



JUDSON EARLY COLLEGE ACADEMY

ECHS Renewal Application

2020-2021

Contents

Background

Contacts

Narratives

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

Narratives: Strategic Partnerships

Narratives: Advanced Academics

Narratives: Student Support

Narratives: Leadership Team

Narratives: Benchmark 1 Products, Benchmark 2 Products,
Benchmark 3 Products, Benchmark 4 Products, Benchmark 5
Products, Benchmark Products, Benchmark 6 Products

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Background

District Affiliation

JUDSON ISD

CD #: 015916

Region: 20

Mailing Address (Line 1): 8012 SHIN OAK

Mailing Address (Line 2):

City, State, Zip: LIVE OAK, TX 78233

School Affiliation

JUDSON EARLY COLLEGE ACADEMY

CDC #: 015-916-009

Region:

Mailing Address (Line 1): 8230 PALISADES

Mailing Address (Line 2):

City, State, Zip: LIVE OAK, TX 78233

Academy Information

What is the academy name?

Judson Early College Academy

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

Stand Alone Academy - All students on the campus are enrolled in the academy.

Distinguished Recognition

Would your campus like to be considered for distinguished recognition? All ECHS seeking distinguished recognition will be measured against the highest OBMs.

Yes

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2020-2021 school year?

9
10
11
12

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

130

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

125

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

112

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

115

Contacts

Applicant

Applicant 1

Job Title

Director of Post Secondary Education

Name Prefix

Ms.

First Name

Graciela

Last Name

De Anda

Email

gdeanda@judsonisd.org

Phone

210-945-5364

Principal

Principal 1

Name Prefix

Dr.

First Name

Josephine

Last Name

Juarez

Email

jjuarez@judsonisd.org

Phone

210-619-0200

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Jeanette

Last Name

Ball

Email

jball@judsonisd.org

Phone

210-945-5100

Narratives

Current Designations at JUDSON ISD:

- KAREN WAGNER H S - T-STEM - 1617
- JUDSON EARLY COLLEGE ACADEMY - ECHS - 0910

Previous Planning Year Applications at JUDSON ISD:

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: IHE Agreements, Degrees and Credentials

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Business Marketing Finance
Education and Training

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Which of the following credential(s) does the academy plan to offer students in 2021-2022 school year?

AD

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

Item

Liberal Arts

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?

No

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Northeast Lakeview College

Name Prefix

Dr.

First Name

Veronica

Last Name

Garcia

Email

vgarcia@alamo.edu

Phone

210-486-5230

Job Title

President

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.

As outlined in the articulation agreement with Northeast Lakeview College (NLC), the primary emphasis on the student degree plan is on the program requirements for an Associate of Arts as the defined plan of study for our students at JECA and that our students follow in the prescribed sequence. The School District and the College develop a course of study for grades 9-12 that provides a seamless transition from high school classes in grade 9 to a gradual integration to college-level classes through grade 12. The College Academic Chairs or Faculty Liaison along with the JECA Principal will be responsible for working with JECA staff to develop and refine a clear and coherent academic program across the two institutions for curriculum alignment. Course agreements for each dual credit course taught will be maintained, in which academic representatives from both the College and the School District agree on the alignment of college course outcomes and the district curriculum. The School District is responsible for ensuring the high school curriculum courses meet the requirements for TEKS and all other law applicable to Texas public school districts so that students are able to meet all high school graduation requirements, including End of Course examinations, while earning 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

The JECA counselor advises students on available high school endorsements and the corresponding Alamo INSTITUTES. During the transitional bridge program, students are advised on the transferrability and degree applicability of courses. Students are also trained to use the Alamo Colleges District Transfer Advising Guides (TAGS) as available resources to understand transfer pathways for minimizing loss of credit in transferring courses to selected transfer institutions. Students are also highly encouraged to communicate with intended transfer institutions to minimize loss of applicable college credit. College credit for JECA students appears on their NLC transcripts as students complete each college course. JECA students have access to NLC facilities, services and resources while enrolled. In addition they can participate in age-appropriate activities on the NLC campus, such as clubs and organizations, theater performances, student activities and other such activities, so long as participation does not interfere with JECA academic requirements.

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.

Since JECA is located on the NLC campus, transportation costs are not incurred. However, the articulation agreement states that any off-site academic course assignments requiring student transportation must be provided by the school district. The college is not allowed to transport students. In the event of a termination, the Steering Committee will prepare an agreeable plan of dissolution to be submitted to the Leadership Council. Students in grades 11 and 12 will continue operation through scheduled graduation. Students in grades 9 and 10 will return to the home high school.

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

The NLC articulation agreement indicates that the College and the School District agree to share data not available to the other to ensure data integrity as both entities use data for enrollment into courses, state reporting, financial matters, Title IX matters, student conduct and other official business related to the ECHS program. The School District will provide official written notice to NLC by the second Monday in April of any need for college credentialed instructors in specific disciplines to fulfill the ECHS plan of study. NLC will then conduct a review to identify faculty to teach the courses needed by JECA. If NLC is unable to find a suitable college credentialed instructor to fulfill the needs of JECA by the second Monday in July, the parties will convene to address the faculty concern and develop an agreeable plan, which may include an alternate course with identified faculty to teach the course.

Narratives: Advanced Academics

Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students in 2021-2022.

DC

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?

All our dual credit instructors are at Northeast Lakeview College, so our high school instructors do not have to have qualifications to teach dual credit.

Is the academy a TSIA testing site?

Yes

Narratives: Student Support

Student 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
Enrichment	Students are provided with 30 minutes of TSIA/PSAT/SAT instruction (four days a week) based on individual performance.
Raptor Time	Students are provided with 30 minutes of reteach and/or extension instruction (four days a week) based on Interim Progress Report and Report Card grades.
JECA Tutoring	Teachers provide reteach and reinforcement instruction before and after school at least twice per week.

Activity	Description
ALC Tutoring Center	The tutoring center at the IHE is accessible to students on a daily basis. Students have access to the tutoring calendar through the IHE library.
Path-College/Career Prep	Students have a Path-College/Career Prep Teacher all four years to help with academic planning, time management, test preparation, and college admissions.

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
At-Risk Counselor	Students have access to an At-Risk Counselor five days a week for assistance when needed.
Guidance Lessons	Students participate in SEL guidance lessons that address positive self-image, healthy relationships, and resolving conflict.
Healthmaster	Counselors enter student information into web-based electronic record system to identify campus trends and student needs.
Community Service	Students are required to complete a minimum of 10 hours of community service per school year, with a focus on individual interests.
JECA Clubs & Organizations	Students have the opportunity to participate in (and/or establish) a variety of after-school activities that promote social growth and development.

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

At JECA, we use the access, achievement, and attainment data to refine our campus processes. We examine the access data to scrutinize and improve the recruitment process and look for better ways to meet all five access measures. The achievement data motivates our staff and students to maintain our 100% passing in all EOC and TSIA subjects. At the end of last school year, we used our attainment data to review and revise our degree plan, in collaboration with our IHE.

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
Key Community Stakeholders' Engagement with the Campus (Benchmark 2)	Our academic success as a campus often results in stakeholders thinking that we do not need them to be engaged. We have reached out to school district and business representatives to participate in our campus decision-making.
Collaborative Professional Development with IHE (Benchmark 6)	Currently, we have two collaborative professional development days with faculty from the IHE. We would like to increase the number of days to promote instructional consistency.
Career Exploration Opportunities with Community and Business Partners (Benchmark 4)	We have not explored extensive partnership opportunities with community and business partners. With limited funds, these partnerships could assist with instructional and academic field trips and materials.

Narratives: Benchmark 1 Products, Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark 6 Products

Benchmark Products

Benchmark 1 Products

Provide a link to the academy's written admission policy and enrollment application.

<https://www.judsonisd.org/Page/19912>

Provide a link to the academy's written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community.

<https://www.judsonisd.org/Page/19912>

Provide a link to the academy's brochures and marketing in Spanish, English, and/or other relevant languages.

<https://www.judsonisd.org/Page/19912>

Provide a link to the academy's written communication plan for targeting identified audiences, parents, community members, school board, higher educational personnel, etc.

<https://www.judsonisd.org/Page/19912>

Benchmark 2 Products

Provide a link to the academy's final, signed, and executed MOU with their IHE.

<https://www.judsonisd.org/Page/19912>

Benchmark 3 Products

Provide a link to the academy's leadership meeting agendas and minutes.

<https://www.judsonisd.org/Page/19912>

Provide a link to the academy's school board and board of regents' presentations.

<https://www.judsonisd.org/Page/19912>

Provide a link to the academy's description of each member and role in committee.

<https://www.judsonisd.org/Page/19912>

Benchmark 4 Products

Provide a link to the academy's 60 college credit hours crosswalk

<https://www.judsonisd.org/Page/19912>

Provide a link to the academy's calendar of family outreach events.

<https://www.judsonisd.org/Page/19912>

Provide a link to the academy's professional learning community agenda and notes

<https://www.judsonisd.org/Page/19912>

Provide a link to the academy's advisory/study skills curriculum material

<https://www.judsonisd.org/Page/19912>

Provide a link to the academy's Master Schedules

<https://www.judsonisd.org/Page/19912>

Benchmark 5 Products

Provide a link to the academy's calendar of TSI test administration dates.

<https://www.judsonisd.org/Page/19912>

Provide a link to the academy's aggregate reports of TSI exam performance

<https://www.judsonisd.org/Page/19912>

Provide a link to the academy's tutoring and bridge program schedules

<https://www.judsonisd.org/Page/19912>

Provide a link to the academy's Bridge program curricula

<https://www.judsonisd.org/Page/19912>

Benchmark 6 Products

Provide a link to the academy's mentor/induction program plans.

<https://www.judsonisd.org/Page/19912>

Provide a link to the academy's annual training or professional development plan with ECHS and IHE faculty.

<https://www.judsonisd.org/Page/19912>

Provide a link to the academy's ECHS leader/liaison meeting agendas and notes.

<https://www.judsonisd.org/Page/19912>
