



Abbreviated Application for ECHS Designation

**ECHS Academy: Flour Bluff High School University
Preparatory High School Program**

(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:

Flour Bluff High School University
Preparatory High School Program

County District Campus Number:

178914001

**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?:**

Full: Operating beyond the 3 year
provisional designation status

Mailing Address - Line 1:

2502 Waldron Rd

Mailing Address - Line 2:

City:

Corpus Christi

State:

Tx

Zip Code:

78418

2.2 School District

School District Name

Flour Bluff ISD

Mailing Address - Line 1:

2505 Waldron Rd.

Mailing Address - Line 2:

Mailing City:

Corpus Christi

State:

Tx

Mailing Zip Code:

78418

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

Partner Name:	How many ECHS does this IHE partner with?	
Texas A&M University Corpus Christi	1	
Mailing Address - Line 1:	Mailing Address - Line 2:	
6300 Ocean Drive		
Mailing City:	State:	Mailing Zip Code:
Corpus Christi	Tx	78412

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

Partner Name:	How many ECHS does this IHE partner with?	
Del Mar College	4	
Mailing Address - Line 1:	Mailing Address - Line 2:	
101 Baldwin Blvd.		
Mailing City:	State:	Mailing Zip Code:
Corpus Christi	Tx	78404

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

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

2.4 Education Service Center Region

Education Service Center Region: 02

2.5 Person Completing this Application

Title:	
Director	
First Name:	Last Name:
Allison	Schaum
Phone:	Email:
361-694-9781	aschaum@flourbluffschoools.net

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Director

First Name:

Allison

Phone:

361-694-9781

Last Name:

Schaum

Email:

aschaum@flourbluffschoools.net

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Brian

Phone:

361-694-9206

Last Name:

Schuss

Email:

bschuss@flourbluffschoools.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:

Dept. Chair, Undergraduate Studies

First Name:

Kelly

Last Name:

Quintanilla

Phone Number:

361-825-2621

Email:

kelly.quintanilla@tamucc.edu

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

Title:

President

First Name:

Mark

Last Name:

Escamilla

Phone Number:

361-698-1203

Email:

mescamilla@delmar.edu

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:

Depart. Chair, Undergraduate
Studies

First Name:

Melissa

Last Name:

Jarrell

Phone Number:

361-825--2188

Email:

Melissa.Jarrell@tamucc.edu

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

Title:

Director of ECHS Programs

First Name:

Bob

Last Name:

Montez

Phone Number:

361-698-2424

Email:

rmontez5@delmar

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	85	76	70	69	300
2017-2018 projected enrollment	0	0	0	100	85	76	70	331

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	33.72	0	0	23.00
At-Risk	41.18	0	0	14.00
LEP	2.21	0	0	0.01
White	48.84	0	0	38.00
Hispanic or Latino	38.03	0	0	40.00
Black or African-American	3.15	0	0	6.30
First Generation College-Goers	N/A	N/A	N/A	59.60
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	☒
Hispanic or Latino	☒
Black or African-American	☒
Economically Disadvantaged	☒
Other:	

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

The recruitment and enrollment processes include the identification, recruitment and enrollment of students using marketing and recruitment plans, materials, and timelines. The marketing techniques include a timeline beginning with the distribution of a flyer which includes priority criteria and parent meeting dates regarding the early college high school experience. Flyers are distributed in December to middle schools, but it is also available through the Flour Bluff ISD website. Then in January, the director meets with all 8th grade students in their advisory class periods. To these presentations, the director will select current students to share their personal experiences in the program. Also in this month, post cards are sent to all 8th grade parents as a reminder to follow up with the application process. The application will be revised for the next school year; however, during the application time frame, all students are encouraged to pick up and return their completed application to the UPHSP Campus. All applications are considered and all students have an equal opportunity to be accepted, regardless of background or academic performance. The recruitment timeline continues with dates for accepting applications from mid - January through mid -February. Student interviews are conducted from mid- February through late March, and the anticipated notice for acceptance into the program is mailed to students in late April. At the same time, students that were not automatically accepted into the program because they did not meet one or more priority criteria are also notified through mail and informed that their name will be entered into a blind lottery. All the information distributed at every meeting, such as the application, the timeline, the UPHSP Handbook, brochure/flyer (Spanish and English) and deadlines are posted on the Flour Bluff ISD website. In late May, a letter is mailed to parents and the rising ninth graders about our three week Summer Bridge Camp Program held in early June. In July, if the student did not attend the Summer Bridge Camp Program, parents and students are sent a postcard to attend a mandatory Freshman Orientation in August. The UPHSP information in the form of a flyer and offered both in English and Spanish is readily distributed at the local community organization meetings held by the FBISD administration in order to market the program well. The UPHSP is also marketed in the high school career and course planning guide in a dedicated section for the Early College High School Program. FBISD ensures that all at-risk students and their parents know about the opportunity to become part of this innovative program. All informational literature about the UPHSP includes the eligibility criteria. Students considered with priority are students who desire to be first generation college graduates, students who are at-risk as defined by (PEIMS), students who are considered economically disadvantaged, and ELL. These processes and requirements facilitate the recruitment and enrollment process because of the high level of communication within the community.

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

The initial recruitment process for marketing the program, the student application and the timeline used have remained the same with a few changes to reach more students and increase parent attendance. For instance, we offer three parent meetings scheduled to help accommodate and increase parent/student attendance in the hopes of increasing the targeted population the ECHS was designed for. Another refinement to the program is the acceptance of students that are not from the target population. In the past, students that did not fit one or more priority criteria were put on a waiting list and informed through a letter that their enrollment into the program was pending until all letters of acceptance were submitted by the deadline to determine how many spots were available for students that did not meet one or more of the priority criteria, but desired to be in the program. Once this step has been completed, students on the waiting list were sent letters of acceptance for the University Preparatory High School Program. We have refined the acceptance of students that do not fit one or more of the priority criteria by implementing a blind lottery. The blind lottery is held at the administration building of our district and the public is invited to attend this event. Names are drawn from a lottery bin by the superintendent of the district and announced to the audience. Another refinement that will be in place in the 2018-2019 school year is that 8th grade students must be enrolled at the Flour Bluff Junior High School for the majority of their 8th grade year in order to apply to the program. Additionally we have changed the way we determine students who are economically disadvantaged, through the free and reduced lunch report. This report verifies students that are economically disadvantaged to fit the criteria of prohibitive cost. In the past, there was no way to verify this criteria for students entering the program. Lastly, we are continuously improving the image of our program by being more transparent and keeping the community and district informed. This is achieved through an annual presentation during a school board meeting, monthly parent meetings, and improvements to our UPHSP website for accessible information for parents and students. This transparency allows the community to fully understand the goal and the benefits of the UPHSP and why it is important to continue the program financially.

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)

The University Preparatory High School Program uses various means in order to target and enroll students who are at risk. All students in the eight grade are informed about the program, encouraged to apply and complete the enrollment application. A timeline is in place for all recruitment and enrollment procedures in order to encourage and consider applications from all students regardless of background or academic performance. The materials that are used for enrollment and recruitment are varied and stated throughout in parent letters, postcards, brochures, classroom visits, multiple parent meetings and the Flour Bluff UPHSP website.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

The University Preparatory High School Program offers all of our students to select from the five endorsements which include: STEM, Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies. Since the implementations of the five endorsements, the majority of the University Preparatory students have chosen the Multidisciplinary Pathway. Of all of the endorsements, the multidisciplinary pathway allows the student to earn more college credit hours.

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

The University Preparatory High School Program is partnered with a four year university. Additionally, we are also partnered with a two year college to provide online classes for our students. In the past, due to our block scheduling at the ECHS program, it has been very difficult for our ninth and tenth graders to take classes on campus at the four year university. Less than ten students were able to attend the four year university last year. With the availability of online college classes through our two year college, ninth and tenth graders are now given the opportunity to start earning college credit hours. The classes taken at the two year college will transfer to the four year university.

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

The University Preparatory High School Program students do not acquire Level 1 and Level II certificates.

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

The University Preparatory High School Program director regularly monitors student progress by various means. Every three weeks, student progress reports are printed and reviewed by both teachers and the program director. The University Preparatory High School Program faculty and staff are in constant communication about students that are borderline failing or failing any core classes. If a student is failing a core class, a face to face parent conference is held with the student and the teacher to discuss a plan of action to get the student back on track. This is accomplished by requiring the student to be placed on an Intervention Contract for six weeks. The intervention contract includes information about the classes the student is currently failing and also identifies reasons for not being successful in the classroom (i.e., not completing homework assignment, poor test grades, poor daily assignment grades, attendance). The next step is to discuss the plan of action which consists of assigning the student to mandatory morning tutorials, Monday through Friday. Three weeks after the implementation of the intervention contract has been put into place, the University Preparatory director follows-up on the the students that were placed on contracts. If the student is passing all of their classes, the student is no longer required to attend mandatory morning tutorials, and a conference is held with the student to inform him that he is back on track and will be closely monitored. If he or she is failing again at the end of the six weeks, he or she will be placed back on an intervention contract and monitored for the next three weeks. Tutorials are not only for students that are failing; every University Preparatory student has the opportunity to attend morning tutorials with teachers from our campus. Students have access to printers, computers, lab tops, and materials to do their work.

Another means of monitoring student progress is by having the University Preparatory students that are enrolled in college courses at the university sign a FERPA form in order for the district and the university to access their grades on Blackboard, where their professors post their grades. The director meets with all the students enrolled in classes at the university in order to obtain their logins and passwords to their Blackboard accounts. The director and the students' academic advisor at the university are able to check on student grades, and if a student is struggling, the university academic advisor assigns a tutor to the student. Students also have support systems at the university that they can access such as Supplemental Instruction (SI) sessions that they can attend to help them study, the university tutoring center, campus labs disability services, and the university graduate student liaison that is on the University Preparatory High School campus every day in the College Lab classroom. The university academic advisor and the University Preparatory director communicate once a week or more often if necessary in reference to students and their progress.

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

A coherent sequence of courses has been established by the University Preparatory High School Program that provides a course of study that enables the students to complete their high school graduation requirements and acquire up to 60 semester credit hours toward a baccalaureate degree. As freshmen and sophomores at the University Preparatory , students are provided academic support in all of their classes by the teachers and the college culture created by preparing them through college readiness standards, organizational strategies, and requiring personal responsibilities from each student. The college culture is also enriched by the block schedule that has been developed to mimic a university schedule of classes. Students attend classes on a Monday, Wednesday, Friday for some classes and on Tuesday, Thursday for other classes in order for them to become familiar with the routines, organizational skills and work ethic required of college students. The literacy rich curriculum requires students to read at least 600 pages outside the regular classroom, an accelerated instruction in all core curriculum areas, a writing intensive environment where students develop stamina in college level writing through practice, and develop a college attendance philosophy with the students and parents to provide academic support to the students. A new Peer Mentoring program is currently in the works to kick off January 2017. Interested students desiring to be a mentor to a student in the UPHSP will submit an application to the UPHSP Director and the TAMUCC Liaison. The application will consist of questions to address areas of strengths and weaknesses in the core classes, as well as an interest inventory to help with pairing of the mentor and mentee. Mentors will receive training prior to starting their role as a mentor. Training will consist of study skills ideas and resources on various subjects to help their assigned mentee. Support will also be available to help mentors if they need additional guidance to ensure that they are successful with their mentee.

A three week summer bridge camp is also held during the summer for incoming ninth graders. The summer bridge camp is geared toward prepping students for TSI assessment. Students are instructed in reading, writing, and math. All lessons are designed to prepare students to take the TSI at the end of the camp. In addition, students and teachers have an opportunity to build relationships. Another opportunity for our students is the Summer Prep Academy held on the Texas A&M campus. The Summer Prep Academy is designed to prep students for the TSI. The academy is free with all costs completely covered, and students are even awarded a 0 stipend for attendance. At the university, other systems of academic support are also provided. This includes a university academic advisor assigned to all of the University Preparatory High School students enrolled at the university. Tutors assigned to struggling students, access the university tutoring center, campus writing labs, disability services and the university student liaison on a daily basis for tutoring on the University Preparatory Campus. All of the University Preparatory staff work together to advise students as well as provide academic assistance to the students. For instance, students enrolled at the university will come back to their freshman or sophomore English teacher for assistance with an essay or will go to their math teacher with an assignment in their math course at the university. This still continues as an example of the University Preparatory High School campus culture where students feel that their teachers care about them and are willing to help them with whatever they need, even if they are no longer in their classes. The University Preparatory High School still continues to provide a supportive, family-like learning environment that captures the essence of college experience. Our students have the opportunity to be involved in a small learning environment to receive a more personalized learning experience focused on college readiness and participation. Our design purposely integrates Conley's four facets of college readiness, district created curriculum, college prep skills, and a common instructional framework. Our program design is comprehensive in nature, addressing problem-solving skills, questioning strategies, and study skills and discussion skills.

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

Social and Emotional support is provided to our students at the University Preparatory High School Program.

One important addition as of Fall 2014 was the hiring of a University Preparatory counselor for the University Preparatory High School Program. Students are able to meet with her and she is able to assist and support them with their high school degree plan, scholarships, college application assistance, financial aid counseling, college and career counseling and other emotional issues that may arise. Another support is the addition of an elective course that will be offered only to our seniors. Students are also given the opportunity throughout the year to visit college representative that come to our district. Students have the opportunity to attend college fairs held at the high school for all students. Additionally, students attending college also have the same opportunities to attend job fair held at TAMUCC.

In addition to this social support, our students are organized into various projects through leadership groups called the University Preparatory Senate. The group organizes students to get involved and to build camaraderie. Some of the projects have included the Homecoming Float participation, Fall Festival, Winter Movie night, and projects such as the Talent for Tots which is a show held before the Christmas holiday. Students participate in the talent show, and collect toys for the Toys for Tots campaign for the United States Marine Corp. Students also put together a team from University Preparatory that participates in the American Cancer Relay for Life event. The University Preparatory Senate also provides thank you notes and treats at various times during the school year for all staff on campus. The University Preparatory students are permitted to participate in any extracurricular or co-curricular school approved club or organization. All student groups participate in community-related activities and/or service. The students were a part of a school wide project to create a study area representative of those at our partner university. An area outside on our campus with palm trees and benches has been created to provide students a place to go to meet for study groups or to have lunch which is similar to the culture at the university. The student at the University Preparatory High School Program are focused and motivated because of the social and emotional support provided by the community of teachers and staff at the University High School Program.

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)

Since the removal of the grade level cap as to when a student was eligible to enroll in a Dual Credit course, all of our students will now have a better opportunity to earn at least 30 semester credit hours toward a baccalaureate degree. This change will allow a 9th student in our program an opportunity to earn at least six college credit hours their freshman year and another six college credit hours as a sophomore. Prior to the HB 505, students were only allowed to enroll in a dual credit course the second semester of their sophomore year. This change is definitely a move in the right direction. Another area that will also move us beyond the implementing level is the approval of foundation college courses in various degree plans offered through TAMUCC. These additional courses will provide our students an opportunity to dabble in their declared major that are beyond their core classes.

Part 4: Supporting Documents

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

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

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

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

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

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

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