



## **Abbreviated Application for ECHS Designation**

**ECHS Academy: La Joya Jimmy Carter 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:**

La Joya Jimmy Carter Early College  
High School

**County District Campus Number:**

108912008

**County District Campus Number  
2:**

**County District Campus Number  
3:**

**This CDC number:**

Belongs to only the ECHS

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

Full: Operating beyond the 3 year  
provisional designation status

**Mailing Address - Line 1:**

603 N. College Drive

**Mailing Address - Line 2:**

**City:**

La Joya

**State:**

Tx

**Zip Code:**

78560

---

### 2.2 School District

**School District Name**

La Joya ISD

**Mailing Address - Line 1:**

200 West Expressway 83

**Mailing Address - Line 2:**

**Mailing City:**

La Joya

**State:**

Tx

**Mailing Zip Code:**

78560

---

#### 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:**

South Texas College

**Mailing Address - Line 1:**

3201 Pecan Blvd

**Mailing City:**

McAllen

**Mailing Address - Line 2:**

**State:**

Tx

**How many ECHS does this IHE partner with?**

30

**Mailing Zip Code:**

78504

---

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

**Partner Name:**

**Mailing Address - Line 1:**

**Mailing City:**

**Mailing Address - Line 2:**

**State:**

Tx

**How many ECHS does this IHE partner with?**

**Mailing Zip Code:**

---

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

**Partner Name:**

**Mailing Address - Line 1:**

**Mailing City:**

**Mailing Address - Line 2:**

**State:**

Tx

**How many ECHS does this IHE partner with?**

**Mailing Zip Code:**

---

## 2.4 Education Service Center Region

**Education Service Center Region:** 01

---

## 2.5 Person Completing this Application

**Title:**

Principal

**First Name:**

Sylvia

**Phone:**

956-323-2200

**Last Name:**

Sepulveda

**Email:**

s.sepulveda@lajoyaisd.net

---

## Part 2.a: School District Contact Information

### 2.6 ECHS Principal/Director

**Title:**

Principal

**First Name:**

Sylvia

**Phone:**

956-323-2200

**Last Name:**

Sepulveda

**Email:**

s.sepulveda@lajoyaisd.net

---

### 2.7 Superintendent (District 1)

**Title:**

Superintendent

**First Name:**

Alda

**Phone:**

956-323-2205

**Last Name:**

Benavides

**Email:**

a.benavides@lajoyaisd.net

---

### 2.7.a Superintendent (District 2)

**Title:**

**First Name:**

**Phone:**

**Last Name:**

**Email:**

---

### 2.7.b Superintendent (District 3)

**Title:**

**First Name:**

**Phone:**

**Last Name:**

**Email:**

---



## Part 2.b: Institution of Higher Education Contact Information

### 2.8 Institution of Higher Education Liaison

**Title:**

Director of ECHS

**First Name:**

Sofa

**Last Name:**

Pena

**Phone Number:**

956-872-2303

**Email:**

sofia21@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:**

College President

**First Name:**

Shirley

**Last Name:**

Reed

**Phone Number:**

956-872-8366

**Email:**

yolandao@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   | 107 | 87   | 83   | 77   | 354              |
| 2017-2018 projected enrollment  | 0   | 0   | 0   | 130 | 104  | 87   | 83   | 404              |

**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     | 94%                                                      | 0                                                                            | 0                                                                            | 97.7%                                    |
| At-Risk                        | 79%                                                      | 0                                                                            | 0                                                                            | 54.2%                                    |
| LEP                            | 53%                                                      | 0                                                                            | 0                                                                            | 9.6%                                     |
| White                          | .13%                                                     | 0                                                                            | 0                                                                            | 0.28%                                    |
| Hispanic or Latino             | 99%                                                      | 0                                                                            | 0                                                                            | 99.72%                                   |
| Black or African-American      | .03%                                                     | 0                                                                            | 0                                                                            | 0                                        |
| First Generation College-Goers | N/A                                                      | N/A                                                                          | N/A                                                                          | 100.0                                    |
| Other                          | 10%                                                      | 0                                                                            | 0                                                                            | 3.9%                                     |

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:                        | Migrant                             |

**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.**

Jimmy Carter Early College High School implements a recruitment and enrollment process which is included in the La Joya I.S.D. ECHS Policies and Procedures Manual. The manual provides information about the ECHS model and its implementation. The recruitment and enrollment plan includes activities, dates, resource information and contact information for professional personnel, parents, students and community members. Annually, in the first semester of every school year, the ECHS leadership team provides professional development to district principals and counselors, parents and teachers. They are provided with information about the ECHS blueprint and the district's approved ECHS designation application. ECHS informational meetings are held at all the district's comprehensive high schools in the evening to provide information on the recruitment and enrollment process of ECHS students. These meetings are held at different locations throughout the district. The Leadership team and ECHS students visit all middle schools in the district and provide informational sessions to 8th grade students, teachers and parents about the ECHS. They are informed about the ECHS target population, support services, course offerings, endorsements offered, career pathways, high school diplomas and college degrees. Middle school students, teachers and counselors tour the ECHS during the spring semester to become aware of its offerings. ECHS students and teachers present information about the ECHS. ECHS students conference with small groups of middle school students on Q & A informational sessions. Students are provided with an ECHS brochure which lists clubs, organization, UIL events, college life and support structures on campus. South Texas College professional personnel are on campus to provide information on college course offering, TSI assessment information, and degree offerings. The ECHS recruits students who are least likely to attend college after high school. The ECHS recruits only first-generation college goers, students who are at-risk and economically disadvantaged. The ECHS enrolls students from special programs including migrants students and English language learners. The ECHS student population closely meets the district's proportional demographic representation in the areas of at-risk and economically disadvantaged students. Jimmy Carter Early College High School uses a performance-blind, open access lottery system that encourages and considers applications from all students as identified by our PEIMS accounting report. The ECHS has enrolled 100% first generation college-goers since its' inception of its first cohort (2010) and has continued this practice. Middle school students request an ECHS application from their middle school principal or counselor. Students and parents complete the ECHS application and return it the Leadership team at the district's College Readiness Office. The applications are selected through the lottery and the middle school counselors are provided with a list of students selected to enroll at the ECHS. The ECHS leadership team sends out an ECHS acceptance letter and provides information about the Summer Bridge held prior to enrolling at the ECHS. During Summer Bridge for 8th graders parents attend conferences at the ECHS to learn about the early college and the college. ECHS students enroll at the ECHS using the district's pre-registration calendar for the new school year. At this time, students are encouraged to complete a career interest inventory, complete apply Texas online, create a college email, take a picture I.D., select an endorsement and declare a field of study. Students who may not know which field to pursue, select the Interdisciplinary degree plan from the college.

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

The La Joya Independent School District's Office of College Readiness and Jimmy Carter Early College High School established a Recruitment and Enrollment Plan which lists dates and events for student recruitment and enrollment at the ECHS. The Recruitment and Enrollment Plan is revised annually and is included in the La Joya Independent School District's Early College High School Policies and Procedures Handbook 2015-2016. (See attached Recruitment and Enrollment Plan)

Jimmy Carter Early College High School will identify, recruit and enroll subpopulations of at-risk students (as defined by PEIMS), including, but not limited to students who are of limited English proficiency, students who may be in jeopardy of dropping out of high school, students who have not met state standards, students who are historically underrepresented in college courses, first generation college goers, students of low socio economic status, African American and Hispanic students will always be considered. Currently, Jimmy Carter ECHS has 100% first generation college goers enrolled in all four cohorts of students which include 99% economically disadvantaged students.

A performance-blind, open-access lottery system that encourages and considers applications from 8th grade middle school students who apply for admissions will be utilized to ensure all students have an equal opportunity for acceptance. Enrollment decisions are not be based on state assessment scores, disciplinary history, teacher recommendations or minimum grade point average. All students who meet the eligibility criteria as specified in the Recruitment and Enrollment Plan of the La Joya I.S.D. Early College High School Policies and Procedures Handbook will be encouraged to apply.

The PEIMS demographic student information can be verified through the La Joya I.S.D. information student portal "SkyWeb" system for all students who submit an application for review. The verification will ensure all the ECHS requirements for admissions are met for all interested students.

Parent and student informational sessions are provided during the day and in the evening in both Spanish and English to ensure all parents, community members, and students are properly informed of the recruitment and enrollment processes for the ECHS. The La Joya I.S.D. ECHS Recruitment and Enrollment Plan is presented and discussed thoroughly.

The ECHS administration provides training to the middle school faculty and staff on the Recruitment and Enrollment Plan, Calendar of Events, the Professional Development Plan and the student application for ECHS admissions. All middle secondary school counselors are provided extensive professional development in an effort to communicate valuable information on the ECHS model to students and parents.

The ECHS principal, faculty and staff provides professional development to district principal's and Central Office administrators on the ECHS model, the Recruitment and Enrollment Plan. The campus is open to all visitors who are interested in the ECHS model.

The IHE partners, South Texas College, sponsors numerous programs with the district's middle schools and provides valuable information about the partnership between the district and the ECHS. STC is instrumental in promoting the ECHS to all middle school students and parents through various scheduled activities before, after and during school hours. Middle schools have the opportunity to tour STC in McAllen, Texas and the La Joya STC Teaching Center in the Carter Building where the ECHS is located. La Joya I.S.D. in coordination with STC strive to promote post-secondary education awareness as early as the middle school years. Jimmy Carter ECHS opens its door for campus tours to all middle schools and high schools in the district. Middle school students have the opportunity to see first hand of the choices afforded to them for higher education. The ECHS campus ambassadors guide the campus tours for all campus visitors.

The ECHS student application will be on the Jimmy Carter ECHS website for students and parents to download. Middle School counselors will be provided hard copies of the student's admissions application to make sure all students who request an application receive one in a timely manner. The ECHS application is provided in English and Spanish. Students and parents receive help completing the ECHS application for admissions from faculty, students and staff from the ECHS school.

The ECHS Recruitment and Enrollment Plan is revised annually to ensure all criteria and requirements for student recruitment and enrollment are implemented. ECHS student demographics are reviewed to ensure students meet the qualifying criteria for enrollment in the first semester of high school.

**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)**

La Joya Jimmy Carter Early College High School has established and printed a Policies and Procedures ECHS manual which includes an admissions policy, a recruitment and enrollment policy, a professional development calendar and a calendar of events for the new entering cohort which is updated and revised annually. The calendar of events includes administration, counseling, faculty, parent and students presentations, middle school informational session visits, application information sessions dates and timelines. The ECHS student application is on the Jimmy Carter ECHS website for students and parents to download. Middle School counselors are provided hard copies of the student's admissions application to make sure all students who request an application receive one in a timely manner. The ECHS application is provided in English and Spanish. Students and parents receive help completing the ECHS application for admissions from faculty, students and staff from the ECHS school. The newspaper, "The Progress Times" and "El Noticiero", are circulated throughout the community on a monthly basis. This form of media reaches the La Joya I.S.D. community and provides valuable district and college information which include the ECHS Recruitment and Enrollment information. The district's Public Information Office displays ECHS brochures and literature promoting the ECHS campus. The ECHS administration, faculty and student officers record campus spotlight videos which are aired by the district's KJ-17 television station. Jimmy Carter Early College High School uses a performance-blind, open access lottery system that encourages and considers applications from all students as identified by our PEIMS accounting report. The ECHS has enrolled 100% first generation college goers since its inception of the first cohort and has continued this practice. The ECHS has graduated 90% or more students with an Associate's Degree in the last three years. All remaining students have earned between 9 and 55 college hours. Graduation data and enrollment trends are analyzed yearly with district and campus/college personnel, the IHE partners, P-16 Council and the Rio Grande Valley Lead Council which includes the Texas Workforce Solution. Topics of discussion include: graduation rates, university enrollment percentages, education hours attained by gender, education attainment by level, percentage of students applying for financial aid assistance, student enrollment data at the university level. Attendance, sign-in documents and certificates of participation are available for viewing. The ECHS updates and revises brochures for all interested stake holders and provides copies to the District's Public Relation's Office. Brochures include admissions criteria, time-lines, programs of study, course cross walk, transportation information, university tours and clubs and organizations offered to all students on campus. The ECHS administration and faculty present updates on data and data analyses to the La Joya I.S.D. School Board and Community members through information sessions provided at the district's comprehensive high schools. The ECHS/IHE Advisory team meet regularly to address topics of concern through face to face meetings, teleconferencing, texting and emails. The ECHS has access to the IHE student portals to ensure students are on target to graduate with appropriate credit hours and course work. The ECHS makes available to TEA their annual recruitment and enrollment plan.

## Benchmark 4: Curriculum and Support

### Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

#### Please indicate the endorsements that will be offered to students.

Jimmy Carter Early College High School students have declared an endorsement documented in their high school graduation plan. All ECHS students are encouraged to select endorsements from STEM, business and industry, public service, arts and humanities and interdisciplinary studies. Associate's Degrees offered to the ECHS students are Interdisciplinary, Education, Biology, Criminal Justice, Psychology, Social Work and Mathematics.

All ECHS students follow an individualized high school graduation plan and college degree plan. Each student has selected the field of study they would like to pursue. The high school/college crosswalk is reviewed with students and parents annually during registration and through audit reviews during the school year. The students review college degree plans with the college readiness teacher to ensure students are following their respective academic and career pathways.

The ECHS principal and counselor visit with students individually after semester grades are recorded, at this time the college crosswalk is updated. The student selects the new high school and college course work for the up coming semester. College grades are provided to the ECHS principal and counselor from STC professional personnel. On occasion a student may request a different endorsement, so a new graduation plan and college degree plan is created. Parents are always informed of the changes student make to their academic plan to ensure parents continue to support the student.

Jagnet, the South Texas College student information portal, is used regularly by the student. The student receives training on how to navigate and use the portal. The student utilizes Jagnet to add/drop courses, check grade point average, view the college transcript and view the graduation meter at any time during the day or night. Students can view the South Texas College website to review programs of study and admission requirements. They communicate with instructors and advisors using Jagnet and their assigned STC email.

The number of ECHS students taking CTE courses are listed below:

30 students are currently enrolled in Arts, AV Technology & Communication  
142 students are currently enrolled in Business, Management & Administration  
13 students are currently enrolled in Education & Training  
22 students are currently enrolled in Information Technology  
13 students are currently enrolled in Law, Public Safety, Corrections & Security  
96 students are currently enrolled in Science, Technology, Engineering & Mathematics

The ECHS ensures all students are receiving support in all areas of the academic plans.



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

Jimmy Carter Early College High School students attend an annual orientation to discuss programs of study offered by South Texas College. Students have access to the college student information portal through Blackboard and Jagnet for access to the pertinent information on degrees offered to students. The ECHS provides a yearly orientation to parents and students on the progress of the student's course progression for high school and college graduation plan as early as the eighth grade and every year after that during registration. Both students and parents sign the updated graduation plan and college crosswalk for the year. Jimmy Carter ECHS parents and students are introduced to the Interdisciplinary Associate's Degree Plan during the recruitment period at the middle schools. At this time, the parents and students are provided information on how the ECHS prepares students for successful career and educational futures through a full integration of high school, college, high skill career preparation, improved academic performance, rigorous programs of study and how it increase high school and college completion rates. ECHS students are initially introduced to an Interdisciplinary Associate's Degree plan to ensure core completion. After students are familiar with the core they can select another Associate's Degree of their choice. Usually during the eleventh grade students make changes to their college degree plans. Jimmy Carter ECHS graduated three senior cohorts with 100% high school diplomas each year. 90% or more of the last three senior cohorts graduated with an Associate's Degree from South Texas College. Students earned Associate's Degrees in Psychology, Education, Computer Science, Social Work, Criminal Justice, Biology, Mathematics and Interdisciplinary. In 2017 we anticipated an additional 90% of seniors to be college graduates. We are extremely proud of our students for the academic gains and college hours they have earned while at the ECHS. Students who do not complete the Associate's Degree leave the ECHS with a transition graduation plan to South Texas College. All ECHS graduates earn between 9 to 63 college hours during their high school years. Many ECHS students have gone on to the university level and have earned a Bachelor's Degree.

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

Jimmy Carter Early College High School students have the opportunity to earn Level I and Level II certificates.

Level I and Level II certificates offered to ECHS students are Substitute Teacher Certificates, Teacher Aide Certificates, Microsoft Office Word and Microsoft Office PowerPoint.

Jimmy Carter ECHS students earned eighty-three Level I Substitute Teacher Certificates and thirty-two Level I Teacher's Aide Certificate in (2015). In addition, ECHS students earned sixty-two Microsoft Office (MOS) Word Level II Certificates and eighty-three Microsoft Office (MOS) PowerPoint Level 2 Certificates in (2016).

Jimmy Carter ECHS will continue to certify additional personnel in an effort to offer additional Level I and Level II certificates.

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

La Joya Jimmy Carter Early College High School consistently monitors student progress and analyzes student data to support student success.

End of Course benchmark data, core are common assessments, class grades and six weeks assessments are analyzed and data is disaggregated to provide academic instructional intervention to students. Students are provided additional instruction outside the core area classroom time frame to address identified areas of need. Reteach opportunities are embedded in the daily schedule to address student areas of need in all core area subjects. The Common Instructional Frame, Marzano's High Yield Strategies, Project Based Learning, Sheltered Instructional Observation Protocols, Working on the Work and AVID instructional strategies are present in every day lessons and activities. These researched based instructional strategies along with rigorous and relevant instruction have proven to be instrumental in the academic success of all of our students.

Jimmy Carter ECHS has its own testing site. Students are required to master the TSI college entrance exam prior to enrolling in college courses. Immediate feedback is provided to students who do not master the TSI assessment. TSI student data is analyzed to create individualized student learner plans to address academic areas of need in Reading, Writing and Mathematics. TSI student data is provided to core area instructors to identify skills students are deficient in and to provide intentional practice sessions for students. Teachers require at least five hour of student tutorials prior to recommending TSI testing. The tutorial log is presented to the TSI testing administrator prior to the next TSI administration. In addition, open computer labs are provided to students to access TSI, ACT and SAT practice materials online.

Weekly Intervention Logs are provided to the ECHS administrative team. These logs provide a list of student names who require academic, social and emotional support. The administrative team conference with individual students, contact parents if necessary, provide counseling/advising, and set up tutoring sessions with teachers and peer groups. Parents are provided access to the high school student information portal to monitor student attendance and grades.

Jimmy Carter is a Title I reward school and is a high progressing high school. Since the beginning of End of Course testing, Jimmy Carter ECHS has met standards in all areas assessed and has received numerous distinctions which including Closing the Performance Gaps, Top 25% percent, College Readiness, Science, Math and ELA. Jimmy Carter ECHS has been recognized by US NEWS as a silver award school for high performing high schools. We are very proud of faculty, students, staff and parents.

The ECHS and the college work with students to address academic standings and areas that need improvement. Students are provided transportation to visit with academic advisors and set up tutorial sessions with support staff at the college. Students also use the online tutorial portal provided to them from the college. Students are always informed on academic standings and are required to improve their standing by accessing academic supports afforded to them.

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

Jimmy Carter Early College High School is a stand alone ECHS within the La Joya Independent School District. The Early College High School and STC Higher Education Center (one of six off-campus instructional sites) are in the Carter Building. This campus is on its fifth accredited year by the Southern Association of College and Schools. The college center completed the Fall 2016 SACS accreditation visit for the next five years.

College course are offered to the independent students from the surrounding communities in the Carter Building. Even though Jimmy Carter ECHS is a stand alone ECHS it resides in the same building with South Texas College Higher Education Center. This college facility provides a collegial learning environment for students. The faculty offices, the office of admissions and recruitment are on the second floor of the Carter Building which provides easy access to the ECHS student. The entrance of the building offers a student union for students to socialize and study. An outside QUAD is equipped with tables and benches for students to eat, socialize and study throughout the school day. All ECHS classrooms are enhanced with a college theme created by the faculty, students and staff. The hallways and bulletin boards provide valuable information for students on degree offerings, informational college and university brochures from across the country and the state. College catalogs and various university admissions information packets are available for students throughout the campus. A community ribbon cutting ceremony was held to rename the campus street from Coyote Drive to College Drive and all ECHS students participated.

All ECHS visit with the campus principal regularly each semester and review the their own personalized college crosswalk. The student high school transcript and the college crosswalk include grade point average, courses completed, endorsements selected by the student and a pre registration schedule for the upcoming semester. This is a guide for the student and the principal to ensure the student is on tract for graduating with an Associate's Degree or sixty credit hours towards a Bachelor's Degree. The student individual crosswalk is monitored regularly for continued progress and completion. Students and parents know that failure is not an option for our students.

South Texas College ECHS advisors meet with students on a regular basis to address GPAs, review courses on the college crosswalk and students upcoming college schedules. Students are consistently advised on career pathways. Students review the job market provided by the local Workforce Solution in an effort to encourage students to achieve their highest academic potential so they can work on a selected career. STC and ECHS professional personnel review exceptions reports prior to the new academic semester to ensure students have submitted appropriate documentation for the new semester which include updated high school transcripts, TSI and EOC updated scores.

Zero period is a tutorial hour provided to students on a daily basis. All students have the opportunity to attend tutorials before the beginning of the day. Students have access to the computer labs and study areas to study and complete class assignments before the day begins. Peer tutoring sessions are scheduled by mentor students for underclassmen during Zero period. The ECHS University Center is equipped with computers, printers, scanners, scantrons for testing, pin drives, planners, school supplies and on line resources for student use. Students are provided with all the school supplies they need.

Tutorials are provided to all ECHS students before, during and after school hours. ECHS students are required to attend daily tutorials during their college readiness class at the end of their scheduled day. Clubs and organizations form and provide peer tutorial sessions throughout the school day. The ECHS campus library is open Monday thru Thursday until 8:30 p.m. to allow student access to Library Media resources and technology. The IHE (South Texas College) student tutorial Blackboard portal provides online and face to face tutorial for all college courses. The Jaguar Express (Metro) provides transportation to students on an hourly basis to access the college main campus which include the Center for Learning Excellence. The CLE offers academic tutoring in most college subjects. The Centers also provide computers for student use, internet access, and academic printing. All services in the Centers for Learning Excellence are free of charge. The ECHS Student Union is available throughout the day and provides internet access, desktop computers and charging tables where students work, study and engage in peer tutoring.

Every ECHS student has an assigned academic advisor on their schedule which is also their College Readiness instructor the last period of every day. Students report to their advisor daily. Along with the state standards for this course, instructors embed ECHS/College topics that are required for student awareness and academic success. Such topics include discussions and presentation on college life and expectations. All students have a copy of their high school graduation plan and college degree plan which are reviewed periodically. The IHE provides assistance during advisory on numerous topics such as student grade audits, degree plan progression, financial aid assistance, admissions requirements, programs of study and transition services to the University for individual students and large groups during advisory. This is all a collaborative effort between ECHS and IHE personnel.

The Jaguar Express is available daily to transport students who require access to and from the college main campus who otherwise not have transportation. This service is provided by the college. Students ride the bus to the main campus to visit with the Office of Admissions, Academic Advisors, visit the book store, access to the Center for Learning Excellence (CLE), visit with a department chair or an on-line instructor. All ECHS students have a written permission document on file at the ECHS signed by each student's parent.

The ECHS students, parents and staff plan a fall and spring festival for the community on campus each year. They provide valuable information to the community about high school and college life. Students show case projects, poetry, and trophies/ribbons earned on the campus Wall of FAME. They prepare games and prizes for children, parents, family members and community members. ECHS students earn community hours for their hard work.

ECHS students attend career fairs, university fairs and workforce solution career fairs to gain information on possible career pathways students may want to pursue. The ECHS students travel overnight to numerous universities to meet instructors and to learn about different programs of study offered at the universities. This process has facilitated ECHS students to earn paid internships at various universities across Texas. Some students were accepted to the university after completing their internships and are about to graduate with their Bachelor's Degree. We are extremely fortunate to provide these opportunities to our students.

The ECHS instructors have their college degrees on the wall for students to view. They have the office hours listed outside the classroom door so students know when to visit with the instructors. Students communicate with instructors via Blackboard and through emails.

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

La Joya Jimmy Carter Early College High School provides social and emotional support for students and parents. The social worker on campus serves as a vital role model for students by providing group advisement sessions along with in class support. This department provides professional development for parents in the areas of academics, community resources, linking family referrals to appropriate services to name a few. The social worker selects ten campus needy families and looks for outside resources to provide goods on a regular basis. Students are encouraged to accumulate community hours to gain experiences and to share these experience in scholarship writing. The campus National Honor Society maintains a food bank on campus to ensure needy families have a source of food. Students are assigned internships at the local hospital, the fire department, local restaurants, department stores, auto mechanic shops and in the school settings to gain valuable experience and employment. The campus Student Council adopts an elementary school every year during the holiday season to provide a gift of giving event to younger students whom would not otherwise have one.

Advancement Via Individual Determination (AVID) is a framework that provides academic and social support to students. Students participate in this elective course through AVID as recommended by the teachers or individual students. AVID provides an array of academic support which include in-class support, tutors, tutorials, college readiness activities and college tours, self-progress monitoring twice a week. The AVID teacher coordinates and collaborates with faculty and administration to ensure to ensure student success in all academic core areas including college courses. In class and out of class support is provided to AVID students in the core areas by highly qualified AVID tutors hired by the ECHS principal. We currently have a Jimmy Carter ECHS graduate as one of our AVID tutors and have hired others in the past.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is another support system in place for the senior cohort. GEAR UP provides comprehensive mentoring, online and face to face tutorials, counseling, university outreach, and support services which include financial aid awareness and counseling, information and activities regarding college admissions, funding and administration of college entrance exams, professional development for parents, and funding for materials and classroom resources.

The ECHS counseling department provides emotional support to all ECHS students and parents. Students have access to the counseling department on a daily basis. Clubs and organizations on campus are encouraged to ensure students actively engage and participate with other ECHS students and members. The sponsors have numerous activities to engage students in and outside of campus.

**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)**

Jimmy Carter Early College High School graduated the majority of its last three senior cohorts with an Associate's Degree and the first 60 semester credit hours toward a Baccalaureate Degree. All students review their college crosswalk with the campus principal and counselor at the beginning of every semester. The individual student college crosswalk is updated every semester and the students are provided a copy of the crosswalk progression.

All ECHS students visit with their assigned instructor/advisor during the College Readiness class period. This course is offered to all students daily. TSI diagnostic data is provided to college readiness instructors to provide academic support in areas of strengths and weaknesses. Addressing academic student's strength, increases academic rigor and gained knowledge and addressing student weaknesses, increase student achievement. District End of Course data is disaggregated and analyzed to identify student strengths and weaknesses. Intervention class sessions are created to support students academically in all core academic areas until mastery is achieved.

ECHS students engage in gifts of giving with local elementary schools in the district. They visit schools to inform elementary students of the importance of reading and doing well in school. They talk to them about college and how they can also prepare to be ready for college when they enter high school. Students complete observations hours in the elementary classes through out the district. The Education majors at the ECHS work with elementary teachers to gain valuable experience in the classroom setting, lesson planning, state curriculum and classroom instruction.

Students visit universities in the state and establish a point of contact to continue open lines of communication with the universities. Students have earned paid internships during the summer months and have gained valuable experiences working along side PHD students. ECHS students participate in career fairs presented by the college at the different college sites. The Rio Grande Valley trade zone is home to 128 manufacturing companies. These companies provide valuable information to students on possible career pathways to work on so they can gain employment with their company. The trade zone works in collaboration with South Texas College and the Workforce Solution to recruit students for gainful employment. Students attend numerous career fairs and university fairs to stay abreast of the opportunities available to them. Clubs and organizations on campus recruit presenters to speak to ECHS students on various topic of interest. ECHS/STC informational meetings are presented to parents and students annually through out the academic school year.

The ECHS conducts informational meeting through out the district for community members and students. ECHS information is presented to the community, parents and students on the ECHS model, the recruitment and enroll plan, the ECHS student application, the target population and curriculum and supports available to students. Parents report to the ECHS high for assistance in completing the ECHS student application. A financial aid night is conducted for parents to complete student Financial Aid applications. Parents schedule appointments at the ECHS to use the computer labs to work alongside their student to submit the Financial Aid Application.

## 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) |
|----------------------------------------|--------|------------------------------------|
| <a href="#">View Uploaded Document</a> | Draft  | 04/30/2017                         |

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

| Attached                               | Status | Expected Date for Final (if draft) |
|----------------------------------------|--------|------------------------------------|
| <a href="#">View Uploaded Document</a> | Final  | N/A                                |

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

| Attached                               | Status    | Expected Date for Final (if draft) |
|----------------------------------------|-----------|------------------------------------|
| <a href="#">View Uploaded Document</a> | Submitted | N/A                                |