



TEXAS
COLLEGE &
CAREER
READINESS
SCHOOL
MODELS



Welcome to the College and Career Readiness School Models (CCRSM)

The CCRSM Student and Family Guidebook

The College and Career Readiness School Models (CCRSM), including the Early College High School (ECHS) model and the Pathways in Technology Early College High School (P-TECH) model are part of how schools in the state of Texas prepare students for life after high school.

CCRSM combine high school and college coursework, to allow students to earn college credit and degrees, develop technical skills, and prepare for in-demand career paths while still in high school. CCRSM programs are free and open to all students who are interested in attending.

The Student and Family Guidebook is designed families with children interested in CCRSM programs or currently attending CCRSM programs. The goal of the Guidebook is to empower parents with valuable information about the programs and how they can best support their children through the CCRSM program.

Research Findings

“Our research shows that the positive impacts of Early College High Schools continue for several years beyond high school graduation. By enrolling in and completing postsecondary education sooner than their peers, Early College students are able to fully enter the workforce more quickly and are more likely to increase their lifetime earnings potential.”

*-Kristina Zeiser,
American Institutes for
Research*



Student and Family Guidebook Purpose

The Student and Family Guidebook will:

- Provide you with an overview of College and Career Readiness School Models (CCRSM)
- Answer frequently asked questions about CCRSM, including how to attend the program, and program requirements
- Offer suggestions and information about what the school, your child, and you can do to ensure your child has the best outcomes from the program
- Provide definitions and explanations for educational terms used in CCRSM programs
 - If you see an * next to a word, there is a definition or explanation for the term on pages 16-20 of this guidebook



CCRSM Graduates

CCRSM graduates earned Industry-Based Certifications, Level I or II Certificates, and associate degrees at higher rates than non-CCRSM students



College, Career, and Military Ready

ECHS and P-TECH graduates met College, Career, and Military Readiness* as defined by TEA at higher rates.

Source: PEIMS Division 213
2021 Graduates



What are the College and Career Readiness School Models?

The Texas College and Career Readiness School Models (CCRSM) are programs that combine high school and college coursework and/or industry experience to prepare students for college and career opportunities after high school. There are no fees or costs – it’s a free program.

College Career Readiness School Models:

Early College High Schools (ECHS)

Students can graduate with college credits, and up to an associate degree in addition to a high school diploma. ECHS programs partner with a community college to offer students dual credit* classes.

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

Students engage in work-based learning (WBL)* and can graduate with an associate degree*, Level 1 or Level 2* certificates, and/or industry certifications* in high-demand careers in addition to a high school diploma. P-TECH programs partner with a community college to offer students dual credit classes. P-TECH programs partner with local businesses to offer students WBL experiences.

ECHS and P-TECH Grade Levels:

Grades 9-12

P-TECH Program Year 5/6:

P-TECH students may have the option continue for up to an additional two years (known as Year 5 and 6) if the high school offers a P-TECH Year 5 and 6 Program.

Frequently Asked Questions About CCRSM:

1. Does my child have to apply to the school that offers ECHS or P-TECH programming?

Yes, your child will have to apply to participate in the CCRSM program. Every school decides what the admission and enrollment criteria will be, but students cannot be denied because of test scores, discipline history, grade point average (GPA), or other criteria that create a barrier for a student.

2. Will my child be on a high school campus or on a college campus?

Every CCRSM program is different. Some programs are located on a college campus, others have a dedicated high school campus, and some are small learning communities inside a larger high school. In some ECHS and P-TECH programs, a student will be on a college campus for part of their day to take dual credit classes. P-TECH students may have the opportunity to travel to an industry site to participate in work-based learning. The school is required to provide transportation from the high school to the offsite locations and back.



3. Does every school have both an ECHS and the P-TECH program?

No. Some schools offer both models, but not all. You can find more information about what schools in your area offer ECHS and P-TECH opportunities using the school locator tool found here: <https://www.texasccrsm.org/school-locator>.

Early College High Schools (ECHS)

The focus of the ECHS model is to create a path to a baccalaureate degree.*

ECHS models offer:

- A variety of opportunities for students to earn college credit through dual credit, accelerated courses, or credit by exams. Some examples include Advanced Placement (AP)*, International Baccalaureate (IB)*, and OnRamps*.
- Structures that reduce barriers to college access
- Practice to develop soft skills needed for college and career success
- Experiences taking rigorous college courses
- Student support services, including tutoring, to help students succeed in their dual credit courses
- Agreements with the college to give dual credit students access to the college facilities, services, and resources including disability services



Insights from an ECHS Student:

“So, for a lot of people, they talk about the advantages of going to an early college in terms of saving money because you already have a two-year degree when you’re going to a four-year institution. But for me, it was really about the experiences and getting to interact with the college professors and college students. That was really helpful for me because I’m more confident going into my four years at A&M.”

-Michelle V., ECHS Student



Frequently Asked Questions About the Early College High Schools (ECHS) Model:

1. Who will teach college courses offered at the high school?

Dual credit classes will be taught by either an instructor from the college or a high school teacher certified to teach dual credit courses. OnRamps, AP, and IB courses are taught by high school teachers with a high school teaching certificate.

2. My child does not know what they want to study after high school. Are there college readiness classes that can help them explore areas of interest, but do not count for college credit?

Yes. Many high schools offer college readiness classes that help students explore areas of study, develop study skills, and investigate different careers. Your child's school counselor can provide information about college readiness classes the school offers.

3. What if my child is struggling with the college-level classes?

CCRSMs provide tutoring and other services, such as afternoon or Saturday school for students in need of academic support. They also help students develop time management and study skills. Students are also eligible to use the tutoring services at the college their high school partners with to offer dual credit.

4. What happens if my child earns bad grades or does not pass the dual credit courses?

To be eligible for financial aid after high school graduation, a student must meet Satisfactory Academic Progress (SAP)* standards while taking dual credit courses. SAP standards include maintaining a C-grade average. Find other SAP standards in the back of the booklet. We encourage you to ask your child's counselor more about SAP standards and regularly monitor how your child is doing in their classes.

5. What college credits or degrees will my child graduate with?

Every CCRSM offers different courses that lead to college credits. Every CCRSM must offer the opportunity for a student to earn their college basics (Texas Core Curriculum)* and up to an associate degree. We recommend you ask the school counselor from the ECHS or P-TECH your child is interested in attending to understand what college classes your child will have the opportunity to take each year. This will help you and your child plan future coursework that can contribute to the goal of earning up to an associate degree. We recommend not waiting until the student's senior year to ask this question.

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

The focus of the P-TECH model is its career emphasis and opportunity to participate in work-based learning. P-TECHs work with a local workforce development board, chamber of commerce, and/or local workforce industry representatives to identify high-demand occupations.

P-TECH models offer:

- Opportunities to earn an associate degree, Level 1 or Level 2 certificate, and/or industry-based certifications in addition to a high school diploma
- Age-appropriate, work-based learning opportunities in every grade level
- Programming aligned to regional workforce needs, guiding students into high-demand careers
- Partnerships with Texas colleges and regional industries, giving students access to postsecondary education and workforce training opportunities



Insights from a P-TECH Student

“This opportunity for me is amazing. I’m learning things that not very many high school students are learning. I previously learned this past semester how to do a blood draw, which can be very difficult, finding veins and all of that. So, it’s really good. I have a little sister who’s actually going to be an incoming freshman this year and I’ve been trying to get her to do the medical academy, but she chose the Grow Your Own Educator Academy, another one of the program studies”

- Kimberlina G.



Frequently Asked Questions About the Pathways in Technology Early College High Schools (P-TECH) Model:

1. Are there introductory career classes available that do not count for college credit?

Some P-TECHS have career pathways that offer introductory courses. Your child's school counselor can provide information about exploratory courses available through the P-TECH program.

2. What will work-based learning look like for my child?

Work-based learning experiences must be appropriate to each grade level. They may include worksite tours, job shadowing, internships, apprenticeships, and/or other on-the-job training. We recommend that parents ask this question every semester or before every new school year.

3. Will my child have a career mentor?

P-TECHS make agreements with industry partners to provide mentorship activities. These activities can include time for questions about the industry, discussions on how to be successful in the industry, and guidance on interview questions. Ask the school leader about mentorship activities that you can expect for your child to receive.

4. What certificates or degree will my child graduate with?

Every CCRSM offers different courses that lead to credentials and certificates. Every CCRSM must offer the opportunity for a student to earn their college basics or an associate degree. We recommend you ask your child's school counselor what classes your child will have the opportunity to take each year. This will help you and your child understand what classes are needed toward specific certificates and/or the goal of earning up to an associate degree. We recommend not waiting until the student's senior year to ask this question.

5. If my child's school offers more than one career pathway, can my child switch from one to another?

Once a student enters a P-TECH program, the expectation is for the student to complete the program they enrolled in and graduate with a high school diploma and one or all the credentials offered by the P-TECH. Prior to beginning the program, we encourage you and your child to get as much information as possible about the different career pathways offered by the school. If your child wishes to adjust or exit their chosen P-TECH program, we suggest speaking to your child's school counselor about options that will still allow the student to successfully complete the program.

5. Will my child be immediately hired by an industry after high school graduation?

P-TECH partnerships include a commitment that the industry partner will give interview priorities to students who complete the P-TECH program and receive work-based learning from the partner. Students who graduate from the P-TECH program enter the workforce with proven in-demand skillsets, making them top candidates in their chosen industry.



Why Attend a College and Career Readiness School Model (CCRSM) school?

- **Save Money:** Students can begin earning a college degree or college credit that count towards a college degree free of charge
- **Save Time:** With the college credits earned in high school, students have the potential to graduate from a 4-year college in fewer than 4 years
- **Start Work:** P-TECH students can earn an associate degree or certificate(s) and the work experience needed to start working in high demand jobs immediately after high school
- **Be Better Prepared:** CCRSM programs develop critical skills needed for college and career success. Students receive direct experience in the rigor of college courses and/or the workforce. Students graduate prepared for college and/or a high-demand career

Insights from a P-TECH Student

"[Pathways to Technology] Early College High School is a wonderful opportunity because it gives kids a step ahead in life, especially when getting out of high school. Right now, I'm working on getting my associate degree of applied science and I'm also getting my welding certifications. I really didn't have a future planned out before that, I was going to go with the flow, until I figured out there's so much stuff I can do – especially when I found out about welding. I said, that's something I want to do – that's what I want to do for the rest of my life."

- Ethan, Junior, Van Horn High School





Things to Keep in Mind

CCRSM Applications

- CCRSM programs are open-enrollment. Any student interested in the program may enroll in the program if space allows. Enrollment may not be denied based any criteria that creates barriers for student enrollment.
- A lottery must be used if there are more applicants than available space.
- Students can ask their middle school counselor for an application to the CCRSM program.
- Students can join the program during the freshman or sophomore year at the latest, so they have enough time to complete dual credit courses.

Texas Success Initiative Assessment (TSIA)

- To begin taking dual credit classes a student needs to demonstrate college readiness indicating they are prepared to take college-level coursework.
- The Texas Success Initiative Assessment (TSIA) is a college readiness exam. Certain scores on other exams such as the ACT and SAT also demonstrate college readiness.
- If a student passes only one of the two sections (math or English) on the TSIA, they qualify to take a dual credit courses in that subject area. Students will have more opportunities to retest in the section they did not pass.
- Passing a college readiness exam is not required for AP, IB, and OnRamps courses
- Many CCRSMs have TSIA testing sites and resources on campus to help students prepare for the test





Things to Keep in Mind

Parent Access to Student Academic Information

- The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children’s education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student.
- Under FERPA, a parent does not have the right to communicate with the college course instructor about their child’s academic needs or concerns, even if the course is taught at the high school.
- AP and IB courses are not dual credit courses; given this, a parent *does* have the right to communicate with their child’s AP and IB teacher.
- OnRamps courses count for both high school and college credit. While parents may communicate with the high school teacher about students' high school grades, the college instructor of record may not communicate with parents regarding students' college grades.



Insights from a CCRSM College Partner

“Models like these are important because essentially, we are giving students a chance to change their ... trajectory for what the student can do and provide for their family. It’s really given students an opportunity to go as far as they may or may not have thought they could.”

- Cathleen Tyson-Ferrol, Lone Star College



Parent Support During the CCRSM Experience

Knowing how to support your child during this unique experience can feel challenging. The following are some suggestions for what a parent's role might look like during the College and Career Readiness School Models experience.

Parent Support During the 1st Year

- Seek opportunities at the campus or district to stay engaged, informed, or participate on voluntary committees
- Sign up for emails, reminder messages, newsletters, websites, or social media to stay up to date with campus events or notices
- Ensure your student attends any tutoring sessions that would benefit their course or college preparation, such as after-school or weekend sessions
- Encourage your student to participate in activities and culture-building activities at their campus
- Talk to the school counselor about the college credit courses your child will be able to take the following year



Parent Support During the 2nd Year

- Continue staying informed through reminder messages, emails, or other communication platforms the school uses
- Check-in with your student about their high school and college-level progress
- Some questions to consider include:
 - How do they feel about the classes they chose?
 - How are their grades?
 - What support are they receiving from their teachers?
 - What do they need to get started on the college-level courses?

How is their stress level?

- Remind your child that being tired and stressed is normal and encourage them to talk to their school counselor, get enough sleep, eat healthy, and exercise to manage their stress and workload



Parent Support During the CCRSM Experience

Parent Support During the 3rd Year

- Continue staying up to date with campus information and encourage your child to attend tutoring and campus activities
- Seek out counselor and other campus staff support to review student progress, transcripts, credits, and postsecondary opportunities
- Sign permission slips for your student to attend college visits and other career and college preparatory activities

Insights from a CCRSM Alumni

“A lot of my friends that completed early college, they are engineers, nurses, school psychologists, speech pathologists. They’re doing big things. And I am so happy to see them be successful. I feel like, unfortunately, they wouldn’t have reached that success if it weren’t for the early college program, because especially in our community a lot of the time our families don’t have that educational background. They didn’t attend college.

So, this program gave us that opportunity and it allowed us to break that cycle. The early college program is building leaders in our community and it’s just making our community even better.”

-Mariana P., ECHS Alumni



Parent Support During the 4th Year

- Stay in contact with the school counselor to ensure your student is on track to complete high school requirements and post-secondary opportunities
- Encourage your ECHS student to apply to all colleges and universities they are interested in attending
- Encourage your P-TECH student to apply for job opportunities the school’s industry-partner offers
- Suggest they reach out to their mentors and P-TECH campus leaders for guidance on other job opportunities
- Ensure your student completes and submits the financial aid application (FASFA*). Be available to assist them with questions on the form
- Ensure you complete the parent portion of FASFA that includes tax-filing information
- Ask the school about assistance in completing the application



Student's First Through Fourth-Year Action Items

Attending an Early College Career High School is a unique opportunity to earn college credit while still in high school. Deciding to attend a CCRSM program is an investment in your future. The following are some actions items that can help you make the experience meaningful and successful.

First Year Actions

- Prepare for college readiness assessments to begin taking college-level courses
- Understand and review high school and college schedules to prepare for challenging courses
- Begin exploring extra-curricular activities available at your school and in your community to enrich your high school experience
- Participate in extra-curricular activities that interest you
- Talk to your counselor about the upcoming school year to understand what high school and college courses you will take
- Begin preparing for your next school year by building study skills and time-management skills

Second Year Actions

- Attend all tutoring sessions necessary for passing the TSIA and to begin dual credit courses
- Practice good time-management skills such as using a planner or other tools to keep track of assignments and extracurricular activities
- Review classes offered for college credit and understand how they apply to your post-secondary goals
- Ask your advisor about the transferability of the college classes you are interested in taking
- Participate in camps, college/career explorations activities, and any other opportunities offered such as such as volunteering, jobs, internships, or special summer learning programs



Student's First Through Fourth-Year Action Items

Third Year Actions

- Take PSAT/NMSQT* in October
- Verify transferability and potential-degree applicability for the college courses you have completed through the CCRSM
- Prepare for college/job applications by building strong connections with your teachers- teachers can write letters of recommendation for you when you begin applying for jobs, to colleges, and for scholarships
- Create a resume to include activities such as volunteering, jobs, or internships
- Visit college campuses prepared to ask admissions counselors questions you have about the college. For example: What supports do you have for first-generation college students?
- Participate in college and career preparation opportunities such as workshops in study skills, time-management, resume writing, interviewing skills, and stress-management
- Research application requirements and deadlines for the colleges you will apply to in your senior year

Fourth Year Actions

- Write college and scholarship application essays and build time for others to provide feedback
- Search for and subscribe to scholarship portals to prepare for any qualifying applications
- Ask for recommendation letters early and provide any required forms to the individual providing your recommendation
- Speak to your industry mentor about job opportunities and ask for letters of recommendation
- Create college applications through the appropriate portals to submit applications to your list of colleges and universities
- Submit college applications, test scores, and fees if applicable
- Ensure high school submission of transcripts for your college applications
- Ensure college or university submission of transcripts for your college applications
- File FAFSA or TASFA* or CSS Profile*

Throughout Your CCRSM Experience

Your voice is important to your success in the program. You should feel safe and confident to ask questions, give feedback, and ask for help from your teachers, principals, counselors, and parents. If you are struggling academically or personally, would like more support from your teachers and professors, or have questions about academic advising, do not stay quiet. Seek guidance from an adult you trust to get the support or answers you need.



The School's Role During the CCRSM Experience

School staff, students, and parents work together to support the success of children. Every CCRSM shares important information about the program and program requirements to parents and students. You are encouraged to connect with the school and ask questions about the program.

What should parents expect from the school?

- Information on the CCRSM application process
- Information about TSIA, SAT, ACT dates, and available tutoring
- Opportunities for your child to explore potential colleges and universities
- Information on college advising your child will receive for their dual credit courses each semester
- College application assistance
- Assistance with financial aid applications
- College and career counseling

What should students expect from the school?

- Classes that are rigorous
- A teacher or professor who is effective at teaching and supports students when they are confused or need further explanation to understand the coursework
- A counselor who has knowledge about the college or technical courses the student should take
- A college advisor knowledgeable in college course transferability who advises the student throughout their CCRSM experience
- A variety of opportunities to earn college credit (see examples at back of guidebook)
- Information and resources to receive student supports, including mental health support



Insights from a CCRSM Alumni

"The first college classes threw me for a loop – I had always been a really good student, made A's and B's. Then I got to high school dual credit program, and I was not making A's and B's. It was extremely difficult.

All of my administrators and facilitators had a conversation with me and said, this is a great opportunity, and we want you to be successful in this opportunity. What can we do to help you and help you succeed? I told them I didn't know what I was doing. They were like, okay we do. We know what we are doing and we're going to pass on all these tools, everything to be able to help you succeed in here. I walked out of that classroom and I felt more confident, and I did a lot better follow semester.

-Alyssa H., ECHS Alumni



Glossary of Words and Terms Used Throughout This Guidebook

Advanced Placement (AP)

A program run by the College Board that offers college-level courses to high school students and opportunities to earn college credit with successful performance on course exams. Postsecondary institutions accept AP exam scores as college credit if the student meets the exam score requirements established by the institution. At many Texas public colleges or universities, an AP exam score of 3 will be awarded credit. The amount of credit and the course for which credit is awarded is determined by the college or university and can be found on their websites.

Associate Degree

A degree that is awarded to a student who has successfully completed a grouping of courses over the course of approximately two years designed to lead the individual directly to employment in a specific career or to transfer to an upper-level baccalaureate program. This specifically refers to the associate of arts (AA), the associate of science (AS), the associate of applied arts (AAA), the associate of applied science (AAS), and the associate of occupational studies (AOS) degrees.

Baccalaureate Degree

A degree that is awarded to a student who has successfully completed a grouping of subject matter courses consisting of approximately 120 semester credit hours. A degree from a public junior college, public senior college or university.

Certificate

A certificate is a formal award granted by an institution of higher education (IHE) certifying the satisfactory completion of a higher education program.

- Level I certificate – awarded for completing a program consisting of at least 15 and no more than 42 semester credit hours
- Level II certificate – awarded for completing a program of at least 30 and no more than 51 semester credit hours
- Enhanced Skill and Occupational Awards – generally 9-15 hours

College Credit Hour

A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

College, Career, and Military Readiness (CCMR)

High school students who do any of the following:

- Meet TSI criteria in ELA/reading and mathematics on assessments or complete college prep courses
- Meet AP/IB criteria
- Earn dual-course credits
- Earn an approved industry-based certification
- Earn an associate degree
- Graduate with completed IEP and workforce readiness
- Earn a Level I or Level II certificate
- Complete an OnRamps dual-enrollment course
- Graduate under an advanced diploma plan and be identified as a current special education student

College Level Examination Program (CLEP)

CLEP (the College-Level Examination Program) offers 34 exams that cover introductory-level college course material. With a passing score on one CLEP exam, an individual can earn three or more college credits at more than 2,900 U.S. colleges and universities. While CLEP is sponsored by the College Board, only colleges may grant credit toward a degree. Not all colleges have the same CLEP policies—some colleges accept credit for a few exams, while others accept credit for all of them.

College Scholarship Service Profile (CSS Profile)

The College Scholarship Service Profile is an online application created and maintained by the College Board that allows college students to apply for non-federal financial aid. It is primarily designed to give member institutions of the College Board a comprehensive look at the financial and family situation of students and their families to use as they determine their eligibility for institutional financial aid.

Dual Credit

A course for which the student may earn joint high school and junior college credit, or another course offered by an institution of higher education (IHE), for which a high school student may earn semester credit hours or equivalent of semester credit hours toward satisfaction of one of the following:

- A course that satisfies a requirement necessary to obtain an industry-recognized credential, certificate, or an associate degree
- A foreign language requirement at an institution of higher education
- A requirement in the core curriculum at an institution of higher education
- A requirement in a field of study curriculum developed by the Texas Higher Education Coordinating Board

Dual credit includes a course for which a high school student may earn credit only at an IHE if the course meets certain requirements. A student may earn a single grade toward both the college course and the high school credit or may earn two separate grades where the high school grade only reflects a student's mastery of secondary content. 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.

Free Application for Federal Student Aid (FAFSA)

To apply for federal student aid, such as federal grants, work-study funds, and loans, an individual needs to complete the Free Application for Federal Student Aid (FAFSA®) form. Completing and submitting the FAFSA form is free, and it gives students access to the largest source of financial aid to help pay for college or career school.

Industry-Based Certification

A certification is a validation that an individual possesses certain skills, usually related to an occupation, and measured against a set of accepted standards. An occupation may have multiple certifications, with different levels of expertise. An individual earns a certification by successfully passing a test or a set of tests. Certifications are not administered by colleges, but by a certifying body. For more information, please see TEA's, <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/industry-based-certifications>.

International Baccalaureate (IB) program

The IB program, provided only by established IB schools across the state of Texas, is made of a six-subject curriculum; a core addressing a theory of knowledge, creativity, activity, service, and various writing and independent research projects. The IB program uses internal and external assessments to determine mastery of advanced academic skills.

OnRamps

OnRamps is a dual enrollment initiative of The University of Texas at Austin that provides advanced academic opportunities to high school students and robust professional development to teachers across the state. OnRamps students receive instruction in two separate courses from two separate instructors—a high school teacher and a university faculty member. The student receives a high school grade and may receive a college grade and college credit for the college course, as well as ongoing feedback and support throughout the course.

Opportunities For College Credit

ECHS and P-TECH campuses work to provide a varied portfolio of student opportunities when approaching their coursework and achieving college credit attainment.

They include:

- Advanced Placement (AP)
- International Baccalaureate Program (IB)
- College Level Examination Program Exams (CLEP)
- OnRamps

These options can be selected in place of, or in addition to, college level courses through dual credit. Locally, school districts work with their college or university partners to determine the advanced academics course offerings available to students each year.

Satisfactory Academic Progress (SAP)

Satisfactory academic progress is the process a college uses to determine if a student is meeting all of his or her educational requirements, including maintaining a specific grade point average and is on target to graduate on time with a degree or certificate. To receive financial aid throughout college, a student needs to demonstrate SAP. Each university sets its own requirements, which can vary.

Texas Application for State Financial Aid (TASFA)

The Texas Application for State Financial Aid (TASFA) is used by participating institutions of higher education in Texas to collect information to help determine a student's eligibility for state financial aid. Students who are classified by the institution as Texas Residents who cannot apply for federal financial aid, using the Free Application for Federal Student Aid (FAFSA), are encouraged to complete the TASFA. To see if you qualify for the FAFSA, please visit www.studentaid.gov. TASFA applicants usually include students who are non-citizens or non-permanent residents of the United States. Before you begin, contact the institution you plan to attend to verify your eligibility to submit the TASFA.

Texas Core Curriculum

In Texas, the core curriculum usually consists of 42-48 semester credit hours of coursework distributed among the disciplines of liberal arts, humanities, sciences, and political, social, and cultural history. If a student successfully completes the 42 semester credit hours core curriculum at a Texas public institution of higher education, that block of courses must be substituted in transfer to any other Texas public institution of higher education for the receiving institution's core curriculum. A student will receive academic credit for each of the courses transferred and may not be required to take additional core curriculum courses at the receiving institution.

Work-based Learning (WBL)

Work-based learning is practical, hands-on activities or experiences through which a learner interacts with industry professionals in a workplace, which may be an in-person, virtual, or simulated setting. Learners prepare for employment or advancement along a career pathway by completing purposeful tasks that develop academic, technical, and employability skills.

Students can think of WBL in three stages:

- Learning About Work: Career Exploration (examples include, worksite tours and job shadowing)
- Learning Through Work: Career Preparation (examples include, pre-apprenticeships and internships)
- Learning at Work: Career Training (examples include, apprenticeships and other on-the-job training)

For more information please see [tri-agency strategic framework for work-based learning accessible \(texas.gov\)](http://tri-agency-strategic-framework-for-work-based-learning-accessible.texas.gov)

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