



Full Application for ECHS Designation

**ECHS Academy: Galena Park Career and Technical Early
College High School**

(Previously Designated)

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:

Galena Park Career and Technical
Early College High School

County District Campus Number:

101910002

**County District Campus Number
2:**

101910003

**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?:**

Provisional: Operating under the 3
year provisionally designated status.

Mailing Address - Line 1:

5800 Uvalde Road

Mailing Address - Line 2:

City:

Houston

State:

Tx

Zip Code:

77049

2.2 School District

School District Name

Galena Park ISD

Mailing Address - Line 1:

14705 Woodforest Boulevard

Mailing Address - Line 2:

Mailing City:

Houston

State:

Tx

Mailing Zip Code:

77015

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: San Jacinto College	Mailing Address - Line 1: 5800 Uvalde Road	Mailing Address - Line 2:	How many ECHS does this IHE partner with? 3
Mailing City: Houston	State: Tx	Mailing Zip Code: 77049	

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: 04

2.5 Person Completing this Application

Title: Program Director	Last Name: Mathews
First Name: Sandy	Email: smathews@galenaparkisd.com
Phone: 832-386-1152	

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Dr.

First Name:

Jeffrey

Phone:

832-459-7161

Last Name:

Hutchinson

Email:

jhutchinson@galenaparkisd.com

2.7 Superintendent (District 1)

Title:

Dr.

First Name:

Angi

Phone:

832-386-1202

Last Name:

Williams

Email:

awilliams@galenaparkisd.com

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:

Dr.

First Name:

Pam

Last Name:

Campbell

Phone Number:

281-991-2671

Email:

pamela.campbell@sjcd.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:

Dr.

First Name:

Brenda

Last Name:

Hellyer

Phone Number:

281-998-6150

Email:

brenda.hellyer@sjcd.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	125	125	0	0	250
2017-2018 projected enrollment	0	0	0	125	125	125	0	375

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	80	0	0	74
At-Risk	63	0	0	55
LEP	32	0	0	3
White	5	0	0	3
Hispanic or Latino	78	0	0	82
Black or African-American	16	0	0	12
First Generation College-Goers	N/A	N/A	N/A	92
Other	1	0	0	3

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.

During the spring semester, recruitment for the early college high school begins in the middle schools. Prior to the recruitment process with students, all middle school counselors are trained on the early college high school application, purpose, schedule, possible degree plans, benefits, and outcomes for students. The middle school counselors are the main information contacts for students and parents. After the intensive training, the early college high school administrative team, consisting of counselors, school administrators—both assistant principals and principals—and district directors advertise and conduct information sessions for students and parents at all four district middle schools. The informational meetings are open to all interested students and their parents. Requirements and expectations of the high school are discussed at the informational meetings. The majority of high school students in the District are economically disadvantaged, at-risk, and minority. Recruiting efforts will naturally target these populations.

In March of the spring semester, additional campus meetings with 8th grade students are held to highlight the early college high school program. At that time, the student applications are made available on each middle school campus. Interested students complete the Career and Technical Early College High School application, which includes two essay questions. The first asks students why they would like to attend the ECHS, their expectations of the school, and obstacles, challenges, or successes they have experienced as a student. The second essay asks students to describe themselves, their hobbies, interests, and favorite subject(s). The essay portion of the application has no bearing on program entry status of students. In addition, students must reside in the district and also complete the online application for San Jacinto College. Students must complete the application and return it to their school counselor by February 10, 2017.

For admission to the early college high school, students are expected to have regular attendance and no drug-related disciplinary infractions. A lottery process is implemented in the event applications outnumber the spaces available in the early college high school. Additionally, any available spaces within the 9th grade year will become open at the beginning of the 10th grade year. Students, however, may not join a cohort after the beginning of the 10th grade year.

Students who are admitted to the high school will then be required to sign an agreement letter committing to the ECHS. These students are also required to attend a two-day orientation camp in August before classes begin for the fall semester.

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

A committee consisting of San Jacinto College and Galena Park ISD administrative personnel was convened to develop the recruitment and enrollment process. This committee consisted of the college provost and the assistant vice chancellor for community partnerships. GPISD was represented by the assistant superintendent for education and academic support and other directors and coordinators for academic support and career and technology education. The committee considered the needs of the student population and program availability offered through the college. The number of students the program could support was determined to be 125 per grade level, beginning at 9th grade. Additionally, the committee discussed the importance of identifying applicants' "soft skill" traits contributing to students' academic and social success in a rigorous ECHS setting. Thus, during recruitment, administrators and counselors stress the traits of a good candidate for ECHS: willingness to work hard; drug-free; eager and willing to learn; willing to give up the "traditional" high school experience; good communication skills; and an attention to punctuality. It was also determined that a lottery system would be implemented to provide all students with an equal and fair opportunity to enroll if the number of applications exceeded the early college high school capacity.

A focus of this enrollment process is to provide access to as many students as possible, but the committee determined students should have no prior drug-related discipline offenses for admission consideration. The committee included this expectation because many of the certifications offered in this program require students to be drug-free (e.g. Allied Health Professions). Recruitment also includes the high school counselors and the high school and GPISD/San Jacinto College shared counselors who serve as college liaisons to the high school campuses. Parents are notified of the information meetings through student notices and the call-out system, including texts and emails in both English and Spanish.

The committee met regularly to discuss and review the enrollment processes. In addition, a delegation from GPISD visited the established site of San Jacinto College-South Campus, Clear Horizons Early College High School, to interview the school's administrative and counseling team on their recruitment and enrollment processes.

The ECHS application requirements were aligned with the provisions and assurances of the TEA Application for ECHS Designation. Therefore, enrollment decisions are not based on state assessment scores, discipline history (except as it pertains to drug-related offenses), teacher recommendations, or minimum grade point average.

The recruitment and enrollment processes for the ECHS are reviewed and refined during ECHS Leadership Team meetings throughout the year. Discussion topics of these meetings include calendaring of milestone dates such as informational meetings, parent meetings, and application due dates, among other relevant ECHS topics of concern.

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 Galena Park Career and Technical Early College High School program is currently in our second year of operation, and we are constantly reviewing and refining our recruitment and enrollment practices and procedures. Entering our third year, we have become confident of our performance in the area of student recruitment and enrollment. We have held several MOU meetings where recruitment and enrollment policies are discussed and refined as we move forward. ECHS continues to actively recruit underrepresented populations with fidelity. ECHS conducts parent/student meetings to encourage appropriate sub-populations to apply for enrollment. The GPISD CTE ECHS has requested input from community members and local businesses to provide input on what type of industry careers are in high-demand. That information is passed on to middle school students and their families. All recruiting documents ensure that students provide GPISD CTE ECHS with pertinent info regarding first-generation college status.

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	6, 9, 10
Administration of statewide instruments under Subchapter B, Chapter 39	8
Grading periods and policies	8
Courses of study	6
Curriculum alignment	11
Instructional materials	7
Instructional calendar	4
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	8
Student enrollment and attendance policies	8
Provisions for discontinuing ECHS operation (see next section for details)	11
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 	13

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	4
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	5
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.	7
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	8
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)

The Galena Park Career and Technical Early College High School meets criteria for Implementing for Benchmark 2 because we are currently in the second year of our two-year MOU with San Jacinto College, and are in the process of updating and presenting for approval, the second generation MOU for the ECHS. We are not a New Campus, as 2017-18 will be our third year of operation, and we have progressed beyond the Initiating level. Our MOU is aligned to the ECHS Blueprint. Members of the GPISD CTE ECHS administration and the IHE (San Jacinto College) meet regularly to discuss details such as curriculum, facilities and operations, instructional materials, and TSI readiness. All other required topics are covered at least once a semester. At this stage, one of the most important topics to address in the MOU is TSI readiness. Both entities work closely to ensure that students entering their sophomore year are well prepared for success on TSI, with an emphasis on math skills. More than 65% of current 10th grade students at GPISD CTE ECHS are considered TSI complete. Both entities meet regularly to ensure that courses of study are well developed and current. The IHE continues to keep GPISD CTE ECHS informed of any programming changes, fee schedule changes, and changes in enrollment policy. The partnership between Galena Park CTE ECHS and the IHE is very strong at this time.

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.

8/12, 25/16; 9/14/2016; 10/20/2016; 11/9, 17/2016

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	Dr. Angi Williams
Curriculum & Instruction or equivalent	Elizabeth Lalor
ECHS principal or director	Dr. Jeffrey Hutchinson
IHE President	N/A
IHE Provost	Dr. William G. Ruffeto
Dean of college of Education	Dr. Shawn Silman
ECHS Liaison	Dr. Pam Campbell
IHE Chancellor	Dr. Brenda Hellyer

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 group continues to function as a decision-making and planning body. Meeting agendas have been focused on program offerings and requirements, course sequences, student admissions, college security and student safety, nutrition services, transportation and staffing. Early meetings between the two institutions first focused on the feasibility of the early college high school. The IHE, San Jacinto College, operates three additional ECHS campuses with other school districts. The college is well-versed in ECHS processes and promoting student success and achievement. (Clear Horizons ECHS is ranked #3 in the state by US News and World Report).

Pam Campbell, Assistant Vice Chancellor, Educational Partnerships, served as the primary representative from the IHE. She has the authority to act on behalf of the provost and chancellor to make decisions related to the ECHS. In this capacity, she is able to mobilize all departments of the college, including police and maintenance.

The IHE Chancellor, Dr. Brenda Hellyer, attended initial planning meetings, and provided her complete support for the designation. She presented the partnership to the San Jacinto College Board of Regents and ensured funding is provided for refurbishment of the existing facilities to be used by the ECHS.

Elizabeth Lalor, Assistant Superintendent for Academic Success and Educational Support, led the Galena Park ISD team, and acted as the designee of the superintendent. Her role was to organize all committee members of the ISD, develop the course crosswalk, discuss the proposal with the middle and high school principals, and present the potential designation to the GPISD Board of Trustees.

Other members of Galena Park ISD have contributed to the application process, curriculum crosswalk, and upcoming campus information sessions. Dr. Mechelle Epps, who is the executive director supervising all school counselors, is responsible for preparing middle school counselors to assist students and parents with questions and the application. The group decided on counselors' meetings, publicity strategy, information sessions, application due dates, lottery date and acceptance announcement, and student orientation dates.

Additionally, the GPISD assistant superintendent of operations and maintenance, John Moore, and his executive director, Paul Drexler, have also attended meetings and visited the renovated ECHS wing of the college. They ensure student transportation and food services are provided for the students of the ECHS. Decisions have been made by this department concerning the transportation schedule, future vehicles needed, loading and unloading areas on the college campus, and discussions about the delivery of breakfasts and lunches.

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

GPISD feels that the best candidates for staffing the ECHS come from the professional ranks of the district. Teachers who are currently in the district are known to be committed to students' success and trained to meet the needs of the district's population of lower income and minority students. These professionals are dedicated to improving the educational attainment of all students and a college-going culture for our first generation American students is part of our larger district values. Therefore, the district has identified and recruited the ECHS staff from within GPISD, with few exceptions. The candidate who was selected to be the ECHS Principal came to GPISD from New Caney ISD, and the counselor and Physical Education teacher were also recruited from other school districts. We feel that thoroughly trained and experienced professionals were more likely to adapt to the unique setting of the ECHS program, and therefore, be staff members who are more likely to thrive in the unique atmosphere and commit to the early college high school program for the long term.

ECHS staff exhibit an ability to work in a smaller high school setting, which precludes subject matter or grade-level planning. Teachers who were hired for the ECHS demonstrated the ability to plan for a rigorous curriculum that includes multiple grade levels and the Texas Essential Knowledge and Skills (TEKS). The ideal teacher for the ECHS also shows a dedication to building and contributing to a climate and culture that is conducive to students' success and future academic growth. Teachers and counselors who were selected for the positions demonstrated a strong connection with a college campus expectation and experience. Professional candidates are expected to mentor and support all students in the program so that each student's skills and capacity for post-secondary education success are increased. Teachers and counselors who are devoted to developing lasting relationships with students enhance the connections students perceive to the ECHS program. GPISD actively sought professionals with these qualities for the high school in order to minimize staff attrition, and we believe we assembled a strong instructional team to serve our ECHS students.

The ECHS staff has also been immersed in continual staff development to create an atmosphere that prepares students for the rigors of an accelerated college program and assists struggling learners. Teachers and the counselor received training on strategies to ensure students are emotionally and academically supported and achieve academic success. Staff who are engaged in ongoing professional development feel more efficacious in meeting the needs of the ECHS students. This consideration is an important affective factor for teacher longevity in the ECHS program.

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 Principal and Counselor of Galena Park Career and Technical Early College High School meet once a month with the Vice Chancellor of Educational Partnerships (IHE) and the members of the Dual credit office (IHE). As mentioned in Benchmark # 2, meetings address many of the required initiatives in the Blueprint. Members of Galena Park ISD central administration meet with our IHE partner once a semester to discuss high-level issues and concerns. A Memorandum of Understanding revision meeting will take place in January of 2017. All minutes and notes from MOU meetings are available for public consumption.
<http://www.thetrc.org/echs/img/http://www.thetrc.org/echs/img/save.png>

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

Public Service
STEM
Business and Industry
Multidisciplinary

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

Associate of Applied Science:

Emergency Medical Technology
Nursing
Air Conditioning Technology
Electrical Technology
Diesel Technology
Health Information Management
Engineering Design Graphics
Medical Assisting Technology
Pharmacy Technology
Business Management
Construction Management

NOTE: CTE dual credit courses will be taught by IHE instructors as these programs are very specific to the fields and required certifications. High school courses will be taught by Galena Park ISD personnel.

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

Engineering Graphic Design
Electrical Technology
Air-conditioning/HVAC
Diesel Technology
Pharmacy Technician
Emergency Medical Technology
Medical Assisting
Health Information Management
Business Management
Construction Management

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

A full-time counselor was hired prior to the beginning of the first year of operation of the early college high school. The counselor guides individual students through the development of their educational and career plans, and ensures they are enrolled in sequential courses for the chosen associate of applied science degree. The counselor (or subsequent counselor team) meets regularly and consults with teachers, staff, and parents regarding the developmental needs of students. The counselor(s) will have access to all students' TSIA data and course grades and uses the data to assist students during the program. The counselor(s) arranges all testing administrations with the IHE testing department and assists teachers in comparing data between the baseline and other post-tests. The counselor(s) has been trained to administer the TSIA and assist with administrations on the middle school campuses for future students.

Additionally, the counselor acts as a liaison between the early college high school and the San Jacinto College testing department and has become an expert on the assessment, as well as interpretation of the results. College course pass/fail grades will be shared with the ECHS staff at nine weeks each semester each semester on all students.

By FERPA regulations, college instructors do not meet with students' parents on academic progress or issues; students are considered, under the law, as adults when enrolled in dual credit courses. College instructors are asked to alert the IHE dual credit director who consults with the high school counselor(s) when students are at academic risk of failing. When the counselor and dual credit director are alerted to potential student issues, the high school counselor contacts parents. Students will then be guided to set a meeting with the college instructor to discuss current grades, areas of academic deficiency, plans of action, and any possible assignment re-submission or extra credit. Parents are encouraged to attend the conference between the student and the college instructor. While the parent may not actively participate in the conference, they can meet with their child and the high school counselor after the initial conference. The high school counselor(s), dual credit director, and parents all participate in monitoring the students' progress.

All teachers in the ECHS are assigned a group of students to mentor and monitor throughout the program. In the collaborative setting of the high school, teachers meet regularly with the counselor and principal team to discuss any student attendance, behavioral, or academic concerns. Teachers also keep monitoring records on all students, including progress reports, conferences, and parent contacts. Students will participate in all pre-assessment, benchmark tests designed by the district to monitor student progress on TEKS and End of Course (EOC) objectives. These data are used to provide intensive tutorials or enrichment for students in all high school courses.

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

The Galena Park ISD CTE Early College High School allows the students to have the choice of eleven different programs offered through San Jacinto College. As students progress through their high school years, they will take specific courses related to their programs. When the ECHS students begin their specific program courses, they are enrolled with other San Jacinto College students. A main goal of the program, therefore, will be to have a seamless transition from high school classes to college-level courses.

Prior to the beginning of program dual credit courses, ECHS faculty and college instructors work collaboratively to develop reading and writing activities for students in the various associate of applied science programs while in high school. High school and college faculty will determine whether an identified program exists for one student, a small group of students, or a large group of students and use this knowledge to form the most suitable instructional design. The faculties will articulate college, certification, and career expectations for every student to help guide students' growth and development.

Students will begin to become familiar with the vocabulary commonly used in each selected program. ECHS teachers in math and sciences, as well as social studies, also integrate college curriculum into high school lessons. Such integration not only prepares students for college expectations, but also develops students' knowledge necessary to pass written and performance exams required for many certifications. The teachers and instructors team meet to create more problem-solving-based activities and configure support around students working and learning in real-world environments.

Within this scope of planning, the principal will grow partnerships with area business and industry in order to provide students with field experiences and mentors. These leaders will identify and manipulate learning experiences closely related to current industry practices and standards. Practicing people most familiar with advances in technology, skills, and proficiencies are well-suited to engage in enriching experiences with students that put students' performance into a personalized context.

High school and college faculty implement a problem-solving process to analyze students' academic needs and provide the most enriching level of support to ensure academic success. Teachers emphasize process and product with the students, as well as provide concrete learning experiences.

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

Beginning in the summer of the students' first year, the counselor and staff begin to build relationships with their cohort teams. Each teacher is assigned a group of students to monitor and mentor in the coming years. This personal connection gives students a deeper sense of belonging within the ECHS. All teachers make contact with each of the students in their group(s) every week during the year. Through these personal contact times, the teachers build personal bonds with the students and monitor their emotional well-being. Professional development takes place to help the faculty understand the needs of the ECHS students and provide the teachers with strategies for assisting students through the transition period from 8th grade to college-level experiences. While students are taking high school courses, they are located in a wing of one of the college buildings especially designed for the ECHS. This allows for a more protective and nurturing environment, as well as a hub for support as the students begin the program.

Teachers also mentor students to help them learn time-management skills. With the rigor of the program, students are faced with curriculum, reading assignments, coursework, lectures, and performance exams that may be beyond their current repertoire of skills. Teachers and the counselor work to assist students in building a strong sense of efficacy for collegiate expectations and program completion. Students are given calendar/planners as a tool for time management. The ECHS teachers help students gain proficiency with using their calendars effectively and for semester planning of assignments and due dates.

Additionally, the teachers monitor students' note-taking and test-taking strategies, helping the students to develop sophisticated abilities in essential college success methodologies. The connections teachers build with each student in the ECHS program boosts the students' confidence in them to effectively impact their success in college. This, furthermore, positively affects students' emotional well-being. ECHS closely monitors their students for any signs of social or emotional distress.

The ECHS counselor is available to further support students who need a higher level of intervention. The teachers, principal, and counselor discuss students who may require increased assistance, counseling, and intercession in their weekly staff meetings. Students in the ECHS are enrolled in the EDUC 1300-Learning Framework course during their first year of the program. This class focuses on learning styles and theories, emotional and multiple intelligences, and overall personal attributes essential to impacting future academic success.

San Jacinto College implements student retention plans to involve the ECHS in campus life experiences. Examples of strategies the IHE uses with current students are campus festivals, clubs and organizations, concerts, and student mentoring programs. IHE faculty members also connect with students over the course of each semester through phone calls. The college reaches out to the ECHS students to engage them in the variety of campus-based activities available to 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)

Galena Park Career and Technical Early College High School continues to ensure that students receive a deep and rigorous curriculum in both high school and college coursework. Students are enrolled in both high school and college courses during each semester and will continue in that manner until graduation. Beginning as early spring semester of freshman year, students will begin working on course work for Associates Degree and/or Industry certification. Throughout the 4-year course of study, students will receive copious amounts of support for both their emotional and academic needs. As with any Texas public school, students receive remediation and support for academic coursework as well as full time access to a counselor, if needed. The IHE has provided academic support in the form of tutoring for any student in need. Galena Park CTE ECHS students take full advantage of the IHE tutoring services. The IHE also provides an academic advisor to meet with students once a semester, mainly to check on progress. Every student is enrolled in a college prep/advisory period, which is staffed with a certified high school teacher. The purpose of the college prep/advisory period is to allow extra time to complete coursework, seek remediation from a variety of sources, as well as teaching proper study and soft skills. Degree plans with all high school and college coursework are available to every student and updated often.

Benchmark 5: Academic Rigor and Readiness

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

August 2015, May 2016, June 2016, July 2016

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

December 2016, January 2017, May 2017, June 2017, July 2017

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.

After students have been selected for participation in the ECHS in the spring semester, they are administered the TSIA in May. (Students will take the math and reading section on one day and the writing assessment on another so there is less fatigue for the students. The aim will be to provide an optimal testing situation to reflect student ability). This initial assessment is diagnostic and provides baseline data needed to further support all students' readiness for college-level coursework. Prior to testing, the students are given two Saturday tutorials to review and prepare for the assessment. Students also take the Preassessment Activity (PAA) to gain familiarity with the test. Assessment data is given to the ECHS teachers so they are aware of students' readiness and areas to develop. (All of our ECHS teachers and professional staff take the TSIA as a practice to understand the assessment and the state expectations for college readiness).

During the summer, students who will begin the 9th grade at the CTE ECHS will participate in an intensive two-week high school/college preparation workshop. The camp takes place on the college campus and serves to orient students to the physical campus as well as the expectations for the program. The camp includes activities to help students gain an understanding of the increased level of expectation in the upcoming program. The San Jacinto College assists in the development of the summer orientation program curriculum.

The district development team (including assistant superintendent, executive directors, program director, ECHS principal and high school faculty) works collaboratively with the San Jacinto College Vice Chancellor and faculty to create a comprehensive syllabus for the orientation. Using material developed through the Houston Pathway Initiative (see note below), students are engaged in gaining familiarity with the online learning platform, Blackboard, associate of applied science programs, sample college lectures and discussions, and college-level reading and writing activities.

(NOTE: Houston Pathway Initiative is a \$58 million initiative funded by the Houston Endowment Inc. This grant helps coordinate college readiness and success plans with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan).

During the 9th grade year, students are enrolled in EDUC 1300 (Learning Framework) for college success and BCSI 1305 Business Computer Applications. Students are normally required to score 7 on the reading and writing TSIA to enroll in EDUC 1300. The IHE (San Jacinto College) waives the requirement for students who may not initially score at the college-ready level on the assessment. During the fall and spring semesters, GPISD teachers work in tandem with the college faculty and department chairs to increase the rigor of the high school courses. District teachers and college faculty work together in regular planning activities to create common reading and writing activities, which support students' academic success in following years and on TSIA, if students need to retake any section. The collaboration impacts the high school curriculum by adding integrated reading and writing performance objectives using, for example, a college health science text in the high school English classes with students pursuing pharmacy technician certification. Thus, the extensive and IHE collaboration results in vertically-aligned high school courses geared to increasing students' college readiness as they progress through the 9th and 10th grades. Students have contextualized reading and writing experiences that will result in an increase of students' proficiency in all academic areas, as well as the TSIA. Students will retake the TSIA at the end of the fall semester of 10th grade to gather "post test" data and measure progress from the baseline assessment. Students who may still not be college-ready in any area will be given additional tutorials based on the assessment data. Students will retest in the spring semester. San Jacinto College does not charge for administration of the TSIA, so fee waivers are not a factor in the ECHS program.

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)

Students enrolled at Galena Park Career and Technical Early College High School are afforded several opportunities to participate in all or part of the Texas Success Initiative (TSI) throughout the school year. Freshmen entering the program take their initial exam in May of their 8th grade school year once they are selected via the lottery. Freshmen will test once again at the end of the school year (May or June) to determine progress. Testing schedules are available throughout the summer months to any interested students. Students enrolled in grades 10-12 will continue to test twice per semester, beginning and end until they are TSI complete. In many cases, students only lack one area to master and can test whenever they feel prepared. The IHE does not charge GPISD CTE ECHS a fee for TSI testing, and works in concert with office personnel to properly schedule students. Depending on which area of the TSI test the student is still required to master, they are enrolled in a high school course developed to assist with college readiness. Students remain enrolled in the TSI prep class until they have mastered that particular section.

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 ECHS principal led a district committee that selected the school counselor and 9th grade teachers for the first year of operation, adding 10th grade teachers for the current year (year 2 of operation). The principal made the final recommendation of candidates to the superintendent and the GPISD Board of Trustees. The principal supervises and evaluates all school personnel, and orients and assists the new staff and new students to the ECHS experience. He provides opportunities for staff and student input into the school program as it develops. The principal is responsible for students' success in the program, so Dr. Hutchinson will maintain positive and open relationships with all students, staff, and parents. Dr. Hutchinson is responsible for leading the initial and future marketing and recruitment of the program beginning in the spring semester of 2015. The principal will develop and maintain a yearly budget for the ECHS.

Dr. Hutchinson also ensures that instructional objectives for all subjects are achieved, and involves the faculty and IHE staff in the development of specific curricular objectives to meet the needs of the ECHS students and the overall program. The principal actively seeks and maintains community and business partnerships with area industry to provide for field experiences for junior and senior students.

The principal will continue to build close relationships with the IHE liaison, dean of student services, dual credit director, department chairs, faculty, and the IHE police department. The principal will continue to ensure that all students receive continual social, emotional, and academic support throughout the entire program. He will provide yearly data to the superintendent and GPISD Board of Trustees on student achievement, attrition, retention strategies, and high school development, including the number of students in each technical program.

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.

Since the ECHS is on the college campus, the interaction between the ECHS Principal and the IHE liaison occurs almost daily. The liaison is Veronica Benitez, Dual Credit Director. She collaborates with the ECHS principal and counselor to facilitate the admissions, testing, and enrollment processes for the students. Registration for classes is handled through the dual credit office at San Jacinto College-North Campus. In addition, any special needs for alternative facilities or arrangements are communicated through her office. She obtains midterm and final grade reports for our students each semester. She also notifies the principal of student issues with academic standing, should those occur. She also serves as the district's connection to department chairs for the various programs so classes can be scheduled and program admission standards are met. She also collaborates with the Business Office on campus to set up the third-party billing for the tuition and fees for the students. In addition, she handles orientation sessions and helps with arrangements for summer experiences for our students. She is available to assist with parent information meetings during the recruitment phase each year.

Is the IHE liaison working with other ECHS campuses?

Yes

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

Clear Horizons - Clear Creek ISD
Sheldon ISD
Pasadena ISD

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.

ECHS teachers participate in GPISD professional development at the beginning of each school year. These sessions include content-specific inservices, as well as campus orientations led by the principal. The campus also has ten late-arrival dates each semester, which allow for an additional two hours of staff development per date. Teachers may meet as a faculty or with content directors from the district.

Students are dismissed at 1:30 on Fridays, allowing teachers, principal, and counselor(s) to meet on student needs and plan interventions as needed. The ECHS teachers are partnered with the IHE faculty and/or department chairs as points of contact and collaboration. Each semester, ECHS teachers, department chairs, and IHE faculty meet to share program goals, college expectations, certification requirements, and retention strategies.

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)

Galena Park Career and Technical Early College High School is located on the campus of San Jacinto College, North. The address is 5800 Uvalde, Houston TX 77049. High school classes are located on the 2nd floor of Building 7 and are under the supervision of the campus Principal. Students receive transportation to and from campus provided by Galena Park ISD. Current staff for 2016-2017 is Principal, counselor, 12 certified teachers and two office professionals. Projected staff for 2017-2018 school year are Principal, Assistant Principal, counselor, 15 certified teachers and three office professionals. All members of the teaching and office staff are under the direct supervision of the Principal and no other individual. The IHE has designated the Dual Credit Director as the main liaison with GPISD CTE ECHS. The Principal and Dual Credit Director meet and communicate daily. Specific professional development opportunities are offered to all members of the GPISD CTE ECHS staff, including Principal.

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		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)

[View Uploaded Document](#)

Submitted

N/A