

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 two young boys. The boys are also sitting on the floor, looking at the book. They are in a classroom setting with bookshelves in the background. The image is semi-transparent, allowing the text to be overlaid.

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

Welcome and Thank You for Joining Today!



Krystal Garza
Director of Postsecondary Preparation Programs
ccrsm@tea.texas.gov

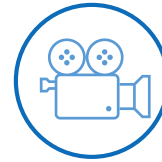


Darin Ford
Coordinator of CCRSM
ccrsm@tea.texas.gov

Agenda

1. Welcome and Introductions
2. Overview of the Application process and Timeline
3. ECHS Grant Deep Dive:
Program description, eligibility, key commitments, scoring, allowable expenditures
4. Next Steps

FYIs



For questions, please drop them in the **Question and Answer** box in Zoom.



A recording of this webinar and a copy of this slide deck will be posted on the [LASO website](#) once all the webinars have been conducted.



For follow up questions, please **email** LASO@tea.texas.gov



Overview of LASO



Technology Lending Grant is a part of Learning Acceleration Support Opportunities (LASO) 2.0

TEA is continuing to offer streamlined, consolidated grant applications, bundling programs that facilitate and accelerate academic gains.

**\$190.2
Million**
in services and
supports

10

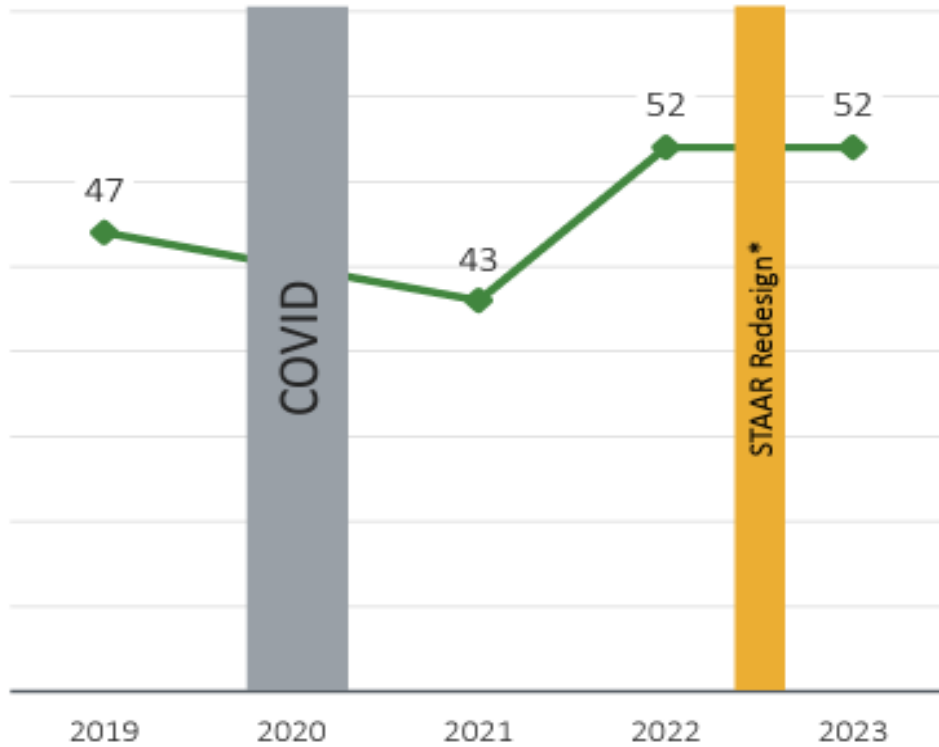
TEA initiatives to
support learning
acceleration and
innovation

1

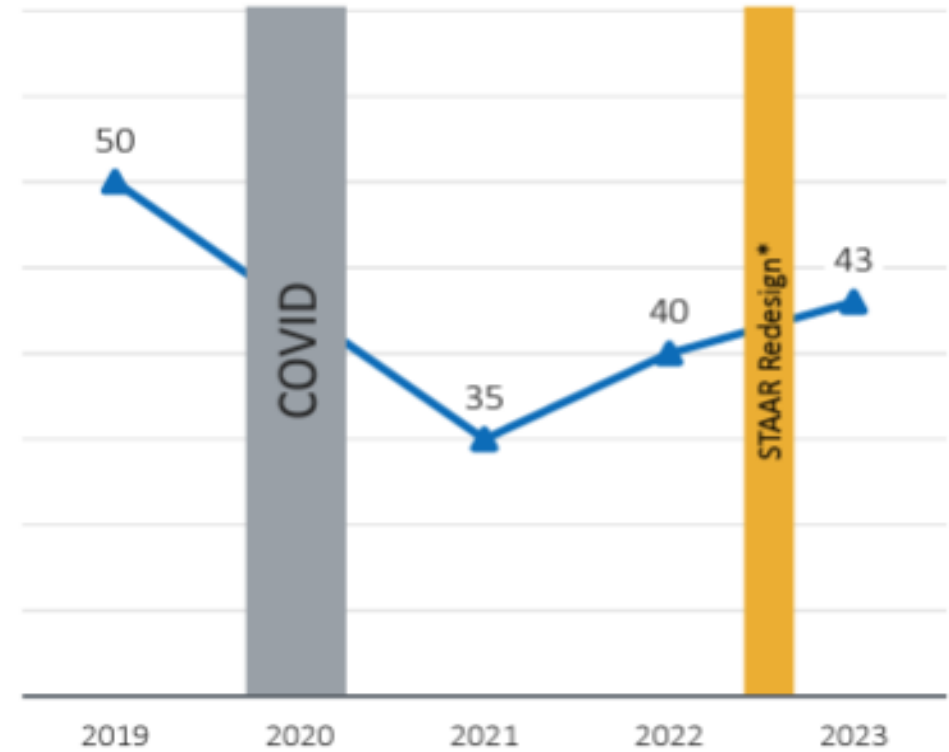
LEA program
application to
access funding

While we have seen a rebound in STAAR RLA and Math 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 RLA
(Grades 3-8, English I & II)



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



*The STAAR test was redesigned in 2019 to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

LASO's Key Learning Acceleration Strategies

LASO 2.0 is grounded in three key learning acceleration 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 10 grant opportunities embedded in three learning acceleration strategies



Instructional Materials

Strong Foundations Planning

Ready to plan in SY24-25 and implement in SY25-26
**RLA/Math planning support*

Strong Foundations Implementation

Ready to Implement in SY24-25
**OER K-5 Math/RLA and OER 6-12 Math high quality instructional material implementation support*

Technology Lending Grant

Ready to Implement in SY24-25
**Tablets, hardware, and internet hotspots for digital instructional materials*

Blended Learning Grant

Ready to Implement in SY24-25
Technical assistance and supplemental curriculum support to design and implementation of a high fidelity blended learning model

Math Supplemental Curriculum Licenses

Launch: Spring/Summer 2024
**PK-12 supplemental online curriculum*

Advanced Placement Computer Science Principles (APCSP)

Ready to Implement in SY24-25
**Curriculum, technology and teacher support APCSP course*



More Time

ADSY Planning & Execution Program: Summer

Ready to Implement in SY24-25
**PreK-5 planning and implementation support to design evidence-based summer learning program*



More Time

ADSY Planning & Execution Program: Full Year

**PreK-5 planning and implementation support for a full calendar and master schedule redesign. Ready to Implement SY 24-25*

Now included as one of the options in School Action Fund!



Innovative School Models

Pathways in Technology Early College High School

Planning Year | SY24-25
 Implementation Year | SY25-26
**provides opportunities to students to earn certifications*

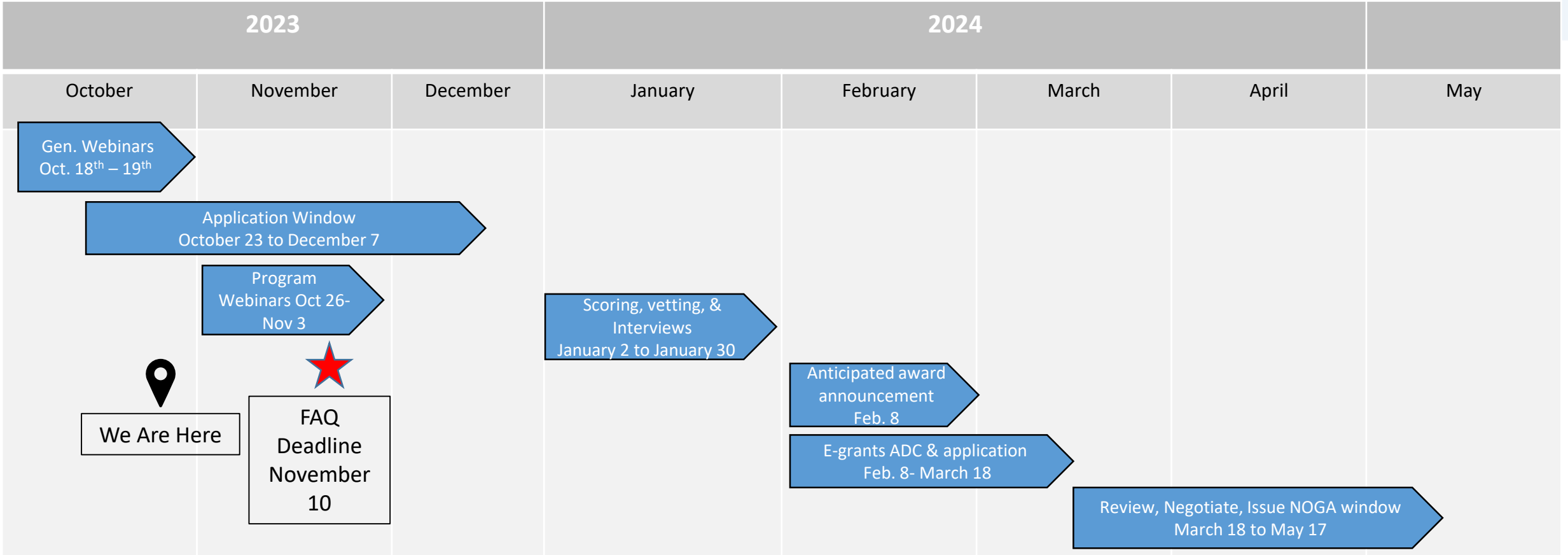
Early College High School

Planning Year | SY 24-25
 Implementation Year | SY 25-26
**provides opportunities to students to access higher ed courses*

School Action Fund

Ready to plan in SY24-25
** support in planning and implementing whole-school models to address chronic underperformance and unmet community needs*

Timeline and Application Process

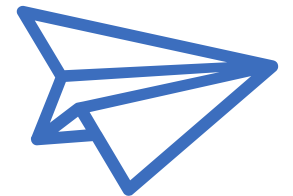
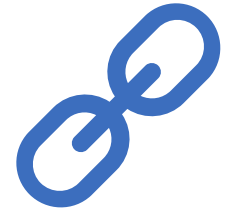


Key Considerations

- **Application** | opens on October 23rd and closes on December 7th at 5:00 pm. LEAs have 45 days to complete the consolidated application
- **Scoring and Interview** | Runs from January 2nd to January 30th. This window allows TEA to score applications and reach out to as needed, 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 March 18th and culminate on May 17th. LEAs can receive their NOGA at any time between that window. Note, the NOGA can only be issued once the LEAs certifies and submits their budget in the e-grants system. If there is a delay in LEAs submission, that may impact the NOGA date.

Application is open from October 23rd to December 7th

- Based on LEA feedback, our application window has moved earlier to avoid semester testing & holiday breaks.
- A **unique application link was emailed** to LEA superintendents on October 23rd.
- If the LEA is unable to receive the application link in the superintendent email, LEAs can complete a [form](#) to acquire a new link.
- A **PDF** of the application was posted on the LASO website on October 23rd. However, formal submission of the application must be through Qualtrics. The survey **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



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 SY 24-25 Implementation SY 25-26



ECHS (Early College High School) Program Description

Purpose

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.

Program Authority

General Appropriations Act, Article III, Rider 58, 88th Texas Legislature, and Texas Education Code (TEC), §§29.551-29.556 and §29.908

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 model planning and implementation

LEAs will engage in months of ECHS model planning and implementation design elements and requirements aligned to the current 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.

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 (2025-2026) and will progressively scale up by adding at least one grade level per year after the first year of implementation

Ineligible LEA's

Any 23-24 CCRSM planning, provisional or designated campuses are not eligible to apply.

Furthermore, recipients of any of the following grants below are not eligible.

- 2021-2023 ECHS Planning and Implementation Grant
- 2022-2024 ECHS Planning and Implementation Grant
- Any recipients of previous LASO - ECHS Grants

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.

Assurances

- Data report of projected student enrollment into the ECHS with the 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 consider 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.

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

Assurances

Plan of wrap-around strategies and services to provide academic and behavioral, and mental health supports 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, behavioral, and mental health supports
- Behavioral and mental health supports such as parent outreach, connections to social services when needed, and peer mentoring.

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.
- 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.

Performance and Evaluation Measures

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

- 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.

Performance and Evaluation Measures

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

Plan of wrap-around strategies and services to behavioral, and mental health supports 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, behavioral, and mental health supports.
- Behavioral and mental health supports such as parent outreach, connections to social services when needed, and peer mentoring.

ECHS (Early College High School) Scoring & Prioritization

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

- Campuses under 5,000 students will receive 5 priority points
- Campuses between 5,000 and 10,000 students will receive 10 priority points
- LEAs classified by TEA as Rural will receive 5 priority points. A list of schools by district type can be found at: <https://tea.texas.gov/reports-and-data/school-data/campus-and-district-type-data-search>
- LEAs not currently participating in the CCRSM Network will receive 5 priority points

If LEA funding requests exceed the amount available for this grant, oral interviews may be used. If used, applicants who receive 70% of the total points available through the sum of the narrative questions and priority point criteria will be invited to attend an oral interview, which will be conducted virtually.

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

Narrative Questions will be scored over 24 points.

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.
(4 points)
- Describe how the course of study will enable a student to combine high school courses and postsecondary courses and identify degrees/certificates/certifications to be earned.
(4 points)
- Describe how the postsecondary credentials earned meet local economic needs.
(4 points)

Narrative Questions are scored over 24 points.

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

- Describe how the campus and district intend to work with and secure partnerships with an Institution of Higher Education.
(4 points)
- Describe how the campus and district intend to work align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: Curriculum Alignment, Instructional Materials, Instructional Calendar, Courses of Study, Student Enrollment and Attendance, Grading Periods and Policies and Administration of Statewide Assessment Instruments.
(8 points)

Interviews

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.

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 that the TEA may have to assess their readiness for this grant program. The applicant may reference any documents, including the Program Guidelines and FAQs. If LEA funding requests exceed the amount available for this grant, oral interviews may be used according to the following process. If used, applicants who 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.

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

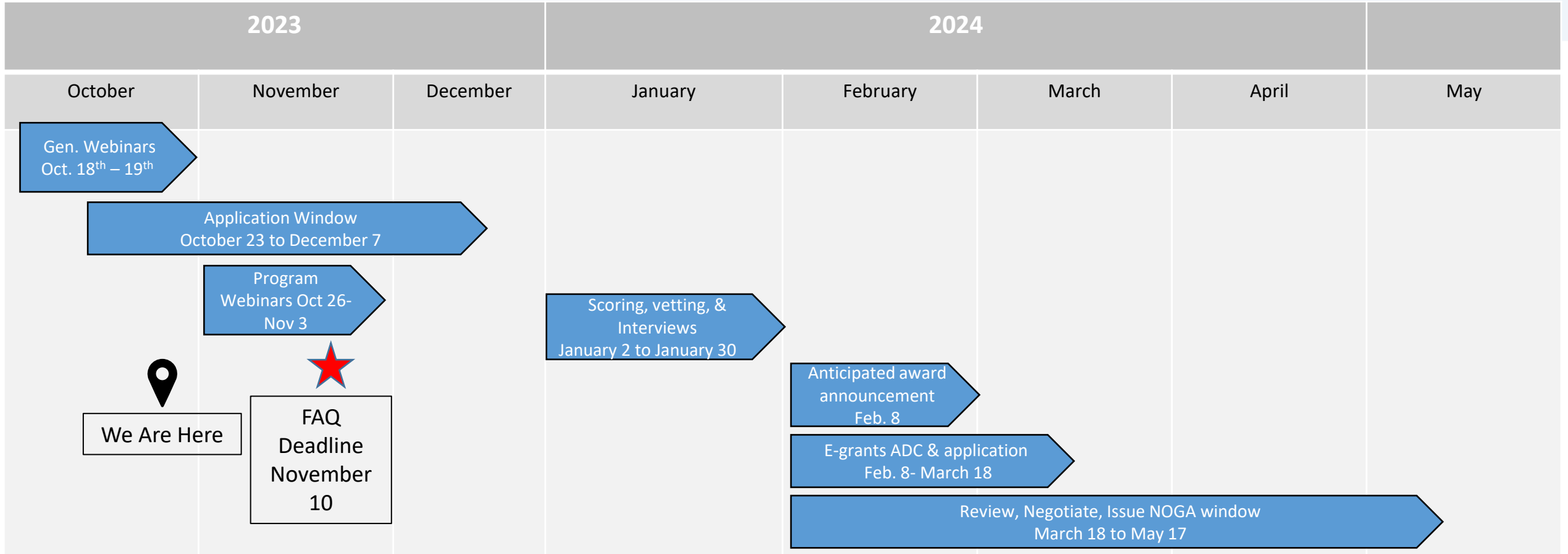
General allowable expenditures/uses

- Curriculum planning and development materials and supplies for EC HS
- Convening of advisory council/leadership team including travel
- Limited travel for the 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 the implementation of identified programs of study
- Career counselor salary
- Salary for dedicated program director/administrator
- Day field trips for EC HS 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)
- Staff and student tuition and fees for higher education, public, and nonpublic schools for the following:
 - Services rendered by institutions of higher education (IHEs) for the benefit of local educational agency (LEA) personnel when payment is made directly to the institution
 - Tuition when the LEA is under contract to provide instructional services to students
 - Other tuition and transfer payments not detailed above
NOTE: If tuition is to be paid by the staff or student participant and then reimbursed upon completion of the course, budget this cost in Other Operating Costs (6400)

General unallowable expenditures/uses

- Audit services for state-funded grants
- Out-of-state travel
- Hosting/sponsoring conferences
- Cost of membership in civic/community organization
- An advisory council
- Tuition and course fees for students
- Instructional materials for students
- Food, beverage, snacks

Timeline and Application Process



Key Considerations

- **Application** | opens on October 23rd and closes on December 7th at 5:00 pm. LEAs have 45 days to complete the consolidated application
- **Scoring and Interview** | Runs from January 2nd to January 30th. This window allows TEA to score applications and reach out to as needed, 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 March 18th and culminate on May 17th. LEAs can receive their NOGA at any time between that window. Note, the NOGA can only be issued once the LEAs certifies and submits their budget in the e-grants system. If there is a delay in LEAs submission, that may impact the NOGA date.

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



Closing and Next Steps

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

November 6 | 3:00pm-4:00pm [Registration Link](#)

November 7 | 10:00am- 11:00am [Registration Link](#)



Next Steps & Points of Contact

ECCHS Points of Contact

- Darin Ford, 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 Friday, November 17
- Participate in ECCHS Office Hours:
 - November 6 | 3:00pm-4:00pm [Registration Link](#)
 - November 7 | 10:00am-11:00am [Registration Link](#)