Benchmark 2: Partnerships In Action

Dr. Tracie Rodriquez, Director for Early College Programs and Workforce Education, Corpus Christi ISD

Adriana Garcia, Early College Director, PSJA North Early College High School
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.
Benchmark 2: Partnership Agreement

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.
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 an Memorandum of Understanding (MOU)
3. Leadership Team(s)
4. Overcoming Conflict
5. Scheduling, Staffing, School Design
6. Creating Curriculum Crosswalk
7. Managing Data

Benchmark 2: Partnership Agreement
1. Building Relationships

- Adjust
  - If necessary, collaborate to refine the MOU
  - If necessary, implement new processes to meet the needs of both institutions

- Communicate
  - Discuss outcomes and goals for each institution
  - Discuss Scope of Participants to monitor growth

- Evaluate
  - Current dual-credit practices
  - Progress and success of program

- Identify
  - Individuals that oversee instructional operation
  - Potential concerns and assurances

Adjust
Communicate
Evaluate
Identify
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

**Collaboration**
- Weekly or Biweekly meetings with IHE Liaison

**Consultation**
- Monthly meetings with IHE Liaison

**Administration**
- Annual or Semiannual meetings to review, revise, and/or re-evaluate any areas needing attention that require administrative decisions.

**ISD**
- Superintendent
- Assistant Superintendent
- Academic Officer
- HS Principal
- Any other ISD Specialists

**IHE**
- President
- Provost
- Dean
- Early College Director
- Any other IHE Specialists
Effective Team Qualities

- Clear Goals
- Relevant Knowledge & Skills
- Mutual Trust
- Internal & External Support
- Unified Commitment
- Negotiating Skills
- Good Communication

Effective Leadership Team(s)
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

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

<table>
<thead>
<tr>
<th>SEMESTER DEADLINES</th>
<th>Items Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deadline</strong></td>
<td></td>
</tr>
<tr>
<td>September 21</td>
<td>Late Processing Fee Payment Deadline</td>
</tr>
<tr>
<td>November 17</td>
<td>Last Day to Withdraw</td>
</tr>
<tr>
<td>December 18</td>
<td>Grades Due</td>
</tr>
</tbody>
</table>

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.
Scheduling/Staffing

- Review available times, days, and course needs
- Determine enrollment expectations and distributions
- Evaluate internal needs
- Analyze college professorships using a variety of data points
- Review available times, days, and course needs

College Professors/Dual Enrollment Staff

HS Courses

Accessibility

Time/Date
Dual Enrollment Hiring Process

**Hire Master’s-Level Staff**
- Campus needs
- Advertisement
- College academic DE requirements

**College Interview Committee**
- Appoint school district designee
- IHE informs college readiness department of designee
- Participation logistics

**Staffing**
- Campus staff assignments
- Request IHE dual enrollment staffing
- New adjunct professional development
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

- College Certificate
- Industry Certifications
- Associates Degree
- Marketable Skills Awards

Postsecondary Attainment
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>226</td>
<td>ADVANCED QUANTITATIVE REASONING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ALGEBRA 2 OR ALGEBRA 2 Pre-AP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>227</td>
<td>ADVANCED QUANTITATIVE REASONING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ALGEBRA 2 OR ALGEBRA 2 Pre-AP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>228</td>
<td>ADVANCED QUANTITATIVE REASONING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ALGEBRA 2/ALGEBRA 2 Pre-AP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>229</td>
<td>PRECALCULUS DUAL CREDIT*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>230</td>
<td>MATH 2312: Precalculus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>231</td>
<td>PRECALCULUS FOR BUSINESS 1-1 DUAL CREDIT*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>232</td>
<td>MATH 1324: Mathematics for Business and Social Sciences I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>233</td>
<td>PRECALCULUS FOR BUSINESS 1-2 DUAL CREDIT*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>234</td>
<td>MATH 1335: Mathematics for Business and Social Sciences II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>235</td>
<td>INDEPENDENT STUDY IN MATHEMATICS 1: DUAL CREDIT* (1st)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>236</td>
<td>MATH 1314: College Algebra</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>237</td>
<td>MATH 1315: Plane Trigonometry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>238</td>
<td>INDEPENDENT STUDY IN MATHEMATICS 2: COLLEGE TRIG DUAL CREDIT* (2nd)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>239</td>
<td>MATH 1316: Plane Trigonometry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>240</td>
<td>MATH 2413: Calculus I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>241</td>
<td>MATH 2414: Calculus II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>242</td>
<td>MATH 2415: Calculus III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>243</td>
<td>MATH 1342: Elementary Statistical Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>244</td>
<td>MATH 2442: Statistics Methods and Probability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>245</td>
<td>MATH 1350: Foundations of Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>246</td>
<td>INDEPENDENT STUDY IN MATHEMATICS 3: COLLEGE TRIG DUAL CREDIT* (3rd)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>247</td>
<td>MATH 1316: Plane Trigonometry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>248</td>
<td>MATH 2413: Calculus I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>249</td>
<td>MATH 2414: Calculus II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>250</td>
<td>MATH 2415: Calculus III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>251</td>
<td>MATH 1342: Elementary Statistical Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>252</td>
<td>MATH 2442: Statistics Methods and Probability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>253</td>
<td>MATH 1350: Foundations of Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>254</td>
<td>STAAR REVIEW MATHEMATICS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>255</td>
<td>SAT/ACT PREP MATHEMATICS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>256</td>
<td>SAT/ACT PREP MATHEMATICS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# 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

<table>
<thead>
<tr>
<th>Academic Programs</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
</table>
| **Fall**          | No College Level Courses | Up to 2 courses from degree plan -Optional and if applicable | Select from the following options:  
- History 1901  
- English 1901  
- Up to 2 courses from degree plan | Select from the following options:  
- Government 2905  
- 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 1902  
- History 1902  
- Up to 2 courses from degree plan | Select from the following options:  
- Government 2905  
- Elective - Field of Study  
- Up to 2 courses from degree plan |

Courses can be taken within any semester and any grade level if applicable:

- Math Course from Degree Plan (e.g., MATH-1411; 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-1201; MUSI-1206)
- Language, Philosophy, and Culture Course from Degree Plan (e.g., SPAN-2313; PHIL-2306; ENGL-3321)  
  - note: Literature courses require the prior completion of both ENGL-1201 and ENGL-1202
- 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: CRJU-1301; SOCIO-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

<table>
<thead>
<tr>
<th>Career &amp; Technical Programs</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>No College Level Courses</td>
<td>Select courses from degree plan</td>
<td>Select courses from degree plan</td>
<td>Select courses from degree plan</td>
</tr>
</tbody>
</table>
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%
Benchmark 2: Partnership Agreement

The Early College High School shall have a current, signed Memorandum of Understanding that:

1. 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.

2. 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.

3. 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.

4. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
Contact Information

Dr. Tracie Rodriguez
Director, Early College Programs and Workforce Education
Corpus Christi ISD
tracie.rodriguez@ccisd.us

Adriana Garcia
Early College Director
PSJA North Early College High School
adriana.Garcia@psjaisd.us