



**Administration**

Tonya R. Miller, Principal  
Gastonia “Terri” Goodman, Dean of Students  
Juan Carlos Hernandez, Dean of Students  
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**The Challenge Early College (CEC) Mission**

To graduate confident, ethically responsible, lifelong learners who are prepared to succeed in higher education and be productive citizens in our world. Challenge graduates are effective communicators, proficient problem solvers, independent workers and thinkers, cooperative team members, and responsible citizens.

**Why is Challenge so small?**

A high-quality education at Challenge Early College starts with relationships. We personalize your child’s education by supporting the development of meaningful, sustained relationships among teachers and students in a small college-bound setting. In study after study of successful small high schools, students compare their school to a family rather than a factory and link their academic achievement to their caring relationships with teachers. CECHS has small classes (19 per class, on average) so that students and faculty are able to develop positive relationships.

**What is an Early College?**

An early college provides high school students a “seamless pathway” from high school to college. Housed on the HCCS campus, with articulated sharing of space and staff, CECHS allows the high school student to gradually integrate into college coursework through his or her high school graduation plan. This integration requires dual-enrollment in HCC classes, with the student having shown mastery of the knowledge and skills necessary for success via Compass entrance test. Students have the opportunity to graduate with both a Distinguished Diploma and 61 college hours and/or Associate’s degree. A sample of our graduated course schedule is provided below:

| <b>Year</b> | <b>Fall semester</b>        | <b>Spring semester</b>      | <b>Summer 1</b>     | <b>Summer 2</b>     |
|-------------|-----------------------------|-----------------------------|---------------------|---------------------|
| Year One    | No college courses.         | No college courses.         | No college courses. | No college courses. |
| Year Two    | One college course.         | One college course.         | Two college courses | Two college courses |
| Year Three  | Two – Three college courses | Two – Three college courses | Two college courses | Two college courses |
| Year Four   | Three college courses       | Three college courses       | Two college courses | Two college courses |
| Year Five   | Four college courses,       | Four college courses,       | Two college courses | Two college courses |

**Pre Advanced Placement / Advanced Placement Curriculum**

CECHS offers an advanced academic curriculum to prepare students for post-secondary success. Additionally, coursework requirements at CECHS exceed the state’s minimum graduation requirements. For extra support in this rigorous curriculum, some 9<sup>th</sup> grade students may be double blocked in English and Mathematics classes.

**The Challenge Schedule**

Our A, B, and C block schedule structure allows teachers to pace lessons according to student needs and is also closely aligned with the HCC class schedule. On A and B days students see four content teachers per day. C schedule is an alternating A or B schedule with student-selected interest-based classes at the end of the day. Tutorials are offered after school for students in need of additional academic support.

**CHALLENGE EARLY COLLEGE HIGH SCHOOL 2013-2014 WEEKLY SCHEDULE**

|                                   | Monday          | Tuesday         | Wednesday       | Thursday        | Friday                         |           |                    |           |
|-----------------------------------|-----------------|-----------------|-----------------|-----------------|--------------------------------|-----------|--------------------|-----------|
| <b>A/B<br/>Schedule<br/>Times</b> | <b>A</b>        | <b>B</b>        | <b>A</b>        | <b>B</b>        | <b>C Schedule</b>              |           |                    |           |
|                                   |                 |                 |                 |                 |                                |           |                    |           |
| <b>8:00-9:25</b>                  | <b>1</b>        | <b>5</b>        | <b>1</b>        | <b>5</b>        | <b>8:00-8:43</b>               | <b>C1</b> | <b>8:00-8:53</b>   | <b>C1</b> |
|                                   |                 |                 |                 |                 | <b>8:48-9:31</b>               | <b>C2</b> | <b>8:58-9:51</b>   | <b>C2</b> |
| <b>9:30-10:55</b>                 | <b>2</b>        | <b>6</b>        | <b>2</b>        | <b>6</b>        | <b>9:36-10:19</b>              | <b>C3</b> | <b>9:56-10:49</b>  | <b>C3</b> |
|                                   |                 |                 |                 |                 | <b>10:24-11:07</b>             | <b>C4</b> | <b>10:54-11:47</b> | <b>C4</b> |
| <b>11:00-11:40</b>                | <b>ADVISORY</b> |                 |                 |                 |                                |           |                    |           |
| <b>11:45-12:25</b>                | <b>LUNCH</b>    |                 |                 |                 |                                |           |                    |           |
| <b>12:30-1:55</b>                 | <b>3</b>        | <b>7</b>        | <b>3</b>        | <b>7</b>        | <b>1:30-3:25 STAFF MEETING</b> |           |                    |           |
| <b>2:00-3:25</b>                  | <b>4</b>        | <b>8</b>        | <b>4</b>        | <b>8</b>        |                                |           |                    |           |
| <b>3:30-4:30</b>                  | Homework<br>Lab | Homework<br>Lab | Homework<br>Lab | Homework<br>Lab |                                |           |                    |           |

**Distinguished Achievement Plan**

A course of study consisting of 26 credits must be completed for all incoming freshmen who enter during the 2007-2008 year or later. All Challenge Early College High School students are to complete the Distinguished Achievement Plan course of study. Graduation plan details are available upon request.

**Challenge Advisory Program**

Challenge Early College High School provides student support and enables development of strong family-like relationships through the Advisory Program. The Challenge Advisory program is focused on developing the skills and behaviors embedded in the HISD Graduate Profile and is designed to support the acquisition of positive workforce and affective inter-personal behaviors.

**Residency**

All students **must live** within the Houston Independent School District boundaries with their parent(s) or legal guardian

**Application Process**

1. Complete all sections of the application: Postmarked by the date noted on the student application.
2. Request a school-based professional to complete an Academic Reference Form (current English, Math, Science or Social Studies teacher).
3. ***Please join us for a campus tour during Challenge Discovery Days:*** Tours will take place on Monday, Tuesday, Wednesday and Thursday - Nov. 11 – 14, 2013 at 4:00 pm and Dec. 2 - 5, 2013 at 4:00 pm and Saturday, Dec. 7, 2013 and Jan. 11, 2014 at 9:00 am.
4. Students who are considered for acceptance will be scheduled for an entrance interview. An on-site writing sample and math evaluation will be completed on the day of the interview.
5. Applicants who submit required information after the due date will be placed on a waiting list. The applicant will be contacted only if a space becomes available.

Students who qualify for admission will be placed into a lottery for available spaces. Applications are available in our main office and at [www.houstonisd.org/Challengeechs](http://www.houstonisd.org/Challengeechs). For more information, please call 713-664-9712.

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status or political affiliation in its education or employment programs and activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973; as amended.