

Early College High School Webinar LASO | Learning Acceleration Support Opportunities Grant

Welcome and Thank you for Joining Today!



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Agenda and FYIs for Today's Webinar

Agenda

1. Welcome and Introductions
2. Overview of the LASO
3. Early College High School Deep Dive | Program description, eligibility, key commitments, scoring, interview criteria, allowable expenditures
4. Next Steps and Q&A

FYIs



Please ask questions and drop them in the **Question and Answer** box in Zoom



This **recording and these slides will be posted** on [LASO website](#) at the end of the week 11/18, once all the webinar options have been conducted.



Overview of LASO

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

Based on lessons learned from TCLAS, TEA is attempting to continue offering streamlined, consolidated grant applications, focused on a few grant programs that can be bundled and that help accelerate academic gains

~\$110M

in services and
supports

8

TEA initiatives to
support learning
acceleration and
innovation

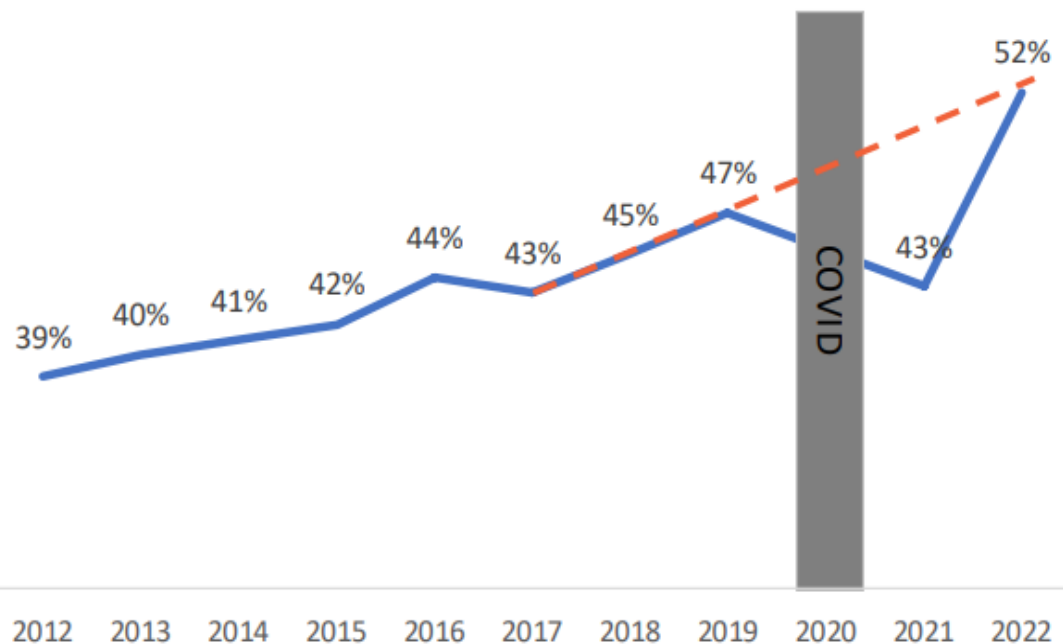
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LEA program
application to
access funding

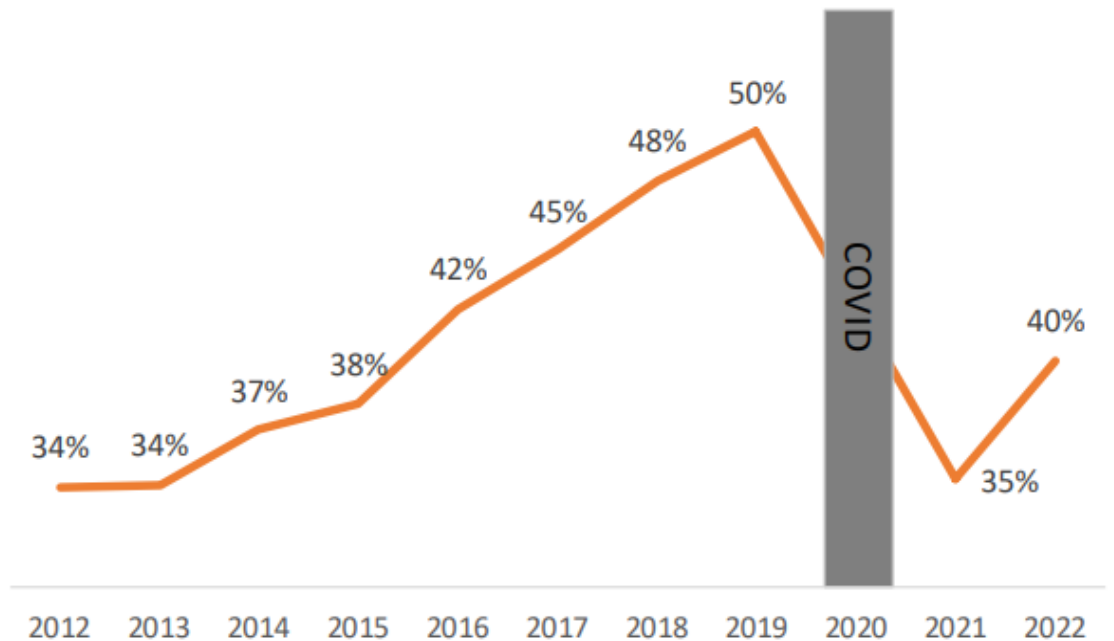


While we have seen a rebound in STAAR RLA results, continued attention is needed toward both Reading and Math to be able to accelerate learning

Percent of Students that Met Grade Level or Above in Reading Language Arts (Grades 3-8, English I & II)



Percent of Students that Met Grade Level or Above in Math (Grades 3-8 and Algebra I)



1. Includes STAAR 3-8 Reading, English I and English II EOC Assessments 2. Includes STAAR 3-8 Mathematics, Algebra I EOC Assessment Note: Results for grades 3-5 combine assessments given in Spanish and English. Results exclude STAAR-M, STAAR-L, STAAR-A, STAAR Alternate, STAAR Alternate 2 during any years they were offered. Participation in STAAR math and reading assessments in 2021 was 86%. Spring 2021 STAAR results are for learning and recovery planning only – no SSI grade promotion requirements or ratings for districts or campuses. There is no 2020 STAAR data because of cancellation of STAAR in spring 2020. | Source: 2012-2021 Spring STAAR Data

LASO cycle will be anchored in Learning Acceleration Strategies

Accelerated Learning Strategies

Strategic Planning



Strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies

Instructional Materials



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

Teacher Pipelines



Talent pipelines that support teachers to deliver excellence in the classroom, getting more than 1 year of growth in 1 year

More Time



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

Innovative School Models



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

LASO will provide 8 grant opportunities embedded in three learning acceleration strategies



Instructional Materials

Strong Foundations Implementation Supports

Ready to Implement in SY23-24

**K-5 Math/RLA high quality instructional material planning support*

Strong Foundations Planning Supports

Ready to plan in SY23-24

**K-5 Math/RLA high quality instructional material planning support*

Technology Lending Grant

Ready to Implement in SY23-24

**Tablets, hardware, and internet hotspots to provide access to digital instructional materials*

Blended Learning Grant

Ready to Implement in SY23-24

**Math/RLA licenses for blended learning products*



More Time

ADSY Planning and Execution Program - Summer

Ready to Implement in SY23-24

**PreK-5; One year planning support to design summer learning program*



Innovative School Models

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

Planning Year | SY 23-24

Implementation Year | SY 24-25

ECHS (Early College High School)

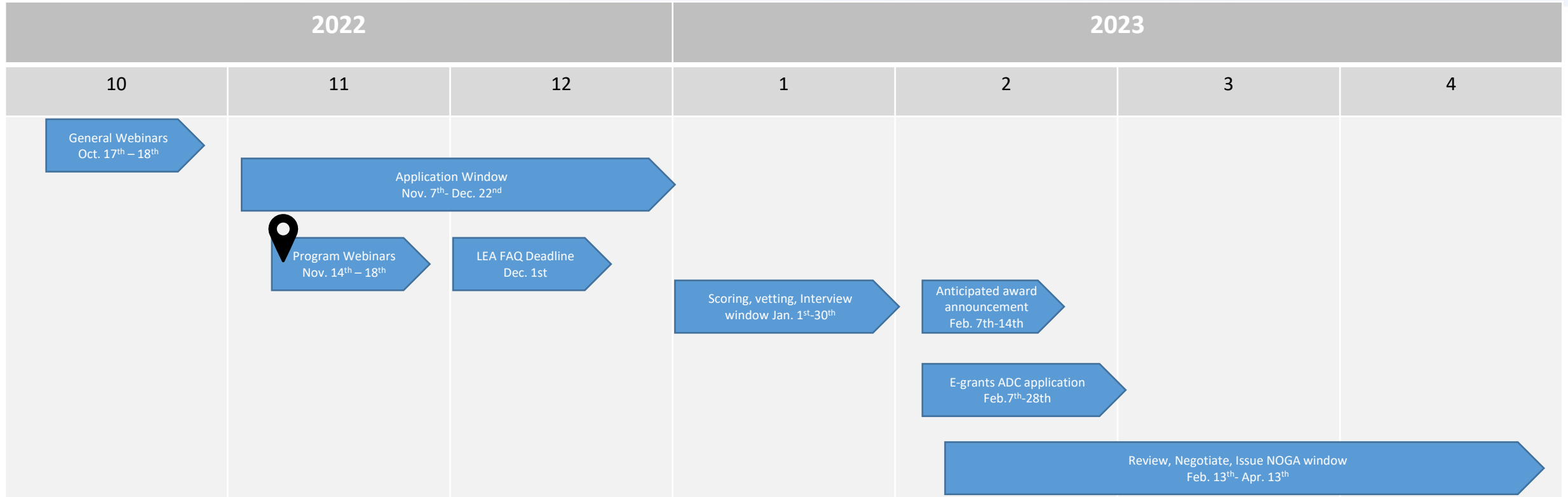
Planning Year | SY 23-24

Implementation Year | SY 24-25

SAF School Action Fund

Ready to plan in SY23-24

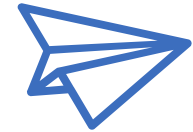
Timeline and Application Process



Key Considerations

- **Application** | opens on November 7th and closes on December 22nd at 11:59pm. The LEAs have 45 days to complete the application for the grants that they wish to apply.
- **Scoring and interview** | opens Jan. 1st– Jan. 30th. This is the window for TEA to score the applications and reach out to LEAs for interviews if the score meets the threshold. The intent of the interview is to provide a two-way opportunity to determine readiness and fit.
- **NOGA** | There is a 60-day window for NOGA issuing. The process will start on Feb. 13th and culminate on Apr. 13th. LEAs can receive their NOGA at any time between that window. Note, the NOGA can only be issued once the LEAs certifies and submits the budget in the e-grants system. Therefore, if there is a delay in LEAs submission, that may impact the NOGA date.

- We recognize that this window runs up against the winter break in some cases. Our intent here is to provide as much time and a longer runway to application completion as possible.
- Application **unique link was emailed to LEA superintendents on November 7th.**
- If the LEA is unable to receive the application link in the superintendent email, LEAs can refer to a [form](#) posted on LASO website to acquire a new link.
- A **PDF** of the application was posted on the LASO website on November 7th. However, formal submission of the application will be through the Qualtrics application survey.



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, with LASO, we are no longer operating under the unique circumstances of TCLAS, we are going back to the traditional grant process for equity and fairness
- LASO will be 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

A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to three young students. The students are also sitting on the floor, looking at the book. They are in a library or classroom setting with bookshelves in the background. The image is semi-transparent, allowing the text to be overlaid.

Early College High School Deep Dive

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	~\$1 Million
Estimated Range of Award	Up to ~\$100,000
Estimated Award Numbers	10 LEAs
Estimated Timeline	Planning Year SY 23-24 Implementation Year SY 24-25

ECHS (Early College High School) Program Description

The ECHS grant offers campuses an opportunity to plan to build an Early College High School within their district.

Early College High Schools (ECHS) offer opportunities for campuses to provide targeted supports for historically underserved students through rigorous instruction and accelerated postsecondary courses to provide academic and wrap around strategies that help students succeed in college level coursework at no cost to the students.

The ECHS grant requires a campus to maintain a partnership with an institution of higher education (IHE) that will serve to provide dual credit opportunities to the ECHS.

Authorizing Statute: *General Appropriations Act, Article III, Rider 48, 87th Texas Legislature, Regular Session, 2019, (TEC) §29.908(b) and (TAC) §102.1091*

ECHS (Early College High School) Program Description

The purpose of the ECHS Planning and Implementation Grant is to help eligible applicants who, upon receipt of the grant, will engage in months of ECHS model planning and implementation with support from the TEA selected technical assistance provider, to establish the foundational components of the ECHS program.

- Grantees who receive the ECHS Planning & Implementation Grant will spend their first months planning to implement the design elements and requirements aligned to the ECHS Blueprint.
- Services provided by the TEA selected technical assistance are provided at no cost to grantees

The ECHS program may be established as a whole-campus model, a small stand-alone campus, a school within-a-school model, or another model as chosen by the campus and approved by TEA.

Planning grant funds will be utilized to support campus needs for establishing the foundational implementation elements of ECHS.

ECHS (Early College High School) Program Description

ECHS model planning and implementation

LEAs will engage in 29 months of ECHS model planning and implementation design elements and requirements aligned to the 2020-21 ECHS Blueprint

Crosswalks

Together, the LEA and IHE develop course equivalency crosswalks which lead to Level 1 and Level 2 certificates, associate degrees, or completion of the Texas Core Curriculum to provide stackable credentials as students advance on the academic pipeline.

ECHS (Early College High School) Eligibility Requirements

Eligible LEA's

- 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 (2024-2025) and will progressively scale up by adding at least one grade level per year after the first year of implementation

Ineligible LEA's

- Recipients of the 2021–2023 ECHS Planning and Implementation Grant and the 2022 – 2024 ECHS Planning Grant are not eligible for this grant

ECHS (Early College High School) Key Commitments

Statutory Requirements

- ECHS campuses 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 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.
- 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.

TEA Requirements

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

- ECHS campuses must establish a Leadership Design Team to complete the ECHS Implementation Plan, prepare the campus to begin serving students in the ECHS program, and provide leadership for the campus regarding ECHS. Leadership Design Team members are outlined in the ECHS Blueprint.
- Grantee must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and wrap around skills necessary for high school and college readiness and to be successful in rigorous academic and work- based educational experiences.

ECHS (Early College High School)

Key Commitments

Assurances

- Data report of projected student enrollment into the ECHS with percentage of demographics: students who are at-risk as defined by PEIMS (TEC 29.081), race/ethnicity, first-generation college students, English Learners, students who are economically disadvantaged, and students with disabilities.
- Leadership Team members, meeting dates, and agendas (including attendance) posted on the school's website.
- 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 students who are at-risk as defined by the PEIMS (TEC §29.081) or who are part of the targeted subpopulations for ECHS.

ECHS (Early College High School) Key Commitments

Assurances

- Recruitment Plan that includes marketing materials (in English/Spanish) and timelines.
- 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.
- Academic year signed and dated memorandum of understanding (MOU) and course articulation agreement with one or more college partners that fulfills the statutory requirements of this grant.
- The agreement must address:
 - Curriculum alignment
 - Instructional materials
 - Instructional calendar
 - Courses of study that lead to an associate degree or up to 60 hours of college credit toward a baccalaureate degree
 - Student enrollment and attendance
 - Grading periods and policies
 - Administration of statewide assessments
 - Data-sharing policies and procedures

ECHS (Early College High School) Key Commitments

Assurances

Plan of wrap-around strategies and services to provide academic and social/emotional support for student success to include:

- Plan for academic mentoring of faculty and student supports for intervention and acceleration.
- Counseling, guidance and student advisory services for academic and social/emotional support.
- Social/emotional supports such as parent outreach, connections to social services when needed, and peer mentoring.

ECHS (Early College High School) Key Commitments

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 PEIMS (TEC 29.081), race/ethnicity, first-generation college students, English Learners, students who are economically disadvantaged, and students with disabilities.
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ECHS (Early College High School) Key Commitments

Performance and Evaluation Measures

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Plan of wrap-around strategies and services to provide academic and social/emotional support for student success to include:

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ECHS (Early College High School) Scoring & Prioritization

All eligible LEA's grant applications will be evaluated based on the following categories:

- Enrollment size
- Rural classification
- Participation in the CCRSM Network

If LEA funding requests exceed the amount available for this grant, oral interviews may be used.

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. Prioritization based on enrollment size, rural classification, and participation in CCRSM Network.

ECHS (Early College High School) Scoring & Prioritization

Narrative Questions are scored over 24 points.

Q1: Program of Study (12 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. 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. Describe how the postsecondary credentials earned meet local economic needs.

Narrative Questions are scored over 24 points.

Q2: Strategic Partnerships with Institutions of Higher Education (12 points)

Describe how the campus and district intends to work with and secure the partnerships with an Institution of Higher Education and 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.

Interviews

If LEA funding requests exceed the amount available for this grant, oral interviews may be used.

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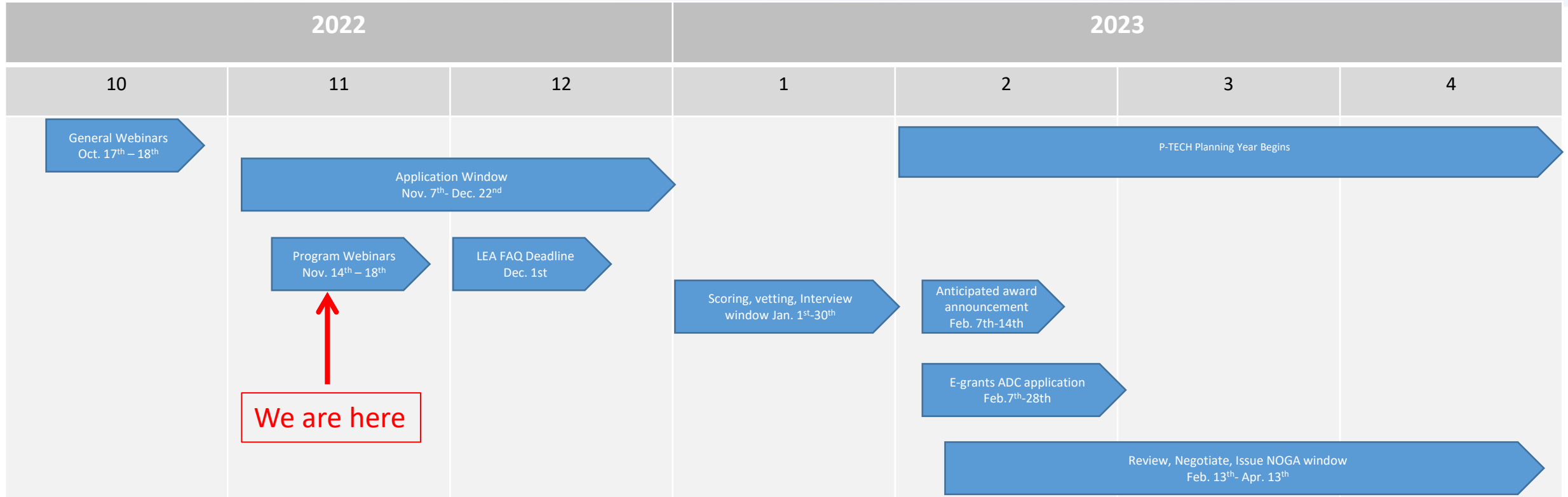
During the virtual oral interviews, applicants will have the opportunity to elaborate and be evaluated on their planned partnership with a Texas Institute of Higher Education (IHE), as well as answer any additional questions which the TEA may have to assess their readiness for this grant program. The 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.

An Authorized Official and any additional potential ECHS leadership team members should attend the interview

ECHS (Early College High School) Allowability vs Non-allowability

Allowable expenditures/uses	Unallowable expenditures/uses
<ul style="list-style-type: none"> Curriculum planning and development Materials and supplies for ECHS Convening of advisory council/leadership team including travel Limited travel for leadership team to visit exemplary and best practice schools Teacher professional development Salaries for instructional staff Teacher credentialing specifically related to identified programs of study Equipment necessary for implementation of identified programs of study Career counselor salary Salary for dedicated program director/administrator Day field trips for ECHS students to partner IHEs or partner industry sites. Extra duty pay for instructors in the programs of study. Supplies and materials for advisory council (excluding food, beverage, snacks) 	<ul style="list-style-type: none"> Out-of-state travel Travel costs for officials (Executive Director, Superintendent or Board members) Cost of membership in civic/community organization Food, beverage, snacks Debt service (lease-purchase) Audit services for state funded grants

Timeline and Application Process



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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

Office Hours

Office Hours are an opportunity to receive further technical support & high-level guidance. Office hours topics can include Technical assistance (accessing & submitting the Qualtrics application), referrals to TEA resources, and high-level reviews of dates, timelines, and estimated funding.

Examples:

- An LEA is having trouble logging in to the Qualtrics app, and attends for assistance logging into their application
- AN LEA wants to ensure the timeline of a LASO initiative aligns with current district programs.

Office Hours will take place on

Friday, December 2nd from 1 to 2 pm



Next Steps & Points of Contact

ECHS Points of Contact

- Mary Hausle, statewide coordinator of College & Career Readiness School Models: ccrsm@tea.texas.gov
- LASO: laso@tea.texas.gov

Next Steps

- Review the LASO [webpage](#)
- Revisit the [General FAQ](#). Updated FAQ's will be posted by Tuesday, November 22nd
- Participate in ECCHS Office Hours: [Friday December 2, 2022, 1-2 pm](#)