



Abbreviated Application for ECHS Designation

**ECHS Academy: Robert Vela Early College High School
(Previously Designated)**

2017-2018

Contents

[Provisions](#)

[Contacts](#)

[Benchmark 1](#)

[Benchmark 4](#)

[Documents](#)

Part 1: Provisions and Assurances

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

1.1 Target Population:

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

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

1.2 Partnership Agreement:

The ECHS must have a current, signed MOU that:

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

1.3 P-16 Leadership Initiatives:

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

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

1.4 Curriculum and Support:

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

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

1.5 Academic Rigor and Readiness:

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

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

1.6 School Design:

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

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

Part 2: Contact Information

2.1 ECHS Academy

ECHS Academy Name:

Robert Vela Early College High School

County District Campus Number:

108904006

County District Campus Number 2:

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:

801 E. Canton

Mailing Address - Line 2:

City:

Edinburg

State:

Tx

Zip Code:

78539

2.2 School District

School District Name

Edinburg CISD

Mailing Address - Line 1:

411 N. 8th Ave.

Mailing Address - Line 2:

Mailing City:

Edinburg

State:

Tx

Mailing Zip Code:

78539

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

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: 01

2.5 Person Completing this Application

Title: ECHS Director	Last Name: Mendoza-Culbertson
First Name: Jennifer	Email: je.mendoza@ecisd.us
Phone: 9562892650	

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

ECHS Director

First Name:

Jennifer

Phone:

9562892650

Last Name:

Mendoza-Culbertson

Email:

je.mendoza@ecisd.us

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Rene

Phone:

9562892300

Last Name:

Gutierrez

Email:

rene.gutierrez@ecisd.us

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 for Early College High School

First Name:

Sofia

Last Name:

Pena

Phone Number:

9568722303

Email:

sofia21@southtexascollege.edu

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

Title:

ECHS Coordinator

First Name:

Antonio

Last Name:

De La Cruz

Phone Number:

9568722148

Email:

adelacruz@southtexascollege.edu

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

Title:

First Name:

Phone Number:

Last Name:

Email:

2.9 Authorized Institution of Higher Education Official

Title:

President

First Name:

Shirley

Last Name:

Reed

Phone Number:

9568723541

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	175	175	125	0	475
2017-2018 projected enrollment	0	0	0	175	175	175	125	650

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%	0	0	66.80%
At-Risk	54.47%	0	0	43.09%
LEP	31.79%	0	0	8.37%
White	1.58%	0	0	3%
Hispanic or Latino	97.40%	0	0	96%
Black or African-American	0.17%	0	0	0%
First Generation College-Goers	N/A	N/A	N/A	82%
Other	0.54%	0	0	1%

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.

RVECHS will analyze available data to identify needs, monitor progress, and assist students not on grade level. A personalized plan of support will provide a priority of services for students throughout the school year. RVECHS will implement mentor programs, bridge camps, tutor support, college readiness strategies, AVID advisory, and build a network of support with parents and community members. RVECHS will monitor attendance, grades, and the academic progress of students. The RVECHS director, counselor, and teachers will collaborate and communicate weekly to include parent-teacher meetings, academic advisor meetings, academic contract intervention meetings, student-teacher goal setting conferences, and teacher-student mentor meetings. In addition, teachers will provide academic support and an extended academic day from Monday – Saturday. With an extended day, students will have the flexibility and opportunity to attend group study sessions in the library and/or tutorial sessions on campus and/or the college campus. Students will have access to an array of support services available through STC to include on-line tutorial assistance 24 hours a day. Informational sessions and strategies shared with parents will fortify the support system at home and strengthen our vision.

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

The RVECHS recruitment and enrollment processes and requirements were initially developed by the leadership team based on the vision for the new campus, primarily providing access to higher education and college preparation to students who are traditionally underrepresented on college campuses (specifically First Generation College Goers, Economically Disadvantaged, and/or Hispanic students). At the beginning of the school year, the team met to develop the recruitment timeline for the 2016-2017 school year, looking at the best ways to reach all the target students who would be eighth graders at our feeder middle schools. We also designed and planned the recruitment materials (applications, brochures, PowerPoint presentation, etc.) that would be used during the classroom presentations to the students and during the parent meetings in the spring. In addition, we developed guidelines for the applicant selection process. Based on this year's recruitment and enrollment process success, we will review procedures for the following year and refine as necessary.

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)

RVECHS is in the Implementing Stage for Benchmark One. The program has been in existence for two and a half years. During the course of that time, the various strategies used for the recruitment, application, and processing phases to our target population has evolved. Working with our middle school feeder schools, encouragement is offered to first-generation college students, LEP students, at-risk students and other underrepresented student populations to apply for the RVECHS Program. RVECHS strives to be all-inclusive to students. During the application phase, assistance is provided with middle school and high school personnel available to both students and parents. The processing phase included an open line of communication between the middle schools, high schools, and the partnering higher education institution. After the close of every recruitment year, the RVECHS Program reflects and refines to improve all recruitment and enrollment publications, policies, and practices based on quantitative data and qualitative data provided by all education community stakeholders.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

The endorsements include: STEM, Business, and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies.

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

The associate's degree that will be offered to students participating in the RVECHS Program is the Interdisciplinary Studies degree.

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

Level 1 certificates will be offered to students and the RVECHS Program will also provide the opportunity for Level 2 certificates.

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

Student progress will be monitored through progress reports every three weeks, benchmark and state assessment data, attendance data, teacher referrals, and discipline data. The counselor, working in conjunction with the director and teachers, will regularly meet to discuss student success and areas of improvement, developing a system of support that includes tutoring, mentoring, and counseling. Some specific support services will included the following: Academic Intervention Contracts, Tutorial Support, Extended Day Services, Saturday and Sunday Tutorials, Summer Enrichment Support Services, College Course Advancement/Summer Acceleration, and Teacher-Student Mentor Program.

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

Fish Camp for incoming students: RVECHS Orientation Camps will be provided at all grade levels in conjunction with STC;
Administration of College entrance exam: TSI exam 8th-12th grade, ACT/ SAT 11th -12th;
Extended day Monday-Saturday: Tutoring from high school teachers;
STC Center for Learning and Hired Tutors: Tutoring from college students;
Mentoring by college students: STC students will mentor seniors to provide a seamless transition to a post-secondary education;
College skills class: College Readiness / AVID;
Summer Bridge Program: Four-day Summer Bridge Orientation;
Financial Aid Counseling: FASFA and Campus Go-Center;
Visits to Colleges: Campus Go-Center/ Facilities/ Activities/ Student Services;
Internships: Based on Field of Interest;
Summer Classes: Enrichment and Acceleration;
Projects & assignments that require use of college library: RVECHS Teachers, Students, and STC Instructors;
Summer learning experiences led by college faculty: STC and RVECHS Teachers;

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

RVECHS students will be provided with social and emotional support by frequent communication with and easy access to the RVECHS counselor and other staff members. A variety of opportunities for dialogue will be provided, for example, through class presentations, individual student conferences, and small group presentations and/ or conferences. The STC staff together with the RVECHS counselor will provide mandatory advisement to each student in an effort to inform and motivate the student to continue to strive for success.

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

STATUS: Initiating

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

RVECHS is in the Implementing Stage for Benchmark Four. The program has been in existence for two and a half years and will not experience graduates until Spring 2018. However, a comprehensive crosswalk and graduation plan is ready and includes course work at the high school and college level for all four years. Students will have the opportunity to earn a high school diploma and earn up to 60 college credit courses. RVECHS monitors the progress and keeps track of the student participants at an individual level and with special population groups. RVECHS provides academic support to students by offering various services for ongoing academic support, tutorials throughout the week and weekend, and provides advisory support in partnership with the higher education institution. RVECHS also provides social services with the RVECHS counselor, social worker, and college counselors. Various outreach and involvement activities that target 9th, 10th and 11th grade parents are executed throughout the year.

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