



Full Application for ECHS Designation

**ECHS Academy: Dr. Dennis D. Cantu Early College High
School**

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:

Dr. Dennis D. Cantu Early College
High School

County District Campus Number:

240901001

**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?:**

N/A: Not designated.

Mailing Address - Line 1:

2002 San Bernardo

Mailing Address - Line 2:

City:

Laredo

State:

Tx

Zip Code:

78040

2.2 School District

School District Name

Laredo Independent School District

Mailing Address - Line 1:

904 Juarez

Mailing Address - Line 2:

Mailing City:

Laredo

State:

Tx

Mailing Zip Code:

78040

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: Laredo Community College	Mailing Address - Line 1: West End Washington Street	Mailing Address - Line 2:	How many ECHS does this IHE partner with? 2
Mailing City: Laredo	State: Tx	Mailing Zip Code: 78040	

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: 01

2.5 Person Completing this Application

Title: Career and Technical Education Director	Last Name: Garcia
First Name: Rogelio	Email: roggarcia@laredoisd.org
Phone: (956) 273-1861	

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

ECHS Director

First Name:

Geraldina

Phone:

(956) 273-7168

Last Name:

Arredondo

Email:

garredondo@laredoisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Al

Phone:

956) 273-1401

Last Name:

Nelson

Email:

mnelson@laredoisd.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:

Associate Vice President for
Instruction

First Name:

Federico

Last Name:

Solis

Phone Number:

956 794-4002

Email:

fsolis@laredo.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:

Laredo Community College President

First Name:

Ricardo

Last Name:

Solis

Phone Number:

956 721-5101

Email:

president@laredo.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	94.3	0	0	0
At-Risk	73.5	0	0	0
LEP	59.6	0	0	0
White	1	0	0	0
Hispanic or Latino	98.6	0	0	0
Black or African-American	0	0	0	0
First Generation College-Goers	N/A	N/A	N/A	N/A
Other	.1	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	<input checked="" type="checkbox"/>
Black or African-American	
Economically Disadvantaged	<input checked="" type="checkbox"/>
Other:	Limited English Proficient (LEP)

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 application process will begin with recruitment at the 8th grade level.

In the early spring, counselor and director will visit each of the district's four middle school and present to ALL students the benefits and opportunity to apply and attend the new Dr. Dennis D. Cantu Health Science ECHS. General information will be given to students.

Since our district already has a district wide recruitment event where our three already existing magnet schools and ECHS provide information to ALL 8th grade students and their parents, the new established ECHS will participate in this event. At this event, students and parents will receive brochures and information about the program, including, but not limited to, the requirements, timeline for applying, and course sequence. All materials will be in English and Spanish and the presentations will also be conducted in both languages.

Aside from the recruitment event, the ECHS will be promoted through advertising in media sources including newspaper, television and social media. The recruitment and enrollment plan will focus on targeting students that are at-risk of not graduating as defined by PEIMS and/or who otherwise might not go to college.

All student populations will be considered for the Early College High School, specifically:

- a. Students who are first-generation college goers
- b. Students lacking access to the academic preparation needed to meet college readiness standards
- c. Students for whom the cost of college is challenging
- d. Students participating in the English as a Second Language Program (ESL)
- e. Students interested in a Health Science Career Pathway.

To apply, students must comply with LISD's enrollment requirements which include:

- a. Be a resident of the Laredo Independent School District
- b. Provide proof of residency (copy of entire utility bill or lease agreement)
- c. Provide a copy of up-to-date immunization record
- d. Provide a copy of the birth certificate

And, must comply with the following application requirements:

- a. Complete the ECHS application form
- b. Agree and sign a Student/Parent Agreement
- c. Participate in a ECHS parent/student information session

Application and agreement form will be provided in English and Spanish. Information sessions will also be conducted in English and Spanish subject to student and/or parent request.

Middle school counselors will verify the completion of applications, and will provide guidance and support to all students applying to the Dr. Dennis D. Cantu Early College High School.

The Dr. Dennis D. Cantu Early College High School will use a performance-blind, open-access lottery system to select students. This lottery system encourages and considers applications from all students. All students will have an equal opportunity for acceptance, with no limitations to background or academic performance.

All annual recruitment processes, changes, policies, and data shall be made available to the public and TEA.

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

The district has an existing ECHS, Hector J. Garcia Early College High School, whom we have collaborated with their staff since the onset of our planning as decisions were made to apply for a designation for early college. Garcia Early College High School has been in existence for more than seven years, and since their recruitment and enrollment process has been proven successful, Dr. Dennis D. Cantu ECHS will implement their plan. However, since Dr. Dennis D. Cantu Early College High School will offer students endorsements in STEM and Public Service (Health Science), we will include specific information about this endorsements on all recruitment materials and presentations, including media and social media.

Although, we are confident that our recruiting and enrollment process will be successful, our ECHS planning committee will meet regularly during this time to analyze, review and if necessary, refine our efforts. We will keep our focus on targeting and providing opportunities for At-Risk and first generation college students to apply and attend Dr. Dennis D. Cantu Early College High School.

Our well-designed and thought-out recruitment and enrollment plan will be fair and consistent to ensure all students have the opportunity to apply and be successful.

At the end of the first school year, the ECHS planning committee shall meet to analyze and review the recruitment and enrollment plan and make any changes as needed for the following school year.

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	2,10
Administration of statewide instruments under Subchapter B, Chapter 39	2
Grading periods and policies	7
Courses of study	4,5
Curriculum alignment	4,5,6
Instructional materials	4,5
Instructional calendar	7
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	9,10
Student enrollment and attendance policies	4,8
Provisions for discontinuing ECHS operation (see next section for details)	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 	4,6,7,8,9

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	4
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	7
Procedures for collecting and sharing student and teacher data	8
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	9
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	9
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 	9,10

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.

08/30/16, 09/30/16, 10/4/16, 10/13/16, 10/18/16, 10/24/16, 10/28/16, 10/29/16

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	Dr. A. Marcus Nelson
Curriculum & Instruction or equivalent	Dr. Sylvia Rios
ECHS principal or director	Ms. Geraldina Arredondo
IHE President	Dr. Ricardo Solis
IHE Provost	Dr. Vincent Solis
Dean of college of Education	Dr. Frederico Solis
ECHS Liaison	Rogelio Garcia
Executive Director of Student Services	Elva M. Martinez
IHE Dual Enrollment Director	Albert Hernandez
Director of Secondary Education	Oscar Perez
IHE Dean of Health Sciences and Dual Enrollment	Alfredo Iniguez
ECHS Counselor	Zulema Mata Perez

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.

Three committees have been established to evaluate and address ECHS's different requirements.

Planning Committee:

The ECHS and IHE Leadership Committees have and will continue to meet regularly as the Planning Committee to design and implement the ECHS designation and to analyze program effectiveness. Items discussed include enrollment, recruitment, calendar, curriculum, facilities, technology, analyzing data, monitoring and updating Memorandum of Understanding, TSI testing and college readiness. In the initiating stage, prior to designation, this committee has already addressed ECHS's designation benchmarks, which include: target population, MOU, leadership initiatives, curriculum, college readiness, and school design.

The committee is equally represented by the IHE and the school district. Members of this committee include the ECHS Director, ECHS Counselor, CTE Director, teachers from both entities, IHE Liaison, IHE Dean of Health Sciences and Dual Enrollment, and IHE Dual Enrollment Director. This committee is proud of the joint effort of both institutions to promote and be given the chance to implement Dr. Dennis D. Cantu Early College High School as a school within a school model.

Steering Committee:

An ECHS Steering Committee will meet at least quarterly, or as mutually agreed to by both parties to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise; and make recommendations regarding more effective coordination and collaboration. The Steering Committee will make reports, at least annually, to the parties' respective boards. The Steering Committee will consist of cabinet level leadership to include the Executive Director of Student Services, Chief Academic Officer, Director of Secondary Education, Advanced Academics Coordinator, CTE Director, the ECHS Director, the High School Principal, the Dean of Health Sciences & Dual Enrollment, Dual Enrollment Director and other appropriate personnel as identified by both parties.

Leadership Committee:

ECHS Leadership Council shall meet at least yearly, or as mutually agreed to by both parties, to review and evaluate the ECHS's effectiveness. It will leverage opportunities for fund development, innovative projects, and overall sustainability. It will consist of members of both the Laredo Community College and Laredo Independent School District. The leadership committee includes LCC Board Representatives, LCC President, LCC Vice President of Instruction and Student Services, LCC Associate Vice President of Instruction, LCC Dean of Health Sciences & Dual Enrollment, LCC Dual Enrollment Director, and the school district's Superintendent, Executive Director of Student Services, Chief Academic Officer, the ECHS Director, LISD Board representative(s), and other appropriate personnel as identified by both parties. The minutes and agenda of these meeting will be made public.

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 will be in its initiating stage and would make all attempts to minimize any challenges for staff turnover. Some of the discussed structures to accomplish this include: open lines of communication, a well thought-out staff development plan for teachers, a strong advisory board that meets regularly, and a strong relationship between administrators from both 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: 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.

The endorsements that will be offered at Dr. Dennis D. Cantu Early College High School will be STEM and Public Services. Students will be given the opportunity to obtain an Associates Degree in Science with a concentration on Pre-Professional Programs in Health Science. Students will also have the opportunity to begin or complete a Health Science technical certificate.

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

Within four years, students will be able to obtain a high school diploma and an Associates Degree in Science with a concentration on Pre-Med, and begin or complete a Health Science technical certificate.

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

Level I :

Nursing Assistant Certificate
Emergency Medical Technician Certificate

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

Due to Cantu ECHS being a smaller learning community within a larger campus, all student data for ECHS students will be desegregated from larger campus data. The ECHS will use the following to monitor student progress:

1. Teacher meetings -Teachers will meet once a week to discuss potential students at -risk of failing a course. Interventions and tutorial periods shall be setup to assist and improve student progress.
2. Data - CBA scores, benchmarks, failure reports, teacher assessments and evaluations will be used to measure student performance and as a prescriptive tool for tutorials.
3. ECHS teachers and college professors will meet mid-semester to discuss issues concerning student performance and implement action plans to improve academic progress, prior to the end of the semester.
4. Accommodations for students with special needs will be implemented.
5. Parental involvement shall be encouraged through report/progress report card nights and parental involvement meetings.
6. Students will be assigned a mentor from existing ECHS staff to be able to provide guidance and positive feedback to students with any issues or struggles related to academic progress.
7. Online, students will use Laredo Community College's Canvas Software and LISD's Students Portal to monitor their own progress throughout the semester.
8. Cantu ECHS and the IHE will monitor student progress, keep track and report the number of college hours completed per student.
9. Counselor will use use progress report, six weeks grade and teacher referrals to monitor to student progress and ensure student success.
10. Student attendance will monitored periodically to provide students with support necessary for their success in class.

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

Students will be provided academic support by having a personalized learning environment.

College classes will have a teacher facilitator who will meet with students on the days they are not in class to offer support and facilitate their learning. For example, if the college class meets Mondays and Wednesdays, the facilitator will meet with them Tuesdays, Thursdays, and Fridays.

A College Transition class will be scheduled during the first year for all students.

Tutorial sessions will be provided to all students. Tutorials will be held after school and on Saturdays. The opportunity for individual one-to-one tutorials will be provided for students daily, before school hours and during lunch if needed.

TSI workshops will be provided to students as needed and will also take place after school and on Saturdays.

In the classrooms, teachers will personalize learning environments based on modifications and data. Data from DMAC will assist teachers to provide lessons for struggling students.

Professional development will be provided for teachers throughout the year to assist them on differentiated and data driven instruction.

The school will provide an on-site counselor to provide support at both the high school and college level.

College liaisons also visit with students and faculty to discuss important factors for dual-enrollment and future admissions to college.

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

Dr. Dennis D. Cantu Early College will provide speakers throughout the year to address issues such as cyber-bullying, depression, date violence, and other issues important to them. A high school counselor will be readily available to all students of the Early College High School to address their needs.

Dr. Dennis D. Cantu Early College High School will also promote community service for students through clubs and organizations such as student council and Health Occupational Students of America (HOSA). The students will also be encouraged to participate in local organizations such as Area Health Education Center (AHEC) and other organizations.

Since Dr. Dennis D. Cantu Early College High School will be a school within a school, students will also be encouraged to participate in UIL academics and athletics. Students will also be able to participate in existing clubs and organizations at Martin High School such as National Honor Society, Spanish National Honor Society, Science Club, etc. New clubs and organizations will be created as needed to meet student interests.

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.

N/A

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

January 18, January 25

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.

Students that have been accepted and have not successfully completed the TSI exam will attend summer TSI camps. These camps will be four weeks in duration, Monday to Thursday for four hours a day. The day will be split in two hours of instruction for Reading/Writing, and two hours for Mathematics. At the end of the four weeks, students will take the TSI assessment.

A fair number of our students will be at-risk limited English proficient students and may need additional remediation. These students will have a companion course assigned to them along with their English I class during their freshman year at Dr. Dennis Cantu Early College High School. In this companion course, students will receive help to develop both their written and verbal skills.

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."

ECHS students will have access, at least 6 times a year, to the same facilities and services that regular college students have access to. ECHS students will visit the campus in the spring for a half day orientation and tour of all facilities. In the summer, ECHS students will visit the campus for a one day tour and hands on activities event. ECHS students will have the opportunity to participate in college student experiences like eating in the cafeteria, visiting student centers, and attend events such as concerts, and athletic competitions. There will also be certain days assigned for their dual enrollment course lectures to take place at the college. In addition, ECHS students will be given the true enrollment and admission experience by going through the procedures and process of enrollment and advisement at the college campus.

Finally, our district will meet with our IHE partner to coordinate and evaluate our library systems to ensure alignment of library resources takes place. This will allow our students to be provided with the same accessibility as regular college students.

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 Dr. Dennis D. Cantu Early College High School Director will be assigned to the Early College High School. The Director is currently in charge of the Health Science Magnet School and will see the existing cohort transition out of the magnet program and oversee the incoming freshmen transition into an Early College High School model. The director, in collaboration with school registrar and counselor, will meet with IHE liaisons to plan and schedule students into their courses. The director will also have open lines of communication with the IHE's office of recruitment as students will begin to take college courses towards their degree plan. The director will be responsible for creating the master schedule, hiring of staff, and will oversee the budgetary needs of the school. The director and counselor will be responsible for the recruitment of incoming 9th graders for every school. The director is also a key member of the LISD/LCC Advisory and advocate for the school.

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 Roles and Responsibilities of the IHE Liaison:

- a. Work and collaborate with Laredo Independent School District Central Office Personnel and ECHS Director on day to day operations of the ECHS.
- b. Assist with application process and recruitment activities
- c. Work with Laredo Community College faculty and staff designated to provide instruction and support services for Early College High School initiatives
- d. Attend all Laredo Community College / Dr. Dennis D. Cantu Early College High School Advisory Committee Meetings
- e. Analyze data and Work closely with the ECHS Director and administrative staff to present data to Advisory Committee
- f. Assist in college related events, Student Affairs, and Summer Bridge Program
- g. Assist with ECHS Director to complete and submit yearly Designation application to Texas Education Agency (TEA)
- h. Assist with the development of the LISD/LCC Memorandum of Understanding
- i. Attend conferences, workshops and other staff development events associated with Early College High School and College Readiness

Is the IHE liaison working with other ECHS campuses?

Yes

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

IHE Liaison also works with Lyndon B. Johnson Early College High School in United Independent School District 5626 Cielito Lindo Boulevard Laredo , TX.

Which statement best reflects the assignment of the ECHS teachers?

The ECHS will employ highly qualified teachers who within four years will be reporting 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.

We will provide opportunities for ECHS teachers and higher education faculty to collaborate and work together to create a college going culture for all students.

At the beginning of the school year, faculty, staff, and administration will gather to review previous year's performance. Staff developments are based on previous year's assessment results, and district initiatives. Professional development will be given in technology integration, best practices, curriculum, and any other area needed for student success. ECHS will support teachers to attend meetings with college professors to share vital information and learn to keep up with student progress. ECHS teachers will also be invited to attend university curriculum meetings at the beginning of the semester to address any questions about course syllabus.

Which statement best reflects the enrollment policies regarding ECHS students?

The ECHS students will enroll in core 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	04/06/2017


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		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