction

Strong Foundations Planning

Strong Foundations Implementation

SFI School Improvement PLC Supports

Instructional Leadership

Technology Lending Grant

Blended Learning Grant

Advanced Placement Computer Science Principles



More Time

ADSY Full Year



ADSY Summer Planning and Execution Program



Innovative School Models

School Action Fund

Early College High School

Pathways in Technology
Early College High School

ECHS (Early College High School) High Level Overview

Innovative School Models



Innovative school models to incorporate all aspects of the learning acceleration framework

Estimated Total Funding Available	\$800,000
Estimated Range of Award	Up to \$100,000
Estimated Award Numbers	8 LEAs
Estimated Timeline	Planning SY 25-26 Implementation SY 26-27



Why ECHS?

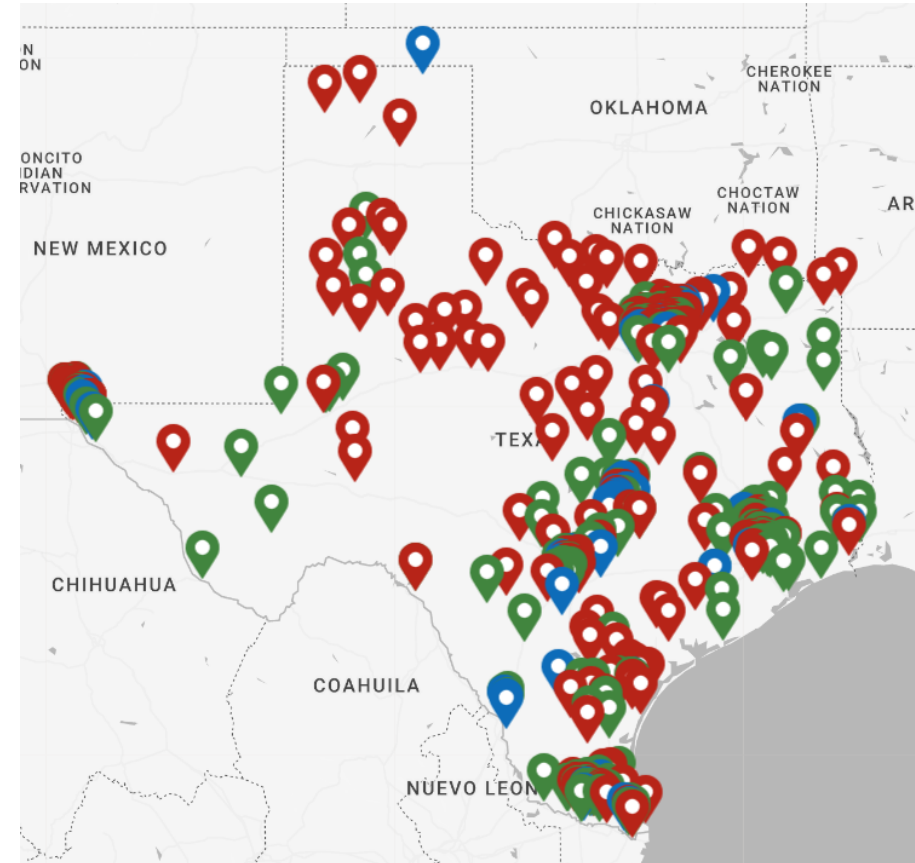
CCRSM

Early College High School (ECHS)

Pathways in Technology Early College
High School (P-TECH)

CCRSM Strategic Mission

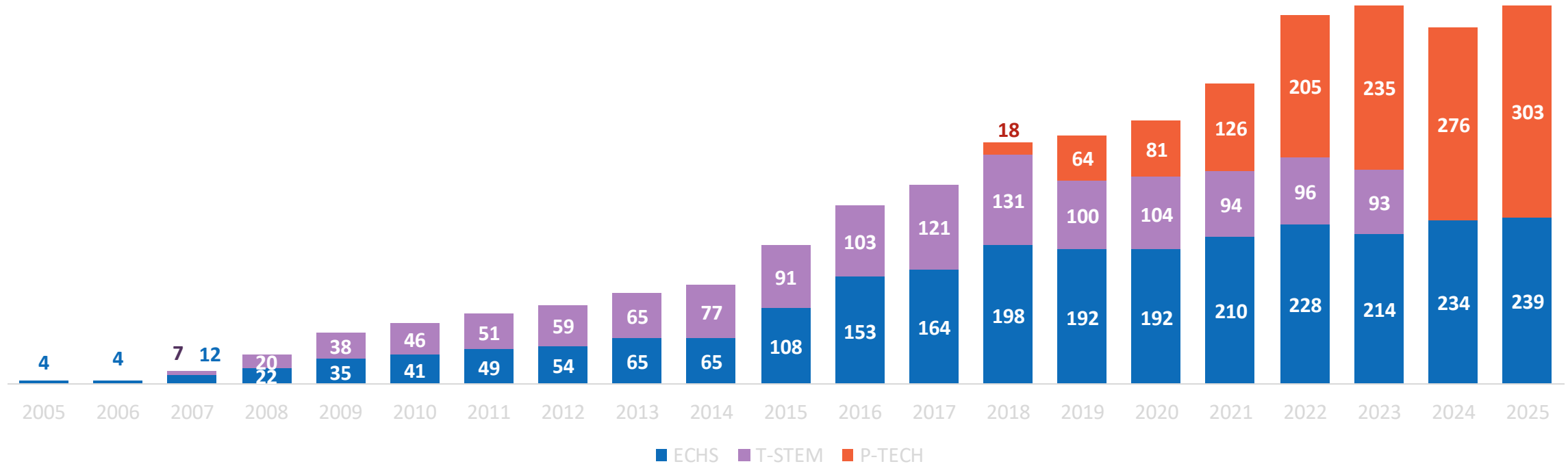
“Build and support innovative high schools that provide a structured program, which leads students to graduate with successful postsecondary outcomes”





CCRSM Mission and Network

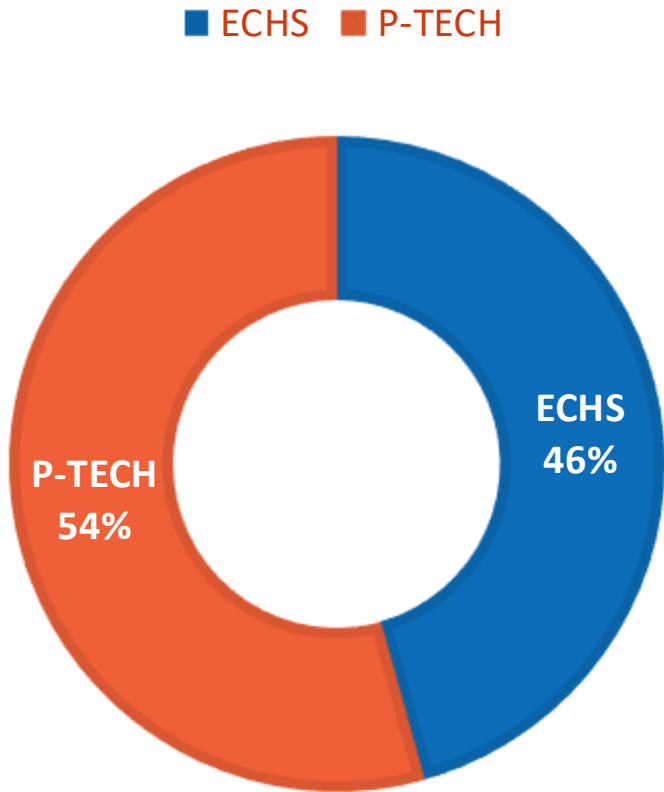
Designated and Planning CCRSM Campuses, 2004-2005 through 2024-2025



Notes and Sources: Annual portfolio size data from TEA. Beginning in 2019, campuses in their planning year are included in the portfolio, as they receive technical assistance during that year despite not serving students. Planning Campuses who have chosen not to pursue designation at some point during the year are excluded from counts. Campuses designated or planning for more than one model type are counted in each model group (i.e. a campus with cohorts of students in both T-STEM and ECHS appears in both the T-STEM count and the ECHS count).

CCRSM Mission and Network

CCR SCHOOL MODEL DISTRIBUTION



92,385 Students



257 District Partners



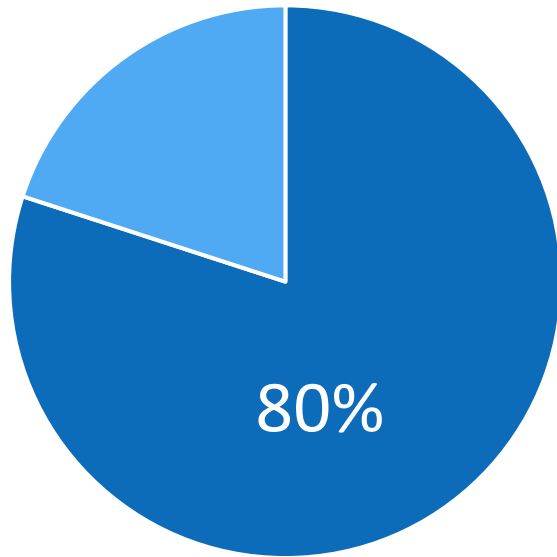
60+ College and University Partners



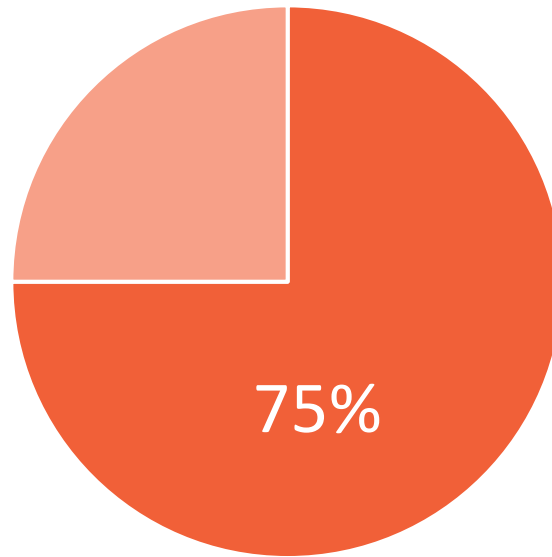
200+ Business and Industry Partners

CCRSM Graduates Earning Dual Credit Hours

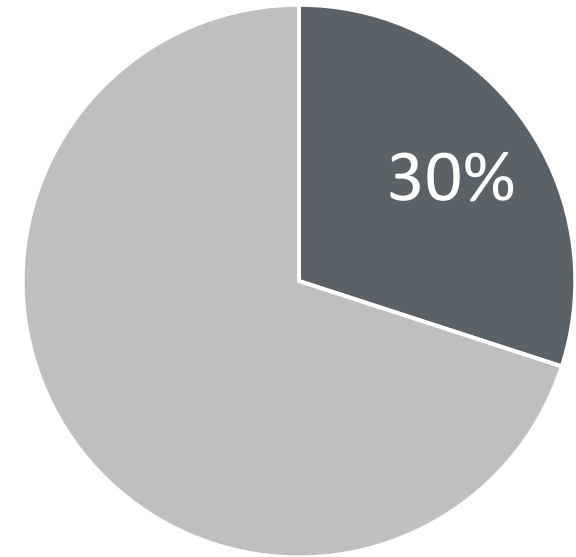
ECHS



P-TECH



Non-CCRSM



■ Earned 15+ hours ■ Earned 1 - 14 hours

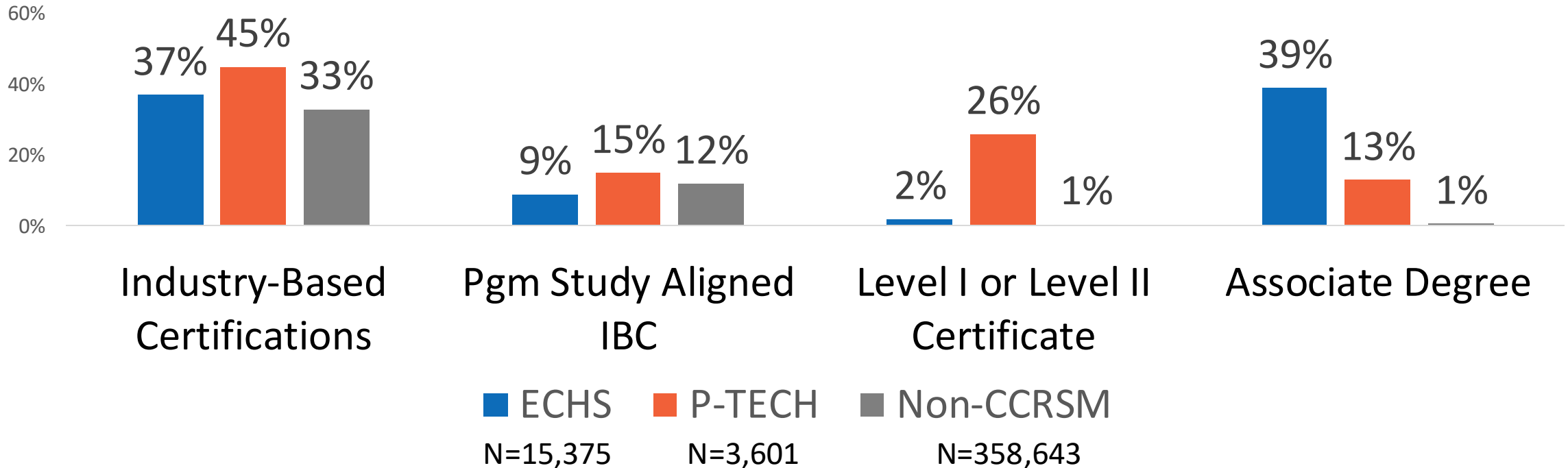
■ Earned 15+ hours ■ Earned 1 - 14 hours

■ Earned 15+ hours ■ Earned 1 - 14 hours



CCRSM Graduates Earning Credentials

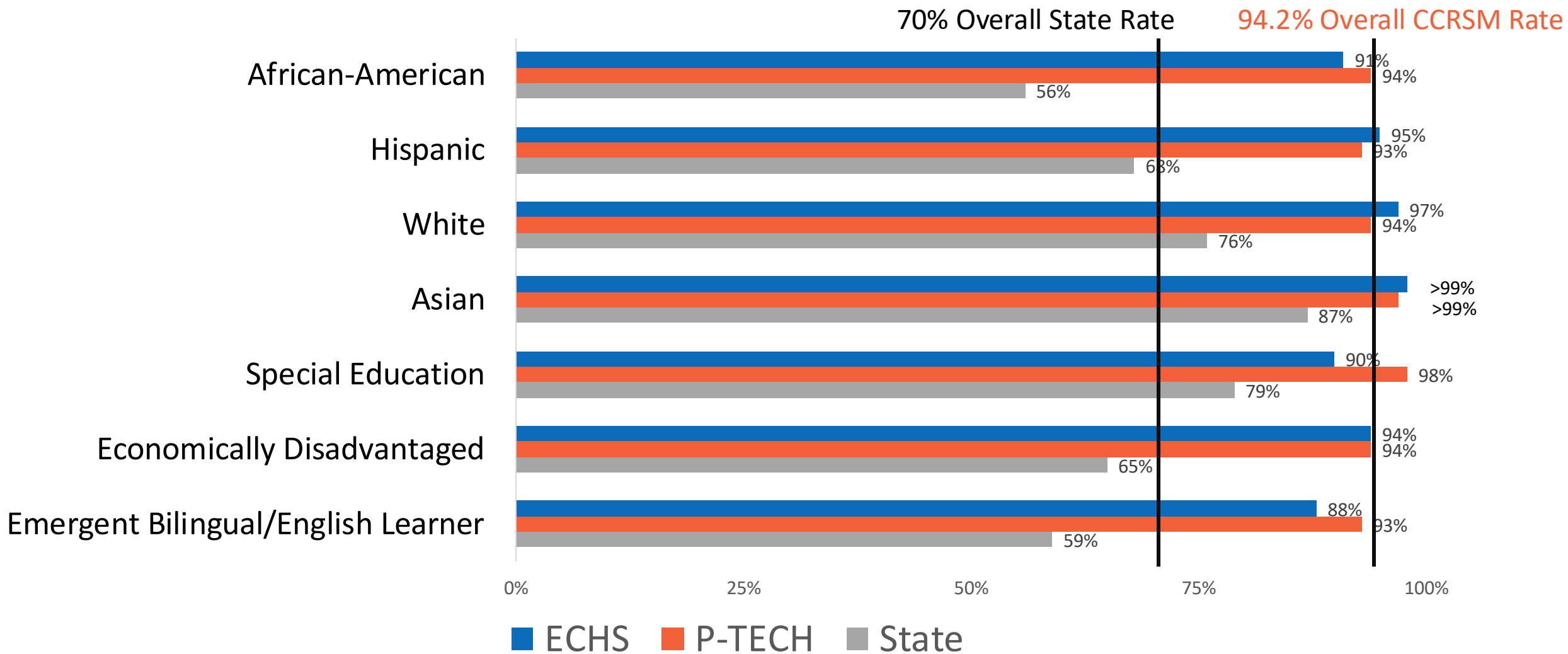
2022-23 Graduates Earning a Credential for CCMR Credit, by CCRSM Status



CCRSM graduates earned credentials at higher rates, with a large proportion earning an associate degree.

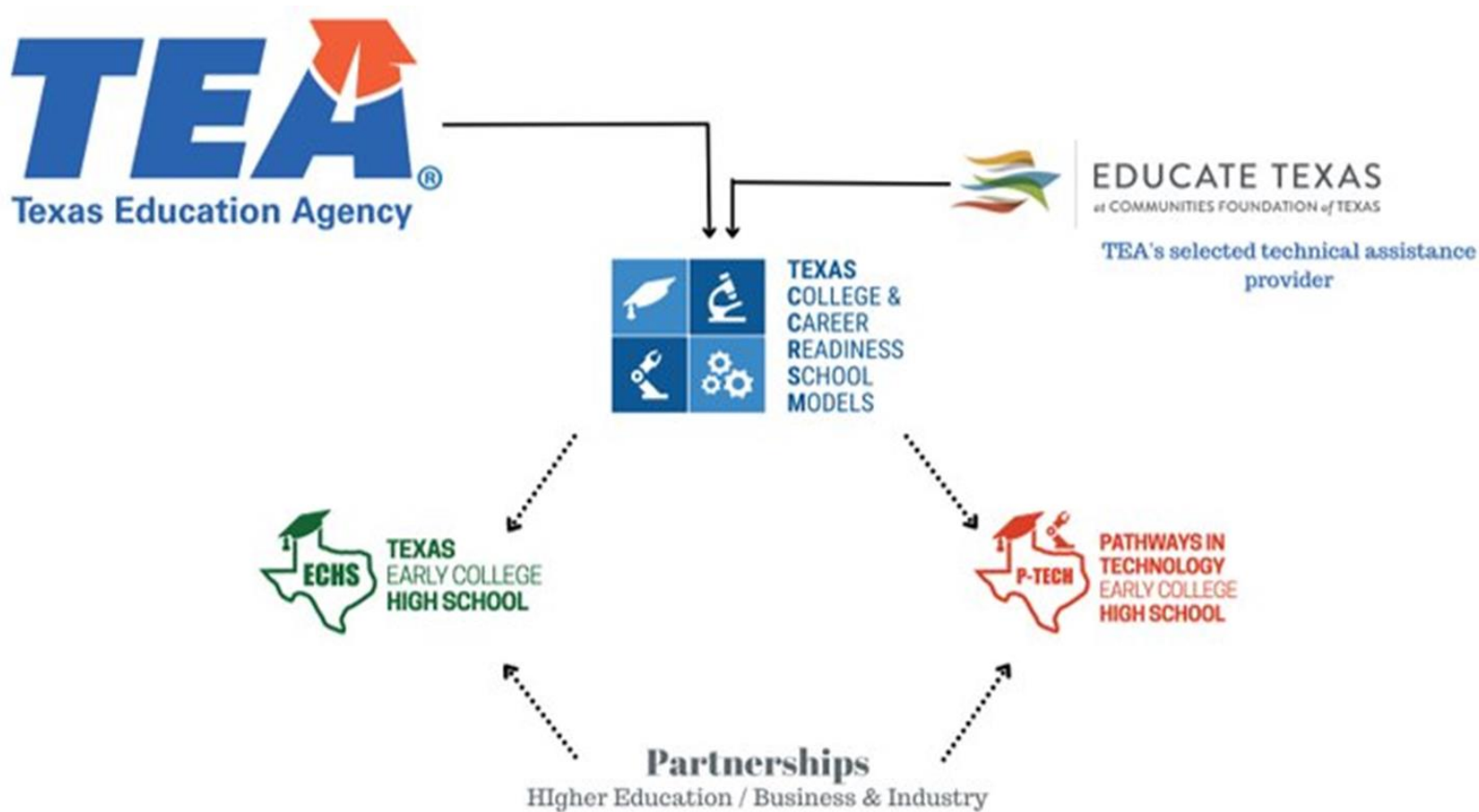


Higher CCMR rates applied to historically underserved students graduating through a CCRSM program





ECHS provides support and services that will help improve student achievement





TEA Technical Assistance

Educate Texas

CCRSM campuses are required to collaborate with the TEA Technical Assistance provider to receive and participate in services and events, including

- Expert Coaching Support
- Site Visits
- Virtual Community of Practice
- Tailored CCRSM Resources and Templates
- Focused Professional Development
- Regional and Statewide Events





Program Overview

ECHS Program Overview

Purpose

The Early College High School (ECHS) program offers campuses an opportunity to plan to build an Early College High School within their district. This program offers opportunities for campuses to provide targeted supports for historically underserved students through rigorous instruction and accelerated postsecondary courses and provide academic and wrap around strategies that help students succeed in college level coursework at no cost to the students.

Eligibility

Eligible LEAs must:

- Serve students in Grades 9–12 or will begin serving students in Grade 9 or students in Grades 9 and 10 in the first year of implementation (2026-2027) and will progressively scale up by adding at least one grade level per year.

Please note:

- All current ECHS planning, provisional or designated campuses are not eligible to apply.
- All recipients of previous ECHS Planning and Implementation Grants are not eligible to apply.
- All recipients of previous LASO - ECHS Grants are not eligible to apply.

Best Fit For

LEAs who are looking for:

- An opportunity for individualized technical support in planning to build an Early College High School (ECHS) within their district.
- Opportunities for campuses that are new to the CCRSM network and have not received any prior ECHS grants.
- An opportunity to deepen their partnership with an Institution of Higher Education (IHE) to fully develop and offer a rigorous program of study that leads to the successful completion of an associate degree at no cost to the student.

ECHS Key Commitments

Commitments

Crosswalks | Together, the LEA and IHE develop course equivalency crosswalks which lead to Level I and Level II certificates, associate degrees, or completion of the Texas Core Curriculum to provide stackable credentials as students advance in the academic pipeline.

Personalized Learning Environment | The ECCHS shall collaborate with its IHE to personalize the learning environment for students by developing individualized student plans for ongoing academic support, filing a degree plan, and the attainment of long-term goals. The ECCHS and IHE shall develop robust college and career advising systems to support student plans and advance academic progress and shall develop a process for collaboration to provide an academic bridge across the two educational systems.

More information can be found in the [Grant One Pager](#)

Role & Time Commitment

Role	Commitment
AP 5 hours monthly for 12-18 months	ECCHS Model Planning and Implementation LEAs will engage in 12-18 months of ECCHS model planning and implementation design elements and requirements aligned to the ECCHS Blueprint.

More information can be found in the Program Guidelines

ECHS Assurances

- 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.
- The ECHS program must provide for a course of study that, on or before the fifth anniversary of a student's first day of high school, enables a participating student to receive both a high school diploma and either an applied or academic associate degree, with a completed field of study curriculum transferable toward a baccalaureate degree at one or more general academic teaching institutions.
- 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
- 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 as outlined in the ECHS Blueprint.
- ECHS campuses must submit a data report of leadership team members, meeting dates, and agendas (including attendance) posted on the school's website.
- The ECHS campus must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen the academic, behavioral, and mental health supports necessary for high school and college readiness and to be successful in rigorous academic and work-based educational experiences

More information can be found in the Program Guidelines



Provider Supports

ECHS grantees are provided technical assistance by Educate Texas at no additional cost to their campus or district.

Districts seeking additional technical assistance support from other providers may locally decide to do so in addition to the no cost technical assistance provided by Educate Texas on behalf of the Texas Education Agency.



Current Provider

- Communities Foundation of Texas-Educate Texas



Resources

- The **State Approved Provider List** document provides details and contact information for each approved partner.
- The [SAPL webpage](#) provides additional context and links to LEA provider information.
- If you have any questions or concerns, please email sapl@tea.texas.gov.



Early College High School (ECHS) Deep Dive

ECHS Overview



TEXAS
EARLY COLLEGE
HIGH SCHOOL

- Reduces barriers to college access
- Increases college and career readiness
- Provides academic and social support services through dedicated staff



Apply to become
Planning Campus



Designated Campus
Year 6+



Designated Campus with Distinctions
Year 7+



Planning Campus
Year 0



Provisional Campus
Years 1-5



Needs Improvement Campus
Years 6-8



Designated Campus
Year 9



Transitioned Campus
Year 9

CCRSM Designation Status Pathways



Applicant

- District and School Board decision confirmed prior to submitting application
- ECHS Blueprints and Roadmaps to Opening documents reviewed
- IHE and Business/Industry Partnership agreements established

CCRSM Designation Status Pathways

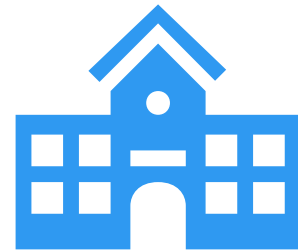


Applicant

- Create a sustainability plan
- Devise a targeted recruiting and communication plan for campus
- Submit the completed the application prior to deadline



Apply to become
Planning Campus



Needs Improvement Campus
Years 6-8



Designated Campus
Year 9



Transitioned Campus
Year 9



Designated Campus
Year 6+



Designated Campus with Distinctions
Year 7+

CCRSM Designation Status Pathways



Year 0

Planning Campus

- Work with Technical Assistance Providers
- Review the ECHS Blueprints and apply knowledge
- Apply for ECHS Provisional Campus Status (First Year) in the fall

CCRSM Designation Status Pathways



Planning Campus

- No students served with ECHS or P-TECH programming
- No Outcomes-Based Measures (OBM) Reporting in TEAL to review



Apply to become
Planning Campus



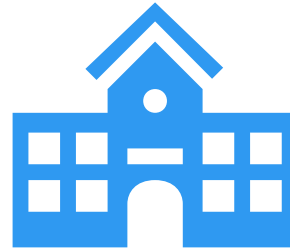
Planning Campus
Year 0



Designated Campus
Year 6+



Designated Campus with Distinctions
Year 7+



Needs Improvement Campus
Years 6-8

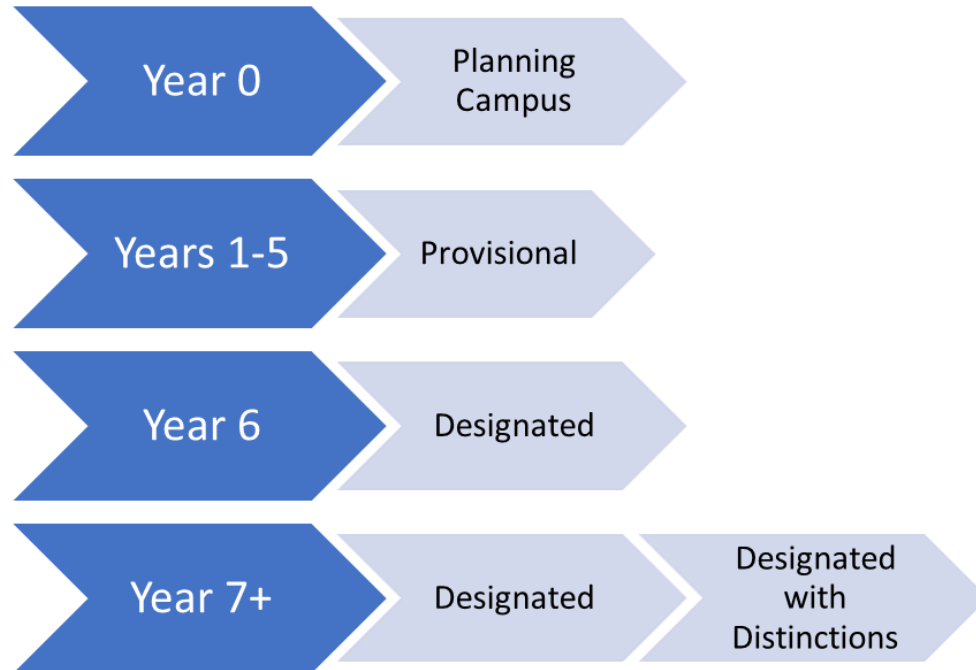


Designated Campus
Year 9

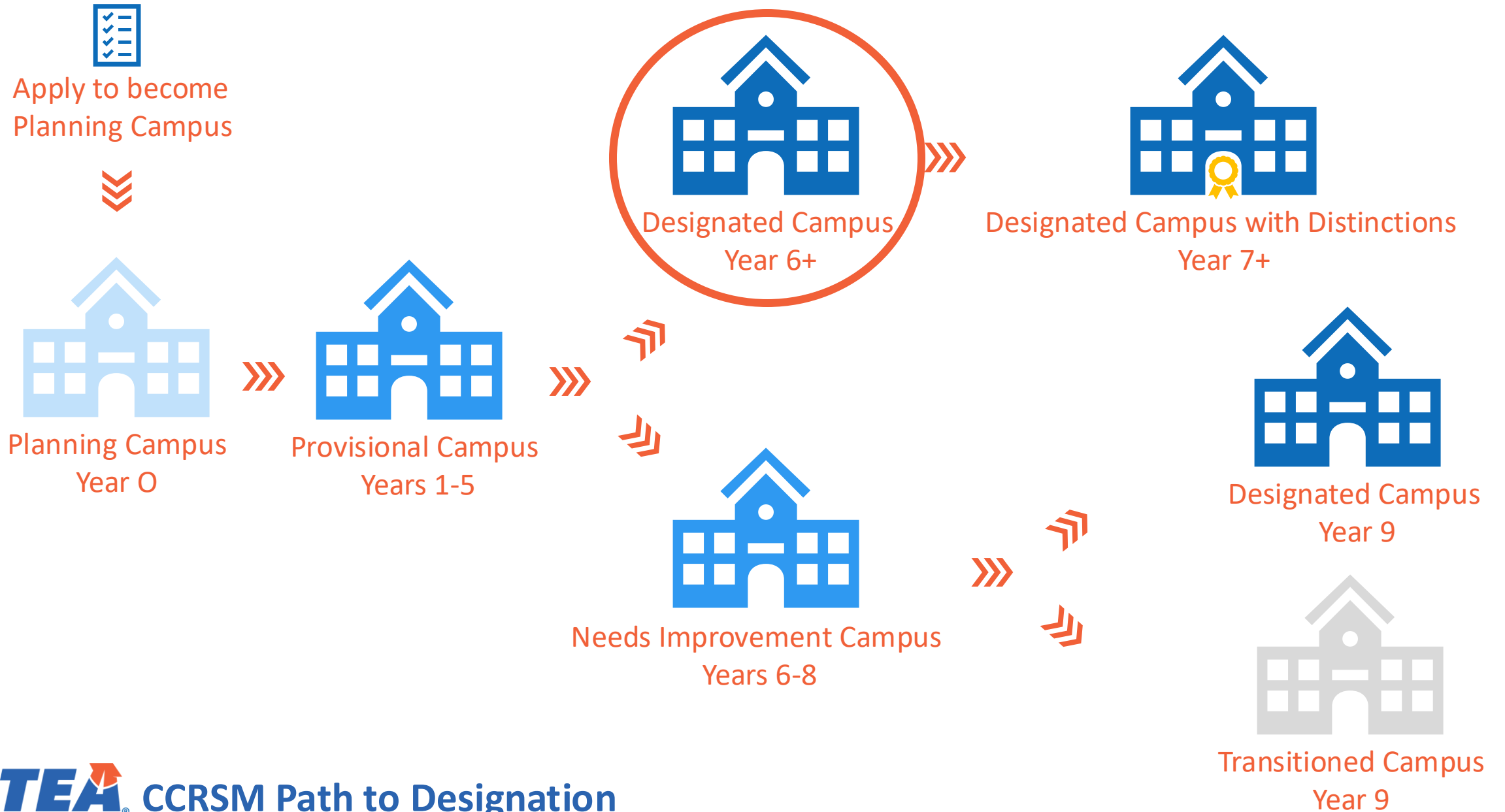


Transitioned Campus
Year 9

CCRSM Designation Status Route



- **Planning Campus:** Not serving students, but will recruit first cohort
- **Provisional:** Serve students in years 1-5, while receiving partial data indicators
 - In year 5, campuses will receive all data indicators needed to determine designation status
- **Designated:** If Outcomes-Based Measures (OBMs) are met
 - Both access indicators
 - 3 of 6 achievement indicators and
 - 3 of 6 attainment indicators are met
- **Designated Campus with Distinctions:** If Designation Standards are met



How do we get there?

Early College High School Blueprint

Overview of Early College High School Model

Early College High Schools (ECHS) are open-enrollment programs that allow students least likely to attend college or who wish to accelerate completion of high school, to combine high school courses and college-level courses while participating in rigorous and accelerated instruction.

Early College High School Blueprint

- ✓ The Blueprint identifies five **benchmarks** which serve as the foundational elements of the model and describes essential **design elements** for each benchmark.
- ✓ The Blueprint outlines the required design element **artifacts** to be published publicly and made available to TEA upon request.
- ✓ The Blueprint defines **outcomes-based measures** (OBMs) for required data indicators related to access, achievement, and attainment.

ECHS programs are required to adopt the design elements in each benchmark and meet OBMs to receive the Texas Education Agency (TEA) ECHS designation.

Early College High School Designation Process

The TEA designed a designation process for ECHS under the authority of Texas Education Code (TEC) §29.908(b) (2019) and Title 19 Texas Administrative Code (TAC) §102.1091 (effective 2007).

- ✓ Designation is the process by which the TEA determines whether a school can fully implement the design elements of each benchmark and meet the OBMs.
- ✓ Designation, through the Program Application Cycle (PAC), is an annual requirement for ECHS programs.

ECHS Blueprint Basics

- 5 Benchmarks
- 46 Design Elements
- 15 Artifacts
- 14 Outcomes-based measures (OBMs)

ECHS students earn a high school diploma in addition to up to 60 college credit hours or an associate degree.

BLUEPRINT BENCHMARKS

Benchmark 1:
School Design

Benchmark 2:
Partnerships

Benchmark 3:
Target Population

Benchmark 4:
Academic Infrastructure

Benchmark 5:
Student Supports

Outcome driven

- Key data indicators to ensure positive student outcomes and measure program health

Outcomes-Based Measures (OBMs)

- **Access** – Student representation in the program
- **Achievement** – Student achievement through high school-based opportunities
- **Attainment** – Student attainment of postsecondary opportunities

ACCESS OUTCOMES-BASED MEASURES

Student representation in the ECHS program.

Data Indicators	Requirements	
	Designated ECHS	Designated with Distinction
	Must meet targets on "At-Risk Students" and "Economically-Disadvantaged Students" designated data indicator.	Must meet all designated access data indicators and two access distinction data indicators.

ACHIEVEMENT OUTCOMES-BASED MEASURES
Student achievement through high school-based opportunities.

Data Indicators	Requirements	
	Designated P-TECH	Designated with Distinction
At-Risk Students	No more than district (grade)	No more than district (grade)
Economically-Disadvantaged Students	No more than district (grade)	No more than district (grade)
Emergent Bilingual Students	Not consider designation	Not consider designation
Students with Disabilities	Not consider designation	Not consider designation

ATTAINMENT OUTCOMES-BASED MEASURES

Student attainment of postsecondary opportunities such as Dual Credit, up to 60 college credit hours, or an Associate Degree.

Data Indicators	Requirements	
	Designated ECHS	Designated with Distinction
Algebra I EOC Assessment	70% of students achieve "Approaches Grade Performance" or higher by the end of 11 th grade	70% of students achieve "Approaches Grade Performance" or higher by the end of 11 th grade
English II EOC Assessment	70% of students achieve "Approaches Grade Performance" or higher by the end of 11 th grade	70% of students achieve "Approaches Grade Performance" or higher by the end of 11 th grade
College Readiness in Mathematics and ELA/Reading	40% of students meet criteria in mathematics/ELA/Reading (CCMR definition) by graduation	40% of students meet criteria in mathematics/ELA/Reading (CCMR definition) by graduation
High School Graduation Rate	Campus is within 5% statewide 4-year graduation rate	Campus is within 5% statewide 4-year graduation rate
CTE Program Status by 11 th grade	55% of students meet CTE concentrator or completer status by end of 11 th grade	55% of students meet CTE concentrator or completer status by end of 11 th grade
CTE Program Status by Graduation	65% of students graduate as a CTE concentrator/completer by graduation	65% of students graduate as a CTE concentrator/completer by graduation
Earn 9 College Credits	30% of students earn 9 college credits (any) by the end of 10 th grade	40% of students earn 9 college credits (any) by the end of 10 th grade
Earn at least 3 College Credits in ELA or Mathematics	40% of students earn an ENGL or MATH college credit by the end of 11 th grade	50% of students earn an ENGL or MATH college credit by the end of 11 th grade
Earn 15 College Credits	50% of students earn 15 college credits (any) by graduation	60% of students earn 15 college credits (any) by graduation
Core Completion	50% of students achieve core completion by graduation	60% of students achieve core completion by graduation
Earn an Associate Degree	50% of students earn an associate degree by graduation	60% of students earn an associate degree by graduation
Persistence	75% of students enrolled remain in the ECHS program through graduation	85% of students enrolled remain in the ECHS program through graduation



Early College High School Roadmap to Opening

Overview of the Early College High School Roadmap to Opening

The Early College High School (ECHS) Roadmap to Opening serves as a companion guide to the ECHS Blueprint. The Roadmap to Opening prioritizes a set of actions for ECHS leadership teams to take during the onboarding and planning phases for the new ECHS. Each action aligns to an ECHS Blueprint design element, an outcomes-based measure (OBM), and/or a required artifact.

The Roadmap to Opening does not address all design elements and OBMs required in the ECHS Blueprint. Rather, the actions listed herein create an effective foundation for the rigorous process of developing a successful ECHS. District/campus and IHE partners are expected to complete each of the activities with support from their TEA technical assistance provider.

The Roadmap to Opening is designed for use by the entire ECHS leadership team, with a particular focus on campus- and district-level staff with decision-making authority. The Roadmap to Opening aims to ensure ECHS students meet access, achievement, and attainment OBMs by detailing actions necessary to support the following:

- Regularly convened leadership teams
- ECHS staffing
- Recruitment and enrollment of targeted populations of cohorts
- Academic infrastructure effectiveness
- Strong partnership development
- Implementation of all ECHS design elements with fidelity to the ECHS Blueprint
- Annual curation of ECHS artifacts

ECHS BLUEPRINT

Benchmark 1:
School Design

Benchmark 2:
Partnerships

Benchmark 3:
Target Population

Benchmark 4:
Academic Infrastructure

Benchmark 5:
Student Supports

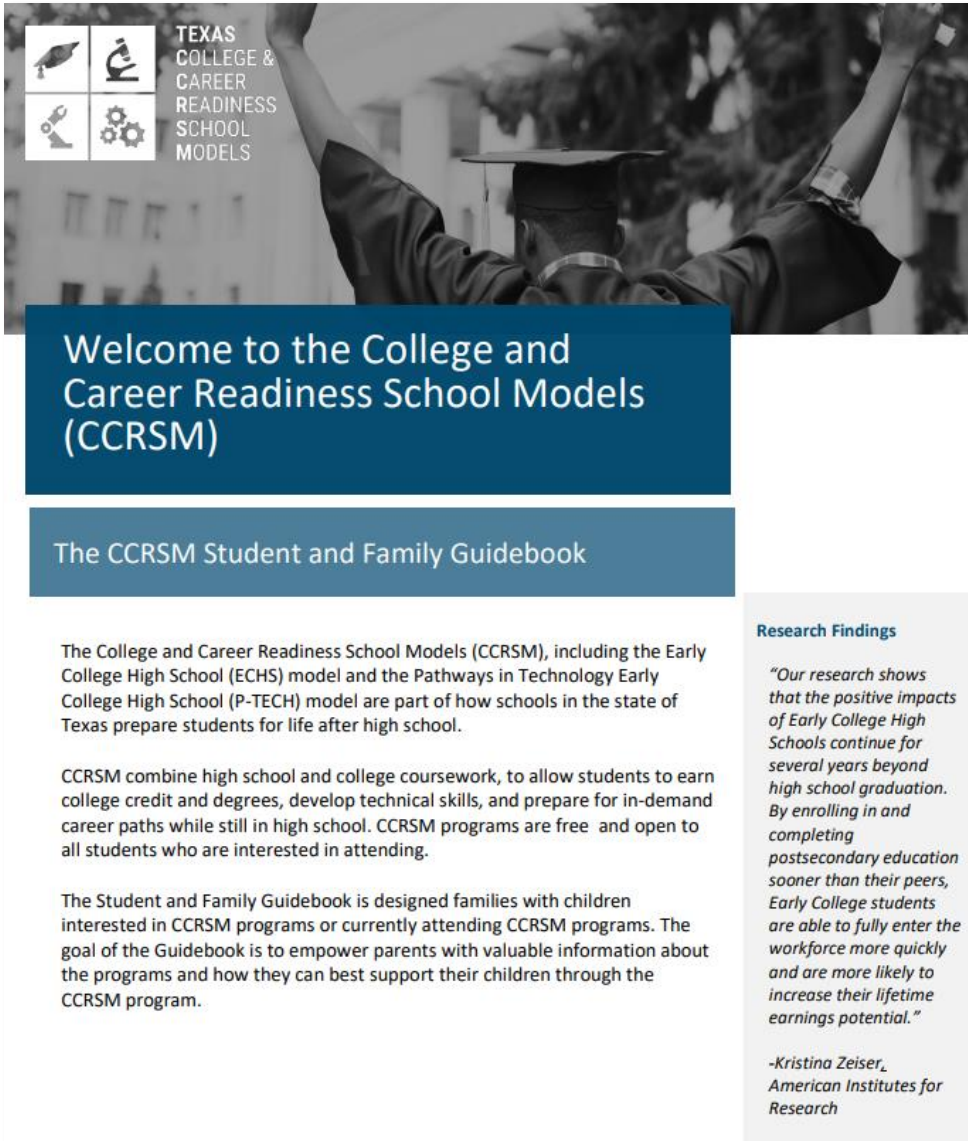
ECHS Artifacts
ECHS OBMs

ECHS RESOURCES

- [TEA CCRSM website](#)
- [ECHS Designation](#)
- [ECHS Learning Community](#)

ECHS Roadmap to Opening

- Serves as a companion guide to the ECHS Blueprint.
- Prioritizes a set of actions for ECHS leadership teams to take during the onboarding and planning phases for the new ECHS
- Each action aligns to an ECHS Blueprint design element, an outcomes-based measure (OBM), and/or a required artifact.



CCRSM Student and Family Handbook

- Designed for families with students interested in CCRSM programs or currently attending CCRSM programs
- Created to empower parents with valuable information about the programs and how they can best support their children through the CCRSM program

ECHS Blueprint



Benchmark 1

School Design Elements



Benchmark 1: School Design Elements



1.1

Student Cost



1.2

School Location



1.3

Student Cohorts



1.4

Flexible Scheduling



1.5

TSIA Testing Site



Benchmark 2

Partnership

Design Elements



Benchmark 2: Partnerships Design Elements



2.1

Goal of Higher Ed Partnerships



2.4

Academic Plan



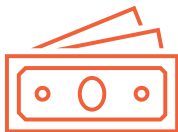
2.2

Role & Responsibilities



2.5

Transcription of Credit

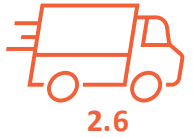


2.3

Funding

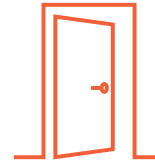


Benchmark 2: Partnerships Design Elements



2.6

Course Delivery &
Scheduling



2.9

Access to Higher Ed
Resources



2.7

Staffing Plan



2.10

Transportation



2.8

Instructional
Materials & Books



Benchmark 2: Partnerships Design Elements



2.11

Collaborative
Outreach Efforts



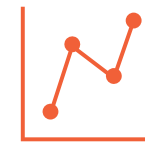
2.14

Data Sharing



2.12

Student
Participation



2.15

Program Data
Analysis



2.13

Academic Supports



Benchmark 3

Target Population Design Elements



Benchmark 3: Target Population Design Elements



3.1

Recruitment and Enrollment



3.3

Stakeholder Engagement



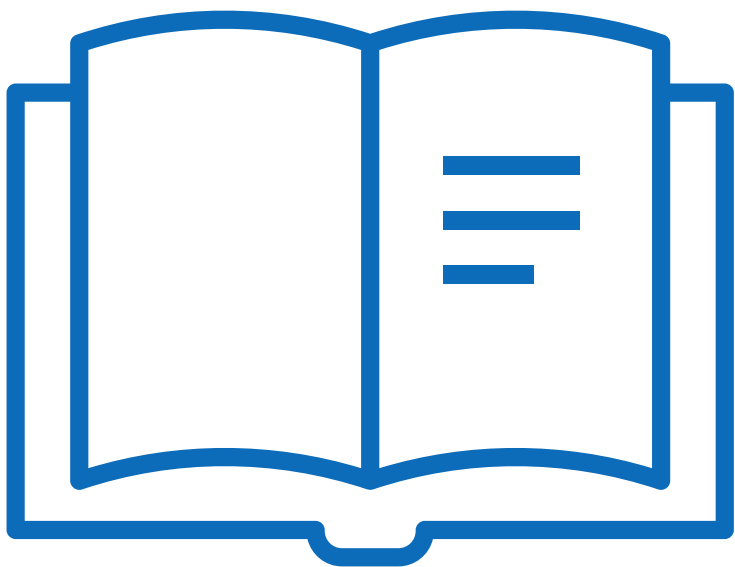
3.2

Documenting Enrollment



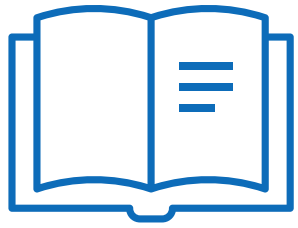
3.4

Lottery System



Benchmark 4

Academic Infrastructure Design Elements

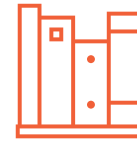


Benchmark 4: Academic Infrastructure Design Elements



2.6

Regional Need



2.9

Course Offerings



2.7

Post Secondary
Opportunities



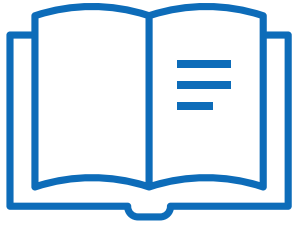
2.10

Delivery of
Courses



2.8

Course Sequence



Benchmark 4: Academic Infrastructure Design Elements



4.6

Performance in
High School



4.7

College Readiness



4.8

Student Data
Tracking



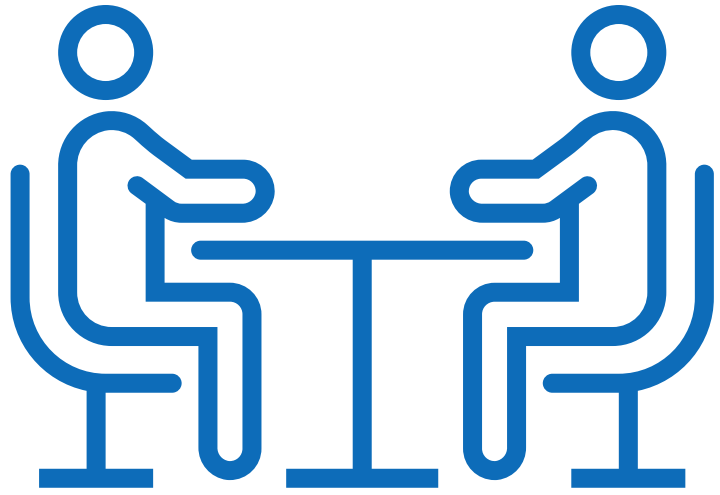
4.9

Student Persistence



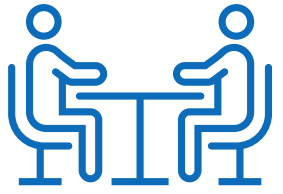
4.10

Student Pathway
Support



Benchmark 5

Student Support Design Elements

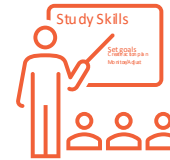


Benchmark 5: Student Supports



5.1

Bridge Program



5.4

Classroom Supports



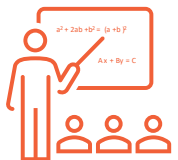
5.2

Advising



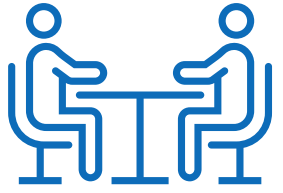
5.5

Wrap-Around Strategies

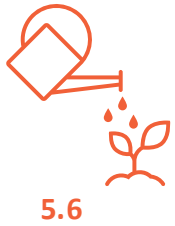


5.3

Student Intervention



Benchmark 5: Student Supports



Enrichment
Opportunities

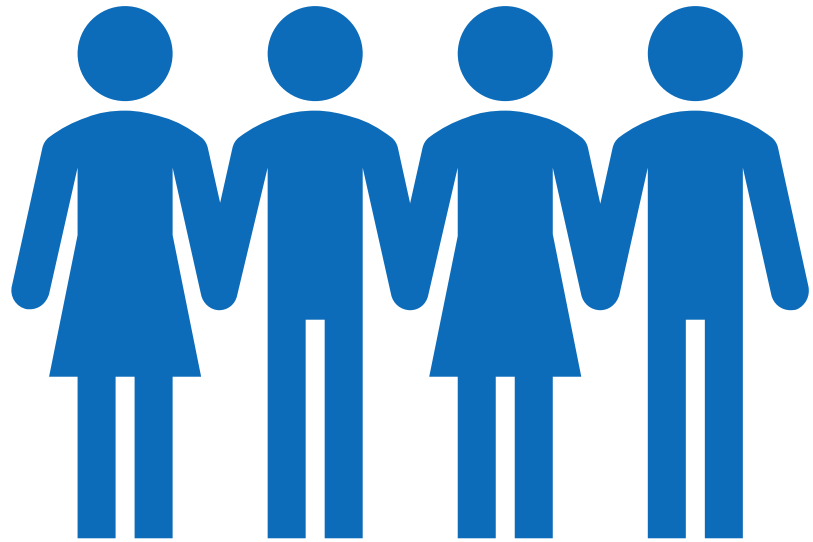


College and
Career Readiness

ECHS Outcomes-Based Measures

ECHS OBM Reporting used for Designation

	Data Indicator	
Access (2 data indicators)	At-Risk	Must meet both criteria for ECHS designation
	Economically Disadvantaged	
Achievement (6 data indicators)	EOC – Algebra I	Must meet three criteria for ECHS designation
	EOC – English II	
	TSIA – ELAR	
	TSIA – Mathematics	
	High school graduation rate	
	College Readiness in Mathematics and ELA/Reading	
Attainment (6 data indicators)	Persistence	Must meet three criteria for ECHS designation
	Earn 9 college credits	
	Earn 15 college credits	
	Completing Texas Core Curriculum	
	Earn associate degree	
	Earn 3 college credits	



2 of 2

Access

Student
representation in
the ECHS program



Access Data Indicator

At-Risk

- 9th Grade
- No more than 25% under district
(Grades 9 - 12)



Access Data Indicator

Economically Disadvantaged

- 9th - 12th Grades
- No more than 10% under district
(Grades 9 - 12)



3 of 6

Achievement

Student
achievement
in high school



Achievement Data Indicator

Algebra I EOC Assessment

- 70% of students achieve “Approaches Grade Level Performance ” or higher
- 9th Grade



Achievement Data Indicator

English II EOC Assessment

- 70% of students achieve “Approaches Grade Level Performance ” or higher
- 11th Grade



Achievement Data Indicator

TSIA & STAAR EOC Criteria in Math

- 60% of students meet TSIA score or STAAR EOC criteria
- 11th Grade



Achievement Data Indicator

TSIA & STAAR EOC Criteria in ELAR

- 70% of students meet TSIA score or STAAR EOC criteria
- 11th Grade



Achievement Data Indicator

High School Graduation Rate

- Campus is within 5% of statewide 4-year graduation rate
- 12th Grade



Achievement Data Indicator

College Readiness in Math & ELAR

- 40% of students meet TSIA criteria (CCMR definition)
- 12th Grade



3 of 6

Attainment

Student attainment
of postsecondary
opportunities



Attainment Data Indicator

Earn 9 College Credits

- 30% of students earn 9 college credits (any)
- 10th Grade



Attainment Data Indicator

Earn at least 3 College Credits in
ELA or Math

- 40% of students earn an ENGL or MATH college credit
- 11th Grade



Attainment Data Indicator

Earn 15 College Credits

- 50% of students earn 15 college credits (any)
- 12th Grade



Attainment Data Indicator

Core Completion

- 50% of students achieve core completion
- 12th Grade



Attainment Data Indicator

Earn an Associate Degree

- 50% of students earn an associate degree
- 12th Grade



Attainment Data Indicator

Persistence

- 75% of students enrolled remain in the ECHS program
- 12th Grade

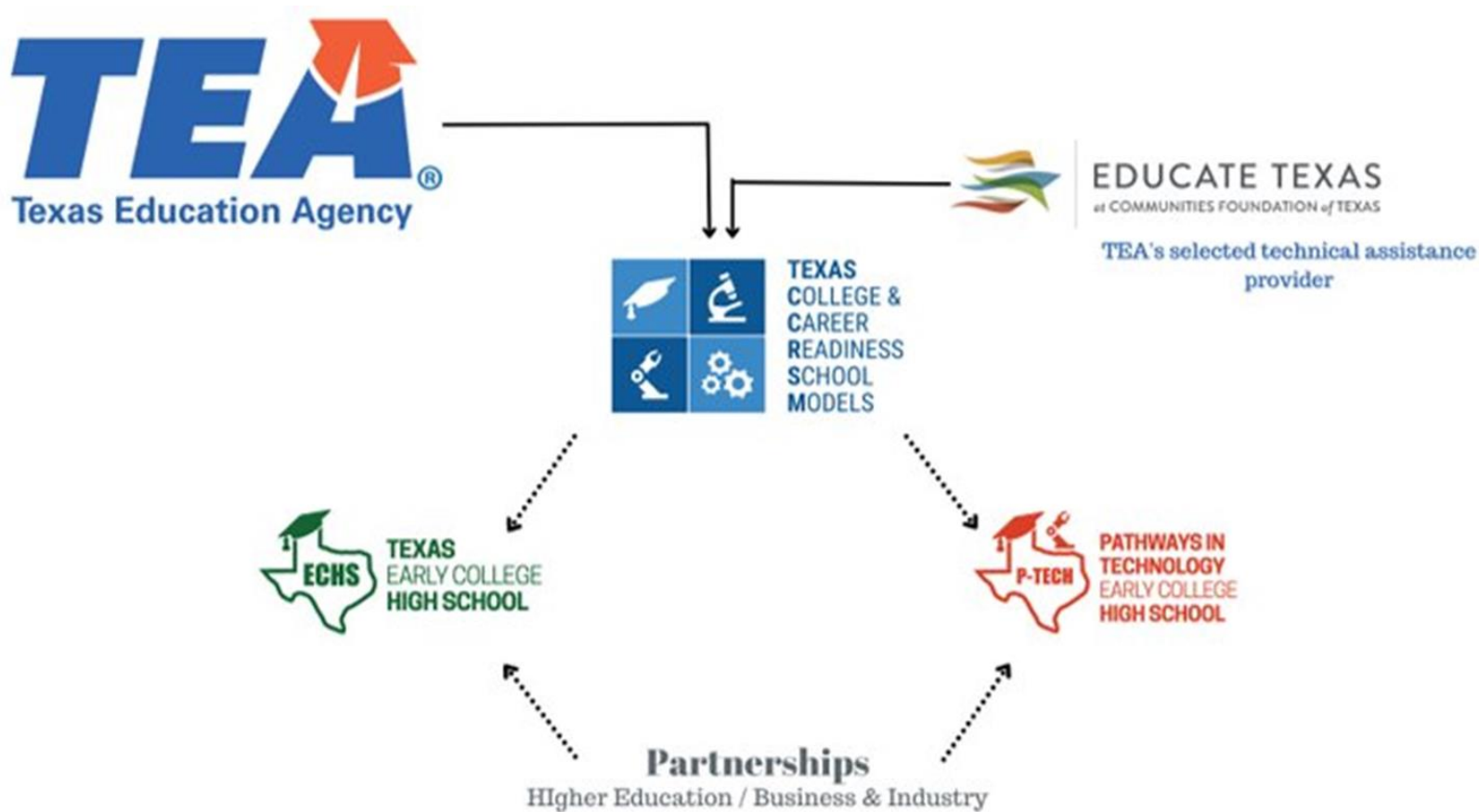
ECCHS OBM's and School Design

Outcomes-Based Measures (OBMs)

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Access	<ul style="list-style-type: none"> At-Risk Economically Disadvantaged 			
Achievement	<ul style="list-style-type: none"> Algebra I EOC 		<ul style="list-style-type: none"> English II EOC TSIA and STAAR English EOC TSIA and STAAR Math EOC 	<ul style="list-style-type: none"> High School Graduation Rate College Readiness in Mathematics and ELA/Reading (CCMR)
Attainment		<ul style="list-style-type: none"> Earn 9 college credits 	<ul style="list-style-type: none"> Earn at least 3 College Credits in ELA or Mathematics 	<ul style="list-style-type: none"> Earn 15 College Credits Core Completion Earn an Associate Degree Persistence



ECHS provides support and services that will help improve student achievement





ECHS provides support and services that will help improve student achievement

Technical Assistance

CCRSM campuses are required to collaborate with the TEA Technical Assistance provider to receive and participate in services and events, including

- Expert Coaching Support
- Site Visits
- Virtual Community of Practice
- Tailored CCRSM Resources and Templates
- Focused Professional Development
- Regional and Statewide Events



ECHS Student Success and School Design

ECCHS OBM's and School Design

Outcomes-Based Measures (OBMs)

9th Grade

10th Grade

11th Grade

12th Grade

Access

At-Risk

Economically
Disadvantaged

Achievement

Algebra I EOC

English II EOC

TSIA and STAAR English EOC

TSIA and STAAR Math EOC

High School Graduation Rate

College Readiness in Mathematics
and ELA/Reading (CCMR)

Attainment

Earn 9 college credits

Earn at least 3 College Credits in ELA
or Mathematics

Earn 15 College Credits

Core Completion

Earn an Associate Degree

Persistence



ECCHS OBM's and School Design Example 1

Outcomes-Based Measures (OBMs)

9th Grade

10th Grade

11th Grade

12th Grade

Access

At-Risk

Economically
Disadvantaged

Achievement

Algebra I EOC

English II EOC

TSIA and STAAR English EOC

TSIA and STAAR Math EOC

High School Graduation Rate

College Readiness in Mathematics
and ELA/Reading (CCMR)

Attainment

Earn 9 college credits

Earn at least 3 College Credits in ELA
or Mathematics

Earn 15 College Credits

Core Completion

Earn an Associate Degree

Persistence

ECCHS OBM's and School Design Example 2

Outcomes-Based Measures (OBMs)

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Access	<ul style="list-style-type: none"> At-Risk Economically Disadvantaged 			
Achievement			<ul style="list-style-type: none"> English II EOC TSIA and STAAR English EOC TSIA and STAAR Math EOC 	<ul style="list-style-type: none"> High School Graduation Rate College Readiness in Mathematics and ELA/Reading (CCMR)
Attainment		Earn 9 college credits	Earn at least 3 College Credits in ELA or Mathematics	<ul style="list-style-type: none"> Earn 15 College Credits Core Completion Earn an Associate Degree Persistence



ECHS (Early College High School) Application Walkthrough

- Official submission of this application requires superintendent signature.
- In rare case that the Superintendent is unable to sign, the LEA should email

LASO@tea.texas.gov

Closing

Signature

Official submission of this application requires a Superintendent signature. Application cannot be considered submitted without the formal signature from the Superintendent.

If the Superintendent is unable to sign because they are on leave or in role transition, please email at LASO@tea.texas.gov.

If you are the superintendent, please proceed to the Question 1 below by selecting yes and proceed to submitting the application.
If you are not a Superintendent, pause on submitting this application, email LASO@tea.texas.gov to identify the LEA's grantee official who can submit the application in superintendent's absence, Once the name of the grantee official has been identified, then return back to this page select 'No' for Question 1 and answer Question 2 to submit the application.

1. Are you a Superintendent

Yes

No

Note to the Superintendent :

By signing this application, I acknowledge that I have read the inputs in this application and confirm all the responses included in this application.

× SIGN HERE

clear



Path Forward



LASO Cycle 3 Timeline

TEA opens application on 10/14

TEA closes application on 12/13 at 5:00 p.m. CT

TEA announces awards on 2/20 (tentative)

TEA issues NOGAs by 5/24

October

November

December

January

February

March

April

May

TEA publishes FAQ

TEA scores applications and conducts interviews with LEAs (if applicable)

LEAs accept awards and submit budgets in eGrants by 3/24

LEAs must complete this step for NOGAs to be issued



**LEAs must
submit LASO
Cycle 3
applications by
December 13 at
5:00pm CST**



TEA emailed unique application links to LEA superintendents on October 14 (if needed, LEAs can complete a [Request for Application Link Form](#) to receive a new link)



PDF of the application is posted on the [LASO Cycle 3 website](#); however, LEAs must submit the application through Qualtrics using the unique application link



Applications must be signed by the superintendent to be accepted

Change Requests and Declines

- TCLAS was unique in the aspect of the funding source (ESSER) and the speed at which we were operating to distribute the funding
- Therefore, to accommodate the unique circumstances of TCLAS, change requests and decline options were provided to LEAs
- Since we are no longer operating under the unique circumstances of TCLAS, we are returning to a traditional grant process to ensure equity and fairness
- LASO is again anchored in the informal discretionary competitive grant process
 - Declines and change requests are not advisable in typical competitive process
 - If declines are requested, they will be considered on a case-by-case basis for the LEAs and could raise the LEA's federal grant risk level in the coming year

Questions?



Office Hours

Attend office hours for technical assistance or discussion with program teams

- ECHS: November 7th, 10:00am-11:00am CST
 - https://zoom.us/meeting/register/tJMpc-ihqzgvGdK4kb-4_e9Yl4i8xVROgJvR
- P-TECH: November 7th, 2:00pm-3:00pm CST
 - <https://zoom.us/meeting/register/tJMqd-qrpzkiH9PFdeLDpZcThHbNe5DFe11z>



FAQs

Review the general FAQ (updated FAQs will be posted by November 13th)



Email

- For questions about the application process or technical assistance with the application, contact LASO@tea.texas.gov
- For questions about ECHS or P-TECH LASO grants, contact Darin Ford at ccrsm@tea.texas.gov

LASO application window opens on October 14, 2024 and closes on December 13, 2024 at 5:00 CT



Application Window

October 14- December 13



Program Webinars

October 17- 25



Next Steps

Visit the LASO 3 website to familiarize with included grant offerings.

Communicate and share the information with LEA internal teams to support the decision-making process on which sets of grants to apply for.

Register for our upcoming informational webinars.



Resources Available

- [Best Fit Guidance](#) provides criteria to help determine if a grant fits LEAs needs
- [Grant One Pagers](#) provide preliminary grant eligibility and key commitments
- [Eligibility and Prioritization Guidance Doc](#) provides information to help determine the likelihood of being awarded

Find all LASO related supports - including timelines, webinars, and planning tools - at tea.texas.gov/LASO



Early College High School (ECHS)

Learning Acceleration Support Opportunities (LASO) Cycle 3

Thank you! Please complete the one-question survey by selecting the link located in the Zoom Q/A.