



SHIRLEEN ZACHARIAS EARLY CLGE LEADERSHIP ACADEMY

ECHS Renewal Application

2023-2024

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Background

District Affiliation

SOMERSET ISD

CD #: 015909

Region: 20

Mailing Address (Line 1): P O BOX 279

Mailing Address (Line 2):

City, State, Zip: SOMERSET, TX 78069

School Affiliation

SHIRLEEN ZACHARIAS EARLY CLGE LEADERSHIP ACADEMY

CDC #: 015-909-006

Region:

Mailing Address (Line 1): 7790 E 3RD ST

Mailing Address (Line 2):

City, State, Zip: SOMERSET, TX 78069

Academy Information

What is the academy name?

Shirleen Zacharias Early College Leadership 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

Grade Levels Served

What grade level(s) will your academy plan to serve?

9
10
11
12

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

50

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

38

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

35

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

Contacts

Applicant

Applicant 1

Job Title

Executive Director

Name Prefix

Dr.

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Principal

Principal 1

Name Prefix

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First Name

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Superintendent

Superintendent 1

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Narratives

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.

STEM

Select the Career Cluster(s) that your academy plans to offer.

Engineering

Which of the following credential(s) does the academy plan to offer students?

AD

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

Item

Liberal Arts

Other

Recruitment and Enrollment

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

The early college high school will utilize a weighted lottery system if our applicants outnumber our capacity. We have accepted all students who apply given our capacity/enrollment numbers. This spring we are utilizing additional technology and outreach opportunities to capture as much interest as possible. This includes the transition to a new four-year university higher education partner who offers our students four years of free tuition following upon graduation. The lottery process will be outlined in our enrollment and admissions documents published on our website.

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
Associate's of Arts in Teaching	Texas A&M San Antonio	Bachelor of Arts
Associate's of Arts in Criminal Justice	Texas A&M San Antonio	Bachelor of Arts

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Alamo Community College District - Palo Alto College

Name Prefix

Dr.

First Name

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Last Name

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Job Title

College President

IHE Partner 2

Affiliation

Texas A&M University - San Antonio

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Dr.

First Name

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Last Name

Teniente-Matson

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Job Title

University 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.

Our higher education partner utilizes course agreements which are published documents that align a high school course and standards to a college course and student learning objectives. Both parties, to include district curriculum specialists and college department chairs, agree to course alignments that are in place for a duration of three years. Furthermore, through consistent and regularly scheduled advising that occurs in conjunction with the high school counselor and IHE liaison, students are introduced to established transfer advising guides and course articulations. We examine matriculation data to align the courses taken for the Associate's degree pathway to ensure the student can transfer the majority of courses to their desired four-year university. Additionally, students can now take advantage of a seamless transition to our new higher education partner and continue through their Bachelors and Masters degree, tuition free.

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

With the passage of Senate Bill 25, our students generally follow one recommended course sequence to fulfill the Associates of Arts degree. Once a student complete 15 hours, which occurs at the end of the 10th grade year for our students, a collaborative advising model is used involving multiple advising sessions including the high school counselor and the assigned IHE liaison. Upon completion of a college course, the high school counselor manually inputs the dual credit course grades and credits into the high school student information system. The IHE partner maintains the college completion information via the college student information system. The IHE has developed transfer advising guides (TAGS) that align to local four-year universities based on historical data of the universities where students have ultimately transferred to after graduation. Upon student enrollment at the college in the spring of the freshmen year, students have access to all college facilities given as articulated in the Memorandum of Understanding. The key advantage to the transition to a higher education university partner is that all credits earned will be eligible for transfer if a student elects to continue their course of study at this institution.

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 high school/school district provides transportation to and from the college at no cost to the students. In the case of the discontinuation of the program, a dissolution plan will be developed by the Steering Committee and in accordance with applicable laws. In the event of discontinued operation, 11th and 12th grade students will continue through scheduled graduation. The 9th and 10th grades will return to the home high school per the Memorandum of Understanding.

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 Memorandum of Understanding states that all early college instructors must meet the IHE's academic requirements as outlined by SACSOSC faculty credentialing requirements. Additionally, in accordance with House Bill 2504, ECHS faculty is required to publish their curriculum vitas that include post-secondary education and teaching experience. Annually, we are provided with student level data via our published IHE report cards for all students at our campus enrolled in college courses. Data includes course information, student enrollment information, financial information, and attainment and achievement outcome based measures. Individual student advising sessions occur wherein the Alamo GPS software is utilized. This system is designed to detail course completion and deficits given a student's declared degree plan. GPA and credit hours taken and earned are also available on this "Goal + Plan = Success" online database. Professors of our early college high school students utilize the early alert system and are provided deadlines to communicate any students at-risk of failing a course to the

high school campus. Communication is facilitated between the college faculty liaison and the high school programs liaison. In some cases, professors send direct correspondence to our high school administrative staff. Other measures to indicate college readiness is the administration of the TSI.

Narratives: Advanced Academics

Advanced Academics

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

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?

Not Applicable: All dual credit courses are taught on the location of the college campus.

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
Provide during the day tutoring for students in need of academic	Design the master schedule to provide for a time period of needs-based tutoring

support Activity	Description
Provide college preparation class	Dedicated course designed for freshmen for preparation into college courses
Summer Bridge Program	Incoming freshmen orientation designed to acclimate the new students to the culture and expectations of the academy

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
Developed a mental health and wellness center	Center launched Oct 2021 at the ECHS facility with dedicated social workers and community partners
Provide college advising services	Utilize partnership with four-year higher education institution to provide individualized advising and financial aid support resources
Student leadership wellness ambassadors	Creation of student-led panel discussions (face-to-face and virtual option) regarding successful strategies for students to include upperclassmen, parents, and campus alumni.

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

Upon receipt of the outcome-based measures, our academy assesses the proportion of the at-risk and economically disadvantaged indicators to that of our district demographics. Changes to our partner agreements and recruitment strategies have been made to expand our program to serve these two populations in particular. Our campus leadership team meets regularly to plan communication strategies with our feeder schools and target under-served student groups. This data has also led to significant changes in our application process. We also continuously track our achievement and attainment data to project our program outcomes and are able to adjust accordingly to provide individualized interventions to best meet the needs of our students to maximize their results to accumulate 60 college credit hours upon high school graduation.

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
Access/target population	Plan to increase numbers of at-risk and economically disadvantaged students (who may not enroll in college otherwise) to take advantage of the opportunity to enroll in college within guided support structures
Curriculum and support	Effective teaching and purposeful support structures will allow students to succeed in an accelerated, rigorous program of study.
Academic rigor and readiness	Implementation of the design of individual support plans will allow students to succeed on the TSI college placement exam, necessary for college enrollment.

Narratives: Benchmark Products

Benchmark Products

On this page, you must provide a hyperlink to the location where your digital products corresponding to the product and activities that are required to be posted by the first day of serving students. Enter the hyperlink here. Hyperlinks must be entered with the fully qualified URL including "HTTP://" or "HTTPS://".

<https://www.sisd12.net/o/szecla/documents/about-us/echs-documents/312396>