



TexasCollegeBridge

**Texas College Bridge
District Implementation Guide**

Table of Contents

Introduction	3
Why Texas College Bridge	3
Texas College Bridge Best Practices	3
Eligible Students	4
Recommended Program Staffing & Minimum Expectations	4
District Point Person	4
Campus Leaders	5
Instructors.....	5
College Readiness Advisors/Counselors	5
Instructor Training	6
Course Load Recommendations	6
Course Format Options & Grading Considerations	6
Texas College Bridge College Preparatory Course PEIMS Reporting	8
Student Course Enrollment Process	9
Technology Considerations	9
Texas College Bridge Timeline	11
District Checklist & Planning Guide	13

Introduction

The purpose of this implementation guide and district check list is to help districts plan for the successful implementation of the Texas College Bridge program. The information in this guide is a first step in learning more about the program; however, district and campus staff are encouraged to become familiarized with the Texas College Bridge website and all the resources provided there to support each stakeholder. This implementation guide will be revised yearly with any updated information.

Why Texas College Bridge

The Texas College Bridge provides free, online, personalized College Preparatory Math and English courses to juniors and seniors to build college readiness skills and upon successful completion allows students to enroll directly into college courses at institutions of higher education (IHE) that have partnered with the Texas College Bridge or with individual ISDs for the College Preparatory courses.

The Texas College Bridge provides College Preparatory English and Mathematics courses in an online format that allows districts the flexibility to offer it in several formats to meet individual student learning needs. Texas College Bridge courses also help districts in earning CCMR credit towards their A-F accountability. The EdReady Texas platform, that the Texas College Bridge uses, provides both instructors and administrators with dashboards to track each student's progress towards mastering the identified college readiness skills that the students need to strengthen. Instructors can easily identify areas that need intervention and provide the supports students need.

Mastering math and English skills that colleges want is not enough to help students transition successfully to a postsecondary institute, so the Texas College Bridge provides college and career resources for students and training materials for district/campus staff. Students can complete online modules that focus on key college transition milestones to help with a smoother transition to a higher education institution.

Texas College Bridge Best Practices

The following are best practices for the Texas College Bridge.

- The district will create an internal implementation plan.
- The district will assign a district point person to coordinate and oversee the program and serve as the program primary contact.
- The district will provide instructor facilitators to help students as they progress through their personalized study plans.
- The district agrees to identify technology needs and provide technology and internet access to students.
- The district agrees to abide by established timelines.
- The district agrees to limit enrollment to eligible junior and senior students.

- The district agrees to monitor student progress in the courses and apply appropriate interventions when needed.
- The district adds @edready.org, @nroc.org, @greenlightcredentials.com, @greenlightlocker.com, @greenlightpassport.com, @dallascountypromise.org, @commitpartnership.org, @tea.texas.gov, and @texascollegebridge.org domains to their allow-list to ensure staff receive important communications.

Eligible Students

The Texas College Bridge is intended for juniors and seniors who have not demonstrated college readiness in ELAR and/or math on the ACT, SAT, or TSIA. To identify eligible students, it is recommended that districts conduct a wholistic review of student records including:

1. Seniors and Juniors who do not have ACT, SAT or TSIA assessment data,
2. Seniors and Juniors who tested and did not meet college readiness benchmarks in either ELAR or math, and
3. Seniors who completed Algebra II.

The review of district and campus student data is a critical first step and should be conducted before any other planning. As student data is reviewed, consider the level of intervention or support each student will need. This is important information to consider when determining how to use the Texas College Bridge program with each student.

Recommended Program Staffing & Minimum Expectations

The following are minimum recommended staff and responsibilities to support successful implementation of the Texas College Bridge courses.

District Point Person

- Serve as district primary point person for TEA, Commit, GreenLight, NROC and TexasOnCourse
- Manage the program
- Oversee the selection of appropriate district staff:
 - English and math instructors
 - College advisors/counselors
 - Campus leaders (if needed)
- Ensure campuses identify eligible seniors and juniors who are not CCMR met
- Oversee the student marketing and recruitment plan
- Oversee the creation of course sections mapping students to instructors
- Ensure timely submission of the student rosters and course sections to Greenlight
- Schedule and conduct administrator and instructor training prior to the start of classes
- Review and become familiar with the training videos posted on the website
- Implement policy on how the courses will be graded and transcribed
- Actively monitor student progress and instructor engagement; coordinate intervention efforts

- Ensure all stakeholders are aware of which colleges signed the MOU and accept credit for the College Preparatory Courses
- Troubleshoot issues that occur during implementation
- Forward all Texas College Bridge and EdReady communications to your district's stakeholders. All correspondence for the program is generally sent to the district point person with the expectation that they share it within their district.

Campus Leaders

- Recruit eligible students and implement the marketing plan
- Monitor instructor engagement
- Monitor student progress
- Review and become familiar with the training videos including how to use the dashboard to effectively monitor student progress - <https://vimeo.com/showcase/tcb>
- Provide interventions when appropriate
- Create course sections mapping students to courses and instructors
- Ensure college advisors/counselors provide the TEA college and career support resources to participating students

Instructors

- Attend district instructor training sessions, watch and become familiar with the EdReady instructor training videos or attend virtual training sessions
- Read and act on all emails sent from EdReady program staff
- Check the EdReady dashboard **daily** and follow up with individual students about their progress
- Connect with each student **weekly** to provide encouragement and interventions
- For face-to-face format - Provide classroom time to work on study plans
- For online format - use the district platform of choice to provide **weekly** face-to-face/virtual opportunities to meet with students for synchronous instruction, Q&A, and guidance
- Review, grade, and provide feedback to students on written assignments (NOTE: English requires the instructor to grade a four-paragraph written essay.)
- Ensure students are aware which colleges signed the MOU and will accept credit for the College Preparatory Courses
- Foster a positive coaching relationship with each participating student

College Readiness Advisors/Counselors

- Leverage existing counselors and advisors to support student participants or dedicate specific College Bridge advisors
- Review advisor training and student resources on the Texas College Bridge website
- Collaborate with Texas College Bridge instructors on a student milestone timeline and align communications to participating students
- Determine how best to track senior student completion of college transition milestones including progress in the course and progress towards postsecondary enrollment
- Ensure all students are aware of colleges that signed the MOU and will accept course credit; help students know how the courses may be treated by other colleges
- Foster a positive coaching relationship with each student

Instructor Training

Instructors will complete EdReady training sessions. The training sessions are offered virtually and as recorded options.

- EdReady kick-off training session = Learn about the EdReady platform, how to get started, and how students will register for the courses
- EdReady dashboard training = Learn how to track student progress and how to use the data to support students. This training should be conducted after students start the courses so that data is available to review in the platform. Dashboard training is prerecorded and available through www.TexasCollegeBridge.org and <https://txsupport.edready.org>.

Instructor training resources are provided on the Texas College Bridge website at www.texascollegebridge.org under the teacher tab. Training videos may be accessed and used by districts to ensure instructors are ready to start the classes. Webinars that cover the same information as the training videos will be provided, along with EdReady virtual office hours, in case instructors have questions or want a live demonstration of the EdReady platform.

Pro Tip: *The district point person is encouraged to schedule district-wide instructor and administrator training sessions prior to the start of classes using the training videos and resources. This allows districts to customize the training and provide a district specific timeline, outline district expectations and grading policies, discuss the district instructional platform that will be used, and address any district specific topics. District leaders should review the teacher and student videos and implementation resources prior to conducting a district training to become familiar with the resources and processes.*

Course Load Recommendations

The number of students assigned to each course section and the number of sections assigned to instructors needs to be carefully considered to maximize student success. The Texas College Bridge courses are individualized and self-paced, so students will progress through the classes at different paces and times. Reviewing existing student college assessment data is critical when creating class assignments and determining the format to be used. Although each district should use discretion in creating student rosters mapped to course sections and instructors, it is recommended that a maximum of 25 students be assigned to each class section, particularly for the English courses due to the writing requirement.

Course Format Options & Grading Considerations

The Texas College Bridge provides options to districts offering College Preparatory Courses. Districts may continue to offer the College Preparatory Courses in the manner established in an existing MOU with an IHE partner, offer the Texas College Bridge EdReady online courses, or offer a hybrid of both the existing courses with EdReady. Districts now have more options for providing the HB5 College Preparatory

Courses. Texas College Bridge also allows districts flexibility to offer the College Preparatory English and Math courses in several formats.

Districts should consider the needs of students when selecting the class format(s) to use. A review of student data should be conducted to determine the level of support students need. For example, students who are close to achieving the TSI benchmark (bubble students) may need fewer supports, whereas a student who is not close to reaching the TSI benchmark will need more supports. Districts will also need to determine how the course will be recorded on the transcript – completion only or graded, elective credit or Advanced English/Math credit, and if the course is factored into GPA.

The table below outlines considerations when selecting the format a district will use. Ultimately, these are local decisions that districts should consider and ensure written policies are in place. Communication to stakeholders is crucial to implementation success. Districts should collaborate with the local IHE to ensure requirements of [Texas Education Code §28.014](#), Texas Administrative Code [§4.54](#), [§9.143](#), and [§9.147](#) are met.

Format Examples:

Class Format	Considerations	Type of Grade	Counts towards GPA
<p>*Face-to-Face</p> <p>(using EdReady as primary material)</p>	<ul style="list-style-type: none"> • Students needing highest levels of intervention & support • Instructors provide small group, individual, and large group instruction based on student needs • Students intending to enroll in a two-year college • May use existing local College Preparatory Course materials to supplement as students are guided through the EdReady platform at a similar pace 	Numeric grade	District decision
*Hybrid	<ul style="list-style-type: none"> • Students needing moderate support (bubble students) • Instructors provide designated time in class to work on EdReady personal plans • Instructors make connections between the in-class and EdReady materials for reinforcement of TSI skills 	Completion only	None
*Online	<ul style="list-style-type: none"> • Students needing the least amount of academic support (bubble students) 	Completion only	None
*Distance Learning	<ul style="list-style-type: none"> • Students needing varied levels of intervention & support but are not able to attend face-to-face option • Instructors actively monitor student progress and provide ongoing supports and interventions as needed • Instructors schedule regular virtual check-in with students 	District decision	District decision

Note:

*To earn the TSI exemption and to count towards A-F CCMR accountability criteria, students must complete the Texas College Bridge course in its entirety. Students will earn a full credit for the course(s) once program completion criteria is met regardless of seat time.

* College Prep Mathematics courses may only serve as the 4th mathematics credit for graduation after the sequence of 3 mathematics credits is completed.

If either course is offered as a full-credit course, it may satisfy the advanced English or mathematics requirements, e.g., pairing is only necessary if the student has only earned ½ credit, either by completing a half-credit course (only an option with ELA) or completing half of a full-credit course (either ELA or math). Keep in mind, however, that the Texas College Bridge online college preparatory courses are intended to provide a full credit, regardless of seat time, to students who meet the completion criteria. Students will not be eligible for the TSI exemption at participating higher education institutions if they do not complete the entire program. See [HB5 Other FAQs](#) for further clarification and information.

College Preparatory Math Courses may only be provided after students complete the math curriculum requirements for the foundation school program.

Other considerations include the impact of completing the College Preparatory Courses as a fourth math or English credit if students intend to play collegiate level sports and/or attend a four-year university. In cases where students need to take a traditional fourth English and/or math course, providing the College Preparatory Courses as an elective option is a good alternative.

Regardless of the decisions that districts make in how to approach the format and grading of the courses, all districts must abide by the policies outlined by the Texas Education Code for the HB5 College Preparatory Courses, [TEC §28.014](#).

Texas College Bridge College Preparatory Course PEIMS Reporting

The Texas College Bridge provides online College Preparatory English and Math courses. Completion of the courses should be reported in PEIMS.

Course Long Name	PEIMS #	Credit
College Preparatory Course English Language Arts	CP110100	1.0 Credit
College Preparatory Course Mathematics	CP111200	1.0 Credit

It is important to note that completion of any College Preparatory Course (traditional or Texas EdReady) provides students with an exemption from developmental education courses effective for a two-year period following the date the student graduates from high school. The exemption applies only at the IHE that partners with the school district in which the student is enrolled to provide the course. ([Texas Education Code §51.338](#))

Student Course Enrollment Process

Students will enroll in the Texas College Bridge courses through the GreenLight system. GreenLight must receive the district rosters by the established timelines. Please see the timeline on the website district tab for specific roster submission deadlines. A Roster Submission Guide is provided under the “District Guides & Resources” section of the website along with a link to upload rosters.

If a district needs to add additional students after the initial roster submission, follow the timeline for the next fall or spring option. Ex. If a district submits student rosters and course section for the Fall 1 option, they must follow the Fall 2 option timeline to add additional students.

The district is responsible for providing the instructions and link to the Greenlight system to all participating students. Students who are submitted on the rosters to GreenLight will be able to register at www.GreenLightLocker.com. Step-by-step instructions on how to register for classes are provided on the website at www.texascollegebridge.org under the Student tab.

Pro Tip: *Schedule a day specifically for students to register for their EdReady classes before they start the diagnostic assessment. Ensure teachers watch the student registration videos in advance and have copies of the student checklist available for each student to help make the process smoother.*

Technology Considerations

NROC:

Students may use any internet-enabled device; however, districts are responsible for providing the appropriate technology and internet access to students to ensure they can access the Texas College Bridge courses. The following are recommendations from EdReady:

- Operating System: Supported versions of Microsoft® Windows®, Mac OS, and iOS.
- Browser: Latest versions of Microsoft Edge, Mozilla Firefox, Google Chrome, or Safari are all tested regularly.
- Internet Connection: A high-speed Internet connection is highly recommended.
- Whitelisted Domains: device can access the @edready.org and @nroc.org domain

GreenLight:

Greenlight supports tablets, laptops or desktops for accessing GreenLight with the following caveats:

- Small form factor tablets (less than 8in width) must be used in landscape mode for the best experience
- Laptop/Desktop Operating System versions:
 - MacOS 10.13 and higher
 - Windows 7 and up
- Browser versions:
 - Firefox version 51 or above
 - Google Chrome version 38 or above
 - Safari - all versions

- Microsoft Edge – all versions
- Internet Explorer version 10 or above with exception of file drag and drop feature

Pro Tip: Ask your IT department to approve the following domains to avoid potential issues:
*@edready.org, @nroc.org, @greenlightcredentials.com, @greenlightlocker.com,
@greenlightpassport.com, @dallascountypromise.org, @commitpartnership.org, @tea.texas.gov, and
@texascollegebridge.org . Make sure to test each domain to ensure they are cleared within your district
before teachers and students start the program.*

Texas College Bridge: Participation, Data Sharing & Requirements Agreements

Each participating district must submit a signed Texas College Bridge Participation, Data Sharing & Requirements Agreement. Once Districts complete the electronic participation form on the www.texascollegebridge.org website under the district page, Districts will automatically receive an email with a link to the **Participation, Data Sharing & Requirements Agreement** which should be reviewed and then electronically signed by the appropriate district authority. This is the first step and must be completed before any data can be accepted by a Texas College Bridge affiliated contractor.

Pro Tip: Go to the www.texascollegebridge.org district tab, click on the hyper-link to the Participation, Data Sharing & Requirements Agreement, and print a copy for your legal department to review. Your superintendent or designee will need to electronically sign the agreement after the legal review.

Texas College Bridge Timeline & Important Deadlines

Several start options are available each semester and in the summer. Please select the timeline that best suits campus and district needs. The deadlines for each timeline are firm, so please make sure to plan accordingly. Additional information for each action step and deadline is included on the **District Checklist & Planning Guide**.

Summer 2021 Action Steps	Summer Option 1	Summer Option 2
Application/Interest website form submitted by:	Apr 26	May 24
Participation, Data Sharing & Requirements Agreement submitted by:	Apr 26	May 24
Roster Submission by:	May 3	Jun 1
Classes Available to Start:	May 10	Jun 9

Fall 2021 Action Steps	Fall Option 1	Fall Option 2	Fall Option 3	Fall Option 4
Application/Interest website form submitted by:	Aug 2	Aug 23	Sept 13	Oct 11
Participation, Data Sharing & Requirements Agreement submitted by:	Aug 2	Aug 23	Sept 13	Oct 11
Roster Submission by:	Aug 9	Aug 30	Sept 20	Oct 18
Classes Available to Start:	Aug 16	Sept 7	Sept 27	Oct 29

Spring 2022 Action Steps	Spring Option 1	Spring Option 2	Spring Option 3	Summer Option
Application/Interest website form submitted by:	Dec 6	Jan 18	Feb 14	Mar 21
Participation, Data Sharing & Requirements Agreement submitted by:	Dec 6	Jan 18	Feb 14	Mar 21
Roster Submission by:	Dec 13	Jan 24	Feb 21	Mar 28
Classes Available to Start:	Jan 3	Jan 31	Feb 28	Apr 4

Summer 2022 Action Steps	Summer Option 1	Summer Option 2
Application/Interest website form submitted by:	May 9	May 31
Participation, Data Sharing & Requirements Agreement submitted by:	May 9	May 31
Roster Submission by:	May 16	June 6
Classes Available to Start:	May 23	June 13

Important Notes:

- Instructor training should occur prior to the start of classes; virtual training options and recorded training videos will be provided at www.texascollegebridge.org under the instructor tab
- Districts and campuses have discretion in determining the official start date for the College Preparatory classes; however, the start dates must occur on or after the “Classes Available to Start” dates listed on the timeline
- Students may be added to classes after the initial roster submission; however, the additional students should be submitted and start classes according to the next timeline option
- Only one website application/interest form and **Participation, Data Sharing & Requirements Agreement** is needed for participation in the Texas College Bridge program regardless of the timeline option selected. Districts may choose the timeline that works best for their district.

Texas College Bridge | District Checklist & Planning Guide

Topic	Required Action
Get Informed	<ul style="list-style-type: none"> <input type="checkbox"/> Review the Texas College Bridge toolkit and resources at www.texascollegebridge.org <ul style="list-style-type: none"> ○ Marketing toolkit ○ Participation, Data Sharing & Requirements Agreement ○ Implementation Guide ○ Timeline ○ District Checklist & Planning Guide ○ GreenLight Registration Guide ○ Higher Ed MOU ○ Faculty Scope Review
Apply & Submit Participation, Data Sharing & Requirements Agreement	<ul style="list-style-type: none"> <input type="checkbox"/> Complete the Texas College Bridge participant interest form on the website <input type="checkbox"/> Assign a district point person (enter name and contact information in the participant application on the website) <input type="checkbox"/> Look for an automatic reply email from the Texas College Bridge with a link to the Participation, Data Sharing & Requirements Agreement <input type="checkbox"/> Electronically sign the Participation, Data Sharing & Requirements Agreement <p>*Districts cannot proceed with the other steps until this is completed!</p>
Define Courses	<ul style="list-style-type: none"> <input type="checkbox"/> Consider which course format(s) the district will use for the classes and which students are a best fit (see Implementation Guide for options) <input type="checkbox"/> Define grading and transcript policies and communicate to stakeholders (see section on options) <input type="checkbox"/> Determine what platform instructors will use to communicate with students for online course formats (ex. Google Classroom, Zoom meetings, etc.)
Select Students	<ul style="list-style-type: none"> <input type="checkbox"/> Review District senior and junior student data to determine who should participate <ul style="list-style-type: none"> ○ students who have not earned a CCMR indicator ○ students who do not have college assessment data ○ students who have not met the college ready benchmarks in both math and English on the TSIA, ACT, or SAT ○ students who took Algebra II and need additional support to meet the TSI math benchmark
Recruit Students	<ul style="list-style-type: none"> <input type="checkbox"/> Use the marketing tool kit to recruit students – resources are available on the District tab at www.texascollegebridge.org <ul style="list-style-type: none"> ○ communicate with parents and other stakeholders ○ ensure students understand the program and benefits <input type="checkbox"/> Track student interest in taking the course(s)
Map Students to Courses	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the best course format(s) to meet the needs of students

	<ul style="list-style-type: none"> ○ Analyze available data to determine student needs in terms of level of intervention – more intensive or less intensive (bubble students) ○ Consider categorizing students based on score bands if different course formats will be used <p><input type="checkbox"/> Determine the number of math and English instructors and the course format to be used</p> <p><input type="checkbox"/> Map students to courses and instructors</p>
<p>Select Staff & Expectations</p>	<p><input type="checkbox"/> Select math and English instructors that are ideal for the online platform</p> <p><input type="checkbox"/> Outline and communicate instructor expectations</p> <ul style="list-style-type: none"> ○ Required training sessions – go to www.texascollegebridge.org instructor tab to access training resources and virtual training registration links ○ Recommended student touchpoints and supports ○ Use of dashboard to monitor student progress <p><input type="checkbox"/> Select advisors/counselor to support the program</p> <ul style="list-style-type: none"> ○ Review TEA advising resources at www.texascollegebridge.org under the advising tab ○ Create timeline for implementing the student college resources ○ Collaborate with instructors on student communications plan
<p>Submit Rosters</p>	<p><input type="checkbox"/> Districts submit student rosters and course sections mapped to instructors to Greenlight by deadlines</p> <p><input type="checkbox"/> The district point person should utilize the Roster Submission Guide for instructions and next steps:</p> <ul style="list-style-type: none"> ○ Identify staff and their level of data access: district, campus, or class levels ○ Create course sections with instructor, content area, and assigned students
<p>Create an Instructor Training Plan</p>	<p><input type="checkbox"/> Review and become familiar with EdReady training videos and resources on the district and teacher tab at www.texascollegebridge.org</p> <p><input type="checkbox"/> Schedule and conduct district training sessions for administrators and instructors using EdReady resources; two training sessions are recommended:</p> <ul style="list-style-type: none"> ○ Introduction to EdReady platform – prior to the start of classes ○ How to use the dashboard to monitor student progress – after classes are in session for two weeks <p><input type="checkbox"/> Registration is required for virtual training sessions, or Districts can access the recorded versions at www.texascollegebridge.org without having to register</p> <p><input type="checkbox"/> After attending training, instructors (and appropriate district staff) beginning on or after the first day of class may register and log directly into GreenLight where they will gain access to the assigned course sections in EdReady; recommend scheduling student registration a day or two after teachers register and access the system.</p>

	<ul style="list-style-type: none"> <input type="checkbox"/> Recommendation: districts should consider covering the following during district training sessions <ul style="list-style-type: none"> ○ roles/responsibilities for different staff who support the program ○ district expectations ○ district timeline ○ grading policies ○ program communications ○ college and career supports provided by TEA ○ and the platform the district will use to communicate with online students
Register Students	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure students have access to technology and internet <input type="checkbox"/> Help students through the registration process by providing the step-by-step instructions <input type="checkbox"/> The instructions provide a help link and number if students have trouble logging in <input type="checkbox"/> Pro-Tip: Have instructors register a day or two before students register!
Monitor & Track Student Progress	<ul style="list-style-type: none"> <input type="checkbox"/> Create a timeline for monitoring student progress <input type="checkbox"/> Schedule team progress checks <ul style="list-style-type: none"> ○ Gather instructors, administrators, and advisors/counselors to review student progress ○ Ensure college milestones are being completed ○ Create interventions plans for student who need additional supports ○ Celebrate student successes!