Early College High School (ECHS)

PLANNING YEAR
TECHNICAL ASSISTANCE WEBINAR
TUESDAY, APRIL 10TH, 2018
10:00-11:30 AM CST
Welcome

Stacy Avery
- Director, Postsecondary Preparation Programs

Heid Flynn
- Assistant Director, Postsecondary Preparation Programs
Webinar Agenda

- Logistics and Housekeeping
- TEA College and Career Readiness Models (CCRM)
- ECHS History and Requirements
- ECHS Blueprint Review
- CCRM Website and Resources
- Planning Year Requirements
- Questions
Logistics and Housekeeping
A recording of this webinar will be posted on the designation website:

- [https://www.tea.texas.gov/echs](https://www.tea.texas.gov/echs)

After the webinar, questions should be sent to:

- [ECHS@tea.texas.gov](mailto:ECHS@tea.texas.gov)
While you are muted for the webinar, that doesn’t mean we want you to be silent....

- Type questions in the question window
- We will answer during or after the webinar
TEA College and Career Readiness Models (CCRM)
TEA Strategic Priorities

One Mission. One Strategy.

Every child, prepared for success in college, a career or the military.

Strategic priorities:
- Recruit, support, and retain teachers and principals
- Build a foundation of reading and math
- Connect high school to career and college
- Improve low-performing schools

Enablers:
- Increase transparency, fairness and rigor in district and campus academic and financial performance
- Ensure compliance, effectively implement legislation and inform policymakers
- Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)
Priority 3: Connect High School or Career and College

Relevancy matters.

High priority initiatives include:

College and Career Readiness Models (Industry Cluster Innovative Academies, ECHS, T-STEM, P-TECH)

Accredit high school programs that deliver on the promise of rigorous college and career opportunities and training.
The **Texas College and Career Readiness Models (CCRM) Network** is a network of **Early College High Schools (ECHS)**, Texas Science, Technology, Engineering and Math (T-STEM) Academies, Industry Cluster Innovative Academies (ICIA), and now, Pathways in Technology Early College High Schools (P-TECH).

This webinar is for campuses into the **ECHS Planning Year**.
These initiatives, led by the Texas Education Agency (TEA), blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn dual college credit, and pursue in-demand career paths.

As the program has grown, its design and delivery have changed to meet the needs of individual schools.
The expansion and evolution of the models creates an opportunity to consolidate the individual models under one umbrella of support.
TEA is unifying these individual models under one umbrella of support called College and Career Readiness Models or CCRM.

- This integrated approach to technical assistance creates efficiencies, spurs cross-model learning, and provides customized support to schools and districts as they implement these models to increase the college and career readiness of their students.

- Unifying models under this umbrella requires new application and designation timelines for all models.
All schools will receive designation status and recognition based on evidence-based outcome measures, not just inputs or compliance exercises.

**Newly designed/redesigned blueprints** contain clearly defined goals for outcomes combined with greater flexibility for how different schools meet these goals.

New schools seeking designation status will be required to complete a **planning year** with a TEA provided Technical Assistance before being designated.
ECHS History and Requirements
ECHS History in Texas

As the ECHS have grown, the design and delivery have changed to meet the needs of individual schools.

ECHSs have increased college readiness across Texas, providing rigorous instruction and coursework as well as academic and social support.

- **2004:** First ECHS in Texas
- **2006-2010:** TEA issues ECHS grants with various focus areas (small/rural)
- **2017:** TEA redesigns the ECHS Blueprint and Designation requirements
- **2006:** TEA issues first creation and expansion of ECHS grants (8 initial grantees)
- **2009-2010:** TEA first designates campuses as ECHS
- **2018-2019:** Redesigned ECHS Blueprint and Designation requirements implemented
- **2006-Present:** TEA provides technical assistance to grantees and designees
2004 - First ECHS in Texas
2006 - TEA issues first creation and expansion ECHS grants (8 initial grantees)
2006-2010 - TEA issues ECHS grants with various focus areas (small/rural)
2009-2010 - TEA first designates campuses as ECHS
2017 - TEA redesigns the ECHS Blueprint and Designation requirements
2018-2019 - Redesigned ECHS Blueprint and Designation requirements implemented
2006-present-TEA provides technical assistance to grantees/designees
Today:

198 Designated ECHS for 2017-2018
ECHS Laws and Rules

ECHS
Texas Education Code, Section 29.908, Early College Education Program
and
Texas Administrative Code, Section 102.1091, Early College High Schools
What are the Requirements of an ECHS Program?

- Serve students who are at risk of dropping out of school
- Provide opportunities for students to earn an associate’s degree or up to 60 hours toward a baccalaureate degree
- Do not require students to pay for tuition, fees, or required textbooks
- Comply with all assurances in the program application
- Meet the required design elements (ECHS Blueprint)
- Meet the required OBMs (ECHS Blueprint)
ECHS Blueprint Review
The Revised Blueprint Available in Multiple Locations:
- www.tea.texas.gov/echs
- https://ccrm.stemcenter.utexas.edu/echs
- TAA Letter

Six Benchmarks
- Design Elements for Each Benchmark
- Required Activities and Products
- OBMs for Access, Achievement, and Attainment

Three Levels of Designation:
- Provisional Early College
- Early College
- Distinguished Early College
At-risk indicators (TEC 29.081, PEIMS)
Benchmark 2: Partnership Agreement

The Early College High School shall have a current, signed Memorandum of Understanding (MOU) for each school year that:

- Defines the partnership between the school district(s) and the institution(s) of higher education (IHE) and addresses topics including, but not limited to, the ECHS location; transferability of college credit between a 2-year and 4-year institution; the allocation of costs for tuition, fees, and textbooks; and student transportation;
- States that the school district or charter in which the student is enrolled shall pay for college tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
- Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
- Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

Design Elements

All ECHSs shall develop, sign, and execute a MOU that includes the following components (at a minimum):

- Courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate’s degree or at least 60 semester credit hours toward a baccalaureate degree
- Curriculum alignment
- Policy for advising students on the transferability of all college credit offered and earned
- Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned
- Policy regarding advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate’s degree to a bachelor’s degree and beyond in their chosen field)
- ECHS students access to the IHE facilities, services and resources
- Policies regarding eligibility of ECHS students for financial assistance from the higher education partner(s), specifically, waivers for tuition and fees
- Professional development for ECHS faculty (including both district and IHE faculty/staff)
- Data sharing agreement that includes provisions for:
  - Teacher data such as qualifications
  - Student level data such as credit hours taken and earned; GPA, formative data to assess if student is on track to be successful in college level courses
  - Administration of statewide instruments under TEC Subchapter B, Chapter 39
  - Transportation costs and fees
  - Grading periodic and policies
  - Instructional materials
  - Instructional calendar including location of each course that will be offered
  - Student enrollment and attendance policies
- Provisions for discontinuing ECHS operation and the ensure students previously enrolled will have opportunity to complete their course of study
Benchmark 3: P-16 Leadership Initiatives

The school district and institution(s) of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly (e.g., quarterly) to address issues of design, implementation, ongoing implementation, and sustainability. Membership should include the Early College High School leader and individuals with decision-making authority from the district(s) and IHE(s).

**Design Elements**

All ECHSs must implement and meet the following requirements:

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
   a. Identify members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS
   b. Annually review the MOU for necessary revisions
   c. Assume shared responsibility (between the school district and the IHE) for meeting annual outcomes-based measures and providing annual reports to their district and IHE boards, as well as to the public.
   d. Monitor progress on meeting the Blueprint, including reviewing data to ensure the ECHS is on-track to meet outcomes-based measures
   e. Guide mid-course corrections as needed

2. The leadership team shall include and meet regularly—in person and/or virtually—with the leaders from the district and IHE who have decision-making authority:
   - **District leaders (may include):**
     - Superintendent
     - Assistant superintendent of curriculum and instruction, or equivalent position
     - ECHS principal or director
     - CTE Director (if applicable to the ECHS model)
     - Department Chairs
     - School counselors
     - School-business partners
   - **IHE leaders (may include):**
     - College or university president
     - Provost
     - Department Chairs for core academic disciplines
     - ECHS liaison

3. Sustainability structures shall be identified and implemented to address and minimize the challenges of staff turnover and potential fluctuations in funding.
**Benchmark 4: Curriculum and Support**

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. The ECHS shall provide students with academic, social, and emotional support in their course of study.

**Design Elements**

All ECHSs must implement and meet the following requirements:

1. The ECHS shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate’s degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate’s degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The campus may implement multiple dual enrollment delivery models:
   a. College courses taught on the college campus by college faculty
   b. College courses taught on the high school campus by college faculty
   c. College courses taught on the high school campus by qualified high school faculty
   d. College courses taught virtually, via distance/online/blended learning

2. The ECHS shall support students in their course of study.
   a. The ECHS shall provide academic support to the students by personalizing the learning environment in the following ways:
      - Developing individualized student plans for ongoing academic support,
      - Providing tutoring and/or Saturday school for identified students in need of academic support,
      - Providing advisory and/or college readiness and support time built into the program of study for all students, and
      - Establishing a mentorship program available to all students.
   b. The ECHS shall provide social and emotional support to the students as needed, including:
      - Connections to social services
      - Parent outreach and involvement opportunities
   c. The ECHS shall provide enrichment opportunities, including:
      - A structured program of community service to promote community involvement.
      - Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities.
      - Providing college awareness to current and prospective students and families, including:
        I. Application assistance,
        II. Financial aid counseling, and
        III. College and career counseling.
3. The ECHS shall biannually implement a structured data review processes designed to identify student strengths and weaknesses and develop individual instructional support plans.
Benchmark 5: Academic Rigor and Readiness

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

Design Elements

All ECHSs must implement and meet the following requirements:

1. The ECHS shall provide a TSI assessment to accepted students as early as possible (however, not as a prerequisite for admissions to the ECHS).
   a. The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.
   b. The ECHS shall publish on their website the dates the TSI will be administered.
   c. The ECHS shall review TSI testing data, particularly the number/percentage of students who have currently passed each section of the TSI assessment, to ensure the ECHS is on track to meeting outcomes-based measures (see below).

2. The ECHS is a TSI assessment site, or is in the process of becoming a TSI assessment site, allowing frequent testing and access to raw data that can be used to identify student weaknesses and create tailored interventions and individualized instructional plans to improve student readiness and success.

3. The ECHS provides a bridge program (an intensive academic preparation program that provides opportunities to strengthen academic skills necessary for high school and college readiness) to prepare students for TSI and provide academic interventions for those who do not pass TSI.

Required Activities and Products

Activities:
- All products shall be published on the ECHS’s website and be made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

Products:
- Calendar of TSI test administration dates
- Aggregate reports of TSI exam performance
- Tutoring and bridge program schedules
- Bridge program curricula
**Benchmark 6: School Design**

The Early College High School must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with ECHS leader assigned to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

### Design Elements

All ECHSs must implement and meet the following:

1. **The ECHS location shall be:**
   - On a college or university campus, or
   - In a high school—as a standalone high school campus or in a smaller learning community within a larger high school.

2. **ECHS staff shall include:**
   - An ECHS leader who has scheduling, hiring, and budget autonomy
   - An IHE liaison with decision-making authority and interacts directly and frequently (in-person or virtually) with ECHS the leader and the dual credit provider
   - Highly qualified ECHS teachers who work directly with the ECHS students, which may include adjunct high school faculty capable of teaching college-level courses
   - Counseling staff who support the ECHS students, including activities such as: coordinating with the IHE for registration and monitor of students’ high school and college transcripts, monitoring high school and college courses to ensure both requirement are met.

3. **The ECHS students shall be cohorted for core classes to the extent possible; this does not exclude non-ECHS students from enrolling in the same class.**

4. **ECHS shall implement an annual professional development plan for teachers and staff, focused on research-based instructional strategies that focus on rigor, build college- and career-readiness, is based on needs assessment of student data, and includes both high school and dual credit teachers. Professional development should include, but is not limited to:**
   - A mentoring and induction program for newly hired staff, providing them with the instructional and interpersonal skills and capacities needed for success in an ECHS.
   - Provide opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.

5. **ECHS campuses not located on a college or university campus shall provide students with frequent use of IHE academic and support facilities, such as libraries, labs, advising center, career center, cultural facilities, and sports facilities.**
<table>
<thead>
<tr>
<th>Data Indicators</th>
<th>Provisional Early College</th>
<th>Early College</th>
<th>Distinguished Early College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
<td>Must meet at-risk students for incoming 9th graders and at least three additional target population data indicators</td>
<td>Must meet at-risk students for incoming 9th graders and at least three additional target population data indicators</td>
<td>Must meet at-risk students for incoming 9th graders and at least four additional target population data indicators</td>
</tr>
<tr>
<td>ECHS proportionate to or over-represents at-risk students for incoming 9th graders</td>
<td>No more than 20% points under district</td>
<td>No more than 15% points under district</td>
<td>No more than 10% points under district</td>
</tr>
<tr>
<td>ECHS proportionate to or over-represents African American students</td>
<td>No more than 10% points under district</td>
<td>No more than 5% points under district</td>
<td>Meets or over-represents district</td>
</tr>
<tr>
<td>ECHS proportionate to or over-represents Hispanic students</td>
<td>No more than 10% points under district</td>
<td>No more than 5% points under district</td>
<td>Meets or over-represents district</td>
</tr>
<tr>
<td>ECHS proportionate to or over-represents economically disadvantaged students</td>
<td>No more than 10% points under district</td>
<td>No more than 5% points under district</td>
<td>Meets or over-represents district</td>
</tr>
<tr>
<td>ECHS proportionate to or over-represents males</td>
<td>No more than 10% points under district</td>
<td>No more than 5% points under district</td>
<td>Meets or over-represents district</td>
</tr>
<tr>
<td>ECHS proportionate to or over-represents ELL and SWDs</td>
<td>Not taken into account for designation</td>
<td>Not taken into account for designation</td>
<td>No more than 5% points under</td>
</tr>
</tbody>
</table>
## Achievement Outcomes-Based Measures

<table>
<thead>
<tr>
<th>Data Indicators</th>
<th>Provisional Early College</th>
<th>Early College</th>
<th>Distinguished Early College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
<td>Must meet at least three TSI targets</td>
<td>Must meet at least four achievement data indicators</td>
<td>Must meet at least five achievement data indicators</td>
</tr>
<tr>
<td>TSI College Readiness Standards in reading</td>
<td>65% passing rate</td>
<td>70% passing rate</td>
<td>75% passing rate</td>
</tr>
<tr>
<td>TSI College Readiness Standards in writing</td>
<td>75% passing rate</td>
<td>80% passing rate</td>
<td>85% passing rate</td>
</tr>
<tr>
<td>TSI College Readiness Standards in math</td>
<td>50% passing rate</td>
<td>60% passing rate</td>
<td>75% passing rate</td>
</tr>
<tr>
<td>TSI College Readiness Standards in all 3 subjects</td>
<td>35% passing rate</td>
<td>40% passing rate</td>
<td>50% passing rate</td>
</tr>
<tr>
<td>Algebra I EOC assessment in 9th grade</td>
<td>Not taken into account for designation</td>
<td>85% of students passing</td>
<td>45% percent of students passing and meeting the advanced standard</td>
</tr>
<tr>
<td>English II EOC assessment (grades 9-11)</td>
<td>Not taken into account for designation</td>
<td>85% of students passing</td>
<td>25% percent of students passing and meeting the advanced standard</td>
</tr>
<tr>
<td>Data Indicators</td>
<td>Provisional Early College</td>
<td>Early College</td>
<td>Distinguished Early College</td>
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</tr>
<tr>
<td>Requirements</td>
<td>Must meet college English, college math, and 15 college credit targets</td>
<td>Must meet targets on at least five attainment data indicators</td>
<td>Must meet targets on at least six attainment data indicators</td>
</tr>
<tr>
<td>Grade-to-grade retention by subgroup (weighted)</td>
<td>Not taken into account for designation</td>
<td>Calculated to ensure the school meets the 4-year graduation target</td>
<td>Calculated to ensure the school meets the 4-year graduation target</td>
</tr>
<tr>
<td>Completing one college-level English course by end of 11th grade (any)</td>
<td>80% of students (by the fourth year of implementation)</td>
<td>90% of students</td>
<td>100% of students</td>
</tr>
<tr>
<td>Completing one college-level math course by end of 11th grade (any)</td>
<td>80% of students (by the fourth year of implementation)</td>
<td>90% of students</td>
<td>100% of students</td>
</tr>
<tr>
<td>Earning 15 college credits (any) by graduation</td>
<td>50% of students (by the fourth year of implementation)</td>
<td>80% of students</td>
<td>95% of students</td>
</tr>
<tr>
<td>Earning 30 college credits (any) by graduation</td>
<td>Not taken into account for designation</td>
<td>50% of students</td>
<td>65% of students</td>
</tr>
<tr>
<td>Earning postsecondary degree and/or credential by high school graduation</td>
<td>Not taken into account for designation</td>
<td>30% of students</td>
<td>40% of students</td>
</tr>
<tr>
<td>Graduating high school in 4 years (4-year cohort graduation rate)</td>
<td>Not taken into account for designation</td>
<td>Meets the statewide 4-year graduation rate</td>
<td>Exceeds the statewide 4-year graduation rate</td>
</tr>
</tbody>
</table>
CCRM Website and Resources
CCRM Website

Educate Texas ECHS:
- http://www.texasccrm.org/echs

Texas Education Agency
- http://www.tea.texas.gov/echs

For Information on ECHS Designation:
- https://ccrm.stemcenter.utexas.edu/
Explore ECHS Resources on the CCRM Website

ECHS Resources

Resource Collection

- A Day in the Life of an ECHS Student
- Academic Readiness – Victory ECHS, Alcine ISD
- Addressing the Academic, Emotional, and Social Support of Students in an ECHS
- An Orientation for New Administrators of ECHS Campuses
- Belonging and Becoming—The Power of Social-Emotional Learning in High Schools
- Benchmark 1: Target Population - Bryan ISD
Planning Year Requirements
Purpose of Planning Year

To provide potential ECHS campuses with time to plan for implementation with students including:

- Developing a strong partnership with your college credit provider
- Building a MOU that meets the needs of both the campus/district and the IHE
- Determining long term funding
- Building a leadership team for student success
- Establishing strong pathways/crosswalks for students
- And more...

Provide targeted technical assistance to position the campus for success enabling them to prepare students or postsecondary opportunities
Planning Year Timeline

Campus Notified of Acceptance into Planning Year (Spring 2018)

Campus Works with TEA Technical Assistance Provider (Spring 2018- Spring 2019)

Campus Applies for Provisional ECHS Designation (Spring 2019)

Campus Begins Serving Students as an ECHS (2019-2020 School Year)
Early College High School Designation Process

1. District interested in opening new ECHS campus
   - Apply for a planning year

2. Once accepted into the planning year, engage in one year of planning with the TEA selected technical assistance provider and meet the planning year requirements
   - Engage
   - TA Provider
   - One year of planning

3. ...apply to become a Provisional Early College
   - After the planning year requirements are met, then

4. Once designated, spend the next four years growing cohorts, improving programming, and building strong partnerships
   - Four years
   - Provisional Early College
   - GROW
   - IMPROVE
   - BUILD

5. Meet all design elements and provisional outcomes year

6. After first graduating cohort, district can apply to become an Early College
   - After first graduating cohort
   - District can apply
   - Early College

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Through the 18-month planning process district and IHE partners will:

- Establish strategies to meet the Blueprint design elements, products, and provisional OBM targets
- Develop a strong partnership between the district and college credit provider
- Build a MOU that meets the needs of both the campus/district and the IHE
- Determine long-term funding
- Build a leadership team for student success
- Establish a course of study crosswalk which enables a student to combine high school courses and college-level courses to earn either an associate’s degree or at least 60 semester credit hours toward a bachelor’s degree
- Develop high-quality college and career pathways that ensure students attain postsecondary credentials with value in the labor market and launch rewarding careers
## Roadmap to Early College High School Opening

<table>
<thead>
<tr>
<th>Required Activities</th>
<th>Not Yet Started</th>
<th>In Progress</th>
<th>Complete</th>
<th>Blueprint Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Identify existing staff to fulfill early college leader role or post job position</td>
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<td></td>
<td></td>
<td>• Description of each member and role in committee</td>
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<tr>
<td>➢ Identify members of the leadership team, ensuring district, school, college, and community buy-in</td>
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<td>• ECHS/IHE leadership meeting agendas and minutes</td>
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<tr>
<td>➢ Use data analysis to establish the need for programming</td>
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<td>• School Board and Board of Regents’ presentations</td>
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<td>➢ Review and understand blueprint to understand design elements and OBM phase-in process</td>
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<td>• ECHS liaison meeting agendas and notes</td>
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<td>➢ Convene leadership team</td>
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<td>o Roles &amp; responsibilities of partners</td>
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<tr>
<td>o Initial conversation about vision and mission statement</td>
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<tr>
<td>o Start of MOU discussion</td>
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<tr>
<td>o Post all meeting schedules, agendas and minutes on website</td>
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<tr>
<td>o Start to develop a plan to meet access OBM</td>
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<td>➢ Using data, such as local labor market information, start to draft aligned pathways course crosswalk based on the needs within the community</td>
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<td>➢ Convene leadership team:</td>
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<tr>
<td>o Continue MOU discussion</td>
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<tr>
<td>o Establish shared vision and mission statement</td>
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<tr>
<td>o Begin sustainability conversation:</td>
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<tr>
<td>• Is start-up funding available?</td>
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<tr>
<td>• How are dual enrollment courses funded, including tuition, text books, transportation, etc.?</td>
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<tr>
<td>• How are dual enrollment courses staffed (e.g., what is the process for high school faculty to teach college coursework?)</td>
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<tr>
<td>• How can partners share costs?</td>
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</tbody>
</table>
# Roadmap to Early College High School Opening

<table>
<thead>
<tr>
<th>Required Activities</th>
<th>Not Yet Started</th>
<th>In Progress</th>
<th>Complete</th>
<th>Blueprint Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12 Months Prior to Launch</strong></td>
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<tr>
<td>Fall: Sept, Oct, Nov</td>
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<tr>
<td>➢ Onboard early college leader</td>
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<tr>
<td>➢ Draft MOU</td>
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<tr>
<td>➢ Develop public relations plan</td>
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<tr>
<td>➢ Finalize ECHS model (i.e., stand alone or school-within-school)</td>
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<td>X</td>
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<tr>
<td>➢ Convene leadership meeting</td>
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<tr>
<td>o Finalize recruitment plan and timeline</td>
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<tr>
<td>o Strategize to meet access CBMs</td>
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<tr>
<td>o Review draft MOU and gather last round of feedback</td>
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<tr>
<td>o Review course crosswalk</td>
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<tr>
<td>o Review alignment of course crosswalk to high-quality college and career pathways</td>
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# Roadmap to Early College High School Opening

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</tr>
</thead>
<tbody>
<tr>
<td>Finalize and sign MOU</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>Finalize course crosswalk that enables participating students to complete high school graduation requirements and earn an associate's degree or at least 60 semester credit hours toward a bachelor's degree</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Finalize high-quality college and career pathway(s) that ensure students attain postsecondary credentials with value in the labor market and launch rewarding careers</td>
<td>☐</td>
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<tr>
<td>Develop student application</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>Create promotional and marketing materials</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
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<tr>
<td>Apply for provisional designation (Feb)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>
| Convene leadership meeting  
  ▪ Identify potential academic and emotional support structure  
  ▪ Revisit plan to meet access OBM  
  ▪ Develop budget | ☐              | ☐           | ☐         |                    |

- Written admission policy and enrollment application
- Brochures and marketing in Spanish, English, and/or other relevant language(s)
- Final, signed, and executed MOU
- 60 college credit hours crosswalk
- ECHS/IHE leadership meeting agendas and minutes
## Roadmap to Early College High School Opening

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Required Activities</th>
<th>Not Yet Started</th>
<th>In Progress</th>
<th>Complete</th>
<th>Blueprint Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Months Prior to Launch</td>
<td>Conduct student and parent outreach</td>
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<td>- Calendar of family outreach events</td>
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<tr>
<td></td>
<td>Determine student assessment timeline (for entrance and while matriculating through the program)</td>
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<td></td>
<td>- Calendar of TSI administration dates</td>
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<tr>
<td></td>
<td>Convene leadership meeting</td>
<td></td>
<td></td>
<td></td>
<td>- Tutoring and bridge program calendars and curricula</td>
</tr>
<tr>
<td></td>
<td>o Develop staff plan for teachers, IHE instructors, counselors, administration, support staff, etc.</td>
<td></td>
<td></td>
<td></td>
<td>- Advisory/study skills curriculum material</td>
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<tr>
<td></td>
<td>o Discuss teacher professional development</td>
<td></td>
<td></td>
<td></td>
<td>- Mentor/induction program plans</td>
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<tr>
<td></td>
<td>o Plan and finalize summer activities for students (e.g., summer bridge program)</td>
<td></td>
<td></td>
<td></td>
<td>- ECHS/IHE leadership meeting agendas and minutes</td>
</tr>
<tr>
<td>Spring: March, April, May</td>
<td>Provide teacher professional development</td>
<td></td>
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<td></td>
<td>Hold family orientation</td>
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<td></td>
<td>Build ECHS culture (within the academic setting as well as through business and community organizations)</td>
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<tr>
<td>4 Months Prior to Launch</td>
<td>Convene leadership meeting</td>
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</tr>
<tr>
<td></td>
<td>o Develop data review process</td>
<td></td>
<td></td>
<td></td>
<td>- Professional learning community agendas and notes</td>
</tr>
<tr>
<td></td>
<td>o Start to develop intervention strategies for students</td>
<td></td>
<td></td>
<td></td>
<td>- Annual training or professional development plan with ECHS and IHE faculty</td>
</tr>
<tr>
<td></td>
<td>o Develop master schedule</td>
<td></td>
<td></td>
<td></td>
<td>- Master schedules</td>
</tr>
<tr>
<td></td>
<td>o Plan ongoing leadership convening schedule for upcoming school year</td>
<td></td>
<td></td>
<td></td>
<td>- Aggregate reports of TSI exam performance</td>
</tr>
<tr>
<td>Summer: June, July, August</td>
<td></td>
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<td></td>
<td></td>
<td>- ECHS/IHE leadership meeting agendas and minutes</td>
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<tr>
<td>▶ Inaugural group of students start school</td>
<td></td>
<td>In Progress</td>
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<tr>
<td>▶ Develop plan for continuous improvement, which should include (but not limited to) regularly reviewing student data, developing evaluation methods to monitor and adjust program accordingly, and keeping track of progress toward OBMs (specifically access OBMs for inaugural cohort of students)</td>
<td></td>
<td>In Progress</td>
<td></td>
<td>Continue to post blueprint products on school webpage</td>
</tr>
<tr>
<td>▶ Continue to convene leadership team</td>
<td></td>
<td>In Progress</td>
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</tbody>
</table>
Immediate Next Steps:

- Establish your leadership team
- Review and become familiar with the Blueprint
- Begin discussions with your IHE for the Memorandum of Understanding and start working out the details (schedules, fees, etc.)
- Determine funding – a five year plan
- Begin reviewing labor market data
- Visit with a designated ECHS
Questions?