


TEXAS
EARLY COLLEGE
HIGH SCHOOL

Introduction to ECHS Resources

Texas Education Agency
Texas High School Project
Texas Early College High School Initiative
www.txechs.com

Are You Ready to Open an ECHS?



As defined by Texas Legislature

An ECHS is a school that targets traditionally underserved students and combines high school & college during grades 9-12. Participating students have the opportunity to earn:

High School Diploma + Associates Degree or 60 Credit Hours



Dual Credit Programs vs. ECHS

Dual Credit	ECHS
Program offered in districts	Small autonomous model school
Typically serves college-bound students	Designed to serve at-risk students
College courses offered in 11-12 grade	Blended curriculum begins in 9 th grade
24 credit maximum	60 credit goal for all students, planned program of courses
Limited or no focus on academic services	Umbrella of shared services with academic and social supports
Student may be charged depending on cost arrangement	<u>Must</u> be no cost to students (tuition, fees, textbooks, entrance exams)

Are You Ready?

Do BOTH partners have a common understanding of the following:

- Texas Early College High School Model
- ECHS Policy and Legislation
- The Target Population to Be Served
- How Costs will Be Shared Across Four Years
- Staffing requirements on both sides in years 1-4
- How the 60 Credit Hour Degree Plan will be delivered
- How students will be supported in each year by both partners



Are You Ready?

Have the following things been completed or outlined:

- Board Approval from Both Partners
- ECHS Principal Hired or Candidate Identified
- Site for School Location
- Governance & Operations Structures for Blended Program
- Program of Study
- Academic and Social Supports
- Staffing Requirements for Year 1-4
- Student Recruitment Plan
- Draft Of MOU covering all required topics



ECHS Designation



Purpose of Designation

To maintain the integrity of the ECHS model and ensure that:

- Schools enroll and serve the ECHS target population: students who may not otherwise consider attending college
- To ensure that an ECHS is more than just a dual credit program



Benefits of ECHS Designation

1. Recognition as an approved ECHS
3. Exemption from dual credit restrictions
4. Access to state programs & professional development
5. Membership in the ECHS network



Completing the Application

- Due to TEA by April 15, 2010
- Districts will be notified by May 28, 2010
- Must be completed each year in order to renew designation



Frequently Asked Questions

1. My ECHS filled out an application last year. Do I need to complete this application again?

Yes.

2. What factors are considered when my application is being reviewed?

Population served

Viable Degree Plan

Evident P-16 Partnership

Fidelity to Program Requirements & Model

For Renewing Programs: Continued Fidelity



Frequently Asked Questions

3. How are applications reviewed and scored?

-Each application is reviewed by ECHS subject matter experts.

-New applicants are reviewed based on the proposed plan.

-Renewal applicants will be reviewed based on performance during the previous years including fidelity to the ECHS model, and based on the designation application.

-Each applicant will receive a notification letter from TEA indicating which category it has been assigned. TEA will provide a separate letter for each ECHS campus an applicant proposes to operate as an ECHS.

-Each applicant will be assigned to one of the following categories: Designated, Provisionally Designated, or Denied.



Frequently Asked Questions

4. Why would an ECHS receive Provisional Designation?

New Applications

Reason 1: Applicant is currently in a planning or design phase and Provisional Designation will allow the applicant to demonstrate whether the ECHS plan can be fully and appropriately implemented in keeping with the ECHS core principles.

Reason 2: Applicant is currently in a planning or design phase and through the application process, specific design elements which require modification or additional development have been identified. Provisional Designation provides time for schools to make the required changes to the design elements.



Frequently Asked Questions

4. Why would an ECHS receive Provisional Designation?

Renewal Applications

Reason 1: Applicant has been operating as a Provisionally Designated ECHS for one year and TEA has not yet reported student enrollment and testing data. Note: School data is available in late summer (school ratings) and late fall (AEIS Reports). Therefore, full data is not available until a school has been in operation as an ECHS for two consecutive years.

Reason 2: Applicant has been operating an ECHS for two or more years but reviewers and/or the ECHS Program Manager and/or technical assistance providers have identified design elements that require additional changes. Provisional Designation provides time for schools to make the required changes to the ECHS design elements.



ECHS Resources



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Instructions for Completing ECHS Degree Plan Template

GOAL - Create a Degree Plan which allows student to obtain:

- A Distinguished High School Degree
- An Associates Degree or 60 college credit hours
- A majority of credits transferrable to 4 year institutions



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Instructions for Completing ECHS Degree Plan Template

1. Convene a design team or, at a minimum, individuals from the school district or charter and the IHE who make decisions about curriculum and instruction.
2. Determine what dual credit courses the IHE offers.
3. Determine which high school graduation requirements may be met with existing dual credit.
4. Partners work together to supplement existing dual credit courses with additional dual credit courses.



Technical Assistance for 60 Credit Hour Plans

Monday, March 8 from 1:00 – 3:00 p.m.
TETN Event #7398

How to Create (or Refine) a 60 College Credit Hour Plan

Representatives from TEA and the Coordinating Board will answer questions and provide dual credit advice for ECHS partners who are working together to articulate high school and college courses.

Email questions in advance to echs@tea.state.tx.us

Who Should Attend: new and existing ECHS



Rules that Affect ECHS

Appendix 2 – TEA Rules for ECHS (p. 36)

Appendix 3 – THECB Rules for ECHS (p. 38)

Appendix 4 – THECB Dual Credit Rules (p. 40)

Appendix 5 – THECB Rules for Tests & Requirements for College Course Enrollment (p. 43)



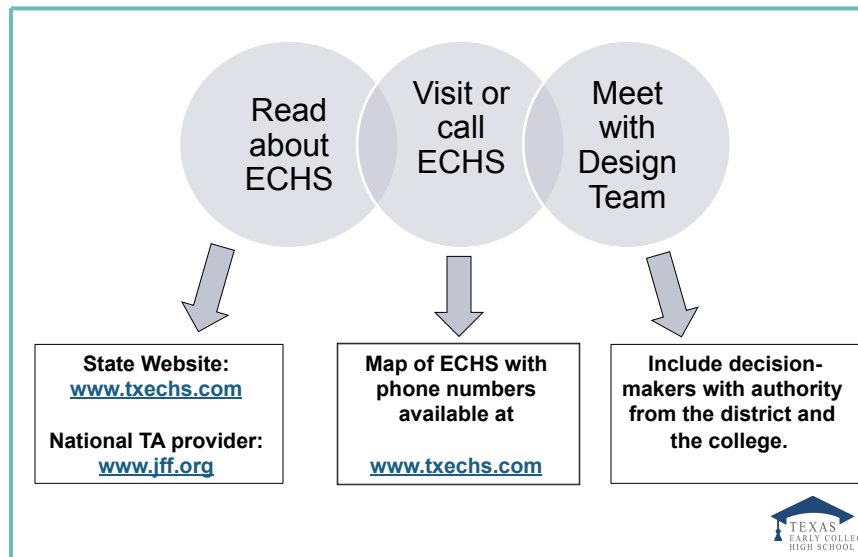
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Understanding the MOU

- What is an MOU?
- Why use an MOU?
- Issues to Consider When Creating an MOU



What Should I Do Next?



TXECHS Resource Guide

http://www.txechs.com/resource_guide.php

The Texas Early College High School Website has a Resource Guide section which contains a free library of downloadable resources and tools to help design teams learn and plan. Go to the **TXECHS.com** website and click on Resource Guide.

Resources are organized into six sub-sections:

- **Background Information**
- **ECHS Model**
- **In the Classroom**
- **Culture & Leadership**
- **Finance & Operation**
- **Awareness & Support**



Design Pitfalls to Avoid

Not Planning Ahead

- Changes in leadership at college, district, or ECHS and there is no plan for sustainability
- Scheduling 240 minutes in the senior year when students are enrolled in all dual credit courses.

Helpful resource: **The Countdown To Opening**, found in the **ECHS Model** section of the TXECHS Resource Guide.
http://www.txechs.com/downloads/6_countdownopening.pdf



Design Pitfalls to Avoid

Misunderstanding the Model

- Not understanding the ECHS design elements
- Misconception that ECHS is simply an extension of dual credit.
- Proper support structures are not provided to students.
- When transitioning an existing high school, not setting culture appropriately in order to incorporate the ECHS design

Helpful resources can be found in the **ECHS Model** section of the TXECHS Resource Guide.
<http://www.txechs.com/>



Design Pitfalls to Avoid

Not Enough Support or Autonomy

- Lack of constituent support: district administrators / school board / board of trustees / college partner / teachers
- Lack of autonomy – ECHS is still required to participate in district PD / ECHS does not have its own leader or enough resources

Helpful resources can be found in the **Finance & Operation** section of the TXECHS Resource Guide.
<http://www.txechs.com/>



Design Pitfalls to Avoid

Dual Credit Issues

- IHE partner does not allow ECHS students to take advantage of electives such as kinesiology, speech, etc.
- Not enough space in dual credit courses
- Not budgeting for the cost of dual credit – 11th & 12th grade students may be enrolled in all dual credit courses.

Helpful resources can be found in the **Background Information** section of the TXECHS Resource Guide.
<http://www.txechs.com/>



Professional Development



PD Provider

At the Texas High School Project, we are continually improving our work based on research and the feedback from our clients.



Embedded PD Model

Job-embedded professional development is learning that occurs as educators engage in their daily work activities. It can be both formal and informal and includes but is not limited to discussion with others, peer coaching, mentoring, study groups and action research.



Malcolm Knowles (1973) in *The Adult Learner: A neglected species makes four assumptions* about adult learners.

- 1- Adults learn best when self-directed.
- 2- They use past experiences to understand new information.
- 3- They are ready to learn new information when it important to them.
- 4- Adults are problem-centered learners, they want to apply new information to their immediate circumstances.



Sparks (1994) calls for a paradigm shift in staff development. A shift that will improve staff development which is usually “educators sitting relatively passively while an “expert” “exposed” them to new ideas or “trained” them in new practices” (Sparks, 1994, p. 26).

Most research on instructional improvements has indicated that staff development consisting of a single session is ineffective (Sparks, G.M., 1983).

What Leaders Are Saying

Most beneficial...

“External and internal coach [in] joint staff development.”

“Work with internal instructional coaches added value to the school and gave us a vehicle to drive our progress.”

“Meeting on campus with external instructional coach and leadership [facilitator].”

“Having strong internal/external instructional coaches that push the instructional bar through feedback and sharing.”

“[External] instructional coaching with teachers: showing, conversing, and assisting, inside and outside the classroom.”



What Instructional Coaches Are Saying

“Love the breakout sessions and applying what [we] learn from the workshop.”

“...this year's training is OUT OF THE BOX.”

“Each workshop I attend strengthens my knowledge and understanding of ECHS.”

“The sharing of instruments that will help us process our needs is ...helpful. Thanks!”

“This [training] was a great opportunity to revisit and get me back on mission. I feel focused and know what I need to go back to campus and do.”



What Teachers Are Saying

"I really appreciate the straight talk and practical use of what I learned. I felt fully engaged and excited, and want to pass that on to my students. I'm glad that you are here to help!"

"I feel like this has been one of the best ECHS conferences that I have ever attended. I am leaving here w/ practical tools that I can utilize on Monday. I am looking forward to the December sessions."

"I liked 'taking it home' b/c we got to talk w/ everyone about what was working, not working &/or needed help with."

"These workshops are very useful and it proves wrong that we cannot use literacy groups in math."

"I think these are valuable for all of us. They re-motivate us send us back to our classes with the "mission" attitude."



The Structure of the PD Network

Off-site training:

- Four workshops for identified internal instructional coach, including a peer learning tour
- Two workshops for campus leader, including a peer learning tour
- One day content area sessions for identified teachers

On-site training and support:

- Assigned external instructional coach to conduct professional development sessions, model lessons, and co-teach
- Assigned leadership facilitator to support leader's implementation of a college readiness agenda through the use of data and teacher leadership
- Approximately 30 days of on-site support each
- academic year



Cost Structure for NEW Schools

	Year 1 (2010-2011)	Year 2 (2011-2012)	Year 3 (2012-2013)
Actual Cost Per Year	\$65,000	\$55,000	\$45,000
Price	\$35,000	\$25,000	\$15,000
Percent Subsidy by TEA	45%	54%	66%

Three years of high quality, job-embedded professional development for \$75,000.

That is an average of \$25,000 a year for approximately 15 days of off-site training and 30 days of on site training and support.



More Technical Assistance

Friday, March 12 from 8:00 a.m. – 5:00 p.m.
Conference Call
ECHS Site Design Studio

School Districts and their college partners may schedule a 45 minute conference call to receive targeted technical assistance from ECHS design experts.

Email echs@tea.state.tx.us to request a 45 minute appointment.

Expectations for participation:

1. Must view this TETN
2. Must email questions in advance
3. Representatives from district and college must participate



Produced by:
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www.txechs.com

Or send an email to:
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