



CEDARS ACADEMY NEXT GENERATION H S AT HIGHLAND

T-STEM Renewal Application

2021-2022

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Background

District Affiliation

CEDARS INTERNATIONAL ACADEMY

CD #: 227817

Region: 13

Mailing Address (Line 1): 8416 N IH-35

Mailing Address (Line 2):

City, State, Zip: AUSTIN, TX 78753

School Affiliation

CEDARS ACADEMY NEXT GENERATION H S AT HIGHLAND

CDC #: 227-817-001

Region:

Mailing Address (Line 1): 6700 MIDDLE FISKVILLE RD

Mailing Address (Line 2):

City, State, Zip: AUSTIN, TX 78752

Academy Information

What is the academy name?

Cedars Academy Next Generation H S at Highland Campus

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?

9
10
11
12

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

33

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

25

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

27

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

31

Contacts

Applicant

Applicant 1

Job Title

Principal

Name Prefix

Mr,

First Name

Steven

Last Name

Zipkes

Email

szipkes@cedars-academy.org

Phone

5129564406

Principal

Principal 1

Name Prefix

Mr.

First Name

Steven

Last Name

Zipkes

Email

szipkes@cedars-academy.org

Phone

5129564406

Superintendent

Superintendent 1

Name Prefix

Mr.

First Name

Michael

Last Name

Blalock

Email

mblalock@cedars-academy.org

Phone

5124191551

Narratives

Current Designations at CEDARS INTERNATIONAL ACADEMY:

- CEDARS ACADEMY NEXT GENERATION H S AT HIGHLAND - T-STEM - 1617

Previous Planning Year Applications at CEDARS INTERNATIONAL ACADEMY:

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.

Arts AV Tech & Communication
Business Marketing Finance
Information Technology
STEM

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Digital Communications
Graphic Design and Multimedia Arts

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Business Management

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Information Technology Support and Services
Programming and Software Development
Web Development

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
NYD

What industry certifications does the academy plan to offer?

Item

Adobe Certified Associate (ACA) - Visual Design Specialist - 3 Exams (Illustrator + InDesign + Photoshop)

Apple Final Cut Pro X

Adobe Certified Associate (ACA) - Premiere Pro (Digital Video using Adobe Premiere Pro)

Adobe Certified Associate (ACA) - Illustrator (Graphic Design & Illustration using Adobe Illustrator)

The T-STEM academy shall provide a rigorous course of study that enables students to receive a high school diploma and complete industry certifications, work-based learning experiences, and/or early college credit during grades 9-12. Describe how the campus will develop a rigorous course of study that will enable a participant to receive a high school diploma and complete industry certifications, work-based learning experiences, and/or early college credit during grades 9-12.

Students have opportunities to take the TSI in order to take Dual Credit classes during the school day as well as UT On-Ramps Computer Science credit.

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.

We joined Austin Family Empowerment to help in recruiting any interested students. We are a public open charter school that is opened to all students grades 9-12.

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

Strategic Partnerships: IHE

IHE Partner 1

Affiliation

Austin Community College

Name Prefix

Dr.

First Name

Mison

Last Name

Zuñiga

Email

mzuniga@austincc.edu

Phone

512-223-7601

Job Title

Interim Associate Vice President, College and High School Relations

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.

=Please See MOU= A dual credit program agreement between ACC and the ISD to offer courses that grant credit toward the student's high school curriculum requirements and also award college credit which will lead to a college certificate or degree. The institutions named above (hereinafter a College or "ACC" and "ISD") enter into the following partnership agreement for the implementation of dual credit programs which are designed to enable eligible high school students the opportunity to enroll in college credit courses that also fulfill high school graduation requirements. The purpose of this Agreement is to outline the (LEGAL). The Texas Administrative Code (:19 TAC). Chapter 9. Subchapter H. Partnerships between Secondary Schools and Texas Public Two-Year Colleges establishes authority and rules for two-year associate-degree-granting institutions to enter into agreements with secondary schools to offer courses that grant credit toward the student's high school curriculum requirements and college-level credit. 19 TAC 9.143 requires dual credit programs to comply with the rules set forth in 19 TAC. Chapter 4. Subchapter D. Rules 4.84 for dual credit partnerships between secondary schools and

Texas public colleges to offer dual credit to qualified students. MOU

file:///Users/ARIE/Downloads/Cedars%20International%20Academy%202020-21%20Dual%20Credit%20MOU%20signed%20(1).pdf

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

=Please See MOU= Goal 1: Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education. ACC and ISD will share disaggregated data (See Sections 13, 14, and 15 below) related to postsecondary enrollment after high school. ii. ACC and ISD will share data related to workforce employment after high school. iii. ACC and ISD will share data on persistence (after first year) and degree completion. c. Goal 2: All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion. 1. ACC and ISD will develop joint shared advising and student support systems to ensure successful course completions. ii. ACC and ISD will develop a robust new dual credit student orientation. ACC will offer the student dual credit orientation to new students. d. Goal 3: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses. 1. ACC will develop and disseminate to ISD a report on student enrollment in subsequent coursework annually and in accordance with Sections 13, 14, and 15 below. ACC will develop a required training for faculty teaching in dual credit programs.

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.

=Please See MOU= CEDARS INTERNATIONAL ACADEMY PAYS FOR ALL OUR STUDENTS COLLEGE COURSES AND BOOKS TRANSPORTATION. The College assumes no obligation or responsibility for the transportation of students to or from ACC campuses for the dual credit course provided in this agreement. Dual credit college classes must be taught on the college campus or on the high school campus or via distance learning. (CINGHS is directly across the street from ACC Campus) FUNDING The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education (TEC 42.005(g)) and the Board (TEC 61.059(p) and (q)). The College may claim funding for all students getting college credit in core curriculum, foreign language, or career and technical education courses. TUITION AND FEES WAIVER Austin Community College will waive tuition and fees for up to 12 eligible classes. Out-of-district students will be charged a \$150 per-course fee for courses taken at any ACC Campus, Center, or via distance learning for up to 12 eligible classes. Out-of-district students will not be charged the per-course fee if they take classes scheduled at a high school campus or demonstrate financial need through documented eligibility for free lunch or family eligibility for public assistance. Documentation must be submitted each school year for eligibility. The dual credit tuition and fees waiver will only be applied to college credit courses that are a part of high school curriculum.

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

=Please See MOU= ACC appreciates the efforts of our ISD and high school associates. We look forward to partnering with them to improve education in central Texas. To that end, we've committed to the following series of steps to facilitate the interview process for high school instructors who wish to teach dual credit with ACC. ACC will provide the following information to ISD following its initial entry into the program: postsecondary transition rates from ISD students to Texas institutions of higher education (taken from Texas Higher Education Coordinating Board [THECB] data) benchmark data from the prior year to show ISD student enrollment at ACC. ACC will provide the following annual reports to the ISD superintendent of schools and dual credit principal(s): Fall, Spring, and Summer ACC dual credit enrollments by high school. Fall, Spring, and Summer: ACC dual credit student success outcomes by high school; and College and High School program participation rates by activity. The ISD will provide the following student information for each student enrolled in dual credit courses, (attempted and pass rates, High school Grade Point Average (GPA) and Students' TSI readiness by grade level.

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

Advanced Reasoning In Education

Job Title

President/CEO

Name Prefix

Mr.

First Name

Steven

Last Name

Zipkes

Email

szipkes@advancedreasoningined.com

Phone

5125691503

Business/Industry Partner 2

Affiliation/Company

University of Texas UTeach

Job Title

PBI Coordinator

Name Prefix

Dr.

First Name

Deanna

Last Name

Buckley

Email

buckley@uteach.utexas.edu

Phone

UTeach 512-232-2770

Business/Industry Partner 3

Affiliation/Company

NASCENT EPC Pre-College Directori CDCM MPSEC Education

Job Title

Outreach Staff Director

Name Prefix

Dr.

First Name

Risa

Last Name

Hartman

Email

rhartman@che.utexas.edu

Phone

5122327568

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.

Advanced Reasoning In Education.LLC. provides initial and ongoing deeper PBL process design training to ALL Cedars International Academy K-12teachers. Cedars International Next Gen HS, CINGHS (Math and Science Teachers) partnered with UTeach (Dr. Buckley and Dr. Eusebi) PBI courses and University of Texas students. CINGHS teachers mentor UTeach PBI students to create and run their PBL projects and field experiences with CINGHS students. Some of the Field experiences in the past have been experiences in Science at McKinney Falls State Park. STEM Corpus Christi Marine Oceanography Center. UT NASCENT (Dr. Hartman and Dr. Yanez) provide a field experience for CINGHS students to observe nanotechnology, laser robotics, nucLEAR reactor and a lecture series for STEM. In addition, NASCENT provides our students an opportunity to apply for a paid fellowship in the summer with NASCENT.

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.

Cedars International Next Gen HS. CINGHS (Math and Science Teachers) partnered with UTeach (Dr. Buckley and Dr. Eusebi) PBI courses and University of Texas students. CINGHS teachers mentor UTeach PBI students to create and run their PBL projects and field experiences with CINGHS students. Some of the Field experiences in the past have been experiences in Science at McKinney Falls State Park, STEM Corpus Christi Marine Oceanography Center. UT NASCENT (Dr. Hartman and Dr. Yanez) provide a field experience for CINGHS students to observe nanotechnology, laser robotics, nuclear reactor and a lecture series for STEM. In addition, NASCENT provides our students an opportunity to apply for a paid fellowship in the summer with NASCENT. Our business partners also volunteer for attend our college career fair and sit on panels for our authentic PBL projects that CINGHS students present.

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.

CINGHS students visit the University of Texas, College of Natural Sciences to observe the UTeach department. In addition, CINGHS students visit the University of Texas NASCENT Center at the JJ Pickle Center to gain a deeper understanding of STEM and Nanotechnology Engineering.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint

Requirements: Transportation fees and costs.

CINGHS with Partners collaborate to provide transportation when needed and there are no costs associated with any of our partners. In fact, UT Nascent provides paid internships for chosen CINGHS students that apply.

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

Arts, Audio Visual Technology. and CommunicationsAudio Visual Production A/B- Certified Premier Pro 3rd Trimester

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 9th grade students.

9th Grade Activities

Audio Visual Production A/B- Certified Premier Pro 3rd Trimester

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

10th Grade Activities

Audio Visual Production A/B- Certified Premier Pro 3rd Trimester

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

11th Grade Activities

Computer Science +-A/B, Virtual Reality Design.Animation 1, Advanced Audio Visual Design-Certification After Effects Cert. 3rd Trimester

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

12th Grade Activities

Adobe Expert Certification. Hopefully, internships with Facebook, Google, Apple and other local industry in Austin

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?

58% of our teaching staff have advanced degrees in their content and several have been adjunct faculty at Austin Community College in the past. However, this is not a challenge at our campus as we are directly across the street from our partnering Community College and our students take classes at Austin Community College across the street from our campus during the school day. We build a schedule for them to accommodate the dual credit courses they take.

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
Individualized STEM Plans	Provide academic support for intervention, remediation, and acceleration, providing tutoring and/or Saturday school, providing advisory and/or college readiness and support time, providing bridge programs, or establishing a mentorship programs.

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
STEM Focused PBL Projects	Teacher Created, Standards Based, Real World created PBL Projects
Student Groups	Students work in groups of of :-3. 3-4
Teacher Schedule	Teacher in Class Group and Individual Intervention
Accelerated Trimester Schedule	Provides student with n*iore opportunities to take additional c*lasses. Most students graduate with 5-6 years of Math, 5-6 years or Science. 5-6 years of ELA, 5-6 years of Social Studies
Pathways	Accelerated Trimester Schedule allow students to graduate with several pathways, STEM, Business and Industry, and Multi
Tutoring	After School Tutoring
College and Scholarship Coaching	We colLaborate with aBrains, Minds,&Destinya as well as aThe CoLLege Hub" to provide each student personalized college coaching and scholarships

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

This year we partnered with Brains, Minds, and Destiny (BMD) to provide college coaching. \X/e have a college coach that meets with our students and parents, in particular all Jr. and Sr. to provide individualized college coaching to help students through the entire college process from the beginning to acceptance and beyond. The College Hub works with BMD and provides informational night presentations to our families regarding Federal Paperwork needed for College.

STEM-Focused Extracurriculars

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

We partner with University of Texas/UTeach PBI classes and the UT students conduct their Project Based Instruction Field experiences with our students and campus. Our students attend a unique field experience with UT NASCENT Center touring the nano technology center. nuclear reactor and lecture. Our students also are chosen for paid fellowships at the UT NASCENT center during the Summer. We recently partnered with Samsung Semi Conductor to provide our students opportunities with a career with Samsung and college paid for.

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
Industry Certifications	reshmq, Sophomores and Juniors will take and receive Industry Adobe Certifications
Fellowships and Internships	Students will participate in San'isung Engineering Program, NASCENT Fellowships, and more students will participate in local Internships

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/open?id=oB5KC6\X/iUEDkbbkVibzFtcoNzcGchhttps://docs.google.com/document/d/*ozi5Ltsz:iFty3ojPUMCg4hooU\X/FjcSOGiZpzK8PtVE/edit?usp=sharing

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

<https://docs.google.com/document/d/1ozi5Ltsz:iFty3ojPUMCg4hooUWfjcsQG1ZpzK8PtVE/edit?usp=sharing>

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

<https://docs.google.com/document/d/lyDfD3FQ8gmnmJtE'i;U55EMjc6k'iuPiYgP3Zo-cDeYuk/edit?usp=sharing>

Benchmark 2 Products

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

<https://www.cedars-academy.org/apps/pages/apply>

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/u/i/folders/ikJpgESiveUqiWXQ\X/nymUliBXJYptPWXG>

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

<https://cedars-hs.org/>

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.cedars-academy.org/>

Benchmark 3 Products

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

<https://docs.google.com/document/d/zyDfD3FQ8gmmJtEizU55EMjc6kiuPiYgP3Zo-cDeYuk/edit?usp=sharing>

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

<https://mail.google.com/mail/u/3/#search/mdiaz%40cedars-academy.org+MOU/WhtKJTrRGfDgqfQGQlCXKVMsmFnSjjrcpWbkkMVnjMxWzVvWJSdZJkrnznXBFwFVGClZxb?projector=1&messagePartId=0.1>

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

<https://drive.google.com/drive/u/3/my-drive>

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/file/d/oB83a5s5VQgSqVTc'xSmdEWHBJR:iFloZkNBT'iRFZnQ;=cVpmZjUo/view?usp=sharing>

Benchmark 4 Products

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

<https://docs.google.com/spreadsheets/d/4z+ZxDsOANsoEXgsUTpJtkoNrQMszTfaogGuvJr\X/s;gJ8/edit?usp=sharing>

Provide a link to the academy's master schedule.

<https://docs.google.com/spreadsheets/d/4Y3ZV5YjFHLzCLM8xyef5oSxMeGadTyYjyNRYcgzNY\X/E/edit?usp=sharing>

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

<https://docs.google.com/document/d/:tsMgZTPLliYu'iL7PMLDp8ivZz6JTDYmDewLtU-vh4w/edit?usp=sharing>

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

<https://calendar.google.com/calendar/u/0?cid=Y2VkYXJzLWFjYWRLbXkub3JnXzBkbGJsbGZrbWsoJnJoY2grNjRtdTBnYnUwQGdyb3VwLmNhbGVuZGFyLmdvb2dsZS5jb20>

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://docs.google.com/spreadsheets/d/i4ZzDsOAN5oEXg3UTpJtkoNrQM5zTI'3ogGuvJrWs;gJ8/edit?usp=sharing>

Benchmark 5 Products

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

<https://docs.google.com/document/d/Mi6S6szLt\X/Lmlrb6GhIGoaPlgkxNBB-eaOV\ETDgXMk/edit?usp=sharing>

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

<https://docs.google.com/spreadsheets/d/i\X/:icrby5xiLMjirPlln-ZL'icztYsOp;mkkCdtrgays/edit?usp=sharing>

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/file/d/+SbNEtyBFzbzuPOd\T4AKRxdTLEjF2ELz/view?usp=sharing>

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/44oitbAHkjt76ksyvfevuCJM3wgiYBIY?usp=sharing>

Benchmark 6 Products

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

<https://docs.google.com/document/d/:cjRr8GctHbClau317DZQ5o3BElnag35zyADIHll'isloYU/edit?usp=sharing>

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

<https://drive.google.com/file/d/zArA7kGxXETd6YDrX4jj6WCldSL5ukvg/view?usp=sharing>

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

[https://calendar.google.com/calendar/u/0?](https://calendar.google.com/calendar/u/0?cid=Y2VkYXJzLWFjYWRIbXkub3JnXzBkbGJsbGZrbWsoJnY2grNjRtdTBnYnUwQGdyb3VwLmNhbGVuZGFyLmdvb2dsZS5jb20)

[cid=Y2VkYXJzLWFjYWRIbXkub3JnXzBkbGJsbGZrbWsoJnY2grNjRtdTBnYnUwQGdyb3VwLmNhbGVuZGFyLmdvb2dsZS5jb20](https://calendar.google.com/calendar/u/0?cid=Y2VkYXJzLWFjYWRIbXkub3JnXzBkbGJsbGZrbWsoJnY2grNjRtdTBnYnUwQGdyb3VwLmNhbGVuZGFyLmdvb2dsZS5jb20)