



2016-2017

Application for ECHS Designation

ECHS Applicant: Hebronville Early College High School

Application ID: 151967805

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

Provisions and Assurances

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- 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

Hebbronville Early College High School - 151967805

1.1 ECHS Applying for Designation

ECHS Campus Name	Hebbronville Early College High School	County District Campus Number	124901001
County District Campus Number 2		County District Campus Number 3	
CDC Number Use	<input checked="" type="radio"/> Shared With a Comprehensive Campus <input type="radio"/> 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	210 Longhorn Lane	Mailing Address - Line 2	
Mailing City	Hebbronville	Mailing Zip Code	78361

1.2 School District

District Name	Jim Hogg County ISD		
Mailing Address - Line 1	210 Lucille	Mailing Address - Line 2	
Mailing City	Hebbronville	Mailing Zip Code	78361

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 Address - Line 2	
Mailing City		Mailing Zip Code	

1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	Coastal Bend College		
Mailing Address - Line 1	3800 Charco Road, Box #197	Mailing Address - Line 2	
Mailing City	Beeville	Mailing Zip Code	78102
How many ECHS does this IHE partner with?	7		

1.3 Second Primary Institution of Higher Education (IHE) Partner

Partner Name			
Mailing Address - Line 1		Mailing Address - Line 2	
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 Address - Line 2	
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	Mr.	First Name	Ernesto	Last Name	Perez
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Contacts

Hebbronville Early College High School - 151967805

Phone 3612279114

Email eperez@jhcisdpk12.org

1.6 ECHS Principal/Director

Title Mr. First Name John

Last Name Salinas

Phone 3615273203

Email jesalinas@jhcisdpk12.org

1.7 Superintendent

First Name Miguel

Last Name Perez

Phone 3615273203

Email mperez@jhcisdpk12.org

1.7.a Superintendent (District 2)

First Name Miguel

Last Name Perez

Phone 3615273203

Email mperez@jhcisdpk12.org

1.7.b Superintendent (District 3)

First Name

Last Name

Phone

Email

1.8 Institution of Higher Education Liaison

First Name Kayla

Last Name Debora-Jones

Phone 361-354-2714

Email kdjones@coastalbend.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 Beatriz

Last Name Espinoza

Phone 361-354-2207

Email bte@coastalbend.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

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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	85	69	73	70	297
2016-2017 projected enrollment	0	0	0	85	85	72	75	317

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	79	0	0	88
At-risk	62	0	0	56
LEP	2	0	0	2
White	4	0	0	5
Hispanic or Latino	96	0	0	94
Black or African-American	0	0	0	0
First Generation College-Goers	N/A	N/A	N/A	86
Other	1	0	0	1

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.

The Hebbronville Early College High School (ECHS) will serve and include plans to serve students in grade 9 through 12 and will target and enroll students who are at risk of dropping out of school and who might not otherwise go to college. Historically, Jim Hogg County ISD (JHCISD) has been a district where a large majority of students are first generation college goers. Hispanic/Latino students lacking access to the academic preparation needed to meet college readiness standards and students whose cost of attending college is challenging. JHCISD is a 3A district serving students through one vertical of PK-12 schools. The three vertical campuses include Hebbronville Elementary, Hebbronville Junior High and Hebbronville High School who serve the entire county of Jim Hogg. Hebbronville is located in a remote and beautiful ranching community in south Texas near the Rio Grande border. As a result, our community has very unique challenges and disadvantages that inhibit students from getting access to a post-secondary education and beyond. Therefore, an early college district initiative would serve as the vehicle of hope, confidence and access to our wonderful economically disadvantaged but very talented and gifted community.

A performance-blind framework will be utilized for enrollment and recruiting purposes. In essence, all students district-wide will have the opportunity to access and partake in this ECHS initiative. Therefore, enrollment will be open to all incoming 9th graders from our 8th grade junior high school and other neighboring communities (A broader explanation of "neighboring communities" is forthcoming). JHCISD will not have an application process that secludes students. A lottery process that only allows the "lucky few" to have access, will also not be utilized. Because our school district is small, we do not want to alienate any student. Consequently, we will truly become a "College 4 All" district by giving every single child in JHCISD the opportunity to experience and achieve post-secondary success.

As an Early College High School, we are in the process of scaling up to serve students in grades 9 through 12 and target students who are at risk of dropping out of school and those who might not otherwise go to college, which this criteria is inclusive of our entire district. The vision of JHCISD Hebbronville Early College High

Benchmark 1 - Target Population

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School program is to include all students residing in the Jim Hogg County ISD attendance zone. Additionally, there are other neighboring ISD's that mirror the student demographics of JHCISD, thus having similar challenges as we do. Therefore, JHCISD would like to invite students from neighboring communities including, Benavides, Realitos, Bruni, Mirando City, Guerra, Concepcion, Premont and Falfurrias who face similar post-secondary barriers to partake in this college geared initiative. Through an open admission policy, JHCISD administration will collaborate with nearby school districts, which may be interested in having their students attend Hebbronville Early College High School (ECHS) using a flexible schedule and ADA agreements that would benefit both districts, thus, serving students who may not be able to reside in the Jim Hogg County attendance zone, who are also first generation college goers. Hispanic/Latino and students lacking access to a post-secondary education. The aforementioned neighboring rural communities in South Texas also live in very impoverished conditions, so the Hebbronville Early College High School (ECHS) will be an advantageous initiative that would help these neighboring rural communities who may not otherwise have access to a rigorous collegiate level scholastic program. The Hebbronville Early College High School (ECHS) will provide our district and our community with an opportunity to bridge excellence and equitable initiatives that foster hope, confidence in many of our ranching rural families whose dream will finally come true; as their kids have opportunities that they did not have to enter into a post-secondary institution. The application process for any of these students from neighboring respective ISD's who would like to be part of this initiative has not be fully developed yet. JHCISD does not want to take their best student from our neighboring schools, we want to expand our program by giving their interested students who meet the criteria outlined by TEA access to our Hebbronville Early College High School (ECHS) program. JHCISD plans to meet with the neighboring ISD Superintendents in an effort to begin this initiative for the fall of 2016.

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

Based on district and demographic data, JHCISD has been disproportionately represented in college admission and completion programs. A series of annual College and Career symposiums continues to be coordinated by place a District wide College and Career Committee. The meetings have continued and have set about a yearly symposiums in which ex-students from JHCISD come tell their story to the student body. Many students realize that college is for all and opens up many new opportunities. JHCISD will encourage the enrollment of any sub-populations and will not exclude students who have not met state standards in assessments, students with discipline history or students with a challenging grade point average.

JHCISD has opened this opportunity to students district-wide and will continue to pursue a program for neighboring communities who have similar demographic characteristics. JHCISD and neighboring communities have a large majority of students who are first generation college goers, who are historically underrepresented in college preparation including but not limited to Hispanic/Latino, students lacking access to the academic preparation needed to meet college readiness standards and students whose cost of attending college is challenging.

Lastly, JHCISD will utilize both qualitative (surveys, questionnaires and interviews, etc.) and quantitative (test, college course completion rates, college grades, attendance, enrollment, etc.) measures to determine future needs in an effort to enhance recruiting, enrollment and processes in an effort to effectively operationalize this procedure. Finally, Hebbronville Early College High School (ECHS) will make available to TEA their annual recruitment and enrollment policies and data. The goal remains to have students enter college, receive college credits, obtain an associate's degree and eventually complete a baccalaureate degree.

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?

The Hebbronville Early College High School (ECHS) will serve, and include plans to serve students in grades 9 through 12 and will target and enroll students who are at risk of dropping out of school and who might not otherwise to to college. The performance-blind framework will allow ALL students to partake in this Hebbronville Early College High School (ECHS) program. All of the students will be admitted in this grand opportunity regardless of background or academic performance. As a result, the Hebbronville Early College High School (ECHS) demographics will proportionally mirror district representation in the areas of at-risk, special education and economically disadvantage students. A lottery process that only allows the "lucky few" to have access will also not be utilized. Because our school district is small, we do not want to alienate any single child in JHCISD, the opportunity to experience and achieve post-secondary success. Therefore, JHCISD exceeds implementing criteria and meets exemplar status as measured by the blueprint criteria.

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	1,4
Administration of statewide instruments under Subchapter B, Chapter 39	4
Grading periods and policies	5,6,8
Courses of study	3,4,5,6
Curriculum alignment	1,2,3,4
Instructional materials	7
Instructional calendar	7
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	1,6,7
Student enrollment and attendance policies	2,7,8
Provisions for discontinuing ECHS operation (see next section for details)	8,9
<ul style="list-style-type: none"> • 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 	3,4,5,6

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	4,6,7
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	2,3,5
Procedures for collecting and sharing student and teacher data	2,4
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	1
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	3
Provisions for implementing program improvements based on the collection and review of the following data:	
<ul style="list-style-type: none"> • 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 	3,4,5,8

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.

The Hebbronville Early College High School has a signed MOU that defines the partnership between JHCISD and Coastal Bend College. The MOU was designed to be a working draft that seeks to be enhanced, amended and improved as we; (ISD and IHE) continue to find better ways to support this ECHS initiative in the early stages. Both the IHE and the ISD understand the basic foundational aspects of the MOU, and that is why, we both, the President and the Superintendent have signed this commitment document for the purpose of the ECHS TEA Application. However, this MOU will be revised as we both agree on areas needing improvements during these early stages. The MOU serves as an agreement to collaborate in ways that enhance the opportunities for students to gain the privileges, services, and college credits. Both the ISD and IHE will continue to modify the MOU to ensure that continuous interventions and improvements addressed. Therefore, both the IHE and ISD will continue to meet in the coming year to solidify this document and continue communicating with the IHE on matters that arise and need revision. Our next planned meeting between the IHE and ISD will be in the spring of 2016 to prepare for the 2016-2017 school year as we plan for our next full year of cohort 1 and begin preparations for our new cohort 2 of incoming

Benchmark 2: P-16 Partnership Agreement

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freshmen. The majority of the key elements have been addressed accordingly, however, both institutions are eager to collaborate for a continued successful long-term ECHS model for the benefit of student advancement in college-level course work and degree attainment.

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".

4/2, 5/15, 5/27, 6/2,7/1, 8/5, 8/16, 9/28, 10/15, 10/21

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. Miguel Perez
Cirriculum & Instruction or Equivalent	Dr. Miguel Perez
ECCHS Principal or Director	John Eric Salinas
IHE President	Dr. Beatriz Espinoza
IHE Provost	Dr. Michael Chavez
Dean of College of Education	Dr. Kyle Wagner
ECCHS Liaison	Kayla Debora-Jones
Hebbronville Junior High	Ray Garza
Hebbronville Elementary	JoAnn Valderas
Hebbronville ECCHS Counselor	Lynda Almaraz
Hebbronville Junior High School	Brigette Gonzalez
Hebbronville ECCHS Director	Ernesto A. Perez

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.

Jim Hogg County ISD prides itself on leading and sustaining positive academic change through the involvement and collaboration of their IHE partner through the "Hebbronville ECCHS Leadership Task Force." JHCISD and Coastal Bend College (CBC) will continue to develop and maintain a leadership team that meets and communicates regularly to address issues of design and sustainability. The leadership team is composed of members who have decision-making authority from JHCISD and CBC; their objective is to develop, sustain and enhance the partnership through a purposeful and deliberate mutual collaboration by aligning curriculum, pedagogy, policies, intellectual and human capital resources to fortify the P-16 partnership for the long-term success of Hebbronville Early College High School. The ECCHS will report on an annual basis at the end of July of each academic year to both the JHCISD and CBC Board of Trustees using a locally developed report by integrating locally determined benchmarks, metrics and holistic measures using both qualitative and quantitative data. Additionally, the task force objectives include, reviewing degree plans, course offerings, student progress, enhancing the summer bridge program, recruitment of new junior high students into the program, introducing the ECCHS program to elementary parents and the development of innovative and rigorous Texas Success Initiative (TSI) intervention solutions.

Each of the members of the task force members plays a very important role, as each individual has the decision-making authority to allocate financial, intellectual, human and social capital resources and in some cases, these are the individuals who will be able to implement the policies and agreements of the MOU as we seek to foster the hallmark of equity and excellence within this Hebbronville Early College High School initiative. Through collaborative dialogue, the task force recommendations include the offering of ECCHS courses to all of its students at no cost to the parents. Therefore, JHCISD will subsidize the cost of tuition and fees, transportation, textbooks, software, and any other related costs associated with the students' participation in a post-secondary institution. The task force will continue to meet quarterly and communicate as necessary if needed.

The most important accomplishment of success is the designation of JHCISD as an Early College High School and giving all students the opportunity to receive college credits and possibly an associates degree upon graduation from high school. We are moving forward with the renewal application process for the Hebbronville Early College High School initiative at Jim Hogg County ISD. Thanks to the continued support by our partner IHE (CBC) during the first year of designation as an ECCHS, JHCISD is confident in the success that this ECCHS initiative has and will continue to breed for the families of our lovely rural border community in South Texas.

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".

School districts located in rural geographical areas of South Texas are challenged with recruiting and retaining highly qualified faculty; JHCISD Hebbronville Early College High School (ECCHS) is not the exception. This year, JHCISD has focused on recruiting and retaining highly effective teachers in order to minimize staff turnover by retaining the best and attracting the brightest in the field of education to our district. Our recruitment campaign will begin in the spring semester annually. We plan to partake in recruitment fairs throughout the South Texas Rio Grande Valley region. Some of those recruitment fairs include our partnership with the following universities: Texas A & M International, Texas A & M Kingsville, Texas A & M Corpus Christi and University of Texas Rio Grande Valley. The Superintendent is leading positive change efforts in order to enhance the organizational culture and climate of the JHCISD Hebbronville Early College High School (ECCHS), resulting in a reduced number of staff turnovers. Another important element in this new journey is the effective collaboration with Coastal Bend College. The Principal, Early College Director and the IHE liaison, with the guidance of the superintendent, will monitor staff turnover data annually to continue to bring continuity to the ECCHS. In essence, the superintendent is building a strong foundation on transparency, honesty, and effective communication from all stakeholders to minimize uncertainty and ambiguity. Finally, there will be a robust emphasis on having autonomous and reflective human resource protocols that will empower the principal as the instructional leader to be the CEO of the ECCHS.

JHCISD ECCHS strategically constructed a master schedule that allows for highly qualified personnel to teach courses with the IHE partner. This effort and process has strengthened the intentions of employees to continue their professional growth in the field of education making JHCISD a great employer for current and returning

educators.

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.

Jim Hogg County ISD prides itself on leading and sustaining positive academic change through the involvement and collaboration of their IHE partner through the "Hebbronville ECHS Leadership Task Force." JHCISD and Coastal Bend College will continue to meet and communicate continually to address issues of design and sustainability. The leadership team is composed of members who have decision-making authority from JHCISD and Coastal Bend College; their objective is to develop, sustain and enhance the partnership through a purposeful and deliberate mutual collaboration by aligning curriculum, pedagogy, policies, intellectual and human capital resources to fortify the P-16 partnership for the long-term success of Hebbronville Early College High School (ECHS). JHCISD exceeds implementing criteria and meets exemplar status as measured by the blueprint criteria.

Benchmark 4: Curriculum and Support

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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 Hebbronville Early College High School (ECHS) will provide a rigorous course of study that enables all students to seek a high school diploma with an endorsement in all 5 disciplines. JHCISD was fortunate to recruit 2 new individuals for the 2015-2016 school year to our ECHS, one with an MBA so students can pursue an endorsement in Business and Industry and the other individual is a police officer who can teach classes towards a Public Service Endorsement. Hebbronville Early College High School offers students a wide variety of courses so that students can complete the Foundation High School Plan with endorsements in STEM, Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies. Hebbronville ECHS will be flexible in allowing students to change their endorsement upon the start of the 10th grade year and will continue to provide the academic support in guiding student towards the completion of their chosen endorsement course pathway. This will allow students to become more aware and self-confident in attaining their associates degree while in high school. Hence, their social and emotional needs will be met.

The ECHS expects that students will earn more than one endorsement. As an additional option, the Superintendent is in the process of getting business partners in Hebbronville and surrounding areas who would like to invite our ECHS to become interns in their corporation. This experience will be invaluable to our students as they begin to build their social capital network and resume experiences. Furthermore, our IHE partner offers a variety of programs for lucrative, on-demand career fields.

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

The Hebbronville Early College High School will offer one-degree option leading to a baccalaureate degree. Through the IHE collaboration the ECHS will offer an Associate of Arts Degree (AA) using the following course degree plan:

	FALL	SPRING	HOURS
9TH GRADE	SPCH 1311 (ISD Staff)	SOCI 1301 (ISD Staff)	6 HRS
10TH GRADE	ARTS 1301 (IHE Online)	BCIS 1305 (ISD Staff)	6HRS
11TH GRADE	ENGL 1301 (IHE Online) HIST 1301 (ISD Staff) SPAN 1411 (ISD Staff)	ENGL 1302 (IHE Online) HIST 1302 (ISD Staff) SPAN 1412 (ISD Staff)	20 HRS
12TH GRADE	ENGL 2322 (IHE Online) GOVT 2305 (ISD Staff) BIOL 1408 (ISD Staff) MATH 2412 (IHE Staff)	ENGL 2323 (IHE Online) GOVT 2306 (ISD Staff) CHEM 1406 (IHE Online) MATH 2413 (IHE Online)	28 HRS

TOTAL HOURS EARNED = 60 HRS

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

The ECHS will seek to provide the following Level I certificates:
Accounting I, Basic Welding Technology I, Information Technology I, OSHA

The ECHS will seek to provide the following Level II certificates:
Business Technology Administration, Welding Technology II

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

Hebbronville Early College High School (ECHS) will continue to collect both quantitative and qualitative data for the purpose of monitoring student progress. Student data will be utilized to support scholastic growth and the achievement of every Hebbronville Early College High School (ECHS) scholar (student). The ECHS uses DMAC Student Data Management System to collect, disaggregate, collate and produce teacher, administrative and district reports. Additionally, JHCISD and the ECHS work in collaboration with Region 1 Education Service Center to support the technical and professional development needs related to the DMAC data system.

The Hebbronville Early College High School (ECHS) uses DMAC in dual function by providing faculty access to student STAAR data and Curriculum Based Assessment (CBA's) data. ECHS faculty generates these reports to inform and align instructional action plans. Data from CBA's is collated and analyzed by faculty and administration in order to differentiate instructional areas needing personalized attention for struggling students. These CBA's will be administered to students every 3 weeks. The ECHS faculty has been trained and will continue to be supported as we seek to progress monitor student academic needs continuously. Academic teams with the guidance of the ECHS principal will review the DMAC reports. Protocols from a Professional Learning Community (PLC) are utilized to ensure that teachers have an opportunity to engage in academic dialogue in order to incorporate data findings into purposeful instructional planning and alignment.

Assessment results are reviewed to establish academic SMART goals and to identify academic gaps between student subgroups. Our goal is to use data driven decision making in order to recommend curriculum and instructional adjustments for the immediate future and to also establish long-term interventions. Additionally, administrators will carefully review school, and classroom data to make informed decisions regarding scheduling and student course placement. The PLC process will include data analysis using Coastal Bend College data and personnel. A collaborative planning approach is the expectation at the ECHS and will continue to be the standard operating procedure. Additionally, administrators will include walkthrough data from instructional learning walks to determine effective teaching methodologies. Moreover, in order to increase the rigor throughout the ECHS, teachers are encouraged to perform Teaching and Learning Tours that get teachers to observe other teachers. The Tours will allow faculty to review the instructional practices within the ECHS as we focus on increasing student self-efficacy and their focus on control. Hebbronville Early College High School teachers have also opened a dialogue with ECHS teachers from other districts to learn best practices in the classroom.

Therefore, the Hebbronville Early College High School (ECHS) will seek to know and understand the academic background and progress of all students by utilizing individual student profiles to track and monitor academic growth.

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

In order to ensure that every student at the Hebbronville ECHS program will have full academic support and personalized attention, the ECHS will continue using data analysis to chart the individual progress of students throughout the year. Subsequently, the ECHS faculty will continue to make recommendations to support the instructional efforts for all subgroups. The school administration will seek to ensure that the ECHS is focusing on longitudinal STAAR data and TSI results. The school will target students in need of interventions in order to provide prescriptive remediation, reinforcement, acceleration, intensive tutoring, and enrichment activities that are customized to meet student's individual needs. Moreover, master schedules will be designed to have a direct instructional impact guided by data extracted from the STAAR End of Course exams and TSI results that will specifically address the scholastic, cognitive, social and emotional needs of our identified economically disadvantaged, at-risk, first time college goers and special education students.

All stakeholders including campus and district personnel will be responsible and accountable for guiding and facilitating the understanding of the measures and standards involved in having students attain post-secondary readiness. Enrolled freshmen and sophomores who have failed a section of the TSI will be placed into an additional intervention course that addresses the areas of need. Students will be assigned to teachers involved in academic teaming in an effort to continue to have a low student-teacher ratio, which will allow our faculty to provide an intensive approach for effective and prescriptive instruction. Additionally, the Hebbronville Early College High School (ECHS) will provide extended day and optional extended year, including flexible scheduling options within the day to further personalize the learning environment for identified targeted students. The Hebbronville Early College High School (ECHS) in collaboration with the IHE and Region 1 will provide professional development seminars to ECHS faculty to increase their instructional and pedagogical capacity to assist at-risk struggling students with the effective implementation of differentiated instruction, flexible grouping, modifications and accommodations that are research-based academic interventions.

In addition, the ECHS will be collecting and maintaining teacher data reports that include formative and summative data reports, grade distribution and attendance trends. These reports will be utilized to facilitate instructional coaching sessions with teachers. The ECHS will also create and maintain student profiles for every student. This will facilitate teacher, and administrative monitoring of students to review and evaluate progression toward post-secondary success during their tenure at the ECHS. Moreover, students will be charting their progress using an assessment portfolio. Hebbronville's ECHS staff will commit to these initiatives and support systems to ensure that students experience academic success.

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

The Hebbronville Early College High School (ECHS) faculty with the guidance of the principal and under the leadership of the superintendent seeks to provide social and emotional targeted support for our first time college goers. The ECHS's principal, director and counselor are primarily responsible and accountable for addressing the specific needs of the students involved in the ECHS program. These three administrators will work in collaboration with Coastal Bend College transition specialists to advise and guide students with the essential skills and knowledge that will assist students in managing all of the college related activities. The IHE partner will also have a counselor available that will provide students the guidance needed to cope with social and emotional topics. Character building and family advocacy lessons scheduled throughout the year will ensure that the student's social and emotional support is provided. Students identified as struggling learners will continue to be mentored by an identified staff member. This mentor will assist students with classes, attendance and grades by making sure they are properly served with prescribed interventions. Professional development activities will include creative ways faculty, staff and administration can work collaboratively in all matters related to the ECHS program. The ECHS will continue to solicit the assistance of community representatives, leaders, professionals, and other distinguished individuals who can help by becoming guest speakers or additional campus support team members to help motivate students, improve their self-

esteem and self-efficacy.

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.

JHCISD exceeds implementing criteria and meets exemplar status as measured by the blueprint criteria. The Hebbronville Early College High School (ECHS) will provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas High Education Coordinating Board's (THECB) core curriculum leading to an Associates of Arts Degree (AA) or up to 60 credit hours toward a baccalaureate degree for grades 9-12. Hebbronville Early College High School (ECHS) will continue to collect both quantitative and qualitative data for the purpose of monitoring student progress. The Hebbronville Early College High School (ECHS) uses DMAC and Naviance in a dual function by providing faculty access to student STAAR and Curriculum Based Assessments (CBA) data, as well as college and career planning. ECHS faculty generates these reports to inform and align instructional action plans. Student data will be utilized to support scholastic growth and the achievement of every Hebbronville Early College High School (ECHS) scholar. Additionally, the Hebbronville Early College High School (ECHS) will continue to provide extended day, extended week, and optional extended year, including flexible scheduling options within the day to further personalize the learning environment for identified targeted students. The Hebbronville Early College High School (ECHS) in collaboration with the IHE and Region 1 will continue to provide professional development seminars to ECHS faculty to increase their instructional and pedagogical capacity to assist at-risk struggling students with the effective implementation of differentiated instruction, flexible grouping, modifications and accommodations that are research-based academic interventions. The ECHS will continue to partner with Coastal Bend College, which offers a variety of programs for lucrative, on-demand career fields.

TSI Testing and Success

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

9/28, 10/15, 10/21, 11/18

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

12/7,12/8,12/9,12/14,12/15,12/17,1/18,1/19, 1/20, 4/4, 4/5, 4/6, 6/27, 6/28, 6/29

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.

Hebbronville Early College High School's (ECHS) plan for TSI success will begin with informational sessions in the spring semester of their 8th grade year. A series of "Pre-College Informational Boot Camps" will provide students with a foundation on what is needed to successfully partake in college level course work as an incoming 9th grade student. The ECHS acknowledges that the TSI is the first barrier for college access that students must tackle. The Hebbronville Early College High School (ECHS) will continue to inform and include parents in all communication related to this college initiative and will be broken up into five phases. Some of the activities include TSI testing requirements, summer bridge program, Pre-TSI activities and courses available to all students as they transition to the ECHS Program. Phase 1 will include the Pre-TSI course incorporated into the school day designed to expose and engage all 8th grade students in a rigorous TSI preparation. Subsequently, Phase 2 will be followed by a Summer Bridge Program that will focus on providing students with the opportunities to learn college-readiness skills, social, emotional and metacognitive strategies that will further prepare ECHS students for college-level course work. Phase 3 will include the TSI administration of the assessment, which be made available to ECHS students the summer before they enter their 9th grade year. Phase 4 will include the intensive targeted interventions for all students who were not successful on the TSI. As a result, all ECHS students will take an orientation course, "Cougar Course", required of all incoming freshmen to the IHE, Coastal Bend College. This course taught by a CBC adjunct professor that is part of the Hebbronville Early College High School staff, will prepare students for the rigors of college courses and will work with students on their social and emotional needs while transitioning between high school life and college life. Lastly, Phase 5 will include a second round of TSI administration held at the next administration of the exam. In addition, the IHE will incorporate PLATO online learning as an intervention program for all unsuccessful students. The PLATO program is aimed at improving the academic skills through an online platform that uses high instructional quality for TSI preparation.

Additional services available to students from the IHE include online services such as Blackboard, Campus Connect and access to a personalized college student email account. Students will also participate in a fully immersive summer college experience by taking classes during the summer bridge program. Subsequently, the course curriculum was designed to teach practical and valuable skills that will assist with college course success. Similarly, the course will incorporate other life skill modules that highlight the importance of money management, study skills, and exploring career options.

JHCISD will subsidize all assessment student fees related to the Texas Success Initiative testing and other achievement entrance exams such as ACT, SAT and PSAT. Finally, the Hebbronville Early College High School (ECHS) will gather and examine data related to TSI results in order to develop future interventions. The ECHS will disaggregate data by target student population and report it to TEA accordingly.

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.

JHCISD exceeds implementing criteria and meets exemplar status as measured by the blueprint criteria. The Hebbronville Early College High School (ECHS) will administer a Texas Success Initiative (TSI) college placement exam to all students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance. Additionally, the district is now a TSI administering site. The IHE helped train the ECHS personnel on administering the TSI exam. Hebbronville Early College High School (ECHS) administers the TSI college readiness exam to our students and provides immediate feedback to students and parents. All TSI readiness program information will be made available to students and parents both in English and Spanish in the form of newsletters, the schools and district's website, and TSI Brochures from the College Board website, which will streamline the information distribution. Entering freshmen students will already have a full ninth grade semester, a summer bridge program, and prescriptive tutoring sessions to prepare them for all available TSI assessment opportunities. The school will take all TSI data utilized by the Hebbronville Early College High School (ECHS) and IHE staff to identify student weaknesses and plan appropriate interventions for all students who have not mastered the TSI. These efforts are especially important, as the school wants student cohorts to remain together and successful. The TSI assessment data will also be utilized by the stakeholders involved in the ECHS advising phase when guiding students during their degree planning sessions. Based on their performance, students will either be enrolled in a college-level course or placed in the appropriate college readiness class. Students who need additional academic support will be provided intensive targeted academic tutorial sessions. As an additional resource, the IHE is making available the PLATO online learning platform to all ECHS students. The PLATO program is aimed at improving the instructional capacity of the struggling student through this quality TSI intervention program.

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 converted/transformed, school-wide high school 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.'

The Hebbronville Early College High School (ECHS) will provide a full day program and will assign the principal, as the highest instructional leader with 100% of ECHS responsibilities in scheduling, hiring, and budgeting; an IHE liaison with decision-making authority and highly qualified faculty with support and train. JHCISD currently does not have the financial resources to build a facility (ECHS) at the IHE partner site. However, this financial challenge will not inhibit Hebbronville ECHS students from being exposed to a college going culture. The ECHS is committed to creating an awareness and college readiness campaign for all students. Therefore, in collaboration with Coastal Bend College, the IHE has committed to providing open access to any and all college intellectual resources, facilities and human capital assets with high expectations of the ECHS student success. The ECHS students have visited and will have continuous opportunities to visit, take courses, and partake in the Coastal Bend College life and culture. ECHS students have already received their Coastal Bend College student IDs which allows them access to any and all college events. Due to the distance to the IHE, most course work will take place at the ECHS facility. However, it is the intent of our program to have our students to participate in a portion of their course work at the Coastal Bend College facility during each semester. This will allow our students to become immersed, feel involved and take part in the entire college going experience.

The ECHS students will also be fully immersed in a college setting during the Summer Bridge Program where students will visit and tour the campus and be housed at the IHE's dormitories. The Bridge program is designed to allow students to utilize all of the IHE support facilities including the Coastal Bend College Student Success Center, Gymnasium, STEM Center, Student Union Building, Tutoring Support Center, Student Life Activity Center and Cafeteria. Moreover, the IHE support staff will be readily available to interact with ECHS students through advisors, tutors, librarians and professors. In addition, technology tools such as Mac and PC laboratories, E-Library, Blackboard, Adobe Connect and Distance Learning opportunities will enhance the student's repertoire of career skills need to experience success in this twenty-first century digital world. Finally, the Career Center will help ECHS students with resume building and interviewing tips. All of these initiatives will help the students be ready for the real world.

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 is the highest authority at the campus level as appointed by the Superintendent of Schools. The principal will be governed by JHCISD and subject to federal and state laws and JHCISD's Board and policies. The principal will have the autonomy to operate within the rules and guidelines established by the Texas Education Agency (TEA) and the JHCISD to continue approval of an ECHS designation annually. The principal is highly qualified professional who is knowledgeable and understanding of college transition, college readiness initiatives and standards with a strong background of curriculum and instruction. The ECHS principal will be empowered and has the autonomy to hire and recruit highly qualified staff, prepare budget, administer student assessments, align curriculum and provide rigorous professional development to ECHS faculty. As a College 4 ALL District, all students will have the opportunity to enroll in core and elective college courses as appropriate beginning at their ninth grade year. In addition, the principal will monitor student data for the ECHS college students and report the findings to the JHCISD Superintendent or designee through the established JHCISD governance structure.

The principal will also have access to the Office of the President/Vice President or designee regarding academic and collegiate matters concerning the ECHS and Coastal Bend College. Furthermore, the principal and ECHS director will communicate with the IHE liaison on a monthly basis. The principal will also work closely with all stakeholders to conduct outreach activities for the purpose of increasing their parental participation for the target population of minority students who are at-risk, economically disadvantaged and those who are receiving special education services with the objective to increase the number of first time college goers underserved in higher education institutions. Lastly, the principal will evaluate and report annually to the state of the ECHS program to the JHCISD and Coastal Bend College (CBC) executive staff and their respective board of trustees.

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.

Coastal Bend College has designated an IHE liaison whose duties and responsibilities will be to serve as the primary contact to maintain open, continuous lines of communication between the ECHS and Coastal Bend College. This individual will seek to strengthen the partnership for long-term sustainability. The liaison will coordinate with the ECHS principal/director and other staff on a timely basis in developing, implementing, and evaluating individual curriculum plans for students to attain an associate's degree and high school diploma. The liaison will also meet with the Superintendent of Schools on a quarterly basis to discuss progress and areas of improvement. In addition, the liaison will facilitate registration of ECHS students for appropriate Coastal Bend College (CBC) courses each term. Moreover, this individual will oversee the summer bridge program and other college related activities. Additionally, the liaison will collaborate with the ECHS counselor to guide students in their chosen career pathways. Lastly, the liaison will assist in coordinating the administration of TSI testing for ECHS students and partake in all of the meetings between ECHS and CBC.

Is the IHE liaison working with other ECHS campuses?

Yes No

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.

JHCISD is committed to providing professional development opportunities for professional staff members that will strengthen the knowledge and implementation of research based practices at the classroom level. Similarly, the IHE will provide the ECHS staff development days that are in alignment with the ECHS goals and priorities. Hebbronville Early College High School teachers will also be given opportunities to collaborate with college professors and early college teachers from other districts to align instruction and content standards in an effort to facilitate the transition from high school to collegiate level instruction. Furthermore, JHCISD has received training and continues to collaborate with organizations such as Educate Texas and the Early College Summit to create an academic culture that enables struggling learners to achieve success in college courses on the accelerated timeline of an early college high school. JHCISD and the IHE will engage in "Instructional Rounds" in order to provide formative feedback through peer observations as a reflective growth protocol.

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.

JHCISD exceeds implementing criteria and meets exemplar status as measured by the blueprint criteria. The Hebbronville Early College High School will continue to provide a full day program and will continue to assign the principal as the highest instructional leader with 100% of ECHS responsibilities in scheduling, hiring, and budgeting; an IHE liaison with decision making authority and highly qualified faculty with support and training to support the ECHS program. The ECHS students will have continuous opportunities to visit, take courses, and partake in the Coastal Bend College life and culture. While some of the course work will take place at the ECHS facility, it is the intent of our program to have the ECHS student participates in a portion of their course work at the Coastal Bend College facility. Additionally, the ECHS students will also be fully immersed in a college setting during the Summer Bridge Program where the students will tour the campus and be housed at the IHE's dormitory during this period. The Bridge program is designed for all students to utilize all of the IHE support facilities including the Coastal Bend College Student Success Center, Gym, STEM Center, Student Union Building, Tutoring Support Center, Student Life Activity Center and Cafeteria. CBC has designated an IHE liaison whose duties and responsibilities will be to serve as the primary contact to maintain open, continuous lines of communication between the ECHS and Coastal Bend College. This individual will seek to strengthen the partnership for long-term sustainability. The liaison will coordinate with the ECHS Principal/Director and other staff in developing, implementing and evaluating individual curriculum plans for students to attain an associate's degree and high school diploma. Finally, the JHCISD is committed to providing professional development opportunities for professional staff members that will strengthen the knowledge and implementation of research based practices at the classroom level. Similarly, the IHE will provide the ECHS staff development days that are in alignment with the ECHS goals and priorities. Hebbronville Early College High School teachers will also be given opportunities to collaborate with college professors to align instruction and content standards in an effort to facilitate the transition from high school to collegiate level instruction.

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



ECHS MOU - JHCISD Draft 2016-2017.docx

Status

Final Draft

Expected date for final draft:

(mm/dd/yyyy)

ECHS Recruitment and Enrollment Form



ECHS enrollment profile (2).docx

Letter of Support from District #1



JHCISD ECHS Letter of Support 2015.docx

Status

Final Draft

Expected date for final draft:

Letter of Support from District #2



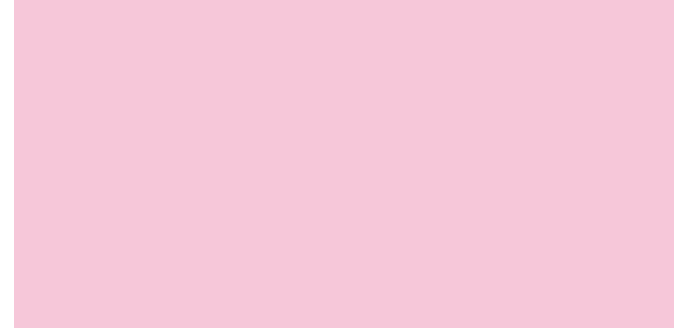
Status

Final Draft

Expected date for final draft:

(mm/dd/yyyy)

Letter of Support from District #3



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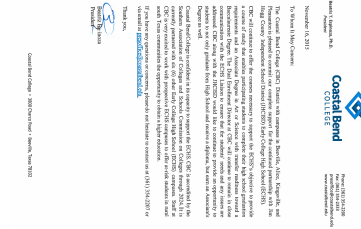
Final Draft

Expected date for final draft:

(mm/dd/yyyy)

(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 #2



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



JHCISD Enrollment Docs.docx