



ECHS Webinar on Benchmark 4 “Curriculum and Support”

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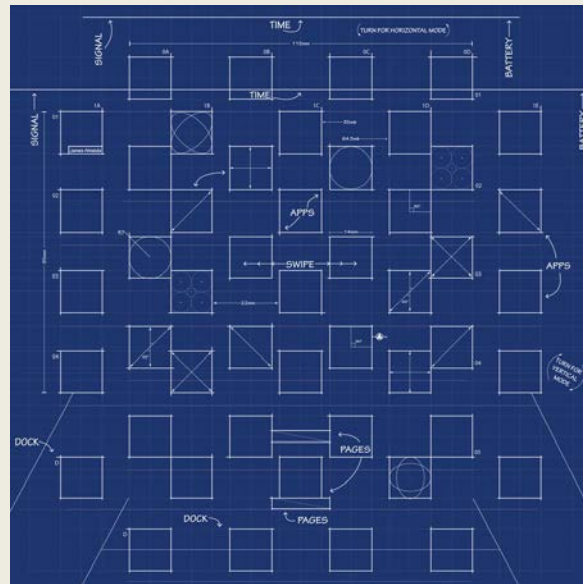
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Sustaining Systems Benchmark 4

The purpose of Benchmark 4 is to provide the best practices in ECHS Blueprint implementation.



Benchmark 4

Curriculum and Support

The Early College High School shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the THECB core curriculum (as defined by Texas Administrative Code 4.28) or an associate's degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

Purpose of Webinar

- Because Texas is dedicated to serving the ECHS target population, the “Curriculum and Support” Benchmark is crucial to the success of the program.
- Simply putting students in dual credit as early as 9th grade and giving them to opportunity to earn an associates degree doesn’t make a school an ECHS.
- There must be adequate support systems to ensure earning an associate's degree is attainable for students.
- Support systems would include the following:
 - Personalizing the learning environment
 - Monitoring student progress
 - Providing academic support
 - Providing social support
 - Providing emotional support

Systems for Monitoring Student Progress

- Establish protocols for communicating student performance between the college and the ECHS in a timely manner and at regular intervals to include:
 - Attendance (this information is very important at the beginning of a course)
 - Drops, withdraws, and fails. These impact “Satisfactory Academic Progress” and can jeopardize a student’s financial aid eligibility upon graduation!
 - Course grades, GPA, and course selection
 - Excess credit hours (can also impact financial aid eligibility)
 - All indicators of college readiness (TSI, STAAR/EOC, SAT, ACT, etc.)
- Establish protocols for communicating with college instructors by:
 - Principal, counselor, and students
 - Parent and/or guardian

Systems for Monitoring Student Progress

- Collecting and managing college credit attainment
 - From IHE partner
 - From IHE instructor
 - From student
 - Disaggregated by student populations
- Protocols for reporting academic status from the IHE to ECHS
 - Academic integrity
 - Academic probation warning
 - Academic probation
 - Academic dismissal
 - Academic reinstatement

Academic Support

- Proactive support through a personalized learning environment:
 - Tutoring opportunities (before and after school)
 - By high school teachers
 - By college instructors
 - By college students (college organizations and clubs)
 - By peers
 - Saturday school (intensified interventions)
 - Structured homework procedures and monitoring
 - Coordinated HS and IHE academic calendars
 - Coordinated HS assessment and homework calendar
 - Flexible master scheduling
 - Flexible instructional cycle
 - HS diploma and IHE degree development
 - HS and IHE career exploration and interest inventories

Academic Support

- College/career readiness with support time built into the program of study (AVID, advisory, college prep) *Resource Book: The Advisory Guide by Rachel A. Poliner and Carol Miller Lieber*
- Teach study skills
- Teach note taking skills
- Ensure that students can locate and use college facilities and resources (i.e. library, IHE Learning Support Centers, professor offices, etc.)
- Provide internship opportunities

Social Support

- Seminar classes for interacting skills in the IHE environment
 - College orientation course
 - Formal and informal decorum program
 - Character education e.g., Seven Habits
 - Bridge or college readiness programs (fish camp etc.)
- ECHS and college activities and organizations
- College advisors or Student Success Specialists
- Social services provided by the IHE
- Community service programs
- Mentorship programs
 - ECHS peer to peer
 - College student to ECHS student
 - Adult to ECHS student

Emotional Support

- Create a parent outreach and involvement annual plan
- Recognize students' needs and provide ECHS, district, college, and community resources
- Celebrations for student success (e.g., award/commitment ceremonies)
- Teach coping strategies
- Provide student intervention
- Provide college awareness for students, parents/guardians
 - Application assistance
 - Financial aid and counseling
 - College and career counseling

These should be integrated into the students' lives. Students should be aware of these resources in advance of any need for them.