



TRINIDAD GARZA EARLY COLLEGE AT MT VIEW

ECHS Renewal Application

2021-2022

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Background

District Affiliation

DALLAS ISD

CD #: 057905

Region: 10

Mailing Address (Line 1): 9400 N CENTRAL EXPY

Mailing Address (Line 2):

City, State, Zip: DALLAS, TX 75231

School Affiliation

TRINIDAD GARZA EARLY COLLEGE AT MT VIEW

CDC #: 057-905-088

Region:

Mailing Address (Line 1): 4849 ILLINOIS AVE STE W53A

Mailing Address (Line 2):

City, State, Zip: DALLAS, TX 75211

Academy Information

What is the academy name?

Trinidad Garza Early College High School (ECHS) at Dallas College

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

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2021-2022 school year?

9
10
11
12

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

125

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

113

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

124

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

114

Contacts

Applicant

Applicant 1

Job Title

Assistant Principal

Name Prefix

Ms.

First Name

Chealsie

Last Name

Sanchez

Email

chesanchez@dallasisd.org

Phone

972-860-5636

Principal

Principal 1

Name Prefix

Dr.

First Name

Macario

Last Name

Hernandez

Email

machernandez@dallasisd.org

Phone

214-860-3680

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Michael

Last Name

Hinojosa

Email

hinojosam@dallasisd.org

Phone

972-925-3700

Narratives

Current Designations at DALLAS ISD:

- BRYAN ADAMS H S - P-TECH - 1718
- W H ADAMSON H S - P-TECH - 1718
- MOISES E MOLINA H S - P-TECH - 1718
- HILLCREST H S - P-TECH - 1718
- THOMAS JEFFERSON H S - P-TECH - 1718
- JUSTIN F KIMBALL H S - P-TECH - 1718
- LINCOLN HUMANITIES/COMMUNICATIONS MAGNET HIGH SCH - P-TECH - 1718
- L G PINKSTON H S - P-TECH - 1718
- FRANKLIN D ROOSEVELT H S - P-TECH - 1718
- W W SAMUELL H S - ECHS - 1415
- SEAGOVILLE H S - P-TECH - 1617
- SOUTH OAK CLIFF H S - P-TECH - 1718
- H GRADY SPRUCE H S - ECHS - 1516
- SUNSET H S - P-TECH - 1718
- W T WHITE H S - ECHS - 2020
- W T WHITE H S - P-TECH - 1718
- DAVID W CARTER H S - P-TECH - 1718
- NORTH DALLAS H S - P-TECH - 1718
- SKYLINE H S - ECHS - 2021
- EMMETT J CONRAD H S - P-TECH - 1718
- JAMES MADISON H S - P-TECH - 1718
- KATHLYN JOY GILLIAM COLLEGIATE ACADEMY - ECHS - 0809
- TRINIDAD GARZA EARLY COLLEGE AT MT VIEW - ECHS - 0607
- DR WRIGHT L LASSITER JR EARLY COLLEGE H S - ECHS - 0910
- WILMER-HUTCHINS H S - ECHS - 2020
- WILMER-HUTCHINS H S - P-TECH - 1718
- North Lake Collegiate - ECHS - 2020

Previous Planning Year Applications at DALLAS 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, Recruitment and Enrollment

Degrees and Credentials

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

NA

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

Interdisciplinary Studies/General Studies

Recruitment and Enrollment

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

To provide additional recruitment options and increase student enrollment for the 2021-22 school year, the staff and administration amended established plans to include changes reflecting scheduled events that will take place primarily in a virtual setting. Our team will collectively organize virtual recruitment events targeting middle schools in our surrounding community. We utilize access data to identify and recruit students to attend Trinidad Garza Early College High School at Dallas College. The virtual recruitment events will allow us to reach those students. To target and recruit more potential first-generation college students for next year's entering class, we have asked the middle school counselors to identify students who fit this criterion. Current Garza ECHS, who are also first-generation college students, conduct virtual recruitment sessions to share their experiences and discuss how attending Garza ECHS has helped them complete their goal of earning an associate degree during high school. Also, Dallas ISD is hosting an annual event, Choose Dallas ISD, but this year the event will also be virtual. We will be meeting with parent groups in 30-minute increments to share information about our campus and provide a space for parents to ask questions about the application and enrollment process.

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
Associates of Arts	University Of North Texas at Dallas	Bachelor of Arts

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Dallas College

Name Prefix

Dr.

First Name

Anna

Last Name

Mays

Email

amays@dcccd.edu

Phone

214-378-1733

Job Title

Vice Provost for Educational Partnerships

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.

The IHE articulation agreement addresses the ECHS Blueprint curriculum and course of study requirements aligned with statewide dual credit goals as identified under Texas Education Code, section 28.009. As stated in the IHE under Goal 4, section F, Trinidad Garza ECHS uses a dual credit crosswalk and the high school academic plan to align high school and college courses required to graduate with a high school diploma and an associate degree within four years as indicated in Benchmark 2 of the ECHS Blueprint. All students may acquire an associate of science degree or an associate of arts degree and up to 60 college credits towards a baccalaureate degree. Trinidad Garza's campus counselor works closely with designated district staff to ensure that college courses are correctly aligned to high school offerings without duplicating credits or losing credit. Implemented course designs of study are a continual collaborative process between the IHE and Dallas ISD to align both college and high school courses and create individual pathway crosswalks. Pathway crosswalks specify courses needed for high school credit and graduation and identify the dual credit courses required for an associate degree. These crosswalks are working documents and are updated as changes in the college course offerings and courses of study or degree plans evolve.

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 ILA addresses student transition and acceleration through postsecondary education throughout the document and advising students on the transferability of credits (Goal 2, section G). The ILA outlines that the College Transfer Services office will provide information regarding the transfer of college credit courses from Dallas College to other colleges and universities. According to Goal 5, section E of the IHE, Transcription of Credit states that college credit shall be transcript immediately upon a student's completion of each course. In Goal 3 section D, the ILA states that the designated ECHS dual credit liaison advises and monitors students in understanding the transferability of all college credits and helps guide students in choosing a degree plan in other IHE's. Goal 3, section B, C, and E all state that the college will provide access to all available services at the college to high school students. All ECHS students are informed that they have full access to all resources, services, and facilities offered by the IHE and are encouraged and guided to utilize them as needed.

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.

The Dallas ISD transportation department provides school buses from neighboring high schools. Dallas College offers free transportation to all students enrolled in college courses. Students download a smartphone application that allows them to utilize the Dallas Area Rapid Transit system for transportation to and from campus. Dallas ISD and Dallas College have committed to providing currently enrolled students with transportation at no cost.. Once a student is no longer enrolled in the ECHS, they are still eligible to receive free transportation via the Dallas College smartphone application.

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

Dallas ISD and Dallas College have developed a data-sharing agreement. In the ILA under the Conditions of Service, it states, "...The College and Dallas ISD may share information regarding the student in accordance with the Family Educational Rights and Privacy Act (FERPA) and as set forth in the duly executed data sharing agreement between the Parties." Both institutions worked collaboratively to create a dashboard that includes credit hours taken by every student, credit hours earned, GPA (to date), and indicators for determining if students are on track to achieve their associate degree- all available in real-time. The ILA includes coordinated data sharing to ensure appropriately qualified teachers and ongoing monitoring for student credit completion, GPA analysis, and update of student plans to ensure obligation to maintain confidentiality and privacy of student records according to the Family Education Rights and Privacy Act (FERPA). According to the Data Sharing Agreement, neither the IHE nor Dallas ISD may disclose student information or records to a third party without prior written consent from a legal parent or guardian or eligible student. The IHE and Dallas ISD are required to destroy any student information received from the disclosing party when the data is no longer needed for educational purposes.

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?

Garza ECHS has a teaching staff of twenty-four. Seven of these twenty four staff members are credentialed teachers who teach dual credit courses at Mountain View College. At times it is difficult to find educators who are high qualified to teach dual credit courses. To compensate, we encourage our staff members to complete additional graduate hours needed to become credentialed to teach dual credit courses to our ECHS students. We are housed on the Dallas College Mountain View campus, and our students can take classes on the college campus from professors at Dallas College Mountain View campus. The school district has also taken proactive steps to assist ECHS and P-TECH campuses find qualified dual credit teachers. Dallas ISD also conducts job fairs specifically for the ECHS and P-TECH campuses, allowing us to search for candidates with a master's degree that can become credentialed to teach dual credit courses. The district also has programs to help current teachers learn how to become qualified 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
Flex Day- Built into Schedule	With our current hybrid schedule, we have allowed for every Friday to be utilized as additional support for our students who need interventions and further assistance.
The Instructional Support Lab	Provides learning assistance and instructional resources designed to support students' educational experiences—one on one tutoring, peer tutoring, and small group workshops.
Advisory Period Built-In to Schedule	Advisory periods integrated within the ECHS students' schedule allow for support in their course of study. Students utilize this time to attend tutoring, homework, maintain organization, and progress monitor their courses.
Online Resources, Workshops and College	ECHS students have access to online academic resources such as Khan Academy, Clever, Google Classrooms, Ecampus/Econnect with Dallas College, PSAT and SAT workshops, Study Skills/Organization/ Test Anxiety Workshops, and Dallas College Mountain View and Dallas ISD College Fairs.

Fairs Activity	Description
Writing and Language Lab	Labs provide ECHS students with free consultations on all aspects of writing and assistance with all phases of the writing process. Students are taught how to identify patterns of errors in writing, correct those errors independently, and improve their writing style. Through these labs, students gain insight into instructors' higher-order concerns, such as process, development, resource use, and critical thinking.

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
Social and Emotional Learning	Supports building positive and healthy relationships with students to help engage and improve academic success.
Counseling Referrals	Provide students and families with outside agency referrals such as Dallas ISD Youth and Family Centers. Referrals to the school psychologist and high school counselor.
Coffee with the Principal	Provides an opportunity for dialogue between ECHS staff and families to address all topics. Enrichment, clarity, and learning opportunities for families are provided.
Parent Academies	ECHS parents and guardians are invited to attend yearly grade-level specific academies. These academies are utilized for parents and guardians to understand high school and dual credit, Dallas College Mountain View campus expectations, EIF support, SEL resources, and upcoming important dates. The academies provide time to share testing tips and student achievement and meet the ECHS faculty/staff and clarify any questions parents and guardians may have.
Community Service	The Community Service Club establishes, communicates, and organizes a variety of community service projects throughout the city.
CCRS Class	FAFSA/TASFA workshops assist families with completing the required documentation. Walk-ins and appointments are available to support all families.

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

Garza ECHS uses access, achievement, and attainment data in various ways to assist in our program improvement. Access data is collected by looking at the middle schools that our incoming 9th-grade students attended. We look for underrepresented neighborhoods, demographic trends and evaluate our recruitment activities' success. Two areas for program improvement are to recruit more males and more African-American students. Achievement data is collected in collaboration with the college dual credit liaison. At the end of each semester, we review our students' passing and failure rates in each enrolled college course. We look for data trends to assist us when planning for future semesters. When we see high success rates for specific college courses, we seek to replicate the actions taken to continue the success. Conversely, when areas for improvement are identified, we look for ways to intervene and ensure our students are successful during future semesters. Attainment data is collected

throughout the school year. In coordination with the dual credit liaison, The anticipated number of associate degrees per graduating class is tracked. Beginning junior year, we identify students needing the most support and ensure they are on track to earn an associate degree. These students are informed of their status and specific actions that need to be taken to attain their associate degree. The attainment data for each graduating class allows us to get a holistic view of the programs, activities, and interventions we provided to our students and evaluate their effectiveness.

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	We seek to increase the enrollment of African American students, male students, students of low socioeconomic status, and English learners students in our incoming class of 9th grade. Increasing these subpopulations will expand the early college opportunity to traditionally underrepresented students in college.
Benchmark 6- School Design	We are working to proactively assist our current staff members in becoming qualified to teach dual credit courses to our ECHS students. Having dual credit teachers on campus would contribute to our program improvement by allowing our students to engage in rigorous college coursework with a familiar ECHS staff member.
Benchmark 4- Curriculum and Support	In partnership with Dallas College and Dallas ISD partners, our leadership team would like to expand our crosswalk to include an Associate of Arts in Teaching degree for students. This additional degree option would allow us to connect students with existing community involvement opportunities within Dallas schools.

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

Products, Benchmark 6 Products

Benchmark Products

Benchmark 1 Products

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

<https://www.dallasisd.org/domain/20832>

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.dallasisd.org/domain/20832>

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

<https://www.dallasisd.org/domain/20832>

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.dallasisd.org/domain/20832>

Benchmark 2 Products

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

<https://www.dallasisd.org/domain/20832>

Benchmark 3 Products

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

<https://www.dallasisd.org/domain/20832>

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

<https://www.dallasisd.org/domain/20832>

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

<https://www.dallasisd.org/domain/20832>

Benchmark 4 Products

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

<https://www.dallasisd.org/domain/20832>

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

<https://www.dallasisd.org/domain/20832>

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

<https://www.dallasisd.org/domain/20832>

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

<https://www.dallasisd.org/domain/20832>

Provide a link to the academy's Master Schedules

<https://www.dallasisd.org/domain/20832>

Benchmark 5 Products

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

<https://www.dallasisd.org/domain/20832>

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

<https://www.dallasisd.org/domain/20832>

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

<https://www.dallasisd.org/domain/20832>

Provide a link to the academy's Bridge program curricula

<https://www.dallasisd.org/domain/20832>

Benchmark 6 Products

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

<https://www.dallasisd.org/domain/20832>

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

<https://www.dallasisd.org/domain/20832>

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

<https://www.dallasisd.org/domain/20832>
