



Full Application for ECHS Designation

ECHS Academy: Uvalde CISD

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:

Uvalde CISD

County District Campus Number:

232903001

County District Campus Number 2:**County District Campus Number 3:****This CDC number:**

Is shared with a comprehensive campus

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

Provisional: Operating under the 3 year provisionally designated status.

Mailing Address - Line 1:

1 Coyote Trail

Mailing Address - Line 2:**City:**

Uvalde

State:

Tx

Zip Code:

78801

2.2 School District

School District Name

Uvalde CISD

Mailing Address - Line 1:

1000 N. Getty

Mailing Address - Line 2:**Mailing City:**

Uvalde

State:

Tx

Mailing Zip Code:

78801

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?	
Southwest Texas Junior College	1	
Mailing Address - Line 1:	Mailing Address - Line 2:	
2401 Garner Field Road		
Mailing City:	State:	Mailing Zip Code:
Uvalde	Tx	78801

2.3.a Secondary 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	

2.3.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: 20

2.5 Person Completing this Application

Title:	
Assistant Superintendent of C & I	
First Name:	Last Name:
Michael	Rodriguez
Phone:	Email:
830-278-6655	mrodriguez1037@uvaldecisd.net

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

High School Principal

First Name:

Elizabeth

Phone:

830-591-2950

Last Name:

Sandoval

Email:

esandoval5648@uvaldecisd.net

2.7 Superintendent (District 1)

Title:

Superintendent of Schools

First Name:

Jeanette

Phone:

830-278-6655

Last Name:

Ball

Email:

jball1019@uvaldecisd.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:

Director of Outreach

First Name:

Michelle

Last Name:

Torres

Phone Number:

830-278-4401

Email:

mvtorres@swtjc.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:

SWTJC President

First Name:

Dr. Hector

Last Name:

Gonzales

Phone Number:

830-278-6655

Email:

hegonzales@swtjc.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	0	0	0	0	0
2017-2018 projected enrollment	0	0	0	125	0	0	0	125

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	72%	0	0	0
At-Risk	66%	0	0	0
LEP	7%	0	0	0
White	9%	0	0	0
Hispanic or Latino	89%	0	0	0
Black or African-American	0	0	0	0
First Generation College-Goers	N/A	N/A	N/A	0
Other	0	0	0	0

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

First generation college-goer	<input checked="" type="checkbox"/>
Hispanic or Latino	
Black or African-American	
Economically Disadvantaged	<input checked="" type="checkbox"/>
Other:	Limited English Proficient (ELL)

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 will begin with early marketing and informational/recruitment sessions for 8th grade students and their families. Counselors at this level will be provided with information and applications for admission. Students identified as at-risk and who are historically underrepresented will be targeted for recruitment sessions. Recruitment strategies and timelines are as follows:

Early Spring 2017 (Mid-January through Mid-February) - All 8th graders will participate in an informational meeting and complete a General Application. Expectations, parameters, and criteria will be provided to ensure that students and families understand the commitment to the program through scheduled mandatory meetings held at both the designated high school and college sites.

Mid-Spring 2017 (Late February through Early March) - Additional mandatory meetings will be scheduled to review the ECHS expectations. ECHS leadership will review the General Applications which requires a one-page paragraph essay from each student explaining reasons why they choose to attend the early college high school. Three optional prompts are provided for students. Parent Commitment and Teacher Recommendation forms will be disseminated and due back in mid-February as a complete packet. These documents will be used for informational purposes and will not assure nor deny entry to ECHS.

Late Spring 2017 (March) - Selection Committee will conduct final interviews to determine eligibility for ECHS of students using the General Application, essay, Parent Commitment form, Teacher Recommendation form, and interview, as scored through the ECHS rubric. Eligibility for ECHS notification letters will be provided in March.

The targeted goal is to determine eligibility of at least 140 students for the 2017-2018 9th grade cohort. A random lottery will be conducted to identify student 1 through 125 with remaining students placed on a waiting list of 126 - 140. Notification is projected for late May. Students 1-125 will attend a mandatory orientation camp during the summer as a pre-condition to enrollment. Any student within the 125 slots available who cannot commit to attending the orientation will be replaced using the waiting list starting with student 126 and will move to the waiting list position left vacant.

For subsequent cohorts, students in 6th and 7th grades will also be involved in understanding college and career readiness through informational sessions and college tours.

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

Uvalde CISD will open a new, full-day Early College High School. This partnership will include Southwest Texas Junior College as the partner institution of higher education (IHE) to launch the campus in the 2017-2018 academic year with a new cohort of 9th graders. The targeted group of students for recruitment includes: (1) at-risk, (2) economically disadvantaged, (3) Limited English Proficient (English Language Learners), and (4) first generation college-goers. The marketing and recruitment plan includes targeting those subgroups at the middle school. The District lead who serves the Early College High School and counselors will serve as the lead contacts to begin the rollout of informational sessions and orientations, along with selection and enrollment processes. These processes were developed using sample forms from existing early college high schools and refining them to meet the intended needs of this Early College High School. The recruitment process will begin once formal notification regarding the approval of the campus is provided by the Texas Education Agency. A general application will be completed by 8th graders. Once submitted, these students and their parents will be required to attend mandatory meetings to receive the expectations and explanations of the additional application materials and timelines. The Early College High School director, counselor, and IHE liaison will share campus expectations, parent commitment forms and parent questions, as an initial phase. This information, along with the teacher recommendations and interviews will be used to determine eligibility for selection by lottery.

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: New Campus

Benchmark 2: P-16 Partnership Agreement

Required MOU Topics	Page number in MOU where it is referenced
The location of the ECHS, allocation of costs and fees, and transportation	3
Administration of statewide instruments under Subchapter B, Chapter 39	3
Grading periods and policies	4
Courses of study	4
Curriculum alignment	3
Instructional materials	4
Instructional calendar	4
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	3
Student enrollment and attendance policies	4
Provisions for discontinuing ECHS operation (see next section for details)	5
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 	5

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

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: New Campus

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.

May 2016, July 2016 & August 2016. The SWTJC/UCISD Leadership Team will begin a regular meeting schedule of July/August 2017, October/November 2017 and March/April 2018 with specific dates to be determined.

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	Dr. Jeanette Ball
Curriculum & Instruction or equivalent	Michael A. Rodriguez
ECHS principal or director	Elizabeth Sandoval
IHE President	Dr. Hector Gonzales
IHE Provost	Dr. Mark Underwood
Dean of college of Education	Dr. Cheryl Sanchez
ECHS Liaison	Michelle Torres
Director of Applied Science	Johnny Guzman

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

The function of the Leadership Team will be to :

- review and approve the design, governance, operations, etc., as recommended by ECHS Task Force
- support sustainability recommendations as recommended by ECHS Task Force
- monitor operation of the ECHS Task Force and support ECHS improvement recommendations as presented by the ECHS Task Force
- review, revise and approve MOU based on the ECHS Task Force
- jointly report to each governing Board of Education the implementation states of the ECHS Task Force
- meeting agenda and minutes shall support the ECHS Task Force

The function of the Early College Task Force has been and will continue to include the following to further define the structures, processes, and development of the campus over time:

- data collection, analysis, and application;
- visits to other ECHS sites;
- discussions and decisions regarding coherent course of study work in collaboration with the IHE;
- outlining PEIMS courses;
- determining logistics, transportation, funding and cost sharing;
- formal communication to the Board of Trustees;
- marketing, recruiting, and outreach activities;
- facilities coordination and upgrades;
- technology hardware and software needs;
- defining roles and responsibilities of each LEA and position;
- working collaboratively to complete the application and evaluation process;
- identifying the implications for extra curricular activities;
- determining qualifications of current staff in offering college-level courses;
- dual credit versus early college high school - pros and cons;
- projecting growth for sustainability;
- schedules and coordination with the IHE;
- staff professional development and support structures for students internally and with the IHE; and
- coordination between current traditional high schools for each participating LEA, ECHS, and the IHE.

Significant accomplishments for this task force are tied to what has been completed in a short period of time for the Fall 2017 launch of the early college high school. Key members of the task force have worked diligently to ensure that the broad scope of preparation activities are being discussed and that a focused, strategic plan is being developed to build an exemplary early college high school which will be recognized as a model site in the near future.

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

The ECHS Leader in collaboration with the Uvalde High School Principal will use strategic hiring practices and the UCISD Human Resources Department to identify the ECHS staff. This will reduce the probability of staff turnover and sustain the Cohort 1 teaching cadre. This same process will be utilized, reviewed, and refined in subsequent years as needed. All candidates will be screened and preference will be given to candidates holding and/or pursuing a master's degree in a core content area. The SWTJC Office of Personnel will review each candidate's credentials to insure that they meet dual credit instruction requirements. In the event there is no SWTJC staff to meet the needs of the ECHS Crosswalk in a particular class, the ECHS teacher may be approved by SWTJC to teach that dual credit class as an adjunct instructor.

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: New Campus

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

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Please indicate the endorsements that will be offered to students.

Multidisciplinary Studies, STEM, Business & Industry, Public Service, and Arts & Humanities.

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

Associate of Arts in General Studies, Associate of Science, Associate of Arts in Teaching, Associate of Applied Science.

Associate of Applied Science includes the following technical programs: A.A.S. Administrative Information Technology, A.A.S. Air Conditioning and Refrigeration Technology, A.A.S. Automotive Body Repair Technology, A.A.S. Automotive Technology, A.A.S. Child Development, A.A.S. Computer Information Systems, A.A.S. Criminal Justice, A.A.S. Management, A.A.S. Management, Public Administration Specialty, A.A.S. Radiologic Technology, A.A.S. Registered Nurse, A.A.S. Wildlife Management

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

Level I Certificates: Administrative Information Technology Certificate, Air Conditioning and Refrigeration Technology Certificate, Automotive Body Repair Technology Certificate, Automotive Technology, Aviation Maintenance, Child Development Certificate, Cosmetology Certificate, Welding Certificate, Wildlife Management Certificate

Level II Certificates: Air Conditioning and Refrigeration Technology, Automotive Body Repair Technology, Automotive Technology, Vocational Nursing

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

Student progress will be monitored through ongoing and frequent review of individual student data, including but not limited to, college course progress, report cards, progress reports, STAAR data, TSI data, attendance and discipline. The principal and counselor will use a case management approach to work with students in establishing progress profiles. These profiles will be used in conjunction with the four-year plan to allow students to track their individual progress.

Data indicating that students are at-risk of failing will be used to target those who should receive guidance support from the teachers, administration, and/or counselor using a modified response to intervention process. This will include developing personal graduation plans and/or individualized improvement plans to identify the actions and support structures needed to ensure each student's success.

Additional one-one structures will be established with college instructors when the academic standing for college courses falls below expectations. The counselor and IHE liaison will assist in helping students navigate through academic counseling, tutoring, and other student service options.

The Early College High School will ensure that student learning communities are established as peer support structures to provide peer level tutoring. The option for student tutors through a work study program at the academy will also be explored.

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

The ECHS will provide academic support to the students by personalizing the learning environment in the following ways:

1. Establishing a College Transition course during first semester of freshman year in order to provide students with appropriate knowledge, skills, abilities to be successful in both an early college high school and college. Topics would include but not be limited to: effective time management, note-taking, handling stress, understanding college resources and culture, test-taking strategies, career exploration, motivation and goal-setting, and problem solving, essentially giving students the capabilities to support their academic success.
2. Students will participate in a ten day "TSI Bootcamp" prior to the first day of school. Students will be taught by the ECHS teachers and will go through a wide range of strategies, test preparation, remedial TEKS/strands, and various studying skills.
3. Monitoring student progress with a mandatory year-long advisory course that meets daily in grades 9-12. The Advisory teacher would pair with a group of students for their entire four years of high school to help monitor student progress. During Advisory, students may work on assignments, receive additional tutoring, or meet with their teacher to review academic progress.
4. Students will meet with the ECHS counselor and develop a 4 year graduation plan that would include a side by side course walk. This would give each student an individual pathway to an associates degree. This plan will be reviewed and adjusted each year with student and notification to parent would be given.
5. Additional intervention may be provided through before-school, after-school, or lunchtime tutoring.
6. Work closely with IHE in order to provide interventions as early as possible. Students will enroll in a college study skills class that would assist in the transition from high school classes to college s=classes.

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

Research shows that college persistence relies heavily on students' perception that they are academically and socially integrated into campus life. Integration leads to an increased sense of belonging which can help mitigate barriers to persistence. Staff relationships not only impact students' sense of belonging, but also enhance self-efficacy.

The Early College High School will provide social and emotional support through two primary areas: Social Support and Self-Efficacy. Strategies for social supports will include social networks, campus-connectedness and a sense of belonging, self-confidence, and academic motivation. These supports will include, but are not limited to, positive relationships with staff, strong peer-to-peer networks, counseling services, academic advising, and others as deemed necessary. The Early College High School will promote peer-monitored and peer-facilitated programs that offer social and emotional support, build cohorts of peers, and encourage extended day and summer transition programs.

Self-efficacy is centered around the belief that each of these students has the ability to achieve early college high school success. This area will be developed through realistic and meaningful validations, documenting celebrations and achievements, encouraging students to participate in peer/cooperative learning environments, study groups, seminars, advising programs, and others as recommended by the students themselves.

Another critical area is the early college high school establishing family and community support structures which have proven to help with first-generation college-going students in managing the emotional and rigorous expectations for college success. The staff will work with students and families to assess the nature of these relationships in order to help students further develop and maintain supportive relationships with family post-graduation to complete four-year degrees.

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: New Campus

Benchmark 5: Academic Rigor and Readiness

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

Not Applicable

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

August 2017

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

ECHS is a TSI assessment site

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

All students who are not exempt must first complete the mandatory TSI Pre-Assessment Activity (PAA) prior to participating in the TSI Assessment Test. The results from the PAA will be used to determine which students need additional academic interventions knowing that the goal is for students to move directly into credit courses.

Students will participate in major assessment events scheduled for August 2017, Fall 2017, Spring 2018, Summer 2018 to determine eligibility to take college courses in Fall 2017, Spring 2018, Fall 2018 and Spring 2019. Individual students may re-test at any time based on preparation performance through tutoring and/or completion of preparatory classes.

Students will be allowed to take the TSI once the following are complete: (1) an overview session of the importance of TSI; practice test questions and feedback sessions are complete; and (2) overview sessions which explain campus and community resources. Assessment fee waivers will be provided to all students for all administrations of the TSI Test. Students who do not pass the TSI will be required to attend mandatory academic intervention sessions. Students will be allowed to retest after completion of session/s and on recommendation of interventionist conducting the session/s.

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: New Campus

Benchmark 6: School Design**What is the design of the ECHS model for which partners are requesting designation?**

Not located on a college campus:

A small learning community (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan) within a larger high school

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."

The ECHS Counselor will serve as the primary point of contact for the early college high school and the IHE liaison will serve as the primary point of contact for the college to ensure that students make use of the IHE academic and support facilities. The goal is to blend high school and college into simultaneous educational experiences that provide traditionally under-served students the opportunity to become comfortable and seamlessly transition into a higher education environment. Therefore, students will participate in orientation and team building sessions to understand which facilities are available, how to best utilize them, and how to work collective as a cohort and with peers to safely access these academic and support structures on the college campus. Students will be fully integrated into the Southwest Texas Junior College community through placement in courses, along with full access to the library, labs, student center, student advising, and other facilities.

The ECHS will schedule a minimum of six opportunities for all ECHS students to physically visit the SWTJC campus and engage in the activities as described. The ECHS staff will work in conjunction with the IHE staff in the 'facilities' partnership to seamlessly transition students into the college-going culture. If the adage 'form follows function' is true, then the students at ECHS will transition based upon positive example, safety measures, identification procedures, and other processes established within both the high school and college communities. The ECHS curriculum will include the integration of Franklin Covey's 'Seven Habits of Highly Effective People/Teens' as a foundation for character and leadership development. This, along with other college-ready initiatives will be used to prepare students for the college experience. All students are required to adhere to the policies, procedures, and regulations established by both the district and the IHE as a condition for participation in the program.

ECHS students will be fully integrated into the college through cultural affairs, fine arts events, intramural sports, student organizations, and other extracurricular activities, as appropriate and approved. The leadership team at ECHS is driven by personal and professional development for staff and students through early college authentic partnerships described above.

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 ECHS Director will be responsible for the collaborative development, implementation and operations of the campus to include, but not limited to, the following:

1. Serves as principal of the Early College High School;
2. Demonstrates strong leadership and willingness to champion the early college high school program throughout the community;
3. Selects team members who are highly flexible and share early college philosophies of teaching, learning, advocacy, and collaboration;
4. Recruits students from the middle school;
5. Collects, analyzes, discusses and disseminates information on successful early college programs and research-based practices related to school, staff, student and family needs;
6. Develops a partnership between the high school and community college that provides both staffs with ideas and opportunities to enhance teaching and learning for all students;
7. Oversees the preparation necessary for early college students to receive both a high school diploma and two year associate's degree or 60 semester hours;
8. Demonstrates ability to work successfully with a diverse student population;
9. Utilizes a participatory management style and is innovative with 21st Century teaching and learning practices;
10. Manages the school budget and ensures that funds are expended according to state and federal guidelines;
11. Building strong ties between school, parents, and community;
12. Encourages educationally-sound instructional innovation and research-based practices;
13. Facilitates collaboration between the early college high school, traditional high school, and the community college;
14. Establishes a learning community in which collective ownership between students, parents, and staff is encouraged;
15. Demonstrates advanced knowledge in area of technology;
16. Maintains current knowledge of state and national standards for early college high schools and high school reform initiatives.
17. Conducts and coordinates staff development in collaboration with the teaching staff that have proven to promote effective instruction and learning;
18. Attends and applies new learning with professional development in applicable areas; and
19. Serves as liaison and public relations coordinator between the school, the business community, and organizations.

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

The duties and responsibilities of the IHE liaison include, but are not limited to, the following:

1. Serve as the primary contact between ECHS and Southwest Texas Junior College (IHE);
2. Co-facilitate the ECHS Leadership Council;
3. Coordinate with the ECHS counselor in developing, implementing, and evaluating curriculum plans for students to attain both a high school diploma and associate's degree (or 60 semester hours);
4. Serve as the academic college advisor for ECHS students and/or ensure that academic advising services are student-specific and timely;
5. Facilitate the registration of ECHS students for courses at SWTJC;
6. Coordinate activities between ECHS and SWTJC, as necessary;
7. Communicate with instructors to monitor students' academic progress and status;
8. Foster and support positive relationships between parents, students, and SWTJC;
9. Arrange for instructional and other space, as necessary;
10. Assist in connecting students with student life activities on campus;
11. Coordinate and connect specialized services with qualified student needs;
12. Apply knowledge of policies, practices, and procedures to bridge the partnership between ECHS and SWTJC;
13. Participate in ECHS committees; and
14. Maintain open, positive lines of communication between ECHS and SWTJC.

Additional duties and responsibilities may be defined by the ECHS Leadership Council.

This position will meet at least weekly with the ECHS director to ensure that coordination of programs, services, and activities are efficient and effective. Once the program is fully operational, this schedule may be modified if both entities agree.

Is the IHE liaison working with other ECHS campuses?

Yes ☒

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

Knippa 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.

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.

Professional Development at ECHS will improve the learning for all students. The district provides ongoing job-embedded professional development for staff, mentoring support, and other capacity building structures. The plan is for the ECHS Council to identify the types of professional development opportunities needed to support teacher and student success.

Preliminary work will be centered around context, process, and content standards as defined by the National Staff Development Council and its correlating standards for professional development.

1. Context Standards--the ECHS staff will:

- Organize into learning communities with ECHS and IHE aligned goals;
- Participate in instructional rounds to improve instruction as a means of formative peer observation;
- Receive guidance from SWTJC leaders and district leaders focused on continuously improving instruction;
- Be provided with resources to support adult learning and collaboration.

2. Process Standards--the ECHS Staff will:

- Use disaggregated student data to determine student and adult learning priorities, monitor progress, and help sustain continuous improvement;
- Use multiple sources of information to guide improvement and demonstrate its impact;
- Apply research in decision-making;
- Use learning strategies appropriate to the intended goal.

3. Content Standards--the ECHS Staff will:

- Hold high expectations for student academic achievement;
- Be provided with research -based instructional strategies to assist students in meeting rigorous academic standards;
- Utilize various types of classroom assessments.

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: New 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)
View Uploaded Document	Draft	02/28/2017


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)
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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