

Mission CTE Early College Academy

April 4, 2018



Mission Statement:

The purpose of Mission CTE Early College is to EDUCATE, ENCOURAGE, and EMPOWER individuals as they prepare to meet the demands of the growing Global Economy.

-RGVLEAD Student Ambassador 2017

Norms:

- Welcome & Minute Review
- Student Centered
- Respect Others and their Ideas
- Address Solutions
- Stakeholders Present/Involved
- ECHS Benchmarks 1-6

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Attendees:

Nora Longoria, CTE ECA Administrator
Aida Zavala, CTE ECA Strategist
Ediberto Flores, MHS Campus Principal
Sergio Pena, CTE Director
Sharon Roberts, Advanced Academics Director
Katherine Deanda, CTE Counselor
Cynthia Wilson, Secondary Executive Director

[Signatures]

Benchmark 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.

- Recruitment Materials and Timeline
- Identify, Recruit, and Enroll Subpopulations
- Recruitment and Enrollment Policies and Practices
- Career Fairs & Early College Nights
- _____

Benchmark 2: Partnership Agreement 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) and addresses topics including, but not limited to, the ECHS location; transferability of college credit between a 2-year and 4-year institution; the allocation of costs for tuition, fees, and textbooks; and student transportation; • States that the school district or charter in which the student is enrolled shall pay for college 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; • Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and • Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

- Revised/Updated March 27, 2018
- Signatures for STC & MCISD
- _____

Benchmark 3: P-16 Leadership Initiatives The school district and institution(s) of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly (e.g., quarterly) to address issues of design, implementation, ongoing implementation, and sustainability. Membership should include the Early College High School leader and individuals with decision-making authority from the district(s) and IHE(s).

- Leadership Team Meetings
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Benchmark 4: Curriculum and Support The Early College High School shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate's degree, or earn 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.

- Summer 2018
- Fall 2018 Schedule
- Spring 2018 Schedule
- Course Audit
- Diesel Technology-new cohort pending
- Mentoring Program & Enrichment Period
- _____

Benchmark 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 ECHS students to assess college readiness, design individual instructional support plans, and enable students to begin college courses based on their performance on the exam.

- Summer Bridge
- TSI Boot Camp and Testing
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Benchmark 6: School Design The Early College High School 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 ECHS leader assigned 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.

- Designated Bldg/Hall for CTE ECA classes
- Designated Staff (CTE ECA & T-STEM)
- Staff Development –Ford NGL Practitioners workshops
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