



2016-2017

Application for ECHS Designation

ECHS Applicant: Robstown Early College High School

Application ID: 462559755

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

Robstown Early College High School - 462559755

1.1 ECHS Applying for Designation

ECHS Campus Name	Robstown Early College High School	County District Campus Number	178909001
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	0		
Application Status	New: applying for the first time to open and operate as a designated ECHS in the next school year.		
Mailing Address - Line 1	609 W. Hwy 44	Mailing Address - Line 2	Robstown, Tx 78380
Mailing City	Robstown, TX	Mailing Zip Code	78380

1.2 School District

District Name	Robstown Independent School District		
Mailing Address - Line 1	801 North 1st Street	Mailing Address - Line 2	Robstown, Tx 78380
Mailing City	Robstown, TX	Mailing Zip Code	78380

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	Del Mar College		
Mailing Address - Line 1	101 Baldwin Blvd.	Mailing Address - Line 2	Corpus Christi, Tx 78404
Mailing City	Corpus Christi, Tx	Mailing Zip Code	78404
How many ECHS does this IHE partner with?	2		

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 Region2

1.5 Person Completing this Application

Title	Mr.	First Name	Jake	Last Name	Salcines
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Contacts

Robstown Early College High School - 462559755

Phone 361-548-2573

Email jake.salcines@robstownisd.org

1.6 ECHS Principal/Director

Title Mrs. First Name Maribel

Last Name Trevino

Phone 361-387-5999

Email maribel.trevino@robstownisd.org

1.7 Superintendent

First Name Maria

Last Name Vidaurri

Phone 361-767-6600 Ext. 2005

Email Maria.Vidaurri@robstownisd.org

1.7.a Superintendent (District 2)

First Name Maria

Last Name Vidaurri

Phone 361-767-6600 Ext. 2005

Email Maria.Vidaurri@robstownisd.org

1.7.b Superintendent (District 3)

First Name

Last Name

Phone

Email

1.8 Institution of Higher Education Liaison

First Name Robert

Last Name Montez

Phone 361-877-5440

Email rmontez5@delmar.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 Lenora

Last Name Keas

Phone 361-698-1205

Email lkeas@delmar.edu

1.9.a Second Authorized Institution of Higher Education Official

First Name

Last Name

Phone

Email

1.9.b Third Authorized Institution of Higher Education Official

First Name

Last Name

Phone

Email

Benchmark 1 - Target Population

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

Grades of students to be served:	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2015-2016 enrollment	0	0	0	0	0	0	0	0
2016-2017 projected enrollment	0	0	0	55	0	0	0	55

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	82	0	0	0
At-risk	69	0	0	0
LEP	2	0	0	0
White	1	0	0	0
Hispanic or Latino	98	0	0	0
Black or African-American	1	0	0	0
First Generation College-Goers	N/A	N/A	N/A	0
Other	0	0	0	0

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

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

If other, please explain:

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

With an at-risk population of 69% and an economically disadvantaged population of 82% at Robstown High School, we feel the need to recruit and enroll with a school wide model. Student recruitment for next year begins in January 2016 with informational items to all incoming 8th grade students. TSI review dates and times have been scheduled for all 8th grade students for April 2nd and April 9th and appropriate interventions will follow depending on student need. Students that do not meet the TSI requirements for certain coursework will still have options to take college courses their freshman year. The purpose of the camps and the initial TSI interventions is to plan and provide embedded support during the school day in 2016-2017. As part of the application process, students will have fill out the attached application and take the TSI exam; it's important to note that students do not have to score a certain level to participate in the ECHS. All students that want to participate in the ECHS will be able to participate. We believe that all freshman students should be taking at least one dual credit courses.

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

Before we developed our enrollment and recruitment process, we met with two other ECHS campuses in our area to gather best practices. From there we analyzed our current student population and determined that it would be best, due to our demographics, to use a school wide model. After this was determined, we developed our ECHS application from pieces of the two other ECHS applications and embedded TSI support camps and additional testing dates.

Our recruitment plan begins in January 2016 with a push-in approach to an 8th grade course to give information and and sell the ECHS opportunity. From there, multiple TSI camps are scheduled to help students meet minimum requirements for core academic courses. Even if students don't meet the minimum requirements for certain courses, students will still be able to participate in ECHS initiative. We feel the need to provide TSI support early based on current TSI data within our freshman and sophomore student population.

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

☐ Yes ☒ No

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

Required MOU Topics	Page number in MOU where referenced
The location of the ECHS, allocation of costs and fees, and transportation	1
Administration of statewide instruments under Subchapter B, Chapter 39	1
Grading periods and policies	2
Courses of study	1
Curriculum alignment	3
Instructional materials	3
Instructional calendar	3
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	7
Student enrollment and attendance policies	1
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	1

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	5
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	6
Procedures for collecting and sharing student and teacher data	3
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	3
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	4
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	5

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

☐ Yes ☒ No

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

Please list the dates that this group met during the past school year in the format "mm/dd/yy".
-April 24,2015 RHS Counseling/Office Meeting

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	Maria Vidaurri
Cirriculum & Instruction or Equivalent	Jake Salcines
ECHS Principal or Director	Maribel Trevino
IHE President	N/A
IHE Provost	Lenora Keas
Dean of College of Education	N/A
ECHS Liaison	Robert Montez
RHS Campus Principal	Lorena Ceballos
Assistant Superintendent	Daniel Ceballos

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

The leadership team identified above works collaboratively to facilitate the growth of Robstown ECHS. Each member brings their own strengths and areas of expertise. Many of the decisions up until this point have been regarding the logistics behind recruiting, coursework alignment, and setting up specific criteria within the MOU that benefits both the IHE and LEA. A major accomplishment that will effect both dual credit and Robstown ECHS students for the 2016-2017 school year will be using a blended model to deliver instruction. Some students will have the option to take a face to face course and others will be serviced digitally. Traditionally at RHS, students tend to do slightly better with an on line model than a traditional setting. Del Mar does a fantastic job of offering support to it's digital students with tutoring and counseling/ advising support. Students will have the opportunity to visit Del Mar multiple times throughout the year when these sessions occur. Another consensus was providing additional support via our AVID program for every student within Robstown ECHS.

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

The average teacher at Robstown High School has been with the district for 10.2 years which is significantly higher than the state average of 7.5. We currently offer financial incentives for teachers with masters and doctoral level degrees that help decrease teacher turnover rates. Robstown ISD also has an extensive new teacher academy to help teachers transition and acclimate to Robstown ISD. Every Wednesday teachers have a 3 hour Professional Learning Community (PLC) where they share best practices and provide support in many different areas.

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

☐ Yes ☒ No

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

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

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

While students have the ability based on the electives they take to earn any endorsement area, if they were to strictly follow the courses listed in the attached document the student would earn an endorsement in Multidisciplinary Studies.

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

The degree offered by Robstown ECHS will be Associate of Arts Degree in Liberal Arts.

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

Students will have the opportunity to earn multiple level 1 and level 2 certificates while they attend Robstown ECHS. Currently we offer many level 1 certificates through our current CTE pathways and we have spoken to Del Mar College about adding a CTE component for future expansion of the ECHS (2017-2018). Some specific areas that Del Mar College offers and that our students are interested in are: welding, non destructive testing, HVAC, auto mechanics. RECHS currently has coursework in place to award the following certifications: food handlers, Microsoft Office Specialist, Cosmetology certificate, Certified Nurses Assistant, CPR. All students are able to take elective/ CTE coursework to earn any of the aforementioned certificates.

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

Student progress will be monitored by counselors, the ECHS director, through their AVID class, and by ECHS classroom facilitators. This is not limited to just coursework, but also progress towards meeting TSI standards. After the students have a TSI baseline, appropriate interventions and camps are scheduled and further monitoring is required to ensure students are progressing.

For student coursework, classroom facilitators will ensure that appropriate progress is being made for their courses and that students receive targeted interventions early to prevent student failure. At multiple intervals throughout the year, Del Mar College sends student snapshots of their current performance in their classes, at time we can schedule interventions through the use of Del Mar College's on-site tutoring center.

If the course is delivered through one of our credentialed teachers, we require all exam data be processed through our student data management system (DMAC) and data will be disaggregated by student learning objective to ensure appropriate progress and interventions are occurring.

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

Academic support will be offered through our AVID program. Each student enrolled in Robstown ECHS will participate in our AVID program to help develop their college ready skills and habits. Del Mar college does a great job of providing tutoring labs and intervention opportunities for its dual credit students. Students will have the opportunity to attend these sessions with transportation provided by the district. Students that are not meeting TSI requirements will have the ability to attend TSI interventions that target their specific area of need. Multiple TSI camps are scheduled throughout the year and occur at different times and days to accommodate all of our students schedules.

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

Our AVID program does an amazing job of instilling a culture of family and support to our students. Through AVID, students have time to collaborate with each other, meet with cross-age tutors about the demands of college, and learn what is the appropriate/ professional behavior of a college student. Our counseling team will meet with students of our ECHS monthly to help monitor progress and provide guidance via our Robstown ECHS student Check and Connect. This document helps keep track of academic progress and helps students set goals for the next month and keep track of long term goals.

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

☐ Yes ☒ No

TSI Testing and Success	
Please list the dates that this group met during the past school year	TSI Testing Since January 2015 January 13 22 23 30
Please list the dates that the TSI will be administered in the coming year	February 18th, 2016; March 26th, 2016; April 13th, 2016; May 21st, 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. Multiple TSI camps are scheduled throughout the year to help students succeed: February 6th: Saturday Prep Camp 8th - 11th Grade February 13th: Saturday Prep Camp 8th -11th Grade March 5th: Saturday Prep Camp 8th -11th Grade March 12th: Saturday Prep Camp 8th -11th Grade April 2nd: Saturday Prep Camp 8th Grade Only April 9th: Saturday Prep Camp 8th Grade Only May 14th: Saturday Prep Camp 8th -11th Grade In addition to these camps, students at RHS will receive TSI interventions via their EPIC, college and career readiness, and AVID classes. All TSI assessments are provided free of charge and student can tests multiple times.	
Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this? ☐ Yes ☒ No	

ECHS Site Design

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

- ☐ ECHS on a college campus
- ☒ Not located on a college campus

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

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

Students will have multiple opportunities to visit and utilize the IHE academic and support facilities throughout the year. On multiple occasions, Del Mar College has study and review sessions held at their campus that our students have access to. For these sessions, transportation will be provided by the district. Students will also have access to the campus on a monthly basis through their Friday scheduling. Preliminary scheduling for 2016-2017 indicates that students will have Monday/ Wednesday and Tuesday/ Thursday courses, so this leaves students to have Fridays to review, collaborate and study. Once a month, transportation will be provided for students to visit one of the physical sites of Del Mar College to utilize their facilities and support services.

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.

1.

Provide career and college entrance information and assistance to students, teachers, parents and counselors; coordinate day-to-day operations and schedule activities, programs and speakers.
2.

Prepare career education and instructional materials for use by teachers and students; assist students in locating and using college/career information as needed for research, assignments and post-high school planning.
3.

Obtain, organize, file and display guidance materials; catalog and prepare for use by students; maintain displays and bulletin boards.
4.

Work with IHE to schedule courses for ECHS students.
5.

Contact, schedule and arrange guest speakers from the local business community, colleges and military services to present information regarding specific occupations.
6.

Schedule visitations by representatives from local colleges, organize, coordinate and publicize career-related events and other opportunities for students to learn about higher education and vocational training and preparation.
7.

Develop and maintain a current and comprehensive occupational library including information on careers and career clusters, employment prospects and trends and employment requirements and opportunities; obtain and circulate current college catalogs.

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 will work with Robstown ISD on a monthly basis to help monitor student success and provide support for future planning. The liaison will support the LEA by helping with logistics with instructors and by facilitating scheduling of online course work. The ECHS liaison will also help with the registration of students by providing an on site registration process.

Is the IHE liaison working with other ECHS campuses?

☒ Yes ☐ No

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

West Oso Early College High School (Corpus Christi, Tx)
Collegiate High School (Corpus Christi, TX)
Alice High School (Alice, Tx)

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.

New teachers to the district are enrolled in our 3 day new teacher orientation to learn best practices across multiple content areas. An ongoing support model comes with our monthly new teacher academy meetings. These meetings cover a wide variety of topics and specifically target an immediate area of need. All ECHS teachers will be AVID trained and attend summer institute and be required to implement the AVID instructional strategies within their coursework. Teachers have the ability to share and work collaboratively with one another during their weekly PLC time that occurs every Wednesday. During this time, teachers have time to plan for instruction and meet with members of the IHE faculty.

Which statement best reflects the enrollment policies regarding ECHS students?

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

If other, please describe below:

- ☐ Other

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

- ☐ Yes
- ☒ No

Supporting Documents

Program Requirements

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

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

• **Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers the 2016-2017 school year, a signed version covering the 2015-2016 school year or an unsigned version covering the 2016-2017 school year can be included in this application.

• **ECHS recruitment and enrollment documents:** Written policies, application and evaluation documents, etc. covering the 2015-2016 school year. If policies, applications, evaluation, etc. covering the 2015-2016 school year are not finalized, the 2014-2015 documents may be submitted. Documents from 2014-2015 should be submitted with a letter of explanation indicating that the documents are from the previous year. The letter should also describe any changes the ECHS intends to make to the documents.

- **ISD Letter of Support (District 1):** The ECHS must have a current, signed letter of support from each partnering ISD.
- **ISD Letter of Support (District 2):** The ECHS must have a current, signed letter of support from each partnering ISD.
- **ISD Letter of Support (District 3):** The ECHS must have a current, signed letter of support from each partnering ISD.
- **IHE Letter of Support (IHE 1):** The ECHS must have a current, signed letter of support from each partnering IHE.
- **IHE Letter of Support (IHE 2):** The ECHS must have a current, signed letter of support from each partnering IHE.
- **IHE Letter of Support (IHE 3):** The ECHS must have a current, signed letter of support from each partnering IHE.

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

MOU



Robstown MOU revised by 12.7.15 DRAFT.
docx

Status

☐ Final ☒ Draft

Expected date for final draft:

02/09/2016

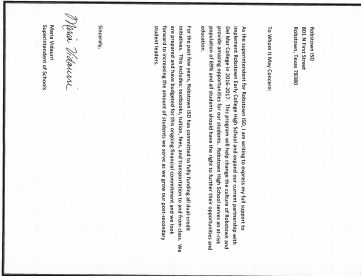
(mm/dd/yyyy)

ECHS Recruitment and Enrollment Form



Robstown Independent School District
ECHS Application.docx

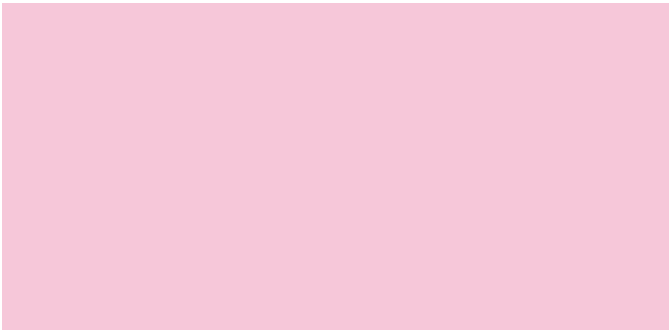
Letter of Support from District #1



Status

☒ Final ☐ Draft

Letter of Support from District #2



Status

☐ Final ☐ Draft

Texas Education Agency

Application for Early College High School Designation

Robstown Early College High School - 462559755

Generate PDF of Application

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

Letter of Support from District #3

Doc_LoSDis1_Status
☐ Final ☐ Draft

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

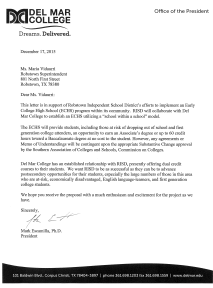
Letter of Support from IHE Partner #2

Status
☐ Final ☐ Draft

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

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



Intro TSI Early College Packet 15-16.docx