

Transitional Math Update

May 23, 2019

KATHLEEN ALMY

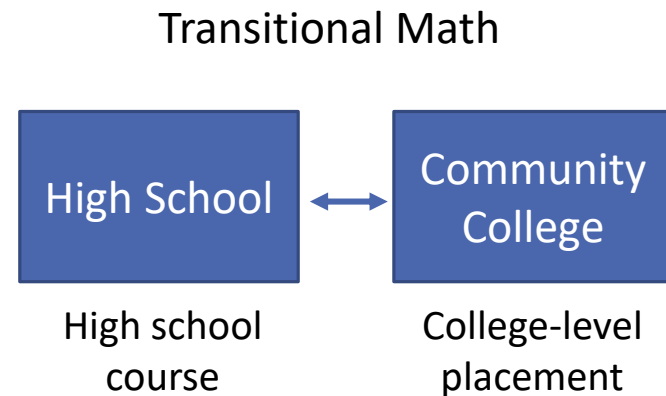
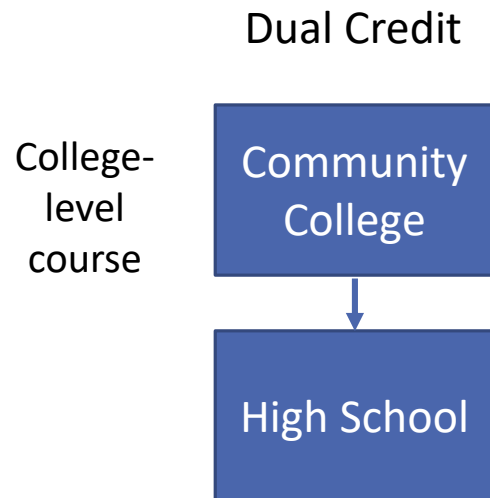
ILLINOIS DIRECTOR FOR TRANSITIONAL MATH

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www.iltransitionalmath.org

Partnerships & MOUs

High schools are equal partners with community colleges in this process.



Update: Communication

- A PWR enewsletter is distributed quarterly.
 - To be added to the distribution list, go to the TM website.
 - Check your Spam and Junk folders as the newsletter sometimes gets sent there.
 - If you would like your partnership highlighted for its work with TM, email Kathy.
- A new FAQ is being written.

www.iltransitionalmath.org

Update: Implementation

- The focus of next month's update webinar will be the implementation plan.
 - It is being finalized now and will go through ISBE and ICCB boards in June.
 - Schools will receive an implementation year of 20-21 or 21-22 by June 30.
- ISBE and ICCB are clearly defining “implement” and opt out procedures.

Update: Resource development

Resources are being edited now and will be on the website by the week of June 3. Two capstones will be available later in June. The STEM course will have the fewest resources but several activities and projects will be provided.

There will be IL-developed resources from a state workgroup along with samples from several partnerships.

Many activities, tasks, and projects will be available.

New rubrics have been posted.

NOTE: State resources are optional to use. Schools may use some, all, or none of them. The sample units created are not the only way to offer units of instruction.

Update: Professional development

PD for the materials developed statewide will begin in summer (webinars) and F2F events. Registration is available on the website (see the PD tab > Upcoming Events). The cost is \$20.

- June 25, Lincoln Land Community College (Springfield)
- June 26, Kishwaukee College (Malta)
- July 30, John A Logan College (Carterville) **[changed from June 4]**

See PD tab in website for recordings and slides of recent online PD (TM overview, advising issues, administrative issues).

An administrative academy will be provided this fall.

An online course for PD will be available this fall. It will be for teachers.

Odds and Ends

- Working with IBHE on a letter to gain formal acceptance of TM placement from universities.
 - NIU is a new addition to the list of interested universities.
- Transitional English is constantly discussed.
 - If you want to try TE, go ahead and start.
- Students should **not** be required to take a placement test prior to TM registration.
 - See Competencies and Policies document for placement requirements.

College-Level Math Projected Readiness Criteria

The following recommendations define placement criteria for transitional math courses as required by the PWR Act.

Eleventh Grade Students Projected NOT Ready for College-Level Math

A high school junior who has successfully completed state math graduation requirements but has not met at least two of the college-level math projected readiness criteria will be projected as NOT ready for college-level math and will be given transitional math opportunities in relation to their current math achievement and career interests. A student should consult with a teacher and/or advisor to determine the appropriate transitional math pathway.

Transitional Math Pathway	Minimum Criteria for Enrollment
STEM Results in guaranteed placement into College Algebra or any of the outcome courses associated with the transitional Quantitative Literacy and Statistics or Technical Math pathways. See note.	Successfully completed state high school graduation requirement in math and at least one of the following criteria: <ul style="list-style-type: none">▪ B or better in Algebra 1 or a higher math course▪ Math GPA of 2.5 or higher▪ Teacher verification of transitional college algebra prerequisite competencies
Quantitative Literacy and Statistics Results in guaranteed placement into IAI courses M1901 Quantitative Literacy, M1902 General Education Statistics, M1904 General Education Mathematics, M1907 Elementary Math Modeling or Technical Math. See note.	Successfully completed state high school graduation requirement in math.
Technical Math Results in guaranteed placement into a technical math course within the career pathway. See note.	Successfully completed state high school graduation requirement in math.

Notes

1. Students who have not selected a math pathway are placed by default into the QL/Statistics pathway.
2. GPA references cumulative, unweighted GPA on a 4.0 scale.
3. Students who have not completed state high school graduation requirements in math must be concurrently enrolled in a course to meet those requirements with a transitional math course.
4. A transitional math course cannot be used by a high school senior who has not successfully completed three years of math that fulfill the State's graduation requirements (see 105 ILCS 5/27-22, and ISBE's guidance: https://www.isbe.net/Documents/grad_require.pdf).
5. Local policies may require students with an SAT math score of 300 or below to enroll in foundational math instruction and supports either in lieu of, or concurrently with, a transitional math course.
6. The Transition to Technical Math course provides preparedness for most technical math courses that satisfy the math requirements for an AAS degree. Consult local technical math course requirements.

Portability

Portability overview

- Portability approval is based on meeting the statewide competencies and policies.
- It is required as part of implementation.
- Receiving portability means your course has been vetted by a statewide metric, providing a stamp of approval and quality.
- Students who earn Cs or better in portable TM courses get a portability code on their transcript (along with the end date of the course and their final grade). The code ensures placement into college-level courses in the TM pathway without a placement test at all IL community colleges and any accepting universities.
- Portability codes:
 - TM001 (STEM), TM002 (QL/Stats), TM003 (Tech math)
 - Codes imply a course has been approved by the statewide portability panel AND student earned a C or better in it. Portability codes may NOT be placed on a transcript unless both of these requirements are met.

Portability overview

- The panel met for the first round of approvals on May 1. They reviewed 5 test partnerships.
- 3 partnerships received approval. One received conditional approval. One partnership received a needs more information decision.
- Criteria and processes were improved, updated, and **simplified** based on the panel meeting. The AP course audit process was considered.
- Documents and samples will be available on the website by 5 pm tomorrow.
- Fall submissions are due by October 1. The fall panel will meet October 30.

Changes in approval criteria:

course and curriculum documentation changes

NOTE: These changes are related to common issues for a course to not be approved.

1. A transitional math course syllabus will be created going forward to address the needs of the classroom teacher as well as the local advisory panel and statewide portability panel.
2. Narratives for evidence of process competencies and problem/project-based learning should be in the writer's own words, not copied verbatim from the policies and competencies document.
3. The process competencies evidence will only require a narrative, but it must describe how the competencies are integrated throughout the course.
4. The problem/project-based learning evidence must include a narrative describing how the pedagogical method is used throughout the course as well as an example of a problem or project from the course.
5. The content competencies spreadsheet has been reformatted for ease of use. Also, submissions must include more than a section or lesson number or name; they must also include the topic. Chapter titles are not specific enough.

Changes in approval criteria: MOU changes

NOTE: These changes are related to common issues for a course to not be approved.

1. The last column of the table in section 1A has a clarified header indicating that the college's course name and number should be included (and IAI code, if applicable).
2. Use of the statewide template is not required, but MOUs must follow the same ordering as the statewide template. Any additional sections to an MOU must be after the required sections indicated in the statewide template but before the signature section.
3. Names of high school courses do not have to match the ISBE SIS code course name, but they should align with it. A course name should not misrepresent the content or intent of the course.
4. Grading requirements should be explicitly stated, and a specific example should be provided in the transitional math syllabus beginning fall 2019.

MOU changes

1. Transitional Math Courses

- A. Course Offerings. In accordance with the terms of this Agreement, the PWR Act, and the Statewide Competencies and Policies, the Parties agree to collaboratively establish the following transitional math courses to be delivered by the District:

Transitional Math Pathway	High School(s) Where Offered	High School Course Title & ISBE SIS Code	Outcome College Math Course(s) for Placement by number and name and IAI code (if applicable)
STEM			
Quantitative Literacy and Statistics			
Technical Math			

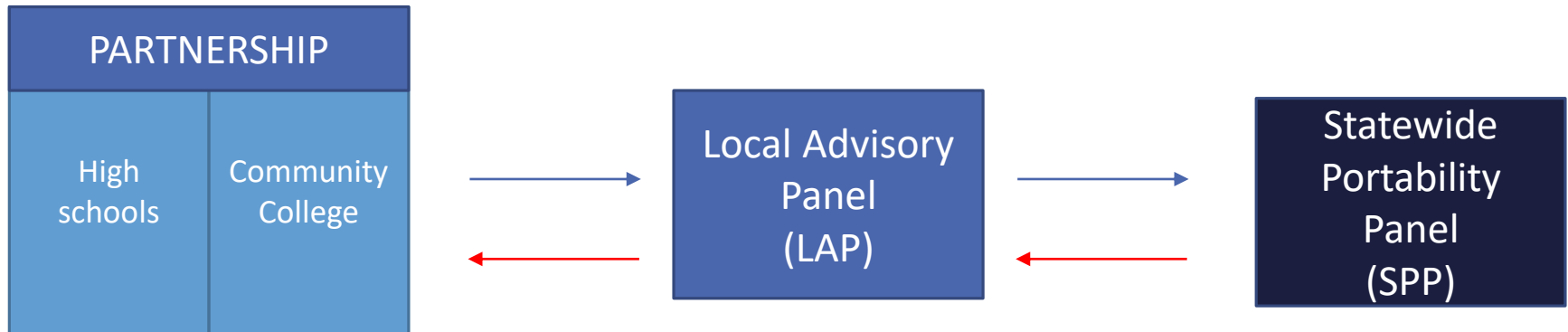
- An updated MOU template and sample will be uploaded to the website.
- Consider adding in more detail about placement and/or your LAP processes and membership if you like.

Local Advisory Panel (LAP)

Due to the importance of the role of local course review, the Statewide Portability Panel (SPP) strongly recommends as best practice that each partnership create a Local Advisory Panel (LAP) with equal representation from high school and college constituents.

The size and composition of the LAP is at the discretion of the local partnership; however, a recommended structure includes at least one administrator and one math teacher to represent the high schools in the partnership as well as at least one administrator and one math faculty member to represent the community college.

The Portability Process



HS: Creates a syllabus and competencies spreadsheet for each pathway offered and submits to LAP

HS: Incorporates changes based on feedback from LAP and SPP

HS: Records portability code, course end date, and grade on a student's transcript

HS & CC: Develop an MOU

CC: Submits representative courses & MOU to SPP

CC: Communicates additional portable courses to agencies

CC: Maintains records for portability codes in partnership

Collects syllabi and competency spreadsheets from high schools

Approves all partnership courses locally

Chooses representative courses for each pathway

Communicates to school principals information from SPP and changes to be made

Reviews representative course from each partnership for each pathway

Decides one of these:

- Approved
- Conditionally approved
- Not enough information
- Returned

Determines course approval criteria

The Portability Process

The following steps should be completed after the Local Advisory Panel has completed the review of courses in the partnership for portability and a representative course for each pathway in which portability is sought has been selected.

1. The college should complete the *Transitional Math Portability Course Submission Worksheet* and provide it to its submitter, which can be the college's IAI submitter, for input into the iPlacement system. It is advised that the college maintain a document with the portability codes for each high school in its partnership for ease of reference over time.
2. For **each** pathway in which portability being applied for, submit the following documents in PDF form.
 - ☐ A signed copy of the memo of understanding from one of the schools in the partnership
 - ☐ Representative transitional math syllabus
 - ☐ Content competencies spreadsheet corresponding to the representative transitional math syllabus
3. For schools that have been approved for portability by the LAP between submission years for a course that has already gained portability by the statewide portability panel, a *Portability Modification Form* should be completed and submitted by the college to the agencies, ISBE and ICCB. The agencies will update the portability database.

Transitional Math Syllabus

Technical Math Pathway

Course Information

Course Name	
Course Pathway	High School Transitional Math 4 – Technical Math (CTE)
ISBE SIS Code	02153A001
Portability Code	TM003
Course Duration	<i>(1 semester or 1 year)</i>

Contact Information

Teacher Name	
Teacher Email	
School Phone Number	
School Name	
Community College Name	

Course Description

Math course framework intended and designed specifically to transition students to post-secondary technical pathways or careers. Course work should align directly with the post-secondary technical math or career pathway. The course should encompass but is not limited to number sense and number systems, geometry, and basic algebra delivered through authentic, contextualized, problem-based learning environments not limited to stand alone courses, but may be incorporated into existing career and technical education (CTE) courses.

Evaluation

Course evaluation methods must meet the agreed upon grading structure in the MOU.

- *Include specific information on grading and assessment.*

Transitional Math Syllabus Template

Provides the SPP and LAP with information needed to determine the following:

- Appropriate course name and portability code are used
- Process competencies are incorporated throughout the course
- Problem/project-based learning is incorporated throughout the course
- Appropriate course materials are used
- Evaluation is used that meets the MOU and statewide requirements



Course Materials

Course materials must support the competencies of a transitional math course.

- *Include information on learning resources that are required and most frequently used such as textbooks, statewide resources, open educational resources (include links when feasible), etc.*

Course Units of Study

Units of study describe the organization of all the competencies and key performance indicators for the pathway as well as the required emphasis on problem/project-based learning. A Content Competencies spreadsheet corresponding to the units should accompany this syllabus.

- *Include a detailed topical outline for each unit of instruction*

Process Competencies

Transitional courses are intended to help students develop conceptual understanding and problem-solving ability as well as college and career readiness. To that end, the courses include process competencies related to mathematical and student success. While these competencies are not assessed directly, they should be a part of instruction and assessed indirectly. See page 6 in the *Competencies and Policies Document* at www.iltransitionalmath.org for more information.

- *Provide evidence illustrating how this criterion is being met. Evidence should address how the process competencies as well as the standards for mathematical practice are included throughout the course. Include a narrative describing how this criterion is met in your own words.*

Problem/Project-based Learning

Transitional math instruction provides students with the mathematical knowledge and skills to meet their individualized college and career goals and to be successful in college-level math courses, while aligning with the Illinois Learning Standards. These courses work to address the gaps in understanding by working on bigger problems, emphasizing problem-based learning and projects, communication, and integration of concepts, not just skill acquisition. Contexts used should be authentic whenever possible and apply to the student's college or career path.

- *Provide evidence illustrating how this criterion is being met. Evidence should address how problem and/or project-based learning is incorporated throughout the course. Include a narrative describing how this criterion is met in your own words. Also, include a sample problem or project.*

Transitional Math Syllabus Template

Provides the classroom teacher with information on course requirements, units of instruction, pedagogical approach, evaluation, and materials

Content Competencies Spreadsheet

Provides the SPP and LAP a quick way to check that all competencies and key performance indicators for a pathway are included in the course

Provides the classroom teacher a cross reference of the competencies and key performance indicators

A		D	
1	Course Information		
2	Course Name		
3	Course Pathway	High School Transitional Math 4 – STEM	
4	ISBE SIS Code	02055A001	
5	Portability Code	TM001	
6	School Name		
7	Community College Name		
8			
9	Competencies and key performance indicators		For every <u>white</u> cell in Column B, state the location where competency and KPI are addressed course (e.g., unit, lesson, section, task, assessment, etc.). <u>Chapter numbers/names are not specific enough.</u> If lesson/unit/task number is used, include a topic name. For example: Lesson 1.4 (simple linear equations).
10	CA-A1. Students can apply, analyze, and evaluate the characteristics of functions in mathematical and authentic problem solving situations.		
11	Key performance indicators		
12	a. Understand the concept of a function and use function notation.		
13	b. Interpret the dependent and independent variables in the context of functions.		
14	c. Create and interpret expressions for functions in terms of the situations they model including selecting appropriate domains for these functions.		
15	d. Understand the relationship between a function and its graph.		
16	e. Find the domain, including implied domains, and the range of a function.		
17	f. Analyze functions using different representations (verbal, graphic, numeric, algebraic).		
18	CA-A2. Students can simplify expressions, solve equations, and graph functions from the linear, polynomial, rational, and radical function families in mathematical and authentic problem solving situations.		
19	Key performance indicators for linear functions		
	a. Identify dependent and independent variables in linear		

TRANSITIONAL MATH PARTNERSHIP AGREEMENT BETWEEN

____ (“COLLEGE”)

AND

____ (“DISTRICT”)

THIS TRANSITIONAL MATH PARTNERSHIP AGREEMENT (“Agreement”) is entered as of the date of execution by both the College and the District for the establishment, implementation, and delivery of transitional math instruction to the District’s students in accordance with the Postsecondary and Workforce Readiness Act (“PWR Act”) (110 ILCS 148 et seq) and the Statewide Transitional Math Competencies and Policies jointly agreed upon by the Illinois State Board of Education (“ISBE”), the Illinois Community College Board (“ICCB”), and the Illinois Board of Higher Education (“IBHE”), (the “Statewide Competencies and Policies”). In this Agreement, both the College and the District are referred to as the “Parties,” and each, a “Party.”

The Parties agree as follows:

1. Transitional Math Courses

- A. Course Offerings. In accordance with the terms of this Agreement, the PWR Act, and the Statewide Competencies and Policies, the Parties agree to collaboratively establish the following transitional math courses to be delivered by the District:

Transitional Math Pathway	High School(s) Where Offered	High School Course Title & ISBE SIS Code	Outcome College Math Course(s) for Placement by number and name and IAI code (if applicable)
STEM			
Quantitative Literacy and Statistics			
Technical Math			

- B. Approved Curriculum Documentation, Assessment Structure, and Grading Policies. The District will ensure that each transitional math course is offered in accordance with the curriculum documentation, assessment structure, and grading policies (collectively, “Course Documentation”) approved by the Parties. Course Documentation must meet the requirements of the Statewide Competencies and Policies and any additional requirements established by the Statewide portability panel for portability approval established pursuant to the PWR Act (the “Statewide Portability Panel”). Upon approval by both Parties, the Course Documentation will be deemed to be incorporated into this Agreement.

Memo of Understanding

Provides the SPP and LAP with information to determine if the MOU addresses all required statewide policies and includes all of the components as required by the State.

Provides the high schools and colleges a contract with agreed upon responsibilities by each party

Portability Course Submission Worksheet

Transitional Math Portability Course Submission Worksheet

NOTE: This worksheet is an internal document for the college to provide the college's submitter with the necessary information to input into the iPlacement system as high schools apply for portability. It is advised that the college maintain a document with the contents of each submission worksheet's information to allow for easy reference over time.

For each high school in your partnership that is applying for portability, state the name of the high school along with their RCDTS code and portability code for which they are applying. Place an X in each box for the portability code(s).

To find the RCDTS code, go to www.isbe.net. In the System Quick Links menu at the top of the page, locate the RCDTS Lookup page.

Partnership community college name:

Date:

High school name	RCDTS code	City	Portability code		
			STEM (TM001)	QL/Stats (TM002)	Technical Math (TM003)
Example: Johnson High School	010010010260001	Johnsonville		X	

Provides the SPP with information on portability codes that a school that seeking and/or has gained in between SPP review after approval from the LAP

Provides the college's submitter needed information to input school-specific portability code requests and updates in the iPlacement system

Provides the college with information to update their records of portability codes within their partnership.

Provides the college with information to update their records of portability codes within their partnership.

[illegible]

Course Approval Criteria

Changed: May 1, 2019

Effective: Fall 2019

For a course to be approved portable, it must include the following as required by the State.

- Evidence that the process and content competencies are met
- Evidence that problem and/or project-based learning is used
- Evidence that the statewide policies are met

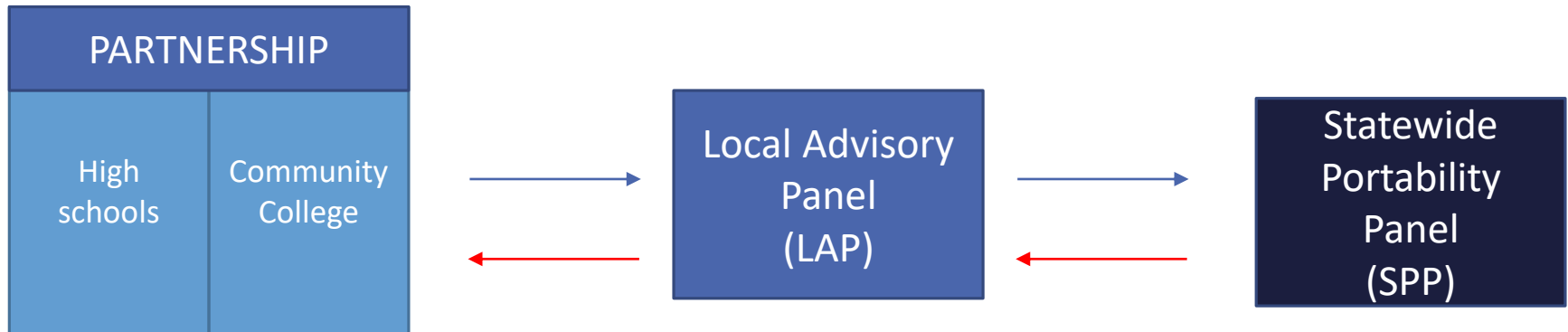
Item Required for Submission	Criteria for Approval
A. Memo of Understanding (MOU)	<p>An MOU must be agreed upon by the partner high schools and the community colleges. Include a signed copy of the MOU from one of the high schools in the partnership.</p> <p>The MOU must address all required statewide policies. Use of the statewide MOU template will simplify this process; however, the statewide MOU template is not required. MOUs must address the following components as required by the State:</p> <ol style="list-style-type: none">1. Course offerings and locations2. Transitional math pathway outcome courses3. College enrollment4. Teacher qualifications5. Professional development6. Student qualifications7. Advising supports8. Rigor and standards including grading and assessment9. Transcribed placement10. Portability information
B. Transitional Math Syllabus	<p>A course syllabus should be completed by each high school for each pathway offered. A template is provided on the transitional math website with the following information.</p> <p>Course Information State the course name chosen by the high school that aligns with the ISBE SIS code naming. Additionally, state the course pathway, ISBE SIS code, portability code, and course duration.</p> <p>Contact Information State the teacher's name and email and the high school phone number. Include the names of the high school and partner community college.</p> <p>Course Description Include the course description from the ISBE course catalog.</p> <p>Evaluation Course evaluation methods must meet the agreed upon grading structure in the MOU.</p> <ul style="list-style-type: none">• Include specific information on grading and assessment.

Course Approval Criteria

Course Approval Criteria

	<p>Course Materials Course materials must support the competencies of a transitional math course.</p> <ul style="list-style-type: none"> • Include information on learning resources that are <u>required and most frequently used</u> such as textbooks, statewide resources, open educational resources (include links when feasible), etc. <p>Course Units of Study Units of study describe the organization of all the competencies and key performance indicators for the pathway as well as the required emphasis on problem/project-based learning.</p> <ul style="list-style-type: none"> • Include a detailed topical outline for each unit of instruction <p>Process Competencies Transitional courses are intended to help students develop conceptual understanding and problem-solving ability as well as college and career readiness. To that end, the courses include process competencies related to mathematical and student success. While these competencies are not assessed directly, they should be a part of instruction and assessed indirectly. See page 6 in the <i>Competencies and Policies Document</i> for more information.</p> <ul style="list-style-type: none"> • Provide evidence illustrating how this criterion is being met. Evidence should address how the process competencies as well as the standards for mathematical practice are included <u>throughout</u> the course. Include a narrative describing how this criterion is met <u>in your own words</u>. <p>Problem/Project-based Learning Transitional math instruction provides students with the mathematical knowledge and skills to meet their individualized college and career goals and to be successful in college-level math courses, while aligning with the Illinois Learning Standards. These courses work to address the gaps in understanding by working on bigger problems, emphasizing problem-based learning and projects, communication, and integration of concepts, not just skill acquisition. Contexts used should be authentic whenever possible and apply to the student's college or career path.</p> <ul style="list-style-type: none"> • Provide evidence illustrating how this criterion is being met. Evidence should address how the process competencies as well as the standards for mathematical practice are included <u>throughout</u> the course. Include a narrative describing how this criterion is met <u>in your own words</u>. Also, include a <u>sample problem or project</u>.
C. Content Competencies spreadsheet	<p>A content competencies spreadsheet should be completed by each high school for each pathway offered. A template is provided on the transitional math website.</p> <p><u>Every</u> content competency and key performance indicator for a pathway should be addressed in the course.</p> <ul style="list-style-type: none"> • Provide a completed content competencies spreadsheet illustrating where each competency and key performance indicator is met in the course.

The Portability Process



HS: Creates a syllabus and competencies spreadsheet for each pathway offered and submits to LAP

HS: Incorporates changes based on feedback from LAP and SPP

HS: Records portability code, course end date, and grade on a student's transcript

HS & CC: Develop an MOU

CC: Submits representative courses & MOU to SPP

CC: Communicates additional portable courses to agencies

CC: Maintains records for portability codes in partnership

Collects syllabi and competency spreadsheets from high schools

Approves all partnership courses locally

Chooses representative courses for each pathway

Communicates to school principals information from SPP and changes to be made

Reviews representative course from each partnership for each pathway

Decides one of these:

- Approved
- Conditionally approved
- Not enough information
- Returned

Determines course approval criteria

Odds and Ends: Portability

- Everything outlined today is in new documents that will be uploaded by 5 pm tomorrow
- A course has portability, not a partnership. Partnerships must submit for each code they wish to have.
- Always submit the MOU with any other documentation for portability.
- The importance of the LAP cannot be overstated.

Q&A

Q&A

Q: If a LAP submits for portability, and the state-wide panel finds things lacking, does that mean NO ONE gets portability or will we have a chance for resubmission that semester?

A: In that situation, no school in that partnership would have portability at that time. If that happened in the fall, the partnership could resubmit in the spring. With the examples and templates being provided, it should be easier to acquire portability since the metric and means are simpler and clearer.

Q: How often do we have to submit? Is it every year it has to get re-approved? or is there a cycle that we have to get re-approved every few years?

A: In the [portability policies and procedures document](#) on the website are the specifics for these questions. A partnership will submit for a code when it wants to or is required by ISBE. Approval lasts for 5 years. After 5 years, LAPs will be instructed which courses to resubmit.

Q: "The Portability Process" slide says we can basically submit 3 PDFs.... but none of those include the narratives. Where will those go? (I don't think it would fit under any of the three that are mentioned here)

A: The narratives are in the parts of the syllabus on the 2nd page.

Q&A

Q: On the Content Competencies Spreadsheet, can we list, for example" Unit 1: Agriculture, Food, & Natural Resources"? or should it be more "Unit 1, Task 2A Corn and Oats"?

A: You could list a very abbreviated unit/task number and then the topic in parentheses after. For example, Unit 1, Task 2A (unit conversions).

Q: Where should the partnership grading policies go in the MOU? We embedded in the MOU, do you now what it at the end?

A: In the evaluation section of the syllabus is a place to put a school's specific grading. Please keep the broad grading policies your partnership has agreed to in the MOU.

Q: Can the course description be the exact wording from the state documents?

A: Yes. Only the narratives need to be in the writer's own words.

Q: How do we know if we are a partnership that has been approved?

A: Partnerships are notified within a week by the state agencies.

Q: Those two sheets were titled something different. The second one said modification form. Are there really two forms?

A: Yes. One is for initial submissions to seek portability and is used by the submitter to enter in the iPlacement system. The second form, a modification form, allows the agencies to update the database for a code that the partnership has already received.

Q&A

Q: Shouldn't the grading policy be in the syllabus too?

A: It will be present in the syllabus, in the evaluation section.

Q: My LAP has already met and reviewed all of the documents for 13 high schools in my area. These documents were constructed based on the previous criteria. Now we're told there are changes to those requirements. So now all 13 schools have to revise their documents and re-submit to the LAP?

A: The syllabus organizes all the content the SPP requested before into one document that's easy to use. Most likely your schools will only need to copy and paste what they've already created into the template, add the units of study, and check for any missing items. I understand your frustration, but I've tried to share at each webinar that criteria would be revised after the first test partnerships were reviewed by the SPP. Your high schools will have some edits that need to be done but they have until the fall and the edits won't be lengthy since you've already worked to meet the original criteria.

Q: If documents are submitted in the fall and partnership receives "needs more info" or "returned" does that mean any students taking the course over 1st semester would not get the portability code?

A: That is possible while we're rolling things out. In that situation, please work with Kathy or the agencies to ensure your submission is complete before submitting.

Q&A

Q: Is the SPP made up of all college representatives and if not who is part of the SPP?

A: No. It is half high school membership and half college membership. It has mostly teachers (10 from each level) plus a vice president from a college, a superintendent, and a CTE dean.

Q: What is the requirement for the teacher's credentials/certifications?

A: Any teacher who is certified to teach high school math is qualified.

Q: Do you have to work with the community college within your district? We have 2 community colleges near our high school, just curious if we could work with the one outside of our district if we wanted to do that?

A: The agencies prefer high schools to work with their district community college. If your high school sits in two CC districts, you can choose which one to work with.

Requests

1. Work on your partnership on creating a local advisory panel.
If you have a LAP, email me how you are operating to be showcased in the next webinar.
2. Work with your high schools/community college on fall 2019 MOUs and other content needed to apply for portability.
3. Plan a meeting with all of your partnership HS counselors to educate them on local issues and protocols.
4. Consider a local summit in your partnership to meet and work.
5. Work on parent letter and/or meeting to advertise TM and its benefits.
6. **Share important info from today with those affected at your school. Consider providing a departmental update.**

Upcoming updates

Monthly update webinars are for anyone, K12 or college. The next webinar date for 2019 is available on the website. See **TM News** and then **Webinar Updates** for more information.

[REGISTER](#)

Thurs June 27, 3 to 4 pm

The recording will be available on the website after each webinar.