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

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- 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

Logistics and Housekeeping

- A recording of this webinar will be posted on the designation website:

  - https://www.tea.texas.gov/echs

- After the webinar, questions should be sent to:
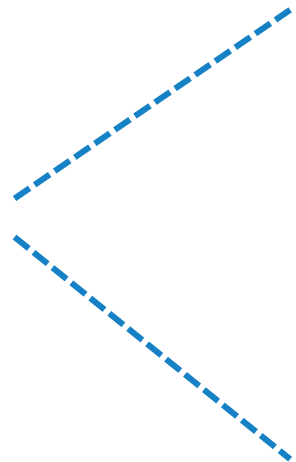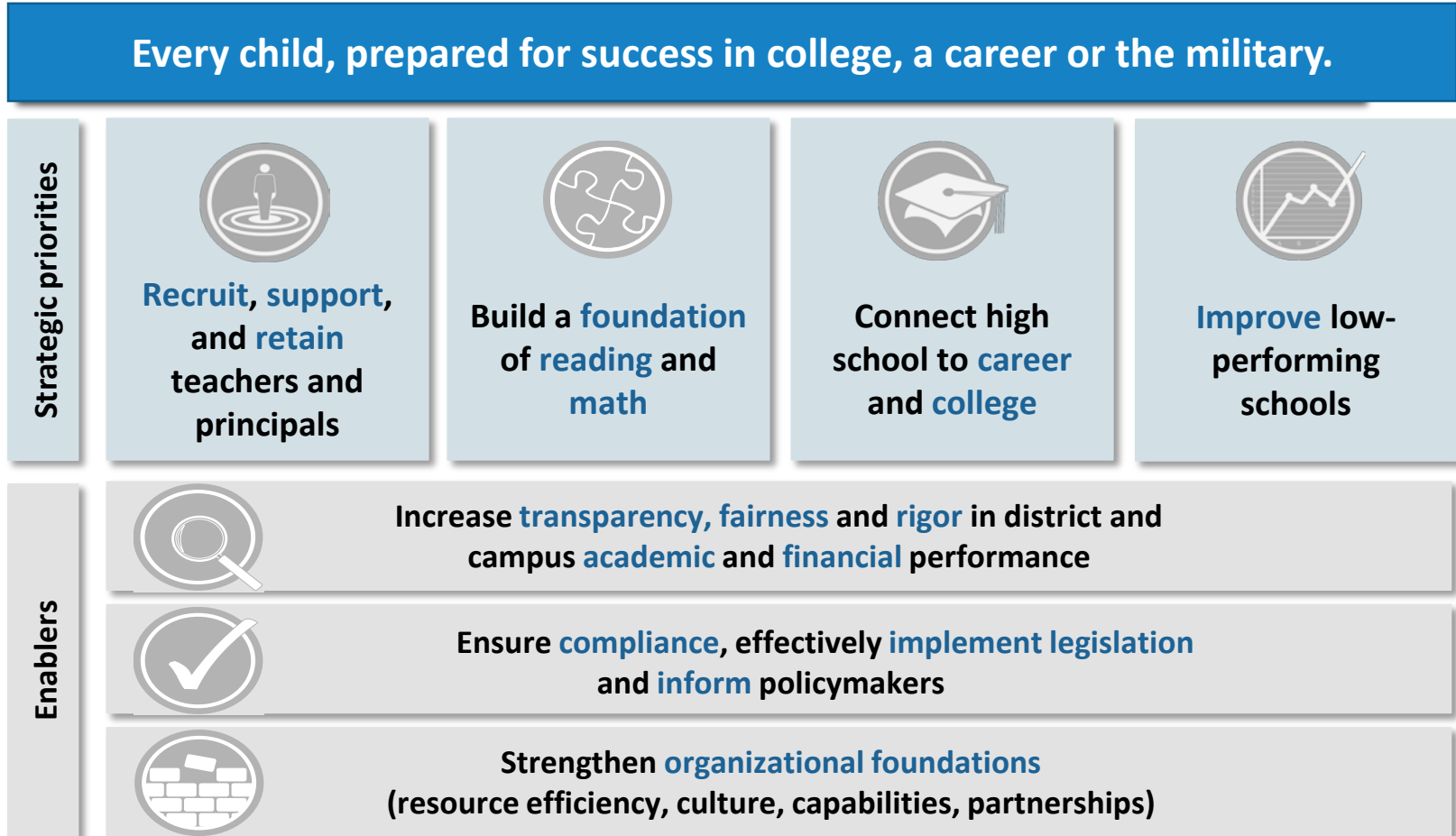
  - ECHS@tea.texas.gov

Logistics and Housekeeping

■ 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)

High priority initiatives include:

Connect High School to career and college

Relevancy matters.

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

College and Career Readiness Models Overview

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 <u>ECHS Planning Year</u>

College and Career Readiness Models Overview

- 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

Texas CCRM

TEA is unifying these individual models under one umbrella of support called <u>College and Career Readiness Models</u> or <u>CCRM</u>.

- 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
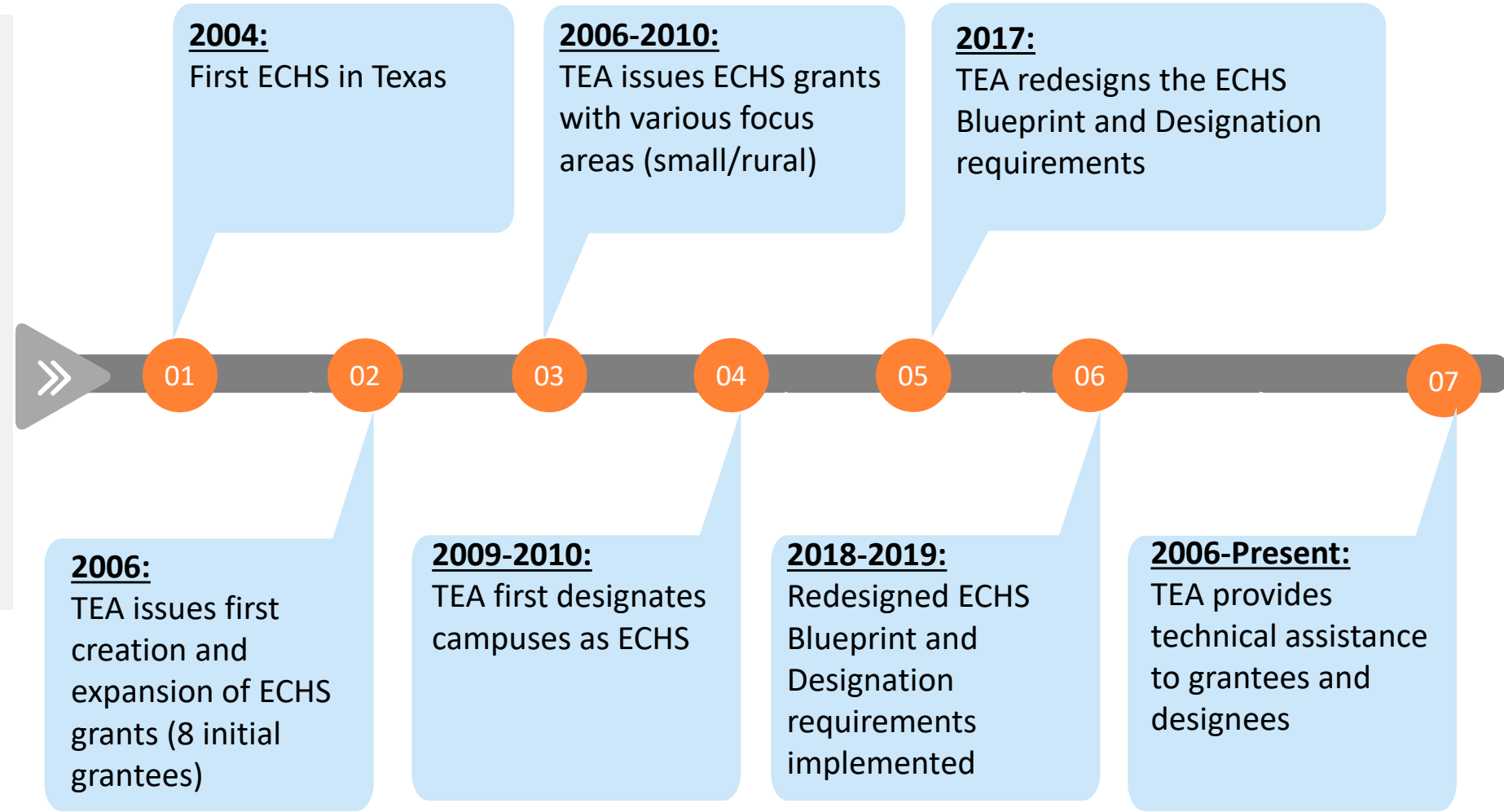
Texas CCRM

- 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

01   02   03   04   05   06   07

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

ECHS History in Texas

- 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
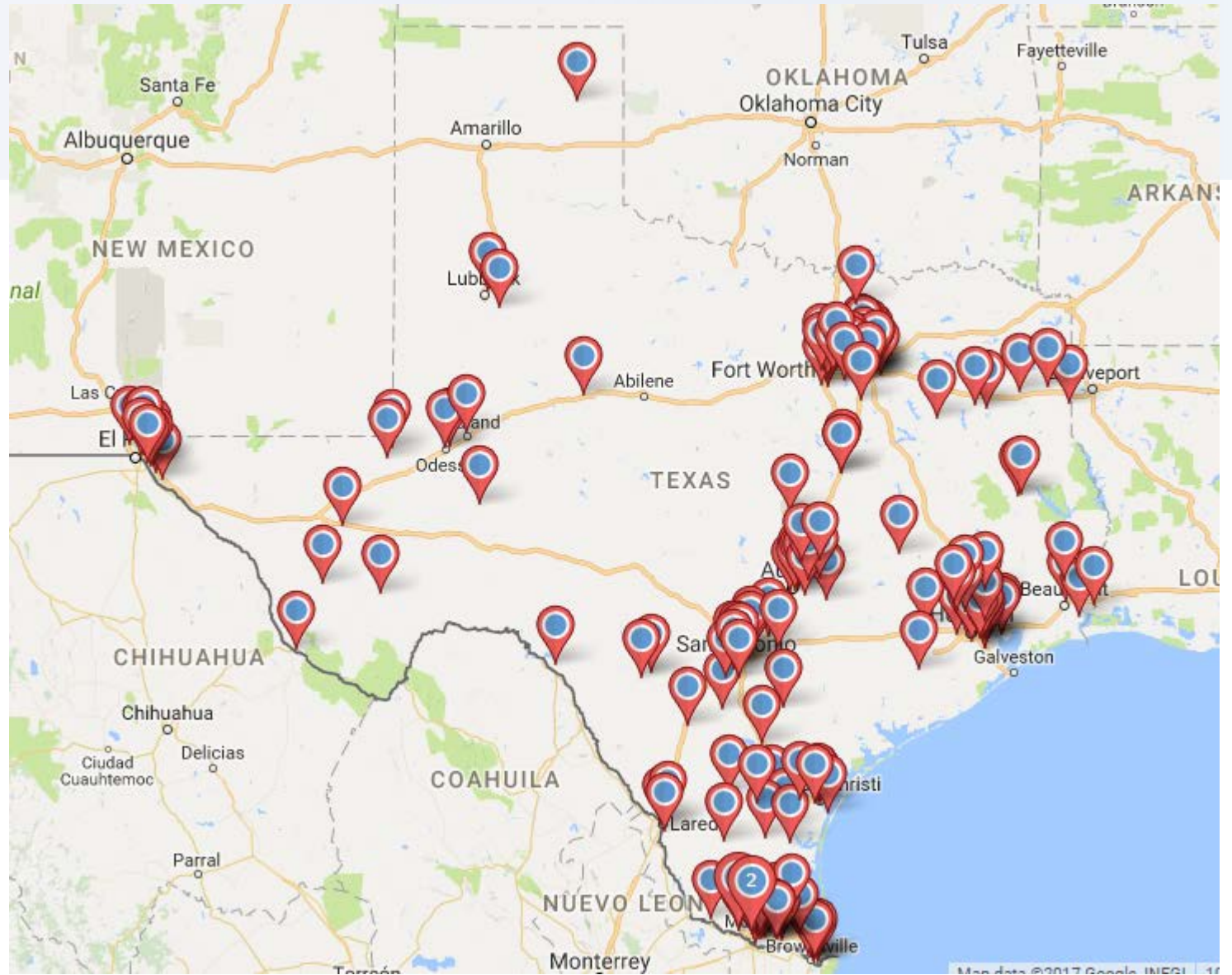
ECHS Laws and Rules
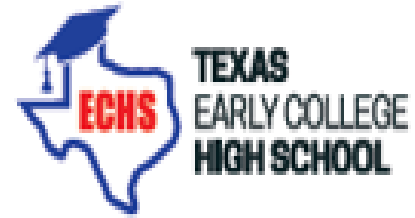
ECHS

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

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

![TEA - Texas Education Agency logo]

Benchmark 1: Target Population

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12, and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

Design Elements

All ECHSs must implement and meet the following requirements:

1. The ECHS recruitment and enrollment processes shall identify, recruit, and enroll the 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. 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.

2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American.)

3. The ECHS shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.

4. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in 1 and 2 above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

5. For admissions, the ECHS shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the ECHS.

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:

- Written admission policy and enrollment application
- Written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community
- Brochures and marketing in Spanish, English, and/or other relevant language(s)
- Written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.

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 associates 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 periods 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 supports,
      - 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 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.

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:
   a. On a college or university campus, or
   b. 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:
   a. An ECHS leader who has scheduling, hiring, and budget autonomy
   b. 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
   c. Highly qualified ECHS teachers who work directly with the ECHS students, which may include adjunct high school faculty capable of teaching college-level courses
   d. 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. 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.
   b. 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.

Access Outcomes-Based Measures

Data Indicators	Provisional Early College	Early College	Distinguished Early College
Requirements	Must meet at-risk students for incoming 9th graders and at least three additional target population data indicators	Must meet at-risk students for incoming 9th graders and at least three additional target population data indicators	Must meet at-risk students for incoming 9th graders and at least four additional target population data indicators
ECHS proportionate to or over-represents at-risk students for incoming 9th graders	No more than 20% points under district	No more than 15% points under district	No more than 10% points under district
ECHS proportionate to or over-represents African American students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents Hispanic students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents economically disadvantaged students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents males	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents ELL and SWDs	Not taken into account for designation	Not taken into account for designation	No more than 5% points under

Achievement Outcomes-Based Measures

Data Indicators	Provisional Early College	Early College	Distinguished Early College
Requirements	Must meet at least three TSI targets	Must meet at least four achievement data indicators	Must meet at least five achievement data indicators
TSI College Readiness Standards in reading	65% passing rate	70% passing rate	75% passing rate
TSI College Readiness Standards in writing	75% passing rate	80% passing rate	85% passing rate
TSI College Readiness Standards in math	50% passing rate	60% passing rate	75% passing rate
TSI College Readiness Standards in all 3 subjects	35% passing rate	40% passing rate	50% passing rate
Algebra I EOC assessment in 9th grade	Not taken into account for designation	85% of students passing	45% percent of students passing and meeting the advanced standard
English II EOC assessment (grades 9-11)	Not taken into account for designation	85% of students passing	25% percent of students passing and meeting the advanced standard

Attainment Outcomes-Based Measures

Data Indicators	Provisional Early College	Early College	Distinguished Early College
Requirements	Must meet college English, college math, and 15 college credit targets	Must meet targets on at least five attainment data indicators	Must meet targets on at least six attainment data indicators
Grade-to-grade retention by subgroup (weighted)	Not taken into account for designation	Calculated to ensure the school meets the 4-year graduation target	Calculated to ensure the school meets the 4-year graduation target
Completing one college-level English course by end of 11th grade (any)	80% of students (by the fourth year of implementation)	90% of students	100% of students
Completing one college-level math course by end of 11th grade (any)	80% of students (by the fourth year of implementation)	90% of students	100% of students
Earning 15 college credits (any) by graduation	50% of students (by the fourth year of implementation)	80% of students	95% of students
Earning 30 college credits (any) by graduation	Not taken into account for designation	50% of students	65% of students
Earning postsecondary degree and/or credential by high school graduation	Not taken into account for designation	30% of students	40% of students
Graduating high school in 4 years (4-year cohort graduation rate)	Not taken into account for designation	Meets the statewide 4-year graduation rate	Exceeds the statewide 4-year graduation rate

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/

ECHS Resources


Explore ECHS Resources on the CCRM Website

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
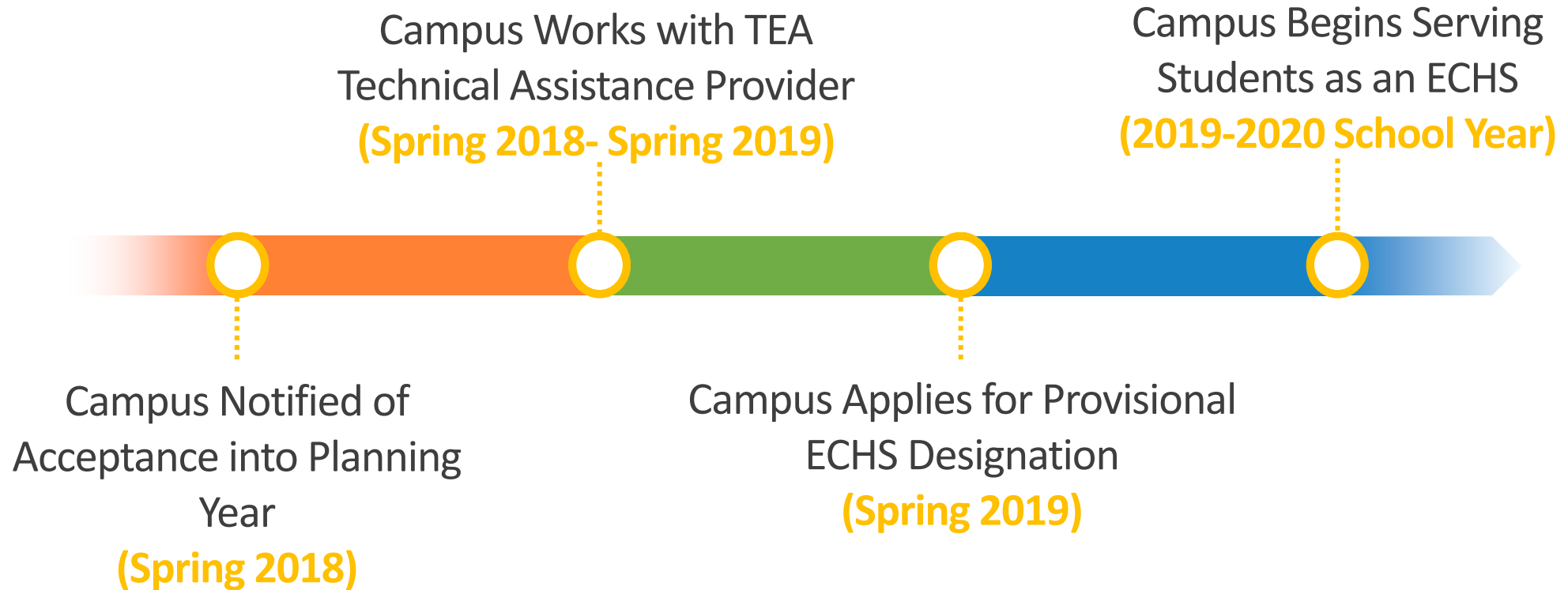
Early College High School Designation Process
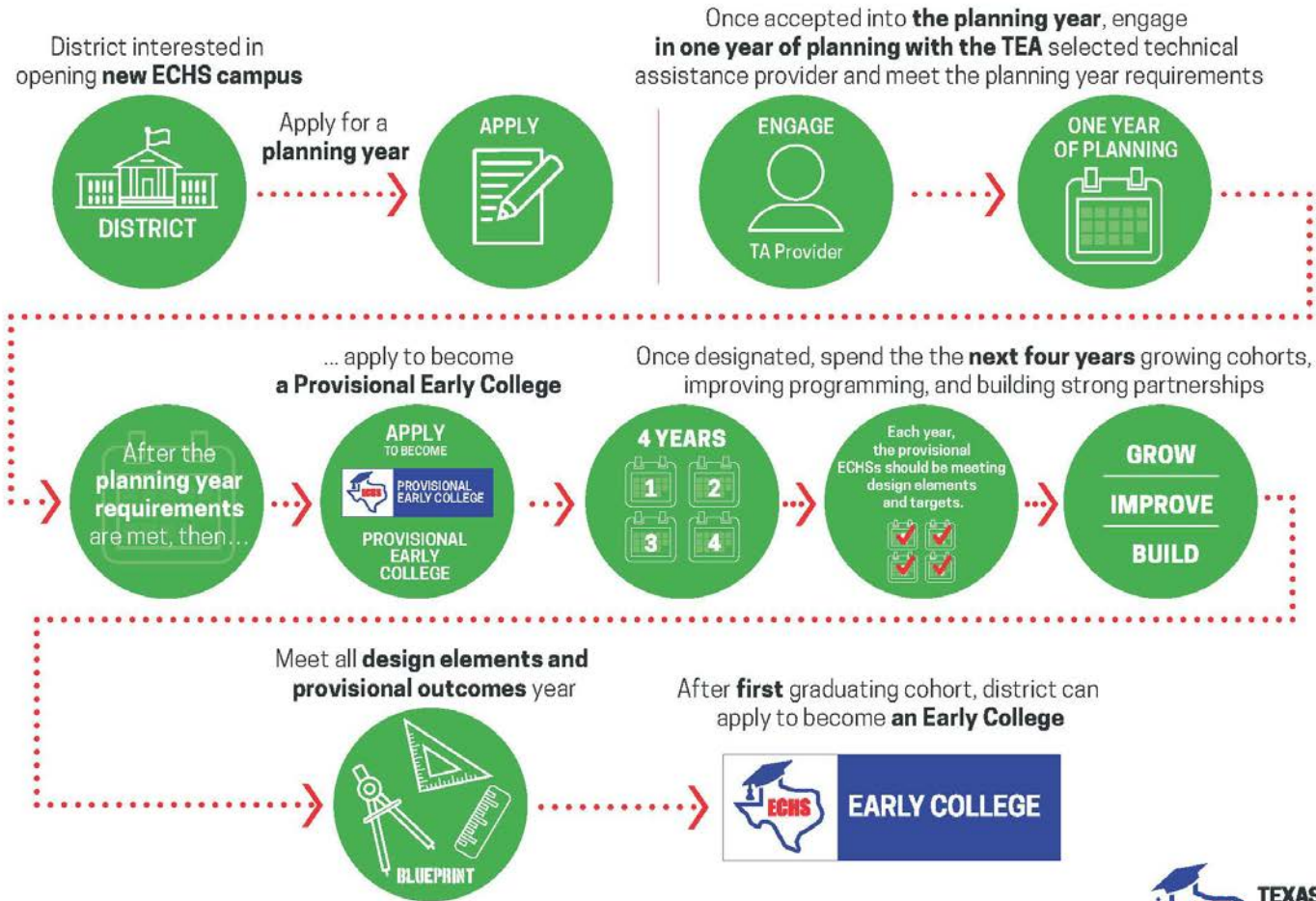
Roadmap to Early College High School Opening

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

		Required Activities	Not Yet Started	In Progress	Complete	Blueprint Products
18 Months Prior to Launch	**Spring: May, June**	➤ Identify existing staff to fulfill early college leader role or post job position	☐	☐	☐	• Description of each member and role in committee • ECHS/IHE leadership meeting agendas and minutes • School Board and Board of Regents' presentations • ECHS leader/liaison meeting agendas and notes
		➤ Identify members of the leadership team, ensuring district, school, college, and community buy-in	☐	☐	☐	
		➤ Use data analysis to establish the need for programming	☐	☐	☐	
		➤ Review and understand blueprint to understand design elements and OBM phase-in process	☐	☐	☐	

		➤ Convene leadership team
		   o Roles & responsibilities of partners
		   o Initial conversation about vision and mission statement
		   o Start of MOU discussion
		   o Post all meeting schedules, agendas and minutes on website
		   o Start to develop a plan to meet access OBMs
			☐	☐	☐	

14 Months Prior to Launch	**Summer: July, August**	➤ Using data, such as local labor market information, start to draft aligned pathways course crosswalk based on the needs within the community	☐	☐	☐	• ECHS/IHE leadership meeting agendas and minutes

		➤ Convene leadership team:
		   o Continue MOU discussion
		   o Establish shared vision and mission statement
		   o Begin sustainability conversation
		       ▪ Is start-up funding available?
		       ▪ How are dual enrollment courses funded, including tuition, text books, transportation, etc.?
		       ▪ How are dual enrollment courses staffed (e.g., what is the process for high school faculty to teach college coursework?)
		       ▪ How can partners share costs?
			☐	☐	☐	

Roadmap to Early College High School Opening

		Required Activities	Not Yet Started	In Progress	Complete	Blueprint Products
12 Months Prior to Launch	Fall: Sept, Oct, Nov	➤ Onboard early college leader	☐	☐	☐	• Written recruitment plan, including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community • Written communications plan for targeting identified audiences, including parents, community members, school board, higher education personnel, etc. • ECHS/IHE leadership meeting agendas and minutes
		➤ Draft MOU	☐	☐	☐	
		➤ Develop public relations plan	☐	☐	☐	
		➤ Finalize ECHS model (i.e., stand alone or school-within-school)	☐	☐	☐	

		➤ Convene leadership meeting
		   ○ Finalize recruitment plan and timeline
		   ○ Strategize to meet access OBMs
		   ○ Review draft MOU and gather last round of feedback
		   ○ Review course crosswalk
		   ○ Review alignment of course crosswalk to high-quality college and career pathways
			☐	☐	☐	

Roadmap to Early College High School Opening

		Required Activities	Not Yet Started	In Progress	Complete	Blueprint Products
10 Months Prior to Launch	**Winter: Dec, Jan, Feb**	➤ Finalize and sign MOU	☐	☐	☐	• 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
		➤ Finalize course crosswalk 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 bachelor's degree	☐	☐	☐	
		➤ Finalize high-quality college and career pathway(s) that ensure students attain postsecondary credentials with value in the labor market and launch rewarding careers	☐	☐	☐	
		➤ Develop student application	☐	☐	☐	
		➤ Create promotional and marketing materials	☐	☐	☐	
		➤ Apply for provisional designation (Feb)	☐	☐	☐	

		➤ Convene leadership meeting
		   o Identify potential academic and emotional support structure
		   o Revisit plan to meet access OBMs
		   o Develop budget
			☐	☐	☐	

Roadmap to Early College High School Opening

	Required Activities	Not Yet Started	In Progress	Complete	Blueprint Products
8 Months Prior to Launch — **Spring: March, April, May**	➤ Conduct student and parent outreach	☐	☐	☐	• Calendar of family outreach events • Calendar of TSI administration dates • Tutoring and bridge program calendars and curricula • Advisory/study skills curriculum material • Mentor/induction program plans • ECHS/IHE leadership meeting agendas and minutes
	➤ Determine student assessment timeline (for entrance and while matriculating through the program)	☐	☐	☐	

	➤ Convene leadership meeting
	  o Develop staff plan for teachers, IHE instructors, counselors, administration, support staff, etc.
	  o Discuss teacher professional development
	  o Plan and finalize summer activities for students (e.g., summer bridge program)
		☐	☐	☐	

4 Months Prior to Launch — **Summer: June, July, August**	➤ Provide teacher professional development	☐	☐	☐	• Professional learning community agendas and notes • Annual training or professional development plan with ECHS and IHE faculty • Master schedules • Aggregate reports of TSI exam performance • ECHS/IHE leadership meeting agendas and minutes
	➤ Hold family orientation	☐	☐	☐	
	➤ Build ECHS culture (within the academic setting as well as through business and community organizations)	☐	☐	☐	

	➤ Convene leadership meeting
	  o Develop data review process
	  o Start to develop intervention strategies for students
	  o Develop master schedule
	  o Plan ongoing leadership convening schedule for upcoming school year
		☐	☐	☐	

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		Required Activities	Not Yet Started	In Progress	Complete	Blueprint Products
Launch	Fall: Sept, Oct	➤ Inaugural group of students start school	☐	☐	☐	• Continue to post blueprint products on school webpage
		➤ 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)	☐	☐	☐	
		➤ Continue to convene leadership team	☐	☐	☐	

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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?