



## **Abbreviated Application for ECHS Designation**

**ECHS Academy: Connally Career Tech 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:**

Connally Career Tech Early College High School

**County District Campus Number:**

161921001

**County District Campus Number 2:**

**County District Campus Number 3:**

**This CDC number:**

Is shared with a comprehensive campus

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

Provisional: Operating under the 3 year provisionally designated status.

**Mailing Address - Line 1:**

200 Cadet Way

**Mailing Address - Line 2:**

**City:**

Waco

**State:**

Tx

**Zip Code:**

76705

### 2.2 School District

**School District Name**

Connally ISD

**Mailing Address - Line 1:**

200 Cadet Way

**Mailing Address - Line 2:**

**Mailing City:**

Waco

**State:**

Tx

**Mailing Zip Code:**

76705

#### 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

<b>Partner Name:</b> Texas State Technical College - Waco	<b>How many ECHS does this IHE partner with?</b> 3	
<b>Mailing Address - Line 1:</b> 3801 Campus Dr.	<b>Mailing Address - Line 2:</b>	
<b>Mailing City:</b> Waco	<b>State:</b> Tx	<b>Mailing Zip Code:</b> 76705

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

<b>Partner Name:</b> McLennan Community College	<b>How many ECHS does this IHE partner with?</b> 3	
<b>Mailing Address - Line 1:</b> 1400 College Dr	<b>Mailing Address - Line 2:</b>	
<b>Mailing City:</b> Waco	<b>State:</b> Tx	<b>Mailing Zip Code:</b> 76708

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

<b>Partner Name:</b>	<b>How many ECHS does this IHE partner with?</b>	
<b>Mailing Address - Line 1:</b>	<b>Mailing Address - Line 2:</b>	
<b>Mailing City:</b>	<b>State:</b> Tx	<b>Mailing Zip Code:</b>

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### 2.4 Education Service Center Region

**Education Service Center Region:** 12

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### 2.5 Person Completing this Application

<b>Title:</b> Principal	
<b>First Name:</b> Hermann	<b>Last Name:</b> Pereira
<b>Phone:</b> 254-296-6764	<b>Email:</b> hpereira@connally.org

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## Part 2.a: School District Contact Information

### 2.6 ECHS Principal/Director

**Title:**

Principal

**First Name:**

Hermann

**Phone:**

2542966702

**Last Name:**

Pereira

**Email:**

hpereira@connally.org

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### 2.7 Superintendent (District 1)

**Title:**

Superintendent

**First Name:**

Wes

**Phone:**

254-296-6700

**Last Name:**

Holt

**Email:**

wholt@connally.org

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### 2.7.a Superintendent (District 2)

**Title:**

**First Name:**

**Phone:**

**Last Name:**

**Email:**

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### 2.7.b Superintendent (District 3)

**Title:**

**First Name:**

**Phone:**

**Last Name:**

**Email:**

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

### 2.8 Institution of Higher Education Liaison

**Title:**

Dual Enrollment Manager III

**First Name:**

Sheryl

**Last Name:**

Kaettner-Allen

**Phone Number:**

254-867-3875

**Email:**

sheryl.kattnerallen@tstc.edu

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

**Title:**

Program Director of HS Pathways

**First Name:**

Londa

**Last Name:**

Carriveau

**Phone Number:**

254-299-8937

**Email:**

lcarriveau@mclennan.edu

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

**Title:**

**First Name:**

**Phone Number:**

**Last Name:**

**Email:**

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### 2.9 Authorized Institution of Higher Education Official

**Title:**

Vice President Student Learning &  
CAO

**First Name:**

Marina

**Last Name:**

Wilcox

**Phone Number:**

325-235-7316

**Email:**

mlwilcox@tstc.edu

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**2.9.a Authorized Institution of Higher Education Official (complete when there are two IHE partners)**

**Title:**

Vice President of Instruction

**First Name:**

Donald

**Last Name:**

Balmos

**Phone Number:**

254-299-8602

**Email:**

dbalmos@mclennan.edu

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**2.9.b Authorized Institution of Higher Education Official (complete when there are three IHE partners)**

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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### 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	5	46	32	31	114
2017-2018 projected enrollment	0	0	0	12	50	50	50	162

**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	70	0	0	66
At-Risk	92	0	0	64
LEP	2	0	0	5
White	30	0	0	48
Hispanic or Latino	28	0	0	31
Black or African-American	37	0	0	18
First Generation College-Goers	N/A	N/A	N/A	85
Other	4	0	0	2

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.

<b>First generation college-goer</b>	<input checked="" type="checkbox"/>
<b>Hispanic or Latino</b>	<input checked="" type="checkbox"/>
<b>Black or African-American</b>	<input checked="" type="checkbox"/>
<b>Economically Disadvantaged</b>	<input checked="" type="checkbox"/>
<b>Other:</b>	

**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.**

Connally Career Tech (CCT) recruitment and enrollment requirements are targeted to encourage 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 recommendation, or minimum grade point average (GPA).

CCT has a recruiting timeline that guides the campus throughout the year. Important dates, events and who is responsible for each item is clearly defined on the recruiting timeline. CCT recruiting activities consist of class speakers, field trips, college and career fair, 4 year plans, teacher input, social media, flyers sent home, and current student word of mouth. Additionally, a Spanish speaking interpreter will be available at all parent and recruitment meetings.

Students that apply have to complete an application and must turn it in by the specified dates. Once the application is turned in the CCT staff members go through and score the applications and schedule interviews. Once the interviews are conducted each participating staff member will score the candidates. Once all interviews are completed the CCT principal and counselor will select the best candidates. CCT enrollment decisions are based around factors such as: interview score, application, scheduling needs and the students desire to complete one of the Applied Associate's degree programs that TSTC and MCC offers. Once students are selected they will meet with counselor one-on-one to go over higher education program choice and create a 4 year plan. At the end of that semester a parent information session is held to go over expectations for CCT students, application into IHE and to answer any questions that the families may have. All new incoming students will be required to attend a 2 week summer bridge program the summer before they start at CCT.

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

The recruitment and enrollment processes were developed to ensure an equal opportunity for acceptance, regardless of background or academic performance. Connally Career Tech (CCT) has a recruiting timeline that was created by the CCT staff and is intended to be a living document that guides the recruitment process.

It is our intent to reevaluate our recruitment and enrollment processes annually and to refine them as needed to ensure that we continually focus on recruitment and retaining our at-risk, economically disadvantaged, and underrepresented populations. The reevaluation process will be influenced by student performance indicators, changes in our target populations, and input from key stakeholders.

**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)**

Connally Career Tech serves the students of Connally ISD by giving students in grades 9 through 12 the opportunity to enroll into the ECHS and have access to college courses as early as 9th grade. Recruitment and enrollment requirements are targeted to encourage the enrollment of any of the subpopulations of at-risk students. The recruitment and enrollment processes were developed to ensure an equal opportunity for acceptance, regardless of background or academic performance. Input and buy in are sought out from different key stakeholders in the community. Throughout the next school year the administration will look to refine the recruitment policies and research ways to implement a form of a lottery system for enrollment.

## Benchmark 4: Curriculum and Support

### Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

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

Student can work towards an endorsement in business and industry, public service, arts and humanities, and STEM.

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

- Aircraft Airframe Technology
- Architectural/Civil Drafting Technology
- Auto Collision and Management - Refinishing Specialization
- Auto Collision and Management - Repair Specialization
- Automotive Technology
- Business Applications Programming
- Biomedical Equipment Technology
- Building Construction Technology - Project Manager & Inspection Specialization
- Cloud & Data Center Computing
- Chemical Technology
- Computer Maintenance and Systems Administration - Cisco Specialization
- Computer Maintenance Technology
- Culinary Arts
- Cyber Security - Cyber Security Specialization
- Cyber Security - Digital Forensics Specialization
- Diesel Equipment Technology - Heavy Truck Specialization
- Diesel Equipment Technology - John Deere Construction and Forestry
- Diesel Equipment Technology - Off Highway Specialization
- Electronics Technology
- Electronic Communications Technology
- Electrical Power & Controls
- Environmental Technology - Compliance Specialization
- Facilities Maintenance & Management
- Heating, Air Conditioning, and Ventilation Technology (HVAC)
- Industrial Maintenance - Mechanical Specialization
- Laser Electro Optics
- Instrumentation Technology
- Precision Machining Technology
- Mechanical/Electrical Drafting Technology
- Occupational Safety Compliance Technology
- Robotics Technology
- Radiation Protection Technology
- Solar Energy Technology
- Land Surveying Technology
- Visual Communication Technology - Design Specialization
- Web Design & Development
- Welding Technology
- Paramedicine
- Criminal justice with a Field of Study

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

Computer Tech Support Level 1 Certificate  
Cyber Security Level 2 Certificate  
Diesel Equipment Technology - Heavy Truck Level 1 Certificate  
Computer Maintenance Technician Level 1 Certificate  
Machining Level 1 Certificate  
Plumbing & Pipefitting Technology Level 1 Certificate  
Visual Communication Technology - Photography Technology  
Combination Welding Level 1 Certificate  
Law Enforcement  
Criminal Justice  
Forensic Science  
Paramedicine Level 1 Certificate  
Automotive Maintenance and Light Repair Level 1 Certificate  
Auto Collision Refinishing Level 1 Certification  
Medical Coding  
Certified Nurse's Assistant  
EKG Technician  
Medication Administration

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

As a campus we look at TSI test scores, End of Course exam scores, Cadet Checks, CBAs (curriculum based-assessments given once every six weeks) and student grades in order to monitor student progress. We have a weekly intervention time for all students that focuses on student remediation and student acceleration in regards to the End of Course exams. Our campus curriculum administrator heads up the intervention plans but the progress and planning takes place by each department during professional learning community time. Teachers execute the plans based on student performance on regular benchmarks (CBAs, Cadet Checks). In those meetings data is analyzed and plans are made in order to best meet students needs. Throughout the school year optional tutoring takes place in all classes campus wide. Our staff has the ability to assign students to focused twice a week after school tutorials based on student progress.



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

Connally Career Tech (CCT) has a full time counselor that will provide students academic support throughout the duration of the program. The counselor will guide each student as they have the opportunity to choose his/her own career path from the multiple offerings at Texas State Technical College and McLennan Community College. The counselor will also help coordinate all the materials and support necessary to be successful in that field of study. Our partnering IHE offers a vast array of career options for our students. As a result, our students and the counselor will develop a personalized graduation plan that allows them to pursue the technical career of their choice.

CCT also has a Curriculum and Instruction Coordinator that will provide academic support throughout the school year. In addition, students will be provided with a tutoring both before and after school.

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

The dedicated CCT counselor will meet with students regularly. Individual students will receive additional attention as needed.

CCT staff will meet twice a six weeks in a professional learning community centered around the social, emotional and academic needs of our students. This confidential data will be used to support students emotionally and academically so that they can achieve their ultimate goal which is an Applied Associate's degree programs that TSTC and MCC.

The ECHS will be housed in its own wing of the main high school campus which will give students the opportunity to participate in extracurricular activities which is a major part of the overall high school experience. The campus itself will be filled with items and information directly related to the dual credit classes at our IHE, and students will feel that they are part of their own school-within-a-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: 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)**

Connally Career Tech is providing students with a rigorous course of study with a career focus that enables them to earn their high school diploma, receive a career certification and up to an associates degree or at least credit hours towards a baccalaureate degree during grades 9-12. The staff at Connally Career Tech strive to provide an atmosphere where students feel as if their academic, social, and emotional needs are being met. CCT has implemented AVID strategies to help bring a higher level of academic support. The staff at CCT participate in professional learning communities as departments as well as a campus in order to meet students academic, social and emotional needs. An advisory board has been created in order to provide students with college and career readiness skills as well as a mentorship program. In these business partnerships students will have access to mentorships, job shadowing, guest speakers, field trips, and internships. Throughout the school year there will be increasingly more parent outreach events. The campus has partnered with Habitat for Humanity to provide students a structured program of study so that students have the opportunity to give back and develop social and emotional skills.

## 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>		N/A

**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)
	Not submitted	N/A