



Full Application for ECHS Designation

ECHS Academy: Goliad High School

2017-2018

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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:

Goliad High School

County District Campus Number 2:

County District Campus Number:

088902001

County District Campus Number 3:

This CDC number:

Is shared with a comprehensive campus

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

N/A: Not designated.

Mailing Address - Line 1:

749 Tiger Drive

Mailing Address - Line 2:

City:

Goliad

State:

Tx

Zip Code:

77963

2.2 School District

School District Name

Goliad ISD

Mailing Address - Line 1:

161 N Welch

Mailing Address - Line 2:

Mailing City:

Goliad

State:

Tx

Mailing Zip Code:

77963

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: Coastal Bend College	How many ECHS does this IHE partner with? 6	
Mailing Address - Line 1: 3800 Charco Rd	Mailing Address - Line 2:	
Mailing City: Goliad	State: Tx	Mailing Zip Code: 77963

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

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

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

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

2.4 Education Service Center Region

Education Service Center Region: 03

2.5 Person Completing this Application

Title: Director of Curriculum	
First Name: Deana	Last Name: Helmer
Phone: 3616453259 x 5150	Email: dhelmer@goliadisd.org

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Brenda

Phone:

3616453257

Last Name:

Gohmert

Email:

bgohmert@goliadisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Dave

Phone:

3616453259

Last Name:

Plymale

Email:

dplymale@goliadisd.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:

Director of Dual Enrollment

First Name:

Kayla

Last Name:

Jones

Phone Number:

3613542714

Email:

kdjones@coastalbend.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:

President

First Name:

Dr. Beatriz

Last Name:

Espinoza

Phone Number:

3612542200

Email:

presoffice@coastalbend.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	0	0	0	0	0
2017-2018 projected enrollment	0	0	0	50	0	0	0	50

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 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	43.73	0	0	0
At-Risk	43.3	0	0	0
LEP	.49	0	0	0
White	48	0	0	0
Hispanic or Latino	44	0	0	0
Black or African-American	5.17	0	0	0
First Generation College-Goers	N/A	N/A	N/A	0
Other	0	0	0	0

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

First generation college-goer	<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:	None

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.

All students in 8th grade will be given the opportunity to apply for the ECHS at Goliad High School. There will be a parent night in the Spring to inform parents about the ECHS. At parent night the parents and/or students will fill out the application for the ECHS. The application will also be available online for those parents who may not be able to come. Parents and/or students will meet with both counselors at the middle school and high school to begin their four year plan in May setting goals and the courses they plan to take each of their high school years. At these meetings the importance of the commitment to an ECHS if that is their choice will be stressed.

At Risk, economically disadvantaged students will also receive a letter inviting them to apply with again the counselors helping them through the application process as needed.

Goliad does not plan to eliminate anyone at this time from the process or from being admitted into the ECHS, we want as many students as possible.

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

Recruitment and enrollment process was created by calling other ECHS sites, and visiting to see what other ECHS's do. Websites of ECHS's were also researched to again see how other campuses recruited and enrolled their students as well. The ECHS leadership team met on November 16th to discuss and finalize the enrollment and recruitment process.

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: New Campus

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	2
Administration of statewide instruments under Subchapter B, Chapter 39	4
Grading periods and policies	3
Courses of study	1
Curriculum alignment	1
Instructional materials	9
Instructional calendar	2
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	3
Student enrollment and attendance policies	5
Provisions for discontinuing ECHS operation (see next section for details)	4
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 	10

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	8
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	10
Procedures for collecting and sharing student and teacher data	8
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	8
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	10
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 	8

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: Initiating

Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)

A memorandum of understanding has already been sent and is similar to the memorandum of understanding that Goliad already has for their Dual Credit offerings right now. Data will be collected the first year and reported on how the students are doing in the courses that they are offered including, GPA, number of credit hours, assessment results from the state as well as from SAT/ACT, TSI.

A teacher will be assigned as a procto/mentor for any online courses that a student may be taking to help guide with the process and help the student learn to be organized.

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.

Nov 16, 2016

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	Dave Plymale
Curriculum & Instruction or equivalent	De Helmer
ECHS principal or director	Brenda Gohmert
IHE President	Beatriz Espinoza
IHE Provost	n/a
Dean of college of Education	Todd Ecklund
ECHS Liaison	Kayla Jones
ECHS Counselor	Karie Wimberly
ECHS/Dual Enrollment specialist (IHE)	Jacqueline Witte
Dean of Workforce (IHE)	Julia Garcia
Dean of Academics (IHE)	Mark Secord

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.

Superintendent - Leader make sure district is compliant with rules and regulations
Curriculum and Instruction - Lead the district leadership meetings, meet with principal and counselor to discuss paths and

Principal -

IHE President - Leader and support of the ECHS.

Dean of college of Education

ECHS Liaison Overall responsibility of academic advising to assist students in their growth and development by constructing meaningful educational plans which are compatible with their life goals. It is a continuous and consistent process which is built upon the basis of frequent, accumulated personal contacts between advisor and advisee. Effective academic advising is the cornerstone of the academic program of the ECHS program. Excellent academic programs will not accomplish the desired end result if students are not properly guided and counseled. The ECHS/Dual Enrollment Specialist has the responsibility of providing support to our students with the goal of completion of degree requirements and timely graduation.

Counselor- Monitoring grades sent by the IHE on a regular basis and meeting with the team to monitor student grades as well.

Dual Enrollment specialist Overall responsibility of academic advising to assist students in their growth and development by constructing meaningful educational plans which are compatible with their life goals. It is a continuous and consistent process which is built upon the basis of frequent, accumulated personal contacts between advisor and advisee. Effective academic advising is the cornerstone of the academic program of the ECHS program. Excellent academic programs will not accomplish the desired end result if students are not properly guided and counseled. The ECHS/Dual Enrollment Specialist has the responsibility of providing support to our students with the goal of completion of degree requirements and timely graduation.

Dean of Workforce Provide guidance and input on workforce programs that will be implemented in the district.

Dean of Academics Provide guidance and input on academic needs of the ECHS. His input is integral in the academic decision making of the academic programs of the district.

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

Goliad does not have a high turnover rate. To keep the teachers that have a masters who could teach both of the dual credit/ ECHS and high school students Goliad offers teachers a salary of 00 more for having a masters degree. As teachers do leave Goliad is looking to recruit teachers with masters and encourage teachers to go back and get thier master so we can have as many offerings to meet the needs of the ECHS 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: Initiating

Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)

Goliad leadership team has started discussions on how to prepare students while in the ECHS with self advocacy, tutoring sessions, owning their own learning and the importance of keeping grades and attendance up since they are taking college level courses with increased rigor.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

All endorsements will be offered at the ECHS which include STEM, Business and Industry, public service, arts and humanities, and multidisciplinary studies. All students have the opportunity to earn more than one endorsement at ECHS as well as their Associate degree.

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

Associate of Arts and Associate of Science will be available to the students.
Associate of Applied Science in Welding Technology

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

Level 1 Fundamentals certificate in welding technology
Multiple certificates in various welding procedures
Level 1 Fundamentals certified nursing assistant

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

Periodic grade reports sent by the IHE. Students are highlighted who have a 70 or below, the IHE will provide letter and number grades. Facilitator in each classroom to get notices and help students be organized. Teachers will meet regularly to make sure students are progressing and where they need to be. We will work together with the IHE and the ECHS instructor to make ensure student success
Instructor/facilitator will be content specific and have knowledge of the subject to help and to proctor the class. The initial TSI and Staar will provide the first bit of data as we monitor students, the data will be monitored and growth shown with the use of TSI prep either online or within the tutorial/study skills sessions that will be offered. PEIMS data will also be used to track grades and attendance.
Sign in sheets, survey data, PEIMS data and certificates of participation/completion will be used to monitor the programs delivery and receipt of services provided to students.

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

The IHE offers tutoring 24 hours 7 days a week online
Mentorship program collegiate workforce mentorship program that can provide tutoring services offered by the IHE
Peer mentoring student leadership at Goliad ISD using Student leaders to help the freshman during tutoring sessions and the applying process.
Odysseyware will be utilized for ACT/SAT support as well as TSI support from Goliad. Teachers and the counselor will help monitor this support.
Plato access for TSI support from IHE
Faculty provides academic support before during and afterschool, incorporating study sessions throughout the day. Students who are struggling will have opportunities for advising, studying, tutoring etc...

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

The IHE will provide student workshops in conjunction with the ECHS
The ECHS will provide supports with proctor teachers for online courses as well as setting up study sessions and teaching study skills to students that are new to the ECHS. Advising will occur as need for students who are not meeting success in the ECHS
The ECHS counselor/CTE teachers will provide advisement as they are choosing career and course choices.

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: Initiating

Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)

The TSI will be given at Coastal Bend during the Bridge course in the summer, after that GHS wants to be able to test the TSI at Goliad HS so the counselor will be trained and proctor the tests on given dates throughout the year.

Benchmark 5: Academic Rigor and Readiness

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

Spring 2016

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

Spring 2017/Summer

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

ECHS is a TSI assessment site

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 ECHS students will be fully immersed in a college setting during the Summer Bridge program where they will tour the campus. During the Bridge program students will utilize all of the support facilities and support staff available to them such as teh Student Success Center (Mac Computers available to use) Tutoring services, all CB advisors, Gym, Stem Center, Student Union Building and they will have the chance to interact with college professors. When the students are at their ECHS location, students are still able to utilize IHE online resources for tutoring, TSI prep elibrary, distance learning technology such as Blackboard and Adobe Connect. During the year one of operation the ECHS scheduled several additional college campus tours to our IHE partner. .

Students at the middle school take a teen leadership class and will begin preparing for the TSI is this class during the Spring semester using odyssey.

IHE will alo provide professional development, regular classroom observations and a faculty mentor to ensure the academic rigor of the college level classes so that they are prepared for the TSI

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: Initiating

Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)

Students have been responsible for taking the TSI on their own in the past. Goliad will provide opportunities to give the TSI at the ECHS many scheduled times throughout the school year.
Goliad will offer many test prep/study skill opportunities after school as well as online through Odysseyware and Plato

Benchmark 6: School Design

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

Not located on a college campus:

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

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

Summer Bridge - Tour campus use support facilities during the summer. Will have access to the the STEM center, to CBC advisors, the Student Union and to College professions. The ECHS will also schedule a visit in the fall and the spring so CBC can share their resources with our students and they know how to access them.

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 the instructional leader for the ECHS campus. The ECHS principal will coordinated with Coastal bend to schedule classes and double check which of our current teachers are capable of teaching some of the Dual Credit courses. The principal will conduct the interviews along with a committee as we need teachers in the future. Included in the recruitment process will be looking for teachers with a masters degree or willing to go get their masters degree. The ECHS Principal will maintain the budget and approve all purchase orders for materials, supplies etc for running the ECHS. The first year the ECHS principal shall be the principal of the HS as well and as we grow the district is looking to hire and principal specifically for the ECHS, we have many administrators who have a counselors degree as well who would are likely candidates.

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.

Overall responsibility of academic advising to assist students in their growth and development by constructing meaningful educational plans which are compatible with their life goals. It is a continuous and consistent process which is built upon the basis of frequent, accumulated personal contacts between advisor and advisee. Effective academic advising is the cornerstone of the academic program of the ECHS program. Excellent academic programs will not accomplish the desired end result if students are not properly guided and counseled. The ECHS/Dual Enrollment Specialist has the responsibility of providing support to our students with the goal of completion of degree requirements and timely graduation.

Is the IHE liaison working with other ECHS campuses?

Yes

If "Yes," please list the other ECHS campuses the IHE liaison works with.

Kingsville ISD - HM King ECHS
San Diego ISD - San Diego ECHS
Karnes City ISD - Karnes City ECHS
Jim Hogg ISD - Hebronville ECHS
Alice ISD - Alice ECHS
Riviera ISD - Seahawk Early College Academy

Which statement best reflects the assignment of the ECHS teachers?

All dual Credit courses will consist of core and elective 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.

IHE provides professional development for the teachers.
Goliad ISD is focused on increasing academic rigor for all of their teachers not jut the ECHS teachers so both teachers will be part of PLC, and professional development with that goal in mind.

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: Initiating

Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)

Goliad would like to hire a principal or director specifically for the ECHS campus to work with students to succeed in the ECHS program but prepare for the career and or college of their choosing after graduation.

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	Draft	03/31/2017


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		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