



TEXAS
EARLY COLLEGE
HIGH SCHOOL

Early College High School Roadmap to Opening

Overview of the Early College High School Roadmap to Opening

The Early College High School (ECHS) Roadmap to Opening serves as a companion guide to the ECHS Blueprint. The Roadmap to Opening prioritizes a set of actions for ECHS leadership teams to take during the onboarding and planning phases for the new ECHS. Each action aligns to an ECHS Blueprint design element, an outcomes-based measure (OBM), and/or a required artifact.

The Roadmap to Opening does not address all design elements and OBMs required in the ECHS Blueprint. Rather, the actions listed herein create an effective foundation for the rigorous process of developing a successful ECHS. District/campus and IHE partners are expected to complete each of the activities with support from their TEA technical assistance provider.

The Roadmap to Opening is designed for use by the entire ECHS leadership team, with a particular focus on campus- and district-level staff with decision-making authority. The Roadmap to Opening aims to ensure ECHS students meet access, achievement, and attainment OBMs by detailing actions necessary to support the following:

- Regularly convened leadership teams
- ECHS staffing
- Recruitment and enrollment of targeted populations of cohorts
- Academic infrastructure effectiveness
- Strong partnership development
- Implementation of all ECHS design elements with fidelity to the ECHS Blueprint
- Annual curation of ECHS artifacts

ECHS BLUEPRINT

Benchmark 1:
School Design

Benchmark 2:
Partnerships

Benchmark 3:
Target Population

Benchmark 4:
Academic Infrastructure

Benchmark 5:
Student Supports

ECHS Artifacts
ECHS OBMs

ECHS RESOURCES

[TEA CCRSM website](#)

[ECHS Designation](#)

[ECHS Learning Community](#)

June, July, and August Actions (Onboarding)

BLUEPRINT DEEP DIVE

Develop an operational understanding of the Blueprint design elements, OBMs, and artifacts as well as the CCRSM ECHS resources.

- Explore the following via technical assistance provider-facilitated discussions with the leadership team (district/campus and IHE partner):
 - ECHS key design elements
 - ECHS artifacts
 - ECHS OBMs
 - ECHS resources (pg. 1)

- Analyze the systems, policies, and practices that currently exist to support implementing the Blueprint with fidelity to support students meeting OBMs and determine those that need to be developed (1.6)

NOTES AND NEXT STEPS:

June, July, and August Actions (Onboarding)

BENCHMARK 1: SCHOOL DESIGN

Build school capacity and identify members and roles of ECHS leadership team to lay a strong foundation for a successful ECHS.

- Identify existing staff member to serve as ECHS leader or post and hire for the position (1.8). The ECHS leader must have autonomy for course and instructor scheduling, staff and faculty hiring, and budget development (1.8)
- Onboard ECHS leader to the ECHS Blueprint and district vision for the ECHS (1.8)
- Identify members of the leadership team to include leaders from the district, campus, and IHE partner who have decision-making authority to execute change (1.7, 1.8)
- Connect ECHS leader with the IHE liaison who has decision-making authority and will interact directly and frequently with the ECHS leader (1.8)
- Discuss ECHS artifact posting and identify process to upload web artifacts periodically as required in the ECHS Blueprint (p. 16 – 18)

NOTES AND NEXT STEPS:

June, July, and August Actions (Onboarding)

BENCHMARK 4: ACADEMIC INFRASTRUCTURE

Plan for student success beginning with the end in mind.

- Explore how the ECHS academic plan and targeted postsecondary credentials connect with the local economic needs (4.1)
- Discuss and capture initial crosswalk concepts that ensure alignment of high school requirements with college-level courses for postsecondary attainment (4.2) Consider the following:
 - Degree plans and/or college credentials to offer (2.4, 4.2)
 - Location and modality of the college courses (virtual, hybrid, face-to-face, at the college, at the ECHS) (2.6, 4.5)
 - How the college courses' contact hours fit into the high school master schedule (1.4)
 - Staffing for college courses (2.7, 4.5)
 - Facilitators for online courses (if applicable) (2.7, 4.5)
 - Funding for courses, textbooks, and supplies, including dual credit tuition funding through the Financial Aid for Swift Transfer (FAST) program (if applicable) (2.3)

NOTES AND NEXT STEPS:

September and October Actions

BENCHMARK 1: SCHOOL DESIGN

Determine leadership team meeting cadence and develop strategic priorities.

- Identify roles and responsibilities of each member in the design, governance, operations, accountability, sustainability, and continuous monitoring and improvement of the ECHS and in curriculum development, professional development, and outreach (1.6)
- Determine cadence and types of regularly scheduled internal (district/campus) and external (district/campus/IHE) leadership team meetings (1.6)
- Educate new leadership team members and key stakeholders about the ECHS blueprint, design elements and OBMs (1.6)
- Develop short-term and long-term strategic priorities for the ECHS along with a work-flow plan to achieve programmatic goals in alignment with district/campus continuous improvement planning (1.6)
- Finalize ECHS model and location (1.2)

NOTES AND NEXT STEPS:

September and October Actions

BENCHMARK 2: PARTNERSHIPS

Engage in memorandum of understanding (MOU)/Interlocal agreement (ILA) development and revision conversations.

- Deconstruct the district’s current MOU/ILA to ensure all ECHS design elements are addressed, and/or begin initial discussions with IHE to develop an MOU/ILA that meets all of the ECHS blueprint requirements, including (BM2):
 - Goals of higher education partnership (2.1)
 - Roles and responsibilities for ensuring quality and rigor of the dual credit program (2.2)
 - Sources of funding (2.3)
 - Academic plan (2.4)
 - Transcription of credit (2.5)
 - Course delivery and scheduling (2.6)
 - Staffing plan (2.7)
 - Instructional materials (2.8)
 - Access to higher education resources (2.9)
 - Transportation (2.10)
 - Collaborative outreach efforts (2.11)
 - Student participation (2.12)
 - Academic supports (2.13)
 - Data sharing and data analysis (2.14, 2.15)

Complete documentation required for TEA ECHS Program Application Cycle (PAC).

- Update narratives in ECHS application and submit Designation – ECHS renewal application
- Obtain/Complete IHE Assurance pages for TEA PAC (2.1-2.15)

NOTES AND NEXT STEPS:

September and October Actions

BENCHMARK 3: TARGET POPULATION

Formulate actions for student recruitment and stakeholder engagement.

With input from key stakeholders, develop:

- Student recruitment and enrollment policies and practices to target subpopulations that are historically underrepresented in college courses (3.1-3.4, Access OBM):
 - Open access admission policy (3.1)
 - Open access enrollment application (3.2)
 - Timeline of annual recruiting events (3.3)
 - Lottery system that supports mirroring district demographics for students in the targeted subpopulations (3.4)
 - Communication plan for targeted audiences (3.3)

- Regular activities to educate students, counselors, principals, parents, school board and community members about the ECHS (3.3)

- Enrollment materials for distribution at feeder middle schools and other appropriate locations in the community (3.1, 3.3):
 - Brochures and marketing materials in English and Spanish and/or other relevant languages
 - Social media outreach

NOTES AND NEXT STEPS:

September and October Actions

BENCHMARK 4: ACADEMIC INFRASTRUCTURE

Draft crosswalks with IHE for postsecondary opportunities

- Backwards map student pathways in the new ECHS academic program to solidify postsecondary options for associate degree or 60 semester credit hours toward a baccalaureate degree (4.3)
- Explore options for course sequence and portfolio approach to earning college credits (4.3, 4.4)
- Document when students need to be “TSIA met” for the course sequence to inform TSIA preparation and testing plans (4.7)

NOTES AND NEXT STEPS:

November and December Actions

BENCHMARK 1: SCHOOL DESIGN

Establish academic processes and staff capacity for program implementation.

Leadership team actions for strategic priorities:

- Review MOU/ILA and gather feedback (2.1-2.15)
- Construct a plan for:
 - End-of-Course (EOC) assessment (4.6)
 - Academic preparation classes for accepted students (5.3, 5.6)
 - Academic intervention for students who do not pass EOC assessments (4.6)
- Develop a master schedule and staffing plan for ECHS, which includes highly qualified ECHS teachers and counseling/advising staff (1.8)
- Initiate a 4-year sustainability plan (staffing, equipment, tuition/textbooks, and transportation, etc.) (1.6, 1.10)

NOTES AND NEXT STEPS:

November and December Actions

BENCHMARK 3: TARGET POPULATION

Recruit and enroll students from subpopulations that are historically underrepresented in college.

- Launch student and parent outreach events for recruitment and enrollment of target populations
- Engage IHE partner(s) in recruitment activities, such as (3.2):
 - Inviting IHE partner(s) to recruitment and outreach events
 - Developing IHE recruitment flyers

NOTES AND NEXT STEPS:

January and February Actions

BENCHMARK 1: SCHOOL DESIGN

Establish school systems, develop academic plans, and develop data tracking plans for the ECHS.

- Begin the process of becoming a TSI assessment site to provide TSI testing opportunities throughout the year (1.5)

Leadership team meeting actions for blueprint requirements:

- Finalize ECHS sustainability plan (1.6, 1.10)
- Gather last round of feedback and post a fully executed MOU/ILA on website (2.1-2.15)
- Develop a plan to collect data reflective of the OBMs
- Create ECHS budget for the next school year
- Review the developed course of study to ensure it:
 - Provides a detailed and relevant course sequence to post-secondary opportunities
 - Includes alignment to the high school and college courses provided to the ECHS students (4.3, 2.4)
- Establish an annual professional development plan (i.e., calendar of events/activities) for high school and dual credit teachers/staff that is:
 - Focused on research-based instructional strategies for increasing rigor and college and career readiness
 - Based on needs assessment of student data (1.9)

NOTES AND NEXT STEPS:

January and February Actions

BENCHMARK 3: TARGET POPULATION

Recruit and enroll students from subpopulations that are historically underrepresented in college.

- Launch student and parent outreach events for recruitment and enrollment of target populations

NOTES AND NEXT STEPS:

January and February Actions

BENCHMARK 5: STUDENT SUPPORT

Provide a variety of supports to help students be successful in the ECHS program.

Develop and implement wrap-around strategies and services such as:

- Student needs assessments (5.3)
- Connection to wrap-around student supports, including mental health and behavioral resources (5.5)
- Monitoring and follow up of student supports and needs (5.3)

Collaborate with the IHE to personalize the learning environment for students to:

- Establish a process to provide an academic bridge across two educational systems (5.1)
- Develop a robust college and career advising system to support students' academic progress that includes (5.2):
 - Identification of key advising staff
 - Creation of a student advising process and formulation of a campus advising schedule

Develop additional student supports that address:

- Advisory and/or college readiness support and skill-building instruction built into the instructional sequence for all students (5.4)
- Enrichment opportunities (5.6, 5.7)

NOTES AND NEXT STEPS:

March, April, and May Actions*

*Actions and processes included in the March, April, and May timeframe may extend into June and July. Actions and processes must be completed prior to the first day of the following school year.

BENCHMARK 1: SCHOOL DESIGN

Design academic and staffing actions to meet blueprint requirements.

Leadership team academic actions for blueprint requirements:

- Finalize crosswalk(s) and course sequence offerings of the high school and IHE (4.3)
- Finalize assessments measuring student progress to ensure they are on track to meet OBMs
- Determine the logistics for how required OBM data will be collected (4.8)
- Map out student interventions, including tutoring and/or Saturday school for identified students in need of academic supports (5.3)
- Develop a plan to support direct-to-college student enrollment following graduation (4.10)
- Complete Master Schedule

Leadership team staffing actions for blueprint requirements:

- Develop teacher qualification process and staffing plan for teachers, counselors, administration, support staff, and IHE instructors (2.7)
- Finalize the annual professional development plan for ECHS staff/teachers and IHE partners
- Develop a mentor/induction program for newly hired ECHS staff (1.9)
- Construct a family engagement plan (5.6)

NOTES AND NEXT STEPS:

March, April, and May Actions

BENCHMARK 3: TARGET POPULATION

Recruit and enroll students from subpopulations that are historically underrepresented in college.

- Continue student/parent outreach for recruitment and enrollment of target populations
- Notify students of acceptance into the program

NOTES AND NEXT STEPS:

March, April, and May Actions

BENCHMARK 4: ACADEMIC INFRASTRUCTURE

Discuss college readiness assessments plan to ensure students can begin college courses and meet OBMs.

Establish and finalize:

- Student assessment timeline
- Yearly testing plan
- Calendar of testing dates- specifically list dates, times, and location that the assessments will be administered (TSI, ACT, SAT) (4.7)
- Outcomes-based measure data tracking process

NOTES AND NEXT STEPS:

March, April, and May Actions

BENCHMARK 5: STUDENT SUPPORTS

The ECHS will provide wrap around strategies and services to strengthen academic, technical, and individual support for students to be successful.

- Develop a student bridge program (5.1) which provides:
 - TSIA preparation and TSIA testing
 - Opportunities to strengthen skills necessary for high school and college/career readiness
 - Academic interventions for those who do not pass the TSIA

- Hold family and student orientation to communicate:
 - ECHS program expectations
 - Enrichment opportunities and supports for students (5.4, 5.6, 5.7)
 - Engagement opportunities for families (5.6)

NOTES AND NEXT STEPS:

ECHS Artifacts

This timeline outlines recommended dates for publishing artifacts as designated by the ECCHS Blueprint. As indicated by the timeline, some artifacts are required to be updated regularly throughout the school year. Unless otherwise indicated, all artifacts must be published on the ECCHS website and publicly accessible prior to the first day of serving students.

Design Element Number	Design Elements	Artifacts	Fall	Spring	Summer
1.6	Leadership Team Strategic Priorities	ECCHS/IHE leadership meeting agendas	Yes	Yes	Yes
1.6	Leadership Team Strategic Priorities	School board and board of regents' presentations	Yes	Yes	
1.6	Leadership Team Strategic Priorities	Document(s) outlining the strategic priorities for the current academic year and/or long-term priorities of the ECCHS partnership	Yes		
1.7	Leadership Team Key Roles	Description of each member and leadership team role	Yes		
1.8	ECCHS Staff	ECCHS leader/IHE liaison meeting agendas and relevant materials	Yes	Yes	Yes
1.9	ECCHS Staff Professional Development	Mentor Induction Program Plans		Yes	
1.9	ECCHS Staff Professional Development	Annual training or professional development plan with ECCHS and IHE faculty		Yes	
2.1	Goal of Higher Education Partners	Memorandum of Understanding with Institution of Higher Education ¹	–	–	–
3.2	Documenting Enrollment Procedures	Written admission policy, and enrollment application	Yes		
3.2	Documenting Enrollment Procedures	Written recruitment plan including: <ul style="list-style-type: none"> a timeline of recruitment and enrollment events recruitment materials for distribution 	Yes		
3.3	Stakeholder Engagement	Brochures and marketing in English, Spanish, and/or other relevant language(s)	Yes		
3.3	Stakeholder Engagement	Written communication plan for targeting identified audiences	Yes		
3.4	Lottery System	Written lottery procedures (district-level or campus-level)	Yes		
4.3	Course Sequence	Crosswalk aligning high school and college courses, grades 9-12, which enable a student to earn an associate degree		Yes	

¹ Post online when fully executed

Design Element Number	Design Elements	Artifacts	Fall	Spring	Summer
		our up to 60 college credit hours toward a baccalaureate degree			
4.3	Course Sequence	Master schedule			Yes
4.7	College Readiness	Calendar of TSI scheduled test administration dates, sign-up process, and intervention expectations			Yes
4.7	College Readiness	Aggregate reports of TSI exam performance ²	–	–	–
4.7	College Readiness	Testing calendar and schedule for SAT, ACT, or other college readiness assessments			Yes
5.1	Bridge Programs	Bridge program curriculum and schedule	Yes		
5.2	Advising	Schedule of regularly occurring advising events	Yes		
5.3	Student Intervention	Tutoring schedules			Yes
5.4	Classroom Supports	Advisory/study skills curriculum material	Yes		
5.6	Enrichment Opportunities	Calendar of family outreach events	Yes		
5.6	Enrichment Opportunities	Calendar of enrichment opportunities and family outreach events			Yes

² Post online when cohorts begin testing and update TSI data regularly