



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

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

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.

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
83.8% of Bob Hope students are from economically disadvantaged households; 37.3% are English-language Learners; and 40.3% are at-risk of dropping out. These demographics represent students among the LEAST LIKELY to attend/graduate from college.	Establishing Bob Hope School as an Early College High School (ECHS) will build on the existing dual-credit program and provide at-risk and economically disadvantaged students with an expanded academic program beyond the current technical offerings, thereby giving underrepresented students a greater chance for postsecondary academic and economic success.
Bob Hope School has several solid dual-credit program components and participation. In 2017-18, 40.9% of students earned at least some dual-course credits (20.7% state), yet 0% earned an AA degree (1.4% state).	Bob Hope will supplement its existing dual-credit components and partnerships; systematically create and implement all required ECHS activities, products, and design elements; and expand academic and social-emotional support services to help students earn 60 hours of rigorous college credits and an AA in 4-5 years.
Bob Hope is an expanding K-12 charter school system that needs to ensure its ECHS program enjoys long-term success, far beyond the grant period.	As part of its ECHS designation design process, Bob Hope staff will take care to build structures that engage and encourage the charter's economically disadvantaged, English-language Learner, and at-risk middle school students to find out about, participate in, and be successful in the ECHS option in grades 9-12

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.

By the end of the Early College High School (ECHS) Planning and Implementation Grant funding period, Bob Hope School will have:

- 1) Met all design elements for each of the six ECHS Benchmarks (100%);
- 2) Met all Outcomes-based Measures on data indicators related to ACCESS (will serve at-risk incoming 9th graders and economically disadvantaged students), ATTAINMENT (meet targets on at least five attainment data indicators), and ACHIEVEMENT (meet targets on at least four achievement data indicators); and
- 3) Earned the designation of Early College High School.

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

By the end of the first quarter of the Early College High School (ECHS) Planning and Implementation Grant funding period, Bob Hope School will show the following degree of progress (implemented required activities, produced required products, and met design elements) on each Benchmark as follows: Benchmark 1: Target Population--100%; Benchmark 2: Partnership Agreement--100%; Benchmark 3: P-16 Leadership Initiatives--50% (some website products available; agendas available; strategic priorities drafted); Benchmark 4: Curriculum and Support--15% (master schedules complete; calendar of family outreach events drafted; professional learning community agendas complete); Benchmark 5: Academic Rigor and Readiness--25% (Bridge program redesign in process for summer); Benchmark 6: School Design--15% (staffing restructure in process; professional development support planned)

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

By the end of the second quarter of the Early College High School (ECHS) Planning and Implementation Grant funding period, Bob Hope School will show the following degree of progress (implemented required activities, produced required products, and met design elements) on each Benchmark as follows: Benchmark 1: Target Population--100%; Benchmark 2: Partnership Agreement--100%; Benchmark 3: P-16 Leadership Initiatives--100%; Benchmark 4: Curriculum and Support--20% (LSC-PA, parents, and student stakeholder groups giving input into what is needed for new and expanded academic supports, social and emotional supports, and enrichment opportunities); Benchmark 5: Academic Rigor and Readiness--100%; Benchmark 6: School Design--40% (mentor/induction program plan drafted; annual training plan drafted, to be approved). Additionally, Bob Hope will be making progress on all Outcomes-based Measures sufficient to achieve targets for ECHS designation related to ACCESS, ATTAINMENT, and ACHIEVEMENT by the end of the grant funding period.

Third-Quarter Benchmark

By the end of the third quarter of the Early College High School (ECHS) Planning and Implementation Grant funding period, Bob Hope School will show the following degree of progress (implemented required activities, produced required products, and met design elements) on each Benchmark as follows: Benchmark 1: Target Population--100%; Benchmark 2: Partnership Agreement--100%; Benchmark 3: P-16 Leadership Initiatives--100%; Benchmark 4: Curriculum and Support--60% (new support services being contracted, piloted, and/or phased in); Benchmark 5: Academic Rigor and Readiness--100%; Benchmark 6: School Design--80% (mentor/induction program plan underway, undergoing pilot testing).

Additionally, Bob Hope will be making progress on all Outcomes-based Measures sufficient to achieve targets for ECHS designation related to ACCESS, ATTAINMENT, and ACHIEVEMENT by the end of the grant funding period.

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 Bob Hope Leadership Team uses the District Improvement Plan and Campus Improvement Plan processes of collecting and reviewing multiple sources of qualitative and quantitative data, setting ambitious but realistic goals, and creating action plans to realize those goals. The district's data management systems allow administrators, teachers, parents, and students to view data appropriate to their role and to be accountable for improving outcomes.

The ECHS Leadership Team, described on pages 7-8, will integrate data collection for this ECHS grant initiative into the overall data collection efforts for the District and Campus Improvement Plans, expanding the schedule to include data-gathering for specific ECHS outcomes-based measures related to ACCESS, ATTAINMENT, and ACHIEVEMENT as appropriate for the ECHS planning and implementation timeline.

The ECHS Leadership Team will use qualitative and quantitative data methods and analysis as well as both formative and summative assessments to make informed decisions on program efficacy and to guide progress measurement and program adjustment. All project implementation benchmarks/milestones for the Early College High School Planning and Implementation Grant project period will be closely monitored to determine the extent to which they are achieved. The Chief of Schools, supported by others on the Leadership Team, will serve as the Project Manager and will be responsible for project reporting to TEA.

Additionally, Bob Hope School will biannually implement a structured data review process designed to identify student strengths and weaknesses and develop individual instructional support plans. Bob Hope ECHS, in conjunction with the two IHE college/university dual-credit program specialists, the student, and the parent/caregiver, will collaborate and create a plan for students off-track for success in the ECHS program. Support systems will include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS program so that students can obtain high school and college credit. Bob Hope ECHS staff will revisit the plan with each student weekly for ongoing accountability and support.

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.

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.**

PREPARATION FOR ECHS SUCCESS STARTS IN MIDDLE SCHOOL:

To ensure all students have ample opportunity to learn about and participate in the ECHS program, Bob Hope will build a leadership program pathway, beginning in middle school, to identify students who have, or desire to build, leadership skills. Bob Hope Schools staff will work with middle school students as they move through the grades to develop these skills as well as academic skills and support them with additional academic, enrichment, and social-emotional support services so they can have the best chance at being successful in the ECHS program should they choose it as an option in high school.

PREPARATION FOR ECHS SUCCESS--ECHS SUMMER/SPRING CAMP:

Students expressing interest in enrolling in ECHS courses, whether they do so early in middle school or at any point in high school, will attend a one-time ECHS Summer (for Fall entry) or Spring (for Summer entry) Day Camp designed to introduce them in small groups to the rigors of college-level, dual-credit work and to the specifics of the Bob Hope ECHS program in particular. The camp will be open to all interested students as rising 9th graders or above. At the conclusion of the camp, students will formally apply for entry to the Bob Hope ECHS program.

RECRUITMENT, ENROLLMENT, AND REGISTRATION:

Bob Hope School will not exclude or discourage the enrollment of any of its 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, or students who have not passed two or more subjects in the foundation curriculum during a semester in the preceding or current school year. Bob Hope staff will recruit, select, approve, and enroll all ECHS student participants, ensuring they meet the requirements for admission to Lamar State College- Port Arthur (LSC-PA) and achieve college-readiness standards (when applicable). The number of courses taken by each student in a semester is at the discretion of the student and the Bob Hope administrators, faculty, and guidance staff. Students can earn up to 60 college hours (15 hours per year) by the end of their senior year and take up to five years to do so. Students must be registered at LSC-PA prior to the official census date (12th class day in the Fall and Spring semesters and 4th class day for Summer terms).

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.**

The agreement with LSC-PA delineates three types of courses that will be offered under the Bob Hope ECHS program:

1) Courses contained in the LSC-PA transfer CORE CURRICULUM (see <https://www.lamarpa.edu/Current-Students/Student-Information/Admission-Requirements/Core-Curriculum>); this is a curriculum of 42 semester credit hours. A student successfully completing the Core Curriculum at LSC-PA may transfer that block of courses to any other Texas state-supported institution.

2) College-level TECHNICAL COURSES that are part of approved Associate of Applied Science (AAS) degree or certificate programs and described in the current edition of the Workforce Education Course Manual; and

3) Courses within the following rubrics contained in the Lower Division ACADEMIC COURSE GUIDE MANUAL (ACGM): ACCT (Accounting); BCIS (Business Computer Information Systems); BUSI (Business); COSC (Computer Science); and CRIJ (Criminal Justice). Complete course descriptions of all options are on file with Bob Hope and are available upon request.

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

Courses may be taught on-line, on-campus, or at Bob Hope by faculty employed by LSC-PA or by instructors employed by Bob Hope. Instruction and materials for dual-credit courses conducted at Bob Hope must be at the equivalent level of the instruction and materials used for the identical course taught on the LSC-PA campus.

These 3 types of courses afford students pathways to any technical or academic program at LSC-PA. When high school students take career and technical education dual credit courses, they gain the skills employers desire, and they learn more about the requirements of a career, the workplace environment, and if the career suits them. Students also begin to see themselves as professionals in their chosen field of study.

The attached crosswalk (Attachment #2) illustrates how Bob Hope ECHS students can satisfy high school core curriculum requirements in a dual-credit college environment under the existing dual-credit program with the school's 2-year IHE partner. Currently, 9th grade students can choose 3 courses (biology, arts, and business computer applications), earning up to 14 college credit hours. In grades, 10, 11, and 12, students can simultaneously earn up to 10, 21, and 26 college credit hours, respectively. This brings the potential college credit hours to 71, and that is only for courses crosswalked to the core curriculum plus a few elective choices. Beyond these courses, Bob Hope students have many additional options as noted at the beginning of this response on the preceding page.

With the existing 2-year IHE partner, Bob Hope students can choose from 10 different Associate of Arts degrees, 20 different Associate of Applied Science degrees, and 19 different Certificate areas. These degrees and certificates span many career areas and allow them to enter the workforce in in-demand fields as diverse as teaching, accounting, nursing, law (paralegal), HVAC repair, cosmetology, culinary arts, medical coding, graphic design, substance abuse counseling, business office management, and many more. This diversity of choice in students' postsecondary credentials means they can earn a degree or certificate that meets local economic needs now, while in high school, and then choose to pursue additional studies to further their career and even support themselves while doing so, meeting their personal economic needs as well.

With the addition of a 4-year IHE partner and the achievement of all ECHS Benchmarks, Bob Hope ECHS students will have a multiplicity of additional options for degrees, certificates, and certifications. During the first grant quarter, Bob Hope will work with new partner, Lamar University, to collaboratively articulate an MOU with this 4-year IHE and expand the crosswalk as appropriate, thereby offering new options to ECHS students.

Please see the attached letters from both Lamar State College-Port Arthur and Lamar University indicating their support for building stackable credentials to support associate degree completion (LSC-PA) and stackable credentials which lead to a baccalaureate degree and the acceptance of credentials and college credits from LSC-PA to Lamar University.

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**

Bob Hope School has an articulation agreement with Lamar State College-Port Arthur, an IHE that is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award degrees at the associate level.

A student can complete two full years of course work and satisfy the majority of the general education requirements for a bachelor's degree. In most majors, a student can complete virtually all of his or her freshman and sophomore course work in Port Arthur and be fully prepared to move into junior- and senior-level course work at Lamar University in Beaumont or another senior institution.

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

Bob Hope will expand its existing dual-credit partnership to include 4-year IHE Lamar University, thereby giving students an additional IHE option under this ECHS program. Please see the attached letters of support from both institutions. During the first quarter of the ECHS planning and implementation grant period, Bob Hope and Lamar University will formalize their MOU.

The response below refers to the existing MOU with LSC-PA, which will also be expanded during the grant period to reflect ECHS-specific requirements.

--A) CURRICULUM ALIGNMENT: Dual credit students must follow the course prerequisites identified in the official LSC-PA catalog. Dual credit classes offered at Bob Hope must be scheduled in accordance with the course prerequisites identified in the official LSC-PA catalog. The courses for which college credit are awarded shall provide advanced academic instruction beyond, or in greater depth than, the essential elements.

--B) INSTRUCTIONAL MATERIALS: Bob Hope will be responsible for textbooks and course supplies. Instruction and materials for dual credit courses conducted at Bob Hope must be at the equivalent level of the instruction and materials used for the identical course taught on the LSC-PA campus.

--C) INSTRUCTIONAL CALENDAR: The instructional calendar for the ECHS program will be the same as for the regular program. Should the IHE's instructional days be fewer than those of the ECHS, students will follow the Bob Hope schedule.

--D) COURSES OF STUDY: Please see the response to #2 on page 5 of this application.

--E) STUDENT ENROLLMENT AND ATTENDANCE: Bob Hope aims to enroll at least 200 out of the high school's 500 students in the ECHS program. The attendance target is 97%.

--F) GRADING PERIODS AND POLICIES: LSC-PA will submit progress reports, 6-week grades, and final grades to Bob Hope on a schedule to be determined prior to the beginning of each semester. LSC-PA shall determine the level of work required for awarding college credit, and Bob Hope shall determine the level of work required for awarding high school credit. Bob Hope shall be solely responsible for determining if or to what extent dual credit courses will count as honors courses for the purpose of calculating students' grade point averages for graduation or class ranking. LSC-PA shall provide the documents and assistance needed for Bob Hope to equate high school courses to college courses to identify the course credits that may be earned by a student participating in the Partnership.

--G) ADMINISTRATION OF STATEWIDE ASSESSMENT INSTRUMENTS: STAAR End-of-Course (EOC) exams will be administered according to grade level--9th) Algebra I, Biology, and English; 10th) English II; 11th) US History. These exams will take place on the Bob Hope School campus as directed by TEA and the Bob Hope Charter School staff.

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.**

An established Leadership Team will consist of the following ISD and IHE representatives:

--Long-time Bob Hope/Hughen Center CEO, Dr. Bobby Lopez will steward the partnerships with both IHE partners, Lamar State College-Port Arthur (LSC-PA) and Lamar University (new partnership; MOU to be developed first grant quarter). ultimate responsibility for the achievement of all Benchmarks and Outcomes-based Measures for the grant period.

--The Bob Hope School Campus Director (Principal) will assume ultimate responsibility for the achievement of all Benchmarks and Outcomes-based Measures for the grant period. Grant funds will supply a stipend for additional ECHS duties outside of the scope of current responsibilities, including activities and training required to attain ECHS designation.

--The Bob Hope Chief Financial Officer will ensure the grant funds are being effectively and efficiently coordinated with other school initiatives and that all grant activities are supplemental to existing dual-credit efforts, thereby expanding and enhancing the foundational components.

Program Requirements

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

The CFO will also prepare all financial reports required by TEA during the grant period.

--The Bob Hope Chief of Schools will work with the High School Campus Director, Career Counselor (new hire with grant funds), and Academic Counselor, collectively assuming responsibility for integrating Benchmarks 4, 5, and 6 (Curriculum and Support, Academic Rigor & Readiness, and School Design). Additionally, the Principal and Counselor will ensure family outreach and engagement, and the Counselor will further engage parents in understanding the rigorous nature of the ECHS program demands and college pathways.

--Both IHE partners' representatives for Academic Affairs (or others as designated) will support Bob Hope by expanding their IHE partnerships and related MOUs to satisfy ECHS requirements and advising the Leadership Team on strategic vision-setting as the high school moves through the ECHS designation process.

The ECHS Leadership Team will meet monthly throughout the project period to further clarify and develop members' roles and responsibilities; review the partnering IHEs' MOUs and revise annually as necessary; review formative qualitative and qualitative project and student data; monitor progress toward outcome-based measures; establish and implement related accountability reporting to stakeholders; monitor progress on meeting the timeline and producing the products required for a strong Blueprint; discuss/create structures, policies, and/or procedures regarding curriculum development, staffing, professional development, student recruitment and enrollment, outreach, and program sustainability; and guide mid-course corrections and improvement as needed. Meetings will alternate between Bob Hope School and the IHE campuses.

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 WRAP-AROUND STRATEGIES AND SERVICES:

- Outreach to Bob Hope charter middle school students to prepare them for dual-credit coursework (currently application only; this will expand to include a broader pool of underrepresented students moving forward)
- TSI camp for rising 9th graders (during Spring of 8th grade) prior to TSI exam in May
- SAT Camp for 10th graders: Fall and Spring, 2 weeks each (students sit for SAT exam in Spring); 11th and 12th graders may also attend and participate
- Dual-credit guidance and assistance navigating choices at Lamar State College-Port Arthur
- Transportation for courses held on the LSC-PA campus
- General academic and guidance counseling
- Connections to social services for families and students

ADDITIONAL STRATEGIES AND SERVICES PLANNED TO SUPPORT THE ECHS:

- GRANT FUNDED (1 of 2): Full-time Career Counselor to support all ECHS students in course selection. Activities/duties will include, but not be limited to, conducting career interest inventories and aptitude testing, recruiting mentors and matching them with students, instructing and supporting students during the ECHS Advisory period, and facilitating related and supportive family information/engagement sessions
- GRANT FUNDED (2 of 2): Administrative leadership and professional development support from Campus Director (for teachers, counselors, and parents)
- ECHS Advisory period (allowing students to obtain specialized tutoring and ECHS-specific supports and guidance)
- Additional TSI Camps for students needing support to pass the TSI Exam
- Engaging Saturday workshops for parents/caregivers of ECHS students. Sample topics include "Assisting my child with college courses", "Rigor: How is college different than high school?"; "Setting up a college-driven home"; "What are careers my child may select for his/her future?"; and "Establishing a socio-emotional setting at home" for both parents and students.
- All strategies and services not listed here as required by each of the six Benchmarks for ECHS designation (ex: expanding TSI Camp to support the % of students meeting TSIA College Readiness Standards in ELAR, Writing, and Math)

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

Stipend for HS Campus Director (Principal) to oversee ECHS program (additional duties)	\$10,000
Full-time Career Counselor: \$70,000 per year (including Fringe) for 2 years	\$140,000
<input type="text"/>	<input type="text"/>
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PROFESSIONAL AND CONTRACTED SERVICES (6200)

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SUPPLIES AND MATERIALS (6300)

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<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

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<input type="text"/>	<input type="text"/>

TOTAL BUDGET REQUEST

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.

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

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

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



Lamar State College – Port Arthur
Member Texas State University System™

November 5, 2020

To Mike Morath, Texas Education Agency Commissioner:

As the President Lamar State College Port Arthur (LSCPA), I am pleased to write this letter in support of the Hughen Center/Bob Hope School's application for designation as an Early College High School. I understand that Bob Hope's quest to be so designated is part of their competitive grant application under the Texas Education Agency's 2021–2023 Early College High School Planning and Implementation Grant, and I would first like to say that Bob Hope School has several core elements that make it a solid candidate for ECHS designation.

As a two-year institution of higher education, LSCPA has been collaborating with Bob Hope since 2015 to bring dual-credit coursework to students in grades 9-12. Our current MOU with Bob Hope shows three types of courses high school students can complete that **build stackable credentials to support associate degree completion**:

- 1) Courses contained in the LSCPA transfer CORE CURRICULUM (a curriculum of 42 semester credit hours), which students may transfer to any other Texas state-supported institution;
- 2) College-level TECHNICAL COURSES that are part of approved Associate of Applied Science (AAS) degree or certificate programs and described in the current edition of the Workforce Education Course Manual; and
- 3) Courses within the following rubrics contained in the Lower Division ACADEMIC COURSE GUIDE MANUAL (ACGM): ACCT (Accounting); BCIS (Business Computer Information Systems); BUSI (Business); COSC (Computer Science); and CRIJ (Criminal Justice).

With these three choices, it is our goal to provide a range of entry points for high school students to find the degree or certificate pathway that best suits their learning styles, interests, and career plans while also allowing for inevitable shifts and changes during their high school to college to career transitions.

Again, we are excited to continue our partnership with Bob Hope School and look forward to participating on the ECHS Leadership Team during the grant period to assist the staff in meeting its designation benchmarks. Thank you for the opportunity to collaborate in this grant funding opportunity.

Warm regards,

Betty Reynard, President

Office of the President
P.O. Box 310 / Port Arthur, Texas 77641-0310
409-984-6100 Office / 409-782-5201 Cell / 1-800-477-5872



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 State College Port Arthur and the Bob Hope School/Hughen Center's application for designation as an Early College High School.

Lamar State College Port Arthur and Lamar University have a long-standing relationship in which academic courses taken at Lamar State College Port Arthur are fully transferrable to a baccalaureate degree at Lamar University. Lamar University and Lamar State College Port Arthur have a significant number of articulations agreements that the Hughen Center/Bob Hope School 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 State College Port Arthur also partner to offer shared services and collaborative advising to high school partners. In support of this partnership, we will coordinate with LSCPA advisors to help transition Hughen Center/Bob Hope School'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
Associate of Arts, Applied Associate of Arts	Lamar State College-Port Arthur	Y	Up to 60 hours of dual-credit coursework
Certificates/Certifications	Lamar State College-Port Arthur	Y	Various programs available; hours differ
Degree programs TBD	Lamar University	N	TBD, first grant quarter

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	03220100	English 1	1			
Year 1 / Grade 9	03010200	Biology	1	BIOL 1106	Biology	8
Year 1 / Grade 9	03320100	World Geography	1			
Year 1 / Grade 9	03100700	Geometry	1			
Year 1 / Grade 9	03440100	Spanish 1	1			
Year 1 / Grade 9	03500100	Art 1	1	ARTS 1301	Art Appreciation	3
Year 1 / Grade 9	13011400	Business Information Systems 1	1	BCIS 1305	Business Computer Applications	3
Year 1 / Grade 9	PES00052	PE	1			
Total Year 1 High School Credits			8	Total Year 1 College Credit Hours		14
Year 2/ Grade 10	03220200	English 2	1			
Year 2/ Grade 10	03040000	Chemistry	1			
Year 2/ Grade 10	03340400	World History	1			
Year 2/ Grade 10	03100600	Algebra 2	1	MATH 1314	College Algebra	3
Year 2/ Grade 10	03440200	Spanish 2	1			
Year 2/ Grade 10	03500200	Art 2	1			
Year 2/ Grade 10	13011500	BISM 2	1			
Year 2/ Grade 10	03350100, 03370100, 03270100	Psychology/Sociology	1	PSYC 2301, SOCI 1301, PSYC 1300	Psychology/Sociology/PSYC 1300	7
Total Year 2 High School Credits			8	Total Year 2 College Credit Hours		10
Year 3/Grade 11	03220300	English 3	1	ENGL 1301/1302	English 1301/1302	6
Year 3/Grade 11	03050000	Physics	1	PHYS 1101	Physics	6
Year 3/Grade 11	03340100	US History	1	HIST 1301/1302	US History 1301/1032	6
Year 3/Grade 11	03101100	Pre-Cal	1			
Year 3/Grade 11	03152500	Elective	1	MUSI 1306	Music Appreciation	3
Total Year 3 High School Credits			8	Total Year 3 College Credit Hours		21
Year 4/Grade 12	03220400	English 4	1	ENGL 2322/2323	British Literature	6
Year 4/Grade 12	13029500	Forensic Science	1			
Year 4/Grade 12	03330100	Government	0.5	GOVT 2305	Federal Government	3
Year 4/Grade 12	03310300	Economics	0.5	ECON 2301	Economics	3
Year 4/Grade 12	A3100101	Calculus	1	MATH 2413	Calculus	6
Year 4/Grade 12		Elective	1	BIOL 2401	Anatomy & Physiology	8
Total Year 4 High School Credits			7	Total Year 4 College Credit Hours		26
Total High School Credits			31	Total College Credit Hours		71

Certification (s) to be earned by high school graduation:	Certificates Possible— Accounting; Administrative Assistant; Computer Programmer; Cosmetology Instructor; Cosmetology Operator; Culinary Arts Foundation; Culinary Arts Specialist; Drafting Technology; Graphic Design; Heating, Ventilation and Air Conditioning; Instrumentation; Live Sound Design and Technology; Medical Coding; Medical Office Assistant; Music; Nurse Aide; Process Technology; Surgical Technology; Vocational Nursing
Degree (s) to be earned by high school graduation:	Degrees Possible— Associate of Arts: Academic Studies; Business Administration; Criminal Justice; Drama; Kinesiology; Studio Art; Teaching: Art, EC-12; Teaching: Music, EC-12; Teaching: Theater Arts, EC-12; Teaching: Physical Education, EC-12 Associate of Applied Science Degrees: Accounting; Audiovisual Production; Business Office Management; Cosmetology Instructor; Cosmetology Operator; Commercial Music-Performance; Commercial Music-Sound Engineer; Culinary Arts and Hospitality; Drafting; Graphic Design; Heating, Ventilation and Air Conditioning; Instrumentation Technology; Medical Coding Specialist; Medical Office Administration; Paralegal; Process Technology; Software Developer/Game Design; Substance Abuse Counselor; Surgical Technology; Upward Mobility LVN to ADN Nursing

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	Outreach to Bob Hope middle school students	During the school year, Bob Hope School conducts outreach to 8 th graders to prepare them for dual-credit coursework at the high school (should they choose it)	Student interest in the program	Academic Counselor (will shift to Career Counselor upon grant funding)
	TSI Camp	4 Times during 8 th grade	25% of 8 th graders enrolled	Career Counselor
	Workshops on College	Starting at 8 th grade	Exposure to College	Career Counselor
	Transportation	Buses to IHEs for on-campus courses	Safe transport	Campus administrator or designee
	General academic and guidance counseling	Personalized academic guidance for each student to ensure on-track for graduation	100% 4-year graduation; success in ECHS program	Academic Counselor
ALL GRADES, ALL YEARS	Tutorial support	Intensive academic assistance as needed	Improved success in specific course(s)	Academic Counselor, ECHS Instructors, Others
	Connections to social services for families and students	Students needing health, social services, or other supports get referrals to community agencies	Healthier students and families; students ready to learn	Campus Director (Principal); Teachers; Other Staff
	ECHS Summer and Spring Day Camps	Take place during school breaks; introduce students to rigors of college-level work in high school	Enroll more students into the ECHS program	Academic and Career Counselors; Other ECHS staff as appropriate
	Parent/Family Workshops	Weekend and/or evening workshops to educate and engage parents and families about college	More students enroll in ECHS; improve student retention in ECHS	Campus Director; Academic and Career Counselor; Others
	College Success Workshops	4 sessions during 9 th grade year	Strengthen student's academic view on college	Academic Counselor
Year 1/Grade 9	Individual meetings with parents and students	As needed to strengthen home-school connection and facilitate communication	Student retention in ECHS program; improve family communication	Academic Counselor as supported by Campus Director and other ECHS staff



ECHS Academics Matrix for Student Supports and Services Template

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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 10	<i>TSI Camp</i>	Summer TSI Session	Increase ECHS enrollment	ECHS staff (varies)
	<i>Summer ECHS courses</i>	Summer colleges at IHES	6 college credit hours	ECHS staff (varies)
	<i>SAT Camp</i>	Intensive SAT prep, small groups	Increase student scores	ECHS staff (varies)
Year 2/Grade 10	<i>Mentoring Program</i>	Match mentors with students in need	Retain students in ECHS program	Career Counselor
	<i>Individual meetings with parents and students</i>	As needed to strengthen home-school connection and facilitate communication	Student retention in ECHS program; improve family communication	Academic Counselor as supported by Campus Director and other ECHS staff
	<i>TSI Camp</i>	Summer TSI Session	Increase ECHS enrollment	ECHS staff (varies)
	<i>Summer ECHS courses</i>	Summer colleges at IHES	6 college credit hours	ECHS staff (varies)
	<i>SAT Camp</i>	Intensive SAT prep, small groups	Increase student scores	ECHS staff (varies)
Summer before Grade 11	<i>College Visits</i>	In-person and virtual tours of local, state, and other colleges and universities	Improve college lists; better fit and match; long-term: improved acceptance rates and retention in college; improved college graduation rates	Academic Counselor
	<i>Mentoring Program</i>	Match mentors with students in need	Retain students in ECHS program	Career Counselor
	<i>Individual meetings with parents and students</i>	As needed to strengthen home-school connection and facilitate communication	Student retention in ECHS program; improve family communication	Academic Counselor as supported by Campus Director and other ECHS staff
Summer before Grade 12	<i>Summer ECHS courses</i>	Summer colleges at IHES	6 college credit hours	ECHS staff (varies)
	<i>Mentoring Program</i>	Continue mentoring for seniors	Extend support for students in final year of ECHS program	Career Counselor
Year 4/Grade 12	<i>Individual meetings with parents and students</i>	As needed to strengthen home-school connection and facilitate communication	Student retention in ECHS program; improve family communication	Academic Counselor as supported by Campus Director and other ECHS staff