Early College Academy

Greeley-Evans
Weld County School District 6
1025 Ninth Ave
Greeley, CO 80631

Wayne Eads, Superintendent
Dr. Stacie Datteri, Chief Academic Officer
Paul Francisco, Director CTE and Post-Secondary
An Early College Academy for Weld County
Executive Summary

For several years, Aims Community College (Aims) and Greeley-Evans School District 6 (District 6) have been partners offering collaborative programs for secondary students. The Aims/District 6 Career Academies and Concurrent Enrollment Program have been providing post-secondary opportunities for more than 100 students each year for the past several years. Both programs have been very successful and could become national partnership models. The success of these initiatives calls for the expansion of the Aims/ District 6 partnerships to create the Early College Academy which would dramatically expand opportunities for District 6 students to earn post-secondary credits while in high school. The model is based upon the successful Early College High School initiatives sponsored by the Gates Foundation and other prominent national foundations.¹ Our goal is to bring together Aims Community College and District 6 to create Weld County’s first Early College Academy.

Early College Academy is unlike concurrent enrollment, Advanced Placement, and other pre-college programs in the reach and coherence of its blended academic program. Early College Academy:

- Integrates students’ high school and college experiences, both intellectually and socially;
- Blends the curriculum as a coherent unit, with high school and college-level work melded into a single academic program that meets the requirements for both a high school diploma and grants college credits through Aims Community College;
- Enables students to earn an Aims Community College Associate of Arts (A.A.) degree and to transfer those credits to another college. ²

Similar models have demonstrated great potential to improve high school graduation rates and better prepare students for high-skilled careers that require a post-secondary degree. The central concept involves engaging students in a rigorous, college-level curriculum which compresses the number of years to achieve a college degree.³ The school’s focus is on academic rigor and high expectations, not remediation.

The project will be piloted in year 1 through a collaboration of Aims Community College and District 6 to serve one cohort of up to 125 freshmen and one cohort of 125 sophomore students. In year 2, the project will be expanded to three cohorts of up to 125 students each in the ninth, tenth, and eleventh grade. When fully implemented in year 3, up to 500 students will be enrolled.

The Early College Academy Advisory Committee has identified these outcomes:

- Improve high school student access to college
- Improve postsecondary completion rates
- Increase baccalaureate degree attainment of Greeley students
- Better prepare students for postsecondary enrollment and the workforce

¹ Early College Academy Initiative was inaugurated under the leadership of the Bill & Melinda Gates Foundation and with support from the Carnegie Corporation of New York, the Ford Foundation, and the W. K. Kellogg Foundation.
² Adapted from http://www.earlycolleges.org
³ Ibid.
Introduction
About School District 6
District 6 serves more than 20,000 students in the communities of Greeley and Evans, Colorado. It has 25 district-operated schools, plus five charter schools and an online academy.

District 6 students’ academic performance has been rising steadily over the past five years and high school graduates routinely earn prestigious honors, awards and scholarships to colleges and universities all across the nation. Graduation rates have continued to increase, drop-out rates have continued to decrease and the District 6 school board and instructional team are committed to continually working to improve the education of all students.

Early College Academy not only complements the current academic programs offered throughout District 6 but it also will serve to alleviate overcrowding in two of District 6’s most comprehensive high schools. Parents and school board members have identified a need for another high school in Greeley and Early College Academy will fulfill that need.

Implementation Plan
The Early College Academy is scheduled to open in the fall semester of 2015 with freshman and sophomore classes and will be located in the Aims Community College facility at 5590 West 11th Street in Greeley, Colorado. The implementation plan calls for the governance of the school to remain a District 6 district high school but the plan will include a cooperative approach between District 6 and Aims to the schools facility, technology, administration, and school staffing. Funding for the school will be provided by Colorado’s per pupil funding with District 6 contracting services from Aims Community College. Aims and District 6 will work together to supplement services so they match the high quality services currently offered to Aims Community College students throughout the college system.

Vision of Early College Academy
Early College Academy will create a high performing high school of 500 ninth through twelfth grade students for District 6. The vision of Early College Academy is the following:
- To work collaboratively with Aims Community College to create the leading public school in the country.
- To increase the number of college ready graduates from District 6 Schools attending four-year colleges.
- To double post-secondary enrollment of District 6 students in Aims Community College over the next 3 years and increase the number of students participating in a four-year college degree within the next 6 years.
- To create an innovative high-performing school where students acquire a rigorous academic foundation that they can apply to the community and world around them in meaningful ways.
- To develop an academic program where all students earn college acceptance and are prepared to successfully earn a college degree
- To graduate students with character and a sense of civic responsibility of whom a significant percentage will assume leadership positions.
- To be an innovative school that creates the national model and center for Early College Academy education in the country.
- To produce a school model that redefines the approach to successful secondary education.

Components of Early College Academy education model include:
- An academic program that has graduation requirements that meet the requirements
for guarantee transfer classes as outlined by Colorado Commission of Higher Education (CCHE) and Aims Community College.

- An academic program that exceeds District 6 instructional standards and meets high school graduation requirements.
- A diverse student body economically, ethnically, and academically that mirrors the District 6 population.
- An intentional school culture that provides all students with the opportunity to become future leaders.
- A culture of individual and systemic support, including early student intervention programs, 21st Century teaching and learning through an extensive and personalized blended learning program.
- All students earning an A.A. degree which will be accepted under the guarantee transfer guidelines for Colorado’s four-year colleges and universities.

Educational Program Design

Foundation
Early College Academy believes that all students can learn and that it is the responsibility of educators to ensure that students achieve. The following four beliefs serve as the foundation for the instructional program:

- Early College Academy holds high expectations for all students and will support all students to meet these high standards.
- There is no remedial track. Instead of tracking students, Early College Academy provides support and challenge when appropriate through student grouping and differentiation and offering additional support to ensure that all students are college ready.
- Every student learns differently, and classroom instruction must accommodate diverse learning styles and abilities.
- Every student is expected to complete a two-year A.A. Degree program, regardless of his or her academic starting point.

Rigorous Academic Culture
Early College Academy will create a rigorous academic culture that cultivates a college-going atmosphere. Early College Academy will establish four expectations which will be shared among staff, students, and parents. Those expectations are:

- To require students’ best effort daily, expect all students to succeed, and support their efforts to do so.
- To provide a strong foundation in each academic discipline so that students can engage in rigorous work.
- To achieve student mastery in college-readiness standards that enable all students to earn a two year A.A. degree, and be successful in college or university, graduate school, and professionally.
- To build critical thinking skills among students to solve real-world problems through the ability to understand, analyze, apply, and synthesize ideas and knowledge.

Integrated Approach
Early College Academy seeks to establish a transformational educational model. Sense of community, equity, 21st Century Skills and a shared sense of responsibility are also essential elements of a well-rounded education. While recognizing that academics always come first, Early College Academy seeks to use an integrated approach in order:

- To effectively use technology as a tool to enhance learning and to integrate it across disciplines.
- To build a common understanding that each student chooses to be a part of a community, sharing in the responsibilities and sacrifices such a commitment brings.
To build a unified student body, embracing the challenges of gender, economic and cultural diversity, fulfilling the commitment to have an inclusive student body which includes economically disadvantaged families, and diverse populations.

To actively encourage parents to partner with Early College Academy and to play significant roles in the daily lives and work of their children.

Personalized Environment
Early College Academy seeks to create a school which maximizes the benefits of its small size and accentuates the positive attributes of a personalized college education offered at Aims Community College. Early College Academy seeks:

- To create a community where each student is known and supported to achieve their potential.
- To embrace the positive elements of a small school while recognizing, and attempting to mitigate the drawbacks of its size.
- To instill in students the desire and the knowledge of how to pursue independent learning.
- To teach with the aim of producing outstanding individual results, rather than a particular pedagogical philosophy that dictates how we teach.

Curriculum
Early College Academy’s instructional model is different than a traditional Early College Academy in the depth and breadth of cooperation between Aims Community College faculty and District 6 faculty. As such, in June 2014, Aims’ faculty members worked with District 6 teachers to define the curriculum for the proposed Early College Academy, to create an innovative, engaging and seamless curriculum. This curriculum aims to maximize student opportunity, maintain high rigor, and provide for student support throughout the process.

The principles of the curriculum include:
1. A philosophy. A curriculum founded on a carefully thought out philosophy of education and clearly connected to the partnering institutions’ mission statements.
2. Clear purposes and goals. The curricular goals (intended student development outcomes) of what graduates should know and be able to do to successfully transition from the Early College Academy to a 4-year institution.
3. A theoretically sound process. Student activities ensure students master the Guaranteed Transfer Pathway curriculum and the Colorado Measures of Academic Success (CMAS).
4. A rational sequence. The course sequence to form a coherent curriculum based on the stated intended outcomes of both the secondary and post-secondary standards.
5. High-quality academic support. A very intentional academic support system in place for all students.

The Early College Academy curriculum designed by Aims Community College faculty, in collaboration with District 6 teachers, is a model for high schools throughout the state. The key performance indicators identified in the Education Accountability Act of 2009 (SB 09-163) will be used as the measures of educational success: academic achievement, academic longitudinal growth, academic gaps and post-secondary/workforce readiness. State identified measures and metrics for each of these performance indicators are combined to arrive at an overall evaluation of a school’s performance. The intent of Early College Academy s to achieve high performing status.
# Credits for all high school courses and for high school graduation requirements will be awarded on a
"unit of credit" basis. One "unit of credit" is equal to a year of instruction within a course.

<table>
<thead>
<tr>
<th>High School Graduation Requirement</th>
<th>Aims A.A. Graduation Requirement</th>
<th>Grade/Year</th>
<th>Early College Academy Course Requirements</th>
<th>Course Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 credits of English</td>
<td>Communication (6 Semester Hours)</td>
<td>9 10 11 12</td>
<td>English 9 (Year Long Class) English 10 English Composition I English Composition II Intro to Literature American Lit After Civil War or World Lit After 1600</td>
<td>District 6 District 6 Aims CC Aims CC Aims CC Aims CC</td>
</tr>
<tr>
<td>3 credits of Social Science</td>
<td>Behavioral &amp; Social Sciences (9 Semester Hours)</td>
<td>9 10 11 11</td>
<td>American Government World Regional Geography General Psychology Principles of Macroeconomics</td>
<td>Aims CC Aims CC Aims CC Aims CC</td>
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<tr>
<td>3 credits of Science</td>
<td>Physical &amp; Life Sciences (8 Semester Hours)</td>
<td>9 10 11 11</td>
<td>Cellular Biology, Organismal Biology Physics I, Physics II Chemistry with lab Environmental Science with lab</td>
<td>District 6 District 6 Aims CC Aims CC</td>
</tr>
<tr>
<td>3 credits of Mathematics</td>
<td>Mathematics (3 Semester Hours)</td>
<td>9 10 11 12 12</td>
<td>Algebra Geometry Algebra II Quantitative Literacy Intro to Statistics or Math for Liberal Arts or College Algebra</td>
<td>District 6 District 6 District 6 Aims CC Aims CC Aims CC</td>
</tr>
<tr>
<td>1.5 credits of Health &amp; PE</td>
<td></td>
<td>9-10 11</td>
<td>Physical Education Health and Fitness</td>
<td>District 6 Aims CC</td>
</tr>
<tr>
<td>7.5 credits of electives</td>
<td>Oral Communication (3 Semester Hours)</td>
<td>11 9 10 11 10 9</td>
<td>Interpersonal Communication Oral Communication Art, Music or Theater Appreciation Spanish Language I Spanish Language II Spanish Language III Logic Financial Literacy Approved Electives</td>
<td>Aims CC Aims CC Aims CC Aims CC Aims CC Aims CC Aims CC</td>
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<tr>
<td></td>
<td>Arts &amp; Humanities (9 Semester Hours) Elective (22 Sem. Hrs.)</td>
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<td>Aims CC Aims CC Aims CC Aims CC Aims CC Aims CC Aims CC</td>
</tr>
<tr>
<td>22 credits Required for High School Graduation</td>
<td>60 Semester Hours Required for A.A. Degree</td>
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</tbody>
</table>

*Credits for all high school courses and for high school graduation requirements will be awarded on a "unit of credit" basis. One "unit of credit" is equal to a year of instruction within a course.*
Early College Academy’s academic program has been created by blending 4 different standards: Colorado Academic Standards, Academic Expectations from CCHE Guaranteed Transfer classes, Aims Community College A.A. degree requirements, and District 6 curriculum and graduation requirements. Core curriculum classes including Mathematics, English Language Arts, History, Science, and World Language were chosen to meet the new blended standards of Early College Academy. Electives were chosen from academic majors of study offered by the A.A. requirements.

Aims Community College and District 6 staff combined the District 6 high school required courses with the A.A. degree required classes. The results are seen in the table below. All classes in the 9th and 10th grade year will be taught by highly qualified District 6 staff members except for college level Social Studies and World Languages which will be taught by Aims faculty and supported with extended time for students to complete. The 11th and 12th grade high school requirements will be met entirely by students enrolling in college level classes taught by Aims faculty.

The ending result will be a student who could complete both their high school requirements plus the required 62 credits for an A.A. degree.

Early College Academy developed content and skill standards for all subjects, based on Colorado State Standards, ACT College-Readiness Standards, and the most rigorous national standards in each content area. These standards fully guide the academic program and inform the content development for the curriculum.

English Language Arts
Early College Academy’s English Language Arts program provides a literature-based, culturally diverse, and intellectually stimulating curriculum, with a significant emphasis on reading and writing. As part of the focus on literacy, students read culturally and historically diverse literature. ECHS also incorporates key practices in non-fiction reading and writing. Students learn collaboratively to proofread, revise, and edit pieces of writing through the writing process. ECHS students will complete four years of instruction in English Language arts including ninth and tenth grade Language Arts, College level English Composition and Introduction to Literature in the eleventh grade and English Composition in the twelfth grade. Students in the twelfth grade will also choose between college level American Literature and World Literature.

Mathematics
The goal of Early College Academy math program is to have all students successfully complete college level mathematics requirements for a guarantee transfer A.A. degree by the twelfth grade. All students will complete 4 years of math and will include instruction through Algebra II. During their fourth year students may choose the most appropriate math course for their college major. Options include Introduction to Statistics, Math for Liberal Arts, or College Algebra.

Science
In accordance with Early College Academy’s accelerated pace of instruction, students will be ready for high school cellular and organismal biology in the ninth grade, physics in the tenth grade, college level chemistry, and environmental science in the 11th grade. It is expected that each science class includes not only scientific content, but also provides a bridge between mathematics and technology.

Social Studies and History
In 9th grade, Early College Academy students will enroll in a college level American Government class and tenth grade, a college level World Regional Geography class which will both be taught at a slower pace offering opportunities for instructors to scaffold content while introducing ninth grade students to college level academic expectations. In eleventh
and twelfth grades, students will enroll into college level General Psychology and Principals of Macroeconomics classes taught at the typical pace of a general transfer college level course. Early College Academy history and social studies courses strive for student mastery of geography, government, economy, and political systems. In addition, students pursue mastery of map skills and develop the ability to interpret charts, graphs, and other representations of geographical and historical concepts. Students also learn to relate concepts to current events, and apply reading and writing skills in their demonstration of knowledge and critical thinking.

World Language, Fine Arts, Financial Literacy, PE and Health and Fitness
All students at Early College Academy are required to take three years of Spanish or French in order to develop a working knowledge of a World Language. Students will also be asked to take college level Speech Communications and will be able to choose from three different college level Fine Arts programs including theater, music, or art. All students will complete an Aims Community College Financial Literacy course, Health and Fitness and participate in one year of high school level physical education.

Extracurricular Activities
Extracurricular activities will focus on leadership and service opportunities both in the school community and through the Aims Community College campuses. Students who wish to compete on athletic teams or other extracurricular activities as a part of their high school experience activities, may apply to their attendance area home school to participate in activities. It is the desire of District 6 to make available all extracurricular opportunities to the extent which is available for students without interfering with the academic programming.

Daily Schedule
The bell schedule will be based on a 7 period day with a 40 minute lunch period for students and staff. The daily schedule will provide time for students to meet the requirements for a high school diploma and an Associates of Arts degree. Students will work with the counselor to create their Individual Career and Academic Plan (ICAP) that will guide them in their area of interest.

<table>
<thead>
<tr>
<th>Early College Academy Bell Schedule</th>
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<tbody>
<tr>
<td>Period 1</td>
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<td>Period 2</td>
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<td>Period 3</td>
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<td>Period 4</td>
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<tr>
<td>Lunch</td>
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<td>Period 5</td>
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<tr>
<td>Period 6</td>
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<tr>
<td>Period 7</td>
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</tbody>
</table>

The school will utilize the District 6 calendar. The specific dates for the 2015-2016 school year has not yet been published but school should begin on or around August 17, and end first semester December 18, 2015. School will resume January 4, 2016 and the school year will conclude May 26, 2016. In total 174 student contact days with a total of 1,218 student contact hours for the year.

Data teams help educators use academic and behavioral data to make better instructional decisions. What makes the data team process distinctive is that educators are not just looking at student scores, but at the combination of student results, teaching strategies, and leadership support.

Supporting Design Elements and Practices

Decision-Making for Results: Data Team 6-Step Process
“Data Teams 4 Learning” is a collaborative model for implementing data-driven decision making at the instructional level and provides a structure for teachers to specifically identify areas of student need and collaboratively decide on the best instructional approach in response to those needs. “Data Teams 4 Learning” encompasses the most current research about improving teaching, learning, and leadership to increase student achievement for all students.

- Data teams collaborate to examine student formative assessment data
- Develop short cycle data team assessments
- Monitor data
- Analyze strengths and obstacles
- Establish learning goals
- Select common instructional strategies for groups of students
- Develop result indicators to measure and monitor the learning

The data team process utilized by District 6 is a six-step process used by collaborative instructional grade-level or content teams to collect and analyze data and make decisions in regard to instructional strategies. Data teams are a model for continuous, collaborative action that inspires and empowers professionals to improve teaching, learning, and leadership for all.

Differentiated Instruction
Early College Academy will focus on effective use of research-based differentiated instruction. Heterogeneous groups of students are in the same classroom, working on different lessons, and succeeding. Classes offer approaches to topics that challenge students at all levels. Teachers focus on developing flexible group instruction with strong measures of accountability most often associated with traditional teaching. This is also supported by “re-teaching” to make sure that students demonstrate mastery of concepts, rather than just pass a test. Early College Academy students benefit from strong differentiated instruction to move them towards mastery of college-readiness skills and standards.

Student Support
All students can learn and achieve; and it is the school’s responsibility to ensure that they do. Significant support is offered to enable students to achieve mastery of standards. In order to produce high academic achievement results for all students a very intentional academic support system is a necessary part of Early College Academy. In addition to completing a regular academic course schedule, every student will have time scheduled daily for academic support.

Classroom Culture
Early College Academy’s high expectations for student learning depend on high expectations for student behavior in the classroom. In addition to teaching content knowledge and skills, we also teach productive learning behaviors. Just as we define teaching with clear academic outcomes, we define the learning process with clear expectations for classroom behavior. By training students to learn, we are training them to succeed in meeting rigorous academic standards.

Faculty and Staff Professional Development
Early College Academy requires a highly qualified staff who are well supported. Core to the school’s success model is a clear system of goal-setting, accountability, and professional growth for all staff. These systems include a shared commitment to the school’s values, joint staff goal-setting on behaviors that reflect the school’s values, and individual and staff accountability systems to measure implementation of those values. District 6 will provide actionable professional development on research-based best teaching and learning practices that are aligned to performance evaluations. The school’s performance evaluation process includes full implementation of Colorado’s educator evaluation system.
(Senate Bill 10-191), extensive classroom observation, goal-setting, self and peer evaluations to inform staff performance.

Classroom Routines
Every minute of classroom instruction counts if all students are to meet expectations. The following routines enable teachers to maximize the time they have with students efficiently and effectively. Early College Academy teachers are expected to follow these classroom routines in their daily lessons:

- **Daily Agenda**: Teachers post an agenda at the beginning of every class to articulate the outcomes for the class and the schedule for the day. Teachers review the agenda with students at the beginning of class and refer back to it after each outcome is accomplished, so that students can share in the responsibility of meeting those outcomes.

- **Anticipatory Set**: Teachers begin each class with a brief opening activity (5-10 minutes) that immediately engages students in meaningful work. While students are working independently, the teacher takes attendance, collects homework, and checks in quickly with individual students without losing instructional time. Possible anticipatory sets include a quick assessment of the homework or previous day’s learning, review of content or skills relevant to the lesson, a focus or mini-lesson that introduces a particular skill, or a hook that will draw students into the lesson.

- **Learning Activities**: Learning activities focus on how to engage students to achieve mastery of the standards identified for that day. These activities include lesson hooks, direct instruction, modeling, presentation of a mini-lesson, guided practice, collaborative groups, fluency drills and exercises, and spiraled learning. Teachers assess students’ independent practice of core skills, and use differentiated process/product, and conferring on a one-on-one basis. Teachers outline clear expectations for high-quality work products through modeling, use of rubrics, and exemplars.

- **Guided Instruction and Check for Understanding**: Early College Academy teachers develop systems of daily assessments to guide their instruction. These systems include individual assessment, whole-group assessment, and assignments that generate data to inform the next day’s instruction.

- **Closure**: Teachers will prepare an activity at the end of class that connects the lesson/class back to overall course or unit themes and questions. This activity provides the context and connections that students need to store new knowledge and skills, and teachers often use “Exit Slips” as a quick mastery check for the standards for the day. Teachers who are concerned about a student’s progress or who believe that additional support is needed can send an electronic message to the student’s counselor or tutor via the Aims Community College Starfish system. Each student will have additional support time for tutoring built into their schedule and the early alert Starfish system can individualize support services.

Special Populations

Serving Students with Special Needs
A priority at District 6 is the appropriate education of students with special needs in the least restrictive environment. Early College Academy will fully comply with all district, state, and federal guidelines for the effective delivery of services to all students receiving special education services. Early College Academy will comply with the Individuals with Disabilities Education Act (IDEA) regulations, Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans with Disabilities Act.
English Language Learners
Students with limited English skills will be identified through interviews, reviews of academic records, and initial intake assessments in reading and writing. Early College Academy will use an immersion model for ELL students. The academic program could be well suited for high performance English Language Learners.

Early College Academy Design Team
Wayne Eads, Interim Superintendent, District 6
Dr. Stacie Datteri, Chief Academic Officer, District 6
Paul Francisco, CTE and Post-Secondary Director, District 6
Amie Cieminski, Director of Professional Development, District 6
Meggan Sponsler, Chief Financial Officer, District 6

Dr. Marilynn (Marsi) Liddell, President, Aims Community College
Robert Umbaugh, Interim Dean, Extended Studies, Aims Community College
Geri Anderson, Special Assistant to the President, Aims Community College
November 4, 2014

Office of the Colorado State  
Board of Education  
201 East Colfax Avenue  
Denver, CO 80203

Dear Sir/Madam:

On behalf of the Weld County School District 6 Greeley-Evans School Board, I am writing in support of the District 6 Early College High School (ECHS) which establishes a high performing high school in partnership with Aims Community College.

Last year, the ECHS Advisory Committee brought together both District 6 teachers and Aims staff to investigate the creation of a curriculum which would meet the graduation requirements of both District 6 and Aims, as well as, Colorado Department of Education Standards and the Colorado Commission on Higher Education Guarantee Transfer Curriculum requirements. The resulting collaboration between the teams resulted in a proposal for a high school, which follows the standards developed by traditional Early College High Schools, yet also goes further in providing unique opportunities for District 6 students.

Our community’s capacity to develop a skilled, prepared workforce is inextricably linked to the quality of our education system. Innovations, such as District 6’s Early College High School, play a critical role in efforts to improve our education system and help more of our nation’s children access the educational opportunities they deserve.

We thank you for considering District 6’s Early College High School and look forward to the establishment of a truly transformative high school in our school district.

Sincerely,

Roger DeWitt, President  
Board of Education

School District 6 provides a quality education for every learner within a system of high expectations and rigorous, focused instruction.
November 4, 2014

Office of the Colorado State
Board of Education
201 East Colfax Avenue
Denver, CO 80203

Dear Sir/Madam:

It is my honor to write a letter in support of the proposed Early College High School being submitted to the Colorado Department of Education by the planning team of Weld County School District 6 Greeley-Evans in cooperation with Aims Community College.

This transformative educational program will offer the following opportunities for District 6 students

- It will improve high school student access to college;
- It will improve postsecondary completion rates;
- It will increase baccalaureate degree attainment of Greeley students;
- It will better prepare students for postsecondary enrollment and the workforce.

Designed as a high performing high school, Early College High School will become an important school of choice for students in District 6. It will serve not only to give students the option to access higher education opportunities, but it will also serve to be a model for educational excellence in our community. I enthusiastically support the establishment of this school and look forward to its future success.

Sincerely,

Wayne Eads
Superintendent

School District 6 provides a quality education for every learner within a system of high expectations and rigorous, focused instruction.
Appendix B- Letters of Support for Early College Academy

October 31, 2014

To Whom It May Concern:

I would like to express my support for the approval of Weld County School District 6’s Early College High School application. Early College High School will be an incredible asset to District 6. It will prove to be a benefit to the students, families, and local community for the following reasons:

- It will increase the number of college-ready graduates from Greeley schools attending four-year colleges.
- It will double post-secondary enrollment of District 6 students in Aims Community College over the next three years and increase the number of students participating in a four-year college degree within the next six years.
- It will create an innovative, high performing school where students acquire a rigorous academic foundation. They will be able to apply this to the community and world around them in meaningful ways.
- It will create an academic program where one hundred percent of our students earn college acceptance without the need for any remediation, and they will be prepared to successfully earn a baccalaureate degree.
- It will provide graduating students with a sense of character and civic responsibility. A significant percentage of these students will assume leadership positions in the community.
- This school of innovation will create a national model and center for Early College High School education in the country.
- It will create an academic model that redefines the approach to successful secondary education and will serve as an example for all District 5 students that they too can achieve academic success.

In addition, we feel that the collaborative work between the staff at District 6 and Aims Community College will create a model for the leading public school in the state of Colorado and country.

Greeley’s capacity to develop a skilled, prepared workforce is inextricably linked to the quality of our education system. Innovations, such as District 6’s Early College High School, play a critical role in efforts to improve our education system and help more of our nation’s children access the educational opportunities they deserve.

We thank you for considering District 6’s Early College High School application, and we look forward to the establishment of a truly transformative high school in our community.

Sincerely,

Dr. Walt Richter, Chair, Board of Trustees

OFFICE OF THE PRESIDENT
PO. Box 69 | 5401 W. 20th. St. | Greeley, CO 80632 | 970.339.6210
www.aims.edu
**Electives**
The following Aims Community College Courses may be selected by Early College High School students to as electives during their 11th and 12th grade year.

Many electives will require students to travel to the Aims Community College Greeley Campus. Please contact an Aims Community College Academic Advisor if you have questions about Elective Courses or Guaranteed Transfer Credits.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Prefix Description</th>
<th>Course Number &amp; Title</th>
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</thead>
<tbody>
<tr>
<td>AAA</td>
<td>Advancing Academic Achievement</td>
<td>109- Advanced Academic Achievement</td>
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<tr>
<td>ACC</td>
<td>Accounting</td>
<td>121- Accounting Principles I</td>
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<tr>
<td></td>
<td></td>
<td>122- Accounting Principles II</td>
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<td>Astronomy</td>
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<td>BUS</td>
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<td>210 - Constitutional Law</td>
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<tr>
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</table>
Applications Due February 27, 2015

High School Diploma and Aims A. A. Degree – Tuition Free

School Address:
5590 W. 11th Street
Greeley, CO
(970)348-6295

Questions or more information contact:
Paul Francisco
Director of Career and Technical Education Programs and Post-Secondary Education Programs

Greeley-Evans Weld County School District 6
1025 9th Ave
Greeley CO 80631
(970) 348-6295
pfrancisco@greeleyschools.org

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www.greeleyschools.org/earlycollege