



Full Application for ECHS Designation

**ECHS Academy: Odessa Career and Technical Early College
High School**

(Previously Designated)

2017-2018

Contents

[Provisions](#)

[Contacts](#)

[Benchmark 1](#)

[Benchmark 2](#)

[Benchmark 3](#)

[Benchmark 4](#)

[Benchmark 5](#)

[Benchmark 6](#)

[Documents](#)

Part 1: Provisions and Assurances

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.

1.1 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 students, and Hispanic students).
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.

1.2 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.

1.3 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 publicly available.

1.4 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 associate's 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 associate's 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.

1.5 Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §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 associate's 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.
 - 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.
 - The ECHS shall report to TEA the dates the TSI is administered.
 - 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.

1.6 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;
 - 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.

Part 2: Contact Information

2.1 ECHS Academy

ECHS Academy Name:

Odessa Career and Technical Early
College High School

County District Campus Number:

068901014

**County District Campus Number
2:**

**County District Campus Number
3:**

This CDC number:

Belongs to only the ECHS

**What is the 2016-2017 ECHS
designation status of your
campus?:**

Provisional: Operating under the 3
year provisionally designated status.

Mailing Address - Line 1:

201 W University Blvd

Mailing Address - Line 2:

City:

Odessa

State:

Tx

Zip Code:

79764

2.2 School District

School District Name

Ector County ISD

Mailing Address - Line 1:

802 N Sam Houston

Mailing Address - Line 2:

Mailing City:

Odessa

State:

Tx

Mailing Zip Code:

79761

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

Partner Name: Odessa College	Mailing Address - Line 1: 201 W University Blvd	Mailing Address - Line 2:	How many ECHS does this IHE partner with? 1
Mailing City: Odessa	State: Tx	Mailing Zip Code: 79764	

2.3.a Secondary Institution of Higher Education (IHE) Partner

Partner Name:	Mailing Address - Line 1:	Mailing Address - Line 2:	How many ECHS does this IHE partner with?
	Mailing City:	State: Tx	Mailing Zip Code:

2.3.b Additional Institution of Higher Education (IHE) Partner

Partner Name:	Mailing Address - Line 1:	Mailing Address - Line 2:	How many ECHS does this IHE partner with?
	Mailing City:	State: Tx	Mailing Zip Code:

2.4 Education Service Center Region

Education Service Center Region: 18

2.5 Person Completing this Application

Title: Principal, OCTECHS	Last Name: Wilder
First Name: Linda	Email: linda.wilder@ectorcountyisd.org
Phone: 432-456-6401	

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Linda

Phone:

432-456-6401

Last Name:

Wilder

Email:

linda.wilder@ectorcountyisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Tom

Phone:

432-456-0530

Last Name:

Crowe

Email:

thomas.crowe@ectorcountyisd.org

2.7.a Superintendent (District 2)

Title:

First Name:

Phone:

Last Name:

Email:

2.7.b Superintendent (District 3)

Title:

First Name:

Phone:

Last Name:

Email:

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:

Student Success Coach and OC
TECHS Liaison

First Name:

Michelle

Last Name:

Lloyd

Phone Number:

432-335-6478

Email:

mlloyd@odessa.edu

2.8.a Institution of Higher Education Liaison (complete when there are two IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.8.b Institution of Higher Education Liaison (complete when there are three IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9 Authorized Institution of Higher Education Official

Title:

Vice President of Student Services &
Enrollment Management

First Name:

Kim

Last Name:

McKay

Phone Number:

4323356683

Email:

kmckay@odessa.edu

2.9.a Authorized Institution of Higher Education Official (complete when there are two IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9.b Authorized Institution of Higher Education Official (complete when there are three IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

Part 3: Benchmarks

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, put 0 (zero).								
Grades of students to be served	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2016-2017 enrollment	0	0	0	96	83	0	0	179
2017-2018 projected enrollment	0	0	0	110	90	80	0	280

Instructions:				
<ul style="list-style-type: none"> • 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 place a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to TEA in the spring. 				
Demographics	Percent of High School Students in District (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	34	0	0	45
At-Risk	71	0	0	58
LEP	8	0	0	2
White	21	0	0	27
Hispanic or Latino	72	0	0	69
Black or African-American	4	0	0	4
First Generation College-Goers	N/A	N/A	N/A	78
Other	3	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	<input checked="" type="checkbox"/>
Hispanic or Latino	<input checked="" type="checkbox"/>
Black or African-American	<input checked="" type="checkbox"/>
Economically Disadvantaged	<input checked="" type="checkbox"/>
Other:	

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 Odessa Career & Technical Early College High School is one of four technical early college high schools in the state of Texas. Ector County ISD and Odessa College received the designation in the Spring of 2014 and are currently in year two of operation. Planning, recruitment, facility renovations, and refinements have been ongoing throughout 2015 and 2016. The Odessa Career & Technical Early College High School (OCTECHS) will eventually serve students in grades 9 through 12. OCTECHS currently serves 9th and 10th grade students and has recruited 110 current 8th grade students thus creating three grade levels of students who were targeted as at risk of dropping out of school as defined by the Public Education Information Management Systems (PEIMS) and who might not otherwise go to college.

Data from ECISD indicate that 34% of the ISD's students are defined as economically disadvantaged; 71% are at risk of dropping out of high school as defined by PEIMS; and 72% identify as Hispanic. OCTECHS will continue to target this population, highly concentrating on first-generation college students and those significantly at risk of dropping out of high school.

Our recruiting processes are as follows:

In accordance with the CTE ECHS paradigm, OCTECHS recruitment and enrollment processes and requirements do 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. The recruitment and enrollment process for OCTECHS follows a similar process for the existing OC CTE dual-credit academies during ECISD's annual educational planning activities for 8th graders. The CTE Counselors for ECISD as well as the OCTECHS Principal and current OCTECHS students coordinated the recruitment and educational planning efforts with all 8th grade students in Ector County. Counselors utilized multiple career assessment tools, including those currently in practice such as the Interest Profiler in Texas Workforce Commission's (TWC) Texas Cares website. Also, the middle school counselors, along with the CTE faculty offered informational session, Q & A sessions, one-on-one conversations between families and teachers, etc., to allow parents and students to have the necessary information to decide to pursue entrance into OCTECHS and additionally to be able to identify programs of interest at the school. OCTECHS hosted experiential learning opportunities for students to be involved in the various programs at the school (on the college campus), including discussions with faculty and future employers, to guide their decision and ultimate program selection. Students completed an application and interview process for acceptance. All those who submitted an application were granted an interview. Every step has been made to ensure that ability-based tracking mechanisms are removed from our processes, and those student populations who are at risk as defined by PEIMS and/or that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic) are recruited and accepted.

Recruiting efforts for our current 2016-17 students began in January of 2016 with information letters, fliers and applications which were mailed out to all 8th grade students. The processes used in January were duplicated in October of 2016 for our incoming 2017-18 students. Previously, we have recruited in the spring but were asked by the ISD to recruit earlier in order to accommodate the ISD educational planning timelines.

The dates of our January recruiting efforts are as follows:

Presentations at middle schools: January 6th- 15th

Parent Meetings at Odessa College: January 21st, February 2nd and February 9th

Interviews began January 25th and concluded March 5th. (All interested parents and students who contact us after these dates are always given information, applications and interviews are scheduled. Allowances for access to information regarding our program here at OCTECHS continues until the first week of classes. There is no application deadline at this point unless school and college classes for the fall semester have begun or unless the student body count is at max. Students accepted after peak enrollment has been reached are placed on a waiting list.)

Recruiting efforts for 2017-18 students began in October of 2016 with informational letters, fliers and applications which were mailed out to all 8th grade students. This same information was given to all 8th grade counselors, available at the OCTECHS administrative office and on the OCTECHS website. Current students accompanied the OCTECHS principal to each middle school for the presentation and a time for questions and answers was provided. Parents of 8th grade students were also invited to the middle schools.

Parent/Student Nights were held on October 11th, 20th, 27th and November 14th. Applications were also available during these presentations. All applications are accepted without regard to discrimination.

Tours were also provided for private schools and OCTECHS was represented at HSA High School Night. The OCTECHS Open House and Showcase was another recruiting event to which 8th grade parents and students received post card invites. Our current OCTECHS Student Council members and those volunteering, provided campus tours to those who wished to see college classes and the newly renovated Learning Resource Center was included as part of the technology support available to all OCTECHS students.

Interested students were required to complete an application for admission. Students and parents were interviewed by a committee of individuals from both ECISD and OC, utilizing a rubric for final ranking. Included on this rubric were questions to address the areas of At-Risk in order to ensure that this population of students was primarily addressed. Students were then selected based on the points denoted via the rubric and informed thusly of their acceptance into the ECHS.

OCTECHS will document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.

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

OCTECHS' recruitment and enrollment processes and requirements were originally outlined in the THECB Perkins Application. The recruitment and enrollment process for OCTECHS followed a similar process for the existing OC CTE dual-credit academies during ECISD's annual educational planning activities for 8th and 9th graders, and was created collaboratively between ECISD and OC. Marketing personnel from both institutions were involved in the development of brochures, information notebooks, billboards, news media attention, etc. The rubric for rating students during the interview conjunctively with PEIMS data information regarding At-Risk factors was also developed collaboratively between ECISD and OC. Interview notations and At-Risk PEIMS data was entered into a rubric and then scores tabulated. The interview, the PEIMS at-Risk data and the final rubric tabulations were reviewed and analyzed collaboratively between both institutions for student acceptance.

During the first academic year, student data gathered through the ECISD educational planning process was analyzed to ensure that we were directly recruiting students who were at risk as defined by PEIMS and/or that were historically underrepresented in college courses (i.e., first generation college goers, students of low socioeconomic status, students of color). OCTECHS ECHS will document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews. Furthermore, recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) will continue to 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. The OCTECHS Council and the OCTECHS Campus Improvement Team will have oversight and review of recruitment and enrollment policies and practices as a part of this continuous improvement effort.

Odessa College and ECISD has jointly established and will maintain a leadership team for OCTECHS that meets regularly to facilitate a mutually beneficial partnership that allows for flexible and creative responses to the organization, as well as the mission and fiscal needs of both institutions. Collaboration is the cornerstone in planning, implementation and continuous improvement of OCTECHS programs including the provision for recruitment and enrollment processes and requirements.

We have jointly established and will maintain an advisory leadership team that meets regularly to address issues of design and sustainability.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

OCTECHS has reviewed the Benchmark 1 Checklist questions with our Leadership Coach during the spring 2016 conference and established the following:

OCTECHS has implemented an admissions policy which ensures the enrollment of, but is not limited to students who are of limited English proficiency and/or who have failed a state administered assessment. We do not discriminate against sub-populations of at-risk students and a non-discrimination statement is printed on the bottom of the first page of our student application. We use the student application, the student interview and the parent interview to provide access to our ECHS. We accept and currently have LEP students, newcomers and ELLs at various stages of identification as reported on the TELPAS. We accept and currently have students who have not been successful on state assessments and may have past discipline issues.

The ECHS has documented recruitment and enrollment policies and practices which are reviewed, adjusted, refined and/or improved annually based on data reviews. OCTECHS recruiting materials are available in both English and Spanish. We provide Spanish translation at all meetings that involve parents.

Our recruitment efforts are aimed specifically at at-risk students as defined by PEIMS (historically underrepresented in college courses.) OCTECHS at-risk student population is currently 58%.

Currently, all applications are considered and all students have an equal opportunity for acceptance but we will continue moving toward the exemplar status by refining our target population by the use of a lottery system for student acceptance for future student cohorts.

Benchmark 2: P-16 Partnership Agreement

Required MOU Topics	Page number in MOU where it is referenced
The location of the ECHS, allocation of costs and fees, and transportation	3 & Appendix A
Administration of statewide instruments under Subchapter B, Chapter 39	3
Grading periods and policies	Appendix B
Courses of study	Appendix B
Curriculum alignment	3
Instructional materials	3
Instructional calendar	4
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	Appendix A
Student enrollment and attendance policies	4
Provisions for discontinuing ECHS operation (see next section for details)	5
Provisions for collecting and reviewing the following disaggregated data: <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 	2-3

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	1 and 3
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	3
Procedures for collecting and sharing student and teacher data	2
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	n/a
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	2 and Appendix B
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 	2

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

OCTECHS' Memorandum of Understanding between the ISD and IHE is current, approved and signed by both the ISD Superintendent, Tom Crowe and IHE President, Dr. Williams. It addresses all of the criteria regarding the topics of inclusion which are listed in the Blueprint for Implementation status.

The MOU defines the partnership between ECISD and OC with specific topics, not limited to, the ECHS location, the allocation of tuition, fees and textbook costs. The MOU clearly states that students will not be charged with any costs for their attendance at OCTECHS.

Decision making procedures are defined and reflect an active partnership between ECISD and OC regarding the planning and program implementation.

The leadership team is comprised of college and ISD decision makers including but not limited to OC President, Vice President, Deans, ECHS Liaison, ECISD Superintendent, Executive Directors and Assistant Superintendents.

The OC Associate Dean of Workforce Education, the OC Dean of Education, the OC Vice-President of Student Services, the OCTECHS' principal, the OCTECHS' counselor, the OCTECHS' liaison, and the OC Vice-President of Instruction meet monthly to discuss policies, review concerns, relay information from other meetings, discuss student progress, enrollment, attendance, credit hours, etc.

Associate Dean of Workforce Education and the OCTECHS' Principal meet weekly to review items of concern, best practices, student progress, etc., regarding the ECHS. Items which need input from other stakeholders is noted and placed on the agenda for the appropriate partnership meetings.

With the addition this year of an OCTECHS dedicated counselor, we plan to move beyond implementing by adding policies to provide program improvements based on collection and review of enrollment/retention rates, leaver codes, and attrition rates by grade level. The OCTECHS' counselor will also review transcripts and work closely with OC personnel to ensure that college credit is reflected correctly.

Benchmark 3: P-16 Leadership Initiative

P-16 Coordination & 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.

1/5/16; 1/12/16;1/21/16; 2/5/16;2/11/16;3/21/16;
3/30/16;4/18/16;4/28/16;5/16/16;5/26/16;7/18/16;8/15/16;9/7/16;10/17/16;

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

Title	Name
Superintendent	Tom Crowe
Curriculum & Instruction or equivalent	Carla Byrne
ECHS principal or director	Linda Wilder
IHE President	Dr. Greg Williams
IHE Provost	Valerie Jones
Dean of college of Education	Dr. Eric Yeager
ECHS Liaison	Michelle Lloyd
ECHS Counselor	Vicki Nall
IHE Associate Dean of Workforce Education	Jennifer Myers
IHE Vice-President of Student Services	Kimberly McKay
IHE Vice President of Business Affairs	Virginia Chisum
IHE Vice President of Information Technology	Shawn Shreves

What are the functions of the group? Briefly summarize the role each member plays in the ECHS, topics/issues the group has addressed, decisions it has made, and accomplishments it is most proud of.

The OCTECHS' Leadership Teams and Early College Council have oversight and review of operations, policies and practices with ultimate authority resting with the ISD Superintendent and IHE President.

OC and ECISD have jointly established and maintain a leadership team for OCTECHS that meets regularly to facilitate a mutually beneficial partnership that allows for flexible and creative responses to the organization. The mission and fiscal needs of both institutions including the provision for faculty, staff and administration, curriculum development, training and student services. The leadership team is comprised of college and ISD decision makers including but not limited to the members noted above.

The leadership team, jointly established and maintained as an advisory leadership team, meets regularly to address issues of design and sustainability. The members on the ECC (Early College Council) include members from the ECISD board, the OCTECHS Principal, OC Board of Trustees, Executive Director of Career and Counseling (ECISD) Executive Dean for Career, Technical & Workforce Education (OC); OCTECHS Liaison (OC) Permain Basin Workforce Development Board representative, and Business and Industry representatives representing the targeted CTE programs.

Topics and Issues Addressed include but are not limited to the following:

Course adjustments as needed for 2nd and 3rd cohorts, opportunities for students regarding Fine Arts after-school activities, added support for TSI success, added tutoring support and ability of the ISD personnel to have immediate notice when students are struggling in college courses, seamless communication between OC faculty and OCTECHS personnel, reduction of textbook costs, discipline issues, addition of more programs of study, student access to technology, school nutrition choices, and student safety,

Decisions regarding the above topics and issues are as follows:

- 1) An intervention plan was developed which outlines the notice procedures for college instructors to use when students are struggling and need tutoring support.
- 2) The addition of AVID to the ISD side.
- 3) Course placement changes.
- 4) The additional support for students through the purchase of an online TSI tutorial program.
- 5) The purchase of laptops for all OCTECHS students.
- 6) Student access to the college meal plan and cafeteria.
- 7) Movement to e-books and the use of Amazon to reduce textbook costs.
- 8) The use of Open Education Resource (OER) materials where the availability exists.

We are most proud of the accomplishment to move to one-to-one technology for the students and provide them with increased support for the TSI. Additionally, we are most proud of the 400 college courses which students successfully completed the past year!

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here.

The ISD side has in place a retention bonus for employees who return to the district. Additionally, the ISD has an attendance incentive policy which provides a monetary bonus to all employees who have perfect attendance each six week period. ECISD provides stipends for degrees which exceed a bachelor's and for accepting additional duties such as Sponsoring the Student Council, serving as the "Just Say No" Sponsor, etc.

OC has successfully implemented an employee engagement program, called OC All In, that has significantly reduced staff turnover. OC All In is an incentive program that rewards Odessa College Employees for engaging in college activities with special recognition to employees who participate at exceptionally high levels.

Additionally, OC has been nationally recognized as a result of their drop rate improvement program, which was recognized as a University Business Model of Excellence. The drop rate improvement program is built around four best practices to decrease the dropout rate and has had a natural impact on faculty engagement as well. The program encourages faculty to learn students by name, intervene when a student struggles, spend time getting to know each student, and provide a clear syllabus at the start of the course explaining exactly what students are expected to do and when.

OC's Dean of Teaching and Learning specifically observes and follows up in every classroom, and with every instructor, to facilitate the components of faculty excellence. Faculty have embraced this model, designed to also engagement at every level through the development of the principals of effective teaching and learning. Faculty recognize that they are being directly invested in, resulting in decreased unnecessary faculty turnover.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

OCTECHS currently has an established leadership team which includes high-level district and IHE members who have decision-making authority. The leadership team reviews the MOU and revises said document at least one time per year. The leadership team conducted regular meetings which follow a formal agenda. Data regarding operations, policies and practices is used to inform stakeholders and move toward improvements in areas as needed. The OCTECHS Leadership Team includes district and college leadership who met regularly to discuss campus/facility renovations, daily operations, accountability, recruitment, security, summer bridge, assessment, etc. PEIMS data, GPA data and TSI data are reviewed regularly to refine and provide additional support as needed.

The Principal has selected a Campus Improvement Team which meets to provide assistance in the assessment of instructional and programmatic activities, identify problems, issues and challenges and make recommendations for effective coordination and collaboration in the planning and continual development of OCTECHS.

Regularly scheduled meetings include monthly and weekly meetings with various members of the leadership team. The leadership team members share responsibility for annual reporting of data, successes and improvement plans to district and IHE boards.

Issues which need to move forward in order to meet exemplary status would be such things as: making the leadership minutes and agendas more readily available to the public and sustainability structures regarding staff turnover. Plans for future availability and uploading of these documents to our OCTECHS website will be finalized in the summer of 2017. Additionally, further discussions regarding sustainability structures to address and minimize staff turnover need to be identified and implemented as they pertain to personnel who provide services to OCTECHS students.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

OCTECHS offers the following endorsements to students: Business and Industry, STEM, and Public & Consumer Services.

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

Students may earn associate's degrees as follows:

- Associate of Applied Science in Business Leadership
- Associate of Applied Science in Criminal Justice
- Associate of Applied Science in Occupational Safety and Environmental Technology
- Associate of Applied Science in Precision Manufacturing
- Associate of Applied Science in Instrumentation & Energy Technology
- Associate of Applied Science in Welding Technology
- Associate of Applied Science in Culinary Arts

Please indicate the Level I and Level II certificates that will be offered to students.

Business Leadership:

No Certificates--courses that students are taking for the associate's degree are not the same as the courses on the certificate.

Criminal Justice:

Level I Law Enforcement
Level I Criminal Justice

Culinary Arts:

Level I Food Production Cook

Occupational Safety & Environmental Technology:

Level I OSET

Precision Manufacturing:

Level I Entry Level Machine Operator

Welding Technology:

Level I West TX Regional General Welder
Level I Advanced Combination Welder

Instrumentation & Electrical Technology:

Level I Instrumentation & Electrical Tech
Level II Advanced Instrumentation & Electrical Tech

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

The OCTECHS Principal and instructional staff will utilize Eduphoria student data and iNOVA Plus results to disaggregate student STAAR performance data and SE data during PLC Sessions. (Professional Learning Communities). TSIA performance data will be collected during the initial testing phase which occurred the second week in June for the second freshman cohort. Data from both the first and second cohorts will be collected and reviewed by the ECHS principal and ECHS instructional staff as well as the OC Director of Testing in order to determine specific areas to address for those students struggling with the assessment. Tutoring for TSIA has been individualized by the use of an online program, MyFoundationLab. Each administration of TSIA will result in the same analytic and proactive procedure to address student needs. Student performance in college courses will be reviewed and tutoring for those struggling has also been build into the weekly schedule.

Our academic support plan for students provides tutoring, Saturday school, advisory/college readiness time, and mentoring.

OCTECHS provided tutoring through the use of an online program, Odyssey Ware, to provide academic support for ISD classes. Personalization of the learning environment is provided through the structure of Advisory Classes and Champion Times which occur throughout the day on Fridays.

Social and emotional support, including parent outreach and involvement opportunities are provided to all OCTECHS families. Students have access to social services throughout the ISD Community Outreach Services program.

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

The addition of AVID as an ISD class for incoming 9th grade students will provide students with support by in-class tutoring opportunities, accountability checks on class progress and the successful use of AVID strategies such as WICOR (Writing, Inquiry, Collaboration, Organization and Reading) and also higher questioning techniques. Odessa College also uses AVID in college classes and is an AVID demonstration site for community colleges.

The summer bridge program included the OC Strategies for Success Course, a one credit hour learning frameworks course designed to help students improve skills for academic achievement. This course is tailored specifically to the needs and academic development and planning needs of a first year Early College student.

Tutoring to address college course content, TSIA objectives and/or STAAR EOC performance has been built into the weekly schedule. Our ISD student teacher ratio averages 15:1. Students have the advantage of a personalized learning environment in which teachers and staff know them by name.

Students are enrolled in college program of study classes which they selected and are interested in for meeting the degree plan requirements of their chosen associate's degree. The student/teacher ratio for these classes range from 8:1 as the smallest to 19:1 as the largest.

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

The ECHS is now AVID infused on both the college and ISD sides. OTECHS has added a counselor, appropriately certified as a secondary counselor per TEA, who assists in addressing any issues students may face. Parental support and involvement is high and is a critical piece of the student/parent interview process. Communication between the ECHS faculty and OC teaching faculty and parents is expected and required in order to facilitate any disconnect. A PTO has been implemented and has a current slate of officers and scheduled meetings. Summer Bridge addresses team building and academic performance.

The OTECHS' counselor provides intensive student support and is the first layer of academic, social and emotional support for the target population of the CTE ECHS. The three overarching responsibilities of the counselor include: (1) to promote students' personal, academic, and social growth in the educational setting; (2) to increase students' knowledge of Career & Technical Education opportunities and the career pathways for each and, (3) to develop students' knowledge of the opportunities and dynamics of their social environment, stay informed of college requirements and enrollment process, financial assistance and scholarship opportunities for high education.

The OTECHS' Liaison will share in the responsibility for academic, social and emotional support for the OTECHS' students by supporting the efforts of the Counselor as well as connecting the students to the Student Success resources available through the college. These resources include enrolling students into the college's Student Success and Completion Initiative: Design for Completion (D4C), support via additional Student Success programs and inclusion in the Strategies for Success course.

Additionally, OTECHS provides a Celebrate Student Success at the end of each six weeks grading period as well as the ending of the first and second semesters. Students are immersed in a motivational setting involving all OTECHS' staff. Parents are invited and encouraged to attend.

Several social activities throughout the year were planned and implemented through the PTO such as Valentine's Fun Night at the Mitchell Ranch (ECISD bus service was provided so that all students could participate), October Fall Festival at the Mitchell Ranch (ECISD bus service was provided so that all students could participate), Thanksgiving Dinner, Pizza Party, and participation in the Christmas Parade Float.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

OCTECHS currently has 9th grade and 10th grade students and is moving students toward the 60 semester credit hours and the associate's degree. We currently have a structured data review process to identify student strengths and weaknesses and individual instructional plans spanning their entire four years.

We support students in their course of study through enrichment opportunities and community service opportunities are implemented through AVID classes. Career internship opportunities are embedded into the program of study in junior and/or senior level coursework and degree plans.

College awareness is provided to current and prospective students and families and includes:

- Application assistance
- Financial aid counseling
- College and career counseling

The course of study for each of the programs of study leading to an associate's degree has been developed and aligned with ECISD coursework as per the Course Crosswalks.

The plan provides a pathway to an associate's degree as listed in the academic course guide manual and degree plan for Odessa College. Each program of study has detailed each ISD course and each college course and the plan has been implemented and student success in the plan is documented through the ISD and college transcripts thus far.

The ECHS systematically monitors and reports student progress toward both the completion of high school diploma graduation requirements and an associate's degree. The OCTECHS principal meets with individual students and parents to review course completion and credit hours each semester.

The ECHS systematically monitors student progress in individual courses and provides a plan for ongoing academic support. Students who are not successful have options in place to recover courses both high school course work and college classes.

Academic support plans include tutoring, Saturday school, advisory/college readiness time, and/or mentoring.

Our first cohort successfully completed a combined number of 400 college hours during their 9th grade year.

Benchmark 5: Academic Rigor and Readiness

Please list TSI administration dates provided during the past school year.

April 19th and 20th, June 6th and 7th, October 28th, November 18th and December 9th

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

February 9th and 10th, March 1st and 2nd, April 4th and 5th, October 26th, November 17th, December 8th

Is the ECHS a TSI assessment site or does the IHE administer the TSI?

IHE administers the TSI

Please describe the ECHS's plan for TSI success, including 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.

The combination of the high school coursework selected to prepare students for college readiness and the Strategies for Success Curriculum will help OCTECHS' teachers and counselors utilize holistic measures to determine college readiness. Additionally, academic support and interventions will be used which are already well-established for OC students through AVID and Student Services. OCTECHS' students will have access to the OC Student Success Center which is designed specifically to assist students in achieving and then excelling in college level academics. TSIA retesting will be scheduled for students as needed during their progression through OCTECHS with intensifying support and intervention if they struggle to achieve college readiness. Students will be registered for college courses as appropriate in relationship to their demonstrated college readiness and the OC course requirements.

TSIA assessments were given throughout the 2016 calendar year and fees were waived. TSIA diagnostics will determine the interventions needed for students who did not pass. Because the educational plan is designed to allow student to earn stackable credentials, students are enrolled TSI waived courses through their sophomore year.

The strategies for success learning outcomes will be incorporated into the summer bridge programming and addressed throughout the year. OCTECH's summer bridge program is scheduled and leverages AVID curriculum and best practices to facilitate student success. The learning outcomes for the summer bridge program are as follows:

Students will demonstrate their knowledge of various campus resources and services are available to them which promote student learning.

Student will demonstrate ability to access information and use technology in a manner that supports their ability to meet course assignment requirements (i.e., how to collect and evaluate information, ability to navigate the Odessa College website, WebAdvisor, student email, and Blackboard, compose a paper in Microsoft Word and send it as an attachment to instructor, Google Docs, etc.)

Students will be able to identify their personal learning styles and will demonstrate how to effectively take notes, study for tests, and read college level texts to match their learning strengths.

Student will learn important academic learning strategies, as well as personal, intellectual, and social development skills that will enhance their academic success and human potential.

Students will be able to evaluate personal time management and organizational strategies and devise approaches to improve current time management and organization.

Students will gain insight into the importance of campus organizations and how to become engaged in campus activities.

Students will engage in self-assessments to explore their interests, abilities, and goals, including exploring careers in their major and the paths to those careers.

Students will begin to understand the academic requirements and expectations for reaching their future goals.

Students will demonstrate the importance of wellness and stress management.

The liaison, a college success coach, will leverage Design for Completion strategies to advise and coach OCTECHS students.

Our advanced Math students must be TSI Math ready by the beginning of their junior year and we have conducted several intense Friday and after-school math session using OC Math instructors. Additionally, in December all students were given access to "Myfoundationslab" which will provide an individualized instructional program geared for their success.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

OCTECHS provides for TSI assessment for accepted students at the end of their 8th grade year but before the 9th grade school year begins. We currently have in place and will continue to provide, an individualized instructional online program for all students who have not mastered college readiness. Fees are waived for all administrations. OCTECHS classes are rigorous and provide additional support in the areas of math, reading and writing. We have listed above the dates that testing occurred and future dates extending into the following year.

The following data relates to our TSIA:

First Cohort:

June 2015:

3 totally college ready in all tested areas;

Individual test readiness:

19 Reading; 17 Writing ; 13 Essay; 3 Math

December 2016:

12 totally college ready in all tested areas

40 Reading; 29 Writing; 25 Essay; 24 Math

All students continue to show movement toward the passing standard with each testing opportunity.

Second Cohort:

June 2016:

1 college ready in all tested areas:

Individual test readiness:

19 Reading; 11 Writing; 5 Essay; 2 Math

December 2016:

3 college ready in all tested areas:

Individual test readiness:

19 Reading; 11 Writing; 5 Essay; 2 Math

All students continue to show movement toward the passing standard with each testing opportunity

Students will have continued multiple opportunity take the TSIA again throughout February, March, April and May.

Currently OCTECHS students test at the OC Testing site which is next door to our main OCTECHS building. OCTECHS will provide continued TSIA support and budget available monies throughout the coming school year in order to move to exemplar status with regard to becoming a TSI assessment site and by providing a more intensive bridge program for the students. The program of study degree plans vary in the college readiness requirements. Advanced math students must be college ready in Math by the beginning of the 11th grade year.

Benchmark 6: School Design

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

ECHS on a college 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."

ECHS is on a college campus.

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 OCTECHS' Campus Principal is assigned 100% to OCTECHS and has full scheduling, hiring and budget autonomy. The Principal was hired in the fall of 2014.

The Principal plays an integral role in the establishment of OCTECHS, including the hiring of high school teachers and campus staff, involvement in the Early College Council, and the formation of the Campus Improvement Team. The OCTECHS' Principal reports to the ECISD Superintendent through the Assistant Superintendent for Secondary Operations, as do all other ECISD campus principals. In ECISD, the campus principal is the chief instructional officer and chief operations officer of a secondary education campus.

Duties and responsibilities of the ECHS principal include primary purposes of directing and managing the instructional program and supervision of operations and personnel at the campus level, providing leadership to ensure high standards of instructional service, oversee compliance with district policies, success of instructional programs and operation of all campus activities.

Major responsibilities and duties include: monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions, regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program, provide instructional resources and materials to support teaching staff in accomplishing instructional goals, foster collegiality and team building among staff members, encourage active involvement in decision-making processes, provide for two-way communication with superintendent, staff, students, parents, and community, communicate and promote expectations for high-level performance to staff and students, recognize excellence and achievement, ensure the effective and quick resolution of conflicts, build common vision for school improvement with staff, direct planning activities and put programs in place with staff to ensure attainment of school vision and mission, identify, analyze, and apply research finding (effective school correlates) to promote school improvement, develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee, develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator, interview, select, and orient new staff, define expectations for staff performance with regard to instructional strategies, classroom management and communication with the public, observe employee performance, record observations, and conduct evaluation conference with staff, assign and promote campus personnel, make recommendations to superintendent on termination, suspension, or non-renewal of employees assigned to campus, work with campus-level planning and decision-making committees to plan professional development activities, confer with subordinates regarding their professional growth--work to develop and accomplish improvement goals, comply with district policies and state and federal laws and regulations that affect the school, develop campus budgets based on documented program needs, estimated enrollment, personnel, and other fiscal needs, keep programs within budget limits, maintain fiscal control, accurately report fiscal information, compile, maintain, and file all physical and computerized reports, records, and other documents required including accurate and timely report of maximum attendance to requisition textbooks, manage use of school facilities, direct and manage extracurricular and intramural programs including management of multiple activity funds, work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate, ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the ISD and IHE student Code of Conduct and Student handbook, conduct conferences about students and school issues with parents, students and teachers, develop professional skills appropriate to job assignment, demonstrate professional, ethical and responsible behavior, serve as a role model for all campus staff, articulate the school's vision and mission to the community and solicit its support in realizing the vision and mission, demonstrate awareness of school and community needs and initiate activities to meet those needs, use appropriate and effective techniques to encourage community and parent involvement.

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 OCTECHS' Liaison shares in the responsibility for academic, social and emotional support for the OCTECHS' students by supporting the efforts of the principal as well as connecting the students to the Student Success resources available through the college. These resources include enrolling students into the college's Student Success and Completion initiative: Design for Completion (D4C), support via additional Student Success programs and inclusion in the Strategies for Success course.

The IHE liaison works more closely with the newly hired OCTECHS' counselor to ensure student success.

The IHE liaison works with the ECHS principal regarding student success on the college side and is involved with planning the College Enrollment Night.

Is the IHE liaison working with other ECHS campuses?

No

Which statement best reflects the assignment of the ECHS teachers?

The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teaching only ECHS students in all core courses.

Please describe the ECHS's 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.

ECISD staff at OCTECHS allows for common planning periods within "core alike" subjects thus allowing time for Professional Learning through PLC sessions. We use Lead4ward strategies to embed our classrooms with proven success strategies that are best practices geared toward all students. The use of INOVA Plus provides additional insight into students' needs—both academically and psycho-social Staff will continue using Eduphoria to check and record student progress. We have hired a Campus Curriculum Facilitator who assists in areas involving student improvement using Leading4Learning 3Di software and instructional materials. The ECHS principal will oversee staff development and lead instructional meetings as needed in order to fully develop all staff.

Additionally, the college's Dean of Teaching and Learning will provide highly qualified OCTECHS instructors who teach dual credit courses with ongoing professional development and support--setting expectations, developing high quality instruction, inviting to department meetings, connecting with mentors and resources.

Which statement best reflects the enrollment policies regarding ECHS students?

The ECHS students will enroll in core and elective courses that include only ECHS students and/or only college students.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

The ECHS model and location is in alignment with expectation of the Blueprint and the campus designation application and is located entirely on the Odessa College campus. The staff includes a fully OCTECHS dedicated principal with scheduling, hiring and budget autonomy, an IHE liaison with decision-making authority who interacts directly and frequently with ECHS staff and administrators and has a full staff of highly qualified ECHS teachers who report only to the ECHSD principal and teach only ECHS students. (This applies to all core courses and electives taught as part of the ISD curriculum). All ECHS student are enrolled in ECHS only sections for core classes.

As we move toward exemplary status, we will implement staff support structures with regard to the establishment of a mentoring and induction program for newly hired staff, thus providing them with insight into the protocol and parameters of an ECHS. We will provide opportunities for ECHS teachers and IHE faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with the IHE faculty.

Part 4: Supporting Documents

Verify the Academy has the most current versions of each required attachments on file at the campus by checking the boxes below. If a required attachment doesn't cover the 2017-2018 school year, a version covering the 2016-2017 school year must be included in this application.

Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2017-2018 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 2017 school year.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A


ECHS recruitment and enrolment documents: Written policies, application and evaluation documents, etc.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A


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

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A

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

Attached	Status	Expected Date for Final (if draft)
	Not submitted	N/A

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

Attached	Status	Expected Date for Final (if draft)
	Not submitted	N/A

IHE Letter of Support (IHE 1): The ECHS must have a current, signed letter of support from each partnering IHE.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A

IHE Letter of Support (IHE 2): The ECHS must have a current, signed letter of support from each partnering IHE.

Attached	Status	Expected Date for Final (if draft)



Not submitted

N/A

IHE Letter of Support (IHE 3): The ECHS must have a current, signed letter of support from each partnering IHE.

Attached

Status

Expected Date for Final (if draft)



Not submitted

N/A

Other Supporting Document: The ECHS may upload one additional supporting document.

Attached

Status

Expected Date for Final (if draft)



Not submitted

N/A