

Anywhere ECHS Recruitment Timeline

Action/Event	Audience	Responsible Party	Date	Location	Required Materials/Resources	Documentation/Outcome
District Fair						
Feeder School Visit/s						
Community Event /s						
ECHS Open House						
Application Available						
Application Workshop						
Application Due at Feeder						
Application Due at Central Office						
Application Review						
Lottery Conducted						
Lottery List to ECHS						
Enrollment Offer Mailed						
Acceptance/Denial Due to ECHS						
Essay and Interview Window						
Enrollment Window						
Waiting List Posted						
Waiting List Processed As Needed						
Bridge to Grade 9						
Day One of School						
Waiting List Processed If Needed						
New Cohort Completed						

Anywhere Independent School District

Anywhere Early College High School

Anywhere ECHS Round One Student Application Process and Timeline*

November	Application Process opens for 8th grade students
November	Share application process information with MS Campus Counselors
November	Anywhere Early College High School at the AISD Magnet Special Campuses Fair 5:30 p.m.—7:00 p.m. at Anywhere High School
December	Parent Information Sessions
	Session 1 Anywhere Cafeteria December 6:00-7:00 p.m.
	Session 2 Anywhere Cafeteria December 6:00-7:00 p.m.
	Session 3 Anywhere Cafeteria December 6:00-7:00 p.m.
	Session 4 Anywhere Cafeteria December 6:00-7:00 p.m.
December	Round One Application Deadline and Return Instructions
	<ul style="list-style-type: none"> • 8th Grade Counselor who must pony to AECHS by December • Or taken in person to Anywhere ECHS between 8:00 a.m.-4:30 p.m. • Or mail with postmark on or before December • Applications received after deadline will be accepted in order of receipt
January	Eligibility Verification Process for Round One
January	Round Two Application Process
January	Eligibility Verification Process for Round Two
January	Computer Lottery Selection Completed for Round One:
	<ul style="list-style-type: none"> • Eligible Student Primary List • Eligible Student Waiting List • Student Not Eligible Moved to Do Not Qualify List
February	Notification of Status Letter will be mailed to Round One Applicants:
	<ul style="list-style-type: none"> • Primary List • Waiting List • Do Not Qualify List
February	Computer Lottery Selection Completed for Round Two:
	<ul style="list-style-type: none"> • Eligible Student Primary List • Eligible Student Waiting List • Student Not Eligible Moved to Do Not Qualify List
March	Student-Parent Interview Process for Round One Primary List/Waiting List
March	Notification of Status Letter will be mailed to Round Two Applicants:
March	Prepare Student Commitment and Position Notification Letter Round One
March	Mail out Student Commitment and Position Notification Round One
March	Round One Commitment due back to Anywhere Early College High School
	<ul style="list-style-type: none"> • Taken in person to Anywhere ECHS between 8:00 a.m.-4:30 p.m. • Or mailed with a postmark on/before March
March	Round One Commitments processed for Final Notice of Acceptance
March	Round One Final Notice of Acceptance Mailed with April-August Information
May	Round All Final Notice of Acceptance Mailed with May-August Information

*All dates and timelines may be adjusted through out the application and final selection process.
Deadlines may only be extended as needed.

Anywhere Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended.

Si necesita esta información en español, por favor comuníquese con Ava Maria al 555-555-5555.

Anywhere Independent School District

Anywhere Early College High School

Anywhere ECHS Student Round Two Application Process

Round Two Applicants

March Round Two Application Process Opens (for students not yet applied)
March 8th Grade Counselors Presentations at each school
Promote Anywhere Early College High School Parent Nights by Site
Provide Flyer to each 8th grade student not yet applied to AECHS

Anywhere ECHS Information Session Schedule

	Date	Time	Site
Site 1	March XX, 20XX	6:00-7:00 p.m.	Cafeteria
Site 2	March XX, 20XX	6:00-7:00 p.m.	Cafeteria
Site 3	March XX, 20XX	6:00-7:00 p.m.	Library
Site 4	March XX, 20XX	6:00-7:00 p.m.	Cafeteria
Site 5	March XX, 20XX	6:00-7:00 p.m.	Auditorium
Site 6	March XX, 20XX	6:00-7:00 p.m.	Cafeteria
Site 7	March XX, 20XX	6:00-7:00 p.m.	Cafeteria

April X, 20XX Round Two Closes and Applications due to Anywhere ECHS
Applications numbered by order received by date and time
Applications received after March XX placed on waiting list in order received

April X-X, 20XX Eligibility Verification Process for Round Two
April XX, 20XX Student-Parent Interview Process for Round Two
April XX, 20XX DNQ-Acceptance-Commitment Letter mailed out to Round Two Applicants
May X, 20XX Student Commitment Round Two due back to Anywhere ECHS

- Taken in person to Anywhere ECHS between 8:00 a.m.-4:30 p.m.
- Or mailed with a postmark on/before May XX , 20XX

June XX, 20XX Final Notice of Acceptance Mailed with May-August Information

All dates and timelines may be adjusted through out the application and final selection process.

Anywhre Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended.

Si necesita esta información en español, por favor comuníquese con Ava Maria al 555-555-5555.

Anywhere Early College High School Application for Current AISD 8th Grade Students Residing in AISD

Anywhere ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; section 504 of the Rehabilitation Act of 1973, as amended.

**Please review the application carefully and ensure all information provided is complete and accurate.
Any application that is incorrect and/or incomplete can not be processed.
Information provided will be used to determine student eligibility as a member of the targeted population.**

SECTION A. GENERAL INFORMATION

Last Name First Middle Initial Date of Birth AISD Student ID Number

Name(s) of Parent(s)/Guardian(s) Home Telephone Other or Cell Number

Physical Home Address (must be located in AISD) (Zip Code)

Mailing Address (if different from above) (Zip Code) Parent/Guardian Email (if available)

Current AISD School	GENDER (✓ one)	DATE OF BIRTH		
I currently attend: _____ in AISD	<input type="checkbox"/> Female <input type="checkbox"/> Male	Month	Day	Year
I live in the attendance zone and would attend: _____ High School in AISD	My current age is: _____			
Eligibility requirements for placement into the lottery selection will be verified through the AISD records information system. Data to be reviewed is as follows: 1. 70.0+ grade average: 7 th and/or S-1 of 8 th grade 2. 70.0+ grade average core: 7 th and/or S-1 of 8 th grade 3. 90%+ attendance rate: 7 th and/or S-1 of 8 th grade 4. STAAR Grade 8 results 5. STAAR Grade 7 results 6. Student and/or parent interview required. Review of data will be used only to determine if the student is a member of the targeted population as defined in the ECHS Blueprint provided by the Texas Education Agency.	If your attendance rate is not 90% or higher for 7 th and/or semester one of 8 th grade please check any extenuating circumstance/s as it relates to your absences. Parent contact will made to verify. <input type="checkbox"/> Personal Illness Required hospitalization? ___ Yes ___ No <input type="checkbox"/> Family Illness Required hospitalization? ___ Yes ___ No <input type="checkbox"/> Death in Family <input type="checkbox"/> Other extenuating circumstance (may be discussed during interview) Review of data will be used only to determine if the student is a member of the targeted population as defined in the ECHS Blueprint provided by the Texas Education Agency.			

SECTION B. STUDENT SURVEY

1. How many discipline referrals have you been issued this school year? _____
2. Have you been suspended from school this academic year? Yes No how many times? _____
If the answer is yes, please attach an explanation of the circumstances of your suspension/s.
3. How many brothers/sisters do you have? ___ sisters ___ brother
4. Are you the oldest child? Yes No are you an only child? No Yes what is your birth order? ___
5. Will you be the first in your immediate family to graduate from high school? Yes No
6. Will you be the first in your immediate family to attend college? Yes No
If no, please attach an explanation of the college experience of your immediate family.
7. Will an adult be able to transport you to and from school? Yes No
Please provide the name of that individual. _____
8. I will ride the city bus on a regular basis. Yes No

Review of data will be used only to determine if the student is a member of the targeted population as defined in the ECHS Blueprint provided by the Texas Education Agency.

Student's Name _____

SECTION D. PARENT/GUARDIAN Compact Agreement of Support

Initial each of the following statements of support:

____ I will provide private and/or public transportation for my student to/from Anywhere Early College HS daily.

____ I will ensure my child arrives at school on time and remains until dismissal from school daily.

____ I will ensure my child attends mandatory tutoring when required by teachers and/or administrators.

____ I will participate in the education of my child and attend school conferences when requested.

____ I will communicate to the school any circumstances that could affect my child's performance or behavior.

____ I will support the school's philosophy that all required work will be completed in an acceptable manner.

Signature of Parent: _____ Date: _____

SECTION E. ACADEMIC RECORDS

Attendance, academic grades, student assessment data, and personal data will be retrieved for review from the AISD PEIMS. If additional information is needed, the applicant will be contacted. Information provided within the application and by PEIMS will be used only to verify the qualification of the applicant as a member of the Targeted Population as defined by the ECHS Blueprint as issued by the Texas Education Agency.

Make sure all sections that have been completed: Section A Section B Section C Section D

I certify that the information provided is complete and understand that the submission of false information is grounds for denial of the application and/or withdrawal of admission. I grant and authorize AISD employees to verify, access, and utilize academic information such as attendance rate, grades and assessment data to support this application. I grant and authorize AECHS administrators, professional, and/or office staff to contact the home school as needed to obtain necessary information as it relates to academic and social performance. I understand that the school and college expect a high standard of conduct and academic performance for its students, and if accepted for admission to the school, I and my child will abide by all rules and regulations set forth by both the Anywhere ECHS and Anywhere College.

Signature of Parent/Guardian

Date

Signature of Student

Date

**Completed applications are due
On or before:**

Applications must be:

- Returned to the Anywhere ECHS Main Office between the hours 8:00 a.m. to 4:30 p.m.
- Or mailed and postmarked on or before:

Applications received after the deadline cannot be considered for primary selection. Late applicants verified as eligible will automatically be placed on the waiting list in the order received by date and time.

**Completed applications are due
On or before:**

Applications cannot be:

- Faxed or E-mailed
- Written by someone other than the student applicant

Applications received after the deadline cannot be considered for primary selection. Late applicants verified as eligible will automatically be placed on the waiting list in the order received by date and time.

Anywhere Early College High School
Application for Students Not Residing in AISD
Non-AISD Student

Anywhere ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; section 504 of the Rehabilitation Act of 1973, as amended.

Please review the application carefully and ensure all information provided is complete and accurate.
Any application that is incorrect and/or incomplete cannot be processed.
Information provided will be used to determine student eligibility as a member of the targeted population.

SECTION A. GENERAL INFORMATION

Last Name	First	Middle Initial	Date of Birth	Student SSN Number
Name(s) of Parent(s)/Guardian(s)		Home Telephone		Other or Cell Number
Physical Home Address		(Zip Code)		
Mailing Address (if different from above)		(Zip Code)		Parent/Guardian Email (if available)

Current Non-AISD School	GENDER (✓one)	DATE OF BIRTH		
I currently attend:	<input type="checkbox"/> Female <input type="checkbox"/> Male	Month	Day	Year
I live in the attendance zone and would attend: _____ High School		My current age is: _____		
Eligibility requirements for placement into the lottery selection will be verified through the academic records provided by the parent and/or current school Data to be reviewed is as follows: 1. 70.0+ grade average: 7th and/or S-1 of 8th grade 2. 70.0+ grade average core: 7th and/or S-1 of 8th grade 3. 90%+ attendance rate: 7th and/or S-1 of 8th grade 4. STAAR Grade 8 results 5. STAAR Grade 7 results 6. Other similar standardized test score/s 7. Student and/or parent interview required. Review of data will be used only to determine if the student is a member of the targeted population as defined in the ECHS Blueprint provided by the Texas Education Agency.	If your attendance rate is not 90% or higher for 7 th and/or semester one of 8th grade please check any extenuating circumstance/s as it relates to your absences. Parent contact will made to verify. <input type="checkbox"/> Personal Illness Required hospitalization? ___Yes ___ No <input type="checkbox"/> Family Illness Required hospitalization? ___Yes ___ No <input type="checkbox"/> Death in Family <input type="checkbox"/> Other extenuating circumstance (may be discussed during interview) Review of data will be used only to determine if the student is a member of the targeted population as defined in the ECHS Blueprint provided by the Texas Education Agency.			

SECTION B. STUDENT SURVEY

1. How many discipline referrals have you been issued this school year? _____
2. Have you been suspended from school this academic year? Yes No how many times? _____
 If the answer is yes, please attach an explanation of the circumstances of your suspension/s.
3. How many brothers/sisters do you have? ___ sisters ___ brother
4. Are you the oldest child? Yes No are you an only child? Yes No If no, what is your birth order? ___
5. Will you be the first in your immediate family to graduate from high school? Yes No
6. Will you be the first in your immediate family to attend college? Yes No
 If no, please attach an explanation of the college experience of your immediate family.
7. Will an adult be able to transport you to and from school? Yes No
 Please provide the name of that individual. _____
8. I will ride the city bus on a regular basis. Yes No

Data will be used only to determine if the student is a member of the targeted population as defined in the ECHS Blueprint provided by the Texas Education Agency.

Student's Name _____

SECTION D. PARENT/GUARDIAN Compact Agreement of Support

Initial each of the following statements of support:

____ I will provide private and/or public transportation for my student to/from Anywhere Early College HS daily.

____ I will ensure my child arrives at school on time and remains until dismissal from school daily.

____ I will ensure my child attends mandatory tutoring when required by teachers and/or administrators.

____ I will participate in the education of my child and attend school conferences when requested.

____ I will communicate to the school any problems that could affect my child's performance or behavior.

____ I will support the school's philosophy that all required work will be completed in an acceptable manner.

Signature of Parent: _____ **Date:** _____

SECTION E. ACADEMIC RECORDS

Attendance, academic grades, student assessment data, and personal data will be requested for review from the school that the student is currently attending. If additional information is needed, the applicant will be contacted. Information provided within the application will be used only to verify the qualification of the applicant as a member of the Targeted Population as defined by the ECHS Blueprint as issued by the Texas Education Agency.

Make sure all sections that have been completed: **Section A** **Section B** **Section C** **Section D**

I certify that the information provided is complete and understand that the submission of false information is grounds for denial of the application and/or withdrawal of admission. I grant and authorize AISD employees to verify, access, and utilize academic information such as attendance rate, grades and assessment data to support this application. I grant and authorize ACHS administrators, professional, and/or office staff to contact the home school as needed to **release all records** as it relates to academic and social performance. I understand that the school and college expect a high standard of conduct and academic performance for its students, and if accepted for admission to the school, I and my child will abide by all rules and regulations set forth by both the Anywhere ECHS and Best Ever College.

Signature of Parent/Guardian

Date

Signature of Student

Date

**Completed applications are due
On or before:**

Applications must be:

- Returned to the Anywhere ECHS Main Office between the hours 8:00 a.m. to 4:30 p.m.
- Or mailed and postmarked on or before:

Applications received after the deadline will not be considered for primary selection. Late applicants verified as eligible will automatically be placed last on the waiting list in the order received by date and time.

**Completed applications are due
On or before:**

Applications cannot be:

- Faxed or E-mailed
- Written by someone other than the student applicant

Applications received after the deadline will not be considered for primary selection. Late applicants verified as eligible will automatically be placed last on the waiting list in the order received by date and time.

Memorandum of Understanding
Between
Best Ever College
And
Anywhere Independent School District
For
Anywhere Early College High School

This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between Best Ever College (hereinafter referred to as "BEC"), and Anywhere Independent School District, (hereinafter AISD), for the operation of Anywhere Early College High School, (hereinafter AECHS) pursuant to the authority granted in compliance with section 29.908 of the Texas Education Code,

Purpose

WHEREAS, the parties to this MOU desire to establish Anywhere Early College High School (hereinafter AECHS) for the SY20XX-XX academic year and continue thereafter, to serve grades 9–12 and provide concurrent enrollment for college credit courses for early college high school students in accordance with Chapter 4 of the Texas Higher Education Coordinating Board Rules, as codified under Title 19, Part 1, Chapter 4 of the Texas Administrative Code.

WHEREAS, the parties to this MOU shall target to serve, and/or include plans to scale up to serve: students in grades 9 through 12; enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS); economically disadvantaged; English language learners, historically underrepresented in college courses; and who might not otherwise go to college; and

WHEREAS, under this MOU, Early College High Schools are small schools with an enrollment of 400 or fewer students who will be allowed to earn both a high school diploma as well as a post-secondary credential simultaneously; and

WHEREAS the ECHS will prepare the student for a college and career experience through a fully integrated of high school and college culture to facilitate a successful academic performance and increase high school and college/university completion rates;

WHEREAS: BEC and AISD are authorized by state law to establish and enter into agreements for concurrent high school and college credit programs;

NOW, THEREFORE, the parties to this MOU mutually agree to the following:

Put All Other Whereas and/or General Legalese Statements Here

P-16 Leadership Initiatives and Governance

AISD and BEC shall establish a leadership team that includes high-level personnel with decision-making authority from both entities who meet regularly and report to each entity's governing board. These members shall include but are not limited to:

- Anywhere ISD Superintendent (or designee)
- Anywhere ISD Assistant Superintendent of Curriculum and Instruction (or designee)
- Anywhere ECHS Principal (or equivalent)
- Best Ever College President (or designee)
- Best Ever College Vice-President of Curriculum and Instruction (or designee)
- Best Ever College ECHS Liaison (or equivalent)
- Other members as deemed appropriate by the AISD Superintendent and BEC President

Regularly scheduled meetings shall occur monthly or quarterly or ???

Regularly scheduled meetings shall include and/or address the following topics:

- School design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS
- Annual review of 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
- Ensure that the agenda and meeting minutes and agendas shall be publically available
- Sustainability structures identified and implemented to address and minimize the challenges of staff turnover
- Other topics as deemed appropriate by the AISD Superintendent and BEC President

Insert any other EXEMPLAR criteria here as desired from Benchmark 2 Blueprint such as:

The AISD/BEC leadership team shall include or meet regularly with the following leaders:

- AISD Superintendent
- AISD Assistant superintendent of Curriculum and Instruction or equivalent position
- ECHS principal or director
- BEC President or Provost or equivalent position
- BEC Dean of Education or equivalent position
- BEC Liaison

Identify and Implement sustainability structures that will address and minimize the challenges of staff turnover.

Targeted Student Population, Recruiting, Application, and Enrollment

AECHS 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
- Who have failed a state administered assessment

Enrollment decisions shall not be based on:

- State assessment scores
- Discipline history
- Teacher recommendation
- Minimum grade point average (GPA)

AECHS 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, Hispanic.)

AECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.

AECHS shall make available to TEA their annual recruitment and enrollment policies and data.

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.

Recruitment and enrollment processes shall also include input and/or participation by BEC administration, faculty, and/or other staff as deemed appropriate by the governing P-16 leadership team.

Insert any EXEMPLAR criteria here as desired from Benchmark 1 Blueprint such as:

If the number of student applicants ever exceed the number of slots available, AECHS shall use one of the following methods:

- Performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance)
- Or a weighted lottery that favors students who are at risk
- Or a weighted lottery that favors students who are at risk and who are part of the targeted subpopulations for the AECHS.

Partnership Agreement

This current and signed Memorandum of Understanding shall define the partnership between BEC and AISD and shall also address topics including, but not limited to:

- AECHS shall be a (smaller learning community within a larger high school, etc.)
- Allocation of costs for:
 - tuition (for all college credit courses, including retakes) shall be the responsibility of AISD to the extent those charges are not waived by BEC
 - fees (including TSI administration fees and retakes), shall be the responsibility of AISD to the extent those charges are not waived by BEC
 - required textbooks (including license and/or usage fees) shall be the responsibility of AISD to the extent those charges are not waived by BEC
- Student transportation shall be the responsibility of AISD
- Plan of administration of all statewide instruments under TEC Subchapter B, Chapter 39 (STAAR 3-8 and EOC 9-12)
- Grading periods and policies
 - Grading will follow the AECHS and AISD high school courses approved policy and/or procedure
 - Grading will follow the college course syllabus and approved BEC policy and/or procedure
- Courses of study
 - Academic courses offered for high school and college credit must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual (ACGM) adopted by the Texas Higher Education Coordinating Board (THECB) and must be in the approved course inventory of BEC and approved for college by the BEC Curriculum Department, applicable Instructional Department and BEC Dual Enrollment Office (Remedial or Continuing Education Courses shall not be offered)
 - Courses will be delivered by method as agreed upon by AECHS and BEC
- Curriculum alignment
 - Designated AECHS personnel will monitor the content and quality of instruction in order to assure compliance with the College Course Agreement and the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), BEC and the ACHS
 - Designated College personnel will monitor the content and quality of instruction in order to assure compliance with the College Course Agreement and the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), BEC and the ACHS
- Instructional materials
 - AECHS will be responsible to obtain the latest adopted editions of required textbooks on or before **the first day of the college class.**
 - AECHS will be responsible for all supplemental materials as required for any college course
- Instructional calendar
 - Agreed upon alignment of AISD/BEC academic calendars with regard to:
 - AISD student and staff holidays
 - BEC student and staff holidays
 - Inclement weather days
 - Administration dates of statewide instruments (EOCs) under TEC Subchapter B, Chapter 39 for AECHS students
 - Administration dates of BEC final exams
 - And/or other calendaring days as deemed necessary for and by both entities
- Student enrollment and attendance policies
 - AECHS will designate a person responsible for coordinating and tracking submission of all required documents required for admissions and registration to ensure that admission

- and registration will adhere to current AISD policies and procedures in accordance with the established deadlines in the current Student & Parent Handbook.
 - AECHS principal (or designee) will collaborate with BEC Liaison for all issues regarding college enrollment for admissions, enrolling in college courses, monitoring, grading and reporting
 - AECHS will report appropriately report student absences in integrated college course sections located on the AEHCS campus.
 - BEC will work with AECHS to appropriately report student absences in integrated college course sections located on the college campus.
- Joint decision-making procedures as determined by the Leadership Team
- Planning and implementation of a coherent program across institutions;
- Provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS as it pertains to:
 - High school credits attempted and earned
 - College credits attempted and earned
 - Grade Point Average (as applicable to AECHS and BEC systems)
 - End of Course assessments
 - SAT/ACT/PSAT
 - TSI readiness attempts and passed by grade level
- ECHS staff qualifications for teaching high school courses shall be the responsibility of AISD
- ECHS staff qualifications for approval to teach concurrent high school/college courses shall be the joint responsibility of AISD and BEC
- Location of courses
 - delivered in the secondary school utilizing a certified AECHS Partner instructors approved by BEC with credentials meeting the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) criteria with stipend to be determined
 - delivered in the secondary school utilizing a BEC adjunct instructor
 - delivered on the BEC campus utilizing BEC faculty
 - distance learning
- If the AISD or BEC elect to discontinue the operation of AECHS, the provisions for serving the students will include the following:
 - When only 9th and 10th grade cohorts are enrolled, AECHS will discontinue operation at the end of the school year in which the partners decide to close the AECHS. Students in the 9th and 10th grade will be returned to the comprehensive high school within the AISD
 - AECHS with 11th and 12th grade cohorts will continue operation through that cohort's scheduled graduation from the AECHS and BEC
 - While in the process of discontinuing operation, AECHS may not enroll any additional students in grades that have been phased out. In addition,
 - While AECHS is in the process of discontinuing operation, AECHS must continue to meet all of the required design elements and provide full support for all students enrolled in AECHS as mandated by the Texas Education Agency (TEA).

Insert any EXEMPLAR criteria here as desired from Benchmark 2 Blueprint such as:

AECHS shall provide and/or facilitate:

- Students access to all BEC facilities, services and resources and participation in activities at BEC
- Professional development for ECHS faculty (including both district and IHE faculty/staff)
- Collecting and sharing student and teacher data
- Advising students on the transferability of all college credit offered and earned
- College credit earned for high school credit is transcribed in the same academic year that credit is earned.
- Implementing program improvements based on the collection and review of the following data:
 - 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

Curriculum and Support.

AECHS and BEC shall provide a course of study that enables participating students to:

- Complete high school graduation requirements and/or:
 - complete an associate's degree or
 - complete 60 semester credit hours toward a baccalaureate degree or
 - complete the 42 core curriculum or
 - complete at least 30 college credits
- Construct a four year plan (or plans) how students will progress toward this goal
- The four year plan/s must follow and/or include:
 - Pathways to a baccalaureate degree
 - College courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual
 - College course credits agreed upon and appropriately filed degree plan

AECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups.

AECHS shall support students in their course of study by:

- Providing academic support to the students through a personalized learning environment
- Developing a plan for ongoing academic support
- Providing tutoring or Saturday school for identified students,
- Providing advisory and/or college readiness and support time built into the Program of study, and
- Establishing a mentorship program

AECHS shall provide social and emotional support to the students, including:

- Connections to social services
- Parent outreach and involvement opportunities

Insert any EXEMPLAR criteria here as desired from Benchmark 4 Blueprint such as:

AECHS shall graduate most of its students with:

- An associate's degree
- Or at least 60 semester credit hours toward a baccalaureate degree
- Or the entire THECB 42 core credit curriculum completed
- At least 30 college credit hours toward a baccalaureate degree.

AECHS shall:

- Implement in each term a structured data review processes designed to identify student strengths and weaknesses and develop individual instructional plans
- Support students in their course of study through enrichment opportunities.
- Implement a structured program of community service to promote community involvement.
- Partner with community businesses to expose students to a variety of potential career options and possible internship opportunities.
- Provide college awareness to current and prospective students and families, including:
 - Application assistance
 - Financial aid counseling
 - College and career counseling

Academic Rigor and Readiness

AECHS and/or BEC shall provide a TSI assessment to accepted students as early as possible (however, not as a prerequisite for admissions to AECHS).

AECHS and/or BEC 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.

AECHS shall report to TEA the dates the TSI is administered.

AECHS 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

Insert any EXEMPLAR criteria here as desired from Benchmark 5 Blueprint such as:

AECHS is an approved TSI assessment site.

AECHS in partnership with BEC will develop an academic-related, social, emotional, and college knowledge support bridge program.

- The academic component of the bridge program will place an emphasis on the TSI Assessment results AECHS students with curriculum designed to target specific content areas of reading, writing, and math
- The social, emotional, and college knowledge support components will place an emphasis on program design, which creates awareness in the support area needed through workshops, guest speakers, fall or spring COLLEGE site visits, and other program design.
- The ECHS Bridge program will be designed and delivered specific to students entering:
 - Grade 9
 - Grade 10
 - Grade 11
 - Grade 12

School Design

(Pick one)

AECHS shall be a standalone campus located at BEC campus.

AECHS shall be a standalone campus not located at BEC campus.

AECHS shall be a smaller learning community within AHS not located at BEC campus.

AECHS shall be a standalone K12 not located at BEC campus.

AECHS shall be a K12 Rural not located at BEC campus.

(Include and/or omit as applies)

AECHS shall provide students with regular use (at least six times per school year) of college academic facilities.

AECHS as a smaller learning community shall disaggregate required ECHS student data.

AECHS shall include the following:

- Principal, or program director has scheduling, hiring, and budget autonomy
- IHE liaison with decision-making authority who interacts directly and frequently with staff and administrators
- Highly qualified teachers who within four years will be reporting only to the AECHS principal/director and teaching only AECHS students in all core courses
- Annual professional development plan based on needs assessment of student data.
- AECHS students shall be enrolled in ECHS-only sections for core classes.

Insert any EXEMPLAR criteria here as desired from Benchmark 6 Blueprint such as:

AECHS (not located BEC) shall provide students with weekly use of IHE academic and support facilities, such as libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities.

AECHS staff shall:

- Meet and works directly at least, a weekly basis the IHE liaison
- Hire highly qualified teachers who report only to the AECHS principal/director and teach only AECHS students
- Hire counseling staff who report only to the AECHS principal/director and serve only AECHS students
- Enroll all AECHS students in core and elective courses that include only AECHS students and/ or college students.

AECHS shall implement the following staff support structures:

- Mentoring and induction program for newly hired staff.
- Opportunities for AECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with BEC faculty.

Put All Other Disclaimer and Legalese Statements Here such as:

Terms, Effective Date and Termination

The effective date of this agreement is _____. This agreement shall continue for XXX (X) year/s after the effective date.

Signatures

The persons signing this MOU represent, each to the other, that they are authorized to sign for and bind their respective institutions.

Amendment

Any change to the terms of this MOU must be presented in written form and agreed upon by both BEC and the AECHS/AISD Partner at least thirty (30) days before any term or provision may be changed.

Best Ever College
1 Campus Drive
Anywhere, Texas 7XXXX

By: _____

Date: _____

Big Shot Person, Pd.D.
President, Best Ever College

Anywhere Independent School District
1 High School Drive
Anywhere, TX 7XXXX

By: _____

Date: _____

Other Big Shot Person, Pd.D.
Superintendent, Anywhere ISD

Put All Other Disclaimer and Legal Statements Hereafter

Place and/or Include All Addendums Hereafter

SAMPLE FOUR YEAR COURSE PLAN

Subject	Grade 9	HS	IHE	Grade 10	HS	IHE	Grade 11	HS	IHE	Grade 12	HS	IHE
English	English 1	1.0		English 2	1.0		English 3/ENGL 1301 /ENGL 1302	1.0	3.0 3.0	English 4/ENGL 2321 /ENGL 2326	1.0	3.0
Math	Algebra 1 or 2	1.0		Algebra 2/Geometry	1.0		Geometry/Pre-Calculus	1.0	0.0	ISM 1/MATH 1304	1.0	3.0
Science	Biology	1.0		Chemistry	1.0		Physics	1.0	0.0	ISS 1/BIOL 1408 ISS 2/BIOL 1409	1.0 1.0	4.0 4.0
Social Studies	W Geography	1.0		W History	1.0		US History/HIST 1301 /HIST 1302	1.0	3.0 3.0	US GOVT/GOVT 2305 SS Topics/GOVT 2306	0.5 0.5	3.0 3.0
Economics							Economics/ECON 2301	0.5	3.0			
Tech App				BCIS 1/COSC 1301	1.0	3.0						
Physical Ed	PE 1 and PE 2	1.0										
Health	Health/KINE 1304	0.5	3.0									
LOTE				Span 1/SPAN 1411 Span 2/SPAN 1412	1.0 1.0	4.0 4.0						
Fine Arts				Drama 1/DRAM 1310	1.0	3.0	Speech/SPCH 1315	0.5	3.0			
Speech												
HS	AVID 1	1.0		AVID 2	1.0		AVID 3	1.0		AVID 4	1.0	
HS/IHE	Psyc/EDUC 1300	0.5	3.0									
S-1 Classes	S-2 Classes	7	7		7	7		6	6		6	5
HS/IHE Credits per Semester		7.0	6.0		9.0	14.0		6.0	18.0		5.0	23.0
HS/IHE Credits Aggregate					16.0	20.0		22.0	38.0		27.0	61.0
TSI Req	EDUC 1300	A		COSC 1301	A		ENGL 1301	R-W		ENGL 1301	R-W	
TSI Req	KINE 1304	A		SPAN 1411	A		ENGL 1302	R-W		ENGL 1302	R-W	
TSI Req				SPAN 1412	A		HIST 1301	R		Math 1304		M
TSI Req				DRAM 1310		R at 342	HIST 1302	R		BIOL 1408	R	
TSI Req							ECON 2301		R at 342	BIOL 1408	R	
TSI Req							SPCH 1315	R		GOVT 2305	R	
TSI Req										GOVT 2306	R	
Key	A	Attempted		R Met at 351		W Met at 5 (or Met R at 363 and W at 5)			M Met at 350			