

## 2017-2018 ECHS Designation Application Technical Assistance Webinar

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**Stacy:** We will be posting [the webinar] at these two locations. One of them is the designation website, [www.thetrc.org/echs](http://www.thetrc.org/echs), and [at [www.txechs.org](http://www.txechs.org)]. Also, we will be posting the presentation at each of these, and I will send you an email after the presentation with a copy of the PowerPoint so you'll have everything.

After the webinar, if you have any additional questions, please send them to the Early College High School inbox and there is the email address [[ECHS@tea.texas.gov](mailto:ECHS@tea.texas.gov)]. That is also on the "To the Administrator" address letter that went out for designation, etc.

What I was starting to say earlier is, while you're muted for the webinar, that doesn't mean I want you to be silent. Please type your questions in the question window, and we will get to your questions as we go through the webinar. If we happen to run out of time, then we'll respond to you directly.

Before I get too far into this, I want to launch a quick poll, and I would like you to tell me what is your familiarity or level of interest with Early College? Are you just looking for more information on Early College, or you've had some conversations, and you're considering Early College? Or, you've been planning, and you're ready to be designated? Or, you've been [designated] for three or less years? Or, you've been there for more than three years?

Good, I can see the numbers coming in. I'll give you another few seconds—ten more seconds, and I'm going to close the poll. Ok, I'm closing the poll. It looks like we have about half the people on the webinar that are new and have never before been designated, and then the other half have been designated, at some point, with about a third of those being designated for less than three years.

That helps define and ensures that we can go into the areas that we need to go into in this webinar. Let's just get started.

The designation purpose: First of all I have to tell you that Early College is in Texas Education Code, and we do have Administrative Code that set out the rules for Early College. One of the rules for Early College is that everyone that would like to be designated has to reapply every year.

As we keep going through this, the purpose of designation is really to say that we are recognizing these schools, and they are able, and they are fully implementing the requirements of the Early College High

School program. The requirements are outlined in the blueprint, which we'll talk about in a minute, and the designation application.

Please know that designation is not a grant program; there is no funding associated with designation. Campuses must incur any cost associated with designation. Here are some of the benefits of designation. We also have those outlined in the "To the administrator" address letter. Those are what we've identified as the official benefits of designation.

There are also some unofficial benefits of designation. If you talk to any schools that have been designated and operating for a few years, they can definitely share that with you.

What are Early College High Schools? They are innovative schools that allow students (that are least likely to attend college) to earn a high school diploma and up to 60-college-credit hours. There is a 60-college-credit-hour plan, which we will talk about in the designation application.

Part of the statute and rules that apply to Early College [are] that the dual credit is provided at no cost to the students, so [both] the campus and the district pick up those costs, or in partnership with your dual credit provider, they might waive some of those costs, or they might discount those costs; that there's rigorous instruction and accelerated requirements, that there's academic and social support services, and that we have increased college readiness and reduced barriers to college access. Early College High Schools have typically been smaller learning communities, between 100-125 students per grade level. However, they can be large, or they can be small. You have to determine what the best model for your situation is. If you are just starting out and considering, at some point, going to a whole school model, you might want to start out small, and make sure that you have everything you need to be successful, and then, increase it in size.

Statute and rules prevent school districts or charter schools from passing along the cost of tuition fees and text books to students. Costs are either taken on by the district, or the IHE might waive or provide those discounted costs.

Here are some of the requirements of the Early College High School program: serving students who are at risk for dropping out, providing an associate degree plan, or up to 60 hours toward a baccalaureate degree. We've already talked about the paying for tuition and fees. You comply with all the assurances and you adhere to the blueprint.

We've also got the funding slide that talks about what Early College needs to pay for. I want to go ahead and share with you our web site for our technical assistance writer and show you how to get the blueprint. This is the Texas Early College High School website, and the link to that web site is down here: [www.txechs.org](http://www.txechs.org), and the blueprint can be downloaded from this web site. So, if you are one of the fifty percent that [has] never been designated before, and you are applying for the first time, you need to get a copy of the blueprint and work from the blueprint. Here is the live web site, and to get to the

blueprint, I'm going to click on "Early College High School Designation" up at the top, and it gives you some information, including a countdown, some tips for opening the Early College High School in the countdown, how far out you should do certain things, and then the blueprint is down here in the middle. You can download the blueprint, and we're going to walk through all of the benchmarks that it talks about here, as we go through the designation application.

**Kimberly Woodson**, do you have anything you want to add about the web site or the blueprint?

**Kimberly Woodson:** Thank you, Stacy. If you look also, underneath the designation and keep scrolling down, it gives you a lot of examples, as far as resources, that are provided in correlation with TEA for the MOU (or Memorandum of Understanding) in a PDF to kind of give you an idea of what's required, how it should look, things to make sure you do not forget, which we'll get to a little bit later in the blueprint, and if you keep scrolling down, there's the application information that will be listed. It also will, obviously, update information for the webinar and everything else on the web site, so it's a great resource. It also shows, at the very top of the tab, the other Early College High Schools that are currently designated by TEA throughout the State of Texas, under "Find an ECHS in Texas," at the very top, as well. There are demonstration site campuses, (which I'll get into a little later) resources and news and updates. It's a great web site with resources that should help you with your information in regards to filling out your application, and for my currently designated schools, just an update from the Summit, some new information that's there, as well.

**Stacy:** Thank you, Kim. Great tips! For those of you that have never applied before, I would encourage you to take a look at this web site. As a reminder, the URL is [www.txechs.org](http://www.txechs.org).

I'm going to keep moving on. This is what the blueprint looks like (I just took a screenshot of the first page of the blueprint). As you go through each benchmark, your target is "exemplar," but you might be "initiating" in your first year and moving towards exemplar. So, part of this is your plan for moving your Early College High School forward as you grow, and throughout the years.

Let's talk about Designation Timeline. We sent out the TEA letter on October 26, and today is the webinar. Applications are due on Friday, December 16. That is a hard deadline. At 5 o'clock on that Friday, the system will be shut down, so you must hit your "submit" button, and submit that before 5 o'clock. I can tell you this: please, please, please do not wait until December 15<sup>th</sup> or 16<sup>th</sup> to start uploading all of your attachments (which we will walk through) and trying to finish everything in your application at the last minute, because there are over 150 campuses that will be applying, and if everyone waits until the last day to do it, it might really tax the system. Sometime, I'm hoping in the early spring, we'll be able to provide notification of designation for the 17-18 school year.

**Kimberly Woodson:** Stacy, if you don't mind, I wanted to just add to that, if you go to the web site and you upload your application, as Stacy mentioned, you're able to keep uploading information, so you don't have to [do it all] at the exact same time. So, if you get to a point where you can start your

application, save it, then come back and finish it, please make sure that you are continuously working on it, so that it's not overwhelming at the last minute, or as she stated before, you're trying to submit information and the system will not allow you to do it.

11:12-11:35: Silence

**Kimberly Woodson:** As we continue with the information that's listed here on this slide, you'll see that for the Early College High School designation application, it has to be submitted completely online. All documents must be uploaded as a PDF, and each Early College High School must submit an application. So every year, as mentioned earlier, the applications are required to be submitted annually in order to stay designated.

(12:20: Stacy explains that she was muted but talking during slide)

**Stacy:** One piece I wanted to point out, and this is a question we get all the time: "My district has two high schools, and we want to be two separate early colleges. Can we put it all on one application?" And, the answer is no. You must do a separate application for each Early College High School.

There are two application types in the system. There is the full application, and any of the fifty percent of people that are new will have to complete the full application. Anyone that has been operating for less than three years, those that were designated for the first time in 15-16 or 16-17, will have to complete the full application. Once a campus has been designated for three years or more, they will complete the abbreviated application. Today, we're really going to go through the full application, and I'll point out the parts that the abbreviated application will be completing.

#### Designation Outcomes

There are basically three outcomes you can have.

- (1) You can be "Fully Designated," and those are campuses that have been designated three or more years.
- (2) "Provisionally Designated," and those are campuses that have been designated less than three years.
- (3) Denied.

Additionally, based on the performance of the prior school year, and what's in the application, both fully designated and provisionally designated may be placed on our program improvement plan.

What I tell T-STEMs, because I also work with T-STEM academies, is that the application is your opportunity to be concise, to tell us what you are doing and what you are going to do to move forward on the blueprint.

Let's talk about the Full Designation Application.

It is based around the blueprint, and you can see there are the six benchmarks of the blueprint, and we'll go through each of these.

There is the “provisions and assurances” [section] that I will walk through with you. There is also a “contacts” page that I’ll talk about when we get into the application, because we really need that contacts page to be accurate then, the “supporting details” page.

With that said, we’re going to go to the live online application, so that I can walk you through some things, and we can take a look at it.

This is what happens when you go to the link that was in the TEA letter or the link that was at the bottom of this slide show. You see you have “home,” you have “guidelines,” and you have the “application” up at the top. We’re on the home page right now. As I mentioned, the recording of this webinar and the PowerPoint will be posted in this area, (probably early next week) so take a look there if you need to review something.

Also, each of these are questions. What is the Early College High School designation process? If you click on any of these, you’ll get a drop down [box/menu], and it will provide you with information. We also have the link to the blueprint there. If for some reason you don’t want to go to the web site we showed earlier for our technical assistance provider, you can link there. The blueprint is also linked there. So, we’ve given you several opportunities to get this information.

I would recommend printing out the blueprint and keeping it next to you as you are going through and working with your teams.

There are some frequently asked questions [and] the timeline. If I want to close these, just click on them again, and they will close.

## The Guidelines

I’m going to click over to the guidelines button, and this walks you through how to get to your application. This is probably one of the number one questions I’ve been answering right now:

Q: “I don’t know which button to click to start my application.”

A: We’re going to walk through that. If you don’t want to walk question by question, you can download those guidelines right here, which, if you’ve never been in the system before, I’d highly recommend you just download those guidelines and open them up, so you have something that will walk you through.

One of the key areas is the application window. Let’s just walk through this for a minute. For the fifty percent of you that have never been designated before, you will use this button right here; this link: “I was not designated in the 16-17 school year,” and when I click on that button, I enter my academy name. I enter my email address, and it’s really important that your email address be correct, because immediately upon clicking on “begin a new application,” the system is going to send you your application code, and you’re going to need that. Like Kim talked about, you can come back in, and you can complete your designation over time, rather than all in one sitting, because you won’t be able to do it all in one sitting. You really need to complete it over time.

So, for those of you that are currently designated in 16-17, you are going to click here and then from the drop down, pick your academy, your early college high school, and then enter your email address. I get a lot of people calling me saying, “I don’t know the email address of the person that did this last year.”

You don’t need the person that did this last year. Whoever is doing it this year, needs to be in there.

Again, whatever email address you put in there is where the application code will be sent to, so it’s

really important you don't make a typo. You're going to need that application code, because the first time you go in, it will automatically take you into the application. Later, if you want to go back to the application, you're going to use this window, right here.

I have an application that I started earlier, and I'm going to use my code that was emailed to me, so I can go into my application, and I'm going to continue in my application. When I get here, this is what you will see. So, let me orient you to this for the first time:

**Home**—will take you back to that page with those drop down questions.

**Guidelines**—will take you back to those guidelines.

**Application**—we're on; that's why it's dark blue.

Or, I can **log out**.

My code that was emailed to me is right here. So, the first time I log in, I would look right here, and I would jot down that code somewhere. The other piece I would like to point out to you is the "view application as a PDF." The very first time I log in, the very first thing I would do when I get to this page is I would click on that button, and it's going to bring up a blank copy (well, mine isn't going to be blank, because I have some test data in there, but it's going to bring up a copy) of anything that I have put in that application to date. And, the great thing is once you get this PDF, at the very top of the page, is your application number. So, you have several places that you get your application number.

(20:21-40 Audio difficulties)

I got a really good question a second ago, and it said, "Can two people use the application code, if two people are working on the application together," and the answer is, yes.

You can't both be in at the same time, but you can share that code if, maybe, two of you are working on the application. You don't get two codes for one application. You get only one code, and you can share that with whoever needs it. If there are two or three people, or maybe, you have a committee working on it, this document is a great document to give them. Split up the responsibilities and say, "Hey, you do this page, I'll do this page," and then come together to enter your data.

So, I'm going to go back to the contact page.

(21:30 Audio problems continue)

**Kimberly Woodson:** Stacy, while you are working on that, for those of you that can hear me, I want to also make note that you pay attention to the "save" button that is at the very top of the page. That is going to be on every page that you go to complete your information. You will have to save it every time you update it. Otherwise, your changes will not be there.

**Stacy:** Kim that is a great point. I am just going to put in my address quickly, 1701 North Congress, and you'll notice that as I did that, over here on this side, it changed, and it said, "You have unsaved changes. Please save." I cannot tell you enough to save, save, and save! Save anytime you think you need to, and I would do that often. I've been using this system for a long time. I've been using this system for about four years now, and we have never lost data on an application, so save and save.

Let's just walk through this. This is pretty basic information: your academy name and your county district campus number. This is critical. TEA uses [the] county district campus number that you provide to pull data for the legislature [and to] pull data for public information requests, so it is critical that you have the correct CDC number. If you don't know your county district campus number, then you need to focus on that, and you need to go ask someone what that is, and make sure that's right. If you have more than one campus, you can add a second CDC number. Then we ask you, the CDC number, is it shared with a larger campus; for example, a comprehensive high school? If you have a school within a school model then, you are probably sharing a number with a comprehensive campus. Let us know that. Or, does that number belong to the ECHS. Let us know those? What was your status for the 16-17 school year?

**Kimberly Woodson:** At the very top, where it says Academy Name, that is the name that is associated with the CDC number. You can't just make up a name or change it every time you submit your application, because when we get the full report, the schools are assigned their designation based upon what's associated [with] the CDC number.

**Stacy:** That's a great comment, Kim. Thank you.

I got a good question. "The district needs to set up an 'under construction campus,' and ask TED to get a CDC?" If you are starting a new campus for 17-18, and you do not have a CDC, please just type in nine number 1's, and that flags us that they are in the process of getting a CDC number. We realize that we may have a handful of your campuses that do that.

(Ok, good, the people that were having audio problems are back.)

We have our school district. If you're only a single school district, you'll only put one school district. If you happen to be working with two or three, then you can use the Add District button.

We're asking you to identify who is your primary IHE partner. We want the name of the institute or the institution of higher education, their address or ZIP code. We want to know how many early college high schools this partner partners with, and you include yourself. If it's just you, it's a one. If it's you and someone else, it's a two. Some early college high schools have more than one IHE partner, so you should add the second one here.

Now, this is really important, because at the end, when we get to the supporting documents, you are going to have to upload a letter of support for every single IHE partner that you put in here. So, if you have two, put two. If you have one, only put one, because if you put two and you only have one, we're going to be questioning why we only got one letter of support when you identified two.

We're also asking you for your education service center region, then we just want some other information: the name of the person completing, the name of your principal, the superintendent. If there's more than one district, we want the second superintendent's name; who your IHE liaison is, who

are you working with, and who is the authorized official at your IHE? Again, I'm going to save, and I get the green band that tells me I saved it, and that's a good thing.

The next piece I want to go to is the "provisions." These are provisions and assurances, and I encourage you to read these carefully. Print this page, read it, because this is what TEA is holding you accountable to. The first one: you must serve or include plans to scale up to serve student grades 9-12. If you check that box, then you are assuring us that you are going to serve 9-12, eventually. I've had some calls that say, "Well, we only want to serve eleven and twelve." That's not the model. The model is 9-12 and you can maybe start with ninth grade and build up, until you get to twelfth grade. I'm not going to read each one of these to you right now, because we'd be here for twelve hours, but please go through them, and make sure your superintendent and your leadership knows what you are agreeing to. One more thing, you'll have to go through and check each box.

**Kimberly Woodson:** Not only do you have to check off each box and whoever it is that is completing it, if you are a school that has not yet completed or built, and you are going to be working on opening for the 17-18 year, you might not have a principal that is assigned to the campus. Someone else might fill out this application. However, when you assign a principal to that campus, they need to know what they are supposed to be doing. They have to know that this is what the district has agreed to, and all of these boxes being check off means that the superintendent, the person completing it, and the principal are responsible for making sure that this is followed.

Stacy: Great, Kim! We had a question back on the contacts page, and I want to address this. Whoa! Look at the error message I just got. I checked those boxes, and I didn't save, and it's saying to me, "Are you sure? You haven't saved anything." So, I'm going to save.

I'm going to go back to my contact page. The question we just received is: "If we are a school within a school, do we have to put the CDC number?" Yes. You have to put your CDC number for every single campus, then you have to tell us are you sharing that number with the rest of the campus that isn't early college, or does it belong only to early college? That's a great question. Thank you for asking that.

We've covered provisions. I need to check some boxes, but then we're going to move to Benchmark One. I'm going to turn it over to Kim to talk a little bit more about Benchmark One. Kim, would you like for me to pull up the blueprint while you talk about it?

**Kimberly Woodson:** That would be great if you could do that, because a lot of the questions, or a lot of the information that I'm going to go over comes back to the blueprint. I see that you're saving it, and I want them to see. Whoever it is that is working on the application for all of my prospective campuses, as well as those that are completing their applications that are new, please make sure that you are looking at the blueprint. TEA has definitely outlined the guidelines that every campus is scheduled to, or expected to adhere to, and with this information, this will help you in all the planning. There are a lot of questions that you might think you have, but if you've read the blueprint, they've already been answered for you.



For Benchmark number one, on the left-hand column, it gave you an option to go into benchmark 1, benchmark 2, and benchmark 3, 4, 5, and 6. Each one of those benchmarks, in the application that is listed here, has a section for you to include information. I would suggest that you print off a copy of the blueprint, and have it with you while you are completing the application, so you can understand what's being asked of you. On the left in Benchmark One, it talks about the target population. As mentioned earlier, you know the ECHS is an innovative school that is designed to [offer] students (who are least likely to pursue a college education) the opportunity, while they are in high school, to earn a significant number of college credit hours, leading up to an associate's degree, while they are still in high school. These are designed to provide dual credit opportunities to students at no cost to the student. They are intended to offer rigorous courses, college focused instruction, and accelerated courses to those that are enrolled in the ECHS program. Those courses are taught by instructors that meet the credentials required for the institute of higher education, so that's what we mean when we say "IHE." In addition to that, the ECHS provides, not only academic support services, but students can also be successful in these dual credit courses by receiving social support and other services to help them in what they need to know in order to be successful, so that when they leave the ECHS program and go on to a four-year institution, they have the college credits needed to be successful towards a baccalaureate degree. Now, on benchmark number one, we're going to start talking about the target population. It's already been defined through the data that's listed through PEIMS. If you look here at Benchmark One, underneath the "implementing" section, those campuses that are working on a plan (you might say, "Oh, I am initiating..." because you're having those conversations), but we're really talking about the implementing, and of course, striving for those exemplar campuses. You need to make sure that you are working with recruiting students and have enrollment processes that do not exclude or discourage enrollment of any of the sub-populations that are defined as "at risk." Those at risk students, it's noted in PEIMS, but not limited to students who have English proficiency, or who might have failed a state-administered assessment. Enrollment decisions cannot be based on state assessment scores, disciplinary history, teacher recommendations, or GPA, those that are defined by PEIMS. In PEIMS, there are thirteen indicators listed. Those are what you're supposed to be looking for when you're working on your application, your recruitment, when you're talking to parents, when you're working with counselors from the middle schools, to get students into enrolling in the ECHS program. One thing that TEA has required, and this is of the new schools (these are the schools that have a full application and even those that have the abbreviated application); you are required to submit what you're using for recruitment of the students to your program. That's all the information that needs to be available to TEA, so please make sure that you're looking at the implementing column, as well as over at the exemplar column, when it talks about how you've met that middle criteria. Also, how you might even have a weighted lottery that favors students who are at risk, and use either a blind performance or open lottery system. Now, for those of you that might say, "Well, how do I do this?" We have numerous schools that are listed as a "demonstration site" campus. They're on the ECHS web site. One of the tabs is listed for demonstration sites, and if you contact those schools, through their web site, obviously, and meet with the administrators or contact them, they'll be able to answer any questions, and of course, help you with how they've been successful; what it is that they've done to make sure that their student is, that their campus is, recognized as a demonstration site campus.

But, we definitely want to make sure that you are not including any type of discriminatory practices to get the students that this program is designed for.

**Stacy:** We had a question that said, “Can you explain a little regarding the exemplar section that talks about the lottery system or the weighted lottery?” Remember that ECHS is designed to serve all students with a focus on those who might not otherwise have the opportunity to go to college, the opportunities and experiences. Early college is not a magnet program. You cannot say, “We are only going to take kids who scored ‘x’ on the TSI,” or “‘X’ have this grade point,” or “who have this particular score on their STAAR test.” That’s not what early college is, so if you have 100 slots in your early college, and you have 150 kids that want to be in your early college, then you can just do a random lottery, where you draw names; maybe, separate them by gender, so you have an equal balance (that’s a local decision- that’s one thing I know a school does), or you can weight that lottery so that students who are at risk, who are part of the targeted sub-populations, have a little bit more weight in getting selected out of that lottery. How you do that is a local decision, but ECHS cannot be magnet programs. If that’s what you’re looking for, then this designation is probably not what you want, because we are looking to ensure that those students who might not otherwise have opportunities are provided those opportunities. Kim, anything else you want to add to that?

**Kimberly Woodson:** You mentioned first generation college goers. I’ve had someone in the past ask, “What exactly does that mean?” There’s not a definitive definition. Some schools have asked parents who have not attended college, at all, or there are those whose parents might not have completed college. However, the intent of this program is for first generation college-goers, those who are students that are considered of the low socio-economic status and obviously, minorities.

**Stacy:** We’ve got a question saying, “Do we have to use the lottery?” We do an application process, and then we have a rubric, and we weight them for at risk students, first generation. Sure, you don’t necessarily have to draw out of a box, but it’s the concept behind the fact that you’re not only allowing that top few percent of your kids in.

We also had a question, “Can it be a selection lottery, without separating at risk, and providing equal opportunity to all?” I would think that as a district, you need to have some conversations about that, because if you look in statute, early college high schools were brought about to ensure that those students who are at risk of dropping out of school have the opportunity to go to college. So, if you have a lottery, what happens if all of your top tier kids (the top five percent) are the ones that get into the early college? So, have those conversations in your district.

I’m going over the application now and just quickly walk through what information we need here. The top line says 16-17 enrollment. If you’ve never been designated before, you just put zeros throughout that whole section, and then what we would like for your 17-18 is for you to project your enrollment. We want your projections to be pretty close. We know you’re not going to be exact, but what flags in my mind, is when someone says they’re going to have 150 kids per grade level, and when I pull their attendance data, I see 30 kids per grade level. That’s not a close projected enrollment. So, really be accurate with these, because we’re going to be looking at this data.

As you come down on the rest of this page, you've got a section where we're asking you to tell us the percentage of high school students in the district, from PEIMS that are economically disadvantaged, that are at risk, that are LEP, that are white, that are Hispanic or Latino, that are black or African-American, or other, those at risk factors. Then, we've got a place for a district two, if you have a second district. If you don't, you just click on no second district and no third district. Then, we want you to put the percentage of students in the early college that you are enrolling, or that you are planning on enrolling, because your early college should mirror the demographics of the district, so take a look at that.

**Kimberly Woodson:** At the very top (if you don't mind going back up to where it has enrollment), you said you might have 150 students or 100 students. This is something that, when you get into partnership agreement, you need to make sure you are having these conversations with your IHE partner. For some of the new programs, it might be very ambitious to say that you are going to have 150, or whatever the number is that you're using for enrollment. Make sure that you collaborate it with your IHE, so whenever you're working on your classes, should your students take classes at the freshman level, or the sophomore level, whenever they start taking their college classes that they are able to support the numbers that you said that you would like to have.

**Stacy:** That's a great point, Kim. I also just had a question saying, "Is there a maximum number of students allowed per cohort, or a minimum number?" That is a local district decision, and you need to factor in those elements that Kim just talked about. Can you support that with your IHE partner? Do you have enough personnel in place for those socio-emotional supports, in addition to the academic support? Keep that in mind.

As I scroll down, still on Benchmark One, I can see that it's asking me, "What are the sub-populations that you are targeting, that you are going to recruit and enroll?" Then, we are asking you for some narrative questions. You're going to say, "Please outline the enrollment and recruitment processes for, or the enrollment processes and recruitments used by, the early college high school." Please specifically address how they are going to facilitate the recruitment or enrollment of students who are at risk, or who have been identified in the underrepresented populations.

Then, we've asked you how those processes were developed, analyzed, reviewed and refined, and then we've asked you to rank yourself, based on the blueprint, to tell us, "Are you a new campus and never implemented before?" Then, if you've never been designated, then you're going to click that first radio button. If you've been designated previously, then you need to tell us where you are in Benchmark One, and that goes back to what Kim was talking about in the blueprint. Take a good look at yourself and assess yourself.

I've got a question that says, "If all of the students in my school are early college, then is my last column going to be one hundred percent?" If all of the students in your early college are economically disadvantaged, then yes, that's going to be one hundred percent. I can't address, or I don't know your student population, so I can't answer that, but yes, put your populations down.

I'm going to save, because I have entered some data here, and we're going to move on to Benchmark Two, and I'm going to turn it back over to Kim.

**Kimberly Woodson:** Benchmark Two is really important. I cannot stress enough, really making sure that the ISD and the IHE, the campus and district, work with the college in regards to completing the MOU. Once again, an MOU is a Memorandum of Understanding. It's a binding agreement that you (meaning the district), and the IHE, have agreed to a partnership that is going to define everything that you are going to work [on] together to make sure that all the students' needs have been met. At the top, or when you go to the PowerPoint that was listed, it'll say "MOU" or "Inter-local Agreement." Some districts have both. The difference is some people use the MOU to have all of the official stuff that's never going to change like, the address of the location, or possibly who's going to be responsible for paying the water bills at the school, and who's going to take care of some of the things that are never ever going to change. That's board approved, and that's normally what's put in an MOU, if you choose to have both. Districts that have been around for a while have an inter-local agreement. That's the agreement that takes care of the day-to-day operations and all of the procedures and activities that are required when you're going to be completing information, so that's why they're both listed there. However, as we really talk about this for all my new campuses, you will have an MOU. In your MOU, the blueprint clearly defines everything that is required, topics, and if you notice, it says, "Shall include," so this is the stuff that is minimum. However, if there are other things that you and your IHE want to make sure that you agree to, you have to make sure that you include it in your MOU, because it allows for accountability on both ends. It talks about location, costs, fees, transportation, grades, course of study, curriculum alignment, materials, your calendar. Why your calendar is so important is are you following the ISD's calendar, or are you following the calendar for the college? Please make sure that's something that you think about, because if you are a new campus that's applying, this is an issue that you are going to have to identify. It effects when you are going to have your professional development days, because the college calendar is probably not going to be identical to the high school side. Additionally, it will go over student enrollment, which we talked about earlier. It also [says], in case of the unfortunate mishap that the relationship has to be dissolved between the IHE and the ISD, that one person can't just up and decide, "Oh, I don't want to be a part of the program, anymore." You have to have it outlined in a binding agreement how a relationship can be dissolved, if necessary. If you look over, that's what listed in the implementing column.

If you take a moment and look over to the exemplar column, one of the things that everyone should be striving for is how to make sure that the students have access to all of the facilities at the IHE. [Also,] how faculty can receive professional development on both sides (from the district and the college side), provisions for how you are going to share data, advising students for credits, and student participation in this? There is a lot of information that is listed here. Earlier, I mentioned these, and in the implementing column, these are things that are required, that must be there for a start-up. As you continue to build your program, please look over at the exemplar column to see what other things you can add to your MOU.

**Stacy:** Just a heads up, I've been answering some of your questions. If I have not said them over the webinar, I have been answering them in the question window, so if you have a pending question, take a look at that. I'm going to come over to the actual application. One piece I didn't point out is we added,

just a few days ago, a place for you to click and bring up Benchmark Two only at the top of every screen. So in Benchmark One, if you click there, it will bring up Benchmark One, Benchmark Two-Benchmark Two, Benchmark Six-Benchmark Six, so you've got many opportunities to get a copy of the blueprint if you don't have one beside you as you are working. Here, you have to upload your MOUs in the document section. What we're asking you is to give us an index, a table of contents, we might call it. Where in the MOU does it tell the location of the early college high school? It's page two. Where does it talk about the courses of study? Page four. You need to go through and tell us where we can find all of these in your MOU. If for some reason you have something that is listed here, that is not in your MOU, these are required topics, and you will have to go back and get it in your MOU, so review these. Again, this is why this PDF printout that we talked about earlier is so key, because you can't just do this in one sitting. In addition to the required, we have highly recommended topics, meaning we have found from the years of experience that it is important that these topics be included. We're not requiring them, but I strongly encourage you to put them in. The better the MOU is at detailing the roles and responsibilities of the IHE and the campus, the better relationship you're going to have moving forward, and the stronger your partnership is going to become. Then, of course, as always, at the bottom, we have "what are you?" Where do you rank yourself on the blueprint? Again, if you're new, never been designated, you're always going to choose the first box. Those of you that have been designated, you're going to pick which box? I'm not going to go over that in the rest of the benchmarks, but that is at the bottom of every single benchmark.

I'm going to save this, then I'm going to change over to Benchmark Three, and I'm going to turn Benchmark Three back over to **Kimberly Woodson**.

**Kimberly Woodson:** One of the things that I really like about Benchmark Three, is that this is working on the leadership initiatives. When you think of leadership initiatives, this is a team where the decision-makers are sitting together and making decisions for students to be successful. This is a team of people that can take action, who know what it is to take charge, be efficient and effective. They need to be able to respond to data, responding to student needs in the essence of time. This is very important. The students, the school district, and the IHE should have a leadership team that meets regularly to discuss the design and sustainability. This benchmark discusses how both parties are invested in student success and how not one entity is telling the other one what to do, but it's an actual partnership that ensures that you are working towards doing what is in the best interest of the students. When you think about it, on the application, there was also a big box with a list. It talks about people that would have that position. You would want to have these meetings, and identify the roles of these people who are going to be helping with the design, governments, operations, accountability, curriculum and development, professional development, outreach, sustainability, and continuous monitoring and improvement. If you're looking at the blueprint and look over to the far right column, underneath Exemplar, these meetings should include: either the superintendent, assistant superintendent, or principal from the ISD side. Most of these leadership meetings also include your counselor, because a counselor has a wealth of information and can really focus on individual students.

On the IHE side, it is suggested [that be] the university president, a provost, the dean of college of education, dean (depending on which school you're at, everyone has a different title), but it needs to be

someone in that area that can help make decisions, and of course, be included in the ECHS liaison. It's very important to have a shared responsibility for student success, because if not, then the focus is lost. So, the purpose of this meeting is not only are you coming from the high school side, you're also looking at the IHE side and working together jointly to make decisions that are going to benefit the students, the ISD, as well as the IHE. The last bullet that is listed in the exemplar column, number three, talks about "sustainability structures shall be identified and implemented to address and minimize challenges of staff turnover." Staff turnover, unfortunately, happens on both sides, the ISD and the IHE, so they want to have conversation to make sure how are we going to address this when you might be working with adjunct professors from the IHE and also with teachers that might be turning over at the school. What are we going to do to make sure that the student programs continue? Also realize that these meetings and minutes should be available publicly. I have some districts that have it loaded to their web site. They have it linked to access it, so just realize that this is public information, so the agendas should be made available.

**Stacy:** I'm going over to the actual application and talk briefly about that. We're asking you to name the people in here, and we're asking you to summarize the role each plays, the decisions that [have] been made and its accomplishments, if you've previously been designated. We're also asking you to talk about sustainability, and then to tell us whether you are initiating or implementing. I didn't enter anything, so I am not saving. I'm going to Benchmark Four, and I'm going to have **Kimberly Woodson** talk about Benchmark Four.

**Kimberly Woodson:** On the application for Benchmark Three, please note that there was a section for you to have a list of dates that you actually had these meetings. Please make sure, especially for those that are in the planning phases, that you are documenting each date that this group met, and also, who was in attendance at those meetings.

**Stacy:** We have a question asking, "Do they have to have multiple meetings that include the university provost?"

**Kimberly Woodson:** My suggestion would be if you are in the planning phase, you would want to have as many of the higher official, decision-making people at that meeting. There are districts that once they've been instituted, or initiated for a while, designated for several years, they might have semester meetings with the provost. They will have regular meetings with their liaison and possibly the dean, but then as far as the president or provost or chancellor, that might be on a semester basis, but in your planning phase, it is highly recommended that you meet with the people that can assist with setting up your program, and you'd really want to. I hate for it to sound like, "Oh, you better meet with these people," but think about it; you're trying to build a relationship, and if you can show the importance, on both ends, of why you guys are coming together to build a successful program, it'll make things so much easier on those of you that are responsible for the day-to-day operations.

So, provost, superintendent, associate superintendent, those people are the ones that you really want to make sure are vested in this program. This is for your kids, and this is for you to ensure that you have a sustainable program.

**Stacy:** Thank you. I appreciate that. We're going to go to Benchmark Four. To time check, we have 30 more minutes allotted on our webinar. I can stay a little later for questions and what-not, and I think **Kimberly Woodson** can, too.

One other thing, I want to point out is, on your panel, somewhere near where your questions button is, there should be a handouts tab or a handouts window. I did upload the blueprint yesterday, so if you want to open the blueprint while you're watching this webinar, you can download that document from the window.

**Kimberly Woodson:** With the notice of time, we do want to make sure that we're answering questions, so I am going to go through this, but please know that I am not rushing, because it is important. Note that you really need to be looking at that blueprint while you're answering the questions, and especially, while you're coming up with your plans and trying to design your program.

Benchmark Four (which is on "curriculum and support"); this is the crux of your program. It's the dual credit with the support. It's imperative for these students to receive this. The entire purpose of the early college high school is to bring college access to students who might not otherwise be likely to go to college. So, if support isn't provided to some of these students that you're serving, [students] that are at risk, because they're either below grade level, LEP, or are in an accelerated learning environment, you're doing a disservice to the students. That's why it's really important that you cannot separate the dual credit plan from the support that's listed there. Now, in this single benchmark, when you're looking at curriculum and support, you can see that it goes hand-in-hand. In order for students to be successful, especially those who are at risk and might not go to college, it is imperative that they follow a plan. When you think of a plan, it's making sure the students understand the courses, the outline that they're going to need in order for them to be successful. That takes care of the academic portion, and that's normally easy to understand, but you also need to think [that] in order for these students to be successful, there has to be something built in regards to tutoring or advisory, or mentoring programs. If you look at the blueprint, in the column for implementing, you'll see underneath number four (under the implementing column), it gives you a list of ways, which [you are] not limited to, because there are very innovative schools that are out there (which once again, our demonstration sites have proved), but different ways that they are going about establishing the support that needs to be given to these students. It also talks about having parental outreach programs and involvement opportunities, also having ways to connections for social services. If you take a look at the very last column, the very far right column for exemplar, it talks about how it should be structured, and the program should also offer community service to these students, so that these students are able to promote community unity, partner with businesses, have financial aid information, making sure that these students are receiving everything that they need to be successful. These students are starting college at fourteen years old, and we're putting a lot on them in regards to, "Oh, you can be successful. You can do it," but without equipping them with the tools that are necessary for them to be successful, then we're not setting them

up for success, and I know each of you want to make sure that your students are successful, so please make sure that you're having those conversations, and that you have a full outline of what is necessary, at least at a minimum, to make sure that these students are successful.

If you go back here to the application, it's very unique, because this year, you [can] download the template. So, for your course crosswalk, which is the outline of what classes students are going to be taking, you would download a template, add the information to the template, save it, and then you're going to upload it into this benchmark. Earlier on the TEA slide, Stacy showed the application, where there is a section for you to add documents. There are other documents that need to be included, but this course crosswalk, that is shown here and has all the students, the courses that they're going to be taking for the grade levels that they're [in], needs to have the PEIMS course number, the high school course name, the credits, the numbering system, the college course number, and the college hours. This is a way that you're keeping track, and that the student is able to keep track, of what's required in order for them to attain their associate's degree and their high school diploma.

**Stacy:** We just got a question from someone that said, "On our crosswalk document, the district is currently making some changes to some course numbers. Do you suggest that we use the old course numbers if the updated course documents are not made until second semester?"

From TEA's perspective, use the course numbers that you know right now, and if you make changes, then you have to submit that document to TEA once your changes are finalized.

**Kimberly Woodson:** I would also recommend that you make sure, with any course numbers or changes (if this a dual-credit class), that you're aligning this with the college, as well. So, just be mindful that this is a dual program, so you need to make sure that these are the applicable course numbers, so students can get credit.

**Stacy:** Great point, so that goes to Benchmark Three. This is why you're building the relationship with your dual-credit provider. It's not just a transactional one, where you're saying, "Hey, we're buying dual credit from you," and they're selling it to you. That's not what you're doing. You're building the partnership, and that's a great piece for them to help you with. Another piece in early high school designation this year is we want you to tell us which endorsement you're offering on your campus, so list out the endorsements that are being offered to your early college high school students. The next box is list out the associate's degrees that will be offered to the students. Then, indicate the level one and level two certificates that will be offered, and then you're going to tell us how you are going to monitor the progress, and how you are going to use student data to support success? Next, this is going to be the lengthiest thing you'll see. This is going to take some time for you to format your answers to. Tell us how the early college will provide academic support to the students by personalizing the learning environment. How will you provide social and emotional support to the students? Then, we've got what we know about, down there at the bottom, what we've seen over and over again. One piece that Kim mentioned, but I just wanted to highlight it one more time, is you will upload your crosswalk right here. You don't do that in the documents here. You upload your crosswalk right there. Whether you are a full application or an abbreviated application, you have to upload a crosswalk.



I'm going to turn over Benchmark Five to Kim.

**Kimberly Woodson:** Benchmark Five is titled, "Academic Rigor and Readiness," but as you can see when you look at the blueprint, this Benchmark is totally focused on TSI. When you're thinking about TSI, think about who's going to administer the test. Is this online test going to be available at the early college high school, somewhere in the district, or are the students going to have to take the test over at the IHE or with your college partner? That is a question that is on the application, and it's also mentioned, obviously here, in the blueprint, and if you look over at the "Exemplar" column, it says, "The ECHS is a TSI assessment site, allowing frequent testing and access to raw data that can be used to identify student weaknesses and create tailored interventions and individualized instructional plans to improve student readiness."

If you're not a testing site, you really need to work on how to be a testing site, and in just a few minutes, I'm going to tell you where you can find that information. If your students are taking a test over at the college, you really need to work with the college to identify what the cut-off scores are that they're requiring, and also make sure that they're aligned with the scores from the Texas Higher Education Coordinating Board. The Texas Higher Education Coordinating Board has a wealth of information in regards to the statewide developmental educational plan. So, if you're setting up a program and need to understand all of the classes that students can take or should take, or [are] recommended, the rules, the statutes, assessment resources, or any one of the resources; they have online information that's listed there. They also have information on how you can go about applying to be a testing site. This test is to be administered and given to students often. In previous testing of college readiness exams that they've had, there's been an allotted time period. With the TSI test, it is a longer test. It may take students a long period of time, so it's going to take more than one sitting. Some schools have determined that they're only going to offer incoming freshman one level of the test, whether it's the reading portion or the writing portion, and wait to do the math. Just make sure that you have a plan set up for who's going to administer the test, who's going to track all the scores, who's going to communicate all this back and forth between yourself and the IHE. Also, you have to keep track of this information, so you can have these reports submitted to TEA, as well. Some of the plans for success include possible Summer Bridge. Summer Bridge is not required. Although, it is highly encouraged to be offered for students and incoming freshmen, or those who might need it a little bit later.

When the students take the test, if they are not successful on the test, just note that it allows them to have a diagnostic result that comes at the end, and that when they complete it, it tells them exactly what it is that they might be deficient in. If students are getting discouraged when it looks like it's taking too long, or they're not sure what they're going to do, stay very encouraged; help the students, and also help your teachers. There are quite a few districts whose teachers have taken the test, as well, so that they would know what the students are expected to do and complete, so they'll understand it. Just be aware of the time limit, who's administering it, and keeping track of it, because you will have to know the dates that the students actually pass the exam, as well.

**Stacy:** On Benchmark Five, we're asking you some questions. Please list the TSI administration dates provided during this past school year-for the past school year, we mean 16-17. Tell us what dates you've

administered, and then in the next box, tell us what dates you will be administering for the rest of this year and maybe, even if you know when you're going to administer in the fall of next year. Give us as much information as you can. Then, we're asking you who administers the TSI? Is it the ECHS, a TSI assessment site, or does the IHE administer it? Are there any fee waivers provided for all ECHS students? Tell us yes or no. Then, the narrative in this section is "Describe the plan for the ECHS to achieve TSI success. Include information about academic preparation classes for accepted students and/or bridge program(s) and academic interventions for students who do not pass TSI." Give us as many details as you can.

**Kimberly Woodson:** Stacy, we just want to reiterate that these students should not be charged fees for taking or retaking the TSI assessment.

**Stacy:** Great point! We're going to move on to Benchmark Six, which is School Design.

**Kimberly Woodson:** Benchmark Six is something that you really need to think about. This is where quite a few of our questions have come in, because schools have been asking, "What is my school supposed to look like?" "What do I have to have?"

Well, there are the "have-to" haves, which would be, it must be a full-day program.

It needs to have a high school principal or a program coordinator that's 100% responsible for the Early College High School responsibilities regarding scheduling, hiring, budget authority; have an IHE liaison with decision-making authority, and also have a highly qualified staff with the support and training. Those are the requirements for the school design.

Now, one of the things that's pretty unique as far as allowing flexibility into the design; you'll see it can be on a college campus. It can be unique across. It can have online programs, but please note that it's very important that when you decide to become an early college high school that you've worked with your IHE to make sure that your design is something that is attainable for these classes. You have to have a program and a model that you and the IHE can work together on, so whether you're offering dual-credit classes that are going to be virtual, whether or not the professors have to come to your campus, because you'll have to think about transportation if you have a school that is 15 minutes away and the students need a bus, you have to work with the ISD in regards to allowing or providing transportation to the students to get to and from the campus, as well as to the high school campus and the college campus. So, please make sure that, as it's been mentioned, that you and your IHE really work together, as far as a model that's going to be sustainable for student success.

**Stacy:** Going back to the application; this is asking several questions that you are going to tell us about your early college high school. "Is it on a college campus, or is it not located on a college campus?" Either one is fine. We're just asking you to tell us. If it is on a college campus, is it on a main campus, a branch campus, or a satellite campus? Then, we want you to tell us, is it a newly formed, stand-alone school? Is it a converted, transformed school-wide program, or is it a smaller learning community, where the students are cohorted and physically separated from the comprehensive high school, and they have their own teachers, leaders, schedule, curriculum within that larger high school? We're then asking you

to describe when and how the students will make use of the IHE academic and support facilities, such as libraries, labs, advising centers, etc. We want you to tell us about your staffing. We want you to talk about the duties and responsibilities of the IHE liaison. Then, we just have some questions: Is the IHE liaison for partner one working with other early college campuses? What we wouldn't want is one liaison to be working with 50 campuses and not be able to give you the support that you need for your students to be successful. Then, we've asked you to provide some information about the assignments of the teachers in the ECHS and the teacher's professional development plan. What are you going to do? Are you going to have professional development and include the IHE faculty in some of it? If so, what is that? Then, we've asked you to talk to us about the statement that best reflects the enrollment practices regarding the ECHS, because one of our blueprint elements is that the cohort has to be together for their core classes. Make sure that as you're thinking about how this is going to work for your campus. Keep in mind that is a requirement.

I'm going to move over to the documents page. We've been talking about all these pieces that have to be downloaded. **Kimberly Woodson** talked about the IHE MOU. If in the beginning of the document, you have more than one IHE, then you will have more than one MOU to upload. We want your recruitment and enrollment documents uploaded.

**Kimberly Woodson**, do you want to talk for a minute about recruitment and enrollment documents?

**Kimberly Woodson:** With the recruitment and enrollment documents, that is any of the rubrics, that's the parent communication, that's the sign-in sheets for the meetings, that's anything that you're using. When you're working and targeting those students for our at-risk population, you might have information that, depending on your community, needs to be in Spanish. Whatever it is that you are communicating with your student, or intended population, make sure that you submit that to us. That would be brochures, dates that you're going to have the recruitment nights, the parent nights, the applications, the rubrics, the policies, procedures; anything that you're submitting, that we'd like to have, make sure that's uploaded.

**Stacy:** That's great. Thank you. The next pieces are the letters of support from the district. So, if it's just me, my campus, and my district, you'll need that letter of support. If you have more than one district participating, then you need one letter of support from each district. Is there anything you'd like to add to the letter of support, **Kimberly Woodson**?

**Kimberly Woodson:** All of these documents need to have the correct date on them. We really want to reiterate that this is information that you'll be working on the application for the 17-18 school year, so it should reflect what you intend to send. If you have what you have used for the 16-17 school year, make sure that it's noted, and you will have to submit to TEA the updated information for the 17-18 school year.

**Stacy:** Then, we also have your letters of support from your IHE partner, so if you only have one IHE partner, you'll only have one letter of support. If you have multiple, then there will be one for each. This section here populates with one, two, three, and four, based on what you put up on that contacts page.

So, that's why it's so important that that information is correct. Then, if you have any other documents you would like us to see, you have a section where you can upload another supporting document for us to look at. All your documents should be PDF files in order to upload them, so please make sure of that.

**Kimberly Woodson:** As we talked about earlier, for any of those documents, that would include if you are an existing campus and your school model has changed, that you intend to be from a school within a school to a stand-alone, or now, you're offering a different degree program, or whatever it is that you're changing, make sure that you've submitted the information that's needed for the supporting documents for the upcoming school year.

**Stacy:** We're starting to get some questions in, and I'm going to answer those as we go through. We're running short on time and I wanted to make sure we get through this. If three o'clock comes, we're not going to cut off. You are welcome to stay with us, because we do have some other pieces to go through. So, as you go through and complete your application, this summary tells me what I still have to finish. When I have done everything in my application, what I will actually get is a big button that says, "Final Submission." It is telling you all the required fields on the page are complete. Get your final submission, and before you get a final submission, I highly encourage you to generate a PDF of the application, because I cannot tell you the number of calls I get when people say, "We don't know what our application was last year. Can you send us a copy?" You need to have a filing system on the campus that keeps these documents, so if you're new this year, you're just starting off, set that up now. If you've been designated previously, and you're the new principal or the new person in charge of this, go back and find those old applications, because they will be helpful to you.

I did get a really good question: "Who do you address the letter to?"

You can just address it to TEA, to the Director of High School Programs. That's me. That way if you address it to a position, rather than a person, it's still applicable, so just direct it to the Director of High School Programs.

I've got a couple of people saying, "I'm new. Can I get a copy of the designation application?"

Yes! I will send you one from last year if you send an email to the Early College High School mailbox.

I'm going to go through some other pieces quickly, but continue to ask your questions. If you have an abbreviated application, these are the sections you will be required to complete. You can see, it is much reduced from the full application, and that's the benefit of being designated for more than three years.

**Kimberly Woodson:** When you do log in to complete your application, based on the CDC number, it will automatically take you to the correct application that you're supposed to be completing. So, for those of you that are entitled to an abbreviated application, once you put your information in there, it'll take you to the right spot.

**Stacy:** Yes, exactly. If you're having any technical difficulties, please let us know so we can get them fixed. We had something that happened to campuses this morning that was something really weird, and we worked with Garner to get them. You'll notice, you can always email the Early College box or down

here at the bottom, “Technical difficulties? Please email us.” You can email those technical problems in, and our programmer is excellent about ensuring that he responds. He’s really great about that! So, some friendly reminders about Benchmark One, your targeted population. I’ve got some questions: “Can we require this?” You have to consider applications from all students. You really can’t have limiting factors for admission. You can’t say, “You must get this score on your STAR test,” or “You must have this recommendation from this person,” and you can’t base it on discipline history, and it should reflect the demographics of the district.

In Benchmark Two, your Partnership Agreement, I think **Kimberly Woodson** did a great job of really hitting those. Really think in your MOU, does it have everything you need? Have you talked about the TSI? Who’s going to administer it? When will it be administered? If you’re worried about this, and wondering what’s being successful for other schools, you can call other early college high schools, and on the web site, we showed you how to look up early college high schools, and you can ask them.

**Kimberly Woodson:** I’d really encourage you, if you have questions, to contact the schools that are listed as “Demonstration Site” campuses. Those are the ones that have received recognition from TEA as having demonstrated exemplar practices at their campus. There are thirteen of them listed.

**Stacy:** Thank you.

Benchmark Three: the Leadership Initiative. I want to talk about this slide a little bit. The leadership team is really where the decision-makers are sitting together to make decisions for the students to be successful. The team really needs to be the people who can take action, who can take charge and be efficient and effective. They must be able to respond to data, to respond to student needs, and really, time is of the essence. If you think about how a traditional high school does dual-credit; the IHE registers the students, the ISD doesn’t work closely with or communicate frequently with the IHE. That is *not* what early college is. Early college is more this side of the chart. Everyone’s invested in the student’s success. They work together. They plan together. They set goals together. They solve problems together, and that’s why building that relationship is so key.

We talked a lot about Benchmark Four. And, this is really showing you that the 60-hour credit plan really has to include, not only academic support, but social and emotional support, and also support from the P-16 Leadership Team. It is really critical to have all of these pieces to be successful, and that’s what we want is to be successful. Kim talked about we have students at a very early age that are taking college-level courses. You have to provide that support to them so that they can be successful. We can hold all of these students to a really high standard, but we’ve got to put those wrap-around services in there, and we’re talking about services like tutoring, counseling, TSI readiness, parent outreach programs, etc. and so forth. In Benchmark Four, I’ve also listed out some areas. Under “Academic,” prevention might be study skills and note-taking, but “Social/Emotional” might be recognition, engagement, giving them coping strategies. So, I just wanted to show some examples of how you’re doing the same types of progress, monitoring and intervention but how it looks between the two.

In Benchmark Five, “Academic Rigor.” Really focus on your TSI readiness. What is going to help those kids get ready? What are the interventions that you’re going to put in place to help those students who are not TSI ready?

Benchmark Six is your “school design,” and like we talked about earlier, this can really be flexible. You need to determine what works best for your campus and your community and with your IHE partner. What I’ve listed here is what an Early College High School can be on a college campus, a hundred miles from a college campus. These are what we see in our early college high schools right now. What we must have is an autonomous school. You must have a principal or director who has budget and hiring authority. That principal cannot be shared with another campus. They need to be there to support that campus. You need to have highly qualified teachers. Your liaison with your IHE needs to have decision-making authority, so you can make decisions and implement those decisions.

**Kimberly Woodson** did you have anything that we missed that you want to add to these?

**Kimberly Woodson:** I just want to reiterate that when you’re thinking about setting up your campus, that you’re making sure that if you’re just starting out with ninth grade, that you might want to start off with a manageable number of students, so you might want to start off small and then grow a little bit larger as you work to implement all of these best practices through the blueprint.

**Stacy:** Great. Thanks.

Some of the common questions we get, and this may answer some that are still waiting in the cue (I’ve gotten four or five, recently), [are]:

**Q:** “We plan to open a new stand-alone ECHS and do not yet have CDC number. What do we enter in the CDCN line?”

**A:** We talked about that; nine 1’s, and then you’ll have to provide that number to us once you get that number, and that responsibility is really on you. We have over 150 early college high schools, and we’ll probably have more than that next year. So, if you owe us something, you need to send that to us, so we can keep the information up to date.

**Q:** “Is the deadline for new ones the same as renewals?”

**A:** Yup. Everybody’s deadline is December 16<sup>th</sup> at 5 p.m. The system will shut down at 5 p.m., and you will not be able to take any further action in the system at that time.

**Kimberly Woodson:** Don’t wait ‘til the last minute to try to submit it, because if you’re unable to, that is going to fall on the district’s behalf.

**Stacy:** Yes, exactly!

**Q:** “Can a designated early college high school identify as ‘initiating’ after year one?”

**A:** Yes, but your goal should really be implementing, and if after two years, you’re still initiating, then we’re going to have some conversations about why you’re not moving forward, and is this the right model for your school?

**Q:** “Can we submit our own crosswalk, or do we need to use the template in the application?”

**A:** We really need you to use the template. We can find information in that template really quickly when asked.

**Q:** “Can a school or district pursue designation as a CTE ECHS?”

**A:** You can have any focus you want in your early college high school. We’re not evaluating it for CTE or fine arts, or whatever your focus area may be. We are looking at it to see have you met the early college high school requirements.

**Q:** “Our ECHS has both a director and a principal. Who should we list in the application?”

**A:** You need to list the person that has the decision-making authority for scheduling, hiring and budget.

Here is the contact information. So, if you have follow-up, I’m going to stay on and talk about some of the questions that have been posed that we still haven’t answered yet. If you have more questions, add them on. A couple of you, I’ve indicated that I’m going to have to get back to you.

Let me read through some of these questions, so we can address them:

**Q:** “If all incoming 9<sup>th</sup> graders are enrolled in the early college, then the documentation meetings with students and parents will be what I upload from recruitment?”

**A:** If you’re a whole school model, that would be sufficient, then just a note in your application that you are a “whole-school” model. You take all the kids, no matter what. You’re not doing a lottery or anything like that.

This is a really good question:

**Q:** “Can we limit acceptance into ECHS, because of lack of attendance?”

**A:** We have a student who, in ECHS, has twelve absences. College will exit because of three college absences, so here are my thoughts behind this. When students are entering in 9<sup>th</sup> grade, I would say you don’t limit them because of attendance, but you do have to have policies (and really good district policies) on attendance and those kinds of things. Perhaps, the reason, prior to 9<sup>th</sup> grade, that [the] student probably had a lot of absences, [was because] they weren’t interested in school. It wasn’t rigorous enough for them. There could be many reasons, and this could be the chance for them to really take off and blossom and get really excited about school, so we wouldn’t want you to limit anyone from coming in based on that.

**Kimberly Woodson:** I would highly encourage you to have a conversation with the parents and talk about making sure that they understand that. So, when you have your parent nights, and even if you wind up having to have some of those one-on-one conversations, it’s very easy to pull out the handbook from your institution to show what’s the policy for attendance, because as the ECHS campus, your students are also responsible for the policies and procedures at the college. At the college, their

attendance policies, their discipline policies, their plagiarism policies, [students] really need to understand that they are officially college students.

**Stacy:** Yes, exactly.

Q: “Is there a blank template that we can type into, instead of doing it online first?”

A: No, we do not have a template, because we take the application online only.

We used to do paper-based back in 2010-2011, but it was too much to take a paper-based application. You can get the PDF version, then you can type your answers in Word and spell check it (which I would encourage you to do), and just copy and paste over. Then, correct if it does any weird character things.

**Kimberly Woodson:** There was a question that asked, “On the Crosswalk for Fine Arts, our students have the choice between taking drama or music. How do we indicate it?”

Just list both of the courses that are there, and put the hours. Obviously, when you fill out the whole column that’s listed there, it’s known. We’ll know {that there is] an option between the courses.

**Stacy:** I’m going back over to Benchmark Six. I have a question about Benchmark Six, and I’m not sure I understand it. ECHS students can be in courses with dual-credit students on the high school side. The first radio button infers this.

**Kimberly Woodson:** If you look at the blueprint and number four, it says the ECHS student shall be enrolled in ECHS only sections for core classes.

So if there are other classes that students are taking that are not core classes, that are obviously some of their electives; some of the other classes they might be taking in regards to physical education, or something that’s offered on the campus, then those are different, but all of the core courses on the high school side have to be ECHS only—if that’s what they’re asking.

**Stacy:** Perhaps, the question is, “Can they take dual-credit courses with students from the comprehensive high school that are not in early college?” That might be the question, but I’m not sure, so if the author of that question could clarify, that would be great.

Yes, that’s the question. So, the question is: Can early college high school students take a dual-credit class where students from the comprehensive high school that are not in early college might be in that same dual-credit class?”

Do you have any thoughts on that one, Kim?

**Kimberly Woodson:** My thought would be, as long as, if it’s a dual-credit class, because they would be taking classes even over at the college with other students, then that part would be fine, but if you’re taking the high school classes that are for high school credit, the core classes, they have to be ECHS-only classes. That would be my thought or understanding.

**Stacy:** Right. That was my thinking too, because you’re going to have other students in a dual-credit class that might not be on your early college campus.



**Kimberly Woodson:** But, of your core classes that are for the high school only, those are the ones that are supposed to be just the ECHS sections only.

**Stacy:** This question has come up a couple of times: “Is the district required to pay for students who need to retake a course due to drops or failures?” What have you traditionally seen, Kim? Have you seen that at a lot of early colleges?

**Kimberly Woodson:** What I have seen is it is spelled out in the MOU agreement with the college, so whatever is in their MOU that the district and the ISD have agreed to, then that’s what they’ve been responsible for. The classes are supposed to be, obviously, if they are taking college classes, that they are not to pay for the fee, the books, the extra materials, but if the students, for retakes, it’s been an understanding with the MOU, and honestly, I would have to defer to TEA on that one, because that one is something we needed to discuss.

**Stacy:** Yes. I’ll need to do some research on that one before I can provide a firm answer on that. Ok, other than the ones that we need to get back with people on, I think we have answered most of the questions in the question box, or I have replied to people, individually. If you have any additional questions, go ahead and type those questions in now. You always have the ECHS mailbox that you can send to. Earlier this week I had a little problem with the mailbox. It didn’t give me any mail on Monday or Tuesday, but then on Wednesday, it decided to send three days’ worth of email in, so if you don’t get a response, it may be that something’s going on with the mailbox.

**Kimberly Woodson:** We really appreciate everyone’s time for logging in. We’re glad there’s so much interest in an ECHS program. It is an amazing opportunity to help students become successful and advance their options for career choices.

I do want to thank TEA, on their behalf, for the support they have given Region 13, and on behalf of Region 13, we’d like to thank everyone who was able to sign in for today.

For the campuses that have been designated, we should be hearing some information rather soon, in regards to the additional technical assistance support provided by the coaches, which will be coming, hopefully, soon.

**Stacy:** Thank you all for coming to the webinar. We appreciate it. Again, if you have any questions, please email us. Good luck with your application, and keep that deadline in mind, December 16<sup>th</sup>.

Have a great day.