



2016-2017

Application for ECHS Designation

ECHS Applicant: Galena Park Career and Technical Early College High
School

Application ID: 274464262

The following benchmarks are the minimum required components that must be demonstrated through this application in order to be designated as an Early College High School. Please check the box by each requirement to indicate that the ECHS understands and will comply with the requirement. Application information that contradicts these assurances, or evaluation information that indicates that the required provisions are not being met, could result in a campus being denied designation.

I. Target Population:

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

1. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average (GPA).
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic.)
3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.
 - a. The ECHS shall make available to TEA their annual recruitment and enrollment policies and data.
 - b. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

II. Partnership Agreement:

The ECHS must have a current, signed MOU that:

1. defines the partnership between the school district(s) and the IHE(s) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, textbooks; and student transportation,
2. states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
3. defines an active partnership between the school district or charter and the IHE, which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
4. includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

III. P-16 Leadership Initiatives:

The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s).

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
 - Identifying the members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS
 - Reviewing the MOU for necessary revisions
 - Sharing responsibility (between the school district and the IHE) for developing annual reports to district and IHE boards that provide data, highlight successes, and outline plan for improvement
2. Meeting minutes and agendas shall be publically available.

IV. Curriculum and Support:

The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and an associates degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
2. The ECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups.
- 3 The ECHS shall provide students with academic, social, and emotional support in their course of study.

V. Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC Â§4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
 - a. The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.
 - b. The ECHS shall report to TEA the dates the TSI is administered.
 - c. The ECH shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students.

VI. School Design:

The ECHS must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with a principal or program coordinator assigned 100 percent to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

1. The ECHS location shall be:
 - on a college or university campus, or

- in a stand-alone high school campus or in a smaller learning community within a larger high school.
 - ECHS campuses not located on a college or university campus must provide students with regular use (at least six times per school year) of college academic facilities.
 - ECHS campuses located in a smaller learning community within a larger high school must disaggregate required ECHS student data.
- 2. ECHS required staffing include:
 - a principal, or program director who has scheduling, hiring, and budget autonomy;
 - an IHE liaison with decision-making authority who interacts directly and frequently with ECHS staff and administrators; and
 - highly qualified ECHS teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses.
- 3. The ECHS students shall be enrolled in ECHS-only sections for core classes.
- 4. ECHS shall implement an annual professional development plan based on needs assessment of student data.

Contacts

Galena Park Career and Technical Early College High School 274164800

1.1 ECHS Applying for Designation

ECHS Campus Name	Galena Park Career and Technical Early	County District Campus Number	101910000
County District Campus Number 2	County District Campus Number 3		
CDC Number Use	☐ Shared With a Comprehensive Campus ☒ Belongs only to the ECHS		
Years Designated	1		
Application Status	Renewal: applying to renew designation on behalf of a provisionally designated ECHS.		
Mailing Address - Line 1	5800 Uvalde Road	Mailing Address - Line 2	
Mailing City	Houston	Mailing Zip Code	77049

1.2 School District

District Name	Galena Park ISD		
Mailing Address - Line 1	14705 Woodforest Boulevard	Mailing Address - Line 2	
Mailing City	Houston	Mailing Zip Code	77015

1.2.a Second School District

District Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	

1.2.b Third School District

District Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	

1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	San Jacinto College		
Mailing Address - Line 1	5800 Uvalde Road	Mailing Address - Line 2	
Mailing City	Houston	Mailing Zip Code	77049
How many ECHS does this IHE partner with?	3		

1.3 Second Primary Institution of Higher Education (IHE) Partner

Partner Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	
How many ECHS does this IHE partner with?			

1.3 Third Primary Institution of Higher Education (IHE) Partner

Partner Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	
How many ECHS does this IHE partner with?			

1.4 Education Service Center Region 4

1.5 Person Completing this Application

Title	Dr.	First Name	Darrell	Last Name	McWhorter
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Contacts

Galena Park Career and Technical Early College High School 832-386-1200

Phone 832-386-1166

Email dmcwhorter@galenaparkisd.com

1.6 ECHS Principal/Director

Title Dr. First Name Jeffrey

Last Name Hutchinson

Phone 832-386-1258

Email jhutchinson@galenaparkisd.com

1.7 Superintendent

First Name Angi

Last Name Williams, Ed. D

Phone 832-386-1202

Email awilliams@galenaparkisd.com

1.7.a Superintendent (District 2)

First Name Angi

Last Name Williams, Ed. D

Phone 832-386-1202

Email awilliams@galenaparkisd.com

1.7.b Superintendent (District 3)

First Name

Last Name

Phone

Email

1.8 Institution of Higher Education Liaison

First Name Pam

Last Name Campbell, Ed. D

Phone 281-991-2671

Email Pamela.Campbell@sjcd.edu

1.8.a Second Institution of Higher Education Liaison

First Name

Last Name

Phone

Email

1.8.b Third Institution of Higher Education Liaison

First Name

Last Name

Phone

Email

1.9 Authorized Institution of Higher Education Official

First Name Brenda

Last Name Hellyer

Phone 281-998-6150

Email brenda.hellyer@sjcd.edu

1.9.a Second Authorized Institution of Higher Education Official

First Name

Last Name

Phone

Email

1.9.b Third Authorized Institution of Higher Education Official

First Name

Last Name

Phone

Email

Benchmark 1 - Target Population

ECHS Projected Enrollment: Show how the school has scaled up or will scale up by filling out the table below to indicate projected enrollment growth by year and grade level. If a grade level is not served, input 0 (zero).

Grades of students to be served:	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2015-2016 enrollment	0	0	0	123	0	0	0	123
2016-2017 projected enrollment	0	0	0	123	125	0	0	248

Instructions:

In the "Percent of High School Students in District" column, use PEIMS data to indicate the percent of students for each demographic category currently enrolled in the district or charter school.

If the ECHS is not currently in operation, complete the district column and input a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to the TEA in the spring.

If the ECHS is not part of a second or third district partnership, please click the buttons at the top of their respective columns in order to auto-fill zeros into the boxes.

Demographics	Percent of High School Students in District	Percent of High School Students in Second District (if multi-district partnership)	Percent of High School Students in third District (if multi-district partnership)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	73.41	0	0	70.73
At-risk	61.77	0	0	47.15
LEP	13.99	0	0	5.69
White	4.16	0	0	4.07
Hispanic or Latino	76.73	0	0	85.37
Black or African-American	17.61	0	0	8.94
First Generation College-Goers	N/A	N/A	N/A	78
Other	0	0	0	0

Please indicate the subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses that your ECHS has identified to recruit and enroll.

☒First generation college-goer ☒Hispanic or Latino ☒Black or African-American ☒Economically Disadvantaged ☐Other

If other, please explain:

Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facilitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

During the spring semester, recruitment for the early college high school begins in the middle schools. All middle school counselors have been trained on the early college high school recruitment process, application, purpose, schedule, possible degree plans, benefits, and outcomes for students. The middle school counselors are the main information contacts for students and parents. After the intensive training, the early college high administrative team consisting of the principal, counselor, and other school staff, including district directors, advertise and conduct information sessions for students and parents at Galena Park Middle School and North Shore Middle School, representing both the south and north side of the district. The informational meetings are open to all students who are interested. Requirements and expectations of the high school will be discussed. The majority of high school students in the district are economically disadvantaged, at-risk, and minority. Recruiting efforts will naturally target these populations.

In March of the spring semester, additional campus meetings with 8th grade students take place to highlight the early college high school. At that time, the student application will be made available on each middle school campus. Students will complete the Career and Technical Education Early College High School application. The application includes two essay questions. The first asks students why they would like to attend the ECHS, their expectation of the school, and obstacles, challenges, or successes they have experiences as a student. The second essay asks students to describe themselves, their hobbies, interests, and favorite subject(s). In addition, students must reside in the district and also complete the online application for San Jacinto College. Students must complete the application and return it to their school counselor by May 6, 2016.

For admission to the early college high school, students are expected to have regular attendance records and no drug-related disciplinary infractions. A lottery process will be implemented in the event applications outnumber the spaces available in the high school. Additionally, any available spaces within the 9th grade year will become open at the beginning of the 10th grade year. Students, however, may not join a cohort after the beginning of the 10th grade year.

Students who are admitted to the high school will then be required to sign an agreement letter committing to the ECHS. These students will also be required to attend a two-day orientation camp in August before classes begin for the fall semester.

Please describe how the recruitment and enrollment processes and requirements were developed and how they are analyzed, reviewed, and refined.

A committee consisting of San Jacinto College and Galena Park ISD administrative personnel was convened to develop the recruitment and enrollment process. This committee consisted of the college provost and the assistant vice chancellor for community partnerships. GPISD was represented by the assistant superintendent for education and academic support and other directors and coordinators for academic support and career and technology education. The committee considered the needs of the student population and program availability offered through the college. The number of students the program could support was determined to be 125 per grade level, beginning at 9th grade. Additionally, the committee discussed the importance of identifying applicants 'soft skill' traits contributing to students' academic and social success in a rigorous ECHS setting. Thus, during recruitment, administrators and counselors will stress the traits of a candidate for ECHS: willingness to work hard; drug-free; eager and willing to learn; willing to give up 'traditional' high school experience; good communication skills; and an attention to punctuality. It was also determined that a lottery system would be implemented to provide all students with an equal and fair opportunity to enroll if the number of applications exceeded the early college high school capacity.

A focus of this enrollment process is to provide access to as many students as possible, but the committee determined students should have no prior drug-related discipline offenses for admission consideration. The committee included this expectation because many of the certifications available in this program require students to be drug free (e.g. Allied health professions). Recruitment will also include the high school counselors and the high school and GPISD/San Jacinto College shared counselors, who serve as college liaisons to the high school campuses . Parents will be notified of the information meetings through student notices and the call-out system, including texts and emails in both English and Spanish.

The committee met regularly to discuss and review the recruitment and enrollment processes. In addition, a delegation from GPISD visited the established site of San Jacinto College South, Clear Horizons Early College High School to interview the school's administrative and counseling team on their recruitment and enrollment processes.

The application requirements were aligned with the provisions and assurances of the TEA Application for ECHS Designation. Therefore, enrollment decisions are not based on state assessment scores, discipline history, except as it pertains to drug-related offenses, teacher recommendations, or minimum grade point average.

Do the answers to the questions for Benchmark 1 meet the criteria for Exemplar recognition, and would you like TEA to consider your ECHS for this?

☐ Yes ☒ No

Benchmark 2: P-16 Partnership Agreement

Galena Park Career and Technical Early College High School - 07/10/2022

Early College High School campuses are required to have a Memorandum of Understanding (MOU) that is current and applicable to the 2015-2016 school year. The following required topics must be addressed in the MOU. The following "highly recommended" topics should be considered for inclusion in the MOU. Please indicate the page number in the MOU where the topic is referenced.

Required MOU Topics	Page number in MOU where referenced
The location of the ECHS, allocation of costs and fees, and transportation	6, 9, 10
Administration of statewide instruments under Subchapter B, Chapter 39	8
Grading periods and policies	8
Courses of study	6
Curriculum alignment	11
Instructional materials	7
Instructional calendar	4
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	8
Student enrollment and attendance policies	8
Provisions for discontinuing ECHS operation (see next section for details)	11
- Number of credit hours taken and earned - GPAs - State assessment results - SAT/ACT, PSAT scores - TSI readiness by grade level - Qualifications of ECHS staff - Location(s) where courses are taught	13

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	4
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	5
Procedures for collecting and sharing student and teacher data	8
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	7
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	8
Provisions for implementing program improvements based on the collection and review of the following data: - Articulation of high school students in four-year colleges/universities and level of entry - Enrollment/retention rates, leaver codes, and attrition rates, by grade level - Student participation in activities at IHE	2

Do the answers to the questions for Benchmark 2 meet the criteria for Exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

Benchmark 3: P-16 Leadership Initiative

Galena Park Career and Technical Early College High School - 274161000

P-16 Coordination and Communication
The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

Please list the dates that this group met during the past school year in the format "mm/dd/yy".

10/22/15, 11/10/15, 11/17/15

Please list the first and last names and titles of the group members. Fill all fields. Write "N/A" if someone of a specified title is not a member of the leadership team.

Title	Name
Superintendent	Dr. Angi Williams
Cirriculum & Instruction or Equivalent	Elizabeth Lalor
ECHS Principal or Director	Dr. Jeffery Hutchinson
IHE President	N/A
IHE Provost	Dr. Mark Ruffeto
Dean of College of Education	Shawn Silman
ECHS Liaison	Dr. Pam Campbell
IHE Chancellor	Dr. Brenda Hellyer

What are the functions of the group? Briefly summarize the topics/issues they have addressed, decisions they have made, and the accomplishments they are most proud of.

The group continues to function as a decision-making and planning body. Meeting agendas have been focused on program offerings and requirements, course sequences, student admissions, college security and student safety, nutrition services, transportation and staffing. Early meetings between the two institutions first focused on the feasibility of the early college high school. The IHE, San Jacinto College, operates three additional ECHS with other districts. The college is well-versed in ECHS processes and promoting student success and achievement. (Clear Horizons ECHS is ranked #31 in the state by US News and World Report).

Pam Campbell, Assistant Vice Chancellor, Educational Partnerships, served as the primary representative from the IHE. She has the authority to act on behalf of the provost and chancellor to make decisions related to the ECHS. In this capacity, she is able to mobilize all departments of the college, including police and maintenance.

The IHE Chancellor, Dr. Brenda Hellyer, attended initial planning meetings, and provided her complete support for the designation. She presented the partnership to the San Jacinto College Board of Regents and ensured funding is provided for refurbishment of the existing facilities to be used by the ECHS.

Elizabeth Lalor, Assistant Superintendent for Academic Success and Educational Support, led the Galena Park ISD team, and acted as the designee of the superintendent. Her role was to organize all committee members of the ISD, develop the course crosswalk, discuss the proposal with middle and high school principals, and present the potential designation to the GPISD Board of Trustees.

Other members of Galena Park ISD have contributed to the application process, curriculum crosswalk, and upcoming campus information sessions. Dr. Mechelle Epps, who is the executive director supervising all school counselors, is responsible for preparing middle school counselors to assist students and parents with questions and application. The group decided on counselors' meetings, publicity strategy, information sessions, application due dates, lottery date and acceptance announcement, and student orientation dates.

Additionally, the GPISD assistant superintendent of operations and maintenance, John Moore, and his executive director, Paul Drexler, have also attended meetings and visited the renovated ECHS wing of the college. They ensure student transportation and food services are provided for the students of the ECHS. Decisions have been made by this department concerning the transportation schedule, future vehicles needed, loading and unloading areas on the college campus, and discussions about the delivery of breakfasts and lunches.

After the initial planning stages, additional members of the group have also been:

Dr. Kerry K. Mix
Dean, Business & Technology

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here. Otherwise, please fill in "N/A".

GPISD feels that the best candidates for staffing the ECHS come from the professional ranks of the district. Teachers who are currently in the district are known to be committed to students' success and trained to meet the needs of the district's population of lower income and minority students. These professionals are dedicated to improving the educational attainment of all students and a college-going culture for our first generation American students is part of our larger district values. Therefore, the district has identified and recruited the ECHS staff from within GPISD, with few exceptions. The candidate that was selected to be the ECHS Principal came to GPISD from New Caney ISD, and the counselor and Physical Education teacher were also recruited from other school districts. We feel that thoroughly trained and experienced professionals were more likely to adapt to the unique setting of the ECHS program, and, therefore, be staff members who are more likely to thrive in the unique atmosphere and commit to the early college high school program for the long-term.

ECHS staff exhibit an ability to work in a smaller high school setting, which precludes subject matter or grade-level planning. Teachers who were hired for the ECHS demonstrated the ability to plan for a rigorous curriculum that includes multiple grade levels and the Texas Essential Knowledge and Skills (TEKS). The ideal teacher for the ECHS also shows a dedication to building and contributing to a climate and culture that is conducive to students' success and future academic growth. Teachers and counselors who were selected for the positions demonstrated a strong connection with a college campus expectation and experience. Professional candidates are expected to mentor and support all students in the program so that

Benchmark 3: P-16 Leadership Initiative

Galena Park Career and Technical Early College High School -
074101000

each student's skills and capacity for post-secondary education success are increased. Teachers and counselors who are devoted to developing lasting relationships with students enhance the connections students perceive to the ECHS program. GPISD actively sought professionals with these qualities for the high school in order to minimize staff attrition, and we believe we assembled a strong instructional team to serve our ECHS students.

The ECHS staff has also been immersed in continual staff development to create an atmosphere that prepares students for the rigors of an accelerated college program and assists struggling learners. Teachers and the counselor received training on strategies to ensure students are emotionally and academically supported, and achieve academic success. Staff who are engaged in ongoing professional development feel more efficacious in meeting the needs of the ECHS students. This consideration is an important affective factor for teacher longevity in the ECHS program.

Do the answers to the questions for Benchmark 3 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates's degree or at least 60 semester credit hours toward a baccalaureate degree. Please indicate how students will progress toward this goal by completing the course crosswalk below. (Important notice about summer school: The 60 college credit hour plan must be fulfilled during the school year unless the ECHS is a year-round school or provisions are made to provide all ECHS students with access to the summer courses. Courses offered during the summer must be supplemental or available at other times of the year.)

**note: For dual credit courses, please indicate whether the course is taught by someone who is primarily IHE staff or ISD staff and whether the course is taught primarily in person or via distance learning.*

Please indicate the endorsements that will be offered to students. The endorsements include: STEM, Business, and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies.

Public Service,

Business and Industry,

STEM,

Multidisciplinary.

Please indicate the associate's degrees that will be offered to students.

Associate of Applied Science:

Emergency Medical Technology
Welding
Nursing
Air Conditioning Technology
Electrical Technology
Diesel Technology
Process Technology
Health Information Management
Engineering Design Graphics
Medical Laboratory Technology
Pharmacy Technician

NOTE: CTE dual credit courses will be taught by IHE instructors as these programs are very specific to the fields and required certifications. High school courses will be taught by Galena Park ISD personnel.

Please indicate the Level 1 and Level 2 certificates that will be offered to students.

Emergency Medical Technology - Occupational Certificate/Certificate of Technology
Welding - Certificate of Technology
Nursing - RN - Only offers AAS
Air Conditioning Technology - Occupational Certificate/Certificate of Technology
Electrical Technology - Occupational Certificate/Certificate of Technology/Level II Certificate
Diesel Technology - Certificate of Technology
Process Technology - Certificate of Technology/Level II Certificate
Health Information Management - Only offers AAS
Engineering Design Graphics - Occupational Certificate/Certificate of Technology/Level II Certificate
Medical Laboratory Technology- Only offers AAS
Pharmacy Technician - Certificate of Technology

Please indicate how the ECHS will monitor student progress and use student data to support success.

A full-time counselor was hired prior to the beginning of the first year of the early college high school. The counselor guides individual students through the development of their educational and career plans, and ensures they are enrolled in sequential courses for the chosen associate of applied science degree. The counselor (or subsequent counselor team) meets regularly and consults with teachers, staff and parents regarding the developmental needs of students. The counselor(s) will has access to all students' TSIA data and course grades and uses the data to assist students during the program. The counselor(s) arranges all testing administrations with the IHE testing department and assists teachers in comparing data between the baseline and other posttests. The counselor(s) has been trained to administer the TSIA and assist with administrations on the middle school campuses for future students.

Additionally, the counselor acts as a liaison between the early college high school and the San Jacinto College testing department and has become an expert on the assessment, as well as interpretation of the results. College course pass/fail grades will be shared with the ECHS staff at nine weeks each semester on all students.

By FERPA regulations, college instructors do not meet with students' parents on academic progress or issues; students are considered, under the law, as adults when enrolled in dual credit courses. College instructors are asked to alert the IHE dual credit director who consults with the high school counselor(s) when students are at academic risk of failing. When the counselor and dual credit director are alerted to potential student issues, the high school counselor contacts parents. Students will then be guided to set a meeting with the college instructor to discuss current grades, areas of academic deficiency, plans of action, and any possible assignment resubmission or extra credit. Parents are encouraged to attend the conference between the student and the college instructor. While the parent may not actively participate in the conference, they can meet with their child and the high school counselor after the initial conference. The high school counselor(s), dual credit director, and parents all participate in monitoring the students' progress.

All teachers in the ECHS are assigned a group of students to mentor and monitor throughout the program. In the collaborative setting of the high school, teachers meet regularly with the counselor and principal team to discuss any student attendance, behavioral, or academic concerns. Teachers also keep monitoring records on all students, including progress reports, conferences, and parent contacts. Students will participate in all pre-assessment, benchmark tests designed by the district to monitor students' progress on TEKS and EOC (End of Course) objectives. These data are used to provide intensive tutorials or enrichment for students in all high school courses.

Please indicate how the ECHS will provide academic support to the students by personalizing the learning environment.

The Galena Park ISD CTE Early College High School will allow the students to have a choice of eleven different programs offered through San Jacinto College. As students progress through their high school years, they will take specific courses related to their programs. When the ECHS students begin their specific program courses, they are enrolled with other San Jacinto College students. A main goal of the program, therefore, will be to have a seamless transition from high school classes to college-level courses.

Prior to the beginning of program dual credit courses, ECHS faculty and college instructors work collaboratively to develop reading and writing activities for students in the various associate of applied science programs while in high school. High school and college faculty will determine whether an identified program exists for one student, a small group of students, or a large group of students and use this knowledge to form the most suitable instructional design. The faculties will articulate college, certification, and career expectations for every student to help guide students' growth and development.

Students will begin to become familiar with the vocabulary commonly used in each selected program. ECHS teachers in math and sciences, as well as social studies, also integrate college curriculum into high school lessons. Such integration not only prepares students for college expectations, but it also develops students' knowledge necessary to pass written and performance exams required for many certifications. The teachers and instructors team meet to create more problem-solving-based activities and configure support around students working and learning in real-world environments.

Within this scope of planning, the principal will grow partnerships with area business and industry in order to provide students with field experiences and mentors. These leaders will identify and manipulate learning experiences closely related to current industry practices and standards. Practicing people most familiar with advances in technology, skills, and proficiencies are well-suited to engage in enriching experiences with students that put students' performance into a personalized context.

High school and college faculty implement a problem-solving process to analyze students' academic needs and provide the most enriching level of support to ensure academic success. Teachers emphasize process and product with the students, as well as provide concrete learning experiences.

Please indicate how the ECHS will provide social and emotional support to the students.

Beginning in the summer of the students' first year, the counselor and staff have begun to build relationships with their cohort teams. Each teacher is assigned a group of students to monitor and mentor in the coming years. This personal connection gives students a deeper sense of belonging within the ECHS. All teachers make contact with each of the students in their group(s) every week during the year. Through these personal contact times, the teachers build personal bonds with the students and monitor their emotional well-being. Professional development takes place to help the faculty understand the needs of the ECHS students and provide the teachers with strategies for assisting students through the transition period from 8th grade to college-level experiences. While students are taking high school courses, they are located in a wing of one of the college buildings especially designed for the ECHS. This will allow for a more protective and nurturing environment, as well as a hub for support as the students begin the program.

Teachers also mentor students to help them learn time-management skills. With the rigor of the program, students are faced with curriculum, reading assignments, coursework, lectures, and performance exams that may be beyond their current repertoire of skills. Teachers and the counselor work to assist students in building a

Benchmark 4: Curriculum and Support

strong sense of efficacy for collegiate expectations and program completion. Students are given calendar/planners as a tool for time management. The ECHS teachers help students gain proficiency with using their calendars effectively and for semester planning of assignments and due dates.

Additionally, the teachers monitor students' note-taking and test-taking strategies, helping the students to develop sophisticated abilities in essential college success methodologies. The connections teachers build with each student in the ECHS program boosts the students' confidence in them to effectively impact their success in college. This, furthermore, positively affects students' emotional well-being. ECHS closely monitors their students for any signs of social or emotional distress.

The ECHS counselor will be available to further support students who need a higher level of intervention. The teachers, principal, and counselor discuss students who may require increased assistance, counseling, and intercession in their weekly staff meetings. Students in the ECHS are enrolled in the EDUC 1300 - Learning Framework course during their first year of the program. This class focuses on learning styles and theories, emotional and multiple intelligences, and overall personal attributes essential to impacting future academic success.

San Jacinto College implements student retention plans to involve the ECHS in campus life experiences. Examples of strategies the IHE uses with current students are campus festivals, clubs and organizations, concerts, and student mentoring programs. IHE faculty members also connect with students over the course of each semester through phone calls. The college reaches out to the ECHS students to engage them in the variety of campus-based activities available to students.

Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

TSI Testing and Success	
Please list the dates that this group met during the past school year	9/4/15, 9/18/15, 10/1/15, 10/9/15, 10/22/15, 11/10/15, 11/17/15
Please list the dates that the TSI will be administered in the coming year	May 2016
Is the ECHS a TSI assessment site or does the IHE administer the TSI?	☒ ECHS is a TSI assessment site ☐ IHE administers the TSI
Please describe a plan for the ECHS to achieve TSI success. Include information about academic preparation classes for accepted students and/or bridge program(s), academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test. After students have been selected for participation in the ECHS in the spring semester, they will be administered the TSIA in May. (Students will take the math and reading section on one day and the writing assessment on another so there is less fatigue for students. The aim will be to provide an optimal testing situation to reflect student ability). This initial assessment is diagnostic and provides baseline data needed to further support all students' readiness for college-level course work. Prior to testing, the students are given two Saturday tutorials to review and prepare for the assessment. Students also take the PAA (Preassessment Activity) to gain familiarity with the test. Assessment data is given to the ECHS teachers so they are aware of students' readiness and areas to develop. (All of our ECHS teachers and professional staff take the TSIA as a practice to understand the assessment and the state expectations for college readiness.) During the summer, students who will begin the 9th grade at the CTE ECHS will participate in an intensive two week high school/college preparation workshop. The camp takes place on the college campus and serves to orient students to the physical campus as well as the expectations for the program. The camp includes activities to help students gain an understanding of the increased level of expectation in the upcoming program. The San Jacinto College assists in the development of the summer orientation program curriculum. The district development team (including assistant superintendent, executive directors, program director, ECHS principal and high school faculty) works collaboratively with the San Jacinto College vice chancellor and faculty to create a comprehensive syllabus for the orientation. Using material developed through the Houston Pathway Initiative (see note below), students are engaged in gaining familiarity with the online learning platform, Blackboard, associate of applied science programs, sample college lectures and discussions, and college level reading and writing activities. (NOTE: Houston Pathway Initiative is a \$.58 million initiative funded by the Houston Endowment Inc. This grant helps coordinate college readiness and success plans with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan.) During the 9th grade year, students are enrolled in EDUC 1300 (Learning Framework) for college success and BCSI 1305 Business Computer Applications. Students are normally required to score 7 on the reading and writing TSIA to enroll in EDUC 1300. The IHE (San Jacinto College) waives the requirement for students who may not initially score at the college-ready level on the assessment. During the fall and spring semesters, GPISD teachers work in tandem with the college faculty and department chairs to increase the rigor of the high school courses. District teachers and college faculty work together in regular planning activities to create common reading and writing activities, which support students' academic success in following years and on TSIA, if students need to retake any section. The collaboration impacts the high school curriculum by adding integrated reading and writing performance objectives using, for example, a college health science text in the high school English classes with students pursuing pharmacy technician certification. Thus, the extensive district and IHE collaboration results in vertically-aligned high school courses geared to increasing students' college readiness as they progress through the 9th and 10th grades. Students have contextualized reading and writing experiences that will result in an increase of students' proficiency in all academic areas, as well as the TSIA. Students will retake the TSIA at the end of the fall semester of 10th grade to gather "post test" data and measure progress from the baseline assessment. Students who may still not be core college-ready in any area will be given additional tutorials based on the assessment data. Students will retest in the spring semester. San Jacinto College does not charge for administration of the TSIA, so fee waivers are not a factor in the ECHS program.	
Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?	
☐ Yes ☒ No	

ECHS Site Design

What is the design of the ECHS model for which partners are requesting designation?

☒ ECHS on a college campus

☐ Not located on a college campus

Main IHE Campus

Please describe when and how the ECHS students will make use of IHE academic and support facilities, such as libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities. If the ECHS is located on a college campus, just write, 'ECHS is on a college campus.'

ECHS is on a college campus.

If the ECHS shares a campus number, partners must agree to collect and disaggregate ECHS student data from school-wide, non-ECHS data in order to show outcomes specific to the ECHS.

☒ The campus number is shared and the partners agree to collect and disaggregate data

☐ Not applicable

School Design: Staffing

Please describe all duties and responsibilities of the ECHS principal or director. Explain the principal or director’s role in scheduling, hiring, and budgeting for the ECHS. If the ECHS principal or director has any duties or responsibilities unrelated or in addition to ECHS leadership, please explain.

The ECHS principal led a district committee that selected the school counselor and 9th grade teachers. The principal made the final recommendation of candidates to the superintendent and GPISD Board of Trustees. The principal supervises and evaluates all school personnel, and orients and assists the new staff and new students to the ECHS experience. He provides opportunities for staff and student input into the school program as it develops. The principal is responsible for students' success in the program, so Dr. Hutchinson will maintain positive and open relationships with all students, staff, and parents. Dr. Hutchinson is responsible for leading the initial and future marketing and recruitment of the program beginning in the spring semester of 2015. The principal will develop and maintain a yearly budget for the ECHS.

Dr. Hutchinson also ensures that instructional objectives for all subjects are achieved, and involves the faculty and IHE staff in the development of specific curricular objectives to meet the needs of the ECHS students and the overall program. The principal actively seeks and maintains community and business partnerships with area industry to provide for field experiences for junior and senior students.

The principal will continue to build close relationships with the IHE liaison, dean of student services, dual credit director, department chairs, faculty, and IHE police department. The principal will continue to ensure that all students receive continual social, emotional, and academic support throughout the entire program. He will provide yearly data to the superintendent and GPISD Board of Trustees on student achievement, attrition, retention strategies, and high school development, including the number of students in each technical program.

Please describe the duties and responsibilities of the IHE liaison for your ECHS, including how frequently he or she meets and/or works with the ECHS principal/director.

Since the ECHS is on the college campus, the interaction between the ECHS Principal and IHE liaison occurs almost daily. The liaison is Jennifer Mowdy, Dual Credit Director. She collaborates with the ECHS principal and counselor to facilitate the admissions, testing, and enrollment processes for the students. Registration for classes is handled through the dual credit office at San Jacinto College - North Campus. In addition, any special needs for alternative facilities or arrangements are communicated through her office. She obtains midterm and final grade reports for our students each semester. She also notifies the principal of student issues with academic standing, should those occur. She also serves as the district's connection to department chairs for the various programs so classes can be scheduled and program admission standards are met. She also collaborates with the Business Office on campus to set up the third-party billing for the tuition and fees for the students. She also handles orientation sessions and helps with arrangements for summer experiences for our students. She is available to assist with parent information meetings during the recruitment phase each year. She will handle orientation sessions and help with arrangements for summer experiences for our students. She is available to assist with parent information meetings during the recruitment phase each year.

Is the IHE liaison working with other ECHS campuses?

☒ Yes ☐ No

Please list the other ECHS campuses the IHE liaison works with.

Clear Horizons - Clear Creek ISD
Sheldon ISD
Pasadena ISD
Channelview ISD

Which statement best represents the assignment of the ECHS teachers?

- ☒ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ The ECHS will employ highly qualified teachers who, within four years, will be reporting only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ Other

If other, please describe below:

Please describe the annual professional development plan, teacher mentor programs and/or opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.

ECHS teachers participate in GPISD professional development at the beginning of each school year. These sessions include content-specific inservices, as well as campus orientations led by the principal. The campus also has ten late-arrival dates each semester, which allows for an additional two hours of staff development per date. Teachers may meet as a faculty or with content directors from the district. Students are dismissed at 1:30 on Fridays, allowing teachers, principal, and counselor(s) to meet on student needs and plan interventions as needed. The ECHS teachers are partnered with IHE faculty and/or department chairs as points of contact and collaboration. Each semester, ECHS teachers, department chairs, and IHS faculty meet to share program goals, college expectations, certification requirements, and retention strategies.

Which statement best reflects the enrollment policies regarding ECHS students?

- ☐ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ The ECHS students will enroll in core courses that include only ECHS students and/or only college students.

If other, please describe below:

- ☐ Other

Do the answers to the questions for Benchmark 6 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

- ☐ Yes
- ☒ No

Supporting Documents

Program Requirements

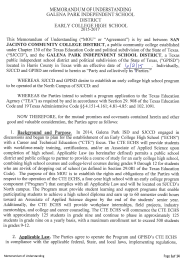
Verify the ECHS campus has the most current versions of each required attachments on file at the campus by checking the boxes below.

The following documents must be submitted for fulfilling the submission requirements of this application:

- Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers the 2016-2017 school year, a signed version covering the 2015-2016 school year or an unsigned version covering the 2016-2017 school year can be included in this application.
- ECHS recruitment and enrollment documents:** Written policies, application and evaluation documents, etc. covering the 2015-2016 school year. If policies, applications, evaluation, etc. covering the 2015-2016 school year are not finalized, the 2014-2015 documents may be submitted. Documents from 2014-2015 should be submitted with a letter of explanation indicating that the documents are from the previous year. The letter should also describe any changes the ECHS intends to make to the documents.
- ISD Letter of Support (District 1):** The ECHS must have a current, signed letter of support from each partnering ISD.
- ISD Letter of Support (District 2):** The ECHS must have a current, signed letter of support from each partnering ISD.
- ISD Letter of Support (District 3):** The ECHS must have a current, signed letter of support from each partnering ISD.
- IHE Letter of Support (IHE 1):** The ECHS must have a current, signed letter of support from each partnering IHE.
- IHE Letter of Support (IHE 2):** The ECHS must have a current, signed letter of support from each partnering IHE.
- IHE Letter of Support (IHE 3):** The ECHS must have a current, signed letter of support from each partnering IHE.

Note: To upload a new version of a document, simply drag it into the box where the current document is showing.

MOU

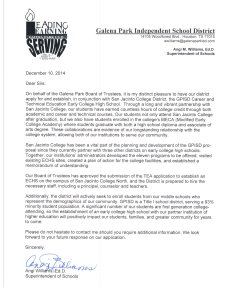


Status

☒ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Letter of Support from District #1



Status

☒ Final ☐ Draft

Expected date for final draft:

ECHS Recruitment and Enrollment Form



ECHS Recruitment and Selection Process.
docx

Letter of Support from District #2



Status

☐ Final ☐ Draft

Expected date for final draft:

(mm/dd/yyyy)

Letter of Support from District #3

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☐ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

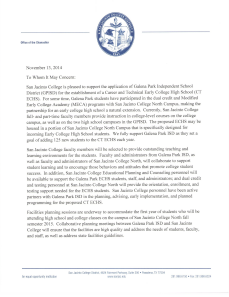
Letter of Support from IHE Partner #2

Status
☐ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

(mm/dd/yyyy)

Letter of Support from IHE Partner #1



Status
☒ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Letter of Support from IHE Partner #3

Status
☐ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Other Supporting Documents



GPISD CTE ECHS Application 2016.docx