



2016-2017

Application for ECHS Designation

ECHS Applicant: Crowley Collegiate ECHS

Application ID: 332288517

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

I. Target Population:

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

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

II. Partnership Agreement:

The ECHS must have a current, signed MOU that:

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

III. P-16 Leadership Initiatives:

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

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

IV. Curriculum and Support:

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

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

V. Academic Rigor and Readiness:

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

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

VI. School Design:

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

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

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

1.1 ECHS Applying for Designation

ECHS Campus Name	Crowley Collegiate ECHS	County District Campus Number	220912001
County District Campus Number 2	220912002	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	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	1033 McCart Avenue	Mailing Address - Line 2	
Mailing City	Crowley	Mailing Zip Code	76036

1.2 School District

District Name	Crowley Independent School District		
Mailing Address - Line 1	512 Peach Street	Mailing Address - Line 2	
Mailing City	Crowley	Mailing Zip Code	76036

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	Tarrant County Community College - South Campus		
Mailing Address - Line 1	5301 Campus Drive	Mailing Address - Line 2	
Mailing City	Fort Worth	Mailing Zip Code	76119
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 Region

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1.5 Person Completing this Application

Title	Mrs.	First Name	Annette	Last Name	Duvall
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Contacts

Crowley Collegiate ECHS - 332288517

Phone	(817) 297-5800	Email	annette.duvall@crowley.k12.tx.us
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1.6 ECHS Principal/Director

Title	First Name	TBA	Last Name	TBA
Phone	TBA		Email	TBA

1.7 Superintendent

First Name	Dan	Last Name	Powell
Phone	(817) 297-5800	Email	dan.powell@crowley.k12.tx.us

1.7.a Superintendent (District 2)

First Name	Dan	Last Name	Powell
Phone	(817) 297-5800	Email	dan.powell@crowley.k12.tx.us

1.7.b Superintendent (District 3)

First Name		Last Name	
Phone		Email	

1.8 Institution of Higher Education Liaison

First Name	Wendy	Last Name	Jasper-Martinez
Phone	(817) 515-4019	Email	wendy.jaspermartinez@tccd.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	Peter	Last Name	Jordan
Phone	817-515-8223	Email	peter.jordan@tccd.edu

1.9.a Second Authorized Institution of Higher Education Official

First Name		Last Name	
Phone		Email	

1.9.b Third Authorized Institution of Higher Education Official

First Name		Last Name	
Phone		Email	

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

Grades of students to be served:	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2015-2016 enrollment	0	0	0	0	0	0	0	0
2016-2017 projected enrollment	0	0	0	100	0	0	0	100

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	51.9%	0	0	
At-risk	61.2%	0	0	
LEP	7.1%	0	0	
White	19.1%	0	0	
Hispanic or Latino	29%	0	0	
Black or African-American	44.3%	0	0	
First Generation College-Goers	N/A	N/A	N/A	
Other	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.

The Crowley Collegiate Academy will use a recruitment strategy that includes a marketing campaign to 8th grade students, including written material as well as messages on social media to ensure that parents and students are aware of the ECHS program. The district will provide a series of parent meetings where an overview of the Crowley Collegiate Academy will be presented. Parents/Students will also be given instructions on the application process as well the deadline for application submission.

The Crowley Collegiate Academy will use an enrollment strategy with the intent that ECHS demographics meets or exceeds the district's proportional demographic representation in the areas of at-risk (61.2%) and economically disadvantaged students (51.9%). CISD will use a weighted process with a strategy to exceed the ECHS eligibility requirements. In order to facilitate the selection process, CISD will use online student registration management software. There will be a point system that breaks down as follows:

1. Economically-disadvantaged students will receive 4 points
2. Students with an at-risk marker will receive 4 points
3. Historically under-served in college courses 4 points
4. Students enrolled in Spanish I or Algebra I in 8th grade will receive 1 point for each course.
5. Teacher recommendations and student applicant questionnaire can earn up to 3 additional points.

Once the demographic intent has been met, all remaining students will be selected for admission through a blind lottery.

Timeline events include
1-- Finalization of Crowley Collegiate Academy brochure (Spanish/English) by Feb 1, 2016
2-- Meet with administrators, counselors, and AVID elective teachers at the middle schools to help ensure that all kids are aware of the opportunity and know about the parent meeting, Feb 1-5, 2016
3-- Distribution of marketing materials to parents and students via mailing and social media by Feb 15, 2016
4-- District led parent meetings: Feb 15-28, 2016
5-- Information regarding the application process will be available at the parent meetings as well as at any CISD middle school Applications to be turned in to any CISD middle school counseling office. February 15-April 1, 2016.
6- Screen students to ensure that the student (not parent) wants to be part of a rigorous program of study: April 2016
7-- Decision and offer of admission: May 1, 2016
8--Acceptance of admission by parents/students: May 15, 2016
9-- Summer Bridge Program for TSI Prep; June 13-28, 2016
10-AVID Summer Program (team building): August, 2016

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

After looking at our demographic data as well as the purpose of ECHS, the committee determined that a point system best ensures that our target populations of this program are represented and served. CISD will use our internal process of introducing the ECHS opportunity to our constituency. There will be an application process that includes a student questionnaire. The enrollment process and requirements were developed through a committee structure that strongly utilized the intended goals of the program as determined by the state of Texas. Additionally, we feel that our demographics strongly align with those goals set forth by the State. Each summer the committee will meet and complete a plus/delta chart on each aspect of the the recruitment and enrollment process.

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	5-7
Administration of statewide instruments under Subchapter B, Chapter 39	8
Grading periods and policies	6
Courses of study	4
Curriculum alignment	4
Instructional materials	6
Instructional calendar	7
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	4,6
Student enrollment and attendance policies	6,7
Provisions for discontinuing ECHS operation (see next section for details)	10
<div><ul style="list-style-type: none">Number of credit hours taken and earnedGPAsState assessment resultsSAT/ACT, PSAT scoresTSI readiness by grade levelQualifications of ECHS staffLocation(s) where courses are taught</div>	1-3, 5,8

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	2,5,6
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	2,3
Procedures for collecting and sharing student and teacher data	2,3,8,9
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	4,8
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	6
Provisions for implementing program improvements based on the collection and review of the following data: <div><ul style="list-style-type: none">Articulation of high school students in four-year colleges/universities and level of entryEnrollment/retention rates, leaver codes, and attrition rates, by grade levelStudent participation in activities at IHE</div>	2,3,8,9,

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

☐ Yes ☒ No

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

Please list the dates that this group met during the past school year in the format "mm/dd/yy".
09/18/14; 09/16/15; 10/05/14; 12/11/15

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

Title	Name
Superintendent	Dr. Dan Powell
Cirriculum & Instruction or Equivalent	Dr. Eduardo Hernandez
ECHS Principal or Director	TBA
IHE President	Dr. Peter Jordan
IHE Provost	Dr. Steven Wilson
Dean of College of Education	Carolyn Robertson
ECHS Liaison	Wendy Jasper-Martinez
Director of College and Career	Annette Duvall
Advanced Academics	Michael Mundt
Advanced Academics	Angie Wilkinson

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.

TCC South and CISD have a long-standing relationship and we are most proud of the fact that a SACS accredited satellite campus "TCC Crowley South Campus" operates on the second floor of CISD's Bill R. Johnson CTE Center. We have been able to leverage our relationship and expertise to build a relevant program based on our experiences and the history of our relationship.

We have been able to quickly solve the question of location, transportation, and meals provided to students as these procedures are already in place. Most of our time together has been spent working out the curricular program of study and both institutions are proud of the program that has been developed.

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".

N/A.

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.

Business and Industry
STEM
Public Service
Multidisciplinary Studies

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

Associate of Science with a Field of Study in Business

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

N/A

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

ECHS will use real time data in order to make real time decisions to execute early interventions. The data points will include TSI testing (Summer Bridge program, school-day TSI prep), weekly grade checks (AVID), attendance review (counselor), benchmark testing, standardized testing, student work samples and periodic teacher/student conferences. The ECHS teachers will review data during PLC time, students will review data during their AVID elective class. Also, the campus will follow a continuous improvement model and short-term and long-range campus planning.

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

Students will be supported through a framework that utilizes the following principles;

- Teaches skills and behaviors for academic success
- Provides intensive support with tutorials
- Cultivates strong student/teacher relationships
- Creates a positive peer group for students
- Develops a sense of hope for personal achievement gained through hard work and determination

Students will participate in the following activities:

- Summer Bridge programming focusing on TSI
- Summer Bridge programming (AVID) focusing on teamwork
- Bell Schedule that allows each student to have support through study groups
- Access to software that supports SAT/ACT skill acquisition
- Continuous TSI prep and skill acquisition to help ensure successful completion of TSI requirements
- Taught to use a variety of organizational strategies including planners, binders, and grade checks
- Taught note-taking strategies such as Cornell Notes, 3-column notes, interactive notebooks, and graphic organizers
- Assigned mentor program
- Lead a three-way conference discussing academic performance

Teachers will participate in the following activities:

- Planning lessons utilizing WICOR (Writing, Inquiry, Collaboration, Organization, Reading)
- Participate in regularly scheduled PLC's to monitor student progress and achievement
- Mentor a group of assigned students
- On-going Professional Development

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

The ECHS will have a full time counselor to help meet students needs in relation to crisis counseling, academic advisement, college/career planning, prevention and intervention, student planning and goal-setting. Counselors will provide specific presentations related to stress management, study skills, time management, college/career planning, and goal-setting during designated times.

With the goal of each student completing high school, an Associates degree, an transitioning to a 4-year institution, CISD will offer professional development to ECHS teachers on how to encourage and motivate students, how to be a student advocate, and ways to develop a college-going culture.

The faculty/staff will work toward creating a safe and nurturing environment through providing opportunities to participate in clubs and organizations as well as college and career-related field trips.

Benchmark 4: Curriculum and Support

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A culture will be cultivated to build a capacity for persistence. ECHS courses will be scheduled in a sequence that best introduces students to the college environment. The curriculum follows a scaffolding/sequencing model to ensure student success. Students will be grouped in cohorts of learning communities.

ECHS will also hold parent workshops in an effort to educate parents about a variety of topics including stress management, college/career planning, organizational strategies, and goal setting.

Through the use of PLC's, student-led conferences and the AVID elective course, student data will be reviewed to determine needs for support as an early-warning system. Supports are in place for remediation through counselor support, study sessions, AVID elective, and a mentoring program.

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

☐ Yes ☒ No

TSI Testing and Success	
Please list the dates that this group met during the past school year	6/23/15, 10/22/15
Please list the dates that the TSI will be administered in the coming year	May 18, May 19, May 20, (2016)
Is the ECHS a TSI assessment site or does the IHE administer the TSI?	<div><input checked="" type="radio"/> ECHS is a TSI assessment site</div> <div><input type="radio"/> IHE administers the TSI</div>
<p>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.</p> <p>In the spring of 2016 all students who have been offered and accepted enrollment in the ECHS will take the TSI exam to diagnose their strengths and weaknesses. Crowley ISD along with IHE will develop a Summer Bridge program to develop our student's skills in an effort to help students successfully complete all portions of the TSI. This curriculum will be developed by IHE based on their current TSI test preparation curriculum and the ISD with age-appropriate delivery of this curriculum to the intended audience. Students will then be assessed by taking the TSI at the end of this summer program. Students who have not successfully met TSI requirements will be offered additional TSI test preparation during the school year. This will occur both during the regular school day as well as after school hours.</p>	
<p>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?</p> <div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	

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

Bill R. Johnson CTEC

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.'

Tarrant County College South Campus has established resources on the ECHS campus including libraries, labs, and TCC staff. Additionally, Crowley ISD works with TCC College Access department to offer students advising services. All students will have a TCC ID that allows them to gain access to use TCC facilities and events including tutoring, career center, cultural and sports events.

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 will be 100% assigned to the ECHS and will do all of the scheduling, hiring and budgeting based on district policies and procedures.

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 duties for the IHE will be to arrange courses and personnel for the ECHS. There will be regularly scheduled meeting between ECHS principal, counselor, Career and College Readiness team and IHE liason and partners.

Is the IHE liaison working with other ECHS campuses?

☒ Yes ☐ No

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

Everman ISD

Which statement best represents the assignment of the ECHS teachers?

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

If other, please describe below:

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

All core teachers will attend AVID summer training as well as Pre-AP/AP Training every other year. Opportunities will be provided for professional development between IHE instructors and ECHS staff to ensure smooth transition from high school to college courses.

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:

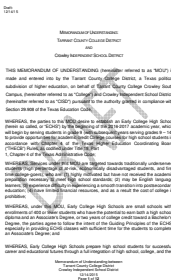
• **Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers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

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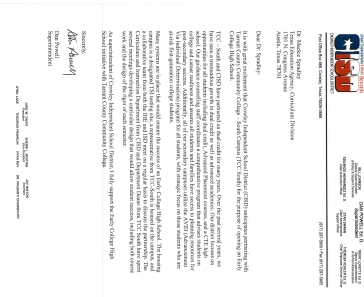
☐ Final ☒ Draft

Expected date for final draft:

08/01/2016

(mm/dd/yyyy)

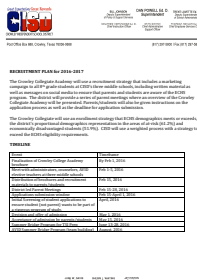
Letter of Support from District #1



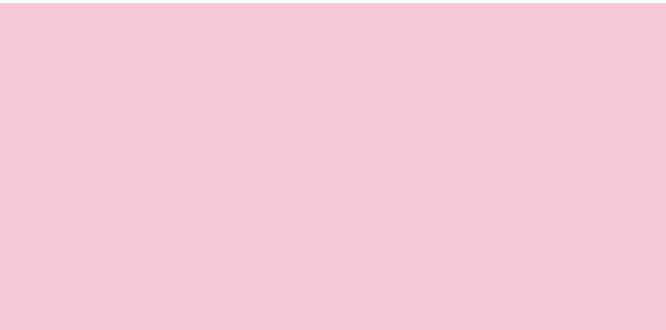
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☒ Final ☐ Draft

ECHS Recruitment and Enrollment Form



Letter of Support from District #2



Status

☐ Final ☐ Draft

Texas Education Agency

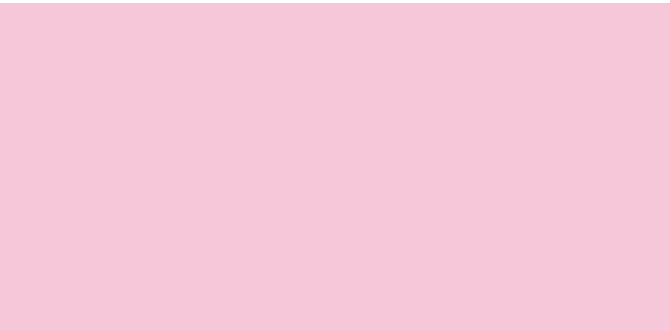
Application for Early College High School Designation

Generate PDF of Application

Crowley Collegiate ECHS - 332288517

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

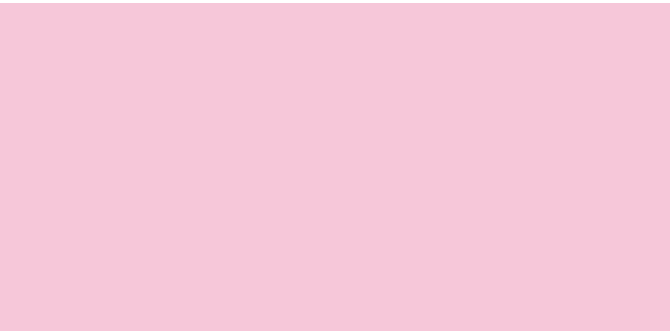
Letter of Support from District #3



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☐ Final ☐ Draft

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

Letter of Support from IHE Partner #2



Status
☐ Final ☐ Draft

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

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

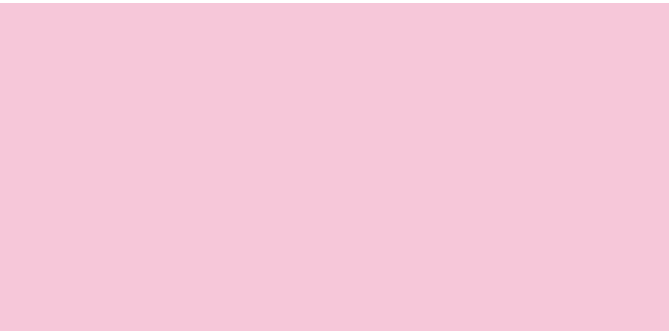
Letter of Support from IHE Partner #1



Status
☒ Final ☐ Draft

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

Letter of Support from IHE Partner #3



Status
☐ Final ☐ Draft

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

Other Supporting Documents

