In the following research brief, Hanover Research examines dual credit programs for high school students, focusing when possible on those offered on high school campuses. While best practices have not been identified in all areas, the research examines the general dual credit structure, professional development and teacher certification, and student academics and supports.
EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

The popularity of dual credit programs for high school students has grown exponentially in recent years. According to a December 2010 article from The Texas Tribune, the number of students in Texas enrolling in dual credit courses has increased from fewer than 12,000 students in 1999 to more than 91,000 in 2010.1 This significant growth is a result of both state regulations for high schools to offer college-level courses and the broad recognition that students benefit academically and financially from these courses when they enroll in higher education. As our member considers the development of the Collegiate Center, Hanover Research has provided a brief review of literature and case studies of other districts successfully implementing various dual credit programs.

However, literature on best practices in offering dual credit programs on the high school campus is limited. Therefore, Hanover expanded the scope of research to include the Early College High School Initiative. As discussed later in the document, not all early college high schools are identical to our member’s proposed Collegiate Center, but still offer insight into successful strategies for offering college-level courses to high school students.

Given the limited amount of time allotted for this research, the brief is shorter than a typical Hanover report. Hanover chose to examine the administration of dual credit programs, including academics, student supports, and professional development, as opposed to providing a literature review of research solely examining the benefits of dual credit programs.

KEY FINDINGS

- Though extensive research is limited, recent studies have demonstrated that students who enroll in dual credit courses perform better in college than those who did not complete the courses in high school. There are numerous benefits of dual credit courses, as they expose high school students to the college environment and save students both time and money when enrolling in postsecondary education.

- High school students must meet the same admissions requirements as traditional applicants to the partnering community college. This often includes attaining a minimum score on the exit level TAKS test, the SAT, the ACT, or the Accuplacer. When courses are offered on the high school campus, it is often required that the class is comprised only of dual credit students in order to maintain the academic integrity of the curriculum.

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“To start taking college courses and earn credit for them while still in high school, early college students must become ‘college ready’ long before they earn a high school diploma.” Jobs for the Future and the University Park Campus School developed an instructional framework with six strategies designed to accelerate student learning and prepare students for the challenging curricula of college-level courses. These strategies include collaborative group work, writing to learn, literacy groups, questioning, classroom talk, and scaffolding.

In order to develop these competencies, the school begins to prepare students for early college-level courses at the beginning of high school. Courses, supports, and seminars are offered throughout high school to ensure students are equipped with the knowledge and skills necessary to participate and succeed in college-level academics. Programs include summer immersion and bridge programs, tutoring supports, and college preparatory courses.

School schedules can also be adopted to accommodate student needs. One examined school starts at 11am in order to allow students additional time for math or reading support courses. Similarly, another school offers “Flexible Fridays” for students enrolled in dual credit courses to ensure they can meet with teachers and receive tutoring help without missing other classes. Academic and college prep support classes may also be built into student schedules.

High school faculty teaching a dual credit course are required to meet the same or equivalent standards as the faculty at the partnering institution. For general education courses at the undergraduate level, the Southern Association of Colleges and Schools requires that teaches hold a doctorate or master’s in the teaching discipline, or a master’s in any field with a minimum of 18 graduate semester hours in the teaching discipline.

Professional development activities for high school faculty are numerous and varied. Many of the examined high schools encourage interaction and collaboration between high school and community college faculty members, allowing these parties to ensure that curricula are appropriately aligned to college standards. Other schools emphasize learning walks and instructional rounds as strategies for empowering teachers to develop stronger curricula.
SECTION I: DUAL CREDIT PROGRAMS AND EARLY COLLEGE HIGH SCHOOLS

Though extensive research is limited, recent studies have demonstrated that students who enroll in dual credit courses perform better in college than those who did not take the courses in high school. School districts throughout Texas have witnessed significant growth in the amount of dual credit options available for high school students, due in part to state requirements. According to the Texas Education Agency, the number of public school students taking at least one dual credit course increased by 68 percent from 2003 to 2008. In 2008, over 60,000 students were enrolled in one of these courses.²

In fact, the Vice Provost and Director of Admissions at the University of Texas noted that more than half of incoming students have completed a dual credit course in high school. According to The Texas Tribune, “this blending of high school and college is likely to continue as state and local policymakers search for ways to better align curricula and to push more students to continue their education.”³ The newspaper notes the numerous benefits of dual credit courses, as they expose high school students to the college environment and save students both time and money when enrolling in postsecondary education.

The Houston Community College (HCC) system partners with numerous high schools to provide dual credit courses. As HCC provides extensive information on dual credit courses for high school students, Hanover has included any relevant information from dual credit requirements. HCC notes that the most popular academic courses for dual credit include:

- American History
- English Composition
- American Government
- Economics
- Psychology
- Sociology
- Spanish

These courses are often popular because they satisfy the core curriculum requirements at HCC, thus allowing students to earn credit towards the completion of an Associate’s degree. Other courses that may be taken for dual credit that would satisfy the core curriculum

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include college algebra, art history, speech, introductory biology, and introductory chemistry. While requirements may be different across community college systems, these lists offer a general picture of the requirements for an Associate’s degree in Texas.

**Entrance Requirements**

In order to enroll in dual credit courses, many community colleges require that high school students earn certain benchmark scores on standardized exams. Hanover chose to profile the requirements of Mountain View College, as it is a community college in the Dallas County Community College District. Mountain View requires that students have certain scores on the TAKS, SAT, ACT, or Accuplacer tests. Scores are required for reading, writing, or math as relevant to the course.

![Figure 1.1: Minimum Test Scores for Dual Credit Program Acceptance](image)

<table>
<thead>
<tr>
<th>Test</th>
<th>Reading/Verbal/English</th>
<th>Writing</th>
<th>Math</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TAKS (exit level)</strong></td>
<td>2200+</td>
<td>3+</td>
<td>Placement test required for math regardless of TAKS score</td>
<td>Composite of 1070+. Individual scores of less than 500 do not qualify.</td>
</tr>
<tr>
<td><strong>SAT</strong></td>
<td>500+</td>
<td></td>
<td>500+</td>
<td>Composite 23+. Individual scores of less than 19 do not qualify.</td>
</tr>
<tr>
<td><strong>ACT</strong></td>
<td>19+</td>
<td></td>
<td>19+</td>
<td></td>
</tr>
<tr>
<td><strong>Accuplacer</strong></td>
<td>78+</td>
<td>80+ Writing 6+ Essay</td>
<td>69+ elementary algebra (M2) 64+ college math (M3)</td>
<td></td>
</tr>
</tbody>
</table>

Source: Mountain View College

HCC further notes that if a dual credit course is offered on a high school campus, “the dual credit class must be composed solely of dual credit students.” This rule ensures that the academic rigor of the course is not compromised. The only exceptions to this rule are the inclusion of Advanced Placement students in the dual credit course.

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5 “Minimum Test Scores.” Mountain View College. [http://www.mvc.dccd.edu/Academics/dualcredit/Pages/minimumtestscore.aspx](http://www.mvc.dccd.edu/Academics/dualcredit/Pages/minimumtestscore.aspx)

**EARLY COLLEGE HIGH SCHOOL INITIATIVE**

The Early College High School Initiative began in 2002 as an attempt to redesign high schools and improve the college attendance rates of student populations often underrepresented in higher education, including low-income students, first generation college students, English language learners, and students of color. Through this model, the entire high school is redesigned to focus on college-level courses, with both academic and vocational offerings. Research has found that participation in early college high schools has a significant return on investment that benefits students, their families, their communities, and the state due to increased high school and college completion rates.\(^7\)

Although the Early College High School Initiative is not necessarily identical to our member’s proposed Collegiate Center, many lessons may be learned from this initiative. Hanover has chosen to include significant amounts of information on the early college high school initiative, as there is more research available on best practices of these programs than traditional dual credit programs. While the majority of early college high schools are located on the campus of a two-year institution of higher education, 42 percent are located in their own school building.\(^8\) Further, evaluation reports found that students benefited more from personalized relationships with high school faculty than college instructors.\(^9\)

The Early College High School Initiative has developed a series of benchmarks for schools developing these programs. These seven benchmarks are included in the following table with examples of metrics used to track progress.

<table>
<thead>
<tr>
<th><strong>BENCHMARKS</strong></th>
<th><strong>METRICS FOR MEASUREMENT</strong></th>
</tr>
</thead>
</table>
| Students completing early college high schools graduate with a high school diploma and up to two years of college credit. | § Student attendance  
§ Student persistence  
§ Graduation rates  
§ College credit and degrees |
| Early college high schools establish the enabling conditions necessary to prepare students for success in a rigorous, well-structured academic program leading to high school graduation and up to two years of college credit. | § Mission  
§ Leadership  
§ School culture and design  
§ Location  
§ Student recruitment and selection  
§ Teacher retention |
| Early college high schools provide comprehensive student supports based on students’ academic and social needs. | § Personalization  
§ Respect, responsibility, and safety  
§ Transfer and articulation plans |
| Early college high schools demonstrate effective instructional practices. | § Curriculum and instruction  
§ Student assessment  
§ Continuous improvement  
§ Professional development |

\(^7\) “Overview & FAQ.” Early College High School Initiative. [http://www.earlycolleges.org/overview.html](http://www.earlycolleges.org/overview.html)


Early college high schools establish and institutionalize strong secondary/postsecondary partnerships to ensure student success.

- Collaborative leadership
- Agreements
- Planning and coordination

Early college high schools engage students, parents, community, business, and public agencies in developing and sustaining the schools.

- Leadership
- Outreach and recruitment
- Parent/family involvement
- Community engagement

Early college high schools develop plans for sustainability.

- Policy
- Financing
- Long-term school sustainability

Source: The Early College High School Initiative

The Initiative further identified the appropriate activities for each benchmark for three phases of the creation of such a high school, including the beginning, implementing, and realizing phases. Each of the benchmarks are examined in further detail, and are available from the Early College High Schools Initiative.  

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11 See: Ibid.
SECTION II: STUDENT ACADEMICS AND SUPPORTS

PREPARATION FOR COLLEGE-LEVEL ACADEMICS

“To start taking college courses and earn credit for them while still in high school, early college students must become ‘college ready’ long before they earn a high school diploma.”

Jobs for the Future (JFF) and the University Park Campus School in Massachusetts, a nationally recognized high school, developed an instructional framework with six strategies designed to accelerate student learning and prepare students for the challenging and complex curricula of college-level courses. These six strategies and a short description of each are presented in the figure below.

Figure 2.1: Six Strategies to Accelerate Learning

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Group Work</td>
<td>Collaborative group work creates an engaging classroom culture in which students with diverse skill levels are supported and challenged by their peers. Students are grouped intentionally and each student is accountable for her or his contribution.</td>
</tr>
<tr>
<td>Writing to Learn</td>
<td>Writing to learn helps students, including English language learners, develop their ideas, critical thinking, and fluency of expression in all subjects. Students experiment with written language in every class every day.</td>
</tr>
<tr>
<td>Literacy Groups</td>
<td>Literacy groups help build comprehension, fluency, and higher-level discourse across a variety of texts in different disciplines by assigning each student a role to play and structured guidelines for participation.</td>
</tr>
<tr>
<td>Questioning</td>
<td>Questioning challenges students and teachers to use deep, probing questions to foster purposeful conversations and stimulate intellectual inquiry.</td>
</tr>
<tr>
<td>Classroom Talk</td>
<td>Classroom talk encourages all students to develop their thinking, listening, and speaking skills, and promotes active learning. Classroom talk takes place in pairs, in group work, and as a whole class.</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>Scaffolding encompasses a broad range of techniques such as pre-reading activities and graphic organizers that help students connect prior knowledge – from an earlier grade, different content area, or personal experience – to challenging new concepts.</td>
</tr>
</tbody>
</table>

Source: Jobs for the Future

Through their partnership with Brooklyn College, STAR Early College School in Brooklyn, NY created a list of college ready skills, attitudes, and knowledge that students should develop through college-level coursework in high school. This list may be found in the following figure.

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http://www.jff.org/sites/default/files/Accelerating_College_032011.pdf

13 Ibid.
### Figure 2.2: College Ready Skills, Attitudes, and Knowledge

<table>
<thead>
<tr>
<th>COGNITIVE DEVELOPMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Shift from thinking there is one right answer to developing own questions</td>
<td></td>
</tr>
<tr>
<td>▪ Possess disciplinary literacy, including vocabulary and background knowledge</td>
<td></td>
</tr>
<tr>
<td>▪ Understand math principles and know how to solve problems when material is presented in a different format</td>
<td></td>
</tr>
<tr>
<td>▪ Develop problem-solving and critical/analytical thinking abilities to engage in difficult tasks, difficult ideas, and sustained projects</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACADEMIC SKILLS DEVELOPMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Know and meet expectations for assignments, papers, exams, attendance, participation</td>
<td></td>
</tr>
<tr>
<td>▪ Develop strong research and literacy skills; understand plagiarism</td>
<td></td>
</tr>
<tr>
<td>▪ Be able to communicate well</td>
<td></td>
</tr>
<tr>
<td>▪ Know how to read a textbook, write outlines</td>
<td></td>
</tr>
<tr>
<td>▪ Practice good study skills and time management</td>
<td></td>
</tr>
<tr>
<td>▪ Work together with peers on group projects and form study groups</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PSYCHOSOCIAL DEVELOPMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Overcome any fear of intellectual challenge; take risks</td>
<td></td>
</tr>
<tr>
<td>▪ Know and meet expectations for social/interpersonal behavior in collegiate settings by exhibiting patterns of good behavior, such as following directions and being on time</td>
<td></td>
</tr>
<tr>
<td>▪ Be self-directed; assume responsibility for own learning; know how to learn independently</td>
<td></td>
</tr>
<tr>
<td>▪ Be a participant, not a recipient of learning</td>
<td></td>
</tr>
<tr>
<td>▪ Become used to a more challenging set of expectations</td>
<td></td>
</tr>
<tr>
<td>▪ Develop a self-understanding of own emotional, social, and academic needs</td>
<td></td>
</tr>
<tr>
<td>▪ Be able to concentrate and focus on tasks</td>
<td></td>
</tr>
<tr>
<td>▪ Ask for help, don’t be afraid to ask questions</td>
<td></td>
</tr>
<tr>
<td>▪ Maintain good physical health</td>
<td></td>
</tr>
<tr>
<td>▪ Build a support network – whether faculty, peers, family – of role models and mentors to learn from them what it takes to be successful in college</td>
<td></td>
</tr>
<tr>
<td>▪ Find supportive environments – whether home, school, or other community space – that enable studying and completion of assignments</td>
<td></td>
</tr>
</tbody>
</table>

Source: Early College High School Initiative 14

In order to develop these competencies, the school begins to prepare students for early college-level courses at the beginning of high school. **Courses, supports, and seminars are offered throughout high school** to ensure students are equipped with the knowledge and skills necessary to participate and succeed in college-level academics. The following services and programs are offered throughout high school:

- Early Immersion
  - Summer orientation and bridge program
  - Pre-college orientation seminars
  - Six-week enrichment seminars
  - University library-based research project
  - Preparatory seminars and tutoring support

Credit-Bearing College Courses
- Summer immersion and bridge courses
- College courses (cohort and integrated)

Supports
- Extra academic support
- College preparatory course (“College 101”)
- Tutoring

In grades 9 and 10, students participate in “early immersion” activities. These are described in more detail below:

- A summer bridge program on campus for incoming 9th graders that focuses on English, math, and college study skills.
- Weekly pre-college orientation seminars in the fall that introduce 9th graders to various college departments and facilities and provide a hands-on look at scientific study.
- Six-week academic seminars in the second semester for 9th graders that begin in-depth study of areas such as anatomy, archaeology, and law.
- In a university library-based research project, 9th and 10th graders, with support from STAR teachers, work in groups to develop a college research paper.

At STAR Early College School, students in grades 9 and 10 are offered introductory courses designed to prepare students for college-level coursework in grades 11 and 12. In all four semesters of grades 9 and 10, students enroll in the Early College Seminar that accompanies the advisory period and does not earn students any course credit. In the summer after grade 10, students complete three Summer Bridge courses, each for one credit:

- Laboratory Methods
- Bridge to Chemistry
- Essay Writing

These courses prepare students for college-level courses beginning in grade 11. However, some students may be accelerated to college-level courses as early as grade 9 with the recommendation of the teacher and approval of the principal. Most often, this occurs with language courses such as Spanish. Throughout grades 11 and 12, students complete a College Preparatory Seminar each morning.

At Mission Early College High School in El Paso, which was honored by the U.S. Department of Education as a 2012 Blue Ribbon school, all incoming freshmen complete a two-week

15 Ibid., p. 3.
16 Bulleted points taken verbatim from: Ibid., p. iii.
intensive summer camp focused on developing academic skills. Upon the completion of this session, students take the Accuplacer test from the College Board, which evaluates college readiness. The results of this test are used by the school to determine placement for college-level classes. All freshmen further complete an interdisciplinary course in their first semester that is designed to introduce students to learning strategies such as note-taking, researching, learning inventories, assessment, and ethical and critical thinking. Freshmen and sophomore students also enroll in pre-AP courses to prepare them for dual credit courses in grades 11 and 12.17

**Supports for Current Students**

School schedules can also be adopted to accommodate student needs. For example, one North Carolina school cited by JFF begins at 11am every morning in order to allow students who need additional help in math or reading to enroll in an additional course before school starts. Further, students struggling in English take two classes their senior year in order to prepare them for college-level English courses. By scheduling academic support periods into the students’ schedules, another high school found that they could simplify the scheduling process and ensure students were receiving the appropriate resources.

An example schedule for a year 3 student at this high school is displayed in the following figure. As demonstrated, the student is enrolled in two college-level courses, both of which are completed during the Tuesday/Thursday course rotation. One of the college courses is followed by a lengthy academic support session, while the other is followed by a short college support meeting time.

<table>
<thead>
<tr>
<th>Mondays, Wednesdays, and Fridays</th>
<th>Tuesdays and Thursdays</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 10:00 Integrated Math 3</td>
<td>8:00 – 9:30: Psychology 150 (college course)</td>
</tr>
<tr>
<td>10:00 – 11:30: Spanish 2</td>
<td>9:30 – 9:55: College Support</td>
</tr>
<tr>
<td>12:40 – 2:00: English 3</td>
<td>10:00 – 11:30: Spanish 2</td>
</tr>
<tr>
<td>2:15 – 3:40: Earth and Environmental Science</td>
<td>12:40 – 2:00: History 131 (college course)</td>
</tr>
<tr>
<td>2:15 – 3:40: History Support</td>
<td>Source: Jobs for the Future18</td>
</tr>
</tbody>
</table>

Similar supports are offered for students enrolled in college-level courses at Mission Early College High School in El Paso, which was honored by the U.S. Department of Education as a 2012 Blue Ribbon school. Students completing college courses are afforded a more flexible school schedule on Fridays, therefore known as “Flexible Fridays.” These students are able to attend tutorials as needed without detracting from other regularly scheduled classes.19

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At East Early College High School and other early college high schools in Houston, all students complete a district-created benchmark assessment or other common assessment each month. Teachers meet to discuss the results of these assessments, and items are sorted by TEKS objective. This allows teachers to immediately identify those benchmarks that students are not meeting. Students also complete the Compass test twice a year, a college-readiness test administered in partnership with the Houston Community College (HCC) system. The results of these exams are discussed in monthly collaborative teacher meetings.20

The partnership between East Early College High School and the southeast campus of HCC allows the school to offer summer enrichment programs for both parents and students. Further, HCC assists the school in creating discussions with students regarding “college admissions, transfer plans, GPA, paying for college, college etiquette, and common pitfalls that prevent students from completing a bachelor’s degree.” HCC also shares resources, such as free tutoring, access to lectures, and access to field experiences designed for college students.21

The exemplary schools examined in the JFF report on North Carolina had all made strong commitments to encouraging personal relationships between staff and students by structuring the day with “regular, built-in opportunities for adults and young people to connect.”22 Teachers are familiar with the academic strengths and weaknesses of each student, and offer individualized progress reports with suggestions for ways the student could improve.

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21 Ibid., p. 15.
SECTION III: PROFESSIONAL DEVELOPMENT

FACULTY REQUIREMENTS

The Texas Education Agency outlines the requirements of teachers for dual credit courses. These teachers must be regularly employed faculty members at the partnering college or university, or must meet “the same or equivalent standards.” This includes the minimal requirements of the Southern Association of Colleges and Schools (SACS):

- For faculty teaching general education courses at the undergraduate level or associate degree courses designed for transfer to a baccalaureate degree, the SACS requires a “doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).”

- For faculty teaching associate degree courses not designed to transfer to the baccalaureate degree (workforce education courses), the SACS requires a “bachelor’s degree in the teaching discipline or an associate’s degree and demonstrated competencies in the teaching discipline.”

HCC notes that in order to teach college prep courses, faculty must hold a bachelor’s degree in a field related to the course and should have some relevant teaching experience. Therefore, a high school math teacher would likely be qualified to instruct a college prep course in mathematics.

HCC explains that “dual credit instructors are employees of HCC, regardless of whether they are also on the faculty of the high school.” Therefore, high school teachers leading dual credit courses must:

- Complete an HCC job application;
- Supply the college with official university transcripts;
- Attend HCC faculty orientation; and
- Work with their HCC faculty department chair on all instructional issues related to the college course.

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High school teachers are then compensated at the standard rate of an HCC adjunct faculty member.26

**Faculty Supports**

High school teachers instructing dual credit courses should be provided with numerous and varied professional development activities. The North Carolina New Schools Project, a statewide initiative focused on preparing all high school students for college and careers, found that powerful teaching and learning are one of the five essential principles for any high school innovation project. When observed in effective early college high schools, this principle was demonstrated in the following ways:

- Each staff member embraces responsibility for preparing every student for college success;
- Teachers use a consistent set of instructional strategies proven to accelerate learning;
- Students receive intensive and individualized supports to overcome academic barriers;
- Students are coached to take full ownership of their learning over time; and
- Staff collaboration extends beyond institutional borders.27

A report from JFF notes that “These practices are not independent but mutually reinforce one another. They act as the core foundation for a systemic and intentional set of practices geared toward college readiness and success for all.” These practices demonstrate the importance of professional development activities that encourage collaboration and enable teachers to support student learning. Below, we provide examples of various professional development activities and strategies from the dual credit and early college high schools previously identified in this report.

While the STAR Early College School used both high school and college-level faculty from Brooklyn College to instruct classes, the various professional development activities used by this partnership may be examined as effective in preparing high school teachers for their new responsibilities. Professional development between the two institutions included annual retreats, curriculum work groups, and mentoring relationships.28

The annual retreats, which included faculty, staff, and administrators from both STAR and Brooklyn College, are designed as two-day sessions to reflect on past experiences and improve future instruction. “The retreats are designed to foster substantive conversations about curriculum and pedagogy across the high school and college levels in an informal setting,” and allow high school teachers to work in partnership with college faculty to

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26 Ibid., p. 5.
establish annual learning targets. Collaboration also led to the groups defining standard
college expectations and the structure of the relationship between the two institutions.

More frequent professional development was provided for high school teachers through
curriculum work groups and mentorship partnerships with Brooklyn College faculty. The
curriculum work groups were composed of both high school and college faculty, and met
every six to eight weeks to review curricula and align standards to those of similar college
courses. Mentorships with college faculty also strengthen the curriculum and instruction
offered by high school teachers. Faculty are matched by academic discipline, and Brooklyn
College faculty are provided a small stipend for their participation.

The East Early College High School in Houston notes that some professional development is
provided through the Texas High School Project. While details are limited, the school’s Blue
Ribbon application specifies training in “providing instruction to meet the needs of gifted
students, and to improve instruction through the use of learning walks or instructional
rounds.”

Mission Early College High School in El Paso also uses instructional rounds to help teachers
develop stronger curricula, and requires all faculty read College Knowledge by David Conley.
Conley’s four dimensions of college readiness have been a basis for structuring professional
development. These dimensions include key cognitive strategies, key content knowledge,
academic behaviors, and contextual skills and awareness. Similar to STAR Early College, the
teachers at Mission Early College High School regularly meet with faculty from El Paso
Community College to ensure course syllabi are aligned to college readiness standards.

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