



Abbreviated Application for ECHS Designation

**ECHS Academy: Edinburg Collegiate Prep 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:

Edinburg Collegiate Prep High School

County District Campus Number 2:

County District Campus Number:

108904001

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?:

Full: Operating beyond the 3 year provisional designation status

Mailing Address - Line 1:

2600 East Wisconsin

Mailing Address - Line 2:

City:

Edinburg

State:

Tx

Zip Code:

78542

2.2 School District

School District Name

Edinburg CISD

Mailing Address - Line 1:

411 North 8th Avenue

Mailing Address - Line 2:

Mailing City:

Edinburg

State:

Tx

Mailing Zip Code:

78541

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

Partner Name:	How many ECHS does this IHE partner with?	
South Texas College	30	
Mailing Address - Line 1:	Mailing Address - Line 2:	
3201 West Pecan Blvd.		
Mailing City:	State:	Mailing Zip Code:
McAllen	Tx	78501

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:	Mailing Zip Code:
	Tx	

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:	Mailing Zip Code:
	Tx	

2.4 Education Service Center Region

Education Service Center Region: 01

2.5 Person Completing this Application

Title:	
Director	
First Name:	Last Name:
Louis Dominic	Pena
Phone:	Email:
(956)289-2400	dom.pena@ecisd.us

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title: Director	
First Name: Loud Dominic	Last Name: Pena
Phone: (956)289-2400	Email: dom.pena@ecisd.us

2.7 Superintendent (District 1)

Title: Superintendent	
First Name: Dr. Rene	Last Name: Gutierrez
Phone: (956)289-2300	Email: rene.gutierrez@ecisd.us

2.7.a Superintendent (District 2)

Title:	
First Name:	Last Name:
Phone:	Email:

2.7.b Superintendent (District 3)

Title:	
First Name:	Last Name:
Phone:	Email:

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:

Higher Ed. Liason

First Name:

Sofia

Last Name:

Pena

Phone Number:

(956)872-2303

Email:

Sophia21@southtexascollege.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. Shirley

Last Name:

Reed

Phone Number:

(956)872-3541

Email:

sreed@southtexascollege.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	88	92	74	100	354
2017-2018 projected enrollment	0	0	0	125	88	92	74	379

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	84.97	N/A	N/A	10.0
At-Risk	54.47	N/A	N/A	53.57
LEP	31.79	N/A	N/A	34
White	1.58	N/A	N/A	.1%
Hispanic or Latino	98.86	N/A	N/A	98.6%
Black or African-American	.17	N/A	N/A	0%
First Generation College-Goers	N/A	N/A	N/A	100
Other	.54	N/A	N/A	0%

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

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

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

The Edinburg Collegiate Prep High School will prioritize efforts and services to identify, enroll, retain, target and support students who would not otherwise attend college. ECHS recruits and enrolls sub-populations that are underrepresented in college courses. We, as an ECHS, encourage enrollment of any subpopulation and / or at risk students.

Student recruitment and admission process to the ECHS is the following:

- 2 Feeder middle schools
- Reside in Edinburg CISD boundary zone
- All 8th grade students are addressed
- All parents of 8th graders and students are given an orientation of the program early in the spring semester. Students and parents are given an overview of the ECHS model.
- 8th grade parents and students are encouraged to ask questions to the ECHS staff and the ECHS students who are presenting.
- 8th grade students are given an application and encouraged to apply to ECHS.
- 8th grade counselor keeps ECHS applications for any student / parent not present at the meeting
- 8th grade students submit their application to their 8th grade counselor and later picked up by the ECHS counselor

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

The committee is comprised of a director, counselor, teachers and staff selected to review applications and determine eligibility. Several criteria were used for selection:

- Students who will be the first year 9th graders
- Students who will be first generation college goers
- Students who demonstrate academic commitment
- Students who have good attendance and behavior record
- Students who have good work ethic and study habits
- Students must be residents of the ECISD boundary
- Students and parents must have completed sections 1, 2, and 3 of the application

In collaboration with the other Edinburg CISD early college high schools, a detailed planning calendar is developed for the recruitment and enrollment of ECHS students. The process is as follows:

- Meet with the middle school principals and eighth grade counselors to set up a procedure for ECHS recruitment and enrollment processes
- Parent meeting is scheduled
- All student applications are picked up from the middle school counselor
- The ECHS committee is selected and comprised of the ECHS director, counselor, and teachers
- Students are chosen by a lottery system
- Once 125 students are chosen, acceptance letters are mailed
- Parent / student orientation meeting is scheduled by the first week in June

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

STATUS: Exemplar

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

Edinburg Collegiate Prep welcomes all first time 9th grade students for consideration to be admitted into the program.
Edinburg Collegiate Prep along with the other three ECHS have been using an enrollment application that is aligned and does not exclude any sub populations as defined by PEIMS. The application clearly informs the interested parties clear guidelines for entry such as:

- First year 9th graders
- First generation
- students who are willing to demonstrate academic commitment, attendance, behavior, ethic and study habits.
- must be residents of the Edinburg CISD boundary.
- Must complete Section I, II & III of the application.

Edinburg Collegiate Prep coordinates with its feeder campuses a recruitment plan which includes a timeline of recruitment, enrollment events and distribution of recruitment materials. Along with the other three ECHS, Edinburg Collegiate coordinates not only with the feeder campuses but with the other ECHS in the district and has made a district initiative to plan and approach the feeder campuses for recruitment.

After students are addressed, they are given an invitation in Spanish and English on a formal gathering in which we introduce the program and answer pressing questions also in Spanish and English. We not only reach out in our parent meetings, but also to the community at large through our Early college week that is show cased at school board meeting and viewed on our public television network.

All applications are considered regardless of background. Students are selected in a blind lottery.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

Students will be able to earn one or more endorsements as part of their graduation requirements. Endorsements consist of a series of courses that provide students with in depth knowledge of the subject area. The five endorsement options offered at Edinburg CISD included: science, technology, engineering and mathematics, business and industry, public service, arts and humanities, multidisciplinary studies.

STEM

BUISNESS AND INDUSTRY:

- Agriculture, Food and Natural Resources
- Agriculture, and Construction
- Arts, AV Technology and Communications
- Business Management and Administration
- Finance
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Transportation Distribution and Logistics

PUBLIC SERVICES

- Education and Training
- Health Science
- Human Services
- Law Public Safety Corrections and Security

Multidisciplinary Studies allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advance courses.

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

Edinburg Collegiate Prep Early College High School offers interdisciplinary studies for a majority of its students. Although depending on the individual and attainability, we offer other options. We currently have students who have shown interest in other strands.

Here is a list:

- Criminal justice
- Biology
- Chemistry
- Communications
- English
- philosophy
- psychology
- Computer Information System
- Engineering
- Mathematics
- Physics
- Pharmacy

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

As a school with in a school, Edinburg Collegiate Prep offers level I and II certificates. This list represents what is offered:

- Health Sciences
- Business Management and Administration
- AV Technology and Communication
- Information Technology
- Law, Public Safety and Corrections and Security
- Transportation Distribution and Logistics

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

The academic improvements and preparedness for those who are in need of academic assistance in the ECHS will be addressed through individual plans and strategic planning that will include the following components:

- Four year academic graduation plans to address / monitor educational needs
- Personal student portfolios to address / reflect personal growth and goal setting
- Behavior and attendance intervention plan to address/ monitor appropriate ECHS conduct
- College readiness test tutorials
- Extended day tutorial support (before school and after school M – F)
- College tutors
- Teacher mentoring program
- Academic, group, personnel, intrapersonal counseling
- Student planners

For students having difficulty meeting TSI readiness standards, they will be provided with additional reading, writing, and mathematics instructional support to improve and strengthen their skills. The additional instructional support will include the following components:

- ECHS teachers will utilize their instructional period, plus before and after school times for the supplemental instruction.
- Students will receive college preparation testing for ACT / SAT by taking the PLAN and the PSAT exam as well as taking the TSI assessment
- Students will be able to receive additional support through the STC services i.e. tutorials

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

The learning environment is one of our top priorities for ECHS. We ensure that students are going to feel comfortable and become successful in their classrooms and coursework.

There are several items we do ensure this process:

- Tutoring from teachers
- Advisory program
- Tutoring from college students
- Mentoring from college students
- Enrollment in developmental courses
- College readiness class
- Summer/ fall bridge program
- Financial Aid counseling
- College visits
- Internships
- Summer classes
- Projects and assignments that require the use of the college library
- Summer learning experiences led by faculty
- Structured support for all college applications
- PSAT/SAT/ACT preparations
- AVID strategies
- College and carrier readiness course
- Student portfolio reflections
- Community service projects

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

The social and emotional support of the ECHS student is crucial to sustain in order to ensure academics success. Due to the various ages of those students, they need specific strategies outlined for their individual needs in order to achieve success.

- Implement "Student Personal Probes" reflections on journal writings
- Social and emotional advisement
- Group sessions will be provided when necessary to handle social /emotional situations with fellow students
- Student/parent/teacher conferences to ensure academic and emotional encouragement
- Implement an ECHS "Counselor Corner" that will provide guidance and support for ECHS students to meet weekly and /or as needed with the ECHS counselor to talk about academic progress/planning, personal or family matters, peer relationship, and other student needs.

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)

Edinburg Collegiate Prep continues to implement its curriculum and support with gaining an associates in mind. After graduating our first cohort, we were able to walk 50 % of our seniors with an associates. Our goal this year is to do better by continuing with key essential practices that are in place and by adding some new initiatives. We will do this by:

- understanding and reviewing our MOU.
- Regularly communicating with our higher Ed partners and our district administrators
- maintaining a course crosswalk that is realistic and attainable
- keeping an open door policy for students and parents to speak with counselor
- monitoring progress with regular schedule checks
- providing tutoring
- continuing as a TSI testing site where our staff is able to teach and administer base on student needs
- involving our financial aid office to assist in building solid fields of study, college entry essays, scholarship, and mentoring.
- utilizing college mentors from the financial aid office and college tutors.
- Utilizing the AVID class as a college readiness requirement assisting students in academic management and studies

Part 4: Supporting Documents

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

Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2017-2018 School Year): The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2017 school year.

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

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

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

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