



TRAVIS EARLY COLLEGE H S
ECHS Renewal Application
2023-2024

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Background

District Affiliation

AUSTIN ISD

CD #: 227901

Region: 13

Mailing Address (Line 1): 4000 S. IH 35

Mailing Address (Line 2):

City, State, Zip: AUSTIN, TX 78704

School Affiliation

TRAVIS EARLY COLLEGE H S

CDC #: 227-901-007

Region:

Mailing Address (Line 1): 1211 E OLTORF ST

Mailing Address (Line 2):

City, State, Zip: AUSTIN, TX 78704

Academy Information

What is the academy name?

Travis Early College High School

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

School-Within-School (SWS) - A subset of students on the campus are enrolled in grades 9-12 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.

100

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

30

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

11

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

Contacts

Applicant

Applicant 1

Job Title

Executive Director of ECHS, PTECH

Name Prefix

Dr.

First Name

Creslond

Last Name

Fannin

Email

creslond.fannin@austinisd.org

Phone

512-414-4000

Principal

Principal 1

Name Prefix

Mr.

First Name

Erick

Last Name

Posadas

Email

erick.posadas@austinisd.org

Phone

512-414-2527

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Anthony

Last Name

Mays

Email

superintendent@austinsid.org

Phone

512-414-4000

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

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

N/A

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

Recruitment and Enrollment

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

Austin ISD hosted our first annual district showcase that featured all elementary, middle, high school, and Central Office departments. This is the second year of our District Common Application, which helps streamline the process for programs of choice across Austin ISD. This facilitates students and families to only have to complete the application once. Our central office team in collaboration with our campus teams has hosted Early College Pop-Up events at each of our middle schools to assist students and families and will continue to host such events. We are continuing to have two rounds of recruitment: a fall recruitment season open allowing currently enrolled 9th & 10th graders to get started in the spring, and a concurrent year-long recruitment season open to 8th & 9th graders to get started in the fall of the following year. Our fall recruitment season is very important to the growth of our program. Many of our target population students tell us that they do not feel ready to apply or commit to Early College Programs as 8th graders. Moreover, the fall recruitment is so important to our program

because we are a high mobility school. Thus, we have many students that come to us in 9th or 10th grade from non-feeder middle schools in our district or from schools outside our district. Therefore, we are strengthening both the fall and the year-long recruitment strategies to ensure that we see growth in our recruitment and enrollment numbers.

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 Arts General Studies	University of Texas	Bachelor of Arts

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Austin Community College

Name Prefix

Mrs.

First Name

Mison

Last Name

Zuniga

Email

mzuniga@austincc.edu

Phone

512-223-7063

Job Title

Interim Associate Vice President College and High School Relations

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.

All courses necessary for students to attain an associate degree are available to ECHS students through our IHE partner, Austin Community College (ACC). Travis ECHS and ACC have established a 4-year crosswalk that addresses the IHE Blueprint requirements regarding curricular alignment and course of study to enable high school graduation while also earning an associate degree. The ECHS crosswalk is evaluated and adjusted regularly to determine potential change for program improvement. All degree and certificate plans for ECHS students must follow the requirements specified in the ACC degree plan: General Studies in Arts | Austin Community College District. ACC is responsible for delivery of all ECHS dual credit courses.

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

ACC is responsible for the delivery of college services and for providing support assistance to Travis ECHS. This support comes from the delivery of instruction: through the services designed to improve student retention and completion rates, and by providing the guidance necessary for a successful transition from an associate degree to a bachelor's degree. These services include access to all ACC facilities, including libraries, study rooms, learning labs, and advising staff. In addition, ACC offers online resources to all ECHS students. ACC hosts events such as the January Junior Jumpstart (J3) Symposium, which features a scholarship fair and workshops geared to Early College Program juniors to address the transition to a four-year degree. Our agreement also stipulates that ACC will post final grades for ECHS students no later than the Wednesday after the close of each semester, which provides for timely intervention if adjustments to individual student plans and schedules need to be made. Every ECHS student participates in the Midterm Advising process where students self-report their grades at midterm and then meet with the ACC academic advisor assigned to the campus as well as the ECHS project specialist if needed. Topics covered include student progress, next course(s), and a review of transferability to 4 year institutions. Additionally, academic coaching on topics such as time

management, organization, tutoring, and the effective use of online tools are provided.

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 agreement between AISD and ACC stipulates that all classes, except for the first one, will be taught on an ACC campus. AISD provides transportation to ECHS students from the high school to the ACC campus where they are enrolled and back to their high school campus. In addition, AISD provides transportation for up to six visits per year for any ECHS student to provide them with access to the testing center, academic advising and career exploration. We take students to ACC on every Friday from Travis when they have an ACC period in their schedule. Students do not have classes on Fridays, but they visit ACC to make use of the many resources available on the college campus. If the agreement between AISD and ACC is terminated prior to the expiration of the term, the ECHS student cohorts enrolled at the time of termination, will be able to complete the program as designed through the date of their expected high school graduation.

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 data sharing agreement specifically details the student information the district will provide ACC and specifically identifies the shared data to include the following: student name, grade level, DOB, endorsement area, address, email, test scores, credit attempted/earned, GPA, and TSI readiness by grade level. This information is provided electronically in a template designed by ACC. Furthermore, ACC is required to provide the following to AISD: postsecondary transition rates to institutions of higher learning, dual credit enrollments by AISD campus per semester, and success outcomes. Upon written request, ACC will also provide articulated credit attainment information and college major selections. ACC will use an early alert system to identify ECHS students at-risk of not completing coursework to provide the Early College Programs Campus Team time to effectively structure support for the student.

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?

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?

Our IHE currently provides sufficient professors and seats allowing our students to take classes exclusively at ACC with the exception of the first course taken on our campus which is taught by an adjunct. Our campus qualified staff may be presented as potential candidates to fill any dual credit openings that could be taught on our campus. While ACC establishes the requirements for teachers to be hired as adjunct staff, sometimes the campus cannot support the loss of regular course sections in the master schedule. We encourage and support staff members who participate in professional development opportunities that will enhance their ability to potentially serve as an adjunct professor for our ECHS students. Austin ISD and ACC are in constant communication regarding the course offerings and staffing needs based on current and projected enrollment. This ensures we have a good fit for the unique challenges presented in teaching ECHS students. Last year Austin ISD was awarded the TCLAS 9C grant to fund six teachers to earn their master's degree at Texas A&M University-Commerce to teach ENGL 1301 and ENGL 1302. Our goal is for them to complete their degree by August 2024 so they may begin teaching dual credit at their respective campuses by Fall 2024.

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
AVID (Advanced Placement Via Determination)	All students in ECHS are also part of the AVID program which promotes college readiness and lays the foundation for college success. Critical components of the AVID program include the requirement that each student participates in at least one
Student Mid Term Progress Report	Student Mid Term Progress Report to ensure they are on track to complete their courses and degree.
FIT Advisory Period (Flexible Instruction Time)	FIT Advisory Period (Flexible Instruction Time).

GEAR UP Activity	Description
Advising Tracker	Advising Tracker records documents and facilitates the support provided by ECHS and IHE. Each student meets with the ECHS project specialist and IHE Advising and Completion Specialist at least once a semester to review the tracker. The Advising Tracker records the conference date, topic, and "next steps" to keep students motivated and ready for success.
Academic Support Fridays	ECP Project Specialist check grades, attendance and concerns with ACC academic progress. Students participate in ACC academic support services.

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
FRC (Family Resource Center)	The FRC acts as a campus-housed social services provider and helps coordinate social services referrals to students in need. The FRC recruits community partners for donations that will aid our students and families in need of services and items such as utility assistance, gift cards, coats, clothes, hygiene products, food, baby items, books, furniture, etc.
SEL (Social Emotional Learning)	We integrate SEL skills and concepts into academic lessons during weekly homeroom time. These lessons impact skills that students practice to enhance the emotional intelligence of the school. SEL teaches the skills we all need to handle ourselves, our relationship, and our work effectively and ethically.
College and Career Center	Scholars graduating and then attending a college or university utilize the College and Career Center (GO Center) to navigate the transition. Staffed by a high school college and career advisor, the College and Career Center helps students register for SAT/ACT/TSIA2 tests, complete college applications, complete FAFSA/TASFA select best-match colleges, and meets any needs as they complete their postsecondary plans.
Parent Support Specialist	The Parent Support Specialist promotes, facilitates, and develops purposeful parent and family engagement. This includes building capacity for parent leadership, working with staff and community groups to engage and support parents, and identifying resources for parents and their families.
Communication and Outreach	This develops and conducts outreach channels for our families to connect with district and community organizations. Social media communicates important Early College Program dates, outreach events, and celebrations.
Child Study Teams	Campus Child Study Teams (CSTs) implement multi-tiered systems of support through the Child Study System to address the whole child through an integrated response. The teams meet every two weeks to provide-solve and provide Tier I, II, and III services and support for: behavior managements, academic performance, oral language, and attendance interventions.

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

In our October 2022 monthly meeting, our Educate Texas coaches led an outcomes-based measure session in reviewing our access, achievement, and attainment data. In January 2023, Austin ISD will conduct a professional development opportunity facilitated by Educate Texas. The facilitator will share major concepts in the CCRSM Blueprint for ECHS and PTECH, explain the program benchmarks, and review our campus TEAL data centered around access, achievement, and attainment data points. This professional development opportunity will be for our principals, designated campus specialists, program counselors, supplemental campus-based staff, and district Career Technical Education and Early College Programs teams. The Travis Early College Programs (ECP) Campus Team actively monitors access, achievement, and attainment data to better serve students enrolled. All access, achievement, and attainment data criteria are being monitored to achieve anticipated targets. This information is analyzed regularly throughout the school year, and it is referred to when building the master schedule for the campus. These OBM's are also analyzed when ISD/IHE personnel meet to discuss progress and goals for upcoming years.

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 are successfully reaching our target population of first-generation at-risk students, but our ECHS program still has the capacity to grow. This is especially evident as we have seen a decline in applicants and enrollment throughout the pandemic. Due to many factors, we have struggled to increase our number of applicants as well as our number of students that actually enroll and start participation in the program. As described earlier in this application, recruitment and rebuilding of our program enrollment despite the complications that COVID has created will be a focus and goal this year.
Benchmark 4 Curriculum and Support	This year we are reaching out to various ACC departments in Student Support to come and speak to our students during Academic Support Fridays. Fridays have been there as a time where students could access these services, but by setting up speakers and workshops for our students from the various resource staff, we are trying to be more direct to make sure that students are actually receiving these services. We have developed a schedule of activities/speakers/workshops for most Fridays coming from the Learning Lab, Library, Academic Coaching, Counseling/Mental Health, Academic Success Advising, and Truth, Racial Healing & Transformation Center.

Benchmark
5. TSI

TSI support continues to be a challenging area. We have struggled to continue to provide TSI preparation support during the school year to students who were not successful during Summer Bridge.

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://".

<http://www.travisrebels.org/our-programs/echs>