



FABENS H S
ECHS Renewal Application
2023-2024

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Background

District Affiliation

FABENS ISD

CD #: 071903

Region: 19

Mailing Address (Line 1): P O BOX 697

Mailing Address (Line 2):

City, State, Zip: FABENS, TX 79838

School Affiliation

FABENS H S

CDC #: 071-903-001

Region:

Mailing Address (Line 1): P O BOX 697

Mailing Address (Line 2):

City, State, Zip: FABENS, TX 79838

Academy Information

What is the academy name?

Cotton Valley Early College at Fabens High School

Which model does the district intend to implement at this time? Within these models, there are variations.

School-Within-School (SWS) - A subset of students on the campus are enrolled in grades 9-12 are enrolled in the academy.

Distinguished Recognition

Grade Levels Served

What grade level(s) will your academy plan to serve?

9
10
11
12

Enter the number of students that you plan to serve in 9th grade.

75

Enter the number of students that you plan to serve in 10th grade.

56

Enter the number of students that you plan to serve in 11th grade.

65

Enter the number of students that you plan to serve in 12th grade.

Contacts

Applicant

Applicant 1

Job Title

Assistant Principal for Academics/Early College

Name Prefix

Dr.

First Name

Daniel

Last Name

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Phone

915-765-2620

Principal

Principal 1

Name Prefix

Mr.

First Name

Edgar

Last Name

Rincon

Email

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Phone

915-765-2620

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Veronica

Last Name

Vijil

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915-765-2600

Narratives

Narratives

The majority of the following questions will be narrative response. Narrative responses are limited to a maximum of 250 words. We recommend writing your responses in a text-editing software such as Microsoft Word and then pasting your responses into the website when they are complete. Progress to the next section when you are ready.

Narratives: Degrees and Credentials, Recruitment and Enrollment, Degrees and Credentials: IHE Agreements

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer.

Arts AV Tech & Communication
Business Marketing Finance
Education and Training
Health Science
Law & Public Service
STEM
Transportation Logistics Distribution

Select the Program(s) of Study your academy plans to offer.

Design and Multimedia Arts

Select the Program(s) of Study your academy plans to offer.

Business Management

Select the Career Cluster(s) that your academy plans to offer.

Engineering

Select the Program(s) of Study your academy plans to offer.

Teaching and Training

Select the Program(s) of Study your academy plans to offer.

Healthcare Therapeutic

Select the Program(s) of Study your academy plans to offer.

Emergency Services
Law Enforcement

Select the Program(s) of Study your academy plans to offer.

Diesel and Heavy Equipment

Which of the following credential(s) does the academy plan to offer students?

AD

What associate degree(s) does the academy plan to offer?

Item

Liberal Arts

Other

Recruitment and Enrollment

Describe any changes in established plans for recruitment and enrollment process that meet open enrollment requirements.

The Cotton Valley Early College team will increase recruitment and enrollment efforts by working with Fabens Middle School Administration and Counseling to identify sub-populations (ELL, At-Risk, ESOL, Credit Recovery, and all others identified in the ECHS Blue Print) to schedule presentation dates in classrooms. In addition, the team will continue to streamline the application process utilizing an online application.

Degrees and Credentials: IHE Agreements

Does the IHE partner currently have an articulation agreement with a four-year IHE detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?

Yes

Provide the university name that your IHE partner has an articulation agreement with and the bachelor degree that students could earn using their associate degree and accrued credits. Each row represents a degree.

2-Year Degree	University	4-Year Degree
Liberal Arts	University of Texas at El Paso	Interdisciplinary Studies

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

El Paso Community College

Name Prefix

Ms.

First Name

Tonie

Last Name

Badillo

Email

mbadill4@epcc.edu

Phone

915-831-6755

Job Title

Dean of Dual Credit and Early College High Schools

The Early College High School shall have a current, signed Memorandum of Understanding (MOU) for each school year that defines the partnership between the school district(s) and the institution(s) of higher education (IHE).

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirement: Curriculum alignment and courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree, postsecondary certificate provided by an IHE, or industry certification.

Per the Memorandum of Understanding (MOU), curriculum alignment and programs of study are a joint responsibility of both the Cotton Valley EC (CVEC) and El Paso Community College (EPCC). The CVEC Advisory Committee, which consists of EPCC and Fabens ISD faculty and staff, reviews and revises the curriculum as needed and mandated by the Texas Education Agency. Following the guidelines established by the State of Texas, CVEC students are working towards completing the requirements for high school graduation to meet the Distinguished Level of Achievement with the Multidisciplinary Endorsement and a 60 credit hour degree plan for an Associate of Arts Degree. Students work to complete dual credit courses as outlined by their Program of Study that grant both high school and

college credit.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Policies for: 1) advising students on the transferability of all college credit offered and earned, 2) ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned, 3) advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field), 4) students accessing the IHE facilities, services and resources

CVEC students receive access to academic advising from both EPCC and Fabens ISD Administrative and Counseling teams. Per the MOU, Fabens ISD and EPCC are responsible for collaborating to ensure the alignment of high school and college courses to degree plans and programs of study. Students receive advising and are scheduled only for courses that apply to their degree plan at EPCC. This practice aims to provide students with a collegiate academic advising experience that leads them to high school and college graduation. All dual credit courses are cross-referenced with the University of Texas at El Paso Early College Academic Advising to ensure that students are taking transferable courses. Each student has open access to Fabens ISD Counselors and EPCC Academic Advising to discuss their degree plan, program of study, and the transferability of all college credits offered and earned throughout the school year. During each academic year, an audit is conducted by Fabens ISD Counselors to ensure students are on track. Courses completed are automatically recorded on transcripts and audited by Fabens ISD Administration. All students have access to EPCC student services, including the ability to participate in clubs and other EPCC-sponsored enrichment opportunities. In addition, students have all rights and privileges granted by Fabens ISD and EPCC, including access to tutoring services, computer labs, and libraries.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Transportation costs and fees including provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study.

Transportation is the responsibility of Fabens ISD. Students are provided with transportation services to all EPCC sites as needed during each semester. If services ever need to be discontinued, current cohorts will continue to receive transportation as mandated by the MOU until graduation and completion of each students program of study. Any new cohorts will not be able to enroll in the Early College program until transportation services are restored.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications and student level data such as credit hours taken and earned, GPA, formative data to assess if student is on track for college readiness

Both Fabens ISD and EPCC agree to share all appropriate teacher, and student-level data as both organizations need. Each organization is responsible for maintaining data confidentiality and following all mandates required by the Family Educational Rights and Privacy Act of 1974 (FERPA). The data shared includes but is not limited to the following: number of credit hours taken and earned; Grade Point Averages (GPA); State Assessment Results (EOC); SAT/ACT, PSAT; TSI readiness by grade level; qualifications of CVEC staff; location(s) of courses taught; high school percentile; high school ranking; articulation of high school students into four-year universities and level of entry and

enrollment/retention rates; leaver codes and attrition rates by grade level, and other data relevant to student academic achievement.

Narratives: Advanced Academics

Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students.

DC

AP

What type of dual credit courses does your campus plan to offer?

AGCM

Describe any challenges in ensuring your academy has educators with qualification to teach dual credit. What steps did your academy take to address the need?

Currently, the nation and the greater El Paso region are experiencing a shortage of highly qualified teachers. However, Fabens ISD and EPCC have attracted and retained teachers via specific recruitment efforts to entice credentialed dual credit teachers for CVEC. EPCC and Fabens ISD work collaboratively to maintain recruitment and retention efforts to ensure students have highly qualified faculty, including adjunct professors' availability. Fabens ISD is committed to offering competitive wages and teacher mentorship programs with effective staff development plans to recruit and retain exceptionally talented individuals to benefit students. In addition, Fabens ISD is a District of Innovation. The distinction provides for exemptions that allows for the hiring of highly qualified credentialed faculty in the areas of dual credit and Career and Technical Education. Currently, Fabens ISD is also participating in TCLAS DEC9 allowing for our teachers to receive full reimbursement for the completing of a masters degree and credentialing to teach dual credit courses.

Is the academy a TSIA testing site?

Yes

Narratives: Curriculum and Support

Curriculum and Support

Provide examples of how the campus plans to provide students with academic services. List activities and brief descriptions of the activities. Add a new row for each provided service.

Activity	Description
Bridge Camp	Incoming 9th-grade students are invited and encouraged to attend a summer camp to receive an introduction to early college students' academic and social expectations. In addition, students receive instruction in preparing for TSIA exams and enrichment activities focused on project-based learning and team building.
Advisory Period	Students are scheduled to attend an advisory course at least once per week, where they receive instruction on character development, academic support and mentoring, TSIA preparation, and college readiness strategies.
Tutoring	Fabens ISD teachers are required to offer tutoring to students to help them overcome challenges they may be facing with content mastery.
Individual Academic Support	In addition to tutoring, students receive individual academic support provided by Fabens ISD faculty and staff to keep students on track for graduation and provide mentorship as they grow in their collegiate journey.

Provide examples of how the campus plans to provide students with wrap-around services. List activities and brief descriptions of the activities. Add a new row for each wrap-around service.

Activity	Description
Advisory	Students attend advisory classes weekly, receiving academic support, mentoring, and instruction on TSIA test strategies and character development.
Social Services	Each student receives individualized counseling from the CVEC Counselor and has access to Fabens ISD Special Education Counselor, Migrant Social Worker, and Community in Schools Social Worker. In addition, students also receive counseling as requested by EPCC Staff.
Special Education	Students are guided to the EPCC Office of Student Disabilities as needed to ensure the appropriate accommodations are provided.

How does your academy use the access, achievement, and attainment data for program improvement?

Access, Achievement, and Attainment Outcomes Based Measures (OBM) data is used to evaluate student success and develop strategic improvement plans. For example, CVEC has not produced the number of students earning 15 college credits or more by graduation and the number of students completing a degree. Another challenge students face is gaining eligibility (TSIA Math Passing Score) to complete at least one college-level math course by the end of their junior (11th) year. As a result, CVEC has increased individualized academic support offering students more opportunities for tutoring, access to counseling, TSIA preparation, and academic advising.

Narratives: Leadership Team

Leadership Team

List the Leadership Team's three priorities for the next year and describe how the selected priority contributes to the academy's success. Each priority should be a benchmark from the ECHS/T-STEM/P-TECH Blueprint.

Benchmark	Description
Benchmark 1: Target Population	CVEC will work to increase enrollment by refining recruitment and enrollment practices to further target at-risk students while providing greater levels of support to ensure the retention of current cohorts.
Benchmark 4: Curriculum and Support	CVEC will work to increase the number of students completing an associate's degree of at least 60 credit hours.
Benchmark 5: Academic Rigor and Readiness	CVEC will work to increase the number of students receiving passing scores on TSIA exams to gain eligibility for college-level courses.

Narratives: Benchmark Products

Benchmark Products

On this page, you must provide a hyperlink to the location where your digital products corresponding to the product and activities that are required to be posted by the first day of serving students. Enter the hyperlink here. Hyperlinks must be entered with the fully qualified URL including "HTTP://" or "HTTPS://".

CVEC Home Page - <https://www.fabensisd.net/domain/473>