



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 of the ECHS. Each action aligns to an ECHS Blueprint design element, an outcomes-based measure (OBMs), 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 details actions necessary to support:

- Regularly convened leadership teams
- ECHS staffing
- Recruitment and enrollment of targeted populations of cohorts
- Academic infrastructure effectiveness
- Strong partnership development
- ECHS students meeting access, achievement, and attainment OBMs
- 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

[ECHS Blueprint](#)

[CCRSM website](#)

[TEA CCRSM website](#)

[ECHS Designation](#)

[ECHS Learning Community](#)

June, July, and August (Onboarding)

Actions	Notes & Next Steps
<p>Blueprint Deep Dive <i>Develop an operational understanding of the Blueprint design elements, OBMs, and artifacts as well as the CCRSM ECHS resources.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore the following via technical assistance provider-facilitated discussions with the leadership team (District/campus and IHE partner): <ul style="list-style-type: none"> ○ ECHS key design elements ○ ECHS artifacts ○ ECHS OBMs ○ ECHS resources (pg. 1) <input type="checkbox"/> Analyze the systems, policies, and practices that currently exist to support implementing the Blueprint with fidelity and students meeting OBMs and determine those that need to be developed (1.6) 	
<p>Benchmark 1: School Design <i>Build school capacity and identify members and roles of ECHS leadership team to lay a strong foundation for a successful ECHS.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify existing staff to fulfill ECHS leader role or post/hire the position (1.8). The ECHS leader must have autonomy for course and instructor scheduling, staff and faculty hiring, and budget development (1.8) <input type="checkbox"/> Onboard ECHS leader to the ECHS Blueprint and district vision for the ECHS (1.8) <input type="checkbox"/> Identify members of the leadership team to include leaders from the district, campus, and IHE who have decision-making authority to execute change (1.7, 1.8) <input type="checkbox"/> Connect ECHS leader with the IHE liaison who has decision-making authority and will interact directly and frequently with the ECHS leader (1.8) <input type="checkbox"/> Discuss ECHS artifact posting and identify process to upload web artifacts periodically as required in the ECHS Blueprint (p. 16 – 18) 	
<p>Benchmark 4: Academic Infrastructure <i>Plan for student success beginning with the end in mind.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore how the ECHS academic plan and targeted postsecondary credentials connect with the local economic needs (4.1) <input type="checkbox"/> Discuss and capture initial crosswalk concepts that ensure alignment of high school requirements with college-level courses for postsecondary attainment (4.2) Consider: <ul style="list-style-type: none"> ○ 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 (2.7, 4.5) 	

<ul style="list-style-type: none"> ○ Funding for courses, textbooks, and supplies (2.3) 	
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September and October

Actions	Notes & Next Steps
<p>Benchmark 1: School Design <i>Determine leadership team meeting cadence and develop strategic priorities.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify roles and responsibilities each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS (1.6) <input type="checkbox"/> Determine cadence and types of regularly scheduled internal (district/campus) and external (district/campus/IHE) leadership team meetings (1.6) <input type="checkbox"/> Educate new leadership team members and key stakeholders on the ECHS blueprint, design elements and OBM (1.6) <input type="checkbox"/> 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) <input type="checkbox"/> Finalize ECHS model and location (1.2) 	
<p>Benchmark 2: Partnerships <i>Engage in MOU development and revision conversations.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Deconstruct the district’s current MOU/ILA to ensure ECHS design elements are addressed, and/or begin initial discussions with IHE to develop an MOU/ILA that meets the ECHS blueprint requirements, including (BM2): <ul style="list-style-type: none"> ○ 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 and textbooks (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) 	
<p>Benchmark 4: Academic Infrastructure <i>Draft crosswalks with IHE for postsecondary opportunities</i></p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Backwards map student pathways in the new ECHS academic program to solidify postsecondary options of associate degree or 60 semester credit hours toward a baccalaureate degree (4.3) <input type="checkbox"/> Explore options for course sequence and portfolio approach to earning college credits (4.3/4.4) <input type="checkbox"/> Document when students need to be “TSIA met” for the course sequence to inform TSIA preparation and testing plans (4.7) 	
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November and December

Actions	Notes & Next Steps
<p>Benchmark 1: School Design <i>Establish academic processes and staff capacity for program implementation.</i></p> <p>Leadership team actions for strategic priorities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review MOU/ILA and gather feedback (2.1- 2.15) <input type="checkbox"/> Construct a plan for: <ul style="list-style-type: none"> <input type="checkbox"/> End-of-Course (EOC) assessment (4.6) <input type="checkbox"/> Academic preparation classes for accepted students (5.3, 5.6) <input type="checkbox"/> Academic intervention for students who do not pass EOC assessments (4.6) <input type="checkbox"/> Develop a master schedule and staffing plan for ECHS, which includes highly qualified ECHS teachers and counseling/advising staff (1.8) <input type="checkbox"/> Initiate a 4-year sustainability plan (staffing, equipment, tuition/textbooks, and transportation, etc.) (1.6, 1.10) 	
<p>Benchmark 2: Partnerships <i>Complete documentation required for TEA ECHS Program Application.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Revisit planning application and update narratives for upcoming Program Application Cycle <input type="checkbox"/> Obtain/Complete IHE Assurance pages for TEA Program Application Cycle (2.1-2.15) 	
<p>Benchmark 3: Target Population <i>Formulate actions for student recruitment and stakeholder engagement.</i></p> <p>With input from key stakeholders, develop:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student recruitment enrollment policies and practices which target subpopulations historically underrepresented in college courses (3.1-3.4, Access OBM): <ul style="list-style-type: none"> <input type="checkbox"/> Open access admission policy (3.1) <input type="checkbox"/> Open access enrollment application (3.2) <input type="checkbox"/> Timeline of annual recruiting events (3.3) <input type="checkbox"/> Lottery system that supports mirroring district demographics for students in the targeted subpopulations (3.4) <input type="checkbox"/> Communication plan for targeted audiences (3.3) <input type="checkbox"/> Regular activities to educate students, counselors, principals, parents, school board and community members about the ECHS (3.3) <input type="checkbox"/> Enrollment materials for distribution at feeder middle schools and other appropriate locations in the community (3.1, 3.3): 	

<ul style="list-style-type: none"> ○ Brochures and marketing materials in English and Spanish and/or other relevant languages ○ Social media outreach 	
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January and February

Actions	Notes & Next Steps
<p>Benchmark 1: School Design <i>Construct school systems, academic and data tracking plans for the ECHS.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin the process of becoming a TSI assessment site to provide TSI testing opportunities throughout the year (1.5) <p>Leadership team meeting actions for blueprint requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finalize ECHS sustainability plan (1.6; 1.10) <input type="checkbox"/> Gather last round of feedback and post a fully executed MOU/ILA on website (2.1- 2.15) <input type="checkbox"/> Strategize a plan to collect data reflective of the OBMs <input type="checkbox"/> Create ECHS budget for the next school year <input type="checkbox"/> Review the developed course of study to ensure it: <ul style="list-style-type: none"> ○ Provides a detailed and relevant course sequence to the post-secondary opportunities ○ Includes alignment to the high school and college courses provided to the ECHS students (4.3; 2.4) <input type="checkbox"/> Establish an annual professional development plan (i.e., calendar of events/activities) for high school and dual credit teachers/staff that is: <ul style="list-style-type: none"> ○ Focused on research-based instructional strategies for increasing rigor and college and career readiness ○ Based on needs assessment of student data (1.9) 	
<p>Benchmark 3: Target Population <i>Recruit and enroll subpopulations that are historically underrepresented in college.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Launch student and parent outreach events for recruitment and enrollment of target populations 	

Benchmark 5: Student Support

Provide a variety of students supports so students can be successful in the ECHS program.

The ECHS shall develop and implement a multi-tiered system of support that encompasses a wide variety of interventions, activities, and practices to address non-academic needs which pose barriers to student learning (BM 5), such as:

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

The ECHS and IHE shall collaborate to personalize the learning environment for students such as:

- 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
 - Create a student advising process and formulate 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)

March, April, and May

Actions	Notes/Next Steps
<p>Benchmark 1: School Design <i>Design academic and staffing actions to meet blueprint requirements.</i></p> <p>Leadership team meeting academic actions for blueprint requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finalize course sequence offerings and IHE crosswalks (4.3) <input type="checkbox"/> Finalize assessments measuring student progress to ensure they are on track to meet OBMs <input type="checkbox"/> Decide the logistics on how student data tracking will take place (4.8) <input type="checkbox"/> Map out student interventions, including tutoring and/or Saturday school for identified students in need of academic supports (5.3) <input type="checkbox"/> Develop a plan to support direct-to-college student enrollment following graduation (4.10) <input type="checkbox"/> Complete Master Schedule <p>Leadership team meeting staffing actions for blueprint requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop teacher qualification process and staffing plan for teachers, counselors, administration, support staff, and IHE instructors (2.7) <input type="checkbox"/> Finalize the annual professional development plan for ECHS staff/teachers and IHE partners <input type="checkbox"/> Develop a mentor/induction program for newly hired ECHS staff (1.9) <input type="checkbox"/> Construct a family engagement plan (5.6) 	
<p>Benchmark 3: Target Population <i>Recruit and enroll subpopulations that are historically underrepresented in college.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue student/parent outreach for recruitment and enrollment of target populations <input type="checkbox"/> Notify students of acceptance into the program 	

<p>Benchmark 4: Academic Infrastructure <i>Streamline assessments to determine college readiness so students can begin college courses and meet OBMs.</i></p> <p>Establish and finalize:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student assessment timeline <input type="checkbox"/> Yearly testing plan <input type="checkbox"/> Calendar of testing dates- specifically list dates, times, and location that the assessments will be administered (TSI, ACT, SAT) (4.7) <input type="checkbox"/> Outcome-based measure data tracking process for students 	
<p>Benchmark 5: Student Supports <i>The ECHS will provide wrap around strategies and services to strengthen academic, technical, and individual support for students to be successful.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a student bridge program (5.1) which provides: <ul style="list-style-type: none"> o TSIA preparation and TSIA testing o Opportunities to strengthen skills necessary for high school and college/career readiness o Academic interventions for those who do not pass the TSI <input type="checkbox"/> Hold family and student orientation to outline: <ul style="list-style-type: none"> o ECHS program expectations o Enrichment opportunities and supports for students (5.4,5.6, 5.7) o Engagement opportunity for families (5.6) 	

ECHS Artifacts

This timeline outlines recommended dates for publishing artifacts as designated by the ECHS 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 prior to the first day of serving students.

Design Elements		Artifacts	Fall	Spring	Summer
4.3	Leadership Team Strategic Priorities	Crosswalk aligning high school and ECHS/IHE leadership meeting agendas college courses, grade 9-12, which	•	•	•
		enables a student to earn an associate degree our up to 60 college credit hours	•	•	
		Senior Board and Board of Regents presentations toward a baccalaureate degree			
		Document(s) outlining the strategic priorities for the current academic year and/or long-term priorities of the ECHS partnership	•		•
4.7	Leadership Team Key Roles	Calendar of TSI scheduled test administration dates, sign-up process, and intervention expectations	•		•
	ECHS Staff	ECHS leader/IHE liaison meeting agendas and reports	•	•	•
	College Readiness	Mentor induction Program Plans		•	
	ECHS Staff Professional Development	Annual training or professional development plan with ECHS and IHE ACT, or other college readiness faculty assessments		•	•
5.1	Goal of Higher Bridge Programs Education Partners	Memorandum of Understanding with Bridge program curriculum and schedule Institution of Higher Education		•	
5.2	Advising	Schedule of regularly scheduling written admission policy, and advising events enrollment application	•	•	
	Documenting Enrollment Procedures	Written recruitment plan including:			
5.3	Enrollment Procedures	<ul style="list-style-type: none"> a timeline of recruitment and tutoring schedules enrollment events, recruitment materials for distribution 	•		•
5.4	Classroom Supports	Advisory/Study skills curriculum material		•	
5.6	Stakeholder Enrichment Engagement Opportunities	Brochures and Marketing in Spanish, English and/or other relevant language(s)	•	•	
		Calendar of enrichment opportunities and family outreach events targeting identified audiences	•		•
3.4	Lottery System	Written lottery procedures (district-level or campus-level)	•		

