



2016-2017

Application for ECHS Designation

ECHS Applicant: Weslaco 21st Century Career Technical Education
Early College High School

Application ID: 795241913

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

1.1 ECHS Applying for Designation

ECHS Campus Name	Weslaco 21st Century Career Technical	County District Campus Number	108913009
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	700 S. Bridge Avenue	Mailing Address - Line 2	
Mailing City	Weslaco	Mailing Zip Code	78596

1.2 School District

District Name	Weslaco ISD		
Mailing Address - Line 1	319 W. 4th Street	Mailing Address - Line 2	
Mailing City	Weslaco	Mailing Zip Code	78596

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 Region 1

1.5 Person Completing this Application

Title	Dr.	First Name	Olga	Last Name	Estrada
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Contacts

Weslaco 21st Century Career Technical Education Early College High School 785944040

Phone	956-969-6742	Email	oestrada@wisd.us
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1.6 ECHS Principal/Director

Title	Dr.	First Name	Olga	Last Name	Estrada
Phone	956-969-6742			Email	oestrada@wisd.us

1.7 Superintendent

First Name	Ruben	Last Name	Alejandro
Phone	956-969-6503	Email	superintendent@wisd.us

1.7.a Superintendent (District 2)

First Name	Ruben	Last Name	Alejandro
Phone	956-969-6503	Email	superintendent@wisd.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	956-872-2303	Email	sofia21@southtexascollege.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	Shirley	Last Name	Reed
Phone	956-872-8366	Email	sareed@southtexascollege.eud

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	74	97	0	0	171
2016-2017 projected enrollment	0	0	0	100	72	97	0	269

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	80	0	0	67
At-risk	61	0	0	28
LEP	28	0	0	25
White	02	0	0	0
Hispanic or Latino	98	0	0	100
Black or African-American	.0006	0	0	0
First Generation College-Goers	N/A	N/A	N/A	95
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:
Special Education students and ELL are part of our first generation college-goers

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.

The Weslaco 21st Century CTE Early College High School Design Committee developed and adopted the following procedures:

Eligibility, Recruitment, Selection, Enrollment and Attendance for Weslaco 21st Century Early College High School

Weslaco 21st Century CTE Early College High School applied its resources to serve all eligible students who are interested in earning associate degrees in CTE related fields such as precesion manufacturing technology, diesel technology and welding at South Texas College. Century CTE Early College High School and Weslaco ISD has open this opportunity to all students which include those that are at-risk, Limited English Proficient, and/or those have failed state assessments.

Eligibility
All interested students will be encouraged to apply.

Recruitment
Classroom presentations will be conducted at each middle school during the months of January and February. Mandatory parent information sessions will take place during the months of February and March. Weslaco ISD will use district resources to inform the community about this opportunity. District resources include the following:

Local newspaper
Local TV station- KWES

Benchmark 1 - Target Population

Blackboard call out system
District's email system
Phone calls to parents and home visits
Student field trip to South Texas College Technology Campus

Selection
Until the classrooms are filled, students are selected in this order of priority:

First generation college goers
Students of low SES
Any other interested students.

In order to be considered for selection to Weslaco 21st Century CTE Early College High School students must complete the following:

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

Weslaco 21st Century CTE Early College High School Design Committee developed the procedures for recruitment and enrollment. The committee was comprised of the following individuals:

College Readiness Director- District Level
High School Principal
High School Counselor
IHE Liaison

Several meetings will take place to ensure that we developed standard operating procedures for this new program. Staff will thoroughly review the recruitment and enrollment process. They will focus on the following principles:

To provide opportunities for all students who are interested.
To focus on those students who would not attend college if they were not selected for the program.
To focus on program that would enhance parental involvement.
To identify and secure enough resources to meet enrollment objectives.
To devote enough attention to student retention as they do recruitment.
To develop programs that will assist students that are falling behind academically.

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

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 to provide opportunities to low-socioeconomic students.

Benchmark 2: P-16 Partnership Agreement

Weslaco 21st Century Career Technical Education Early College High School - 2024-2025

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	7
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	7
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	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	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

Please provide additional information about the exemplar activities related to this benchmark below.

Weslaco 21st Century CTE Early College High School Design Committee all agreed to focus on the following initiatives for recruitment purposes:

College Visits

Interested students will have opportunities to visit South Texas College and learn about the programs available. Students will have an opportunity to visit the different resources (i.e. Library, Student Center, Computer Labs) available at STC and understand that if they participate in the program, they too will have access to these resources.

Benchmark 2: P-16 Partnership Agreement

Weslaco 21st Century Career Technical Education Early College High School 785844840

Weslaco ISD will cover cost of trip, which will include meals at South Texas College.

Trip will be scheduled during the month of April, 2016. This will be a full day trip for students.

Benchmark 3: P-16 Leadership Initiative

P-16 Coordination and Communication

The ECCHS 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".

August 10, 2015 & August 14, 2015, November 2, 2015 & November 13 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. Ruben Alejandro
Cirriculum & Instrucion or Equivalent	Sue Peterson
ECCHS Principal or Director	Dr. Olga Estrada
IHE President	Dr. Shirley Reed
IHE Provost	Dr. Anahid Petrosian
Dean of College of Education	n/a
ECCHS Liaison	Sofia Pena
College Readiness Director	Norma Brewer
Weslaco ISD CTE Director	Sandra Avila

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.

Weslaco 21st Century CTE Early College High School design team and South Texas College will meet on several numerous occasions to address course offerings, staffing, tuition-fees, textbooks, transportation and the use of facilities. Other areas discussed include curriculum and instruction, governance, student support structures, parent and community involvement. As a new Weslaco Early College High School anticipates designation, the CTE ECCHS design team will strengthen their efforts to ensure that the established partnership continues to support the students of Weslaco Independent School District.

The function of the group are the following:

IHE (South Texas College) Staff:

- Provides leadership and oversees the Weslaco 21st Century CTE Early College High School programs
- Provides external upport from Texas Educational Agency, Educate Texas, and other entities
- Coordinates the successful implementation of all ECCHS initiatives with staff
- Assist with the application, promotion and implementation of ECCHS initiatives with Weslaco ISD
- Works closely with the ECCHS personnel in the promotion and the selection of participating students and faculty
- Provides support for curriculum alignment
- Supports district with resources that help our at-risk population
- Works jointly with STC department chairs and CTE ECCHS staff to ensure that course requirements, content, syllabi, etc. is aligned.
- Shares their educational philosophy and pedagogical approach with district.
- Provides support for students that have academic difficulties
- Provides support and guidance for long term planning.

District Staff

- Provides resources, such as infrastructure and funding to ensure the success of the students.
- Provides support and direction so that curriculum alignment is in place.
- Establishes procedures for blended curriculum.

If the ECCHS 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".

Weslaco 21st Century CTE Early College High School Design Team has identified and implemented the following sustainability structure to address and minimize the challenges of staff turnover:

- Extra duty pay
- Numerous staff development opportunities at no cost to teachers
- Travel reimbursement for school related activities.
- Stipends for working with special populations (ie ESL, Special Ed. etc)
- Opportunity to attend local and out-of-valley conference

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

Please provide additional information about the exemplar activities related to this benchmark below.

The Leadership Team will continuously monitor the MOU between CTE ECHS and STC to ensure it is being followed, remains representative of partners' roles and responsibilities, and makes necessary revisions to maintain/improve relationships between the partners.

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.

Weslaco 21st Century CTE Early College High School will offer the following endorsements:

Business and Industry which is an endorsement that includes courses directly related to construction technology, advanced construction technology, principles of architecture and construction, and practicum in construction management.

Multidisciplinary Studies Endorsement which allows students to select courses from the curriculum of different endorsement areas and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the Distinguished Level of Achievement.

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

Weslaco 21st Century Early College High school will offer associate degrees in Welding, Diesel Technology and Precision Manufacturing Technology. These programs will prepare students for high skill, high-demand occupations that are paramount for the continued socioeconomic growth of the Rio Grande Valley. The CTE ECHS has powerful programs to successfully accelerate more students along college and career pathways, promote community engagement efforts for continued widespread regional impact, and ensure every student transitions academic and training success into their career and the region's prosperity.

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

Eighty percent of students participating at CTE Early College High School are expected to earn a Level 2 certificate, 60 college credit hours or an Associate Degree in one of the career and technology pathways simultaneously with their high school diploma.

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

Weslaco 21st Century CTE Early College High School was designed using the key components of the Early College High School Model to motivate and to engage students who are at risk dropping out of school in learning academic and social skills necessary to complete high school and to prepare them for postsecondary success and/or workforce ready in a small learning environment. Students are engaged in rigorous and relevant instruction, research careers of interest, discuss college requirements and courses of study with teachers, counselors and staff in an effort to prepare the students for a postsecondary and/ or workforce experience.

Students below grade level will receive intensive interventions before, during, after school, and on Saturdays. The teacher will assist students during their intervention sessions during class using alternate methods of instruction. Students have the options to work with a peer tutor of their choice in English Language Arts, math, science and social studies.

Students will be assessed every six weeks to measure progress for each core content area using district's six weeks benchmarks and teacher developed tests.

Staff will utilize the following to monitor progress and identify areas of need:

Formative Assessments- Observations, questioning, discussions, graphic organizers, visual representations etc.

Summative Assessments- Benchmarks, state mandated exams, teacher developed exams, projects, etc.

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

An individualized intervention plan will be developed by core content area teachers for students struggling in reading, math, science, and social studies every six weeks based on student expectations and for those students who require remediation.

The school district will provide resources that will target the individual needs of each student. Such resources include, but not limited to the following:

iStation is a program where students discover the innovative world using technology. Students use computer adaptive assessments that dynamically adjust to each student's skill level. It provides engaging and interactive content in a game-like format that students love. It provides measurable results in elevating students to on-grade level reading. It also provides students with immediate feedback through on-time scoring.

MyOn is a complete literacy program that provides students access to thousands of enhanced digital books. Tutorials are available that are personalized to the needs of the student.

TSI is preparation program that will provide the most comprehensive and interactive preparation for students taking the TSI assessment. Staff will focus on targeting the student's area of need.

Extended Day Tutorials- students will have the opportunity to attend extended day tutorials to work on areas of need. These tutorials will be available after school and on Saturdays. Certified teachers will be hired to assist students during these tutorials.

Students eligible for special education services will receive in-class support by a certified inclusion special education teacher and a special education instructional assistant. A content mastery lab will also be created to further assist students who require oral and or written assistance during class for all core content areas.

Students Individualized Education Plan will be implemented by all classroom teachers.

Students eligible for 504 services will receive additional support by the classroom teacher as specified in the Individual Accommodations Plan.

Principal/Counselor and student advisement sessions will also be in place to promote post-secondary education. Through these sessions students will be introduced to college life, create individual academic plans that provide a pathway to an associate or baccalaureate degree, and introduce college professionals and their roles.

All students will visit South Texas College and other local IHE. The purpose of those visits will be to expose them to different programs that are available,

The students, teachers, parents and administrators will create a college-going culture on campus. The students and teachers will promote colleges on campus

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

Weslaco 21st Century CTE Early College High School will provide social and emotional support to students throughout the school year.

Staff will be provided with staff development opportunities to be able to identify and address the social emotional needs of students.

Weslaco 21st Century CTE ECHS has a full-time certified counselor and social worker.

District staff will also be available to provide students with necessary resources that are needed to be successful.

District Intervention Specialists will be available to assist students in need.

Benchmark 4: Curriculum and Support

The school counselor and social worker will design and deliver a comprehensive school counseling and intervention program that will promote student achievement. The program will be data-driven and will focus on academic, career, and social/emotional curriculum that is delivered through classroom lessons, small groups and individual counseling sessions. The school counselor or social worker will focus their skills, ti,e and energy on direct and indirect services.

Students will be provided assistance in the following areas:
Transitioning from high school classes to college level classes
Educational planning
Navigating through college information
Personal Education Planning
Academic Assessments
Career Development
Planning for post-secondary education
Personal development
Social development
Referral to appropriate in-school or out-of-school resources

Weslaco 21st Century CTE Early College High School will provide students a healthy place to learn. It will provide a sense of safety, challenge, and mission; foster positive relationships between and among adults and students; and provide students with access to mental health support and youth-development opportunities. This school will focus on both student learning and development as well as the provision of social-emotional supports that foster these outcomes. Campus staff will collect and use data to monitor individual and school progress.

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

Please provide additional information about the exemplar activities related to this benchmark below.

Weslaco 21st Century CTE Early College High School currently has 171 students total made of freshmen and sophomores. The smallest of the school helps reach students and get to know them individually. Students are comfortable and have a feeling of belonging.

Benchmark 5: Academic Rigor and Readiness

Weslaco 21st Century Career Technical Education Early College

TSI Testing and Success

Please list the dates that this group met during the past school year

August 5, 14 , October 16 & December 5, 2015

Please list the dates that the TSI will be administered in the coming year

December 12, 2015 & April 14 & 21, 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.

Weslaco 21st Century CTE Early College High School plan for TSI success is the following:

Summer Bridge Program: Students will be able to participate in this program that will help them understand themselves as learners and individuals. It will provide students with information about campus resources and procedures and enhance their time management and study skills. They will also have an opportunity to practice note-taking skills and test-taking techniques. They will have opportunities to visit institutes of higher education and learn about admissions, financial aid, and housing.

Academic Interventions: Academic interventions will be in place for students who do not master the TSI. Staff will increase structure and predictability. It will also increase positive feedback towards students. Emphasis will be placed on social behaviors that help students access academic success. Staff will address the academic, social and emotional needs of students.

Fee Waivers: Fee waivers will be available for TSI administration.

Academic Preparation Classes: Students will be offered TSI preparation classes. These preparation classes will have set expectations for each student.

The following are TSI interventions:

Edmentum Program

Extended Day

Online reviews

College readiness class

Camps

Parent contact and Awareness sessions

Staff development for teachers to prepare for TS

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

Please provide additional information about the exemplar activities related to this benchmark below.

Mentor TSI for non passers

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

ECHS is its on campus that work directly with ECHS students in instruction.

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.'

Students will have access to the following IHE resources:

Computer Labs- students will have access to computer labs during hours of operation.

Library- students will have access to library services.

Writing Labs- students will have access to writing labs located at the STC Center for learning excellence.

Cafeteria- students may use the cafeteria located at South Texas College.

Science Labs- teachers will reserve the science labs and use these labs on Fridays.

Career Center- students will have access to career centers at South Texas College during hours of operation.

Gymnasium, Weight Room, Athletic fields- students will have access to recreational types of resources.

JAGNET- Computer program provided by STC to review grades and other college type.

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.

Weslaco 21st Century CTE Early College High School Principal oversees the following:

School Orientation

Academics/Curriculum Alignment

Guidance/advisement/Parental Involvement

Data/Research

Discuss formalized procedures and structures in operations, academic achievement, and student services, to assist students in the transition between high school and college

Discuss strategies and practices aligned with the school mission, academic goals, and assessment of students' personal and academic needs

Develop problem solving strategies to address issues and challenges

Establishes and implements a shared vision and culture of high expectations for all staff and students

Implements systems that align with the school's vision and mission and improves the quality of instruction

Focuses on improving students outcome

Ensures there are high quality teachers and staff in every classroom throughout the school

Ensures and monitors high quality instructional practices.

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 ECHS Liaison works with the following:

Provides leadership and oversees the South Texas College Early College High School Program and serves as the liaison with the public school partner. Coordinates the successful implementation with other Early College High Initiatives .

Assist with the application, promotion, and implementation of Early College High School initiatives with potential school districts.

Works closely with ECHS public school districts.in the promotion and selection of participation student and high school faculty.

Works with STC faculty and staff designated to provide instruction and support services for Early College High School initiatives.

Facilitates professional development activities for public school and higher education faculty and staff designated to participate in early College High school Initiatives.

Develops schedules, implements and evaluates all aspects of the Early College High School's academic and college readiness for each participating school district.

Coordinates Early College High School course schedules, high school faculty cost agreements, and STC campus initiatives.

Assists Student Affairs with Summer Bridge program and other college related events, STC"s policies and procedures.

Maintains and organizes steering board meetings for each Early College High School as needed.

Gathers appropriate data and written reports and update for Early College High School stakeholders.

Weslaco 21st Century CTE Early College High School staff and STC Liaison will meet weekly to discuss concerns.

Is the IHE liaison working with other ECHS campuses?

☒ Yes ☐ No

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

IHE liaison works with the following campuses:

Progresso ECHS

McAllen Achieve

Mercedes ECHS

Donna ECHS

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.

Weslaco 21st Century CTE Early College High School's professional development plan will meet teachers' professional learning needs and improve student learning. It will address priorities in district master plans, school improvement plans and meet the requirements of South Texas College.

The professional development plan will include professional learning communities, project-based learning, and technology enabled learning. Staff development opportunities will also focus on relevant content area, embedded career development education, recognizing and resourcing necessary student support and alignment and preparedness for post secondary success. Staff also focuses on creating a culture that emphasizes a strong college-going pathway and/or a strong sense of success after high school and post secondary success.

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

Please provide additional information about the exemplar activities related to this benchmark below.

2014-2015 was the first school year of Weslaco 21st Century CTE Early College High School. The partnership with IHE South Texas College has helped the school learn and grow for the following school year.

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.

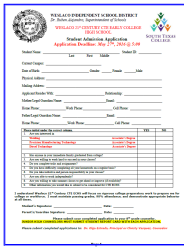
Note: To upload a new version of a document, simply drag it into the box where the current document is showing.

MOU



2015-2016 STC MOU ECHS.docx

ECHS Recruitment and Enrollment Form



Status

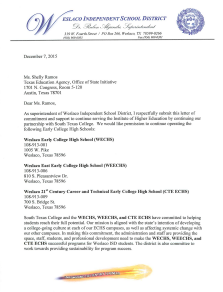
☐ Final ☒ Draft

Expected date for final draft:

01/12/16

(mm/dd/yyyy)

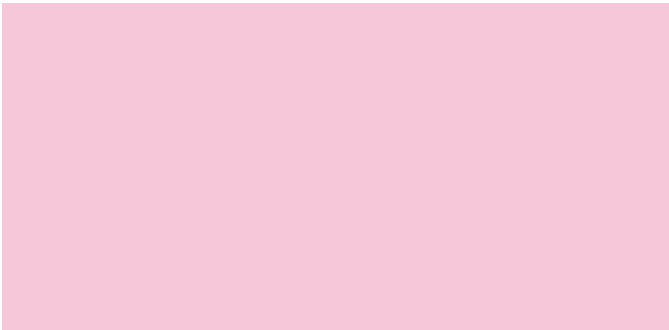
Letter of Support from District #1



Status

☒ Final ☐ Draft

Letter of Support from District #2



Status

☐ Final ☐ Draft

Texas Education Agency

Application for Early College High School Designation

Weslaco 21st Century Career Technical Education

Generate PDF of Application

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)

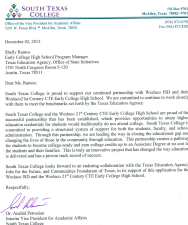
Letter of Support from IHE Partner #2

Status
☐ Final ☐ Draft

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

Expected date for final draft:
(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