

Dual Credit
Advisory
Committee

Early College High Schools Sub-committee

Dual Credit Advisory Committee

Purpose:

The purpose of the Dual Credit Advisory Committee is to collaborate with K-12 partners to determine solutions to barriers and to develop processes that need to be put into place.

Charge:

Based on feedback from K-12 partners, HCC department chairs and deans, address barriers posed. The committee will collaborate and increase the communication between K-12 partners and HCC, while developing shared interest solutions for the dual credit program.

Sub- Committee – Early College High Schools

- Stephanie Square*
- Dr. Gabriel Slack
- Jodie Khan
- Melissa Jacobs
- Dr. Samantha Brooks

PURPOSE

Talking Points

PURPOSE: Revisit the purpose of early colleges and how can we inspire and inform students

TARGET

TARGET: Early College HS Principals, and P-TECH can talk about the nuances of the type of student that we are looking for in Early College High Schools

RESROUCES

RESOURCES: Available resources

Talking Points

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TARGET: Early College HS Principals, and P-TECH can talk about the nuances of the type of student that we are looking for in Early College HS.

RESOURCES: Available resources

Early College High Schools

Early College High Schools (ECHS) are open-enrollment high schools that allow students least likely to attend college an opportunity to receive both a high school diploma and either an associate degree or at least 60 credit hours toward a baccalaureate degree.

<https://tea.texas.gov/academics/college-career-and-military-prep/early-college-high-school-echs>

PURPOSE

Early College High Schools

- Enroll Historically underserved students, targeting at-risk and economically disadvantaged

TARGET

- Provide dual credit at no cost to students
- Offer rigorous instruction and accelerated courses
- Provide academic and social support services to help students succeed
- Provide students with highly personalized attention
- Increase college readiness
- Partner with Texas institutions of higher education (IHEs) to reduce barriers to college access

RESROUCES

- <https://tea.texas.gov/academics/college-career-and-military-prep/early-college-high-school-echs>

ECHS Designation

Under the authority of Texas Education Code (TEC) §29.908(b) and Texas Administrative Code (TAC) §102.1091, the TEA developed a designation process for Early College High Schools.

The designation process ensures that districts, local education agencies (LEAs) and colleges operating ECHS campuses maintain the integrity of the model, which was researched and designed to target and serve students who might not otherwise attend college.

<https://tea.texas.gov/academics/college-career-and-military-prep/early-college-high-school-echs>

PURPOSE

ECHS Blueprint

The Early College High School (ECHS) Blueprint provides foundational principles and standards for innovative partnerships with colleges and universities.

TARGET

All Early College High Schools are required to meet all the design elements for each benchmark annually. [Click here to view the Early College High School Blueprint](#)

RESROUCES

<https://texasccrsmdesignation.org/echs>

ECHS Blueprint – Outcomes-Based Measures

All Early College High Schools are required to meet Outcomes-Based Measures (OBMs) on data indicators related to access, attainment, and achievement. TEA provides technical assistance to promote implementation of the ECHS model with fidelity.

Access → Do specific student groups have access to the program?

Attainment → Do students attain college credit, complete rigorous courses, and earn postsecondary degrees or credentials?

Achievement → Do students in the program achieve successful assessment outcomes?

<https://texascrcsmdesignation.org/echs>

ECHS Blueprint – Outcomes-Based Measures

Attainment → Do students attain college credit, complete rigorous courses, and earn postsecondary degrees or credentials?

ECHS's must provide opportunities for students to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree by expanding dual credit options for students.

Attainment rates are measured by the proportions of students attending ECHS campuses who complete dual credit courses in English and Math, obtain college credit hours, and earn a postsecondary degree and/or credential based on PEIMS and the Texas Higher Education Coordinating Board (THECB) data.

https://tea.texas.gov/sites/default/files/echs_data_documentation_external_designation_2020-21_final_v2.pdf

PURPOSE

TARGET

RESROUCES

Attainment Outcomes-Based Measures			
Definition of Attainment OBM	Provisional Early College	Early College	Distinctions
	Requirements		
	Must meet persistence, 9 college credits by 10th, and 15 college credits targets	Must meet targets on at least five attainment data indicators	
Data Indicators			Must meet targets on at least six attainment data indicators
Persistence of 9th grade students (and transfers in grades 10 or 11) through ECHS program into fall of 12th grade	70% of students enrolled remain in the ECHS program	75% of students enrolled remain in the ECHS program	85% of students enrolled remain in the ECHS program
Earning 9 college credits (any) (DC/3+ AP Exam/OnRamps) by end of 10th grade	35% of students	40% of students	50% of students
Earning 15 college credits (any) by graduation	50% of students (by the fourth year of implementation)	65% of students	80% of students
Completing Texas Core Curriculum (Core 42) by graduation	Not taken into account for designation	30% of students	40% of students
Earning postsecondary degree and/or credential by high school graduation (Level 1, Level 2, Associate)	Not taken into account for designation	40% of students	50% of students
Graduating high school in 4 years (4-year cohort graduation rate)	Not taken into account for designation	Within 5% of statewide 4-year graduation rate	Exceeds the statewide 4-year graduation rate
Direct-to-college enrollment into a 2-year or 4-year institution	Not taken into account for designation	45% of students	50% of students

ECHS Blueprint – Outcomes-Based Measures

Achievement → Do students in the program achieve successful assessment outcomes?

ECHS must ensure that the students are college ready or are dual credit eligible. One method to determine college readiness is to administer a Texas Success Initiative (TSI) college placement exam (as defined by 19 TAC §4.53, 2019, amended to be effective 2018).

Achievement rates are measured by the proportions of ECHS students who pass student achievement assessments, such as State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) exams (Algebra 1 EOC in Grade 9, English II EOC in Grades 9, 10 or 11) and the Texas Success Initiative Assessment (TSIA Reading, TSIA Writing, and TSIA Mathematics subject areas).

https://tea.texas.gov/sites/default/files/echs_data_documentation_external_designation_2020-21_final_v2.pdf

PURPOSE

TARGET

RESROUCES

Achievement Outcomes-Based Measures			
Definition of Achievement OBM	Provisional Early College	Early College	Distinctions
	Requirements		
	Must meet targets on at least three achievement data indicators	Must meet targets on at least four achievement data indicators	
Data Indicators			
TSIA College Readiness Standards in English Language Arts & Reading (ELAR) + Writing OR TSI exemption through successful completion of first college reading/writing course (e.g., ENGL 1301/1302) by end of 11th grade	65% passing rate	70% passing rate	80% passing rate
TSIA College Readiness Standards in math OR TSI exemption through successful completion of first college math course (e.g., MATH 1314 or higher) by end of 11th grade	50% passing rate	60% passing rate	75% passing rate
College, Career and Military Readiness (CCMR) standards on SAT or ACT by graduation	Not taken into account for designation	45% of students meet college readiness standards	65% of students meet college readiness standards
Algebra I EOC assessment by the end of 9th grade	85% of students pass at Approaches Grade Level Performance	60% of students achieve Meets Grade Level Performance	60% of students achieve Meets Grade Level Performance with 40% achieving Masters Grade Level Performance
English II EOC assessment (grades 9-11)	85% of students pass at Approaches Grade Level Performance	30% of students achieve Meets Grade Level Performance	30% of students achieve Meets Grade Level Performance with 10% achieving Masters Grade Level Performance

Distinctions
Must meet targets on all five achievement data indicators
80% passing rate
75% passing rate
65% of students meet college readiness standards
60% of students achieve Meets Grade Level Performance with 40% achieving Masters Grade Level Performance
30% of students achieve Meets Grade Level Performance with 10% achieving Masters Grade Level Performance

Dual Credit

The Texas Higher Education Coordinating Board (THECB) defines dual credit as a system in which an eligible high school student enrolls in college course(s) and receives credit for the course(s) from both the college and high school.

Dual credit courses may be taught on the high school campus by an approved instructor or on the college campus. Dual credit courses include both academic and technical courses.

<https://tea.texas.gov/academics/college-career-and-military-prep/dual-credit>

Dual Credit vs. ECHS

Dual Credit

Senate Bill 1091 restricts courses that can be offered by institutions of higher education for dual credit to those contained in the core curriculum of a public institution of higher education, career and technology education courses, or foreign language courses.

ECHS

Early College High Schools and any other early college program that assists a student in earning an associate degree while in high school is exempt from this restriction.

<https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/dual-credit/>

PURPOSE

Dual Credit vs. ECHS

Courses offered for dual credit by public institutions of higher education must be contained **in the core curriculum** of the institution providing the credit, career and technical education courses, or foreign language courses (TAC §4.85).

TARGET

Dual credit courses that are completed as part of an approved early college education program under TEC 29.908 or as part of an early college program defined in TAC §4.83, must be identified as college-level academic courses in the current edition of the THECB's Lower Division Academic Course Guide Manual (ACGM), as college-level technical education courses in the current edition of the board's Workforce Education Course Manual (WECM), or in a university's approved undergraduate core courses.

RESOURCES

Public colleges may not offer remedial or developmental courses for dual credit.

<https://tea.texas.gov/sites/default/files/Dual%20Credit%20FAQ%20TEA%204.28.2020.pdf>

PURPOSE

Dual Credit vs. ECHS

Students are often required to pay for tuition, books, and fees related to dual credit, though sometimes the college waives or reduces these costs, or the high school pays the costs. A detailed description of costs and who will be responsible for them should be included in the written agreement (MOU) between the school district and the IHE.

TARGET

Texas does not require school districts or IHEs to provide textbooks used in dual credit courses. School districts have no statutory authority to use textbook funds for dual credit course textbooks. While FSP funds have been used, in many cases the student taking the college course for dual credit pays for the textbook(s). Districts pay all costs related to earning dual credit for early college high school students including tuition, fees, and textbooks

RESROUCES

The Commissioner's rules for ECHS programs (TAC §102.1091) do not allow a student enrolled in an ECHS course for high school graduation credit to be required to pay for tuition, fees, or required textbooks. School districts and charter schools are responsible for paying any tuition, fees, or textbook costs not waived by an IHE

<https://tea.texas.gov/sites/default/files/Dual%20Credit%20FAQ%20TEA%204.28.2020.pdf>

Revisit the purpose of early colleges and how can we inspire and inform students

- Early College High School Students, especially first generation college goers, need to feel like college students (sense of belonging)
 - Showcase inspirational stories
- IHE support with recruitment efforts at middle schools that serve target population
 - Students begin the application process in 8th grade – students need to be informed and inspired at the middle school level and through high school years
- Understand commonalities and differences of Early College High Schools vs. dual credit
- IHE faculty approach teaching instruction to ECHS students with maintaining rigor
- IHE faculty PD/support as it relates to scaffolding and interventions and supporting students who are taking first college class
- Consider informing and inspiring IHE faculty and staff in addition to students (understand “at risk” students are targeted to place them on track to college)

Revisit the purpose of early colleges and how can we inspire and inform students

When we are doing events for incoming students, there is a heavier presence with partnering. Knowing we are targeting more at risk, we need to figure out how we are having some continuity between what happens at 8th grade bridge and how that information continues to be filtered to the students.

The timeliness of when we disseminate that information is critical. It is important we give it on the front end, our partnership needs to be solidified. They are overwhelmed and new to the campus but they may not have an HCC class until second semester. It is not relevant or urgent, it does not set it until right before they start HCC classes.

PURPOSE

Talking Points

PURPOSE: Revisit the purpose of early colleges are and how can we inspire and inform the students.

TARGET

TARGET: Early College HS Principals, and P-TECH can talk about the nuances of the type of student that we are looking for in Early College HS.

RESROUCES

RESOURCES: Available resources

PURPOSE

Pathways in Technology Early College High Schools (P-TECH)

TARGET

Pathways in Technology Early College High Schools (P-TECH) are innovative open-enrollment high schools that allow students least likely to attend college an opportunity to receive both a high school diploma and a credential and/or an associate degree. The hallmark of the P-TECH model is its career focus and the provision of work-based education

RESOURCES

<https://tea.texas.gov/academics/college-career-and-military-prep/pathways-in-technology-early-college-high-school-p-tech-0>

ECHS Designation Blueprint: Benchmark 1

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 statute (Texas Education Code (TEC) §29.908) and the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

[https://tea.texas.gov/sites/default/files/2020-21%20ECHS Blueprint 6.8.20 Final.pdf](https://tea.texas.gov/sites/default/files/2020-21%20ECHS%20Blueprint%206.8.20%20Final.pdf)

ECHS Designation Blueprint: Benchmark 1

The ECHS recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by Texas Education Code (TEC) §29.081 and PEIMS), including, but not limited to, students who have not passed two or more subjects in the foundation curriculum during a semester in the preceding or current school year, students who are of limited English proficiency, or students who have failed a state administered assessment.

Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

[https://tea.texas.gov/sites/default/files/2020-21%20ECHS Blueprint 6.8.20 Final.pdf](https://tea.texas.gov/sites/default/files/2020-21%20ECHS%20Blueprint%206.8.20%20Final.pdf)

PURPOSE

ECCHS Designation Blueprint: Benchmark 1

The ECCHS 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, English learners, and students with disabilities).

TARGET

The ECCHS shall coordinate activities with feeder middle school(s), and higher education partner(s) shall coordinate with the ECCHS to participate in recruitment activities to target promotional efforts at priority populations.

Enrollment of target student populations should be representative of a district's demographic make-up.

RESOURCES

[https://tea.texas.gov/sites/default/files/2020-21%20ECCHS Blueprint 6.8.20 Final.pdf](https://tea.texas.gov/sites/default/files/2020-21%20ECCHS%20Blueprint%206.8.20%20Final.pdf)

ECHS Designation Blueprint: Benchmark 1

For any ECHS at capacity, 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.

Districts are encouraged to standardize lottery practices across campuses implementing the College and Career Readiness School Models

[https://tea.texas.gov/sites/default/files/2020-21%20ECHS Blueprint 6.8.20 Final.pdf](https://tea.texas.gov/sites/default/files/2020-21%20ECHS%20Blueprint%206.8.20%20Final.pdf)

ECHS Blueprint – Outcomes-Based Measures

Access → Do specific student groups have access to the program?

Access OBM are measured by the proportions of students within specific student groups enrolled at ECHS campuses based on Public Education Information Management System (PEIMS) fall enrollment data

https://tea.texas.gov/sites/default/files/echs_data_documentation_external_designation_2020-21_final_v2.pdf

PURPOSE

TARGET

RESROUCES

Access Outcomes-Based Measures		
	Provisional Early College	Early College
Definition of Access OBM	Requirements	
	Must serve at-risk incoming 9th graders	Must serve at-risk incoming 9th graders and economically disadvantaged students
Data Indicators		
ECHS proportionate to or over-represents at-risk students (incoming 9 th graders)	No more than 25% points under district (grades 9-12)	No more than 25% points under district (grades 9-12)
ECHS proportionate to or over-represents economically disadvantaged students (grades 9-12)	No more than 10% points under district (grades 9-12)	No more than 10% points under district (grades 9-12)
ECHS proportionate to or over-represents English learners (incoming 9th graders)	Not taken into account for designation	Not taken into account for designation
ECHS proportionate to or over-represents students with disabilities (grades 9-12)	Not taken into account for designation	Not taken into account for designation

At Risk Indicators

According to the Texas Education Code (TEC) 29.081(d) a “student at risk of dropping out of school” includes each student who is under 26 years of age and who:

1) was not advanced from one grade level to the next for one or more school years; (Retained – stays with them for entire school career)

NOTE: a student is not considered at risk of dropping out of school if the student did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student’s parent.

<https://rptsvr1.tea.texas.gov/acctres/gloss0708.html>

At Risk Indicators

2) is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum (language arts, math, science, and social studies) during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

<https://rptsvr1.tea.texas.gov/acctres/gloss0708.html>

At Risk Indicators

4) is in prekindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

5) is pregnant or is a parent; (Pregnant/Parent – stays with them for entire school career unless they are no longer parenting)

<https://rptsvr1.tea.texas.gov/acctres/gloss0708.html>

At Risk Indicators

6) has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;

7) has been expelled in accordance with TEC §37.007 during the preceding or current school year;

8) is currently on parole, probation, deferred prosecution or other conditional release;

<https://rptsvr1.tea.texas.gov/acctres/gloss0708.html>

At Risk Indicators

9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10) is of limited English proficiency, as defined by TEC §29.052;

11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

<https://rptsvr1.tea.texas.gov/acctres/gloss0708.html>

At Risk Indicators

12) is homeless, as defined by No Child Left Behind (NCLB) Act, Title X, Part C, Section 725(2), the term "homeless children and youths," and its subsequent amendments; or,

13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

<https://rptsvr1.tea.texas.gov/acctres/gloss0708.html>

At Risk Indicators

14) Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code

<https://rptsvr1.tea.texas.gov/acctres/gloss0708.html>

Eco Dis measures

An economically disadvantaged student is defined as one who is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

<https://rptsvr1.tea.texas.gov/acctres/gloss0708.html>

PURPOSE

TARGET

RESROUCES

Eco Dis measures

<https://www.govinfo.gov/content/pkg/FR-2020-03-20/pdf/2020-05982.pdf>

INCOME ELIGIBILITY GUIDELINES												
Effective from July 1, 2020 to June 30, 2021												
HOUSEHOLD SIZE	FEDERAL POVERTY GUIDELINES	REDUCED PRICE MEALS - 185 %					FREE MEALS - 130 %					
	ANNUAL	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	
48 CONTIGUOUS STATES, DISTRICT OF COLUMBIA, GUAM, AND TERRITORIES												
1	12,760	23,606	1,968	984	908	454	16,588	1,383	692	638	319	
2	17,240	31,894	2,658	1,329	1,227	614	22,412	1,868	934	862	431	
3	21,720	40,182	3,349	1,675	1,546	773	28,236	2,353	1,177	1,086	543	
4	26,200	48,470	4,040	2,020	1,865	933	34,060	2,839	1,420	1,310	655	
5	30,680	56,758	4,730	2,365	2,183	1,092	39,884	3,324	1,662	1,534	767	
6	35,160	65,046	5,421	2,711	2,502	1,251	45,708	3,809	1,905	1,758	879	
7	39,640	73,334	6,112	3,056	2,821	1,411	51,532	4,295	2,148	1,982	991	
8	44,120	81,622	6,802	3,401	3,140	1,570	57,356	4,780	2,390	2,206	1,103	
For each add'l family member, add	4,480	8,288	691	346	319	160	5,824	486	243	224	112	
ALASKA												
1	15,950	29,508	2,459	1,230	1,135	568	20,735	1,728	864	798	399	
2	21,550	39,868	3,323	1,662	1,534	767	28,015	2,335	1,168	1,078	539	
3	27,150	50,228	4,186	2,093	1,932	966	35,295	2,942	1,471	1,358	679	
4	32,750	60,588	5,049	2,525	2,331	1,166	42,575	3,548	1,774	1,638	819	
5	38,350	70,948	5,913	2,957	2,729	1,365	49,855	4,155	2,078	1,918	959	
6	43,950	81,308	6,776	3,388	3,128	1,564	57,135	4,762	2,381	2,198	1,099	
7	49,550	91,668	7,639	3,820	3,526	1,763	64,415	5,368	2,684	2,478	1,239	
8	55,150	102,028	8,503	4,252	3,925	1,963	71,695	5,975	2,988	2,758	1,379	
For each add'l family member, add	5,600	10,360	864	432	399	200	7,280	607	304	280	140	
HAWAII												
1	14,680	27,158	2,264	1,132	1,045	523	19,084	1,591	796	734	367	
2	19,830	36,686	3,058	1,529	1,411	706	25,779	2,149	1,075	992	496	
3	24,980	46,213	3,852	1,926	1,778	889	32,474	2,707	1,354	1,249	625	
4	30,130	55,741	4,646	2,323	2,144	1,072	39,169	3,265	1,633	1,507	754	
5	35,280	65,268	5,439	2,720	2,511	1,256	45,864	3,822	1,911	1,764	882	
6	40,430	74,796	6,233	3,117	2,877	1,439	52,559	4,380	2,190	2,022	1,011	
7	45,580	84,323	7,027	3,514	3,244	1,622	59,254	4,938	2,469	2,279	1,140	
8	50,730	93,851	7,821	3,911	3,610	1,805	65,949	5,496	2,748	2,537	1,269	
For each add'l family member, add	5,150	9,528	794	397	367	184	6,695	558	279	258	129	

Early College HS Principals, and P-TECH can talk about the nuances of the type of student that we are looking for in ECHS

- We must recruit students who meet Benchmark 1 target population
- ECHS's do not have authority to vet students like dual credit or advanced placement may (based on GPA, teacher recommendations, etc.)
- Understanding the target population for early college high school students, we must consider challenges and opportunities related to this target
 - We must plan for both
- How can the following processes and resources be adapted for this target?
 - College Success Coach
 - Early Alert
 - SLIP session
- Consider increasing ECHS/Dual Credit only faculty

Talking Points

PURPOSE: Revisit the purpose of early colleges are and how can we inspire and inform the students.

TARGET: Early College HS Principals, and P-TECH can talk about the nuances of the type of student that we are looking for in Early College HS.

RESOURCES: Available resources

Blueprint – Benchmark 4 Design Element

The ECHS shall biannually implement structured data review processes designed to identify student strengths and weaknesses and develop individual instructional support plans.

The ECHS, in conjunction with the college/university dual credit program specialist(s), shall collaborate and create a plan for students off-track for success in the ECHS program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS program so that students can obtain high school and college credit

[https://tea.texas.gov/sites/default/files/2020-21%20ECHS Blueprint 6.8.20 Final.pdf](https://tea.texas.gov/sites/default/files/2020-21%20ECHS%20Blueprint%206.8.20%20Final.pdf)

Blueprint – Benchmark 2 Design Element

Components [of MOU] that articulate joint practices regarding

- ECHS students' and staff's access to the IHE facilities, services and resources
- Academic supports and guidance that will be provided to students participating in the dual credit program
- Student enrollment and attendance

[https://tea.texas.gov/sites/default/files/2020-21%20ECHS Blueprint 6.8.20 Final.pdf](https://tea.texas.gov/sites/default/files/2020-21%20ECHS%20Blueprint%206.8.20%20Final.pdf)

Available resources

- Orientation (online)
- P-16 Liaison
- College Success Coach
 - Consider staffing one per ECHS to maximize number of graduates and to provide more individualized support
- Tutorials
 - Strategies for more students to utilize
- Clubs
 - May need to communicate opportunities better
- TSI testing at IHE site is a valuable resource
- SEL support
 - Increase consistency across campuses

Needed Resources

- Need one stop shop of resources available to students
 - Students may get a lot of info frontloaded when they are new but may not recall how to find resource when the time comes
 - Currently students have access to some resources but may not be aware
- Specific to dual credit
- Specific to ECHS and P-TECH
- Create a plan for students off-track for success in the ECHS program
 - Identify proactive methods we can implement
 - Plan for students who are off track at different levels
- College Success Coach very valuable but stretched thin
- Early Alert Process refined for ECHS students (as opposed to dual credit)
- SLIP sessions ECHS campus based

Needed Resources

- ECHS students need additional supports related to
 - Provide academic and social support services to help students succeed
 - Provide students with highly personalized attention
 - Increase college readiness
 - Partner with Texas institutions of higher education (IHEs) to reduce barriers to college access
 - Need to consider what barriers currently exist to develop mitigation plan
- HCC application process
- TSI Academy (multitude of benefits, including more students are college ready, students remain engaged with IHE after bridge and before first college class, etc.)
- Consider a more streamlined process for ECHS students
 - Annual paperwork every year
 - Smartsheets - individual upload very time consuming
- Process for keeping more students on track for core and AA degree