

Webinar: Sustainability and Support Structure for IHE Partnerships
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Hosted by:

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Dr. Kim Woodson: Good afternoon. Thank you for joining us for this webinar entitled, "Sustainability and Support Structures with IHE Partnerships." My name is Dr. Kim Woodson, ESC Region 13, Coordinator for College and Career Readiness, and I'm joined by Evanita Ramos, ECHS Leadership Coach, Dr. Tracie Rodriguez, Director for ECHS Programs and Workforce Education in Corpus Christi ISD, and Mr. Robert Montez, Early College Director – Del Mar College.

Based on the campus needs assessment, this webinar was designed to provide some insight into the Early College High School Blueprint, Benchmark 2, and entitled Partnership Agreements. The MOU is vital to the success of the IHE and ISD and truly defines the active partnership. Corpus Christi ISD established one of the original Early College High School campuses and through hard work, commitment, communication, and collaboration between their ISD and Del Mar College, they have been a model campus displaying exemplar practices. Today we will be discussing some of the best practices that have been implemented in Corpus Christi ISD.

Just a little bit of housekeeping before we get started. If you have any questions, please feel free to type them in the questions box at the bottom of your screen, it says "Q&A." We will answer them as time permits or send responses out on the Early College High School listserv. At the conclusion of this webinar, we ask that you click on survey link in the comment box to answer five questions to help in our future planning. The survey will be open until next Thursday, April 27 until 12pm. However, this webinar and survey will be up uploaded to the Early College High School website at txechs.org under the Resources tab before the end of the day.

Now, I am going to turn it over to Dr. Rodriguez and Robert Montez.

Dr. Tracie Rodriguez: Good afternoon everyone. Welcome and thank you for joining us. I am here with Mr. Robert Montez from our IHE partner, Del Mar College here in Corpus Christi, as well as Evanita Ramos.

Our goal today is primarily to function off of the Benchmark 2. If you notice Benchmark 2, as a part of our Blueprint, you will see in the text at the very top part of the Blueprint I have identified the four bullets that have been noted as well as emphasized and underlined some key elements. So look at the

first bullet, defining the partnership. We are going to be exploring that more specifically but you can see there of course between the IHE's and the school districts that are conclusive of locations; costs for fees, and textbooks; and transportation. Of course those are a few of the topics but certainly not limited to [these only]. The second bullet, you will notice, states the school district or charter in which the student is enrolled shall pay for tuition. I've underlined that simply because as an early college designee, it is essential that the tuition be tuition free for all students; so any fees associated to that as far as tuition and/or college admission needs to be a conversation. Inclusive of required textbooks to operate and facilitate any college coursework. So those three underlined headers are going to be essential to the conversations as well. The third bullet defines an active partnership between the school district and includes joint decision-making procedures. I think this is probably the most important, but sometimes the most challenging, in allowing the time to plan as well as implement and even evaluate what it is that is currently in practice and future outcomes. Lastly, the bullet includes provisions and processes for collecting, sharing, and reviewing program data. I've underlined program provisions and processes because often times it's the processes that don't get as defined as they need to and elements can slip. It's important that things be discussed in the onset to potentially troubleshoot anything that may arise along the way. Our focus today is going to be limited to the partnership but more specifically some of these headers than have been identified.

So what we've outlined today is basically seven key elements. We call them steps because I think every step is important as you work through your partnership. The first one being relationships, then creating your MOU. More specifically, identifying the teams. Looking at when conflict might arise, then looking at the operational factors that can have an impact. Of course, attention with the curriculum sequence as well as the data elements that are going to be reviewed and evaluating your programs.

So if you look at just the relationship alone, I think as a startup school or even at an existing school, that relationship between both the IHE and ISD really needs to be strong. The relationship will only be as strong as the teams make it. Often times we have to have an understanding with each other's operations to really understand the components of what we are trying to fit. So you have to first look at what is currently in place. What current dual credit general practices exist? What are some practices you might be able to replicate? Or what practices might need to be modified? Secondly, you need to look at what is the ultimate goal? What are we trying to achieve as an ISD with the help of an IHE and the institution? And evaluating the scope of accessibility, to evaluate are we going to be prepared for the growth as we identify co-horts or as identified co-horts get larger over the years as the school ages? Look at which individuals are key stakeholders at the IHE or the ISD that oversees particular operations that can assist with some of the decision making that might be needed. Often times there could be one but ultimately there may be several that might have to be a part of the conversation. Looking [at] and maybe even predicting some potential concerns and/or even assurances as the relationship is defined. In looking at what it is the ultimate goal of Early College High Schools; there has to be commitment from both the ISD as well as the IHE to have an understanding of each other as well as processes of how it is we are going to do business to ensure that the early college is going to take the shape that we intended to take. It all starts with the application. Although the ISD might submit the application, it's important for the IHE, the college, to know what it is that was submitted, how it is was submitted, and what their role is. So critically before any work is done, the relationship between the two entities needs to be extremely transparent and extremely strong with key stakeholders a part of that conversation

Robert Montez: Yes, this is Robert Montez. Just like Dr. Rodriguez said from the IHE part, it's very critical to have these relationships to understanding both the IHE understand the ISD expectations and the policies are as well as the ISD needing to understand what the role of the college is and what the policies are in place. If there is not a good relationship, we can see some hindering in the communication process in understanding what is required by each partner. Not having a clear understanding and not having that transparency does limit what it is you can be successful; as far as the instructional operations on the IHE side, it can be anywhere individuals that need to be involved such as the provost, academic deans, chairs, faculty. All those people that make up the IHE side need to be on the same page in understanding what the needs are of the ISD.

Dr. Tracie Rodriguez: So with that in mind is how it is and when it is that you look at your MOU. The beauty about an MOU is you draft it how it is you need to stress certain elements. I know the Blueprint is very specific on some identified topics that have already been noted for example tuition, fees, maybe location, maybe support services. So depending on what your IHE and ISD agreed to, include within an MOU it really needs to be a mutual process. Things like tuition, grades, data collection should be inclusive of those. There are some excellent examples that are available for review. Ultimately, it needs to be very intentional to the IHE and the ISD design. Depending on the design, will drive the elements and topics of the MOU. With that in mind, you have to really know where you intend to be. You have to look futuristically of what it is you are proposing. An MOU often times is on an annual/one year cycle, depending on sustainability and the age of the schools then those MOU's can be 2-3 year cycles. If it is the sustainability has been strong and over let's say 10 years we might see that there is an as needed. It's just going to be defined by the institutions and the IHE as to the needs that are needing to be reviewed within the topics identified. So once the identified topics are at least created and vetted out by both entities, then the specificities of those items need to be written in a form that can be evaluated. So when we are looking at fees, for example, whether your institution decides to charge you or whether it's going to be waived, you have to think of not just the cohort you are working with but you have to think of four years out when it is you are going to be fully operational and potentially how many students the fees are going to entail. What costs or projected costs is the ISD or the IHE looking at working with? With that you have to look at the coursework that the IHE is going to make available to the ISD or potentially maybe the high school has dual credit staff that can offer it within their own building. Both scenarios of staff are certainly welcomed but within the MOU there has to be an understanding of how those staff or potential personnel are going to be utilized and accessed to meet the number of the participants within your programming. Then the grades I think are essential to the process because that's what's going to allow students to either move on or it's going to hinder some. So, we have to assess the level of which kids are performing to see if one the scope or pace is appropriate for the students. We also need to be able to identify if it is the need of those courses are even going to be available. Projecting out, using the goals of what it is that has been established by both entities is going to be critical to the MOU. Most importantly, and lastly, is the systems of support. Although it may be mentioned in the MOU generally, the more specific the MOU is can define the kind of support is always encouraged. The more specific the MOU might be written, the easier it is you can ensure to evaluate it. So there has to be a responsibility on both the ISD side as well as the IHE side equitably to ensure there are elements both are going to agree upon to ensure the outcomes or the procedures in operating are going to be fulfilled and monitored. I like to think the MOU is a living document because it's going to be evaluated each year as the programs are aging and sustaining. Those MOU's may be tweaked, modified, and even revised over

time. That should be an expectation up front as you move through your program design and or models. Every MOU is going to be unique to the institutions that they work with collaboratively. Definitely the more detailed they can be, and the more explicit that they are, the easier they can be evaluated.

Robert Montez: In creating the MOU's, what we suggest is here at Del Mar College, we follow what is asked by the Texas Education Agency (TEA). So whatever is being written by TEA, we follow those guidelines and right now our current MOU's with the Early College High School's partners we are with comes out to about 14 different categories; anywhere from eligibility of courses and location of classes. As Dr. Rodriguez says, it is a living document because every day it seems like there are new changes not only from the college and IHE side but also from the TEA. You have to have that document living and you have to have that collaboration of being able to understanding of what is needed. Following the guidelines of what is needed or required within that MOU by TEA is a best practice to use.

Dr. Tracie Rodriguez: Definitely good advice in regards to start.

Evantia Ramos: Dr. Rodriguez I was going to ask, are there any topics that you have found that you strongly recommend that should be included in the MOU that have not on the TEA list or on the benchmark?

Dr. Tracie Rodriguez: I believe the topics that are identified in the Blueprint are a great starting point. I believe textbooks have always been a regular topic of conversation. Fees have also been in the regular topic of conversation. Grades and reporting of monitoring of progress have always been a regular and consistent conversation. So those are three really big ones but the Blueprint has provided some added detail in which it is they can maybe be forthcoming. We've noticed curriculum is our larger one. Some of those topics I just defined, I look at that as a bigger topic, second being the operations. What are some of the topics which it could be inclusive of? Depending on your design, the facilities.

So under curriculum, you'll notice some of the things you have already discussed. One that was not mentioned was the calendaring. Calendaring was especially important this day and time especially with the new rolling of the 75,000 minutes rules. You need to be sure your college is aligned with your high school so that you can ensure there is some consistency within your course offerings' start and end time. We've also added advising because that's a critical element to House Bill 5 and the graduation plans as well as post-secondary plans. Responsibility is on both parties; the IHE as well as the ISD.

Under operations, again the services, more importantly staffing. If it is you are going to work with the IHE to credential more staff to become dual credit, there is a process for that. How it is we look at scheduling and what could we do to even develop patterns of scheduling potentially within our MOU that the IHE can assist with? Another big on under operations is testing. Specifically state testing, national testing, SAT, ACT, STAAR. The college needs to be informed with early, advanced notice as to when those days are to be shared with faculty. Professors need to be aware of the state requirements but also be sensitive to some of the national testing days. With advanced notice, we have experienced that professorships, the earlier they know the better they can plan. It's the last minute things that sometimes are challenging for professors because they have already planned their syllabi's for the semester. Again consistent communication and advanced notification is critical to process these that are mandated by the ISD in relation to testing. Additional services like transportation, food services, and student code of conduct, behavior; there is a certain level of behavior that is expected at the college

and/or within a course whether they are off campus or on campus. Those definitely need to be included within the MOU's but with an expectation of even presenting the expectations to students and those families that are going to be part. Lastly, the facilities, whether you are going to be a designated school on the college, maybe you are across the street from the college, maybe you are just partnered with the college. Looking at, what is the accessibility? What is the usage? When is there supervision? What extracurricular can students be a part of? What do students have access to? These are just some suggested topics but really your design is going to drive those topics within the MOU that you customize. These have just been some I would say from heavy to maybe less significant but still important. Inclusive of the MOU as also a review process in which we agree upon that we will review the MOU annually or as needed whether it be an addendum or with an addendum, if needed. We've gotten to the point where we are pretty sustainable. We've had this partnership for over 10 years so it's fairly strong. We see very little changes within our MOU. It's primarily what Mr. Montez said, it's updating some of the laws that may have changed at either organization.

Robert Montez: I just wanted to say one thing about calendar. That's a real critical thing; like Dr. Rodriguez said as well, is that when you are calendaring, having the state mandated exams it's very important to let them know a lot earlier. Now what we have seen in the past is that may hinder with UIL when there may be students who will be participating in athletics and they are going to be gone. Of course, when the beginning of the year happens, you don't know if you are going to make the state playoffs or anything like that. It's a good practice that if things like that come up, the ISD needs to notify the faculty to inform them, hey they are going to be out possibly. It's up to the discretion of the faculty member at the college to provide support for them and make any type of arrangements for them. That is a key thing that is very critical that could possibly happen every day.

Dr. Tracie Rodriguez: That leads us to the leadership teams and who it is you speak with about these specific topics. It's important to implement practices of consistent meetings with your IHE partner to revise and reflect on any operational systems. Some of the examples that were just posed, you have to be able to identify key constituents that can remedy that. Include individuals that have administrative authority to make the decision you need. It's important, depending on if it's a faculty issue or it requires a dean review or even a department chair, it is critical more than one person know. The luxury of having a liaison is beneficial because that liaison can certainly be the buffer between the personnel at the IHE. In some ways, it may be something that needs to be required within the MOUs and arrangements so that you have some support on the IHE side to facilitate who it is you need to. It is critical as you plan for the early college or move within your early college, the outcomes you are expecting are critical and known of other people not just the liaison. To really look at current, future predictions and what impact that is going to have on departments. It's especially critical to define practices and procedures, if there are complaints that arise, who would you go to? If there are curriculum concerns, who would you go to? If there are student behavioral concerns, who would you go to? All of those can be three different people with three different priorities within the IHE. You have to know who it is you can call on with the help of either a liaison or a go-to person. You heard me say consistent meetings. Meeting regularly, especially in the onset, is almost a required expectation. There is not going to be an understanding unless both organizations live it together. The more regularly they meet, the easier it is to problem solve solutions that might arise. We have established some tiers here which we can look at different types of

communication with different kinds of individuals to evaluate where we need to go and to inform, discuss, and determine the operations or the role of that particular person.

So as you look at these three elements we chunked them in three tiers. One is weekly and biweekly meetings in collaboration where we are very consistent with an IHE liaison whether that be a dual credit coordinator/director, or maybe it be a dean. Whoever it is, the IHE may choose. We are fortunate to have a department here on the IHE side who is able to help with immediate assistance. The second tier is consultation where these meetings are people that you may not see regularly. These meetings are with people you might see on occasion or as needed. You need to consult just to make sure you are on track. The larger and sometimes the most challenging is the administrative meetings which are required by the Blueprint to have with the superintendent, president, assistant supe, provost, academic officer, you, dean, high school principal, Early College Director, and any other specialist that might be necessary. The administrative team are the large decision makers in which it is the president and superintendent are going to agree upon. Otherwise in the other meetings, we should be able to troubleshoot those items more quickly and efficiently. So one or two annual meetings with administration; if there needs to be more that can be called upon. With many, many of the administrative team leaders, oftentimes their calendars get busy but when it is we bring them together it needs to be very meaty and very intentional about the decision that needs to be made at that particular moment. We've been blessed to have review meetings primarily for the administration, just how are we doing? Where are we going? Where do we want to see it continued growth? It's really just, "let me tell you where we are and where we want to go." The collaboration meetings are the ones I would stress as the most critical and the most efficient to ensuring you are troubleshooting and solving any type of issue more quickly.

Then we can talk about conflict because most of those meetings, whichever tier you might experience, typically we are trying to overcome a problem that might arise. Generally, if things are going well, those are not the things we talk about as persistently but things that hinder or are barriers are ones that we are trying to tend to more specifically. You have to really look at the concerns and challenges with potential solutions together with ideas of what processes can we build to avoid this? Or what procedures do we need to identify? Or what strategies can we utilize to ensure the hardship doesn't happen again? It goes back to those individuals that you feel can contribute to that. I will tell you that feedback is essential to the process. Feedback not just from those that it's impacting but student feedback is helpful as well as feedback from both ISD and IHE liaisons. We have to have an understanding, you are going to hear me repeat that an understanding of both parties to know how it is and the way it is to proceed. We have to expect the challenges. There are going to be challenges. It's how we work through those challenges that are going to define our continued work. With any challenge, we always evaluate whether we need to think of a short term solution or a long term solution by possibly building a process. So expect that those challenges are going to surface but to also be ready as to how it is you are going to be able to overcome them.

Communication is the most critical thing. You notice the arrow means move forward. We have to be constantly moving forward. We need to keep looking at the need and the attention that is the immediacy and how is that going to impact the operation. Often times, it's too easy to complain about something but really reflecting on why are we complaining. What is it hindering? What is it impacting? We need to look at the personnel in which it is would help us troubleshoot it and then collaborate on the actions we are going to both initiate to remedy the situation. So not for the problem to stay

stagnant but move through that problem and sort through it with the right personnel. Communication is always critical to the process and it needs to be a priority for both.

So that leads us to some of the most important work of any Early College High School and that is the scheduling, the staffing, and just the design itself. To evaluate the design, if the design is giving you the outcomes you want or that you expect. To look at provisions, processes, class times, calendaring, staffing, even professional development as you see the need arise. Most importantly advising. In order for the students to get through the work, they have to be properly advised and it has to be facilitated or even coached. You have to look at currently, what are our practices and what are our procedures in order to support the work of the early college and how are we going to plan proactively by semester. One thing I have learned from the IHE is they plan a lot earlier than the ISD's do. The IHE is typically a semester if not a year ahead of us in regards to coursework. We have to be able to, on the ISD side, already preplan the expected needs to collaborate with the college. We also need to review assessments. Specifically our TSI results to know what are the predicted outcomes and what are the patterns in which the number of students need a particular course or path. Then, we need to look at staffing whether it be ISD staffing with dual credit certified, or is it college professors that are being asked to come to the schools, or students being transported to the college. The faculty also needs to have an understanding of what that looks like and why to communicate any necessary events or calendaring. Again, you hear that word because the calendaring is going to drive the operation. With any other additional events from UIL to special occasions/events, those need to be clearly communicated not only to the staff and faculty, but to our community of students and parents. We do not let students miss college classes. If they have to miss, we try to work it through the high school side. We are very protective of the time that college classes profess and professors are sensitive to that attendance. It's critical we make that a priority to insist they understand the college expectation.

Here are four notable topics in which need to be aligned and discussed with the IHE. First of all, internally you have to know the high school courses that you offer internally within the school. Given what you know you offer within the high school, then you can evaluate what is the added need at the college. Then, you evaluate where is it in the time of day or day of the week that would be most feasible to accommodate students in accomplishing their goals. Once you determine the college accessibility, you need to look at enrollments and really put some balance to those enrollments so that professors either it's going to be an immersed environment or if it's going to be a self-contained environment, they are planned for in advance. Lastly, to really look at professorships. Looking at college professorships in a way if students get choice in that professor or if they don't have choice in those professors to establish relationships with those professors in a way with communication that's going to be consistent to what it is they need. So because of the multiple designs of Early College High Schools, each one of these areas are going to play a role. The design will define that role. It is equally important to the IHE and ISD to accommodate the demand or the growth or even the enhancement of what it is that needs to be established.

Lastly, well not lastly, but most importantly is your curriculum crosswalk. This is the road map that is going to define the early college work. In order for the students to accomplish their goals that they set out to accomplish, they have to know the way and they have to know how. It is our responsibility to ensure they are not only prepared but that they met the requirements, they have the resources, and more importantly the support to maneuver through the crosswalk as well as fulfill the high school

graduation requirements that are equally important. So to really evaluate the course availability between the high school and the college, the access needs to be a consistent and intentional conversation. Evaluate the projected enrollment if you are using a cohort system. What can you expect? What should you predict that is going to be needed if it not already available? How we going to plan for it? How are we going to prepare and plan? Are we going to need new courses? Do we need to add new staff? Do we need to add more faculty? More sections? When is it they are going to be available to students? So the crosswalk is going to guide and lead that work specifically with the IHE as well as the ISD with the calendar certainly present. One thing that I think often gets a little muddled is the crosswalk is driven by the school district or the ISD specifically because of the high school graduation requirements to ensure the necessary PEIMS codes are aligned with the proper college course work.

As you plan your crosswalks and pathways, depending on what you offer with your design, this is an example of four different credentials that students can potentially obtain but with different levels and numbers of college course work. It can range from 60 hours. It can range from 30 to 40. It can be maybe 25. It could be 12 depending on which one of these pathways or programs of study they might choose.

As an example, here is a particular sample of a crosswalk. If you look right in the middle of the page where you see a PEIMS code for independent study and mathematics, you'll see one dual credit, the PEIMS code on the left, the TEA course and right underneath that you see some blue print that identifies the college courses. In this particular example, this is the high school course code, independent student in mathematics one which means first time taken. Any one of these two college courses would be acceptable. If you move over to the far right, you can see one credit is available for this course as well as it is available to grades 9-12. If you look down to the next course, independent study in mathematics II means second time taken. So if a student is going to accelerate in mathematics, they may have the option of any of these college courses below in which they would get one full credit. These are all decisions that are usually lead by the ISD. Then, you notice the third one, independent study in Mathematics III, and third time taken some additional courses. You will probably see some duplication in each of these because it's going to depend on the student and depending on the type of student that it is. If they are going the STEM route, their sequence of math courses can potentially look a little bit different. The option and the accessibility and the availability is there. This is just an example of a portion of a math crosswalk in which it is they can receive up to the one credit. People who work with the crosswalks need to be especially well versed with the PEIMS codes and the number of credits which can be obtained. The college's role in this process is to validate and verify that the courses available and the course content would at least align to it. The college typically does not get involved into the level of high school credit that is an ISD decision. Again the crosswalk needs to be driven by the high school or the ISD but with certainly with notation and awareness by the college.

With that comes the last section which is managing data. I look at this as how you are going to review and evaluate your programs, your design, what's working and what's not working. You have to assess which data sources to evaluate particular parts of your program and so the MOU is definitely a good source. Within that MOU there are also some levels in which it is you share data about institutions and IHE's so we can ensure that we are not only knowledgeable of one another's but we have an understanding of where we need to grow and where we need to improve. We establish those goals and outcomes from the onset, but we assess them by our own choosing and our own data points to assess which ones we need to enhance. For example, it could be TSI data, it could be grades, and how are they

performing in college courses? It could be our teacher certifications or teacher dual credit status. Do we need to add more sections? Do we need more help? Do we need more professor help because we have more students taking on a particular pathway that seems to be popular? So those are just a few of the data sources that I've listed on the right from the Blueprint. It's really going to be very specific and intentional to your own program or design. I think evaluating grades and performance with attention to load is critical to this process. It's not about just moving kids through it's about ensuring kids are moving through the process with success. I always often say there is no need to accelerate if the data hasn't proven to be successful. Those are the elements in which need to be discussed, reviewed, and defined. As you continue to have your program age, your data points are going to be varied from one year to the next. In some years, just like Mr. Montez said, as the laws change it's going to be even more critical to ensure we are aligning to those new laws as well. The accountability system is a great example. The accountability system for the ISD side is changing. In addition, so is the IHE. The accountability for the community colleges are also changing. It's important we have an understanding of systems to really know where it is that we want to align through. Again, I think the data drives the decision positively, more importantly, rather than negatively. When we identify areas of concern or areas of need, we equally and transparently discuss them and we look for solutions and ways to overcome them. With those seven steps, I think it brings you a sense of awareness on how the communication needs to be completely strong amongst the ISD's and IHE's. It helps with the liaison to help maneuver through those systems and organizations but the key personnel that are going to be able to facilitate and or move or push some of those decisions are going to be definitely essential to the process. In closing, we welcome any questions that you might have more important we wish everyone continued success with your partnership. If it is you have further questions and/or concerns or advice feel free to call on either Mr. Montez or myself. We will be happy to facilitate in any way we can.

Dr. Kim Woodson: Dr. Rodriguez, thank you so much for that information, yourself, Mr. Montez, and Ms. Ramos. We did have one question that came across. They asked a question in regards to who pays the cost for an adjunct instructor? My response to this, and I am not sure if you would like to add anything, it has to be something that needs to be worked out with your IHE partner, between the ISD and IHE. Sometimes I have not necessarily seen all of the MOU's for all of the schools, but as Tracie mentioned earlier this is in intentional and living document, when you are talking about the adjunct instructors that might be at the college it is possibly a college fee. Or whether or not there are teachers that are certified and have credentials over at the high school, in order to instruct those students , I don't have an definitive answer. It has to be something that is between the partnerships and placed in your MOU. Tracie, do you have any comments?

Dr. Tracie Rodriguez: I would concur with that. It's going to depend on your design and the current practice of the college. All colleges have adjunct professors. The relationship they have with the ISD, some institutions treat it as a contract. Other institutions treat it as no fees exchanged. It does just vary on the design but it is a part of the MOU defined.

Dr. Kim Woodson: Excellent. One other comment and something I thought about earlier when you had mentioned MOU topics. I really appreciated the way you mentioned that TEA provides a guideline but it's not necessarily limited to those and you have added additional topics based upon the need of you campus. One of the topics that have come up consistently in the emails that I have received has been in regards to textbooks. Not only the price of the textbook, as far as who's going to pay for them, but also

what is the cycle for those books? Meaning, will that book be used for the next two years or three years? How is that going to be arranged between the ISD and IHE? That is something else that has been added, should be added to your MOU to ensure everyone stays on the same page. Sometimes universities will have faculty changes or instructor changes. With that being said, once again students cannot pay the cost for the changes. Coming from a former ISD, we all know we have to budget and place allocations for money in order to be able to provide those materials, supplies, books, or whether or not they are going to be a book code. Sometimes they don't necessarily have a hard back book they have codes for the books they get online. So please just make sure your MOU is very defined in regards to the needs of your campus.

If anyone has any other questions, we do have just a couple of minutes left for questions. I wanted to make sure everyone was aware a survey link is going to be sent out to all the participants who logged in. We would really appreciate your time. We have just sent out the link and if you have a moment please take just a couple of minutes to answer this survey. It helps with our planning.

This is going to conclude our webinar for today. Thank you, again, for your participation. I also want to thank the Texas Education Agency, Stacy Avery Director, High School Programs, Dr. Rodriguez, Mr. Montez, and Evanita Ramos. From the Early College High School team here at Region 13; Dr. Klein, Erin Romero, Marilyn Peebles, Dr. Nemetsky, Monica Paz, and Sarah Narvaiz.

With that being said, thank you all and I hope everyone has a great day. The last page of the slide has been uploaded with our contact information. If you have any questions. We will have this posted to the txechs.org website shortly.

Thank you so much. You have a good day.