



2016-2017

Application for ECHS Designation

ECHS Applicant: Robert Vela Early College High School

Application ID: 482911832

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.

1.1 ECHS Applying for Designation

ECHS Campus Name	Robert Vela Early College High School	County District Campus Number	108904006
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	2		
Application Status	Renewal: applying to renew designation on behalf of a provisionally designated ECHS.		
Mailing Address - Line 1	801 East Canton Rd.	Mailing Address - Line 2	
Mailing City	Edinburg	Mailing Zip Code	78539

1.2 School District

District Name	Edinburg Consolidated ISD		
Mailing Address - Line 1	411 North 8th Street	Mailing Address - Line 2	
Mailing City	Edinburg	Mailing Zip Code	78541

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	South Texas College		
Mailing Address - Line 1	3201 West Pecan Blvd.	Mailing Address - Line 2	
Mailing City	McAllen	Mailing Zip Code	78501
How many ECHS does this IHE partner with?	30		

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 Region1

1.5 Person Completing this Application

Title	Mr.	First Name	Jesus R.	Last Name	Mata
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Contacts

Robert Vela Early College High School - 482911832

Phone 9562892650

Email jes.mata@ecisd.us

1.6 ECHS Principal/Director

Title Mr. First Name Jesus R.

Last Name Mata

Phone 9562892650

Email jes.mata@ecisd.us

1.7 Superintendent

First Name Rene

Last Name Gutierrez

Phone 9562892300

Email rene.gutierrez@ecisd.us

1.7.a Superintendent (District 2)

First Name Rene

Last Name Gutierrez

Phone 9562892300

Email rene.gutierrez@ecisd.us

1.7.b Superintendent (District 3)

First Name

Last Name

Phone

Email

1.8 Institution of Higher Education Liaison

First Name Sofia

Last Name Pena

Phone 9568722303

Email sofia21@southtexascollege.edu

1.8.a Second Institution of Higher Education Liaison

First Name Antonio

Last Name De la Cruz

Phone 9568722148

Email adelacruz_4846@southtexascollege.edu

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 Shirley

Last Name Reed

Phone 9568723541

Email sreed@southtexascollege.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

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	175	125	0	0	300
2016-2017 projected enrollment	0	0	0	175	175	125	0	475

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	84.86	0	0	71.2
At-risk	61.12	0	0	8.2
LEP	31.13	0	0	4.3
White	1.34	0	0	0.5
Hispanic or Latino	97.75	0	0	99.5
Black or African-American	0.15	0	0	0
First Generation College-Goers	N/A	N/A	N/A	N/A
Other	0.60	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 facillitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

RVECHS will analyze available data to identify needs, monitor progress, and assist students not on grade level. A personalized plan of support will provide a priority of services for students throughout the school year. RVECHS will implement mentor programs, bridge camps, tutor support, college readiness strategies, AVID advisory, and build a network of support with parents and community members. RVECHS will monitor attendance, grades, and the academic progress of students. The RVECHS director, counselor, and teachers will collaborate and communicate weekly to include parent-teacher meetings, academic advisor meetings, academic contract intervention meetings, student-teacher goal setting conferences, and teacher-student mentor meetings. In addition, teachers will

provide academic support and an extended academic day from Monday – Saturday. With an extended day, students will have the flexibility and opportunity to attend group study sessions in the library and/or tutorial sessions on campus and/or the college campus. Students will have access to an array of support services available through STC to include on-line tutorial assistance 24 hours a day. Informational sessions and strategies shared with parents will fortify the support system at home and strengthen our vision.

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

The RVECHS recruitment and enrollment processes and requirements were initially developed by the leadership team based on the vision for the new campus, primarily providing access to higher education and college preparation to students who are traditionally underrepresented on college campuses (specifically First Generation College Goers, Economically Disadvantaged, and/or Hispanic students). At the beginning of the school year, the team met to develop the recruitment timeline for the 2016-2017 school year, looking at the best ways to reach all the target students who would be eighth graders at our feeder middle schools. We also designed and planned the recruitment materials (applications, brochures, PowerPoint presentation, etc.) that would be used during the classroom presentations to the students and during the parent meetings in the spring. In addition, we developed guidelines for the applicant selection process. Based on this year’s recruitment and enrollment process success, we will review procedures for the following year and refine as necessary.

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

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	3
Administration of statewide instruments under Subchapter B, Chapter 39	4
Grading periods and policies	4
Courses of study	5
Curriculum alignment	6
Instructional materials	6
Instructional calendar	6
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	6
Student enrollment and attendance policies	6
Provisions for discontinuing ECHS operation (see next section for details)	7
- 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	7

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	8
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	8
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	8
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	9
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	9

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

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".

11/11/2014, 11/25/2014, 02/17/2015, 02/24/2015, 03/25/2015, 04/23/2015, 05/19/2015, 05/26/2015

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. Rene Gutierrez
Cirriculum & Instruction or Equivalent	Eva Torres
ECHS Principal or Director	Jesus R. Mata
IHE President	Dr. Shirley A. Reed
IHE Provost	Dr. Anahid Petrosian
Dean of College of Education	Rene Zuniga
ECHS Liaison	Sofia M. Pena
RVHS Principal	Sylvia Ledesma
Dean of Instruction	Claudia P. Mata
ECHS Counselor	Maria Y. Muhammad
Testing Facilitator	Chelsey Perez
Financial Aid Officer/TSI Coord.	Jose Chavez

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 functions of the group include formalizing procedures and structures in operations, academic progress, and student services to provide a smooth, seamless transition from high school to college.

Other topics discussed and addressed include concerns, issues related to student collegereadiness, GPA's, transcripts, fields of study, college course scheduling, faculty affairs, adjunct duties, responsibilities, RVECHS visits to STC campus, summer bridge camps, online course offerings, graduation plans, core curriculum, and other related issues. We have also had discussions over the ECHS model and the preparation of the application. The South Texas College (STC) liaison has met regularly with our school district in the planning stages as well as the sustainability of schools already designated.

There has been continuous communication, collaboration, and meetings taking place between the RVECHS director and the STC liaison including person to person, via telephone, email and/or text. Topics include formalization procedures and structures in operations, academic progress, and student services to provide a smooth transition between high school and college.

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".

Two ways to minimize staff turnover and provide a stable, consistent learning environment for students are to provide all staff members with clear communication and effective collaboration. To increase the communication process, all staff members are included in regular RVECHS staff meetings which allow them to be informed and involved in the decision-making process. In addition, several team-building opportunities and staff appreciation activities will be held both at the beginning of the school year and periodically throughout the school year to create a sense of community and a feeling of

ownership. Furthermore, providing appropriate staff support through effective mentoring and staff development is an essential part of our sustainability structures.

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.

The endorsements include: STEM, Business, and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies.

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

Interdisciplinary Studies.

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

Level 1 certificates, and will provide the opportunity for Level 2 certificates.

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

Student progress will be monitored through progress reports every three weeks, benchmark and state assessment data, attendance data, teacher referrals, and discipline data. The counselor, working in conjunction with the director and teachers, will regularly meet to discuss student success and areas of improvement, developing a system of support that includes tutoring, mentoring, and counseling. Some specific support services will included the following: Academic Intervention Contracts, Tutorial Support, Extended Day Services, Saturday and Sunday Tutorials, Summer Enrichment Support Services, College Course Advancement/Summer Acceleration, and Teacher-Student Mentor Program.

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

Fish Camp for incoming students: RVECHS Orientation Camps will be provided at all grade levels in conjunction with STC;

Administration of College entrance exam: TSI exam 8th-12th grade, ACT/ SAT 11th -12th;

Extended day Monday-Saturday: Tutoring from high school teachers;

STC Center for Learning and Hired Tutors: Tutoring from college students;

Mentoring by college students: STC students will mentor seniors to provide a seamless transition to a post-secondary education;

College skills class: College Readiness / AVID;

Summer Bridge Program: Four-day Summer Bridge Orientation;

Financial Aid Counseling: FASFA and Campus Go-Center;

Visits to Colleges: Campus Go-Center/ Facilities/ Activities/ Student Services;

Internships: Based on Field of Interest;

Summer Classes: Enrichment and Acceleration;

Projects & assignments that require use of college library: RVECHS Teachers, Students, and STC Instructors;

Summer learning experiences led by college faculty: STC and RVECHS Teachers;

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

RVECHS students will be provided with social and emotional support by frequent communication with and easy access to the RVECHS counselor and other staff members. A variety of opportunities for dialogue will be provided, for example, through class presentations, individual student conferences, and small group presentations and/ or conferences. The STC staff together with the RVECHS counselor will provide mandatory

advisement to each student in an effort to inform and motivate the student to continue to strive for success.

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	October 2014, December 2014, February 2015, March 2015, May 2015 and June/July 2015
Please list the dates that the TSI will be administered in the coming year	October 9 & 10, 2015, December 10 & 12, 2015, March 3 & 5, 2016, and April 28 & 30, 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. Once students have been accepted into RVECHS, students will begin preparation for TSI success. They will be provided with support through TSI preparation classes which will be offered during the summer to prepare for summer TSI testing. Students who are unsuccessful on one or more sections of the TSI assessment will receive intervention through the TSI preparation class, during Saturday tutorials, and after school. Students will be required to attend the 4-day STC Summer Bridge workshop which consists of an array of college readiness activities meant to introduce the incoming 9th grade ECHS cohort to the college atmosphere. Some topics covered during the four day workshops include classroom etiquette, degree plan overview, testing strategies, introduction to the Center for Learning Excellence, setting and achieving goals, strategic thinking, college knowledge, time and stress management, and emotional intelligence. During the workshops, students will engage in team building, time management, goal setting, and testing strategies to help them prepare for the rigor and coursework they will encounter as college students. RVECHS will provide TSI assessment fee waivers to all RVECHS 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	

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

A small learning community, where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, shcedule, and cirriculum plan, within a larger high school

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.'

The RVECHS students will make use of STC's academic and support facilities through college visits regularly. RVECHS will bus students to the STC campus to be able to get the full college-going experience. The RVECHS will provide numerous opportunities for students to have exposure to all of the components of college life. These opportunities will begin as part of a summer RVECHS freshmen orientation that includes a one-day South Texas College trip whereby students will attend several advising, career, and academic skills sessions that are designed to introduce students to the academic tools necessary for success at the college level as well as to inform them of the support services which are available to any college student as needed.

Since RVECHS is not on the college campus, RVECHS students will visit STC to enhance the total college-going experience. RVECHS students will use STC's library, technology, computer labs, and science labs and take part in any other STC activities that will support and strengthen achievement in a dual enrollment course study. In addition, RVECHS students will experience the college campus culture by having them register in specific courses at STC to integrate with the general population and receiving their instruction by their RVECHS instructors at the main STC campus. Collaboration between

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 RVECHS Director will oversee all the RVECHS staff and students, successful implementation of all the components in the ECHS Design, and frequently communicate with all stakeholders (ECISD personnel,STC staff, and all RVECHS staff). The job will include the following duties: Hires and supervises all program management staff within the ECHS budget; Monitors expenditures of all funds assigned to the ECHS programs; Schedules college course sections for ECHS; Assists prospective RVECHS faculty candidates with information regarding the faculty hiring process, and serves as a liaison when necessary between the academic department and the candidate; Ensures that non-high school faculty complete the necessary fingerprinting and criminal background checks before faculty teach on the RVECHS campus; Provides all pre-enrollment services for RVECHS students; manages RVECHS resources; Convenes regular meetings with RVECHS staff and ECISD district and high school staff to ensure successful program integration; Provides campus orientations and support services to college faculty teaching at the RVECHS; Facilitates faculty participation in college orientation and professional development activities; Serves as a resource for district guidance and

counseling to facilitate student enrollment in RVECHS; Oversees provision of student

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.

The STC ECHS Liaison serves as the Institution of Higher Education partner and provides full support from scheduling of courses to conducting degree plan audits. The liaison provides support to ECHS students, staff, and other personnel including the staff and faculty from South Texas College. Some other duties are as follows (list is not all inclusive): 1.) Provides leadership and oversees the South Texas College Early College High School program along with external support from Texas Education Agency, Educate Texas, and other entities that provide support to the ECHS 2.) Coordinates the successful implementation of all Early College initiatives and ensures that schools are following the models as required by TEA 3.) Assists with the application, promotion and implementation of ECHS initiatives with potential school districts partners 4.) Works closely with the ECHS public high school district personnel in the promotion and selection of participating students and high school faculty 5.) Works with South Texas College Faculty and staff designated to provide instruction and support services to ensure the success of the ECHS 6.) Facilitates professional development activities for public school and higher education faculty and staff designated to participate in ECHS initiatives 7.) Develops schedules, implements and evaluates all aspects of ECHS academic and college-readiness for each participating school district 8.) Coordinates ECHS course schedules, high school faculty cost agreements and STC campus visits and activities 9.) Assists Student Affairs with Summer Bridge programs and other college related events 10.) Works closely with ISD staff to meet the parental information component of the application 11.) Maintains and organizes steering board meeting for each ECHS as necessary 12.) Gathers appropriate data, writes reports, and

Is the IHE liaison working with other ECHS campuses?

☒ Yes ☐ No

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

1. McAllen Achieve, 2. Mercedes, 3. Progreso, 4. PSJA - North, 5. PSJA - Southwest, 6. PSJA - Thomas Jefferson T-STEM, 7. PSJA - Memorial, 8. La Joya - STEM, 9. La Joya - Jimmy Carter, 10. Valley View, 11. Hidalgo, 12. Edinburg Collegiate, 13. Edinburg - Economedes, 14. Mission Collegiate, 15. La Villa, 16. Edinburg North - ECHS @ North, 17. Mission CTE, 18. PSJA - Sonia Sotomayor, 19. PSJA - CCTA and CCTC, 20. PSJA - Elvis Ballew, 21. PSJA - HS, 22. La Joya - Juarez-Lincoln, 23. Monte Alto - ECHS, 24. Edcouch Elsa ECHS, 25. Rio Grande City - Preparatory, 26. Sharyland ECHS, 27. Edinburg - Robert Vela ECHS, 28.

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.

RVECH teachers will meet regularly with their assigned mentors who will provide guidance, support, and feedback on classroom observations, instruction, and development of course syllabi and timelines. RVECHS teachers will meet with STC personnel at the beginning of each semester to receive orientation and training to better align their course instruction. RVECHS will ensure that its teachers are highly qualified by providing access to professional development opportunities such as AP Institutes and trainings, Inspire Mentor Program, etc. RVEHS teachers will collaborate regularly in the planning and development of instructional activities and materials. In addition, they will provide feedback to one another from classroom observations conducted throughout the school year.

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:

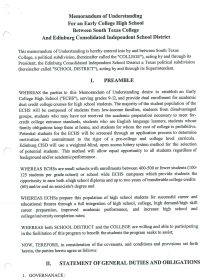
• **Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers 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



2015-2016 Student Applicationfinal.docx

Letter of Support from District #2



Status

☐ Final ☐ Draft

Expected date for final draft:

Texas Education Agency

Application for Early College High School Designation

Robert Vela Early College High School - 482911832

Generate PDF of Application

(mm/dd/yyyy)

Letter of Support from District #3

Doc_LoSDis1_Status

☐ Final ☐ Draft

Expected date for final draft:

(mm/dd/yyyy)

Letter of Support from IHE Partner #2

Status

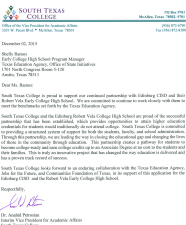
☐ Final ☐ Draft

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



ECHS RV BROCHURE2015-2016.pub