



## **Abbreviated Application for ECHS Designation**

**ECHS Academy: John H. Reagan 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:**

John H. Reagan Early College High School

**County District Campus Number:**

227901006

**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:**

7104 Berkman Drive

**Mailing Address - Line 2:**

**City:**

Austin

**State:**

Tx

**Zip Code:**

78752

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### 2.2 School District

**School District Name**

Austin ISD

**Mailing Address - Line 1:**

1111 W. 6th Street

**Mailing Address - Line 2:**

**Mailing City:**

Austin

**State:**

Tx

**Mailing Zip Code:**

78703

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#### 2.2.a School District 2

**School District Name:**

**Mailing Address - Line 1:**

**Mailing City:**

**Mailing Address - Line 2:**

**State:**

Tx

**Mailing Zip Code:**

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#### 2.2.b School District 3

**School District Name:**

**Mailing Address - Line 1:**

**Mailing City:**

**Mailing Address - Line 2:**

**State:**

Tx

**Mailing Zip Code:**

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### 2.3 Primary Institution of Higher Education (IHE) Partner

<b>Partner Name:</b> Austin Community College	<b>Mailing Address - Line 1:</b> 5930 Middle Fiskville Road	<b>Mailing Address - Line 2:</b>	<b>How many ECHS does this IHE partner with?</b> 9
<b>Mailing City:</b> Austin	<b>State:</b> Tx	<b>Mailing Zip Code:</b> 78752	

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

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

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

<b>Partner Name:</b>	<b>Mailing Address - Line 1:</b>	<b>Mailing Address - Line 2:</b>	<b>How many ECHS does this IHE partner with?</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:** 13

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### 2.5 Person Completing this Application

<b>Title:</b> Associate Superintendent for HS	<b>Last Name:</b> Shapiro
<b>First Name:</b> Craig	<b>Email:</b> craig.shapiro@austinisd.org
<b>Phone:</b> 512-414-4471	

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## Part 2.a: School District Contact Information

### 2.6 ECHS Principal/Director

**Title:**

Principal

**First Name:**

Anabel

**Phone:**

512-414-6570

**Last Name:**

Garza

**Email:**

anabel.garza@austinisd.org

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### 2.7 Superintendent (District 1)

**Title:**

AISD Superintendent of Schools

**First Name:**

Paul

**Phone:**

512-414-2482

**Last Name:**

Cruz

**Email:**

superintendent@austinisd.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:**

ECHS Liaison for ACC

**First Name:**

Melissa

**Last Name:**

Biegert

**Phone Number:**

512-223-0064

**Email:**

melissa.biegert@austincc.org

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

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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### 2.9 Authorized Institution of Higher Education Official

**Title:**

President, Austin Community College

**First Name:**

Richard

**Last Name:**

Rhodes

**Phone Number:**

512-223-7598

**Email:**

rrhodes@austincc.org

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

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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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	387	318	319	265	1289
2017-2018 projected enrollment	0	0	0	385	305	290	285	1265

**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	48.5	0	0	81.2
At-Risk	52.2	0	0	74.5
LEP	12.9	0	0	34.5
White	27.7	0	0	3.3
Hispanic or Latino	56.9	0	0	77.7
Black or African-American	8.9	0	0	15.3
First Generation College-Goers	N/A	N/A	N/A	NA
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.

<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.**

This ECHS is a comprehensive program where recruitment and enrollment processes and requirements do not exclude or discourage enrollment of any under-represented subpopulations. The campus demographic profile reflects populations traditionally underrepresented in college courses and at a greater percentage than the rest of the district. The charge of the ECHS is the establishment of a culture of success and of a college-going attitude. To accomplish its mission, Reagan has designed a system of supports to address the academic, cultural, and emotional needs of its students.

Students are introduced to the ECHS culture during outreach visits to area middle schools in the fall of 8th grade. Shortly after the student presentations, Parent Information Nights are held, hosted by ECHS and IHE representatives. It is during this initial contact, that rising 9th grade students and their parents are provided with the variety of pathways to college in an official capacity. Since the 2016 school year is the 6th year of Reagan ECHS, the program is familiar to most families in the immediate community who might have had children already graduate, if not with with an Associate's degree, at least with college credits already on their post-secondary transcript.

Reagan is a Community School that involves all stakeholders in the collection of feedback twice a year to evaluate school progress. The Reagan Vertical team has set expectations to build a college going culture from Pre-K to College. Expectations are shared with parents about what college going readiness skills their child will receive by the end of their elementary years, their middle school years and then ECHS. Counselors meet with middle school students and parents to discuss the benefits and expectations of becoming an Early College High School student. The students are then identified and invited to a Summer Bridge program to prepare them for Texas Success Initiative testing as well as prepared with AVID support to succeed as young college students.

The campus prepares an information Road Show to share and expose students to ECHS. Current students visit with middle school students to encourage them to consider the program and explain the benefits and challenges of beginning the rigorous journey. Currently Reagan has four direct feeder schools but since the opportunity exists to transfer, the Road Show is taken to several schools outside of the direct feeder pattern. The potential to attract students from other campuses or district grows each year. Parents are excited about the opportunity for their children to take college courses when they might otherwise never have that opportunity because of family economic situations or because family members have never attended college before.

Information provided to students and their parents includes the breakdown of college costs and the amount of savings, the TSI and the free Summer Bridge Program to support students in passing the test, the sample course cross-walk that allows students to earn a high school diploma and as much as an Associate's Degree in four years, and the many sources of support provided by the campus and the IHE.

Students are required to attend a Summer Bridge class to help prepare students to take the summer TSI test. If students do not meet the TSI standards, they are enrolled in a class to prepare them to test at the end of the Fall Session. Intervention efforts for students will continue as long as the need exists.

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

Recruitment and enrollment processes have been evolving over time and are reviewed by the ECHS Leadership Team once each semester. Modifications are made based on data reviews. The leadership team disaggregates program data to monitor program growth, and set recruitment and enrollment goals to increase the participation of historically underrepresented groups in ECHS coursework.

Increased communication and relationship building between feeder middle schools and Reagan ECHS has resulted in increased participation and interest by incoming 9th graders. The ECHS coordinator works with the administration and counseling teams of feeder campuses to identify potential ECHS scholars and ensure a successful transition from the summer bridge program, to enrollment in ECHS coursework at Reagan ECHS.

**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)**

Reagan ECHS is a school wide program that is open to all students. The campus demographic reflects subpopulations that are routinely underrepresented in higher education. All students have an equal opportunity for acceptance, since no student is denied participation regardless of background or academic performance.

The ECHS operates within a logical and sequential schedule of interwoven tasks and activities to support the recruitment, academic success, and the social/emotional development of the targeted population of 9th and 10th grade students. The success of that framework has allowed program participation to increase each of its years of designation. In 2015, graduates earned 3 associate's degrees and 19 students earned 30 credits. One year later, 2016 graduates earned 9 associate degrees and 20 earned more than 30 credits. In 2017, there are 13 candidates for associate's degrees.

ECHS has established interventions and resources to support the needs of young college goers such as enrollment in AVID classes, the Early Warning System for professors to inform the coordinator when a student is not doing well, teacher modeling of college classes, a Parent Support Specialist to help families through any crisis that might create an obstacle for success, and the Family Resource Center provides socio-emotional support with a full time Social Worker, Graduation Coach and Life Coach. Parents and students are encouraged to take advantage of all of the resources available for support.

In an effort to ensure that recruitment and enrollment efforts are well designed and supported across the district, the district has funded the position of ECHS Program Director, effective January of 2017. This district level administrator will report to the Associate Superintendent of High Schools and will be responsible for the support of all ECHS Coordinators and the advancement of their programs.

## Benchmark 4: Curriculum and Support

### Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

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

All endorsements, which include STEM, public service, arts and humanities, business, and multidisciplinary studies, are available to students.

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

Most students will follow the Crosswalk for the Associate of Arts Degree. We are working with ACC to create an appropriate crosswalk for additional associate pathways to include the HB5 endorsements for Public Services, Arts and Humanities, Multiple Disciplinary Studies and Business.

ECHS students also have opportunities to take advanced courses on the high school campus and are also encouraged to take AP and CLEP exams, if academically prepared. These alternate methods of earning dual credit may also be added to the IHE transcript and used to meet their academic goal of an associate's degree, core completion, or completion of the 60 hours toward a baccalaureate degree.



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

Reagan ECHS, the AISD Career and Technology department, and ACC have create pathways for Level I and Level II certificate programs, including:

Clinical Medical Assistant (NHA) Certification  
C.N.A.- Certified Nurse Aide  
CPR for Healthcare Provider (BLS) Certification  
Mitchell Manager SE Training Certificate  
Office Proficiency Assessment Certification (OPAC)  
CPR with Automatic External Defibrillator (AED) and First Aid Certification  
OSHA 10-hour (General) Certification

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

Student progress can be monitored the following ways:

Early Alert System - communication between the IHE professor and the ECHS coordinator. Allows for timely intervention to support the struggling student through targeted tutorials, meeting with the professor during office hours, or a problem-solving session with the ECHS Coordinator or counselor. The system is triggered by the professor when it appears that a student is on track to being withdrawn from the class.

Student Degree Tracker - the accurate record of individual student progress and credits earned. This record is updated at the end of each semester and is reviewed at each advising conference. If a student has not been successful, the student can re-take the course. If unsuccessful the 2nd time, the student is required to sit out a semester, then must complete the class during the summer session to return to the associate's track.

Advising Tracker - This record documents the supports provided by ECHS and IHE. Each ECHS will meet with the ECHS counselor at least once a semester. The Advising Tracker records the conference date, topic, and "next steps" to keep students motivated and ready for success.

Advancement Via Individual Determination (AVID) - The AVID program promotes college readiness and lays the foundation for college success. Critical components of the AVID program include the requirement that each student participates in at least one tutorial session each week, and the weekly review of assignments and projects. The AVID teacher provides individual student feedback designed to support and motivate improvement where needed based on the weekly review.

Each of these systems is accessible by the ECHS Coordinator and members of the Steering Committee.

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

Academic support is available through the following:

AVID (Advancement Via Individual Determination) classes are a part of each student's schedule. Each ECHS student will be a member of a cohort of students with similar goals throughout their 4 years.

Tutorial support is offered by highly trained professionals during and after school, on Saturdays, and during the summer at the ECHS campus, as well as through the IHE ACCelerator Lab. Additional academic support is provided through community organizations including Breakthrough Austin and Partners in Education (APIE) and through enrollment in a College Readiness class.

Princeton Review tutorials for the SAT and ACT are offered on specific Saturday mornings.

The ECHS Coordinator and designated counselor will also provide support specific to academic need using online resources such as Edgenutiy or Garza Online.

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

The first step in student social and emotional support to students is the Summer Bridge Orientation which provides information about all college activities and events that they will have at their disposal. These include social clubs, sporting and fine arts events, as well as complete access to IHE facilities such as the recreation center, library, ACCelerator Lab, cafeteria, etc.

ECHS students are supported socially and emotionally through active participation in the AVID program throughout the four years. AVID addresses the power skills necessary for student success such as organization, self awareness, and communication. All students at Reagan participate in Social and Emotional Learning (SEL) activities through their Advisory class. SEL activities include Random Acts of Kindness (compassion for others), My Future Rainbow (goal setting), and Service Learning Projects (giving back).

Other ECHS specific supports for students and their families include Higher Ed Learning Tours, the GO Center, College Readiness courses, and teacher modeling of college classes and auditing courses.

ECHS and IHE will have activities planned for Fridays, when students do not have ECHS classes. These are designed to support and motivate students, and will include guest speakers, college visits, shadowing, or mentoring activities.

Additional student support is available through the Electronic Child Study Team (ECST) program, a system that provides the Advisory teacher with a score that indicates the risk level based on factors such as attendance, grades, and discipline records. The ECST program provides a real time score so that the advisory teacher can respond or refer a student for immediate intervention.

These activities will be part of the Reagan ECHS Calendar of events and will be available on the campus website.

**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)**

Through the highly organized leadership and curriculum support structure , Reagan ECHS provides a rigorous course of study that allows participants to earn either an Associate's Degree (either Associate's of Arts or Associate's of Science), completion of the THECB core curriculum, or 60 hours toward a baccalaureate degree while earning a Distinguished Level of Achievement high school diploma which also requires completion of a HB5 endorsement.

The ECHS leadership team will examine program components and make adjustments to strengthen recruitment, staff professional development, student academic support, mentorship opportunities, and personalization of the college experience. One such adjustment is the opening of new pathways such as Public Services, Business, and STEM.

Reagan ECHS maintains records of college hours completed, disaggregated by student groups. The record is a standing item on the agenda for Leadership Team meetings, and is reviewed monthly by the Steering Committee. To support the academic rigor, the ECHS closely monitors student progress and personalizes the learning environment according to level of need. Students participate in an advising session at least once each semester. During the advising process the transcript, state assessment results, course grades, attendance, graduation goals, and intervention plans are reviewed and updated. The advising session is documented and a copy is given to the student, while the ECHS Coordinator retains the original which is used as a basis for the next advising session.

The newly created position of AISD ECHS Program Director will also be a valuable source of support to the ECHS through the coordination of resources for ECHS students and their families across the district. These services include tutorial support, community resources, and monitoring of all services provided at the campus.

## Part 4: Supporting Documents

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


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

Attached	Status	Expected Date for Final (if draft)
<a href="#">View Uploaded Document</a>	Draft	01/13/2017

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

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

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

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