



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 [Redacted]

Authorizing Legislation **GAA, Article III, Rider 49, 86th Texas Legislature; TEC 29.908(b) and TAC 102.1091**

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Application stamp-in date and time

Grant period from **February 15, 2021 – June 15, 2023**

Pre-award costs are not permitted.

Required Attachments

All attachments listed on pages 14-15 of the Program Guidelines

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- NCLB Provisions and Assurances requirements

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is **not** an employee of the applicant organization.

CDN 057-834

Vendor ID 76-0622470

Amendment # N/A

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
The annual College Ready Graduation rate is 1.8%, which is 50.0% below the state's average. The Charter needs to ensure students graduating from the campus are prepared to compete for high-demand career opportunities. (Source: 2018-2019 TAPR)	Evolution Academy-Beaumont will partner with Lamar Institute of Technology (LIT) and Lamar University (LU) to offer students the opportunity to take part in TSI preparation courses. In addition, teachers will provide tutorials and work with students to ensure they are prepared to Meet Grade Level or Above on STAAR tests. In this manner, the Charter can ensure students graduate college ready.
Annually, 0.0% of the students graduate with Dual Course Credits. This is significantly lower than the state's average of 20.7%. (Source: 2018-2019 TAPR)	Evolution Academy-Beaumont will establish a partnership with LIT and LU to provide students the opportunity to take part in dual credit courses. Participating students will receive both a high school diploma and either an associate degree or at least 60 credit hours toward a baccalaureate degree.
In the city of Beaumont, approximately 43.3% of the population 18 and over do not have any college attainment. (2019: US Census ACS 1-Year Estimates)	Through the ECHS Planning and Implementation Grant, Evolution Academy-Beaumont will recruit and encourage students to enroll in dual-credit courses that will prepare them for high-demand career opportunities. Guest speakers and college tours will be utilized to increase students' interest in the programs.

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.

Evolution Academy-Beaumont is a small campus which averages 140 students in grades 9 through 12. As such, the Charter has developed the following SMART goal, which is Specific, Measurable, Relevant, Timely, and related to Achievable student outcomes and the purpose of the grant.

The Charter will collaborate with the assigned technical assistance provider to develop the ECHS foundational components needed to apply ECHS designation in November 2021, while simultaneously improving course rigor to ensure a minimum of 50% targeted students are prepared for the TSI.

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

1. The Charter will meet with the technical assistance provider to establish the ECHS foundational components.
2. The Charter will establish a Leadership Design Team to guide the campus to begin serving students in the ECHS and provide leadership for the campus regarding ECHS.
3. The Charter will develop wrap-around strategies and services involving multiple stakeholders.
4. The Charter will establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students.
5. The Charter will enter into an articulation agreement with an Institution of Higher Education provide a participating student access to postsecondary opportunities.

CDN 057-834

Vendor ID 76-0622470

Amendment # N/A

Measurable Progress (Cont.)**Second-Quarter Benchmark**

1. The Charter will develop courses that enables participating students in grades 9-12 to earn a high school diploma, earn and associate degree or up to 60 college credit hours.
2. The Charter will offer students access to TSI Prep-classes.
3. The Charter will create a professional development plan for teachers and staff.
4. The Charter will apply for ECHS designation in November 2021 to begin serving students in the 2022–2023 school year.
5. The Charter will implement strategies and steps in marketing and recruitment plan.
6. The Charter will conduct monthly Leadership Design Team meetings.
7. The Charter will ensure information regarding ECHS is available for students, parents, and community members to access by establishing an ECHS home page on the Charter/campus website.

Third-Quarter Benchmark

1. The Charter will hold several ECHS presentations to students and parents to explain the programs of study and their college and career benefits.
2. The Charter will ensure interested students are provided access to the ECHS application and they are returned on time.
3. The Charter will hold a lottery to select the first cohort of ECHS students, if the number of applicants exceed the number of available slots.
4. The Charter will inform students and parents of their selection to be enrolled in the ECHS.
5. The Counselor will meet with participating students to create their planned 4-year course schedule.
6. The staff will work with selected students to ensure they meet the requirements to be enrolled with the IHE.
7. The first cohort of students will begin ECHS classes fall of 2022.

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 Charter will collect data on a regular basis to determine if progress is being made in meeting the SMART goal and quarterly benchmarks. Data to be collected will include the following: sign in sheets and minutes for planning meetings; forms and documents developed; pre- and post-assessments; surveys; students' STAAR, EOC and TSI assessment results; teachers trainings sign in sheets; and follow-up communication using various methods (i.e., in-person, telephone, text message). The data will be assembled into progress reports which will be reviewed by the Leadership Design Team. This data will be compared to the SMART goals and quarterly benchmarks to ensure the program is on track.

IF BENCHMARKS OR SUMMATIVE SMART GOALS DO NOT SHOW PROGRESS, DESCRIBE HOW EVALUATION DATA WILL BE USED TO MODIFY THE PROGRAM FOR SUSTAINABILITY: If the benchmarks and SMART goal does not show progress, the Leadership Design Team will meet to identify what can be done to improve outcome. Data collected will be reviewed to identify where the gaps in the program are. This will determine how to address these issues. Some modifications that can be made can be to increase trainings for teachers, wrap around services for students, and number of times the Leadership Team meets to develop, and review needed information. The goal will be to first adjust the program to meet the stated SMART goal and benchmarks.

DETERMINING WHEN AND HOW TO MODIFY THE PROGRAM: If it is determined the program is not progressing the Leadership Design Team will discuss modifications to the needed will be discussed. If the stakeholders require guidance on addressing a certain issue, they will reach out to TEA and/or other schools implementing a ECHS program to ensure their insufficiency can be addressed properly. If modifications must be made, the Charter will send out letters to parents/guardians, community, administrators, and board members to notify them of the intent of the Charter to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program.

CDN 057-834

Vendor ID 76-0622470

Amendment # N/A

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.

CDN 057-834

Vendor ID 76-0622470

Amendment # N/A

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.**

RECRUITMENT/ENROLLMENT PROCESSES WILL NOT EXCLUDE/DISCOURAGE THE ENROLLMENT OF ANY SUBPOPULATIONS OF AT-RISK STUDENTS: As a 9th through 12th grade campus, the Charter does not have an 8th grade student population it can target. Therefore, Evolution Academy-Beaumont has developed a recruitment and enrollment process to combat this challenge. The Charter will create flyers and pamphlets, which provide details on the available program and how students can obtain an Associate degree in Arts or up to 60 college credits towards a baccalaureate degree at no cost to them. These flyers will be distributed to local businesses, churches, and surrounding neighborhoods. In addition, social media and the campuses website will be utilized to market the program as well. Student's currently enrolled in the program will be provided a flyer to take home to target eligible siblings or other family members. To ensure students of subpopulations are not discouraged from the enrollment process, several evening presentations will be hosted by the Charter inviting at-risk population students (i.e. limited English proficiency, economically disadvantaged, students who failed a state administered assessment, etc.) and their family to attend and learn more about the ECHS program and how they can benefit from it.

RECRUITMENT AND ENROLLMENT PLAN AND TIMELINE: Evolution Academy-Beaumont will begin recruiting and marketing the program starting March 2022. The timeline and activities are below:

1. By November 2021, the Charter will create an ECHS webpage that will include all marketing material which will be able to be accessed/downloaded by students, parents, and community members.
2. March 2022: Flyers and brochures will be distributed throughout the community which will provide details regarding the ECHS program's course options and highlighting the programs benefits. The flyer will be posted on the Charter's website and social media page.
3. April 2022: The Charter will host several evening presentations for potential students, family members, and community members to inform them of the ECHS Program and recruit as many students as possible.
5. May 2022: All interested eighth students will enroll in the ECHS Program for the 2022-2023 school year. ECHS students and their parents will be asked to sign a contract stating their commitment to the program.

The cycle to recruit a new cohort of students will begin March 2023, but the ECHS students will also be involved with the presentations. To ensure interest is continuously generated, practices will be refined on an annual basis based on feedback.

2. The ECHS campus must provide a course of student that enables participation students in grades 9-12 to earn a high school diploma, earn and associate degree or up to 60 college credit hours. **Describe the course of study/ crosswalk that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify degrees/certificate/certifications to be earned. Describe how the postsecondary credentials earned meet local economic needs.**

ECHS PROVIDES A COURSE OF STUDENT ENABLES PARTICIPATION STUDENTS IN GRADES 9-12 TO EARN A HIGH SCHOOL DIPLOMA, ASSOCIATE DEGREE OR UP TO 60 COLLEGE CREDIT HOURS: In partnership with Lamar Institute of Technology and Lamar University (Attachment #1A-10 Pts.), the Charter will provide student the opportunity to enroll in the ECHS Program, which will provide students the ability to either obtain an Associate Degree or up to 60 college credit hours beginning in the 9th grade and running through the 12th grade.

COURSE OF STUDY/CROSSWALK TO BE OFFERED AND DEGREES/CERTIFICATE/ CERTIFICATIONS TO BE EARNED: A crosswalk has been developed which details courses to be offered, which will allow students to obtain an Associate of Arts (Attachments #2-10 Pts.). Although no endorsements or certifications can be obtained, these courses can provide credits which are transferable towards a baccalaureate degree.

HOW COURSE OF STUDY EXPANDS CURRENT OFFERINGS AND ENABLES STUDENTS TO COMBINE HIGH SCHOOL COURSES AND POSTSECONDARY COURSES: These courses will expand on current offerings since it will allow students to obtain both

CDN 057-834

Vendor ID 76-0622470

Amendment # N/A

Statutory Requirements (Cont'd)**2. Continued: Please use the additional space provided to respond to Statutory Requirement #2**

high school and college credits in core area subjects simultaneously. Course offerings will include, but are not limited to: Pre-AP Eng. I, Pre-AP World Geography, Pre-AP Algebra, Spanish I, English, Algebra, Physics, Government, Economics, Biology, and more.

HOW THE POSTSECONDARY CREDENTIALS EARNED MEET LOCAL ECONOMIC NEEDS: An Associate of Art degree opens a wide variety of job opportunities for students. This can include: Preschool Teacher, Industrial Designer, Paralegal, Human Resources Manager, Executive Assistant, Operations Manager, Account Executive, Creative Assistant, Graphic Designer, Administrative Assistant, Customer Service Representative, and more. Texas Career Check, which is prepared by The Labor Market and Career Information (LMCI) Department of the Texas Workforce Commission has listed the following career fields among the top 10 high-demand in the targeted workforce area:

- 2nd - General Operations Manager;
- 4th - Elementary Teacher;
- 5th - Account Auditors; and
- 7th - Sales Representatives.

Students obtaining an Associate of Arts degree will have the qualifications needed to fill any of these positions. Furthermore, an Associate of Art degree offers a good foundation for students seeking a more advanced degree, since most of the college credits obtained for this degree can articulate.

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

ARTICULATION AGREEMENT WITH IHES THAT ARE ACCREDITED BY A NATIONAL OR REGIONAL ACCREDITING AGENCY: Evolution Academy-Beaumont will be entering into an articulation agreement with Lamar Institute of Technology, which is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCC) to award degrees at the associate level. A signed Letter of Support (Attachment #1A-5 Pts.) has been included that includes a commitment to develop an academic pathway which leads to an Associate Degree or earns up to 60 hours toward a baccalaureate degree.

In addition, the Charter has received a Letter of Support from Lamar University (Attachment #1B-5 Pts.) to indicate their

CDN 057-834

Vendor ID 76-0622470

Amendment # N/A

Statutory Requirements (Cont'd)**3. Continued: Please use the additional space provided to respond to Statutory Requirement #3**

acceptance of credentials and college credits from Lamar Institute of Technology which can be used toward a baccalaureate degree. Lamar University is accredited by the SACSCC to award baccalaureate, masters, and doctorate degrees. SACSCC is a recognized accrediting agency for the Texas Higher Education Coordinating Board.

PROVIDE PARTICIPATING STUDENTS ACCESS TO POSTSECONDARY OPPORTUNITIES AT THE IHE: The articulation agreement between the Charter and Lamar Institute of Technology will allow students to access postsecondary opportunities either at their campus or online. The agreement between the Charter and Lamar Institute of Technology will encompass the following items:

- a) Curriculum Alignment – Ensure courses are aligned to provide students both high school and college credits;
- b) Instructional Materials – Ensure students have access to the instructional materials needed for the courses;
- c) Instructional Calendar – Collaborate in the development of an instructional calendar which meets the needs of the student, Charter, and IHE;
- d) Courses of Study – Ensure courses needed are included in the articulation agreement;
- e) Student Enrollment and Attendance – Outline student enrollment and attendance requirements so participating students and their parents are aware of their commitment;
- f) Grading Periods and Policies – Identify grading periods and develop policies which will ensure each agency complies with the submission of students' grades as required; and
- g) Administration of Statewide Assessment Instruments – Identify when, how, who will administer the statewide assessment instruments to ensure students are eligible to attend dual-credit courses.

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.**

ESTABLISH A LEADERSHIP DESIGN TEAM: In an effort to accomplish the goals and keep a close eye on the objectives, benchmarks and performance measures for this ECHS project, Evolution Academy-Beaumont will establish a Leadership Design Team, which will meet two times each month initially until they can taper off to monthly, then bi-monthly.

GUIDE THE CAMPUS TO BEGIN SERVING STUDENTS IN THE ECHS AND PROVIDE LEADERSHIP FOR THE CAMPUS REGARDING ECHS: During these important meetings, which will be organized through focused and detailed agendas available to be viewed on Evolution Academy's website, items to be discussed at meetings will include processes, general operations, governance, design, professional development, partnerships, curriculum alignment, sustainability and monitoring the outcomes and milestones. 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

CDN 057-834

Vendor ID 76-0622470

Amendment # N/A

Program Requirements

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

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 Charter's ECHS project and implementation plan.

LIST OF THE INDIVIDUALS AND THEIR TITLES, ALONG WITH HOW OFTEN THE ECHS LEADERSHIP TEAM WILL MEET: The Leadership Design Team will consist of the following the following members: Cynthia Trigg, Superintendent; Veronica Durden, Principal; Luke A. Bourgeois, Director of Dual Credit of Lamar Institute of Technology; and Jeff Robinson, Business Manager.

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; and 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 Charter already offers numerous wrap-around services and strategies. Some of those include homework assistance and academic and general counseling. The counselor works closely with teachers and students to improve success on all college ready needs.

PLANNED WRAP-AROUND STRATEGIES AND SERVICES INVOLVING MULTIPLE STAKEHOLDERS: Through this grant, the Charter will have the opportunity to work specifically with Lamar Institute of Technology and Lamar University 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.

STRENGTHEN BOTH THE ACADEMIC AND SOCIAL/EMOTIONAL SKILLS NECESSARY FOR HIGH SCHOOL AND COLLEGE READINESS: During the process to build this ECHS application, additional services have been discussed including TSI Prep-courses, Summer Bridge Programs, academic mentoring, and emotional 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.

The Charter's leadership and administrative personnel believe parental involvement, communication, and commitment is imperative to the success of this ECHS campus development and program. There is a cultural mindset the Charter continues to work through due to its small size and lower level of adults who have higher education degrees. Education and information are 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, the Charter's 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.

CDN Vendor ID

Amendment #

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	\$30,000
Substitute pay so teachers can attend targeted trainings	\$7,000
Benefits	\$9,300
Indirect Cost	\$6,166

PROFESSIONAL AND CONTRACTED SERVICES (6200)

IHE will assist in credentialing teachers specifically related to identified programs of study	\$12,000
Trainings for staff which will prepare teachers to teach the targeted courses	\$22,834

SUPPLIES AND MATERIALS (6300)

Materials, equipment, and supplies for ECHS program	\$52,700

OTHER OPERATING COSTS (6400)

Travel to trainings that will prepare teachers to be credentialed in a related program of study	\$5,000
Travel for day field trips to partnering IHEs	\$5,000

CAPITAL OUTLAY (6600)

TOTAL BUDGET REQUEST

CDN 057-834

Vendor ID 76-0622470

Amendment # N/A

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.

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]



LAMAR INSTITUTE
OF TECHNOLOGY

November 5, 2020

Colleagues,

Lamar Institute of Technology (LIT) fully supports the partnership between our college and Evolution Academy Beaumont in the establishment of an Early College High School (ECHS).

The Evolution Academy Beaumont and LIT leadership team members have discussed preliminary plans for implementation of an ECHS campus. The team has discussed offering an Associate of Arts in General Studies pathway that will result in a fully transferrable associate's degree. Additionally, LIT has a long-established partnership with Lamar University with an articulation that will allow for a smooth transition for the Associate of Arts in General Studies degree into a baccalaureate degree.

We are committed to a successful and long-term relationship with the staff, faculty, and students of Evolution Academy Beaumont. This will be a great opportunity to serve students, provide access to quality higher education, and student success as they begin their postsecondary educational programs while completing their high school graduation requirements.

Regards,

Kerry K. Mix, Ph.D.

OFFICE OF THE EXECUTIVE VICE PRESIDENT & PROVOST

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

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM™



LAMAR UNIVERSITY

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM™

November 5, 2020

Dr. Michael Morath

Commissioner, Texas Education Agency

Dr. Morath:

On behalf of Lamar University would like to strongly support the establishment of an Early College High School partnership between Lamar Institute of Technology and Evolution Academy's application for designation as an Early College High School.

Lamar Institute of Technology (LIT) and Lamar University have a long-standing relationship in which academic courses taken at LIT are fully transferrable to a baccalaureate degree at Lamar University. Lamar University and LIT have a significant number of articulations agreements for undergraduate degrees that the Evolution Academy's Early College High School intends to offer.

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

Sincerely,

Brenda Nichols, RN, Ph.D.

Provost and Vice President for Academic Affairs

Lamar University



Early College High School (ECHS) Crosswalk Template

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
General Studies	Lamar Institute of Technology	No	Associate of Arts

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	3220100	Pre-AP ENG I	1			
Year 1 / Grade 9	3320100	Pre-AP W GEO	1			
Year 1 / Grade 9	3100500	Pre-AP ALG I	1			
Year 1 / Grade 9	3060201	Pre-AP IPC	1			
Year 1 / Grade 9	N1290051	PATHCC 1	1	1100	EDUC	1
Year 1 / Grade 9	03440100	SPAN	1			
Year 1 / Grade 9	PES00052	PEFOUND	1			
Year 1 / Grade 9	03500100	ART I	1	1301	ARTS	3
Year 1 / Grade 9	03500110	ART I APP	1	1315	HUMA	3
Total Year 1 High School Credits			9	Total Year 1 College Credit Hours		7
Year 2/ Grade 10	3220200	Pre-AP ENG II	1			
Year 2/ Grade 10	03340100	US HIST	.5	1301	HIST	3
Year 2/ Grade 10	03340100	US HIST	.5	1302	HIST	3
Year 2/ Grade 10	3100700	Pre-AP GEOM	1			
Year 2/ Grade 10	03010200	Pre-AP BIO	1			
Year 2/ Grade 10	N1290052	PATHCC2	1			
Year 2/ Grade 10	03440200	SPAN II	1			
Year 2/ Grade 10	03241400	COMMAPP	.5	1318	SPCH	3
Year 2/ Grade 10	03240900	PUBSPKG1	.5	1315	SPCH	3
Year 2/ Grade 10		Elective	1			
Total Year 2 High School Credits			8	Total Year 2 College Credit Hours		12
Year 3/Grade 11	03220300	Eng III	.5	1301	ENGL	3
Year 3/Grade 11	03220300	Eng III	.5	1302	ENGL	3
Year 3/Grade 11		World History	1			
Year 3/Grade 11	3100600	Pre-AP/ALG II	.5	1314	MATH	3
Year 3/Grade 11	3100600	Pre-AP/ALG II	.5			
Year 3/Grade 11	3050000	PHYSICS	1			
Year 3/Grade 11	N1290053	PATHCC3	1			
Year 3/Grade 11	03380001	SSADV1	.5	1301	PHIL	3
Year 3/Grade 11	03370100	SOC	.5	1301	SOCI	3
Year 3/Grade 11		Elective	1			
Year 3/Grade 11		Elective	1			
Total Year 3 High School Credits			8	Total Year 3 College Credit Hours		15
Year 4/Grade 12	03220400	Eng IV	.5	2321	ENGL	3
Year 4/Grade 12	03220400	Eng IV	.5	2326	ENGL	3
Year 4/Grade 12	03310300	ECO-FE	.5	2301	ECON	3
Year 4/Grade 12	0333100	GOVT	.5	2305	GOVT	3
Year 4/Grade 12	03102540	ALG REAS	1			
Year 4/Grade 12	13020600	Anatomy & Phys	1	2301/2101	BIOL	4
				2302/2102	BIOL	4
Year 4/Grade 12	N1290054	PATHCC4	1			
Year 4/Grade 12	03380002	SPTSS	.5	2306	GOVT	3
Year 4/Grade 12	03380021	SSADV2	.5	2302	ECON	3
Year 4/Grade 12	03380082	Personal Fin. Lit	.5			
Year 4/Grade 12		Elective	.5			
Year 4/Grade 12		Elective	1			
Total Year 4 High School Credits			8	Total Year 4 College Credit Hours		26
Total High School Credits			33	Total College Credit Hours		60
Certification (s) to be earned by high school graduation:			None			
Degree (s) to be earned by high school graduation:			Associate of Arts			

ECHS Academics Matrix for Student Supports and Services Template

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

Year/Grade Level in Which Student Receives Supports/Services	Identify Each Student Support/Service Provided	Describe the Implementation of Each Student Support/Service	Anticipated Student Outcome	Campus/District/IHE Stakeholder(s) with Primary Responsibility for Supports/Services
Summer before Grade 9	Summer Bridge	The summer bridge program will be designed to acclimate new students to the Early College High School.	Familiarize students with the campus and teachers.	Campus Administrators and Teachers
	TSI Prep	TSI Prep will assist students in preparing for the Texas Success Initiative Assessment (TSIA).	Increase dual-credit course enrollment	Campus College and Career Staff
Year 1/Grade 9	Student Counseling	Counselors will be available for social and emotional support services.	Improve social/emotional health	Campus Counselors
	Graduation Planning	Counselors will meet with each student to create individual graduation plans.	Increase graduation rate	Campus Counselors
	Academic and Career Advising	Counselors will be available to support students with concerns regarding academics and careers.	Increase college and career readiness rate	Campus Counselors
	Academic Tutoring	Teachers will provide academic tutorials after class hours.	Improve academic success	Campus Teachers
Summer before Grade 10	Summer Enrichment			
Year 2/Grade 10	Graduation Planning	Counselors will meet with each student to create individual graduation plans.	Increase graduation rate	Campus Counselors
	Student Counseling	Counselors will be available for social and emotional support services.	Improve social/emotional health	Campus Counselors
	Academic and Career Advising	Counselors will be available to support students with concerns regarding academics and careers.	Increase college and career readiness rate	Campus Counselors



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.*

	Academic Tutoring	Teachers will provide academic tutorials after class hours.	Improve academic success	Campus Teachers
Summer before Grade 11	Summer Enrichment			
Year 3/Grade 11	College Recruitment	The campus will invite college reps to meet and interact with students.	Improve post-secondary enrollment rate	Campus College and Career Staff
	Student Counseling	Counselors will be available for social and emotional support services.	Improve social/emotional health	Campus Counselors
	Academic and Career Advising	Counselors will be available to support students with concerns regarding academics and careers.	Increase college and career readiness rate	Campus Counselors
	Academic Tutoring	Teachers will provide academic tutorials after class hours.	Improve academic success	Campus Teachers
Summer before Grade 12	Summer Enrichment			
Year 4/Grade 12	College Applications	The campus will host college application drivers to assist students with completing and submitting college and financial aid applications.	Improve post-secondary enrollment rate	Campus College and Career Staff
	Academic and Career Advising	Counselors will be available to support students with concerns regarding academics and careers.	Increase college and career readiness rate	Campus Counselors
	Career Fairs	The campus will host career fairs to generate an environment where students can interact with employers.	Improve students' future for employment	Campus College and Career Staff
	Student Counseling	Counselors will be available for social and emotional support services.	Improve social/emotional health	Campus Counselors