Texas Education Agency

NOGA ID	

Authorizing Legislation	GAA, Article III, Rider 49, 86th Texas Legislature; TEC 29.908(b) and TAC 102.1091

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Application stamp-in date and time

Grant period from	**February 15, 2021 – June 15, 2023**

X Pre-award costs are not permitted.

Required Attachments

All attachments listed on pages 14-15 of the Program Guidelines

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds): N/A

Applicant Information

Organization	New Frontiers Public Schools	CDN	015805	Vendor ID	1311598661	ESC	XX	DUNS	162538503

Address	138 Fair Ave	City	San Antonio	ZIP	78223	Phone	2105193900

Primary Contact	Alfredo Segura Jr.	Email	asegura@newfrontierspublicschools.org	Phone	2105193900

Secondary Contact	Jeffrey D. Flores	Email	jflores@newfrontierspublicschools.org	Phone	2104863686

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances
- ☒ Application-specific Provisions and Assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification
- ☒ NCLB Provisions and Assurances requirements

Authorized Official Name	Alfredo Segura Jr.	Title	CEO/Superintendent

Email	Asegura@newfrontierspublicschools.org	Phone	2105193900

Signature		Date	11/10/2020

Grant Writer Name	Jeffrey D. Flores	Signature	Jeffrey D. Flores (Nov 10, 2020 16:43 CST)	Date	11/10/2020

◉ Grant writer **is** an employee of the applicant organization.   ○ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Leadership and Coaching	NFPS will use current ECHS Principal to work closely with the Superintendent to develop and plan the new school. It is the intent of the charter district to use a portion of the grant funds to cover a percentage of the Principal's salary. This compensation amount will be for providing Leadership and Coaching in preparation of the planning and implementation of a new ECHS school/ program
Marketing and Recruitment	NFPS will use a portion of the funds to ensure that the ECHS model will target students least likely to attend college and offer them an opportunity to receive both a high school diploma and earn college credit hours that can possibly lead to an associate degree.
Professional Development	NFPS will use a portion of the funds to replicate the successful initiatives of the Frank L. Madla Early College High School (a current "A" rated ECHS charter district school) that has made the school successful. These initiatives will then be formulated to specific targeted professional development strategies for the new

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

NFPS will align the current Lone Star Governance Goal to the new ECHS school/ program. The SMART goal is listed below.
SMART GOAL:
G1: By the end of the 2022-23 school year, 65% of the 9th grade ECHS students will earn a minimum of 6 college credit hours.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant. See pg. 18 of the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

Goal Progress Measure (GPM):
GPM 1.1: 35% of the ECHS 9th grade students will be Reading & Writing TSI compliant by the first quarter of the 2022-23 school year.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Goal Progress Measure (GPM):
GPM 1.2: 65% of the ECHS 9th grade students will be Reading & Writing TSI compliant by the second quarter of the 2022-23 school year.

Third-Quarter Benchmark

Goal Progress Measure (GPM):
GPM 1.3: 95% of the ECHS 9th grade students will be Reading & Writing TSI compliant by the third quarter of the 2022-23 school year

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

NFPS will use TSIA2 test data to evaluate any deficiencies for students not meeting compliance in the Reading & Writing college entrance examination. Administration and teachers will develop individual plans for students. Teachers will then provide remedial assistance to the students in need. Examples of this remediation may take place during a study hall and/or lab time. The diagnostics provided by the TSIA2 will be reviewed by teachers and deficiencies will be incorporated within daily instruction. NFPS wants to make the first college experience for our students to be positive, we do not rush our into college courses.
NFPS plans to implement this strategy on a weekly basis so that by the time we measure our quarterly benchmarks, we already have data that will allow us to pivot and redirect in the event that there is a lack of progress. If this is the case, further quick assessments will be given to the students and re-align our goal progress measure.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021–2023 Early College High School (ECHS) Planning and Implementation Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

☒ 4. Required by statute: The ECHS campus will provide participating students with flexibility in class scheduling and academic mentoring.

☒ 5. Required by statute: The ECHS campus will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.

☒ 6. Required by statute: The ECHS campus will allow participating students to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school: receive both a high school diploma and either an associate degree or at least 60 credit hours toward a baccalaureate degree.

☒ 7. Required by statute: ECHS programming will be provided at no cost to participating students. The school district or charter shall pay tuition, fees, and required textbooks, to the extent those charges are not waived by the institution of higher education.

☒ 8. Programmatic-Specific Assurance: The ECHS campus will implement the design elements included within the 6 benchmarks of the model's 2020-21 ECHS Blueprint and strive to fullfill the state standard for student success as measured by the outcomes-based measures.

Statutory Requirements

1. The ECHS campus must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. **Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.**

Beginning in June 2021, we will utilize public data to identify populations in the immediate area entering the 8th grade. Examining the surrounding middle schools using data published through TEA, we can begin to develop a target map for focused recruitment throughout the academic year.

In September 2021, after zip codes with the highest target population of students are determined, we will begin to send our information via mail, and target local establishment with the highest visibility to our target population. Development of communication chain during this point will be critical to address any questions before the school is open.

From November 2021-March 2022, monthly information sessions will be held to meet with families and provide application information and steps for enrollment. The application will be concise, designed to encourage the target population to easily complete and remove any additional impediments that may hinder this opportunity from any family.

As applications are received, data collection would occur based on sub-populations in relationship to district demographics to determine specific areas of target recruitment that would need to occur.

In May 2022, if necessary, a blind lottery would be held if number of applications exceeded our capacity.

In June 2022, we would host a "Signing Event" for all accepted students to the school. This would be a time where we would engage parents and families and build culture for the upcoming school year and beyond.

2. The ECHS campus must provide a course of student that enables participation students in grades 9-12 to earn a high school diploma, earn and associate degree or up to 60 college credit hours. **Describe the course of study/ crosswalk that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify degrees/certificate/certifications to be earned. Describe how the postsecondary credentials earned meet local economic needs.**

It is a priority of NFPS to shape our model around our students and families. The LEA, through an existing partnership with another IHE, already has over 80 course agreements which articulate college course offerings to high school courses. The desired outcome for all students in the program is to earn 60 credits hours to be used toward a baccalaureate degree. To ensure proper course selection, advising with the college will begin in the 9th grade. After 15 hours, which based on our proposed of degree plan for students, will occur at the completion of the 10th grade year, students will select a Field of Study and using the Transfer Advising Guides and current transfer agreements already in place from the IHE, we will develop or adjust the plans we have for students.

NFPS examined all seven-degree plans provided by IHE partner. After careful review, it was decided to pursue the following degree plans in order to provide better alignment for our specific purpose and our early college high school model. Those are as follows: A.S. in Nursing, A.A. in Computer Science, and A.A.T. EC-6

Statutory Requirements (Cont'd)

2. Continued: Please use the additional space provided to respond to Statutory Requirement #2

The SA Works 2019 fourth-quarter report projects that a 13% increase in health care jobs will occur between 2019-2024. This projection predicts a high demand for registered nurses, thus causing nursing to be the most in-demand occupation in the sector. NFPS strongly believes that our students should have an opportunity to capitalize on this career. Our students will greatly benefit from obtaining their A.S. Nursing degree.

Information Technology jobs are also projected to increase by 11% from 2019-2024 and are on track to outpace the national growth by 3.4%. Students earning an A.A. in Computer Science will be in a great position to continue their education and obtain employment. It is our intent to seek IT partners to assist our students with hands-on experience via internships allowing our students to gain professional experience.

The U.S. Bureau of Labor Statistics projects that the employment of kindergarten and elementary teachers will increase by 3% from 2018-2028. Although this is slower than average for all occupations, employment growth will vary by region. Students have expressed interest in K-6 education. The A.A.T. in Teaching will allow our students a jump-start in their teaching career. Additionally, we are prepared to use our own district campuses as laboratory schools giving our students an opportunity for hands-on experience.

3. The ECHS campus must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25. The articulation agreement must provide a participating student access to postsecondary opportunities at the IHE and must address all items below: **Name the IHE and describe how the proposed program will meet the requirements for the ECHS partnership with the IHE.** a)Curriculum Alignment, b) Instructional Materials, c) Instructional Calendar, d) Courses of Study, e) Student Enrollment and Attendance, f) Grading Periods and Policies, and g) Administration of Statewide Assessment Instruments

The proposed agreement will be between New Frontiers Public Schools, and San Antonio College, a member of the Alamo College District.
a) Curriculum Alignment: The agreement will outline to process for aligning IHE offering to High School equivalency for the awarding of dual credit. Students enrolled in dual credit courses shall file a degree plan with the San Antonio College at the end of the second regular semester or term, immediately following the semester or term in which the student earned a cumulative total of 15 or more semester credit hours for dual credit courses successfully completed by the student.

Statutory Requirements (Cont'd)

3. Continued: Please use the additional space provided to respond to Statutory Requirement #3

A four-year crosswalk will be developed to demonstrate students' progress toward their selected plan of study, including alignment of high school and college level courses. b) Instructional Material: The School District will provide all required course materials including: textbooks, syllabi, course packets, and other materials needed for enrollment to classes for high school graduation credit and college-level courses to students. c) Instructional Calendar: The ECHS will follow the same instructional calendar as the IHE. Additional high school days will be scheduled to ensure compliance with TEA. d) Course of study: The School District and College will develop either a two-year or four-year course of study plan (grades 9-12) that meets the requirements of Applicable Law, provides a seamless transition for students from grade level to grade level, allows students to transition from a majority of high school classes in grades 9 and 10 to a gradual integration to college-level classes during grades 11 and 12, and represents high levels of rigor, acceleration, and support. e) Student Enrollment and Attendance: The ECHS shall administer the TSIA2 college placement exam to all prospective students no later than the fall of the 9th grade year, abiding by the rules set forth by the College Board. Students must attain TSIA scores aligned with the courses in their selected program of study to ensure appropriate college level placement, no later than the spring of the 10th grade year, to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance. ECHS students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester. f) Grading Periods and Policies: ECHS students are expected to meet academic standards (including academic progress) for College coursework. Semester grades and grading policies shall be outlined in each instructor's course syllabus. College grades are awarded on a 4.0 scale at the College. The High School will convert the college course grades according to its grading procedures. g) Administration of statewide assessments: All ECHS students are required to participate in required state, national assessments, which will be administered by the ECHS staff.

Program Requirements

1. The ECHS campus must establish a Leadership Design Team to guide the campus to begin serving students in the ECHS and provide leadership for the campus regarding ECHS. Leadership Design team members are outlined in the ECHS Blueprint. **Describe those who will participate on the ECHS Leadership Team. Include a list of the individuals and their titles, along with how often the ECHS Leadership Team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.**

The Leadership Council shall meet at least two times a year to review and evaluate the effectiveness and provide an end-of-year progress report to the Chancellor and Alamo Colleges District Board of Trustees, as well as the Superintendent and the School Board. It will leverage opportunities for fund development, innovative projects, and overall sustainability.

The Leadership Team consist of the Alamo Colleges District Chancellor or designee, the College President, Alamo Colleges District Board representative(s), and the School District's Superintendent and/or designee and Board representative(s).

Program Requirements

1. Continued: Please use the additional space provided to respond to Program Requirement #1

New Frontiers Public Schools/Frank L. Madla ECHS
Mr. Alfredo Segura Jr. – Superintendent
TBD – Director of Curriculum and Instruction
TBD - Chief Financial Officer
Mr. Jeffrey D. Flores – Principal
Mr. Khalid Zakaria – School Counselor

San Antonio College
Dr. Robert Vela – President
Dr. Jothany Blackwood – Vice President for Academic Success
Dr. Sobia Khan – Dean for Academic Success
Leticia Adams – Director of Administrative Operations

2. The ECHS campus must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills necessary for high school and college readiness and to be successful in rigorous academic and work- based educational experiences. **Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support the ECHS.**

Staff support: Staff support will be ongoing utilizing staff development days as well as coaching throughout the year in Common Instructional Frameworks to better align high school instruction with the instruction students receive from IHE. Certification of staff to teach Dual Credit courses will be offered. This will require staff to either already have or be in the process of earning a master's degree with 18 hours in a specific content area. All Dual credit staff will attend training and professional as mandated or requested by the IHE.
Student-Academic: The utilization of the AVID curriculum will be used to help students with skills specifically addressed in the program, including, but not limited to organization, study skills, and note-taking. Periods built into the schedule to address specific academic needs from the students will be utilized in order to maximize the instructional day. High risk courses may be assigned additional periods throughout the day in order to provide more instructional time to ensure mastery.
Student-Advising: Advising will occur from a two-fold approach. The IHE will provide advising specific to college course selection, degree plans, and the transfer process upon completion. The counselor will work with students and families to ensure all high school requirements are met, but also that students can earn the 60 hours or an associate degree.
Student-Social Emotional: All supports offered from the IHE will be available to students with appropriate consent from school and parent. The counselor will provide wellness checks with students as needed and perform periodic wellness activities appropriate to each group. The sizes of the groups can range as large as an entire grade level or be a small group of 3-5 students.
Parent Engagement/Training: Parent engagement will begin as early as summer before admission with the "signing" of students. Awards and recognition programs will be held with deliberate audiences to highlight student achievement. Additional training on topics such as: STAAR/EOC - What to know for my student, Dual Credit-The difference between high school and college courses, FAFSA - How to fill out the FAFSA

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA. See Program Guidelines, pages 11-12, for detailed instructions on use of grant funds.

PAYROLL COSTS (6100)   **BUDGET**

Principal Salary (a portion of the principal's salary)	$50,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Marketing and Recruitment	$50,000
Professional Development	$50,000

SUPPLIES AND MATERIALS (6300)

OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY (6600)

TOTAL BUDGET REQUEST $150,000

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
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Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

Grant App

Final Audit Report   2020-11-10

Created:	2020-11-10
By:	Khalid Zakaria (kzakaria@newfrontierspublicschools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAALCfWb8vOkaBvsgYdMCSD_ycp_ORI1p5t

"Grant App" History

📄 Document created by Khalid Zakaria (kzakaria@newfrontierspublicschools.org)
    2020-11-10 - 10:41:27 PM GMT- IP address: 45.16.114.158

✉ Document emailed to Jeffrey D. Flores (jflores@newfrontierspublicschools.org) for signature
    2020-11-10 - 10:42:35 PM GMT

📄 Email viewed by Jeffrey D. Flores (jflores@newfrontierspublicschools.org)
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✒ Document e-signed by Jeffrey D. Flores (jflores@newfrontierspublicschools.org)
    Signature Date: 2020-11-10 - 10:43:48 PM GMT - Time Source: server- IP address: 136.50.75.247

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📄 Email viewed by Alfredo Segura (asegura@newfrontierspublicschools.org)
    2020-11-10 - 11:02:02 PM GMT- IP address: 96.8.178.58

✒ Document e-signed by Alfredo Segura (asegura@newfrontierspublicschools.org)
    Signature Date: 2020-11-10 - 11:02:28 PM GMT - Time Source: server- IP address: 96.8.178.58

✅ Agreement completed.
    2020-11-10 - 11:02:28 PM GMT

Adobe Sign

TO: Alfredo Segura, Jr.
              CEO/Superintendent
              New Frontiers Public Schools

FROM: Dr. Robert Vela
              College President
              San Antonio College

SUBJ: Letter of Intent

DATE: December 13, 2019

The purpose of this letter is to make clear the intent of San Antonio College, one of the Alamo Colleges, to explore with New Frontiers Public Schools the opportunity to partner in developing an Early College High School (ECHS) onsite at San Antonio College. The Early College High School (ECHS) would:

- Design, operate and deliver a high-quality seamless 9th to 12th grade collegiate experience.
- Provide a setting for San Antonio College dual credit instruction through college and career access in a college-going environment.
- Provide student-centered support services to increase college readiness and expose students to the transformative impact of an Early College High School.

We believe that ECHS is a proven approach for education innovation that can significantly reduce the need for developmental education by FTIC students and will ease the transition between high school and the college of their choice.

San Antonio College stands firm in supporting ECHS partnerships system-wide by continuing to create college pathways for student success.

Respectfully,

Robert Vela, Ed.D.
College President

Early College High School (ECHS)
Crosswalk Template

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
Nursing	San Antonio College	Yes	AS in Nursing

Year / Grade Level	High School Course		High School Credits	Post-Secondary Course		College Credit Hours
	PEIMS Course/Code #	High School Course Name		Texas Common Course Numbering System Number	College Course Name	
Year 1 / Grade 9	03100500	Algebra 1	1.0			
Year 1 / Grade 9	03010200	Biology	1.0			
Year 1 / Grade 9	03320100	World Geography	1.0			
Year 1 / Grade 9	03220100	English 1	1.0			
Year 1 / Grade 9	03440100	Spanish 1	1.0			
Year 1 / Grade 9	03240900	Public Speaking	1.0	SPCH 1315	Public Speaking	3
Year 1 / Grade 9	03270100	College Readiness and Study Skills	0.5	EDUC 1300	Learning Frameworks	3
Year 1 / Grade 9						
Total Year 1 High School Credits			**6.5**	**Total Year 1 College Credit Hours**		**6**
Year 2/ Grade 10	03100700	Geometry	1.0			
Year 2/ Grade 10	03040000	Chemistry	1.0			
Year 2/ Grade 10	03340100	U.S. History	0.5	HIST 1301	U.S. History 1	3
Year 2/ Grade 10	03340100	U.S. History	0.5	HIST 1301	U.S. History 2	3
Year 2/ Grade 10	03220200	English 2	1.0			
Year 2/ Grade 10	03440200	Spanish 2	1.0			
Year 2/ Grade 10	03155600	Music Appreciation	1.0	MUSI 1306	Music Appreciation	3
Year 2/ Grade 10	03350100	Psychology	0.5	PSYC 2301	General Psychology	3
Total Year 2 High School Credits			**6.5**	**Total Year 2 College Credit Hours**		**12**
Year 3/Grade 11	03100600	Algebra 2	1.0			
Year 3/Grade 11	03050000	Physics	1.0			
Year 3/Grade 11	03330100	U.S. Government	0.5	GOVT 2305	Federal Government	3
Year 3/Grade 11	03220300	English 3	0.5	ENGL 1301	Composition 1	3
Year 3/Grade 11	03220300	English 3	0.5	ENGL 1302	Composition 2	3
Year 3/Grade 11	PES00052	Foundations of Personal Fitness	1.0			
Year 3/Grade 11	03380002	Special Topics in Social Studies	1.0	GOVT 2306	Texas Government	3
Year 3/Grade 11	03310300	Economics	0.5			
Year 3/Grade 11						
Total Year 3 High School Credits			**6**	**Total Year 3 College Credit Hours**		**15**
Year 4/Grade 12	03101100	Pre-Calculus	1.0	MATH 1414	College Algebra	4
Year 4/Grade 12	13037200	Scientific Research and Design	0.5	CHEM 1411	General Chemistry 1	4
Year 4/Grade 12	13037200	Scientific Research and Design	0.5	CHEM 1412	General Chemistry 2	4
Year 4/Grade 12	03220400	English 4	0.5	ENGL 2322	British Literature 1	3
Year 4/Grade 12	03220400	English 4	0.5	ENGL 2323	British Literature 2	3
Year 4/Grade 12	03102530	Statistics	1.0	MATH 1342	Statistics	3
Year 4/Grade 12	3380002	Special Topics in Social Studies	1.0	PHIL 2306	Introduction to Ethics	3
Year 4/Grade 12	13014300	Human Growth and Development	1.0	PSYC 2314	Lifespan Growth and Development	3
Year 4/Grade 12	13023000	Food Science	1.0	BIOL 1322	Nutrition and Diet Therapy	3
Total Year 4 High School Credits			**7**	**Total Year 4 College Credit Hours**		**33**
Total High School Credits			**26**	**Total College Credit Hours**		**66**

Certification (s) to be earned by high school graduation:	None
Degree (s) to be earned by high school graduation:	AS in Nursing

ECHS Academics Matrix for Student Supports and Services Template

Identify and describe the student supports and services which will be provided in Grades 9-12 for students participating in the ECHS program that will enable students to successfully persist through the rigor of the program and complete an associate degree. *You may add/delete rows as needed to customize for your ECHS program.*

Year/Grade Level in Which Student Receives Supports/Services	Identify Each Student Support/Service Provided	Describe the Implementation of Each Student Support/Service	Anticipated Student Outcome	Campus/District/IHE Stakeholder(s) with Primary Responsibility for Supports/Services
Summer before Grade 9	Community Building	Summer Bridge	100% Participation	Campus/IHE
	Parent Engagement	Parent Orientation	100% participation	ECHS Administration
Year 1/Grade 9	College Advising	Navigate college processes, systems, and expectations. Familiarize students with degree plan structures. Conducted as a whole group.	100% participation	IHE
Summer before Grade 10				
Year 2/Grade 10	College Advising	Students select pre-major for future course selection. Conducted as a whole group.	100% participation	IHE
Summer before Grade 11				
Year 3/Grade 11	College Advising	Degree audits select university of choice for transferability. Conducted in small groups.	100% participation	IHE

ECHS Academics Matrix for Student Supports and Services Template

Identify and describe the student supports and services which will be provided in Grades 9-12 for students participating in the ECHS program that will enable students to successfully persist through the rigor of the program and complete an associate degree. *You may add/delete rows as needed to customize for your ECHS program.*

	Individual Parent Meeting	Counselor, Parent and Student all discuss final year expectations, course selection for senior year.	>90% participation	ECHS Counselor
Summer before Grade 12	College Application workshop	Assist student in finalizing college applications. Ensure students have all needed components for successful application. Review terminology that students may encounter on application.	>70% participation	ECHS Counselor
	Senior breakfast	Meet with parents to discuss senior year expectations, and provide a timeline for all senior year dates	>90% participation	ECHS Admisnitration
Year 4/Grade 12	College Advising	Development of transition plans for post high school studies. Graduation applications and final degree audits as needed. Conducted in small groups or individually as needed.	100% participation	IHE