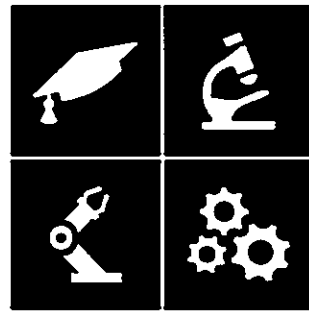




**TEXAS
COLLEGE &
CAREER
READINESS
SCHOOL
MODELS**

CLINT ISD EARLY COLLEGE ACADEMY

ECHS Renewal Application

2026-2027

Academy Information

School District: Clint ISD

Campus: CLINT ISD EARLY COLLEGE ACADEMY

Academy Name: Clint ISD Early College Academy

Which model does the district intend to implement at this time? Within these models, there are variations. For this purpose, the campus is defined as a county-district-campus (CDC) number, not a physical location.

Model District will Implement: **Stand Alone Academy**

Grade Levels Served

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

Grade level(s) our academy plan to serve in 2026-2027: **9th Grade;10th Grade;11th Grade;12th Grade**

Range of Students

Select the number of 9th grade students that you plan to serve in 2026-2027: **81-90 students**

Select the number of 10th grade students that you plan to serve in 2026-2027: **71-80 students**

Select the number of 11th grade students that you plan to serve in 2026-2027: **81-90 students**

Select the number of 12th grade students that you plan to serve in 2026-2027: **71-80 students**

District and Academy Members

Application Primary Contact

Please list the full name of the person primarily responsible for completing this application.

Primary Contact Name: **Mrs. Elena Acosta**

Primary Contact Email: **elena.acosta@clint.net**

Primary Contact Job Title: **Principal**

District Superintendent Information

Superintendent Name: **Dr. Juan Martinez**

Superintendent Email: **juan.martinez@clint.net**

Superintendent's familiarity with the ECHS Model (years of experience): **8+ years of experience**

ECHS School Leader Information

(ECHS leader who has the authority over course and instructor scheduling, staff and faculty hiring, and budget development)

ECHS School Leader Name: **Mrs. Elena Acosta**

ECHS School Leader Email: **elena.acosta@clint.net**

ECHS School Leader's familiarity with the ECHS Model (years of experience): **0-3 years of experience**

ECHS Counselor Information

Counselor Name: **Mr. Roy Suarez**

Counselor Email: **roy.suarez@clint.net**

Counselor's familiarity with the ECHS Model (years of experience): **0-3 years of experience**

ECHS PEIMS Official Information

PEIMS Official Name: **Mr. Eduardo Trevizo**

PEIMS Official Email: **eduardo.trevizo@clint.net**

PEIMS Official's familiarity with the ECHS Model (years of experience): **4-7 years of experience**

Needs Improvement

Needs Improvement Leader Name: **0-3 years of experience**

Needs Improvement Leader Email: **elena.acosta@clint.net**

Needs Improvement Leader familiarity with the ECHS model: **0-3 years of experience**

Confidence level of exiting needs improvement: **Somewhat Confident**

Degrees and Credentials

The Early College High School shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate's degree, or earn at least 60 credit hours toward a baccalaureate degree 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 the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by Title 19 of the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate's degree, or earn at least 60 credit hours towards a baccalaureate degree during grades 9-12.

Endorsements and Career Clusters

What endorsement(s) and career clusters will your academy plan to serve in the 2026-2027 school year?

Endorsements: Arts and Humanities; STEM (Science, Technology, Engineering, and Mathematics); Multidisciplinary Studies

Career Clusters: Arts, A/V Technology, & Communications

Programs of Study Academy Will Offer

Please select the Program(s) of Study (POS) that the PEIMS-coded academy will offer in 2026-2027.

POS: Arts, A/V Tech & Communications: Graphic Design and Interactive Media

Degrees and Certificates Offered

When describing this course of study, include the transferability and applicability of college credit offered between a 2-year and a 4-year institution.

The Clint ISD Early College Academy (CECA) administration created an academic credit crosswalk to identify the Texas high school credits which align to the El Paso Community College (EPCC) courses that fulfill the associate's degree plan. The planning and sequencing of the students' course registration for the high school and college align with the crosswalk. The Memorandum of Understanding (MOU) explicitly states that CECA must adhere to the EPCC degree plans and exclusively register students with EPCC to complete the associate degree's sixty credit hours. CECA offers college courses at the home campus and the EPCC campus to balance travel times and student schedules.

The CECA administration and counselor diligently examine student schedules and transcripts to align with the EPCC associates of arts (AA) and associates of science (AS) degree plans. In addition to counselor advising students, they are also guided by the CECA staff on their choices of degree plan options, career viability and the requirements during orientation through the 10th grade year and the advisory class all students must have every year. As per the MOU, CECA and EPCC routinely communicate and examine student schedules and progress on degree plans. Although the MOU does not stipulate a specific meeting, the CECA staff, the EPCC counselors and the University of Texas at El Paso (UTEP) advisors meet once every semester to align the AA and AS degree plans to the baccalaureate degrees. Many times, students do not know, or they need time to decide on degree plans. The CECA counselor registers students for the core requirements first, allowing them to gain more information and mature to make important decisions. With the support of EPCC and UTEP, our students attend the new student orientation every semester for advising and are registered for their chosen baccalaureate degree. The MOU stipulates that CECA students are entitled to all EPCC services and resources.

Which of the following degrees, certificates, or certifications does the academy offer in 2026-2027?

Types of Degrees and Certifications: Associate Degree

Associate Degree: Associate of Arts (A.A.); Associate of Science (A.S.)

Associate of Arts (A.A.)

A.A. Degree Subject 1: Multidisciplinary Studies

A.A. Degree Subject 2: Criminal Justice

A.A. Degree Subject 3: Computer Science

A.A. Degree Subject 4: Psychology

Associate of Science (A.S.)

A.S. Degree Subject 1: Engineering

A.S. Degree Subject 2: Multidisciplinary Studies in Sciences

A.S. Degree Subject 3: Biology

Deleted Associate Degree Types

Will you academy be deleting and degree types in the upcoming year?

No

Articulation Agreement

Does the Institution of Higher Education partner currently have an articulation agreement with a four-year Institute of Higher Education detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?

Yes

Provide the university name that the ECHS has an articulation agreement with and the bachelor's degree that students could earn using their associate degree and accrued credits.

UNIVERSITY NAME	2-YEAR DEGREE	4-YEAR DEGREE
University of Texas at El Paso	Associate of Arts	Bachelor of Arts
University of Texas at El Paso	Associate of Science	Bachelor of Science

Recruitment and Enrollment Process

In 250 words or less, please outline at least three key strategies for the future recruitment and enrollment process that meet the ECHS open enrollment requirements for your district and For Planning Purposes Only – applications must be submitted via the application site student population. Please refer to the ECHS Blueprint (3.1, 3.3, and 3.4) when answering this question.

The ECHS academy shall be open enrollment for all students. Recruitment and enrollment processes shall identify, recruit, and enroll subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. In addition to those who are at risk as defined by PEIMS, the ECHS shall identify, recruit, and enroll subpopulations that are historically underrepresented in college courses. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA) or other criteria that create barriers for student enrollment. Please outline the established plans for recruitment and enrollment process that meets the open enrollment requirements.

Our online application for incoming 9th grade students is in both English and Spanish. Each middle school campus in the district will have presentation parent sessions in both English and Spanish. Students will also share information during the middle school's Open House. Additional visits to the middle school campuses will be made by administrators, counselors and current students in the new Student Ambassador program, to allow students to ask questions. Student Ambassadors will visit the district middle schools and present to the 8th graders during their math classes. An Eighth Grade Open House for parents and students is scheduled in January. In March, incoming students are invited to attend "A Day in the Life of a Patriot" and follow current students schedules. The teachers plan for engaging lessons to give new students a taste of what it will be like attending school at CECA. During all of these events, we will emphasize to parents and students that we have an open enrollment policy, which avoids using grades, test scores, Students with Disabilities coding or discipline records in our enrollment process. Applicants who attend Clint Schools are given first priority. Students who live in the district but attend out of district schools are given second priority. If any seats are available then any applications from students who reside outside of district will be considered. All applications are submitted to a lottery process if they exceed the 125 student limit per category as per MOU with EPCC.

When will your campus begin the primary recruitment phase of 8th grade students: August - October

When will your campus inform the majority of your students of their acceptance into the program: February - April

In 250 words or less, please outline any challenges you foresee related to the future recruitment and enrollment process for your district and student population. Please refer to the ECHS Blueprint (3.1, 3.3, and 3.4) when answering this question.

Clint Early College Academy (CECA) is a stand-alone campus with a commitment to serving underrepresented populations. While we accept all eligible applicants, our current enrollment data shows that the percentage of economically disadvantaged students is below target. To strengthen equity and access, CECA seeks technical assistance on effective recruitment strategies that specifically engage and encourage economically disadvantaged students to apply and enroll.

Summer Bridge Program

What month(s) will you offer the Summer Bridge program? Please refer to the ECHS Blueprint (5.1) when answering this question

June Summer Bridge Program

Partnerships

Does the academy have an established partnership with an Institution of Higher Education Partner: Yes

IHE Partner 1 Information

Please enter the Institution of Higher Education partner contact information below. (This colleague is typically the person who works directly with your campus on an ongoing basis to further strengthen the academic support and dual credit components of the partnership)

IHE Primary 1 Campus Partner: El Paso Community College District

IHE Partner 1 Name: Ms. Tonle Badillo

IHE Partner 1 Email: mbadill4@epcc.edu

IHE Partner 1 Job Title: Dean of Dual Credit and Early College High School

Does the academy have an established partnership with an additional Institute of Higher Education Partner? No

Workforce Board Partner

Do you work with a Workforce Board to support your academy? Please refer to the ECHS Blueprint (4.1) when answering this question. No

If no, briefly describe the campus plan and timeline for creating this helpful partnership: Using outcomes-based planning, CECA will engage the Workforce Board to:

Provide labor market information to align dual credit and workforce pathways with high-demand industries.

Facilitate internships, job shadowing, and career exploration opportunities for CECA students.

Offer training sessions and workshops on employability skills, certifications, and workforce readiness.

Collaborate with CECA staff to ensure students understand the connection between high school coursework, college credit, and workforce pathways.

Implementation Timeline:

January: Research and Initial Outreach

Weeks 1–2: Identify potential workforce partners through Workforce Board recommendations.

Weeks 3–4: Conduct initial outreach to establish communication.

February: Planning and Initial Meeting Setup

Weeks 1–2: Schedule formal meetings with identified partners.

Weeks 3–4: Conduct initial meetings to share CECA's vision and explore partnership opportunities.

March: Define Program Structure and Engage Students

Weeks 1–2: Collaborate with workforce partners to define the structure of student programs (e.g., internships, job site visits, certifications).

Weeks 3–4: Engage students, parents, and CECA staff in planning activities to ensure awareness and buy-in.

May: Preparation for Program Launch

Weeks 1–2: Finalize partnership agreements, roles, and responsibilities.

Weeks 3–4: Conduct orientation for staff and students; workforce partners prepare resources and materials.

June: Program Execution

Launch workforce partnership activities, including career experiences, training sessions, and student engagement opportunities.

Technical Assistance Needs:

To strengthen the partnership, CECA's leadership team requests support in:

Identifying best practices from ECHS campuses with successful Workforce Board collaborations.

Developing systems to track student participation and outcomes in workforce readiness activities.

Guidance on integrating workforce experiences into students' academic and degree plans.

By aligning with the ECHS Blueprint (4.1) and engaging the Workforce Board in a structured manner, CECA will expand student access to workforce pathways that reinforce academic learning and prepare students for both college and career success.

Advanced Academics

Select the type of advanced courses your campus will offer in the 2026-2027 school year. Select all that apply.

Type of Advanced Courses Offered: Dual Credit; Advanced Placement (AP)

Dual Credit Questions

Type of Dual Credit Courses: Academic Course Guide Manual (AGCM)

Which delivery format(s) will you employ when teaching these dual credit courses? Select all that apply: A hybrid approach of the two formats above

TSI Testing Site Information

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §4.53) to all accepted ECHS students to assess college readiness, design individual instructional support plans, and enable students to begin college courses based on their performance on the exam.

Is the campus currently a TSI testing site or planning to become one: Yes

Describe how the campus plans to continuously monitor and improve implemented plans for TSI success, ensuring the academy is on track to meeting with the outcomes-based Achievement measure. Please refer to the ECHS Blueprint (4.7) when answering this question.

Students who do not pass TSI assessments are placed in reading and math intervention classes. Students are assessed using Measures of Academic Progress (MAP) at the beginning, middle and end of the year in reading and math. Teachers analyze the data and begin working on the gaps MAP has identified. Students also are engaged through Edgenuity, a program provided by EPCC. Students will also be afforded the opportunity to take college connect courses in Speech and Math 1314. The campus will also enroll these students in support classes for these courses.

Curriculum and Support

Academic Supports (Blueprints 5.2; 5.3)

Provide examples of how the campus plans to provide all students with a system of academic supports. List activities and brief descriptions of the activities. Add a new row for each provided service. For more information please refer to the ECHS Blueprint (5.2, 5.3).

Academic Support Service 1: Activity: Weekly Tutoring Services

Academic Support Service 1: Description: Students have access to after-school tutoring for all core subjects.

Academic Support Service 2: Activity: Advisory Period

Academic Support Service 2: Description: Students are assigned an academic advisor to monitor progress, set goals, and offer guidance during their advisory period on Monday, Wednesday and Friday.

Academic Support Service 3: Activity: Dual Credit Support from EPCC

Academic Support Service 3: Description: EPCC provides in person and online tutoring for all CECA students attending CECA. Assistance in writing is afforded to students in the writing center. Library Services also provides services to CECA students.

Academic Support Service 4: Activity: Individualized Learning Plan and College Preparation

Academic Support Service 4: Description: The counselor creates personalized academic plans for students to ensure they are on track

with both high school and college coursework. The counselor offers sessions on college readiness, including SAT/ACT prep, college applications, FAFSA and scholarship opportunities.

Behavioral and Mental Health Supports (Blueprints 5.5)

Provide examples of how the campus plans to provide all students with a system of behavioral and mental health supports. List activities and brief descriptions of the activities. Add a new row for each provided service. For more information please refer to the ECHS Blueprint (5.5).

Behavioral Support Service 1: Activity: Counseling Center

Behavioral Support Service 1: Description: The campus counselor is available for immediate support for students who may be experiencing issues with behavioral and mental health.

Behavioral Support Service 2: Activity: Zen Zone

Behavioral Support Service 2: Description: This is a sensory room that is available to students. In the room the counselor will work with students on breathing, and behavior management techniques as required. Students will be able to engage in sensory activities dependent on need to allow students to self-regulate their emotions.

Behavioral Support Service 3: Activity: Counseling Partnerships

Behavioral Support Service 3: Description: The district has established several partnerships with local counseling groups and mental health institutions to refer students in need of mental health services. The campus allows students to meet with personnel from these agencies either in person or virtually on the campus during school hours.

Behavioral Support Service 4: Activity: Classroom Circles

Behavioral Support Service 4: Description: Advisory class will include Circles, where students reflect on stress level and share with the class if so desired what their level are. LEvels are 1-5, 5 being great and 1 extremely stressed. Teacher will note students who have a level of 1 or 2 and report this to the counselor. The counselor will check in with the students.

Career and College Supports (Blueprints 5.4; 5.7)

Provide examples of how the campus plans to provide all students with a system of career and college supports. List activities and brief descriptions of the activities. Add a new row for each provided service. For more information please refer to the ECHS Blueprint (5.7).

Career/College Support Service 1: Activity: Advisory Period- College Readiness Curriculum Support

Career/College Support Service 1: Description: Students receive campus created curriculum that is grade level based in areas such as choosing a college, financing college, careers, scholarship support, FAFSA and other topics that support college planning after high school.

Career/College Support Service 2: Activity: New Student Orientations at EPCC & UTEP

Career/College Support Service 2: Description: Both IHE support our students with orientations. The UTEP orientation provides academic advising and early registration for students.

Career/College Support Service 3: Activity: College Visits and Recruitment

Career/College Support Service 3: Description: Students participate and attend TACRAO college fair and counselor invites local and state colleges to visit and recruit students.

Career/College Support Service 4: Activity: Military Recruiter Visits/ASVAB

Career/College Support Service 4: Description: Military recruiters from the Army, Air Force and Navy are invited to meet with interested students. ASVAB testing is offered each semester for any students interested in the military or interested in learning more about their skills and how those would match to careers/jobs.

Enrichment Opportunities (Blueprint 5.6)

Provide examples of how the campus plans to provide all students with a system of enrichment opportunities. List activities and brief descriptions of the activities. Add a new row for each provided service. For more information please refer to the ECHS Blueprint (5.6).

Enrichment Opportunity 1: Activity: Honor Societies

Enrichment Opportunity 1: Description: CECA has the following honor societies: the National Honor Society, Mathematics Honor Society, The Chemistry Honor Society, The Spanish National Society, and the Computer Science Honor Society. All of these promote academic excellence and community service.

Enrichment Opportunity 2: Activity: Student Clubs

Enrichment Opportunity 2: Description: There are many student clubs based on student interest such as literature club, art club, environmental club, chemistry club, history club, High-Q, planting club, Agents of Change (autism awareness), Say What! (anti-smoking awareness), Student Council, Cheer Club, Queer Straight Alliance and Forensics club.

Enrichment Opportunity 3: Activity: Student Academic Competitions

Enrichment Opportunity 3: Description: Students have opportunities to compete in academic activities such as robotics,

eSports, UIL Academic competitions, High-Q quiz bowl and science fair.

Enrichment Opportunity 4: Activity: Student Athletic Competitions

Enrichment Opportunity 4: Description: Students have opportunities to compete in intermural sports against other regional early college high schools in the areas of soccer, volley ball, and basketball.

Students also compete on campus against student created teams for campus recognition of sports prowess.

Access Outcomes-Based Data Information

What indicator did you find more challenging in regard to the outcomes-based ACCESS data measures in the previous year?

Economically-Disadvantaged Students: No more than 10% under district (grades 9-12)

How confident are you that you will reach the outcomes-based ACCESS data measures for designation status in 2025-2026?

Somewhat Confident

Describe how your academy will use the outcomes-based ACCESS data for improvement and what additional technical assistance your leadership team needs to help improve on this measure in 2025-2026?

Clint Early College Academy (CECA) will use the outcomes-based ACCESS data to guide improvement efforts by analyzing enrollment patterns and identifying barriers that limit access for economically disadvantaged and at-risk students. While CECA accepted all eligible applicants, the 2025–2026 outcomes revealed that we did not meet the target percentage for economically disadvantaged students. This data will be reviewed by our leadership team and used to inform specific strategies to expand access and equity.

For 2026–2027, CECA will implement targeted outreach initiatives that include:

Conducting early presentations beginning at the 6th-grade level to inform students and families of the early college opportunities.

Sending invitations directly to students identified as economically disadvantaged and/or at-risk to encourage them to apply.

Partnering with feeder middle schools and counselors to ensure students who may benefit most from the program are aware and supported in the application process.

Monitoring application and enrollment data quarterly to track progress toward ACCESS benchmarks and make timely adjustments.

To strengthen our improvement efforts, CECA's leadership team would benefit from additional technical assistance in the following areas:

Best practices from other Early College High Schools that have successfully increased enrollment of economically disadvantaged students.

Training on data-driven recruitment strategies and effective outreach models for underrepresented families.

Support in developing sustainable partnerships with middle schools and community organizations to create stronger pipelines for economically disadvantaged and at-risk students.

By leveraging the outcomes-based ACCESS data alongside targeted technical assistance, CECA will strengthen equitable access and work toward meeting or exceeding the CCRSM measure in 2026–2027.

Achievement Outcomes-Based Data Information

Select the three data indicators that your campus is prioritizing in 2025-2026 to reach future OBM Achievement Designation requirements. outcomes-based achievement designation status.

TSIA and STAAR EOC Criteria in Mathematics: 60% of students meet TSIA score or STAAR EOC criteria in mathematics by the end of 11th grade; TSIA and STAAR EOC Criteria in ELA/Reading: 70% of students meet TSIA score or STAAR EOC criteria in ELA/Reading by the end of 11th grade; College Readiness in Mathematics and ELA/Reading: 40% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation

How confident are you that you will reach the OBM Achievement data indicator requirements for future Designation status?

Confident

Describe how your academy will use the outcomes-based achievement data for improvement. What additional technical assistance does your leadership team need to help improve on this measure in 2025-2026?

For 2026–2027, CECA will implement the following improvement actions:

Mathematics (TSIA/EOC 60% goal):

Provide structured after-school tutoring and targeted interventions using MAP and EOC data to address specific skill gaps.

Integrate TSIA prep modules into Algebra II and Pre-Calculus courses to align classroom instruction with college readiness standards.

Use Aggressive Monitoring strategies during instruction to ensure mastery of foundational concepts.

ELA/Reading (TSIA/EOC 70% goal):

Embed reading and writing strategies across all content areas, including Talk-Read-Talk-Write structures, to build academic literacy.

Offer TSIA boot camps with diagnostic assessments to personalize support and accelerate readiness.

Provide cross-curricular collaboration between ELA teachers and dual credit faculty to strengthen alignment.

College Readiness by Graduation (CCMR 40% goal):

Monitor students' TSIA progress beginning in 9th grade and track growth through 12th grade to ensure timely interventions.

Expand dual credit academic supports to help students persist once they meet TSIA criteria.

Incorporate college readiness workshops for students and families to reinforce the importance of testing benchmarks.

To enhance these strategies, CECA's leadership team requests technical assistance in the following areas:

Access to proven intervention models and curriculum resources that accelerate TSIA readiness in mathematics and reading.

Professional development for teachers on embedding college readiness skills into daily instruction.

Guidance on developing early-warning data dashboards that track student progress toward TSIA, STAAR EOC, and CCMR measures in real time.

By leveraging outcome data and additional technical assistance, CECA will implement targeted supports to ensure more students meet TSIA, STAAR EOC, and CCMR benchmarks, advancing overall college readiness for all students.

Attainment Outcomes-Based Data Information

Select the three data indicators that your campus is prioritizing in 2025-2026 to reach future OBM Attainment Designation requirements.

Earn 9 College Credits: 30% of students earn 9 college credits (any) by the end of 10th grade; **Earn at least 3 College Credits in ELA or Mathematics:** 40% of students earn an ENGL or MATH college credit by the end of 11th grade; **Earn 15 College Credits:** 50% of students earn 15 college credits (any) by graduation

How confident are you that you will reach the OBM Attainment data indicator requirements for future Designation status?

Confident

Describe how your academy will use the outcomes-based attainment data for improvement. What additional technical assistance does your leadership team need to help improve on this measure in 2025-2026?

For 2026–2027, CECA will implement the following improvement actions:

Earn 9 College Credits by the End of 10th Grade (30% goal):

Provide structured advising and degree planning beginning in 9th grade to ensure students are scheduled for appropriate dual credit courses by 10th grade.

Expand academic supports such as tutoring and study skills workshops specifically for first-time dual credit students.

Collaborate with EPCC faculty to align supports for students in gateway courses.

Earn at Least 3 College Credits in ELA or Mathematics by the End of 11th Grade (40% goal):

Prioritize enrollment in ENGL 1301/1302 and college-level mathematics courses for students who meet TSIA/STAAR benchmarks by 11th grade.

Provide targeted TSIA prep and retesting opportunities to increase eligibility for ENGL and MATH dual credit.

Offer embedded writing and math support within core classes to strengthen readiness for college-level coursework.

Earn 15 College Credits by Graduation (50% goal):

Develop individualized graduation plans to ensure students are on track to meet or exceed the 15-credit benchmark.

Implement a monitoring system to track student credit accumulation each semester and flag those falling behind.

Increase family engagement sessions to communicate the importance of persistence in dual credit courses and available supports.

To strengthen these initiatives, CECA's leadership team requests technical assistance in the following areas:

Best practices from other Early College High Schools that have successfully accelerated credit attainment, particularly by 10th grade.

Training for staff on effective advising models that balance student support with program rigor.

Support in building data systems that track student progress in both high school and dual credit coursework to guide timely interventions.

By acting on outcome data and leveraging additional technical support, CECA will increase early credit attainment and ensure students graduate with a strong foundation of transferable college hours.

Benchmark Products

Please share the hyperlink or website where your required design element artifacts will be published for public display. Refer the ECHS Blueprint Artifacts section for more information. Product URL: <https://ceca.clintweb.net/academics>

After the inaugural ECHS Planning Year, all required artifacts shall be published on the ECHS website, made available to TEA upon request, and maintained according to the local records retention policy. Please refer to the Required ECHS Artifacts section for more information.

Sender Name:

Sender Email: ccrsm@texascrrsm.org

Send to Name: Elena Acosta

Send to Email: elena.acosta@clint.net

RecordId: a2PJw000001VGxZMAW

2026-2027 ECHS Designation Application Assurances

District Name:	Clint ISD
Campus Name:	CLINT ISD EARLY COLLEGE ACADEMY
Campus CDC Number	071901009

The ECHS Designation application must be reviewed and submitted with a signed assurance document by officials from:

- School District
- Institution of Higher Education (IHE)

The signatures must be from individuals who are authorized by their local boards to bind the applicant organization in a legally binding contractual agreement.

By signing the designation application assurance, the district, IHE partner assures that they will:

- Meet all the required designed elements as outlined in the ECHS Blueprint
 - Work with the TEA assigned technical assistance provider during the school year to develop a plan to meet the outcomes-based measures.
- Application review prior to signing is strongly encouraged.

Enter the requested contact information below for the following officials

Authorized School District or Charter Official

Title	CLINT ISD SUPERINTENDENT	
First Name	JUAN	
Last Name	MARTINEZ	
Phone	915.926.4001	
Email	Juan.Martinez@clint.net	
Authorized School District or Charter Official Signature		

2026-2027 ECHS Designation Application Assurances

District Name:	Clint ISD
Campus Name:	CLINT ISD EARLY COLLEGE ACADEMY
Campus CDC Number:	071901009

The ECHS Designation application must be reviewed and submitted with a signed assurance document by officials from:

- School District
- Institution of Higher Education (IHE)

The signatures must be from individuals who are authorized by their local boards to bind the applicant organization in a legally binding

contractual agreement.

By signing the designation application assurance, the district, IHE partner assures that they will:

- Meet all the required designed elements as outlined in the ECHS Blueprint
- Work with the TEA assigned technical assistance provider during the school year to develop a plan to meet the outcomes-based measures.

Application review prior to signing is strongly encouraged.

Enter the requested contact information below for the following officials

Authorized Institute of Higher Education (IHE) Official

Title	President	
First Name	William	
Last Name	Serrata, Ph.D.	
Phone	915-831-6511	
Email	wserrata@epcc.edu	
Authorized Institute of Higher Education (IHE) Official Signature	