



Full Application for ECHS Designation

**ECHS Academy: Tarrant County College South/Fort Worth
ISD Collegiate 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:

Tarrant County College South/Fort Worth ISD Collegiate High School

County District Campus Number:

220905086

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:

5301 Campus Drive

Mailing Address - Line 2:

Tarrant County College South SECH Bldg.

City:

Fort Worth

State:

Tx

Zip Code:

76119

2.2 School District

School District Name

Fort Worth ISD

Mailing Address - Line 1:

100 N. University

Mailing Address - Line 2:

Mailing City:

Fort Worth

State:

Tx

Mailing Zip Code:

76107

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: Tarrant County College South	Mailing Address - Line 1: 5301 Campus Drive	Mailing Address - Line 2:	How many ECHS does this IHE partner with? 3
Mailing City: Fort Worth	State: Tx	Mailing Zip Code: 76119	

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: 11

2.5 Person Completing this Application

Title: Principal	Last Name: Castillo
First Name: Lisa	Email: lisa.castillo@fwisd.org
Phone: 8175154402	

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Lisa

Phone:

817-515-4402

Last Name:

Castillo

Email:

lisa.castillo@fwisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Kent

Phone:

817-814-1900

Last Name:

Scribner

Email:

kent.scribner@fwisd.org

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:

Vice President of Academic Affairs

First Name:

Dana

Last Name:

Grove

Phone Number:

817-515-4506

Email:

dana.grove@tccd.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

First Name:

Peter

Last Name:

Jordan

Phone Number:

817-515-4501

Email:

perter.jordan@tccd.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	103	92	0	0	195
2017-2018 projected enrollment	0	0	0	115	115	92	0	322

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	65	0	0	62
At-Risk	70	0	0	45.6
LEP	13	0	0	3
White	12	0	0	9.7
Hispanic or Latino	63	0	0	56.9
Black or African-American	22	0	0	29.7
First Generation College-Goers	N/A	N/A	N/A	N/A
Other	4	0	0	3.7

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

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

FWISD hosts Mini-Expos at every middle school in which the ECHS participates. A Fort Worth ISD (FWISD) DVD is shown that markets all high school options for students. FWISD refers to these offerings as Programs of Choice. Students are able to visit with each high school campus representative at a presentation table and ask specific questions. The ECHS markets its specific program. An EXPO is held for parents and students to showcase all high school programs. The ECHS then hosts an open house for all students and parents who are interested in learning more about the program.

Students complete an application. Applicants and their parents/guardians will participate in one on one orientations for students and one on one orientations for parents/guardians. Students have the option of withdrawing their application at that time.

FWISD believes that all students who want to attend specialized programs should have an equal opportunity to attend such schools. That led to the lottery process. A blind lottery is run placing 125 students. Students who are not placed are on a wait list. The lottery is programmed for 80% economically disadvantaged. Students are notified of acceptance and then complete the registration process.

Students are given the dates of the summer bridge program which is designed to prep students for the TSI, team building activities, and college expectations.

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

The FWISD Programs of Choice and ECHS coordinators meet with the ECHS administrative team to discuss recruitment and enrollment processes. The processes from the previous year are adjusted as needed. This team will then analyze, review and refine the application prior to marketing the ECHS 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)

We are adding a grade level each school year and plan to have 9th-12th grade in the 2018-2019 school year. We also plan to add a section on our orientation enrollment packet to track first generation college goers.

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	6-7
Administration of statewide instruments under Subchapter B, Chapter 39	3
Grading periods and policies	7
Courses of study	4
Curriculum alignment	4
Instructional materials	6-7
Instructional calendar	7
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	4,6
Student enrollment and attendance policies	3,7
Provisions for discontinuing ECHS operation (see next section for details)	9-10
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 	6,9

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	6
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	2
Procedures for collecting and sharing student and teacher data	2,9
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	4-5
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	4,7
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 	3,9

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)

Continue to work with our IHE on areas of concern for both the IHE and ISD to ensure the partnership is working at its highest capacity.

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.

8/5/15, 8/13/15, 8/17/15, 9/15/15, 10/01/15, 10/27/15, 12/09/15, 01/12/16, 02/08/16, 02/28/16, 03/23/16, 04/12/16, 06/06/16, 06/21/16

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	Kent Scribner
Curriculum & Instruction or equivalent	Charles Carroll
ECHS principal or director	Lisa Castillo
IHE President	Peter Jordan
IHE Provost	n/a
Dean of college of Education	n/a
ECHS Liaison	Dana Grove
Advanced Academics	Sharon Meng
College and Career Readiness	Carrie Grant
POC Coordinator	Karen Ponder
Director	David Saenz
Chief of Secondary Schools	Cherie Washington

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.

Topics/Issues that have been discussed in our planning meetings include:

Building facilities: Use, design, needs moving forward

Academic program focus

Associate degree offerings

4 year plan - sequencing of courses

HB5 Endorsements

Adhering to the Vision and Mission

Student handbook

Recruitment/marketing and communication

Fort Worth ISD Program of Choice EXPO marketing

Open house for students and parents

Staffing

One accomplishment we are proud of is the decision for this ECHS to have a STEAM focus.

The Associates Degrees offered will include: Associates of Arts, Associates of Science:

Math Concentration, Associates of Science: Chemistry Concentration and Associates of Arts:

Kinesiology Concentration

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

We continue to hire staff members who have a minimum of a masters degree to ensure our ability to have embedded college instructors and we work with the IHE to create opportunities for our staff to become adjuncts in the evenings and summers if the wish.

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)

We have created a more purposeful advisory council with our IHE to ensure all necessary departments are represented as decisions are being made. The Principal meets monthly with the IHE's Presidents Cabinet as well as with the other ECHS Principals from our IHE District. These two councils have been crucial in creating streamlined processes that benefit ECHS students.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

STEM, Arts and Humanities, Multidisciplinary Studies.

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

Associates of Arts: General
Associates of Science: Math Concentration
Associates of Science: Chemistry Concentration
Associates of Arts: Kinesiology Concentration

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

n/a

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

There will be an evaluation of the program and of the effectiveness of the collaboration each academic year by the Early College Partnership Council. This evaluation will satisfy all federal and state guidelines for the evaluation and updating of the next MOU and program improvement initiatives.

The parties will collect data on the ECHS program and students as required by state and federal law and their respective policies and procedures and will share that data with one another upon request. The principal will lead the Early College Partnership Council in the annual review and completion of the annual report of the evaluation data collected.

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

Data Based Individual Learning Plans
Tutorials 5 days a week
Boot Camp style prescriptive learning sessions lead by College and High School Staff
Student Facilitated Tutorials
AVID
Achieve3000 Reading Instructional Resource
College Math Lab
College Writing Lab

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

A counselor is assigned to TCC South/FWISD Collegiate High School. This individual provides academic and counseling support to the students and their parents. They work with the college student service personnel in the areas of test preparation, remediation, and an integrated support system for students across the two institutions.

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)

Continue to grow our support system as our student population grows. This will be through additional staffing as well as programming needed to meet the individual needs of each student.

Benchmark 5: Academic Rigor and Readiness

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

August 2016, October 2016, December 2016, March 2017, May 2017, August 2017

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

August 2017, October 2017, December 2017, March 2018, May 2018, August 2018

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

IHE administers the TSI

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.

TSI Assessment and intervention plan includes the use of Achieve3000, Canvas and Plato software as well as Tutorial Boot Camps led by TCCD and FWISD instructional staff. Students will be assessed during Summer transition, Fall and Spring semesters, interventions will be put in place as needed.

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)

We will continue to improve our boot camps and individualized tutorials through our IHE partnership and the vision of the ECHS Principals Council.

Benchmark 6: School Design

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

ECHS on a college 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."

ECHS is located on a college campus.
Students have access to all facilities, services, programs and activities. Students currently utilize the physical education facility, science labs, Art and Dance facilities and library weekly.

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.

The principal will hire all staff for the ECHS and be responsible for staff appraisals. The principal will work with the college to build the schedule. It will follow the college schedule as much as possible. The Principal will be the one who signs off on the budget.
The principal will have no other duties outside of the ECHS.

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.

Our ECHS liaison is the liaison to 3 ECHS campus and oversees the IHE side of all ECHS and Dual Credit courses for other campuses. The Liaison meets with the Principal on an as needed basis and attends all Advisory Council meetings.

Is the IHE liaison working with other ECHS campuses?

Yes

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

Crowley ISD
Everman ISD

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. We also have two embedded Spanish instructors who teach the IHE curriculum to only ECHS students.

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.

Staff members attend FWISD and TCCD professional development as well as regional and program specific training. Teachers are currently mentored by district level content specialist, content area college chairs, and school administrative staff.

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)

We will continue to work with our IHE and ISD to ensure the staffing of all courses with the highest qualified instructors in all areas of student education.

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)

[View Uploaded Document](#)

Submitted

N/A