TEA
Texas Education Agency

IDEA COLLEGE PREPARATORY SAN JUAN

T-STEM Renewal Application

2021-2022

Contents

Background

District Affiliation

IDEA PUBLIC SCHOOLS

CD #: 108807
Region: 01
Mailing Address (Line 1): 2115 W PIKE BLVD
Mailing Address (Line 2):
City, State, Zip: WESLACO, TX 78596

School Affiliation

IDEA COLLEGE PREPARATORY SAN JUAN

CDC #: 108-807-006
Region:
Mailing Address (Line 1): 600 E SIOUX RD
Mailing Address (Line 2):
City, State, Zip: SAN JUAN, TX 78589

Academy Information

What is the academy name?

IDEA COLLEGE PREPARATORY SAN JUAN

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.

Grade Levels Served

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

6
7
8
9
10
11
12

Enter the number of students that you plan to serve in 6th grade.

120

Enter the number of students that you plan to serve in 7th grade.

120

Enter the number of students that you plan to serve in 8th grade.

120

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

120

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

101

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

91

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

82

Contacts

Applicant

Applicant 1

Job Title

Assistant Principal of INstruction

Name Prefix

Mrs.

First Name

Cassie

Last Name

Reyes

Email

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Phone

9563735927

Principal

Principal 1

Name Prefix

Mrs.

First Name

Lindsey

Last Name

Campbell

Email

Lindsey.Campbell@ideapublicschools.org

Phone

9566477762

Superintendent

Superintendent 1

Name Prefix

Mrs.

First Name

JoAnn

Last Name

Gama

Email

JoAnn.Gama@ideapublicschools.org

Phone

9563778000

Narratives

Current Designations at IDEA PUBLIC SCHOOLS:

- IDEA COLLEGE PREPARATORY MISSION - T-STEM - 0809
- IDEA COLLEGE PREPARATORY SAN BENITO - T-STEM - 0809
- IDEA COLLEGE PREPARATORY SAN JUAN - T-STEM - 0910
- IDEA COLLEGE PREPARATORY ALAMO - T-STEM - 1011
- IDEA EDINBURG COLLEGE PREPARATORY - T-STEM - 1718
- IDEA RIVERVIEW COLLEGE PREPARATORY - T-STEM - 1819

Previous Planning Year Applications at IDEA PUBLIC SCHOOLS:

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, Recruitment and Enrollment

Degrees and Credentials

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

STEM

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

Engineering
Programming and Software Development

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

IC

What industry certifications does the academy plan to offer?

Item

   Microsoft Technology Associate (MTA) Introduction to Programming Using Java

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?

No

Recruitment and Enrollment

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

IDEA San Juan's Onboarding policy has always included Super Recruitment days and strategic locations in the community. We have normally gone door to door in low income areas of the community as well as set up stations at local Flea Markets to ensure that we are meeting enrollment requirements. Due to COVID this year we have been hosting virtual Welcome to IDEA events so parents can ask questions and get to know our staff and take a virtual of school tour. We have small

group conversations with parents about our degree plans and our national and state rankings. Even with COVID we have done some in person recruitment sites but have been calling local homes (Phone book numbers) and emphasizing heavily on sibling recruitment since we already meet the enrollment requirements.

Narratives: Strategic Partnerships: IHE, Strategic Partnerships: Business Partner

Strategic Partnerships: IHE

IHE Partner 1

Affiliation

The University of Texas at Austin

Name Prefix

Mrs.

First Name

Linda

Last Name

Shaunessy

Email

shaunessy@austin.utexas.edu

Phone

(512)4718200

Job Title

Business Contracts Administrator

The T-STEM academy shall have strategic partnerships with business and industry partners and Institutions of Higher Education (IHEs) that are formally articulated in writing and clearly define a variety of STEM careers.

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.

We have currently begun offering Algebra 2 with our UT OnRamps program. This is a dual enrollment course that is offered online during the school day. Students have access to a UT OnRamps professor and their San Juan Campus teacher. While our partnership with UT OnRamps may expand to our computer science pathway, at this time we are preparing students primarily via AP assessments.

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

We had a meeting with parents and students prior to the start of this dual enrollment course. In addition, we have been working closely with the OnRamps Professor and our primary point of contact to discuss the issue of transcripts. We actually partnered with UT OnRamps specifically to ensure that students whoreceive a bad grade in the course, can actually opt not to receive a transcript and it will not affect their GPA nor financial aid in the future. Again - our campus primarily pushes "AP for all" as these credits do not affect GPA nor financial aid. Our counselors have frequent conversations to advise students on the transferability of all credits (including AP & OnRamps) and options for how this may look depending on the IHE of their choosing.

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 campus covers all costs relating to this course. The enrollment fee is the only fee that we are charged. Since it is an online course, there is also no transportation or book fees and the campus has a 1 to 1 ratio for laptops.

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

Our teacher works with the college professor and students to help the students track their grades. Teacher reports out on student progress to administrators. We are currently working with our contacts at UT OnRamps as we would prefer to have more accessibility to student formative data.

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

Nerdvana

Job Title

CEO & Founder

Name Prefix

Mr.

First Name

Hiten

Last Name

Patel

Email

Hiten@nerdvana.IO

Phone

(956) 393 - 9927

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Clear roles and responsibilities for work site supervisors, mentors, teachers, support personnel, and other partners.

Since last year our business partners are available for presentations to our students. when opportunities arise for mentorships or internships they do let us know. Our primary partnerships right now due to COVID have been via virtual site visits and virtual presentations.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Support for students' activities, such a clubs, Career and Technical Student Organizations, competitions, and special invitations.

Through our 21st century programs we have also been able to partner with business who are able to provide afterschool clubs

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Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Student access to business and industry partners and work-based learning facilities, services, and resources.

Again due to COVID - our industry partnerships will primarily be virtual site visits and presentations.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Transportation fees and costs.

Again due to COVID - our industry partnerships will primarily be virtual site visits and virtual presentations. However, any fees for in person site visits would be covered by the school.

Narratives: Regional Workforce Alignment, Work-Based Learning

Regional Workforce Alignment

List the regional high-demand occupations your academy intends to address through selected program(s) of study and work-based learning.

Regional High-Demand Occupation
Computer User Support Specialists
Software Developers, Applications
Engineers, All Other
Computer Occupations, All Other

Work-Based Learning

Complete the activity tables below illustrating the work-based learning activities that your academy plans to offer students at each grade level. Please ensure the activities are STEM focused.

Add up to three activities offered to 6th grade students.

6th Grade Activities
Career Fair
Road to and Through College - Career Exploration
College Field Lessons (Site Visits)

Add up to three activities offered to 7th grade students.

7th Grade Activities

Career Fair

7th Grade Activities

Road to and Through College - Career Exploration

College Field Lessons (Site Visits)

Add up to three activities offered to 8th grade students.

8th Grade Activities

Career Fair

Road to and Through College - Career Exploration

College Field Lessons (Site Visits)

Add up to three activities offered to 9th grade students.

9th Grade Activities

Career Fair

Road to and Through College - Career Exploration

College Field Lessons (Site Visits)

Add up to three activities offered to 10th grade students.

10th Grade Activities

Career Fair

Road to and Through College - Career Exploration

College Field Lessons (Site Visits)

Add up to three activities offered to 11th grade students.

11th Grade Activities

Career Fair

College Summer Away Program

Road to and Through College - Career Exploration

Add up to three activities offered to 12th grade students.

12th Grade Activities

Career Fair

Capstone Projects

Road to and Through College - Career Exploration

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?

The UT On Ramps Campus offers extensive training for our teachers in the summer to ensure they are prepared for the partnership. This is part of the fee to continue the partnership.

Is the academy a TSIA testing site?

Yes

Narratives: STEM-Focused Extracurriculars, 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
After School Tutoring	After school Tutoring is designated for students who are struggling in the classroom and need extra practice on their courses' content. THis could be because a student did not master a concept through an exit ticket or did not do well on a district assessment. This tutoring is usually one hour in length, weekly.
Intervention	Students are given the opportunity to continue developing their language skills in a DI or direct Instruction class. This class is geared towards students that are not passing in their state assessments for Reading/Math. Students may be taught fluency through a decoding class while others may have access to a comprehension program in Di that builds the capacity and skills of creating deeper meaning and comprehension from texts they are exposed to.
Saturday School	This academic service is longer than after school tutoring as it includes 3 extra hours of practice for the most struggling students that repeatedly do not master concepts in the classroom. Teachers take advantage of this opportunity to work with students that need more than the one hour that after school tutoring allows.

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 Services	IDEA College Preparatory San Juan partners with outside programs that support our students in the socioemotional aspects of their lives. This includes social services such as Behavioral Health Solutions that empowers our youth to resist the dangers of substance use and misuse and encourage them to make healthy choices in life. Also, these social services include a partnership with Tropical Texas Behavioral Health center that provides counseling services for students who are in need of it.
Skill Building Instructions for Students	Alongside our counselors, our students who are needing to practice and learn how to build skills work with our counselors to acquire needed skills that will enable them to be successful. Our counselors work with students during to develop life skills in the areas of decision making, self-confidence, communication, and goal setting. These meetings are held after school as part of the 21st Century program. Lastly, students work on learning about the world around them and further develop coping skills through our Move this World time during homeroom and house on a weekly basis. This allows students to work as a team as they learn about various world-impacting topics.
Skill Building instructions for parents	Our campus offers an evening class that teaches parents the English language. This is a free service provided for our parents that are interesting in learning how to speak English.

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

It helps us by setting the goals that we need for our campus. These priorities are already align with our district priorities but it reminds us to pay special attention to other areas of growth. Specifically those graduating with industry certifications.

STEM-Focused Extracurriculars

Describe the STEM-focused extracurricular activities (field experiences, clubs, and competitions) offered to students.

This upcoming school year we plan on continuing our competition in Science fair and in addition we are seeking partnership with UTRGV to ensure that students are exposed to clubs in our chosen programs of study. We currently have a Microsoft MOS club where students join in an effort to obtain their certification in Microsoft. We also host a Career Fair and a Fiesta-STEM day where we invite members of the community to come and speak to parents and students about the different fields of work in our community.

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: Strategic Alliances with Business and industry partners	We do have invested stake holders now who consistently come to our advisory meetings. We would like to expand the number of participants who consistently participate and invest them in our campus further.
Benchmark 3: Institutions of Higher Education	We are actively seeking an MOU with UTRGV campus to provide our first ever dual enrollment courses. Our goal is to start summer 1 (2020). Partnering with UTRGV will help us give students the opportunity to gain college credit and familiarize themselves with a potential campus and the available recourses at UTRGV.

Benchmark	Description
Benchmark 5: Work-Based Learning	Our business partners have specifically identified the areas where they are willing to support our campus and our students in Work Based Learning opportunities. However, we are not currently maximizing on these offered opportunities to the best of our ability.

Narratives: Benchmark 1 Products, Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark 6 Products, Benchmark Products

Benchmark Products

Benchmark 1 Products

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

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARkIRveK81CU96NNzOYW

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

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARkIRveK81CU96NNzOYW

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

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARkIRveK81CU96NNzOYW

Benchmark 2 Products

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

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARkIRveK81CU96NNzOYW

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://drive.google.com/drive/folders/1xxxTfAtjJH2aARkIRveK81CU96NNzOYW

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

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARkIRveK81CU96NNzOYW

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://drive.google.com/drive/folders/1xxxTfAtjJH2aARkIRveK81CU96NNzOYW

Benchmark 3 Products

Provide a link to the academy's meeting agendas and minutes, with action items and decision logs.

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARkIRveK81CU96NNzOYW

Provide a link to the academy's final, signed, and executed MOU with their industry partner/business.

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARkIRveK81CU96NNzOYW

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

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARkIRveK81CU96NNzOYW

Provide a link to the academy's list of strategic partners with each member's organization, title and role in providing work-based learning for students by grade level.

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARkIRveK81CU96NNzOYW

Benchmark 4 Products

Provide a link to the academy's four-year crosswalk document

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARklRveK81CU96NNzOYW

Provide a link to the academy's master schedule.

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARklRveK81CU96NNzOYW

Provide a link to the academy's curriculum alignment documents.

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARklRveK81CU96NNzOYW

Provide a link to the academy's testing calendar and schedule for TSI, ACT, SAT or other assessments.

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARklRveK81CU96NNzOYW

Provide a link to the academy's documentation detailing a minimum of three course of study examples that outline student pathways from high school, to associate degrees, to work credential and beyond.

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARklRveK81CU96NNzOYW

Benchmark 5 Products

Provide a link to the academy's documentation of appropriate work-based learning expereinces for students at all grade levels.

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARklRveK81CU96NNzOYW

Provide a link to the academy's current dated regional high demand occupation list.

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARklRveK81CU96NNzOYW

Provide a link to the academy's aggregate data describing student participation in work-based learning experiences as well as percentage of students earning industry certification and credentials by type.

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARklRveK81CU96NNzOYW

Provide a link to the academy's samples of student artifacts such as writing, portfolios, presentations, or links to digital content.

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARklRveK81CU96NNzOYW

Benchmark 6 Products

Provide a link to the academy's bridge program calendar and curricula.

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARklRveK81CU96NNzOYW

Provide a link the academy's tutoring and other intervention/remediation program schedules,

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARklRveK81CU96NNzOYW

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

https://drive.google.com/drive/folders/1xxxTfAtjJH2aARklRveK81CU96NNzOYW