



Benchmark 2: Partnerships In Action

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Benchmark 2: Partnership Agreement

1. The Early College High School shall have a current, signed Memorandum of Understanding that defines the partnership between the school district(s) and the institute(s) of higher education (IHE) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, and textbooks; and student transportation.

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2. The Early College High School shall have a current, signed Memorandum of Understanding that states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE.

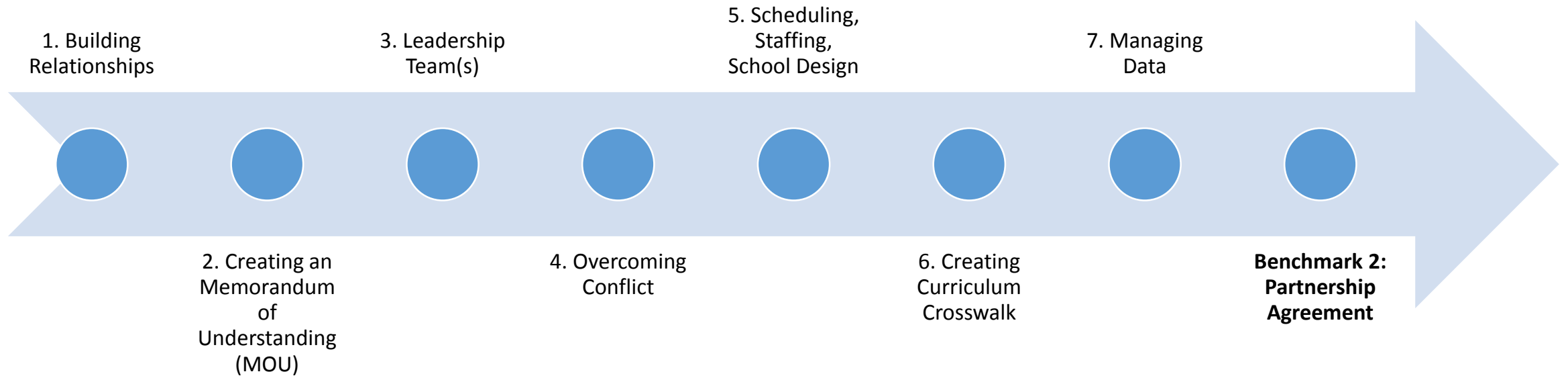
Benchmark 2: Partnership Agreement

3. The Early College High School shall have a current, signed Memorandum of Understanding that defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions.

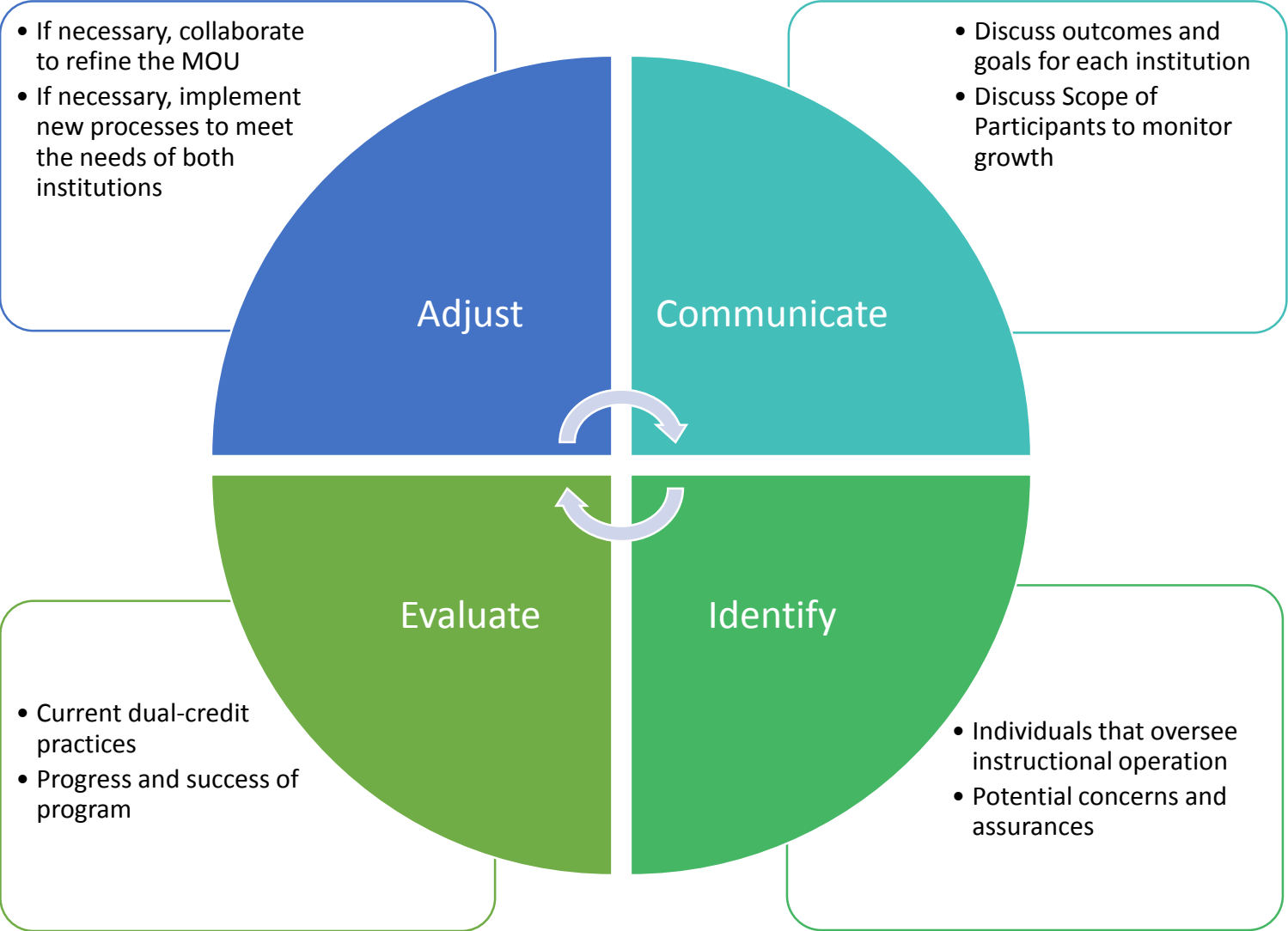
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4. The Early College High School shall have a current, signed Memorandum of Understanding that includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

Steps to Creating Successful Partnerships



1. Building Relationships



2. Creating a Memorandum Of Understanding (MOU)

Develop the MOU with regular reviews, inclusive of policies or practices related to factors such as tuition, fees, grades, and data collection.

Notes:

- Identify areas/topics needing to be addressed within the MOU.
- Determine reasonable fees with growth in mind.
- Evaluate access to college coursework.
- Review grades to assess rigor.
- Identify systems of support.

Products:

- MOU
- Annual strategic/improvement plan
- Data analysis reports

MOU Topics



Curriculum

- Grades
- Textbooks
- Course Accessibility
- Tuition
- Calendar
- Advising

Operations

- Support Services
- Staffing/Professional Development/Scheduling
- Testing Services/Scheduling
- Transportation Services
- Food Services
- Student Code of Conduct

Facilities

- College Usage/Access
- Extracurricular Opportunities
- Student Supervision

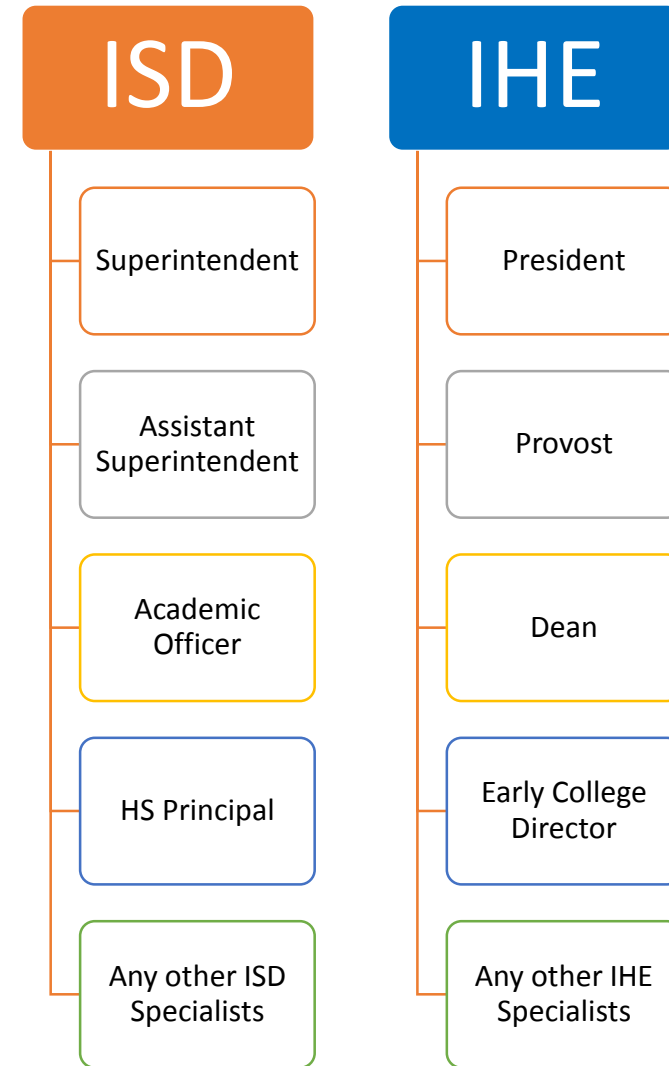
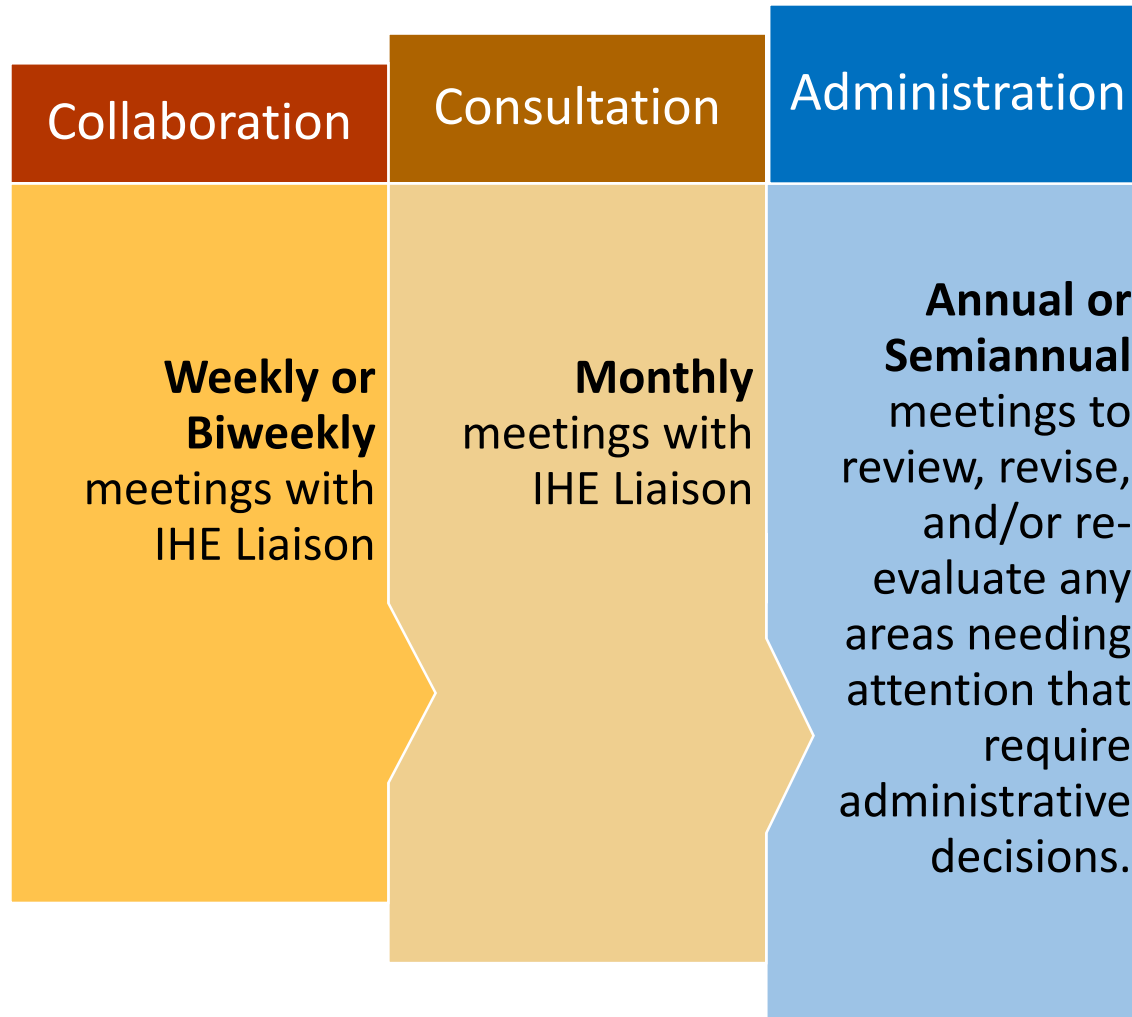
3. Leadership Team(s)

Create systems of communication to work through any concerns, challenges, and/or solutions inclusive of procedures, strategies, and/or suggestions or overcoming immediate hardships or enhancements.

Notes:

- Include individuals who have administrative authority to make necessary decisions.
- Discuss outcomes with attention to current and future predictions.
- Develop practices and/or procedures that can assist with operations.
- Meet regularly (with assigned liaison) to problem solve situations.
- Identify tiers of support to problem solve situations that may arise.
- Define the roles and responsibilities of the membership.

Type of Leadership Teams



Effective Team Qualities



4. Overcoming Conflict

Create systems of communication to work through any necessary concerns, challenges, and/or solutions. This includes procedures, strategies, suggestions, or overcoming immediate hardships or enhancements.

Notes:

- Identify individuals who can proactively assist with problem solving.
- Expect challenges.

Communication

Determine areas of need/attention to consult about details impacting operation.

Identify and communicate with necessary personnel to discuss area of need/attention.

Collaborate on actions initiated by both organizations to remedy any area of need/attention.

5. Scheduling, Staffing, and School Design

Define provisions and processes related to location, class times, calendars, staffing, professional development, and necessary advising.

Notes:

- Identify practices and/or procedures that support operations.
- Plan proactively for each semester.
- Review assessments.
- Determine staffing in collaboration with school design.
- Communicate necessary events and/or calendar dates in advance.



FALL 2017

Dual Credit Program

Admission & Registration Timeline

ENROLLMENT DEADLINES

<i>Deadline</i>	<i>Items Due</i>
June 01 – August 11	New Student Admission Application Deadline New Student High Transcripts and Test Scores Due
August 01 – August 18	Final Dual Credit Rosters Due
August 25	Registration Deadline- All Students Must be Registered
August 28	First Class Day
September 01	First Week Dual Credit Faculty Roster Confirmation
August 29 – September 13	Deadline to Drop Courses at 100% and Even Exchanges
September 13 (Wednesday)	Final Dual Credit Faculty Roster Validation

SEMESTER DEADLINES

<i>Deadline</i>	<i>Items Due</i>
September 21	Late Processing Fee Payment Deadline
November 17	Last Day to Withdraw
December 18	Grades Due

Students must be cleared to enroll by the Registration Deadline, which includes:

- Submitting Admission Application- New Students and Students Needing to Re-Apply
- Submitting Qualifying Test Scores
- Submitting High School/College Transcripts
- Clearing Registration Holds

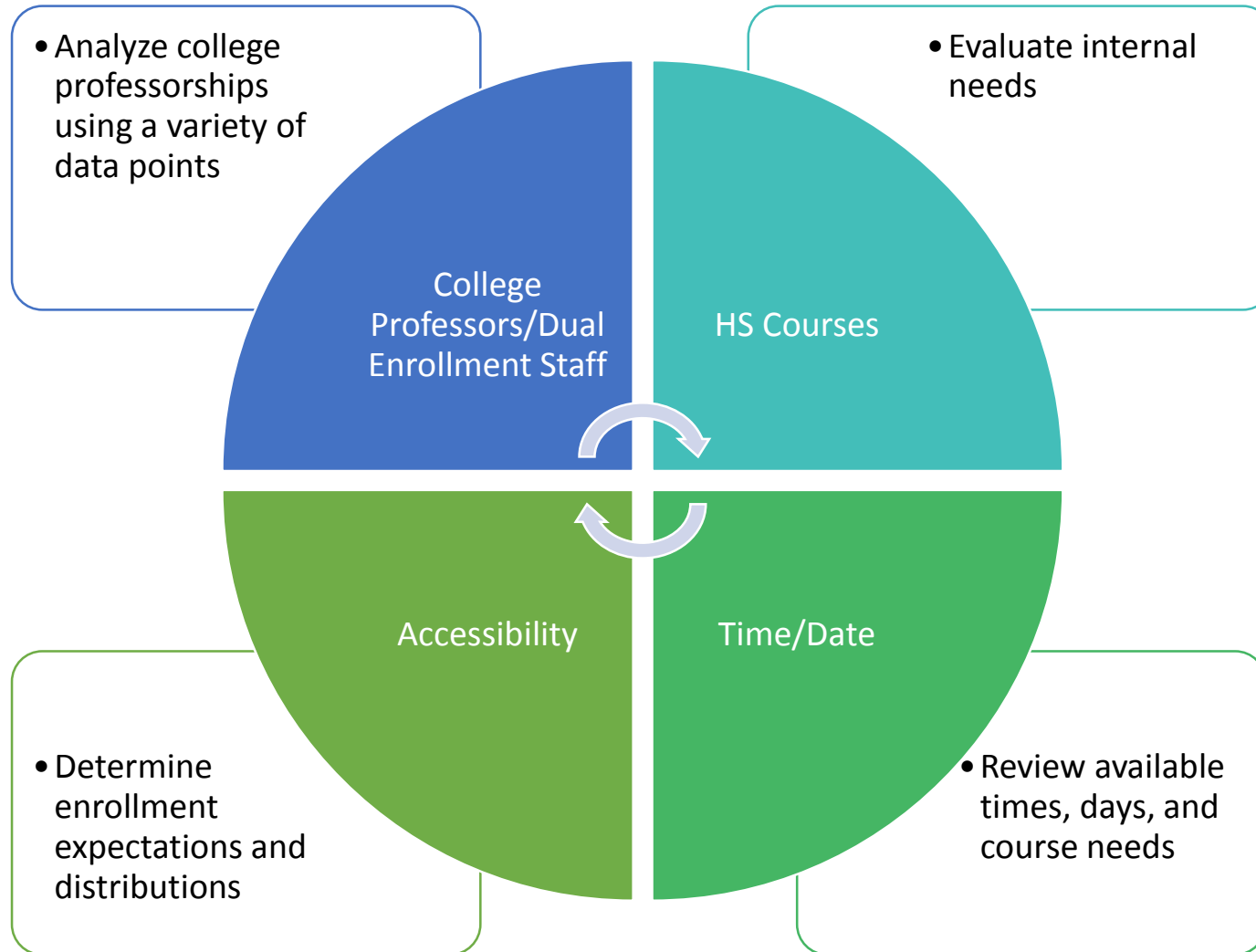
Please note: Students may not be added to course rosters after the first class day

As approved by the South Texas College Board of Trustees, a Late Processing Fee of \$200.00 per course will be assessed to students who did not enroll by the Registration Deadline when it is determined the student or high school was responsible for not meeting the deadline. The Late Processing Fee option is only available to students who cleared their enrollment status by Census Day.

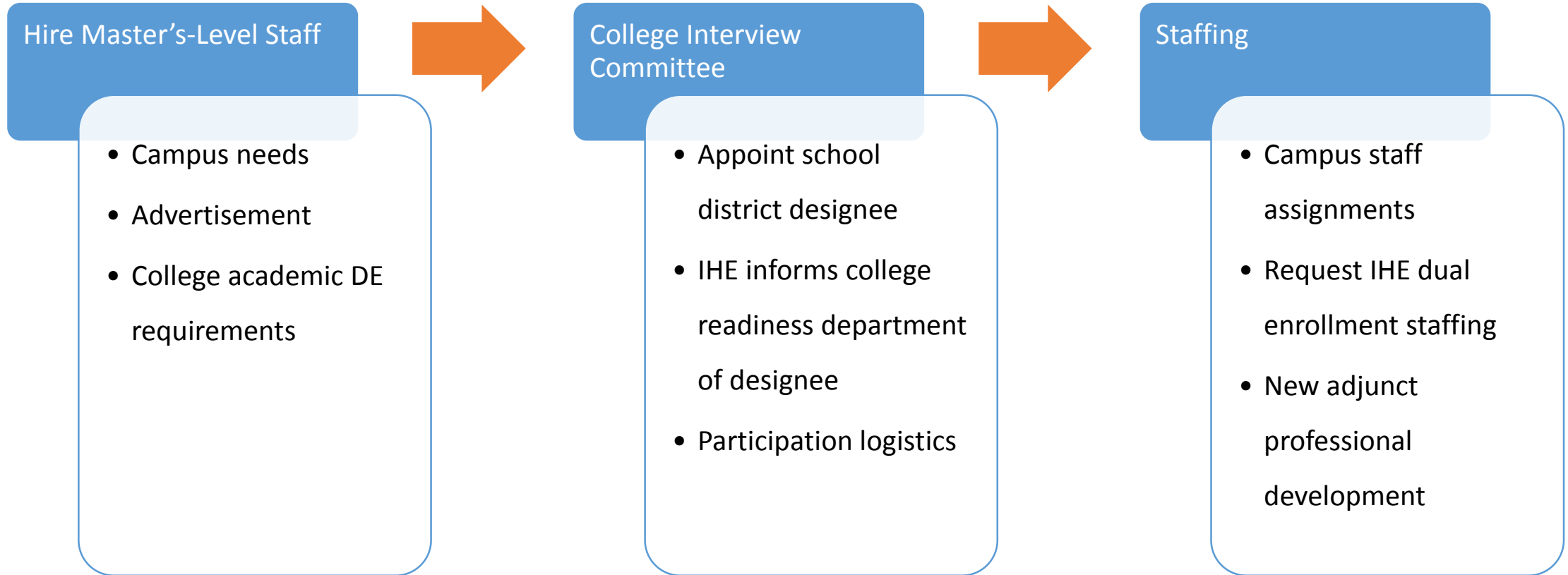
Received
May 2017

Plan
Ahead!

Scheduling/Staffing



Dual Enrollment Hiring Process



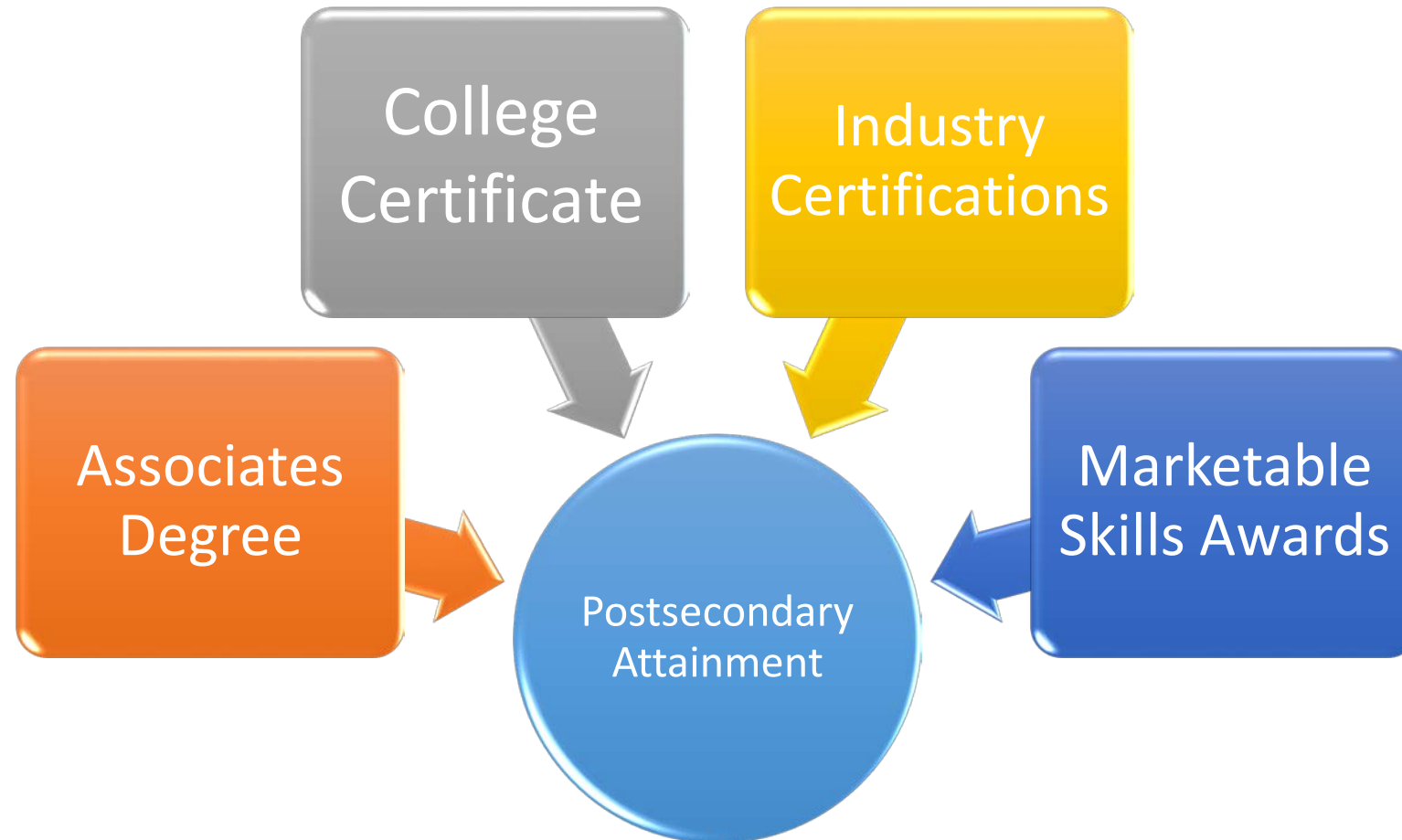
6. Creating Curriculum Crosswalk

Determine provisions and processes for assessments, college readiness, transcription of grades, and college course offerings with attention to details; such as textbooks, materials, alignment, and HB 5 Endorsements.

Notes:

- Identify college course availability and access.
- Evaluate projected enrollment of participants.
- Prepare and plan for college course materials.

Crosswalk/Pathways



	A	B	C	D	E	F	G	H	I	J	K	L	M
226	031020510	ADVANCED QUANTITATIVE REASONING			M53	1	11-12	ALGEBRA 2 OR ALGEBRA 2 PRE-AP#	3				
227	ADQUANR11	ADVANCED QUANTITATIVE REASONING			M53A	0.5	11	ALGEBRA 2 OR ALGEBRA 2 PRE-AP#	3				
228	ADQUANR12	ADVANCED QUANTITATIVE REASONING			M53B	0.5	12	ALGEBRA 2/ALGEBRA 2 PRE-AP#	3				
229	03101100	PRECALCULUS DUAL CREDIT#			M92	1	9-12	2 YEARS OF HS ALGEBRA AND 1/2 TRIG	5				
230		<i>MATH 2312: Precalculus</i>											
231	03101100	PRECALCULUS FOR BUSINESS 1-1 DUAL CREDIT#			M95A	0.5	9-12	MATH 1314 OR CONSENT OF DEPARTMENT CHAIR	5				
232		<i>MATH 1324: Mathematics for Business and Social Sciences I</i>											
233	03101100	PRECALCULUS FOR BUSINESS 1-2 DUAL CREDIT#			M95B	0.5	9-12	MATH 1324 OR CONSENT OF DEPARTMENT CHAIR	5				
234		<i>MATH 1325: Mathematics for Business and Social Sciences II</i>											
235	03102500	INDEPENDENT STUDY IN MAHTEMATICS 1:DUAL CREDIT# (1st)			M93	1	9-12	MATH 0372 OR MATH 0373 OR SATISFACTORY ON ADMISSION TEST	5				
236		<i>MATH 1314: College Algebra</i>											
237		<i>MATH 1316: Plane Trigonometry</i>											
238	031102501	INDEPENDENT STUDY IN MATHEMATICS 2: COLLEGE TRIG DUAL CREDIT# (2nd)			M94	1	9-12		5				
239		<i>MATH 1316: Plane Trigonometry</i>											
240		<i>MATH 2413: Calculus I</i>											
241		<i>MATH 2414: Calculus II</i>											
242		<i>MATH 2415: Calculus III</i>											
243		<i>MATH 1342: Elementary Statistical Methods</i>											
244		<i>MATH 2342: Statistical Methods and Probability</i>											
245		<i>MATH 1350: Foundations of Mathematics</i>											
246	03102502	INDEPENDENT STUDY IN MATHEMATICS 3: COLLEGE TRIG DUAL CREDIT# (3rd)			M99	1	9-12		5				
247		<i>MATH 1316: Plane Trigonometry</i>											
248		<i>MATH 2413: Calculus I</i>											
249		<i>MATH 2414: Calculus II</i>											
250		<i>MATH 2415: Calculus III</i>											
251		<i>MATH 1342: Elementary Statistical Methods</i>											
252		<i>MATH 2342: Statistical Methods and Probability</i>											
253		<i>MATH 1350: Foundations of Mathematics</i>											
254	85000TMA	STAAR REVIEW MATHEMATICS			X03	0.5	9-12	ASSIGNED BY PRINCIPAL	2				
255	84100SAT	SAT/ACT PREP MATHEMATICS			X99	0.5	10-12		2				
256	84100A16	ALGEBRA 1 SUPPORT			X77	1	9-12	ASSIGNED BY PRINCIPAL	2				

Recommended Pathways
Early College High Schools & Traditional High Schools
 Academic Year: 2017-2018

Academic Programs				
From Core Curriculum, Associate of Arts, and Associate of Science Programs				
	9th Grade	10th Grade	11th Grade	12th Grade
Academic Courses	Up to Two College Courses in Spring Semester	Up to Two College Courses Per Semester	Up to Four College Courses Per Semester (12-16 Credits)	Up to Four College Courses Per Semester (12-16 Credits)
Fall	No College Level Courses	Up to 2 courses from degree plan -Optional and if applicable	Select from the following options: ○ History 1301 ○ English 1301 • Up to 2 courses from degree plan	Select from the following options: ○ Government 2305 ○ Elective - Field of Study • Up to 2 courses from degree plan
Spring	Up to 2 courses from degree plan -Optional and if applicable	Up to 2 courses from degree plan -Optional and if applicable	Select from the following options: ○ English 1302 ○ History 1302 • Up to 2 courses from degree plan	Select from the following options: ○ Government 2306 ○ Elective - Field of Study • Up to 2 courses from degree plan
Courses can be taken within any semester and any grade level if applicable: <ul style="list-style-type: none"> • Math Course from Degree Plan (e.g., MATH-1414; MATH-1442) • Life & Physical Science Courses from Degree Plan (e.g., BIOL-1406; CHEM-1411; PHYS-1401) • Elective(s) - Field of Study • Creative Arts Course from Degree Plan (e.g., ARTS-1301; MUSI-1306) • Language, Philosophy, and Culture Course from Degree Plan (e.g., SPAN-2313; PHIL-2306; ENGL-2321) note: Literature courses require the prior completion of both ENGL-1301 and ENGL-1302 • Component Area Option Course from Degree Plan (e.g., COSC-1301; SPCH-1311) • Social & Behavioral Science Course from Degree Plan (e.g., CRIJ-1301; PSYC-2301; SOCI-1301) note: CRIJ-1301; SOCI-1301 (10th to 12th Grade Only) and PSYC-2301 (11th and 12th Grade Only) 				

Career and Technology (CTE) Programs				
From Certificate and Associate of Applied Science Degree Programs				
	9th Grade	10th Grade	11th Grade	12th Grade
Career & Technical Courses	Up to Two College Courses in Spring Semester	Up to Two College Courses Per Semester	Up to Four College Courses Per Semester (12-16 Credits)	Up to Four College Courses Per Semester (12-16 Credits)
Fall	No College Level Courses	Select courses from degree plan	Select courses from degree plan	Select courses from degree plan

7. Managing Data

Evaluate necessary data points that will assist with the review process to enhance services and/or operation.

Notes:

- Review data sources to evaluate support systems.
- Assess goals and outcomes.
- Utilize data to determine necessary changes or modifications.
- Evaluate grades/performance with attention to academic load.

Sources of Data:

- Leadership meeting agendas
- Teacher qualification data
- PEIMS data
- Texas Academic Performance Reports (TAPR)
- GPA data
- IHE articulation data
- TSI data
- Completion rates

Example of a Partnership Working Towards Student Success

Dual Credit Program Status and Success Metrics Workshop
South Texas College and PSJA ISD, May 2017

Success Indicator Metrics:

1. Academic Probation & Suspension: Target <8%
2. Number of Withdrawals: Target <8%
3. Unsatisfactory Academic Progress (Financial Aid Status): Target <10%
4. Average Earned/Attempted Hours Ratio: Target >90%
5. Average GPA: Target >2.5%

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