



BRYAN COLLEGIATE H S  
ECHS Renewal Application  
2023-2024

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# Background

## District Affiliation

BRYAN ISD

CD #: 021902

Region: 06

Mailing Address (Line 1): 101 N TEXAS AVE

Mailing Address (Line 2):

City, State, Zip: BRYAN, TX 77803

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## School Affiliation

BRYAN COLLEGIATE H S

CDC #: 021-902-003

Region:

Mailing Address (Line 1): 1901 VILLA MARIA

Mailing Address (Line 2):

City, State, Zip: BRYAN, TX 77802

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## Academy Information

**What is the academy name?**

Bryan Collegiate 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

## 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.**

150

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

140

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

125

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

90



# Contacts

## Applicant

### Applicant 1

#### Job Title

Principal

#### Name Prefix

Mr.

#### First Name

Tommy

#### Last Name

Roberts

#### Email

[tommy.roberts@bryanisd.org](mailto:tommy.roberts@bryanisd.org)

#### Phone

9792092790

## Principal

### Principal 1

#### Name Prefix

Mr.

#### First Name

Tommy

#### Last Name

Roberts

#### Email

[tommy.roberts@bryanisd.org](mailto:tommy.roberts@bryanisd.org)

#### Phone

9792092790

## Superintendent

### Superintendent 1

#### Name Prefix

Mrs.

#### First Name

Ginger

#### Last Name

Carrabine

#### Email

[ginger.carrabine@bryanisd.org](mailto:ginger.carrabine@bryanisd.org)

#### Phone

9792091000



# 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.

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# Narratives: Degrees and Credentials: IHE Agreements, Degrees and Credentials, Recruitment and Enrollment

## Degrees and Credentials

**Specify Career Cluster(s) that your academy plans to offer.**

Not Applicable

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

Other

**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

Interdisciplinary Studies/General Studies

## Recruitment and Enrollment

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

Now that our ISD is back face-to-face for all schools and the COVID-19 cases in our community is slowing, we have fully returned to all face-to-face recruitment initiatives. This has included in-person parent nights, in-person recruitment at the feeder middle schools and holding events in the community to recruit for our campus.

## 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 of Science in Business	TAMU Corpus Christi	BACHELOR OF BUSINESS ADMINISTRATION
Associate of Arts in Criminal Justice	Tarleton State University	BACHELOR OF SCIENCE IN CRIMINAL JUSTICE
Associate of Arts in Liberal Arts	Tarleton State University	BACHELOR OF SCIENCE IN PUBLIC ADMINISTRATION
Associate of Science in Biology or Chemistry	TAMU Texarkana	BACHELOR OF SCIENCE IN BIOLOGY

## Narratives: Strategic Partnerships

### Strategic Partnerships

#### IHE Partner 1

##### Affiliation

Blinn College

##### Name Prefix

Dr.

##### First Name

Mary

##### Last Name

Hensley

##### Email

chancellor@blinn.edu

## Phone

9798304115

## Job Title

Chancellor

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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).

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**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 current MOU addresses curriculum alignment and courses of study in that Blinn College will provide access to courses in the THECB core curriculum, as well as other course options that are major specific or courses that could serve as electives to all qualified BCHS students. BISD will be responsible for ensuring alignment between the TEKS and college course objectives in order to grant dual-credit. The high school and IHE will work together to ensure that high school courses vertically align with dual credit courses; the school district will work to allow BCHS to alter a curricular scope and sequence for some high school courses as needed to meet the goals of the vertical alignment to the dual credit courses. The MOU also lays out a course sequence that allows students to earn an associate's degree before high school graduation.

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**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 ECHS students have full access to academic counseling services at the IHE that provide information on the transferability of all college credits offered and earned; the IHE transcripts college credit earned through dual credit in the same semester that credit is earned as stipulated in the MOU; students enrolled in the ECHS have the same access to IHE facilities, services, and resources as all other IHE students at Blinn College.

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**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 current MOU addresses transportation in that BISD will provide transportation for BCHS students from the BCHS campus to the IHE where the students are enrolled in dual credit classes; fees are incurred by the IHE and ISD but not by the ECHS student. The current MOU address this in that if the

ISD and IHE decide to discontinue operating the ECHS, they must meet the provisions listed below: An ECHS with an eleventh grade cohort will continue operation through that cohort's scheduled graduation from the ECHS; services to enrolled ninth and tenth grade students will be continued through graduation for those cohorts; while in the process of discontinuing operation, the ECHS may not enroll any additional students in grades that have been phased out; while the ECHS is in the process of discontinuing operation, it must continue to meet all of the required design elements and provide full support for all students enrolled in the ECHS.

**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**

While FERPA guidelines will be used to consider the dissemination of student data, BCHS is granted explicit access to specific pieces of data. The IHE will report numerical grades for all courses taken by BCHS students to the administration; the IHE will provide a student list with overall GPA for students who are not meeting requirements of the IHE's academic good standing policy; the IHE provides unofficial copies of a student's AAR on a semester or yearly basis to track student progression towards an Associate's Degree or Core 42 completion. In regards to teacher qualifications for the high school staff, those qualifications can be requested by the public at any time. BCHS is also a stand alone TSI testing site which also allows the tracking of college readiness data from TSI scores and diagnostic data.

## Narratives: Advanced Academics

### Advanced Academics

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

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?**

Bryan Collegiate does not hire or credential any of its High School staff to teach dual credit courses other than dual credit Kinesiology. All other dual-credit offerings are staffed solely by the IHE. For the Kinesiology position, the high school and ISD work very closely with the IHE to ensure the applicant(s) meet the credentialing criteria for both the ISD per TEA and the IHE per SACSCOC.

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
Saturday School	Provide a space for students to work quietly, use computers, etc...
ICU/CCU Program	This is our no zero program
Grade Level Teaming	Providing a regular space and time to allow teachers to discuss students and interventions
Eight BCHS Virtues	Instilling virtues in students to build internal grit and character
SEL Families Initiative	This is our SEL initiative that students are a part of to provide the social-emotional pieces of our student learning on our campus
IHE Resources	Our students have the same full level access to the IHE resources as the traditional college students do
Various intervention classes for academic strugglers	Read 180, Practical Writing, Algebra Lab, Geometry Lab, Dual Credit Labs, etc...
AVID Course Sequence	Course all students are enrolled in to build academic soft skills over the duration of a student's high school career

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
Community Service	Built in 100 hour community service requirement for all students enrolled at BCHS
LSSP Intern	We have an LSSP intern that meets with students to discuss and work through issues like anxiety, depression, etc...

Hope's Activity Locker	Description
	The district level food pantry and clothing closet has been strategically placed on my campus to allow campus administrators and counselors access to it four our students
Incoming Freshman Parent Night	We hold a freshman parent night each year in August before school begins to build the partnership capacity in our parents for their students. This year, this event was held virtually...
AVID Course Sequence	Every student at every grade level is enrolled in the AVID course sequence to build soft skills necessary to be successful in college coursework.
Campus Social Worker	We have an designated social worker that meets with students to discuss and work through issues like homelessness, family unemployment, etc...

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

Using the access data helps Bryan Collegiate to stay true to the ECHS model in that we are supposed to be serving students who are at-risk, low income, etc... who might not otherwise go to college. The achievement data guides the campus to be sure that the course of student is aligned accurately for the students being served and that we are retaining our students to graduation. Using the attainment data guides us instructionally in that it tells us whether we are getting students to the college readiness level before taking their college courses. It guides us to provide a rigorous course of study for all students regardless of their academic abilities. As a campus and leadership team, we are constantly watching these data points to ensure the students we are serving are being successful, and if they are not being successful, what adjustments do we need to make to be able to help them be successful.

## 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	Recruitment of Target Demographics - As a campus we continue to struggle to recruit certain groups of students. This will continue to be a focus for us as a campus because of the desire for the ECHS campus to accurately reflect the demographics of the district.
Benchmark 4	Curriculum and Intervention Development - As a campus we will continue to develop and implement interventions for students who are struggling academically, socially and emotionally. This will contribute to our success by supporting struggling students

Benchmark	Description
Benchmark 5	and being able to retain them from grade to grade. College Readiness - We continue to strive for every student to be TSIA complete by the end of their junior year. This will contribute to our success so that we are able to reach every measure for the attainment and achievement OBM's.

## 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://bcollegiate.bryanisd.org/apps/pages/index.jsp?uREC\\_ID=1077680&type=d&pREC\\_ID=1398348](https://bcollegiate.bryanisd.org/apps/pages/index.jsp?uREC_ID=1077680&type=d&pREC_ID=1398348)