



HIDALGO EARLY COLLEGE H S
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

Download Assurances Signature Page

Background

District Affiliation

HIDALGO ISD

CD #: 108905

Region: 01

Mailing Address (Line 1): P O BOX 8220

Mailing Address (Line 2):

City, State, Zip: HIDALGO, TX 78557

School Affiliation

HIDALGO EARLY COLLEGE H S

CDC #: 108-905-001

Region:

Mailing Address (Line 1): P O BOX 8220

Mailing Address (Line 2):

City, State, Zip: HIDALGO, TX 78557

Academy Information

What is the academy name?

Hidalgo Early College High School

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.

No

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.

227

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

280

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

283

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

273

Contacts

Applicant

Applicant 1

Job Title

Principal

Name Prefix

Ms.

First Name

Judith

Last Name

Dimas

Email

judimas@hidalgo-isd.org

Phone

956-843-4300

Principal

Principal 1

Name Prefix

Ms.

First Name

Judith

Last Name

Dimas

Email

judimas@hidalgo-isd.org

Phone

956-843-4300

Superintendent

Superintendent 1

Name Prefix

Mr.

First Name

Xavier

Last Name

Salinas

Email

xasalinas@hidalgo-isd.org

Phone

956-843-4405

Narratives

Current Designations at HIDALGO ISD:

- HIDALGO EARLY COLLEGE H S - ECHS - 0607

Previous Planning Year Applications at HIDALGO 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
Health Science
Hospitality & Tourism
Information Technology
Law & Public Service
Manufacturing
STEM

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

Accounting and Financial Services
Business Management

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

Cybersecurity
Engineering

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

Teaching and Training

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

Exercise Science and Wellness
Healthcare Diagnostics
Healthcare Therapeutics
Nursing

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

Culinary Arts

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

Cybersecurity

Information Technology Support and Services

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

Law Enforcement
Legal Studies

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

Advanced Manufacturing and Machinery Mechanics
Engineering
Manufacturing Technology
Welding

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

AD
PC

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

Item

Interdisciplinary Studies/General Studies

Welding Technology

Pharmacy

What level 1 postsecondary certificate(s) provided by an IHE does the academy plan to offer?

Item

Advanced Manufacturing Technician Technology

Automotive Maintenance Technician

Certified Nurse Aid

Combination Welding

Cybersecurity

Patient Care Assistant

Phlebotomy

Precision Manufacturing Technology

Structural Welding

Pharmacy Technician

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
Interdisciplinary Studies/General Studies	All universities in the University of Texas System	Multidisciplinary Studies
Interdisciplinary Studies/General Studies	All universities in the University of Texas System	Computer Science
Interdisciplinary Studies/General Studies	All universities in the University of Texas System	Nursing
Interdisciplinary Studies/General Studies	All universities in the University of Texas System	Education

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

South Texas College

Name Prefix

Dr.

First Name

Rebecca

Last Name

DeLeon

Email

rdeleon_8106@southtexascollege.edu

Phone

956-872-2607

Job Title

Dean for Dual Credit Programs

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.

In Section II, Part 8 of IHE articulation agreement outlines that Hidalgo ECHS and College 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 Core Curriculum requirements or an Associate of Arts and Associate of Science degrees as defined by Texas Administrative Code TAC 4.28 or at least 60 credit hours towards a baccalaureate degree during grades 9-12. Furthermore, it stipulates that Hidalgo ECHS and College will establish a course equivalency crosswalk of which courses are evaluated and approved through the official College curriculum approval process.

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 IHE articulation agreement addresses the requirements as follows: Policies for 1.) advising students on the transferability of all college credit offered and earned – Part 20 clearly outlines that The College will provide advising opportunities to Hidalgo ECHS students as to the transferability and applicability to baccalaureate degree plans 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 – Part 22 of the MOU outlines that the College agrees to transcript/award college credit earned through dual credit during 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) – again, Part 20 of the MOU ensures that the College will provide advising opportunities to Hidalgo ECHS students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned; and, 4.) students accessing the IHE facilities, services, and resources – lastly, Part 16 of the Agreement notes that courses will be conducted at the facility provided by the School District and/or one of the College's campus within the College's service district upon agreement. Access to the College will be made available following the College's Academic Calendar including the summer.

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.

In Section II, Statement of General Duties and Obligations, Part 4 section F, Locations, Costs, Transportation, the MOU states that Hidalgo ISD (HISD) will provide transportation (school bus) to students enrolled at Hidalgo Early College High School (HECHS) as required, deemed necessary, and appropriate under State law and School District rules and procedures. The School District will also provide transportation for all HECHS field trips and project-based learning activities. In addition, HECHS students enrolled in dual credit classes with South Texas College (STC) will be transported. In Part 14, Discontinuation of HECHS Operation, the articulation agreement states that should HISD or STC elect to discontinue the operation of the HECHS, the provisions for serving the students will include the following: a) Notification of the discontinuation of the operation will be communicated immediately to HECHS and STC administration; b) Only the last accepted cohort will be allowed to continue as designated until students phase out of the 12th grade. While in the process of discontinuing operation, HECHS may not enroll any additional students in the designated program in grades that have been phased out. In addition, while HECHS is in the process of discontinuing operation, the designated program must continue to meet all of the required design elements and provide full support for all students enrolled in the designated program as mandated by the Texas Education Agency (TEA) and other regulating partners such as Educate Texas.

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

Section II, Part 18 of the MOU stipulates that the IHE and the School District shall follow all FERPA provisions when sharing data. Specifically, FERPA allows protected student data to be exchanged between the College and School District for students that are dually enrolled without the consent of either the parents or the student under §99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review any education records maintained by the School District, including records that the College disclosed. The College and the School District are expected to meet FERPA requirements to maintain privacy of student data. In order to help assess if a participating student is on track for college readiness, Part 15 of the MOU describes that the TSI scores administered during Summer Bridge will be utilized as benchmark scores for appropriate course placement and implementation of interventions 8th through 12th grade. In addition, disaggregated data such as number of credit hours taken and earned, GPAs, State assessment results, SAT/ACT/PSAT scores, qualifications of ECHS staff, location(s) where courses are taught as well as six weeks exams and benchmark results will be monitored to inform instruction and advise students.

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

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?

Each year, Hidalgo ISD support Hidalgo ECHS with retention strategies aimed at keeping our teachers long-term. However, situations shift and changes happen some teachers leave but numbers are small. The school culture with staff and students thrive therefore it has helped to retain teachers year to year. The Hidalgo ECHS principal and leadership team attend several recruiting events beginning in Spring to look for teachers with credentials to teach dual credit. Local university and college hold events, as well as Hidalgo ISD's own job fair. Region One also holds an event that is well attended by HECHS staff. The school district and higher education partner requires that all teachers meet the rigorous teaching standards and policies. Therefore, they are engaged in continuous professional improvement and growth throughout the year. The school district has an incentive-based policy (\$500 per DC section and \$3,000 for SACS Master's degree) to compensate teachers who teach dual credit courses and additionally offers a stipend (\$1,000) to Master level teachers in any field. GearUp partnership offers tuition reimbursement for Masters degree to sustain ECHS staffing. Hidalgo ECHS staff receive additional support through the district's teacher Mentor Program. Teachers, support staff, and the campus leader also have various opportunities throughout the school year to grow professionally such as early college conferences, content-specific professional development (PD), in-house PD related to accountability and early college blueprints.

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
Tutorial and Saturday Camps	Before, During, After-School and Saturday Camps
Individualized Student Plans	High School Graduation Endorsement Plan (Entering 9th Grade) -High School Graduation Plan & STC College Degree Plan
Data Review with Students	Individual student data review after each formative and summative tests; Eduphoria student reports printed and given to students to monitor their achievement; ACT/SAT/TSI/AP data reviewed at least 2 times or more times a year.
Counselor Classroom Presentations	School counselor submit calendar of activities tied directly to classroom. Counselor's conduct classroom presentation on various topics such as cyberbullying, college awareness, work force soft skills, etc.
College Readiness Support Time/Advisory	Advisory period on Master Schedule. College Readiness class assigned to incoming 9th graders.
Community service hours	Counselors monitor volunteer hours. List of local agencies are recommended to students.
Work-Based Learning/CAPSTONE	Internships through CTE classes are advocated and supported.
TSI/AP/SAT/ACT Camps	Saturday camps are scheduled throughout the year; at least once a month.

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
Family And Community Engagement Committees/Institutes	Four times a year, district-wide parents meet at middle school to participate in a mini-conference. Some of the session topics are selected from the discussions held during FACE Committee monthly meetings. Topics range from mental health to early college.
SEL: Mentoring & SAFE Program	Students Against Failure in Education- SAFE Club: Hidalgo ISD strives to provide students, parents and staff with an awareness of mental health resources to help support individual mental health, family health, drug

Activity	Description
Academic Tutorials	<p>Before school: Teachers are available before school for students to focus on areas they are struggling with and/or on areas they would like to accelerate their learning beyond the classroom. After school: Teachers are available after school for students who would like additional help. Ninth through twelfth graders receive tutoring in their daily schedule as needed, to allow for intensive small group academic support. Dual-enrolled students: Eleventh and 12th graders who are dual-enrolled at HECHS are provided tutoring services which are individualized, along with other resources, to help them successfully reach their academic and career goals.</p>
Blended Learning	<p>We are developing blended learning models to help students be as efficient as possible in completing class assignments and projects. Blended learning is personalized for each student. It also helps students to study and be better prepared for their classes.</p>
Study Clubs	<p>Study clubs are college-like study groups that will help students develop study skills and work with fellow students on homework assignments and projects. We are developing study clubs who will meet after school each day.</p>
Summer Bridge Program	<p>Rising 9th Graders: Our Summer Bridge Program is a four week-long program for our incoming 9th graders, designed to help smooth the transition from middle school to high school and to prepare students for the demands and expectations of HECHS. Students receive support and preparation for TSI Rdg/Writing.</p>

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

Data-driven decision-making and focused planning for OBM monitoring is critical for Hidalgo ECHS. Since Hidalgo ECHS is a wall-to-wall early college program we monitor ALL student populations especially special populations of Hispanic (100%), ELs (51%), At-Risk (71%), Economically Disadvantaged (87%), and SpED (7%). All students are offered opportunity to access early college program at HECHS. Data on achievement of special populations is shared at least 3X a year in the Fall and 3x in the Spring with campus and district staff during designated PLCs. In the Fall, school counselors meet face-to-face with parents to review academic status of their child. Student performance on various measures of college readiness and achievement are shared with Early College Team which includes administrators and teachers. Family and Community Engagement Committee (F.A.C.E) members are kept abreast of early college programming and achievement data.. Weekly PLC meetings with all staff members provides opportunities for data sharing and action planning in regards to EOC, TSI, SAT/ACT, and AP testing results. Attainment of Associate degrees, meeting OBM measures for college readiness, dual credit, credit completion, transfer credits, and graduation rates is monitored on an on-going basis individually with students, student plans are documented/monitored, and data is shared with leaders, early college leadership committee, early college executive leadership, department chairs, central

office staff, Board of Trustees and college coach.

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 3	By building leadership HECHS hopes to encourage, inspire, and motivate employees to innovate and create change that will help grow and shape the future success of early college academy.
Benchmark 4	This benchmark supports the early college academy's goal of increasing students industry-based credentials and increase number of students earning associate's degrees. Expand SEL supports including parent outreach opportunities in order to increase the number of students attaining industry-based credentials and/or associate degrees.
Benchmark 5	Increase recruitment efforts to hire highly-qualified TSI instructors to prepare incoming 9th grade students during Summer Bridge Program and beyond. Design and implement a quality TSI curriculum to effectively impact instruction and attainment of TSI and Associate Degrees. Redesigning the approach of how students are prepared and supported for TSI will strengthen access, achievement, and attainment.

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.hidalgo-isd.org/Page/287>

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.hidalgo-isd.org/Page/287>

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

<https://www.hidalgo-isd.org/Page/287>

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.hidalgo-isd.org/Page/287>

Benchmark 2 Products

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

<https://www.hidalgo-isd.org/Page/288>

Benchmark 3 Products

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

<https://www.hidalgo-isd.org/Page/289>

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

<https://www.hidalgo-isd.org/Page/289>

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

<https://www.hidalgo-isd.org/Page/289>

Benchmark 4 Products

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

<https://www.hidalgo-isd.org/Page/290>

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

<https://www.hidalgo-isd.org/Page/290>

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

<https://www.hidalgo-isd.org/Page/290>

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

<https://www.hidalgo-isd.org/Page/290>

Provide a link to the academy's Master Schedules

<https://www.hidalgo-isd.org/Page/290>

Benchmark 5 Products

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

<https://www.hidalgo-isd.org/Page/291>

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

<https://www.hidalgo-isd.org/Page/291>

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

<https://www.hidalgo-isd.org/Page/291>

Provide a link to the academy's Bridge program curricula

<https://www.hidalgo-isd.org/Page/291>

Benchmark 6 Products

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

<https://www.hidalgo-isd.org/Page/292>

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

<https://www.hidalgo-isd.org/Page/292>

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

<https://www.hidalgo-isd.org/Page/292>
