



Full Application for ECHS Designation

**ECHS Academy: Weslaco 21st Century Career Technical
Education Early College High School**

(Previously Designated)

2017-2018

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Part 1: Provisions and Assurances

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

1.1 Target Population:

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

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

1.2 Partnership Agreement:

The ECHS must have a current, signed MOU that:

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

1.3 P-16 Leadership Initiatives:

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

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

1.4 Curriculum and Support:

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

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

1.5 Academic Rigor and Readiness:

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

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

1.6 School Design:

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

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

Part 2: Contact Information

2.1 ECHS Academy

ECHS Academy Name:

Weslaco 21st Century Career
Technical Education Early College
High School

County District Campus Number:

108913009

**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?:**

Provisional: Operating under the 3
year provisionally designated status.

Mailing Address - Line 1:

700 South Bridge

Mailing Address - Line 2:

City:

Weslaco

State:

Tx

Zip Code:

78596

2.2 School District

School District Name

Weslaco ISD

Mailing Address - Line 1:

319 West 4th Street

Mailing Address - Line 2:

Mailing City:

Weslaco

State:

Tx

Mailing Zip Code:

78596

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 West Pecan	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: Principal	Last Name: Zamora
First Name: Marco	Email: mazamora@wisd.us
Phone: 956-969-6742	

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Marco

Phone:

956-969-6742

Last Name:

Zamora

Email:

mazamora@wisd.us

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Priscilla

Phone:

956-969-6500

Last Name:

Canales

Email:

pcanales@wisd.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:

Coordinator for Early College High Schools

First Name:

Marco

Last Name:

De La Garza

Phone Number:

9568722308

Email:

mdelagarza_2633@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 of South Texas College

First Name:

Shirley

Last Name:

Reed

Phone Number:

9568278366

Email:

sareed@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	51	64	89	0	204
2017-2018 projected enrollment	0	0	0	169	51	64	89	373

Instructions:

- In the “Percent of High School Students in District” column, use PEIMS data to indicate the percent of students for each demographic category currently enrolled in the district or charter school.
- If the ECHS is not currently in operation, complete the district column and place a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to TEA in the spring.

Demographics	Percent of High School Students in District (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	80	0	0	86
At-Risk	62.2	0	0	65
LEP	28.5	0	0	28
White	1.5	0	0	0
Hispanic or Latino	98.1	0	0	100
Black or African-American	0.1	0	0	0
First Generation College-Goers	N/A	N/A	N/A	74
Other	0	0	0	0

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

First generation college-goer	<input checked="" type="checkbox"/>
Hispanic or Latino	<input checked="" type="checkbox"/>
Black or African-American	
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.

Recruitment

Classroom presentations are conducted at each middle school during the month of January. The district has an Early College Recruitment day inviting students and parents. Weslaco ISD uses district resources to inform the community about this opportunity. District resources include the following:

- Local Newspaper
- Local TV Station-KWES
- District's Email System
- Phone Calls to parents and home visits

Selection

Until the classrooms are filled, students are selected in this order of priority:

- First Generation college goers
- Students of low socio-economic status
- Students identified At-Risk
- Any other interested students

In order to be considered for selection to the CTE Early College High School Students must complete the following:

- Attend campus information session for students scheduled in January and/or February 2017.
- Attend an information session for parents and students.

At the completion of the information sessions students are asked to complete a reading inventory and a writing and math pre-assessment. Students will also need to submit the following paperwork:

1. Completed 2 sided application
2. 500 word essay
3. Current signed copies IEP/504 plans if applicable
4. Report Card and Official School Transcript
5. STAAR Confidential Student Report
6. Attendance History
7. Disciplinary History

A committee comprised of ECHS administrator, counselor, and teacher review all applications and select students for the 2017-2018 year.

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

The CTE Early College High School Design Committee developed procedures for recruitment and enrollment. The committee is comprised of the following individuals:
College Readiness Director-District Level
High School Principal
High School Counselor
IHE Liaison

Several Meetings took place to ensure that we develop standard operation procedures for entry into CTE ECHS. The committee focused on the following principles:
To provide opportunities for all students who are interested.
To focus on those students who would not attend college if they were not selected for the program.
To focus on programs that would enhance parental involvement.
To identify and secure enough resources to meet enrollment objectives.
To devote enough attention to student retention as they do recruitment.
To develop programs that will assist students that are falling behind academically.

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)

Currently our recruitment efforts are being addressed with more district collaboration and resources. Currently we have dates where we are visiting all of the middle schools in their career portals classroom. Our district is working on a commercial and a flyer to promote the program. We have created a brochure in English and working on the Spanish version to pass out at every meeting we have with students and parents. We are also scheduled to attend one faculty meeting at every middle school in the month of January. After all of this awareness, our district is hosting a huge event at one of the high schools to have a recruitment day for all of the district early college programs. It is going to be called "School of Choice". In this huge event, we are going to have our ECHS teachers available, our advisory board members, and our student advisory board to speak to the students and parents. Our plans for recruitment are being addressed in a manner to increase our numbers. Our goal is to double the size of our program next year.

Our target population is to target at risk population, first generation college goers, and special education students. migrants, LEP, and individuals preparing for nontraditional training and employment. Through recruitment efforts, we are targeting those students who most likely wouldn't even be thinking of going to college. We want our program to be to give students the opportunity to learn a skill and degree that will make them a productive member of society.

Benchmark 2: P-16 Partnership Agreement

Required MOU Topics	Page number in MOU where it is referenced
The location of the ECHS, allocation of costs and fees, and transportation	3
Administration of statewide instruments under Subchapter B, Chapter 39	4
Grading periods and policies	4
Courses of study	5
Curriculum alignment	6
Instructional materials	6
Instructional calendar	6
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	6
Student enrollment and attendance policies	7
Provisions for discontinuing ECHS operation (see next section for details)	7
Provisions for collecting and reviewing the following disaggregated data: <ul style="list-style-type: none"> • Number of credit hours taken and earned • GPAs • State assessment results • SAT/ACT, PSAT scores • TSI readiness by grade level • Qualifications of ECHS staff • Location(s) where courses are taught 	7

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	7
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	8
Procedures for collecting and sharing student and teacher data	8
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	8
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	8
Provisions for implementing program improvements based on the collection and review of the following data: <ul style="list-style-type: none"> • Articulation of high school students in four-year colleges/universities and level of entry • Enrollment/retention rates, leaver codes, and attrition rates, by grade level • Student participation in activities at IHE 	9

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)

Our partnership agreement currently in place with South Texas College remains very strong. There are many articulation agreements in place with many universities. Our goal is to continue developing the program and increasing our student enrollment at our campus. We are promoting our staff to continue their education to become an adjunct instructors on campus. We are also meeting with South Texas College to discuss the possibility of having our own instructors designated to our program. Another plan for our campus it to create the public service pathways for our students to obtain an associate’s degree offered at South Texas College.

Benchmark 3: P-16 Leadership Initiative

P-16 Coordination & Communication

The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

Please list the dates that this group met during the past school year.

March 10th March 23rd April 12th April 20th May 12th

Please list the names and titles of the group members. Fill all fields. Write "NA" if someone of a specified title is not a member of the leadership team.

Title	Name
Superintendent	Priscilla Canales
Curriculum & Instruction or equivalent	Norma Brewer
ECHS principal or director	Marco Zamora
IHE President	Dr. Shirley Reed
IHE Provost	Ananahid Petrosian
Dean of college of Education	Sofia Pena
ECHS Liaison	Marco De la Garza

What are the functions of the group? Briefly summarize the role each member plays in the ECHS, topics/issues the group has addressed, decisions it has made, and accomplishments it is most proud of.

The functions of the group include helping us plan our pathways. They also guide and help us ensure there is alignment and transitions from the high school to the college they plan on attending. They collaborate on camps and support services. They also help with college awareness for parents. They also help parents understand tuition awareness and costs for the classes.

CTE Early College High School and South Texas College have met on numerous occasions to address course offerings, staffing, tuition-fees, textbook, transportation and use of facilities. Other areas discussed include curriculum and instruction, governance, student support structures, parent and community involvement. As CTE Early College High School continues designation, The ECHS design team are strengthening their efforts to ensure that the established partnership continues to support the students of Weslaco Independent School District.

The functions of the group are the following:

IHE (South Texas College) Staff:

Provides leadership and oversees the CTE Early College High School program

Provides external support from Texas Education Agency, Educate Texas, and other entities coordinates the successful implementation of all EXHS initiatives with staff

Assist with the application, promotion and implementation of CTE ECHS initiatives with Weslaco ISD

Works closely with the CTE ECHS personnel in the promotion and the selection of participating students and faculty

Provides support for curriculum alignment

Supports the district with resources that help out at-risk population

Works jointly with STC department chairs and CTE ECHS staff to ensure that the course requirements, content, syllabi, etc. is aligned

Shares their educational philosophy and pedagogical approach with district.

Provides support for students that have academic difficulties.

Provides support and guidance for long term planning.

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff

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

Master schedule has been created where core teachers have a conference for Professional Learning Development with their colleague in the same content. This conference is used to plan and collaborate best practices for their lessons. A new teacher academy was created on campus for support and to promote best practices. New teachers also are participating in a book study utilizing "The First Days of School". Our campus is also promoting leadership among the faculty, teachers are encourage to take on challenges and responsibility that will benefit student success. Extra duty pay is provided for teachers to tutor students after school and Saturdays. Staff development opportunities with no cost are available to teachers during the school year.

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)

Our current plan is to provide our students with long term support. We continue to provide opportunities for academic development; assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. The goal is to increase the college retention and graduation rates of our participants. Our program continues to provide: academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects. We also continue to give advice and assistance in postsecondary course selection. The principal oversees program initiatives and logistics. As we continue to grow additional funding is needed to be allocated along with additional staff. Our leadership team is growing by inviting more stakeholders to assist us with decision making. We also plan on reviewing and working with other early college high schools that have a good completion rate to ensure we are providing the right opportunities to our students. Our goal is to gather and analyze data on how our program is performing compared to other early colleges in the region. The ultimate goal is to grow as a leadership team and build more relationships to assist us in having a successful program to ensure student academic success.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

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Please indicate the endorsements that will be offered to students.

Business and Industry

A student may earn an endorsement on the student's diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement under this subsection may be earned in any of the following categories:

- business and industry, which includes courses directly related to database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, and heating, ventilation, and air conditioning

Multidisciplinary Studies

A student may earn an endorsement on the student's diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement under this subsection may be earned in any of the following categories:

- multidisciplinary studies, which allows a student to:
 - select courses from the curriculum of each endorsement area described by Subdivisions (1)through (4); and
 - earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation high school program

Public Service

A student may earn an endorsement on the student's diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement under this subsection may be earned in any of the following categories:(3) public services, which includes courses directly related to health sciences and occupations, education and training, law enforcement, and culinary arts and hospitality

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

Associate of Applied Science Welding

The Welding Technology Program will prepare students for entry level positions. Students will learn four processes (Shielded Metal Arc Welding, Gas Metal Arc Welding, Gas Tungsten Arc Welding, Flux Cored Arc Welding). Students will perform fillet and V-groove welds in the Flat, Horizontal, Vertical and Overhead positions. Students will gain knowledge in Lay-out and Fabrication as well as blueprint reading, safety and metallurgy. Graduate candidates will be eligible to take a welding performance qualification test in accordance with American Welding Society (AWS) standards, as used in industry.

Associate of Applied Science Advance Manufacturing Technology

This is designed to provide students with the opportunity for hands-on experience necessary for employment as a technician in the computer enhanced manufacturing process. Full size equipment is utilized. Through the integration of mathematics, metallurgy, programmable machinery, shop skills, and computer-assisted machining techniques, students can acquire the necessary skills for employment in an industrial environment. Graduates are eligible to take the National Institute of metalworking Skills (NIMS) certification exams, which are administered at South Texas College by certified faculty. Technical coursework includes: machine tool labs, AutoCAD, CNC programming and operation, parametric solid modeling, and manufacturing materials and processes. Specialty coursework includes: CAD/CAM, tool and fixture design, and advanced machine tooling.

Associate of Applied Science Diesel Mechanics

The Diesel Technology industry is a rapidly growing industry which is requiring a growing number of qualified technicians. The Diesel Technology student will acquire the knowledge and skills necessary for the repair of diesel engines, electrical and electronic control systems, hydraulic systems, air brakes, suspension, steering, and transmissions through a combination of lecture and lab work, to include troubleshooting and diagnostic procedures.

Associate of Applied Science Fire Science

Associate of Art Degree in Criminal Justice

Criminal Justice careers can encompass a variety of jobs. The employment possibilities within the traditional police courts and corrections areas are being expanded with opportunities in private business. From police officers to private detectives, youth care workers to security guards, these people help our society run smoothly and within the realms of the law. Graduates of a criminal justice program find employment opportunities in law enforcement at the federal, state and local level, adult and juvenile correctional facilities, community correctional programs, child advocacy, juvenile agencies, victim advocacy, protective services and other service agencies.

Associate of Applied Science in Fire Science

The Fire Science Technology Associate Degree program is designed to build on students' knowledge of the firefighting occupation. The program will prepare students for firefighter certifications beyond the basic fire suppression certification according to the standards from the Texas Commission on Fire Protection. Students will also be introduced to the organization and management of a fire department and the relationship of government agencies to the fire service. It also provides a sound foundation for continuous higher learning in fire protection, administration, and management.

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

Diesel Technology Certificate

The Diesel Technology industry is a rapidly growing industry which is requiring a growing number of qualified technicians. The Diesel Technology student will acquire the knowledge and skills necessary for the repair of diesel engines, electrical and electronic control systems, hydraulic systems, air brakes, suspension, steering, and transmissions through a combination of lecture and lab work, to include troubleshooting and diagnostic procedures. Associate of Applied Science Fire Science

Basic Firefighter Certificate

This program is designed to prepare students for the firefighting occupation. Students of the Fire Science

Program will learn the functions of all the fire equipment, including the fire apparatus as well as both the theory and practical application of firefighting technology. The program will prepare students for firefighter certifications according to the standards from the Texas Commission on Fire Protection. This program will provide training to newly hired firefighters from the local departments as well as provide ongoing training to current veteran firefighters who serve in either a professional or volunteer capacity.

Precision Manufacturing Technology Certificate Students are eligible to take the National Institute of Metalworking Skills (NIMS) certification exams, which are administered at South Texas College by certified faculty. Upon completion, this specialty will allow the student to continue in the Precision Manufacturing Technology's two-year Associate of Applied Science Degree program or permit the student to work in a highly rewarding career field in industry.

Structural Welding Certificate

This two semester program will prepare the students for entry level positions with skills in four welding processes (Shielded Metal Arc Welding, Gas Metal Arc Welding, Gas Tungsten Arc Welding and Flux Core Arc Welding) but does not go into the advanced welding level (open groove and pipe) as does the combination certificate. Students will perform fillets, lap, corner and tee's joint welds in the Flat, Horizontal, Vertical-up and Overhead positions. Graduate candidates will be eligible to take a welding performance qualification test in accordance with American Welding Society, as used in industry.

EMT Basic Certificate

Instruction at the basic level will serve as a foundation for the other two advanced levels, as well as concentrate on learning general anatomy and physiology and general patient assessment. Students will learn and practice lifesaving procedures such as oxygen administration, spinal motion restriction, bandaging, splinting, and administration of certain medications. Upon

Completion of this course students will be eligible to take the NREMT Basic exam provided by the National Registry and apply to Texas for EMT Basic Certification

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

Formative Assessments-Observations, questioning, discussions, graphic organizers, visual representation, etc.

Summative Assessments- Benchmarks, state mandated exams, teacher developed exams, projects, etc.

An individualized intervention plan are developed by core content area teachers for students struggling in reading, math, science and social studies every six weeks based on student expectations and for those students who require remediation.

The district provides resources that target the individual needs of each student. Such resources include, but not limited to the following:

Edmentum- This program is where students will be able to review for TSI readiness.

iStation-This is a program where students discover the innovative world using technology. Students use computer-adaptive assessments that dynamically adjust to each student's skill level. It provides engaging and interactive content in a game-like format that students love. It provides measurable results in elevating students to on-grade-level reading. It also provides students with immediate feedback through on-time scoring.

MyOn-This is a complete literacy program that provides students access to thousands of enhanced digital books. Tutorials are available that are personalized to the needs of the student.

TSI Preparation Program-This program will provide the most comprehensive and interactive preparation for students taking the TSI assessment. Staff will focus on targeting the student's area of need.

Extended Day Tutorials-Students will have the opportunity to attend extended day tutorials to work on areas of need. These tutorials will be available after school and on Saturdays. Certified teachers will be hired to assist students during these tutorials.

The students, teachers, parents and administrators create a college-going culture and campus. The students and teachers promote colleges on campus using college logos and themes, the creation of a student union.

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

Students eligible for special education services receive in class support by a certified Special Education Teacher and Special Education Instructional Assistant. A content mastery lab also be utilized to further assist students who require oral and or written assistance during class for all core content areas.

Students individualized Education Plan are implemented by all classroom teachers.

Students eligible for 504 services receive additional support by a classroom teacher as specified in the Individual Accommodations Plan.

Principal /Counselor and student Advisement sessions are in place to promote post-secondary education. Through these sessions students are introduced to college life, create individual academic plans that provide a pathway to a baccalaureate degree, and introduce college professionals and their roles.

All students visit South Texas College. The purpose of the visits are to expose them to different programs that are available.

The school counselor designs and delivers a comprehensive school counseling program that promote student achievement. The program is data-driven and focus on academic, career, and social/emotional curriculum that is delivered through classroom lessons, small groups and individual counseling sessions. The school counselor focuses her skills, time and energy on direct and indirect services.

Students are provided assistance in the following areas:

Transitioning from high school classes to college level classes

Educational planning

Navigating through college information

Personal Educational Planning

Academic Assessments

Career Development

Planning for Post-Secondary education

Personal development

Social Development

Referral to appropriate in school and out of school resources

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

CTE Early College High School provides students a healthy place to learn. It provides a sense of safety, challenge, and mission; foster positive relationships between and among adults and students; and provide students with access to mental health support and youth development opportunities. This school focuses on both student learning and development as well as the provision of social-emotional supports that foster these outcomes. Campus staff collects and use data to monitor individual and school progress.

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

STATUS: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

The CTE Early College High School provides students a healthy place to learn in their course of study. It provides a sense of safety, challenge, and mission to: foster positive relationships between and among adults and students; to provide students with access to mental health support and youth development opportunities. This school focuses both, student learning and the development as well as the provision of social emotional supports that foster these outcomes. Campus staff collects and use data to monitor individual and school progress. Action plans are created based on student needs and continuous feedback from inside and outside the school. They provide advisory and college readiness support in their freshman year and are monitored by counselors and administered in tenth grade. Currently we are in the process in establishing a mentoring program. Principal and counselor are working on getting local businesses involved with the specific career paths we offer. Our counselor is also always available to provide social and emotional support to the students. A plan of ongoing academic support is in in place such as Saturday school tutorials and extended day.

Benchmark 5: Academic Rigor and Readiness

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

Jan. 7&8, Feb.10&11, and Jun. 16

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

Oct. 28, Nov. 4,11,18, Jan. 13, 20, Feb. 10, 17, Mar. 3, 10, Jun. 8,15

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

ECHS is a TSI assessment site

Please describe the ECHS's plan for TSI success, including academic preparation classes for accepted students and/or bridge program(s), academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.

Students are able to attend computer labs at their convenience and when assigned during the day to utilize a computer program which assists students with TSI content in the math, reading and writing. There are also Saturday camps in which students can attend where teachers focus on the content and enhance the skills needed to be successful. During the summer there is a TSI bridge camp in which teachers will focus on the components of TSI. At the end of the camp students will successfully pass the TSI.

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

STATUS: 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)

Increasing academic rigor has been almost universally accepted as the primary strategy for preparing more students for college. CTE ECHS is dedicated in increasing student achievement by implementing rigor and readiness in the classroom using blended learning and collaborative learning. Students who struggle have many interventions available and that are attempted. Students are closely monitored and regularly assessed. Emphasis will also be placed on their social and emotional needs of the students to ensure there is success in the program.

Benchmark 6: School Design

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

Not located on a college campus:
A newly-formed, stand-alone high school campus

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

Students have access to the following IHE resources:

Computer Labs- Students will have access to computer labs during hours of operation.

Library- Students will have access to library services.

Writing Labs-Students will have access to writing labs located at the STC center for learning excellence.

Cafeteria-Students can use the CTE Early College High school cafeteria or cafeteria located at South Texas College

Science Labs- Teachers will reserve the science labs and use these labs on Fridays.

Career Center-Students will have access to career centers during hours of operations.

Gymnasium, weight room, athletic fields- Students will have access to recreational types of resources.

School Design: Staffing

Please describe all duties and responsibilities of the ECHS principal or director. Explain the principal or director's role in scheduling, hiring, and budgeting for the ECHS. If the ECHS principal or director has any duties or responsibilities unrelated or in addition to ECHS leadership, please explain.

Staffing
CTE Early College High School Administrator/Principal oversees the following:

School Operations
Academic/Curriculum Alignment
Data/Research
Discuss formalized procedures and structures in operations, academic achievement, and student services, to assist students in the transition between high school and college.
Discuss strategies and practices aligned with the school mission, academic goals, and assessment of students personal and academic needs.
Develop problem solving strategies to address issues and challenges.

Please describe the duties and responsibilities of the IHE liaison for your ECHS, including how frequently he or she meets and/or works with the ECHS principal/director.

The ECHS Liaison:

1. Provides leadership and serves as the Higher Education Liaison with the public school partner.
2. Coordinates the successful implementation with other Early College High School initiatives
3. Assists with the application, promotion, and implementation of Early College High School initiatives with potential school districts.
4. Works with STC faculty and staff designated to provide instruction and support services for Early College High School initiatives.
5. Facilitates professional development activities for public school and higher education faculty and staff designated to participate in Early College High School initiatives.
6. Develops schedules, implements and evaluates all aspects of the Early College High Schools' academic and college-readiness for each participating school district
7. Coordinates Early College High School course schedules, high school faculty cost agreements, and STC campus activities.
8. Assists Student Affairs with Summer Bridge programs and other college-related events.
9. Works closely with Student Affairs to develop and coordinate presentations regarding STC's policies and procedures.
10. Maintains and organizes steering board meetings for each Early College High School as needed.
11. Gathers appropriate data and writes reports and updates for Early College High School stakeholders.

Currently we are meeting regularly. Communication via email, phone calls and text are done more than face to face meetings. We are currently meeting as needed due to registration and getting pathways in place. Once spring begins we will be meeting monthly.

Is the IHE liaison working with other ECHS campuses?

Yes

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

PSJA ECHS
Hidalgo ECHS
Mission Collegiate High School
Achieve ECHS

Which statement best reflects the assignment of the ECHS teachers?

The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teaching only ECHS students in all core courses.

Please describe the ECHS's annual professional development plan, teacher mentor programs and/or opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.

The district has professional development to teachers at the beginning of the year and also throughout the year. Employees also have an online curriculum for staff development in which they may use on their own time for professional growth.

At CTE ECHS, mentors are assigned to new teachers so they can assist in the transition to the profession and they can collaborate to ensure best practices for instruction. The district is developing a new teacher academy to assist all new teachers at the district level.

Professional Learning Development time is implemented in the master schedule in which content teachers are able to collaborate.

Peer to Peer observations allow teachers to observe each other in action and to take back to their classroom ideas and strategies.

Teachers are allowed to attend conferences (budget availability) in which will be beneficial to students.

Which statement best reflects the enrollment policies regarding ECHS students?

The ECHS students will enroll in core and elective courses that include only ECHS students and/or only college students.

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

STATUS: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

Our staff at CTE ECHS is very well prepared to meet all of the needs of our students. All are certified teachers and qualified to teach our students. Teachers are technology driven and work hard to empower their students.. They are given professional development on blended learning, special education strategies and LEP strategies. We also selected teachers who are willing to work with diverse populations and identified at-risk. Teachers have several preps to teach and are willing as they are dedicated to ensure our students are successful in our programs. Our goal is to produce life long learners and to become productive members of society. The counselor and the teachers work very hard on ensuring that the students are prepared to take dual enrollment courses. We also collaborate with the teachers and involve them as much as possible in the planning stages and the pathways. The staff has bonded well with each other and discuss alignment within the courses and student concerns/successes. Through this process we have seen positive results with student development and achievement. We have also ensured the content teachers have the same off period so they can have meetings and they can plan collaboratively.

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


ISD Letter of Support (District 1): The ECHS must have a current, signed letter of support from each partnering ISD.

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

ISD Letter of Support (District 2): The ECHS must have a current, signed letter of support from each partnering ISD.

Attached	Status	Expected Date for Final (if draft)
	Not submitted	N/A

ISD Letter of Support (District 3): The ECHS must have a current, signed letter of support from each partnering ISD.

Attached	Status	Expected Date for Final (if draft)
	Not submitted	N/A

IHE Letter of Support (IHE 1): The ECHS must have a current, signed letter of support from each partnering IHE.

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

IHE Letter of Support (IHE 2): The ECHS must have a current, signed letter of support from each partnering IHE.

Attached	Status	Expected Date for Final (if draft)



Not submitted

N/A

IHE Letter of Support (IHE 3): The ECHS must have a current, signed letter of support from each partnering IHE.

Attached

Status

Expected Date for Final (if draft)



Not submitted

N/A

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

Attached

Status

Expected Date for Final (if draft)



Not submitted

N/A