

**Final Report**

**2015-16**

Mary Harris and Jean Keller

University of North Texas

North Texas Regional P-16 Council

<http://www.untavatar.org/>

This work was supported by a grant from the Texas Higher Education Coordinating Board (THECB). The opinions and conclusions expressed in this document are those of the authors and do not nessarly represent the opionions or policy of the THECB.

Table of Contents

[I. Executive Summary 3](#_Toc461782449)

[II. AVATAR 2015-2016 3](#_Toc461782450)

[A. History 3](#_Toc461782451)

[B. Partnerships 4](#_Toc461782452)

[C. Leadership, Coordination, and Processes of AVATAR 5](#_Toc461782453)

[D. Overview of 2015—2016 Regional Goals 8](#_Toc461782454)

[E. Overview of 2015—2016 Regional Activities and Critical Conversations 9](#_Toc461782455)

[F. Regional Accomplishments Related to Goals, 2015-16 11](#_Toc461782456)

[III. Overall AVATAR Outcomes and Effectiveness, 2015-2016 16](#_Toc461782457)

[A. Vertical Alignment of ELA and Mathematics 16](#_Toc461782458)

[B. Vertical Alignment in Career and Technical Education (CTE) 17](#_Toc461782459)

[C. Capacity Building 18](#_Toc461782460)

[D. Cost Effectiveness 18](#_Toc461782461)

[E. Dissemination of Best and Promising Practices 19](#_Toc461782462)

[F. Sustainability 19](#_Toc461782463)

[IV. Appendices 20](#_Toc461782464)

[A. Institutional Partners by Region, 2015-16 21](#_Toc461782465)

[B. AVATAR Coordinators, 2015-16 25](#_Toc461782466)

[C. Local Data PowerPoint Instructions, 2015 Update 26](#_Toc461782467)

[D. Critical Conversations 29](#_Toc461782468)

**Academic Vertical Alignment Training and Renewal (AVATAR) Final Report, 2015-16**

## Executive Summary

In the fifth year of the AVATAR Project, 2015-16, partnerships from 16 of the Educational Service Center regions in Texas participated through subcontracts administered by the University of North Texas. Regional action plans utilized the AVATAR model developed in 2011-12 to facilitate vertical alignment of courses and academic programs to enhance student success across secondary and post-secondary education as shaped in recent years by implementation of HB 5 and the 60x30TX strategic plan. Focus of regional vertical alignment efforts was on 1) collaborative development of career pathways based on endorsements earned at the high school level and leading in post-secondary institutions to stackable credentials and/or degree programs; 2) development, implementation, and/or study of the impact of College Preparatory Courses in English language arts and mathematics offered by high schools in collaboration with colleges; and/or 3) improvement of vertical alignment in disciplines of the core curriculum. Of these three goals, Career and Technical Education was the major focus of work in Regions 4, 11, and 14 and an equal focus with College Preparatory Courses in Regions 2 and 16. Leaders in accomplishment of the College Preparatory Course agenda were Regions 1, 2, 16, 17, 19, and 20, all of which reported student impact data in 2015-16. Regions for which College Preparatory Courses were the major focus of work at the development or early implementation stages included 3, 5, 7, 8, 9, 12, and 15. Regions whose action plans for 2016-17 include continuation of focus on vertical alignment in a core discipline include 1, 2, 7, 9, 16, 17, 20. The final report describes accomplishments of the regions in 2015-16 and the major strategies employed in reaching them. The report also summarizes regional expenditures and dissemination efforts in 2015-16 and sustainability plans for 2016-17.

## AVATAR 2015-2016

### History

The AVATAR Project began in 2011 through a grant from the Texas Higher Education Coordinating Board (THECB) to the University of North Texas (UNT) on behalf of the North Texas Regional P-16 Council. The purpose of the original three-year project was to develop a model for alignment of core curriculum across K-16 and higher education. The curriculum alignment model was disseminated using a training of trainers model and with Educational Service Centers (ESCs) as the coordinators of participating partnerships of school districts, two- and four-year institutions of higher education, and P-16 Council or workforce partners. An impetus for this project was implementation of the Texas College and Career Readiness Standards (CCRS), including a focus on implementation of interdisciplinary standards at the college level. In 2011-12, the AVATAR model was developed and piloted in ESC Regions 10 and 11, which are members of the North Texas Regional P-16 Council. A training of trainers conference was held on August 13, 2012, for members of partnerships from participating regions around the state. Implementation of the AVATAR model by the participating regions continued through August, 2014. ESC regions that participated for at least one year in this initial phase of the project included 1, 2, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, and 20. Although a majority of the partnerships focused their work on English language arts (ELA) or mathematics, some also worked with chemistry.

In 2014-15, the vertical alignment focus of AVATAR added the College Preparatory Courses mandated through HB 5 for school districts to offer in collaboration with higher education partners for high school students who were not college ready in ELA and/or mathematics as determined by the Texas Success Initiative (TSI) assessments. This development of transitional courses at the high school level is consistent with a national movement to address the need of students for remediation at the earliest possible level. All 20 ESC regions participated in AVATAR in 2014-15. The original participants were able to build on the work of already-established vertical alignment teams in development of College Preparatory Courses. New partners introduced the AVATAR model to participants during course design.

In 2015-16, many AVATAR partnerships built on work completed the previous year in development or implementation of College Preparatory Courses. The partnerships also focused on vertical alignment efforts of K-12 and higher education in Career and Technical Education (CTE) as suggested by emphasis in the high school graduation plan mandated by HB 5 on endorsements associated with career interests and by inclusion in the THECB 60x30TX strategic plan of identification of marketable skills. Some partnerships also continued the original work with vertical alignment of the core disciplines. In 2015-16, 16 of the regional partnerships remained active, with a change in lead institution in one of the regions.

### Partnerships

The AVATAR model calls for a partnership to include at least one school district, one community college, one four-year college, a regional ESC or other facilitating regional institution, and a P-16 Council or workforce partner. Leaders of the partnership meet regularly to set goals, examine local data, organize for action, plan implementation, and evaluate progress. Table 1 summarizes the make-up of each of the regional partnerships during 2015-16.

**Table 1. Partnership Leadership Reported by Institutional Type and Number of Representatives**

Columns indicate number of institutions of each type that participated in each regional leadership committee with the number of participating individuals in parentheses

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Region** | **ESC** | **ISD** | **2-yr college** | **4-year college** | **P-16 Council** | **Other Workforce** | **Other** |
| 1 | 1 (2) | 12 (13) | 3 (5) | 2 (7) |  |  | 2 (2) |
| 2 | 1 (2) | 4 (6) | 1 (6) | 2 (5) | 1 (1) |  |  |
| 3 | 1 (8) |  | 2 (3) | 1 (1) |  | 1 (1) |  |
| 4 | 1 (3) | 1 (11) | 1 (2) | 1 (1) |  |  |  |
| 5 | 1 (1) | 3 (13) | 3 (8) |  |  |  |  |
| 7 | 1 (4) | 2 (2) | 1 (1) | 1 (1) |  | 3(3) |  |
| 8 |  | 1 (1) | 1 (1) | 1 (1) |  | 1 (1) |  |
| 9 | 1 (3) | 3 (7) | 1(3) | 1(2) | 1 (1) |  |  |
| 11 | 1 (2) | 6 (6) | 2 (4) | 2 (4) |  | 1 (1) |  |
| 12 | 1 (1)\* | 2 (2) | 2 (2) |  | 1 (1)\* |  |  |
| 14 | 1 (5) | 6 (6) | 3 (3) | 2 (2) |  | 1 (1) |  |
| 15 | 1 (5) | 3 (3) | 6 (6) |  | 1 (1) |  |  |
| 16 | 1 (3) | 7 (8) | 5 (4) | 2 (2) | 1 (1) | 2 (2) | 1 (1) |
| 17 | 1 (1) | 3 (4) | 1 (1) | 2 (2) | 1 (1) |  |  |
| 19 | 1 (2) |  | 1 (2) | 1 (2) |  | 2 (3) |  |
| 20 | 1 (1) | 1 (1) | 1 (1) | 1 (1) | 1 (1) |  |  |

\*Represented by same individual

Source: Final and Mid-term Reports submitted by Regional AVATAR Coordinators

In addition to service on leadership committees, partnering institutions participated in Vertical Alignment Teams (VATs), at least one in every region. Appendix A lists all institutional partners for 2015-16 by region and type of institution.

### Leadership, Coordination, and Processes of AVATAR

Leadership of regional partnerships was generally assumed by a designated member of an ESC. In two regions another entity assumed leadership of a partnership of which the regional ESC was also a member. The partnership in Region 1 was led by UT-RGV, and the partnership in Region 2 was led by the Citizens for Educational Excellence. The ESC in Region 8 led an AVATAR partnership in 2014-15. In February 2015-16, Texarkana College assumed leadership of a partnership.

AVATAR coordinators for 2015-16 are listed in Appendix B. The role of the Coordinator includes organizing the partnership, facilitating critical conversations around project goals for vertical alignment, managing the AVATAR funds allotted to the partnership, maintaining project-wide communication, engaging with one another and the AVATAR leaders, and filing required reports. In 2015-16, 90-minute project-wide conference calls were held on September 22 or 24, 2015, December 8 or 10, 2015, February 2 or 4, 2016, and June 7 or 9, 2016. Agendas and minutes for these meetings appear on the AVATAR website. Conversations of each coordinator with the project director and co-director took place in April as a follow-up to March mid-term reports and in June in preparation for the final reports. Coordinators filed action plans on July 31, 2015, progress reports on December 31, 2015 and April 15, 2016, and final reports on August 15, 2016. Action plans and mid-term reports are posted under Action Plans and Minutes in the regional files on the AVATAR website.

The AVATAR model, developed in 2011-12, defines the members of a partnership and the roles assumed by partners, the processes employed annually to address the work of improving student success through vertical alignment, and a pattern for the critical conversations that need to occur. In general, partnership facilitation has been assumed by regional ESCs. P-16 Councils were charged with data gathering; and school districts and 2- and 4-year colleges were expected to share syllabi, assignments, assessments, expectations, and outcomes as part of an open exchange of information about the experiences of students. Appendix C is the template for gathering local data for annual use by partnership leaders in setting goals and evaluation outcomes of vertical alignment efforts. As part of the AVATAR model, partnerships form one or more VATs to engage in critical conversations about curriculum in selected disciplines.

**Table 2: Overall Program Goals and Related Project Goals by Region, 2015-16**

|  |  |
| --- | --- |
|  | **Goal 1: Develop ISD, post-secondary and workforce partnerships that strengthen HB5-related courses and local endorsement options.** |
| 1 | Recommend actions to improve transitions for students as they move from high school endorsements into post-secondary credential and/or degree programs. |
| 2 | Develop a team partnership with secondary, post-secondary, and workforce members to discuss and document in a flow chart the endorsements offered by districts and the alignment of the courses with potential job markets in the region. |
| 3 | Build channels for communication and collaboration to support alignment of high school endorsement programs with higher education certificate and degree programs. |
| 4 | Hold a student and parent summit that focuses on the five endorsements and how they are related to high school course offerings. |
| 7 | Develop a partnership that includes members of the secondary, post-secondary, and workforce communities to discuss the endorsements offered by the districts and their alignment to courses and the potential job market. |
| 9 | Inform students. parents, and counselors about the endorsement options. |
| 11 | Develop a health science academy partnership composed of rural school districts, supportive 2- and 4-year colleges, and workforce partners to design high school curriculum feeding into degree and certificate programs that meet local district and workforce needs. |
| 12 | Involve partnership CTE faculty in relating endorsements to local workforce needs, and design a six-year plan for student transitions in at least one endorsement area. |
| 14 | Inventory and review the endorsement programs offered by regional high schools from the perspectives of alignment with the post-secondary programs to which they may be feeders and regional workforce needs. |
| 15 | Engage workforce partners in advising the partnership about endorsement options. |
| 16 | Discuss endorsements offered by ISDs, their alignment with higher education programs, and their applicability to regional workforce needs with input from the Texas Workforce Commission staff. |
| 17 | Identify ways that post-secondary and workforce partners can support ISDs in the region in offering the endorsements. |
| 19 | Provide a regional Career and Technical Education conference with a focus on local endorsement options and that includes K-12, post-secondary, and workforce partners. |
| 20 | Support the alignment of STEM pathways in the region through professional development growing out of vertical alignment team efforts. |
|  |  |
|  | **Goal 2: Facilitate offering and documentation of College Preparatory Courses of the partnership.** |
| 1 | Collect and analyze data to assess the progress of students from four of the school districts who earned ELA and/or mathematics waivers through College Preparatory Courses. |
| 2 | Continue to develop, offer, document, and analyze results of the College Preparatory Course mathematics offering. |
| 3 | Strengthen the effectiveness of the College Preparatory Courses of the partnership districts by enhancing relationships between secondary and post-secondary partners and by creation of online modules to support teachers and improve alignment. |
| 4 | Continue development of ELA and mathematics College Preparatory Courses. |
| 5 | Use data in evaluation of effectiveness of the College Preparatory Courses. |
| 7 | Continue review and implementation of the College Preparatory Mathematics Course. |
| 8 | Increase knowledge and understanding of the College Preparatory Courses among the secondary and post-secondary partners to include a plan for documenting completion on high school transcripts. |
| 9 | Continue implementation of College Preparatory Courses by securing signed MOUs, offering professional development, and offering sessions to inform parents, students, and counselors about them. |
| 11 | Provide the ELA and mathematics College Preparatory Courses collaboratively designed by school districts and IHEs. |
| 12 | Continue to market the College Preparatory Courses, and document the number of signed MOUs, the numbers of schools offering the courses, and the numbers of students enrolling, successfully completing, and entering college. |
| 14 | Collaborate in evaluation of ELA and mathematics College Preparatory Course learning outcomes, instructional strategies, and student and instructor expectations to assure high school students are prepared for college. |
| 15 | Continue to engage counselors, principals, and curriculum leaders in implementing the offering of College Preparatory Courses and documenting student completion and success rates. |
| 16 | Communicate the availability of the College Preparatory Courses and the MOUs associated with their offering, and facilitate training for ISDs as needed. |
| 17 | Continue the dissemination of information about offering of College Preparatory Courses to students who are not college ready, and investigate opportunities to expand MOUs with 4-year institutions. |
| 19 | Track the progress, achievement, and success of students enrolled in the College Preparatory Courses, and provide content specific college readiness training and materials for the teachers of the College Preparatory Courses. |
| 20 | Deliver a College and Career Summit to disseminate best practices in collaboration, design, and delivery of aligned College Preparatory Courses and feature the work through AVATAR, Pathways, the Online College and Career Readiness Resource Center, and the Regional College Readiness Special Advisors. |
|  |  |
|  | **Goal 3: Deepen vertical alignment of the ELA, mathematics and/or science offerings of ISD and post-secondary partners.** |
| 1 | Actively support professional development in the disciplines of all three of the AVATAR VATs. |
| 2 | Continue review of and work on implementation of the College Preparatory Mathematics Course. |
| 3 | Enhance relationships between secondary and post-secondary partners to enhance the effectiveness of College Preparatory Courses. |
| 4 | Continue critical conversations about the vertical alignment of the ELA and mathematics curricula as they relate to the College Preparatory Courses. |
| 5 | Develop relationships between secondary and post-secondary educators to increase alignment of College Preparatory Courses of high school with college. |
| 7 | Create a flow chart that represents the alignment of endorsement-related offerings to college degrees and certificates and to job opportunities for students. |
| 8 | Document alignment of planned College Preparatory Courses with high school and college curricula. |
| 9 | Continue work of the ELA and mathematics VATs with high school and college courses. |
| 12 | Continue to develop the Frequently Asked Questions (FAQ) document developed by counselors to address the question of what high school graduates need to know to enter college successfully. |
| 14 | Collaborate in review of vertical alignment of program-related Career and Technical Education courses developed locally by faculty of high schools and post-secondary institutions into which they feed. |
| 16 | Refine development and implementation of the math journaling project designed to improve the alignment of Algebra II with College Algebra. |
| 17 | Evaluate the vertical alignment of the ELA and mathematics College Preparatory Courses being offered in the region, and suggest improvements and resources based on evaluations. |
| 20 | Convene existing ELA and mathematics VATs quarterly to align courses, evaluate student work, and review regional data; add a STEM VAT to focus on alignment of STEM endorsement pathways. |

As VATs were formed, Coordinators prefaced critical conversations with norm-setting and with study of the accountability policies that apply to K-12 and higher education in Texas. This helped all participants to become aware of the partnership’s curricula in relation to important elements such as the Texas Essential Knowledge and Skills (TEKS); State of Texas Assessments of Academic Readiness (STAAR) and End of Course (EOC) examinations; CCRS; TSI and other college readiness indicators; the Texas Core Curriculum; and the Academic Course Guide Manual (ACGM). These considerations led to engaging discussions about similarities and differences in the curriculum for local students as they move from high school to college and, in many cases, from 2-year to 4-year college in a particular feeder pattern. Appendix D provides a figure that outlines the types of differences in academic elements that were discussed by VATs, helping them to appreciate differences in the approaches of high school and college and how they might be reconciled and/or communicated to students.

### Overview of 2015—2016 Regional Goals

In 2015-16, AVATAR sub-contracts were directed toward the following annual goals:

* Develop or sustain regional collaborations that apply the AVATAR model to vertical alignment of endorsements with regional college and career opportunities and of College Preparatory Courses, CTE courses, and/or core disciplinary courses across secondary and post-secondary education as informed by regional needs.
* Determine best practices in collaboration and vertical alignment of programs and courses as shaped by HB 5 in view of regional characteristics, needs, and resources.

In response to the first goal, each regional partnership developed an action plan that specified its major goals for the year. Table 2 lists goals of the regions as stated in July, 2015, action plans with reference to the three options provided for vertical alignment focus: 1) Endorsement pathways and CTE options, 2) College Preparatory Courses, and 3) core curriculum or vertical alignment practice.

### Overview of 2015—2016 Regional Activities and Critical Conversations

AVATAR regional partners form and support VATs to study and promote vertical alignment of curriculum in one discipline. In 2015-16 some of the VATs that were formed served wider purposes such as vertical alignment of student advisement about the new high school graduation requirements and their implications for career and college readiness. In addition to vertical alignment of the curriculum, VATs design professional development to promote horizontal alignment by sharing what they have learned with colleagues. Sometimes VATs work directly with students, seeking information about their experiences or sharing information to promote college readiness.

Tables 3.1, 3.2, and 3.3 provide information about the VATs that were active in 2015-16. In these tables columns indicate the numbers of participating partnering institutions and are followed by numbers in parenthesis that indicate the number of participating individuals from that type of institution as reported in March mid-year and final reports. The tables show that 12 regions fielded mathematics VATs; 11, ELA VATs; and 9, VATs organized around other disciplines or purposes.

**Table 3.1. Mathematics VAT Membership Report by Institutional Type and Number of Representatives, 2015-16**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Region** | **ESC** | **ISD** | **2-yr college** | **4-year college** | **P-16 Council** | **Other Workforce** |
| 1 |  | 7 (16) | 3 (3) | 2 (3) |  |  |
| 2 | 1 (2) | 5 (5) | 2 (4) | 2 (5) | 1 (1) | 1 (1) |
| 3 | 1 (3) | 3 (4) | 2 (2) | 1 (1) |  |  |
| 5 |  | 3 (4) | 1 (1) |  |  |  |
| 7 | 2 (2) | 4 (4) |  |  |  |  |
| 8\* |  | 1 (3) | 1 (2) |  |  |  |
| 9 |  | 1 (1)) | 1(3) |  |  |  |
| 14 |  | 1 (1) | 1 (1) | 1 (1) |  |  |
| 16 | 1 (1) | 3 (4) | 1 (2) | 2 (2) |  |  |
| 17 | 1 (1) | 2 (5) | 1 (1) | 1 (1) |  |  |
| 19 | 1 (2) |  | 1 (4) | 1 (1) |  |  |
| 20 |  | 12 (16) | 1 (1) | 1. (2) |  |  |

\*Combined VAT with ELA

Source: March Mid-term Reports submitted by Regional AVATAR Coordinators

**Table 3.2. English Language Arts VAT Membership Report by Institutional Type and Number of Representatives, 2015-16**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Region** | **ESC** | **ISD** | **2-yr college** | **4-year college** | **P-16 Council** | **Other Workforce** | **Other** |
| 1 |  | 4 (13) | 3 (3) | 1 (2) |  |  |  |
| 2 |  | 1 (1) | 1 (2) | 2 (2) |  |  |  |
| 3 | 1 (4) | 3 (3) | 2 (3) | 1 (1) |  |  |  |
| 5 |  | 3 (3) | 1 (1) |  |  |  |  |
| 8\* |  | 1 (3) | 1 (2) |  |  |  |  |
| 9 |  | 1 (1) | 1(1) | 1(1) |  |  |  |
| 12 | 1 (2) | 5 (6) | 1 (6) |  |  |  |  |
| 14 | 1 (2) | 2 (2) | 1 (1) |  |  |  |  |
| 17 | 1 (1) | 2 (5) | 1 (1) | 2 (3) |  |  |  |
| 19 | 2 (2) |  | 1 (2) | 1 (1) |  |  |  |
| 20 |  | 10 (26) | 1(2) | 1. (1) |  |  |  |

\*Combined VAT with Math

Source: March Mid-term Reports submitted by Regional AVATAR Coordinators

**Table 3.3. Other VAT Membership Report by Institutional Type and Number of Representatives, 2015-16**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Region and topic** | **ESC** | **ISD** | **2-yr college** | **4-year college** | **P-16 Council** | **Other Workforce** | **Other** |
| 1 Science |  | 3 (12) | 1 (1) | 1 (7) |  |  |  |
| 4 CTE | 1 (1) | 1 (5) |  |  |  | 1 (1) |  |
| 11 Health Science |  | 4 (7) | 1 (3) | 1 (1) |  |  |  |
| 12 STEM | 1 (3) | 4 (5) | 2 (6) |  |  |  |  |
| 12 Counseling | 1 (4) | 8 (12) | 2 (4) |  |  | 1 (1) |  |
| 14 Endorsement | 1 (1) | 3 (3) | 2 (3) | 1 (1) |  | 1 (1) |  |
| 15 Concho Valley CTE | 1 (2) |  | 1 (1) |  | 1 (1) | 1 (1) |  |
| 16 Healthcare | 1 (1) | 3 (3) | 1 (4) | 2 (2) |  | 2 (2) |  |
| 20 Operational |  | 7 (8) | 1 (1) | 1 (2) | 1 (1) |  |  |

Source: March Mid-term Reports submitted by Regional AVATAR Coordinators

The work of VATs was supported by the facilitating regional ESC or other lead partner in planning and delivery of professional development. Eleven of the 16 partnership leadership committees included ESC members in addition to the AVATAR Coordinator. Sixteen of the 32 VATs active across the regions included ESC members who were typically specialists for the discipline being discussed. ESCs offered professional development that was directly connected

to the AVATAR vertical alignment model and embedded AVATAR-related programming into ESC activities organized around related purposes. For example, ESC conferences for principals, counselors, and curriculum directors often included information about College Preparatory Courses. In addition, ESCs and other lead agencies were generous in providing VATs with public and/or password protected space to share their work and to make professional development tools available to higher education and workforce personnel as well as K-12 educators.

With the need for students and parents to be informed about College Preparatory Courses and regional career pathways, AVATAR partnerships became more involved with counselors and academic advisors. Several sponsored or co-sponsored events for some combination of students, parents, educators, and workforce partners. Often these events are intended for continuation on an annual basis as partnerships seek relevance for students in their acquisition of college and career readiness.

### Regional Accomplishments Related to Goals, 2015-16

Final reports of the regions included executive summaries of accomplishments related to goals for 2015-16. Table 4 summarizes accomplishments stated in final reports as they attend to the goals stated in action plans by region and summarized in Table 3 of this report.

**Table 4: Accomplishments by Region Related to Project and Regional Goals, 2015-16**

|  |  |
| --- | --- |
|  | **Goal 1: Develop ISD, post-secondary and workforce partnerships that strengthen HB5-related courses and local endorsement options.** |
| 1 | The partnership considered endorsements and their implications for career pathways through the collaborative planning of McAllen ISD and UT-RGV to fortify preparation of students for career-related studies in medicine, law, education, and engineering, with implementation in 2016-17. |
| 2 | In November, 2015, about 250 high school junior and seniors attended the Ready for College and Career Conference featuring college and business representatives from the Coastal Bend region. In February, 2016, 8th, 9th, and 10th graders were invited to a Discover Your Direction: Exploring Endorsements Conference, with 150 attending and receiving career and related college information. As part of the Educator Externship Initiative, 50 educators were invited to participate in weeklong July, 2016, placements with local businesses and to create related lesson plans for student use in the first month of school. Planning has begun to document career pathways for at least one endorsement field in 2016-17. |
| 3 | The partnership collaborated in sponsorship of the first regional Bridges to Success Conference, October 16 and 17, in Victoria. Sessions initiated discussion of endorsements and pathways that were continued by ISDs that partner with Victoria College for dual credit and are being integrated into College Preparatory Course curricula. |
| 4 | Danbury ISD held monthly work sessions for teachers and counselors to identify career pathways associated with endorsements. A PetroChemWorks session held on April 11, 2016, deepened planning for related career pathways. |
| 7 | Attention to endorsements and their implications for career readiness occurred through development of a mathematics College Preparatory Course focused on real life applications. Goals of the course attended to soft skills, time management, and study skills as well as content, and the course employs a project based learning approach. |
| 9 | Wichita Falls ISD inventoried endorsement and career-focused programs in relation to workforce needs, which led to several changes in the curriculum. |
| 11 | Planning for a health science academy engaged the partnership throughout the year in discussion of issues that included career pathways, stackable credentials, teacher qualifications, mode of course delivery, and certification requirements, as well as vertical alignment. By June, high school curriculum had been developed in enough detail to be shared with parents of entering 9th graders with focus on 43 available hours of dual credit and other experiences associated with careers accessible through programs of the collaborating IHE’s. Weatherford College held a career planning orientation for 800 high school students in Wise County. |
| 12 | The partnership studied Heart of Texas Labor Market Information and sponsored a STEM VAT, which worked to align curriculum across high schools, McLennon Community College, and Texas State Technical College, and to explore career pathways related to engineering. |
| 14 | Partnership members addressed the goal of inventorying endorsement programs through a survey designed to help students and parents recognize the endorsements and pathways available. An instrument was developed and administered, leading to a decision by Abilene ISD to make some changes in endorsement-related curriculum. This work increased awareness of need for counselor training to support workforce development. |
| 15 | The partnership was very engaged by CTE and endorsement agendas and worked hard to develop and host a spring conference for San Angelo ISD 8th graders to connect endorsements with career options. |
| 16 | A health VAT engaged education and workforce partners in vertical alignment of curriculum. Frank Phillips College held a Community Workforce Learning Day for business leaders to share workforce opportunities and expectations with students, parents, and college and ISD educators. In April, both of the partnership’s community colleges held College DAZE open houses for teachers, counselors, and case workers to learn ways to support students through college transitions with attention to financial literacy and workforce awareness. |
| 17 | The partnership explored the relationship between endorsements offered by high schools in the region in relation to post-secondary programs of study. This led to development of a College Admission Panel for the ESC 17 CTE/Counselor Conference that has inspired other similar panels to present at fall conferences and school events. |
| 19 | ESC 19 offered a regional Preparing the Workforce of Tomorrow Conference on August 17, 2016. Developed in collaboration with workforce partners, this cohesive event drew 500 high school CTE teachers, counselors, and curriculum directors as well as college partners. |
| 20 | A “STEM Tribe” met quarterly to consider alignment of STEM curriculum, K-16. A goal is to create a publishable template that aligns career goals with multi-institutional programs of study options in the region. Beginning this task revealed its enormity as well as the variety and diversity of the collaborating institutions, which are now developing institutional templates for their own programs as a contribution to the whole. |
|  |  |
|  | **Goal 2: Facilitate offering and documentation of College Preparatory Courses of the partnership.** |
| 1 | Of the students who completed College Preparatory Courses, enrolled at UT-RGV, and completed entry-level college ELA, 72% were successful (N=25), compared to a 60% success rate for other students. For similar college- level mathematics students, 30% were successful (N=20), compared to an 18% rate for other students. Research designed to assess progress in college of students who earned ELA and/or Mathematics waivers through College Preparatory Courses offered through four school districts was approved by the UT-RGV IRB. The 67 such students enrolled at UT-RGV were not sufficient a number for the planned statistical analysis. An issue for study of these students appears to be avoidance of enrollment in the college courses of interest. |
| 2 | During the year, the number of ISDs participating in the College Preparatory Course Collaborative doubled from 15 to 30, and MOUs were updated in response to lessons learned. A College Preparatory Course Advisory Committee was established to assist teachers, counselors, advisors, and registrars. Only four school districts reported 2015-16 data, with a total of 67 enrolled students. An ELA team, developed independently, was added to the partnership. Professional development was held for mathematics and ELA teachers. Publicity for College Preparatory Courses was advanced through parent letters, an FAQ, and a HB 5 page added to the ESC 2 website. Del Mar College, Coastal Compass Education, and the Career Resource Center held a Ready Set Go Workshop in August, 2016, to support students who had begun but not completed the college application process. |
| 3 | College Preparatory Courses were offered by some of the Region 3 partners. ELA and Math VATs, with support from ESC 3 curriculum specialists, have projected a series of modules to document best practice in the delivery of College Preparatory Courses. Of the five planned modules, two were completed and a third will be completed by September 30, 2016. |
| 4 | Some school districts in the region have signed MOUs and offer College Preparatory Courses. The Coordinator informed Danbury ISD administrators, curriculum leaders, and teachers about the purposes of and processes for course and MOU development. |
| 5 | Although no students were enrolled in the College Preparatory Courses approved last year, the course syllabi and exams were available along with collaboratively developed assessments. Counselors assisted with course marketing, and they were informed about the data associated with success for each student, setting a pattern for future data sharing. |
| 7 | The College Preparatory Mathematics Course begun last year was completed by the VAT. In May, 2015, a second Mathematics VAT reviewed the course for alignment with the TEKS, rigor, and relevance. After review the course is being prepared for online availability to teachers. Curriculum directors and principals were informed about the course. |
| 8 | Texarkana College, funded in February, 2016, initiated a regional discussion about College Preparatory Courses and the factors that inform them, the cost of remediation, the 60x30TX strategic plan, and the welfare and success of students as they make college and career transitions. The partnership presented to a wider group of Region 8 ISDs on June 2, 2016. |
| 9 | Vernon College expanded its group of school district College Preparatory Course partners to 18 with signed MOUs. Implementation of College Preparatory Courses was expanded and supported by professional development for four math and six ELA teachers, who also received classroom resource kits. On October 29, 2015, parents, educators, and counselors received information about College Preparatory Courses, although attendance was reduced by the rescheduling of a football game due to weather. |
| 11 | Tarrant County College coordinated the ELA and mathematics College Preparatory Courses offered by school districts with which it has MOUs. |
| 12 | Math and ELA VATs continued development of College Preparatory Courses with focus on marketing to students and parents. ESC 12 supported College Preparatory Course offerings at a workshop for ELA teachers that included essential skills, classroom resources, model lessons, and suggestions for course delivery. McLennon Community College collaborated in offering a conference for counselors on student transitions on February 19, 2016. |
| 14 | The offering of ELA and mathematics College Preparatory Courses, for which partnership members have signed MOUs, was regularly discussed. Cisco College held a Jumpstart to College conference for Hispanic students and parents. |
| 15 | As a result of a survey conducted by the ESC, all 43 school districts have signed MOUs for offering College Preparatory Courses. All IHEs in the region were involved in this effort. On July 16, 2016, Region 15 held its first Moving Toward a Common Goal Conference and College Readiness Symposium. |
| 16 | Data were collected about College Preparatory Course student success. In Fall, 2015, 20 students who had completed an ELA or mathematics College Preparatory Course were enrolled at Amarillo College, and 11 were enrolled at Frank Phillips College. Of the 8 students who had taken math, only 3 enrolled in a college level math course, and they were successful. Of the 28 who had completed ELA, 23 enrolled in a college level course, and 15 were successful (65%). |
| 17 | ESC 17 offered four College Preparatory Course staff development sessions for 43 teachers, with additional sessions planned for September. In addition, 835 students completed ELA and 650 completed mathematics College Preparatory Courses. In spring, 2016, 445 students took the College Preparatory Math exam developed by South Plains College, but only 3 scored 69% or higher, the criterion for college readiness. Of the 216 students who took the ELA exam, 72 received a passing grade. The partnership is concerned about low scores and has made adjustments to MOUs. Problems with documenting and coding student status has led to development of two forms and an information letter for districts to share with parents. |
| 19 | The partnership has worked to support teachers of College Preparatory Courses through professional development, information packets prepared for parents of 300 of the enrolled students, and regular outreach to make sure counselors have accurate and complete college information. The partnership, which includes all school districts in the region, reports an 85% success rate in the ELA College Preparatory Course and a 65% success rate in mathematics and plans to track the performance of these students into college. |
| 20 | Effective delivery of the College Preparatory Courses by 34 districts has led to development of a College Preparatory Course Cooperative from which districts may receive funding for course development in collaboration with Alamo College and UTSA. The partnership also formed an Operational VAT to oversee administrative issues related to the delivery of the College Preparatory Courses. Through these vehicles, the partnership has been able to recognize and disseminate best practices in the delivery of College Preparatory Courses at the city-wide P-20 Summit and the Alamo Area Access and Completion Summit. |
|  |  |
|  | **Goal 3: Deepen vertical alignment of the ELA, mathematics and/or science offerings of ISD and post-secondary partners.** |
| 1 | Building on a College Preparatory Course collaboration of 35 ISDs and four IHEs led by UT-RGV with 1400 students enrolled in 2014-15, this partnership sought fidelity in course delivery. Regular participation in the three VATs was enhanced by certificates and letters of appreciation to supervisors. Science VAT members provided professional development for colleagues, and College Preparatory Course ELA and mathematics VAT members offered summer updates for teachers. Attendance of new and experienced College Preparatory Course teachers at related professional development rose to 80%. |
| 2 | The mathematics VAT studied available student data for fall and spring College Preparatory Course offerings and extended discussion and recommendations for change in the course and its assessments to the teachers. |
| 3 | Modules developed to document best practice for College Preparatory Courses reflect mutuality of goals of ISD and IHE-based programs and workforce partners at a level not possible without the critical conversations that occurred through AVATAR. |
| 4 | Critical conversation about vertical alignment was an important in discussion of career pathways that included workforce as well as school district partners. A CTE/Endorsement Symposium scheduled for May 21, 2016, established a model for annual culminating events. |
| 5 | Strong collaboration continued among six school districts and three IHEs as represented by development of College Preparatory Course curriculum and agreement on a common MOU. The cordial relationships developed are a good starting point for further alignment work. |
| 7 | A Bridging the Gaps Conference held February 23, 2016, brought together workforce and education partners, and plans have begun for a 2017 conference. The partnership began to document the certifications offered in the region. |
| 8 | On August 6, 2016, ELA and mathematics teachers from seven districts met to examine materials presented by teachers who had offered College Preparatory Courses in DeKalb ISD and software that might be used in delivery of the courses. Participants discussed the alignment of College Preparatory Course content with the TSI. |
| 9 | Math and ELA VATs were active through the year in developing lessons and activities to strengthen vertical alignment of the curriculum in these disciplines. |
| 12 | Four VATs met regularly throughout the year to further alignment tasks, concluding this year’s work at a Heart of Texas State of Education conference on June 9, 2016, where their efforts were recognized. The Counselor VAT has developed an FAQ about college readiness for use across the region. |
| 14 | The work of a CTE VAT that included workforce partners led to creation of a Welding Certification program in Abilene ISD and a HVAC (heat, ventilation, & air conditioning) and Plumbing Program that could lead to certification at the post-secondary level. An early childhood and development team collaborated in development of a multi-institutional curriculum and partnerships to support its components. The handout that summarizes this work provides a model for use by other career options. |
| 16 | Work of the math VAT with the math journaling project was continued and documented through a video and a presentation on July 26 at the Panhandle Math and Science Conference. Work of a new health VAT led to approval by Amarillo College of a Patient Care Technician Program whose development solidified relationships among all partners for delivery of the program. |
| 17 | VATs worked through the year to document alignment of Algebra II and English IV to the related TEKS and to college level courses. These high school courses were chosen because they are the ones in which the College Preparatory Courses are embedded. The crosswalks are documented in LiveBinder. |
| 20 | The ELA and mathematics VATs have continued to lead development of the College Preparatory Courses through assessment of impact. Data collected this year will be used next year in measuring the success of students who attend the colleges of the partnership. |

Source: Final and Mid-term Reports submitted by Regional AVATAR Coordinators

## Overall AVATAR Outcomes and Effectiveness, 2015-2016

Common outcomes of AVATAR included in 2015-16 final reports pertained, in general, to continued development, offering, and evaluation of the ELA and mathematics College Preparatory Courses begun in 2014-15, vertical alignment of high school endorsement options with CTE pathways, and the capacity built by on-going collaborations. These outcomes are discussed in the sections that follow. The effectiveness of AVATAR is also considered in terms of use of regional funds, dissemination of findings, and plans for sustainability.

### Vertical Alignment of ELA and Mathematics

As noted in the history section, the original focus of AVATAR was on vertical alignment of the core curriculum, with a majority of the regions placing their effort on ELA and/or mathematics. In 2014-15, the focus of AVATAR was shifted to development of College Preparatory Courses in these two disciplines, and regions not previously involved joined the project. Regions that had already developed strong ELA and/or mathematics VATS were advantaged in this transition. Those that had already been part of AVATAR for three years in 2014-15 included Regions 1, 2, 6, 7, 9, 10, 11, 12, 15, 16, and 20. Regions that were new to AVATAR in 2014-15 were 3, 4, 5, 8, 17, 18, and 19. Leaders in accomplishment of the College Preparatory Course agenda were Regions 1, 2, 16, 17, 19, and 20, all of which reported student success data in 2015-16. Common characteristics of these regions include proximity to the border and a record of collaboration among the partners. Accomplishments of Regions 1, 2, 16, 17, 19, and 20 in 2015-16 reflect resolution of issues in implementation of College Preparatory Courses over time. These accomplishments included

* Revision of MOUs to assure timely sharing of student data among partners for use in evaluation
* Articulated protocols to assure clear transcripting of course results and their implications for placement decisions of higher education partners
* MOUs between Regions 20 and 1 and Regions 2 and 1 to enable recognition of College Preparatory Courses by IHEs across regions
* Development in Region 20 of a mechanism for on-going support of College Preparatory Courses
* Development in Region 17 of protocols for dual enrollment of College Preparatory Couse students in other courses as a means of dealing with small numbers
* Development in Region 19 of materials to inform parents of students in College Preparatory Courses

ESC regions that serve primarily rural schools and/or those that serve urban school districts with multiple higher education partners found it harder to move the College Preparatory Course agenda. In 2015-16, Regions 3, 5, 7, 9, 12, and 15 focused primarily on continued work with College Preparatory Courses begun the previous year. Their efforts led to the signing of MOUs, professional development of teachers of the courses, providing information about the courses to multiple audiences, and helping students prepare for college transitions. A new subcontract with Texarkana College renewed the College Preparatory Courses discussion in Region 8 in the spring 2016 semester. Accomplishments of these regional projects included

* Increased regional consensus about the meaning of college readiness
* Integration of soft skills and study skills into the College Preparatory Courses that were developed
* Development of College Preparatory Course resource materials for use by teachers and counselors
* Compliance with HB5 through collaborative planning of College Preparatory Courses and signing of MOUs

### Vertical Alignment in Career and Technical Education (CTE)

In 2015-16, most regions worked on vertical alignment of high school programs as they were shaped by endorsement options. This was the major focus of activity for Regions 4, 11, and 14 and an equal focus with development of College Preparatory Courses for Regions 2 and 16. Regions 7, 9, 12, 15, 17, 19, and 20 also reported accomplishments related to this goal. In Regions 11, 12, 14, 16, and 20, vertical alignment efforts focused on one of the endorsement options. These regions formed CTE VATs that studied the high school, community college, and university curricula of a particular career pathway and recommended curriculum changes to ease transitions of students. Regions 11 and 16 focused on health careers; Region 14, on child

development and human services; and Regions 12 and 20, on STEM careers and engineering.

Accomplishments of regions that focused on CTE included

* Development of multi-institutional advising tools that document pathways, credential and degree sequences, stackable credentials, and sources of more information about specific career clusters
* Revision of the curricula of one or more of the partners for efficiency, alignment, or consistency with current industry practice
* Collaboration in course or program offering through dual credit, shared resources, and changes in policy
* Integration into the ISD curriculum of CTE content through professional development and/or externships for teachers
* Sponsorship of events for students to explore regionally available career pathways associated with their choices of endorsement options
* Exploration of prior learning assessments, credit for workforce courses, and redesign of degree plans

### Capacity Building

Coordinators’ final reports for AVATAR regularly discussed as outcomes the value of the relationships formed among K-12, higher education, workforce, and community partners. A strong history of collaboration makes further collaboration possible. Members of partnerships were grateful for the models provided in AVATAR for collaborative resolution of a variety of problems in design, delivery, and evaluation of an increasingly common curriculum across K-12 and higher education. This kind of work calls for on-going effort to share the fruits of collaboration with other professionals, students, and parents across the partnering institutions. From the first, AVATAR VATs recognized the importance of horizontal as well as vertical alignment of the curriculum and worked to share their learning with colleagues through professional development. In the last two years, these efforts have been expanded to sharing with administrators, counselors/advisors, parents, students, and workforce partners as the importance of teamwork for the implementation of HB5 and 60x30TX becomes apparent.

### Cost Effectiveness

In 2015-16, the AVATAR budget distributed $117,600 to the regions through subcontracts. Individual subcontracts ranged from $2500 to $8500. In addition, a few regions had carryover funds from their earlier subcontracts with THECB, and a few received supplementary subcontracts to complete particular activities. All of the subcontractors expended all of their funds according to the budgets submitted with their mid-term and final reports for 2015-2016. The majority of funds were spent on personnel to coordinate the vertical alignment discussion and on stipends for the faculty who worked together for student success. A smaller percent of the funds was spent on supplies, travel, and food. Table 4 shows, in percentages, the categories of expenditure of their project budgets by the various regions.

**Table 4: Percentage of Subcontract Expenditure by Region and Budget Category**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Region** | **Personnel** | **Travel** | **Materials** | **Food** | **Stipends** | **Other** |
| 1 UT-RGV | 46.5 | 26.4 | 27.1 |  |  |  |
| 2 CEE | 71.1 | 4.1 | 4.4 | 4.6 | 15.8 |  |
| 3 | 60.8 | 27.8 | 4.7 | 6.6 |  |  |
| 4 | 84.9 | 1.9 | 9.4 | 3.8 |  |  |
| 5 |  |  | 0.1 | 2.0 | 97.9 |  |
| 7 | 91.0 |  | 1.9 |  | 7.1 |  |
| 8 Texarkana College | 63.9 | 6.5 |  | 29.6 |  |  |
| 9 | 29.9 | 14.2 | 34.2 | 17.5 |  | 4.2 |
| 11 |  | 2.5 | 2.2 |  | 95.3 |  |
| 12 | 37.6 |  | 5.8 | 8.9 | 44.7 | 2.9 |
| 14 | 78.5 |  |  | 10.0 |  | 11.5 |
| 15 | 91.5 |  |  |  |  | 8.4 |
| 16 | 45.9 |  | 2.8 | 1.0 | 28.4 | 21.9 |
| 17 | 31.4 |  | 0.6 | 11.1 | 50.3 | 6.5 |
| 19 | 11.5 |  | 34.6 |  | 17.9 | 36 |
| 20 | 62.6 | 1.9 |  | 15.5 |  | 19.9 |
| Mean | 50.4 | 5.3 | 8.0 | 6.9 | 22.3 | 7.1 |

Source: Final Reports submitted by Regional AVATAR Coordinators, August 15, 2015

### Dissemination of Best and Promising Practices

Appendix E provides a list of presentations and publications that were made about AVATAR in all years of the project. Since 2011, 12 articles have been published and 48 presentations made about AVATAR to external audiences throughout the state of Texas and beyond. These presentations do not include those made to members of the AVATAR partnerships such as ESC staff or P-16 Councils, nor do they generally include professional development programs for local teachers, counselors, curriculum directors, and/or administrators. Of the dissemination events listed, two publications and 21 presentations occurred during the period of the current grant, between May, 2015, and August, 2016.

### Sustainability

As part of its final report, each of the regions submitted a sustainability plan for 2016-17. Table 5 summarizes actions anticipated by the regions as part of their sustainability plans.

**Table 5: Actions Planned for Sustainability of Vertical Alignment Collaborations, 2016-17**

|  |  |
| --- | --- |
| **Actions to Sustain Vertical Alignment** | **Regions Reporting This Action for 2016-17** |
| Maintain the Partnership through meetings and/or addition of partners | 1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 14, 16, 17, 19, 20 |
| Expand participation in MOUs and offering of College Preparatory Courses | 3, 5, 8, 9, 11, 12, 15, 16, 17 |
| Evaluate and facilitate vertical alignment of College Preparatory Courses | 1, 2, 3, 5, 7, 8, 9, 12, 17, 19, 20 |
| Evaluate impact of College Preparatory Courses | 1, 2, 5, 7, 9, 12, 14, 17, 19, 20 |
| Disseminate information for students, parents, counselors, and/or research and development communities about College Preparatory Courses and/or other related aspects of college readiness and success | 1, 2, 3, 8, 11, 14, 17, 20 |
| Assess needs and offer professional development for teachers of College Preparatory Courses | 1, 2, 3, 7, 8, 9, 12, 15, 17, 19, 20 |
| Deepen vertical alignment of secondary with post-secondary offerings in mathematics, ELA or science | 1, 2, 7, 9, 16, 17, 20 |
| Identify, refine, and/or implement curriculum based on vertical alignment of endorsements with post-secondary career pathways related to regional workforce needs | 1, 2, 4, 5, 11, 12, 14, 16, 17, 19, 20 |
| Disseminate information to students, parents, counselors, and/or educators about career pathways and their relationship to college readiness and success | 2, 4, 5, 11, 12, 15, 16, 19 |
| Feature collaboration for vertical alignment to promote college and career readiness through annual regional conferences | 2, 4, 7, 12, 14, 15, 16, 19, 20 |

Source: Final reports submitted by Regional AVATAR Coordinators, August 15, 2016

Regional plans for sustainability often depend on the AVATAR lead institution for major aspects of implementation. However, other partners have assumed responsibility for implementation of plans directly related to their interests and needs. For example, community colleges plan to provide leadership for implementation of College Preparatory Courses in their service areas, and workforce partners plan to support professional development related to college and career readiness. Virtually every region anticipates continuation of collaborative efforts begun through AVATAR, with most focusing on College Preparatory Course implementation and evaluation, according to their stages of current development, and many focusing on development and implementation of CTE pathways as means of enhancing student success.

## Appendices

1. Institutional Partners by Region, 2015-16
2. AVATAR Coordinators, 2015-16
3. Template for Local Data
4. Critical Conversations
5. Presentations and Publications About AVATAR

### Institutional Partners by Region, 2015-16

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Region 1 Partners** | **Region 2 Partners** | **Region 3 Partners** | **Region 4 Partners** |
| Lead Institution: | University of Texas, Rio Grande Valley | Education to Employment Partners\* | Region 3 ESC | Region 4 ESC |
| School Districts: | Edinburg CISD | Banquete ISD | Ganado ISD | Danbury ISD |
| Hidalgo ISD | Calallen ISD | Industrial ISD |  |
| La Feria ISD | Corpus Christi ISD | Karnes City ISD |  |
| LaJoya ISD | Edem-Edroy ISD | Victoria ISD |  |
| La Villa ISD | Flour Bluff ISD |  |  |
| Lyford CISD | Freer ISD\*\* |  |  |
| McAllen ISD | Gregory-Portland ISD |  |  |
| Mercedes ISD | Odem-Edroy ISD |  |  |
| Mission CISD | Robstown ISD |  |  |
| PSJA ISD |  |  |  |
| Rio Hondo ISD |  |  |  |
| San Benito CISD |  |  |  |
| Sharyland ISD |  |  |  |
| South Texas ISD |  |  |  |
| Vanguard Academy |  |  |  |
| Weslaco CISD |  |  |  |
| Zapata County ISD |  |  |  |
| Two-year Colleges: | South Texas College | Coastal Bend College | Coastal Bend College | Lone Star College |
| Texas Southmost College | Del Mar College | Victoria College |  |
| Texas State Technical College |  | Wharton County Jr. College |  |
| Four-year Colleges: | University of Texas, Brownsville | Texas A&M - Corpus Christi | University of Houston - Victoria | University of Houston-Downtown |
|  | University of Texas, Rio Grande Valley | Texas A&M - Kingsville |  |  |
| Region ESC: | Region 1 ESC | Region 2 ESC | Region 3 ESC | Region 4 ESC |
| P-16 Council: |  | Education to Employment Partners\* |  |  |
| Other Workforce Partners: |  | Cmath is Easy | Formosa Plastics | Petrochemical |
| Other: | Educate Texas, Communities Foundation of Texas |  |  |  |
|  |  | *\* formerly Citizens for Educational Excellence* |  |  |
|  |  | *\*\*first semester* |  |  |

Institutional Partners by Region, 2015-16 (continued)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Region 5 Partners** | **Region 7 Partners** | **Region 8 Partners** | **Region 9 Partners** |
| Lead Institution: | Region 5 ESC | Region 7 ESC | Texarkana College | Region 9 ESC |
| School Districts: | Beaumont ISD | Pine Tree ISD | DeKalb ISD | Burkburnett ISD |
|  | Nederland ISD | Piney East Perkins Consortium |  | Wichita Falls ISD |
|  | Silsbee ISD | Union Grove ISD |  | Windthorst ISD |
| Two-year Colleges: | Lamar Institute of Technology | Kilgore College | Texarkana College | Vernon College |
| Lamar State College - Orange |  |  |  |
| Lamar State College - Port Arthur |  |  |  |
| Four-year Colleges: | Lamar University | University of Texas - Tyler | Texas A&M - Texarkana | Midwestern State University |
| Region ESC: | Region 5 ESC | Region 7 ESC |  | Region 9 ESC |
| P-16 Council: |  | Tyler Business and Education Council |  | Region 9 ESC P-16 Council |
| Other Workforce Partners: |  | Kilgore Economic Development Corporation\*\* | Workforce Solutions of Northeast Texas |  |
| Other: |  |  |  |  |
|  |  | *\*\*first semester* |  |  |

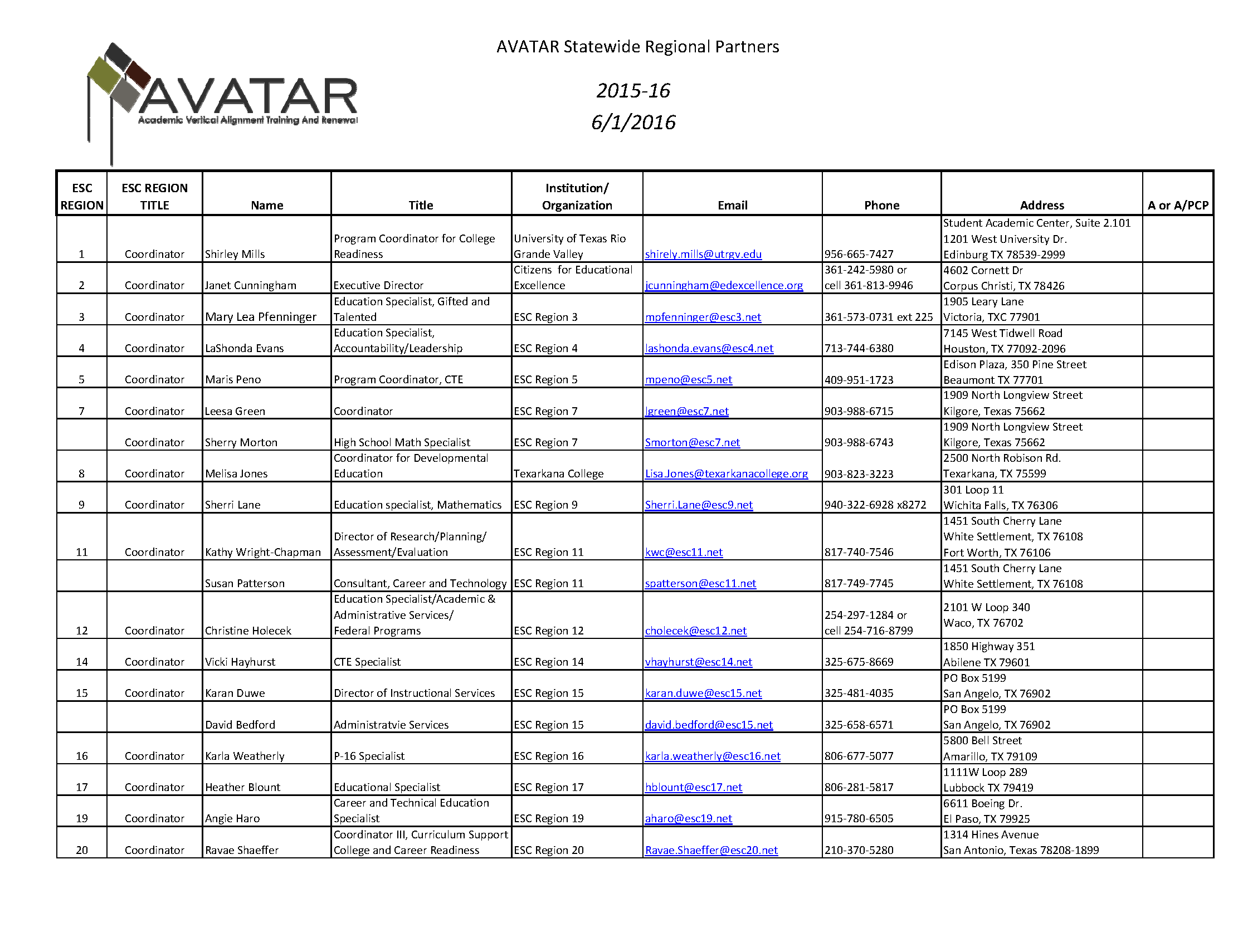
Institutional Partners by Region, 2015-16 (continued)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Region 11 Partners** | **Region 12 Partners** | **Region 14 Partners** | **Region 15 Partners** |
| Lead Institution: | Region 11 ESC | Region 12 ESC | Region 14 ESC | Region 15 ESC |
| School Districts: | Brock ISD | Academy ISD | Abilene ISD | Bronte ISD |
| Gordon ISD | China Spring ISD | Clyde ISD | Eden CISD |
| Lipan ISD | Connally ISD | Haskell CISD | Sonora ISD |
| Millsap ISD | Eddy ISD | Roscoe Collegiate HS | Texas Leadership San Antonio |
| Mineral Wells ISD | Groesbeck ISD | Snyder ISD |  |
| Perrin-Whitt CISD | Iredell ISD | Stamford ISD |  |
|  | Lorena ISD |  |  |
|  | Killeen ISD |  |  |
|  | Midway ISD |  |  |
|  | Reicher Catholic HS |  |  |
|  | Riesel ISD |  |  |
|  | Waco ISD |  |  |
|  | West ISD |  |  |
|  | Wortham ISD |  |  |
| Two-year Colleges: | Ranger College | McLennan Community College | Cisco College | Cisco College |
| Tarleton State University | Texas State Technical College | Rochester VoTECH | Central Texas College |
| Tarrant County College |  | Texas State Technical College | Howard College |
| Weatherford College |  | Western Texas College | Ranger College\*\* |
|  |  |  | Southwest Texas Junior College |
|  |  |  | Western Texas College |
| Four-year Colleges: | University of North Texas |  | Hardin Simmons University | Angelo State University |
|  |  | McMurry University |  |
| Region ESC: | Region 11 ESC | Region 12 ESC | Region 14 ESC | Region 15 ESC |
| P-16 Council: | North Texas Regional P-16 Council | Heart of Texas Regional P-16 Council | Abilene P-16 Council | San Angelo P-16+ Council |
| Other Workforce Partners: | Workforce Solutions for Central Texas \*\* | Workforce Solutions for Central Texas\*\* | West Central Texas Workforce Solutions | Concho Valley Workforce Solutions |
| Other: |  | Center for Learning and Development |  |  |
|  | *\*\*second semester* | *\*\*second semester* |  | *\*\*first semester* |

Institutional Partners by Region, 2015-16 (continued)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Region 16 Partners** | **Region 17 Partners** | **Region 19 Partners** | **Region 20 Partners** |
| Lead Institution: | Region 16 ESC | Region 17 ESC | Region 19 ESC | Region 20 ESC |
| School Districts: | Amarillo ISD | Frenship ISD |  | Alamo Heights ISD |
| Borger ISD | Lubbock ISD |  | Boerne ISD |
| Canyon ISD | Shallowater ISD |  | Charlotte ISD |
| Canadian ISD | Smyer ISD |  | East Centrol ISD |
| Hereford ISD |  |  | East Wood ISD |
| Kress ISD |  |  | Floresville ISD\*\* |
| Turkey-Quitaque ISD |  |  | Harlandale ISD |
| Vega ISD |  |  | Ingram ISD |
|  |  |  | Judson ISD |
|  |  |  | Lytle ISD |
|  |  |  | New Braunfels ISD |
|  |  |  | North East ISD |
|  |  |  | Northside ISD |
|  |  |  | San Antonio ISD |
|  |  |  | Schertz-Cibolo Universal City ISD |
|  |  |  | Southwest ISD |
|  |  |  | South Side ISD |
|  |  |  | Uvalde ISD\*\* |
| Two-year Colleges: | Amarillo College | South Plains College | El Paso Community College | Alamo Colleges |
| Clarendon College |  |  |  |
| Frank Phillips College |  |  |  |
| Four-year Colleges: | Texas Tech University, Amarillo\*\* | Texas Tech University | University of Texas at El Paso | University of Texas at San Antonio |
| West Texas A&M University | Lubbock Christian University |  |  |
| Waland Baptist University |  |  |  |
| Region ESC: | Region 16 ESC | Region 17 ESC | Region 19 ESC | Region 20 ESC |
| P-16 Council: | Texas Panhandle P-16 Council | South Plains P-20 Council |  | P-16 Plus of Greater Bexar County |
| Other Workforce Partners: | Panhandle Workforce Solutions |  | Workforce Solutions Borderplex |  |
| Baptist Community Services |  |  |  |
| Education Credit Union |  |  |  |
| Northwest Texas Healthcare Services |  |  |  |
| PanhandleTwenty/20 |  |  |  |
| Ware Living Center--Long Term Care |  |  |  |
| Other: |  |  | Greater El Paso Chamber of Commerce | UTSA Office of P-20 Initiatives |
|  | *\*\*second semester* |  |  | *\*\*first semester* |

### AVATAR Coordinators, 2015-16



### Local Data PowerPoint Instructions, 2015 Update

**ISD Data**

The first seven slides are based on data from the Texas Education Agency [Texas Academic Performance Reports](http://ritter.tea.state.tx.us/perfreport/tapr/).

Select the most recent year available at the “school” level. Enter the name of the campus of interest following the directions provided. This should take you to the complete TAPR for your campus. These can be printed, but the entries are very small, so it is easier to read them online.

Slide 1 Student Demographics. For numbers of students by grade, scroll down to STUDENT INFORMATION, about 60% through the report. The size of the graduating class and the percentages of students who completed the different kinds of curriculum are in this section, under the ethnicity and other demographic information.

Slide 2 Ethnicity. These data are from the STUDENT INFORMATION.

Slide 3 Student Subgroups. Also from STUDENT INFORMATION.

Slide 4 College Ready High School Graduates Based on Test Results. Scroll back to the student performance data that follows the STAAR indicators, and look at the seventh indicator. These data pertain to results on the TAKS exit test or the SAT/ACT results in English Language Arts, Mathematics, and Both. The order of the entries by ethnicity is always the same and in the order presented on the slide. Also, the campus data are in bold.

Side 5 Advanced Placement Dual Credit Completion. Advanced course/dual enrollment completion is the fourth indicator in this same section of the TAPR.

Slide 6 Percentage AP/IB Tested and Meeting Criteria. These data appear after the College Ready Graduates on the school reports.

Slide 7 Graduates enrolled in Texas Institutions of Higher Education and Completing One Year Without Remediation. These statistics are near the end of this same section.

**THECB Data**

The remaining slides are based on data from the Texas Higher Education Coordinating Board (THECB) site. From the THECB main site, enter Data Resources and Tools.

Slide 8 Where Graduates Attend College. This information is in the High School to College section on the upper right of the screen, under “High School Graduates in Higher Education.” Enter [High School Graduates Enrolled in Higher Education the Following Fall by High School County, School District, High School.](http://www.txhighereddata.org/index.cfm?objectid=4BDC74A8-06D9-51A7-6DB57DE4B71C5C95) Select your year, and scroll down to your county, and high school for data on high school graduates by IHE attended.

Slide 9 Six Year Degree Attainment of High School Graduates. Stay in the High School to College part of the THECB site. [Enter Texas Higher Education Outcomes of Texas Public High School Graduates.](http://www.txhighereddata.org/index.cfm?objectId=7C7D9053-F9F8-111B-01FE5DD0C0ED8B75) Use the Regional Summary and High School Detail spreadsheet. Your goal is the find graduates of your high school. To use these data, you need to know which THECB Region you are in. These are not the same as the TEA regions. Find your region on this [map.](http://www.thecb.state.tx.us/reports/PDF/2386.PDF?CFID=21520294&CFTOKEN=29663135) Then go to the High School Detail section of the spreadsheet which is sent up by THECB region, then by district, and then by high school. The order of the regions, which do not appear on the spreadsheet, is names alphabetically are High Plains, Northwest, Metroplex, Upper East, Southeast, Gulf Coast, Northwest, Central Texas, South Texas, West Texas, Upper Rio Grande. Data are not included for high schools with fewer than 10 data points. Scroll to your region, on the basis of the order provided above, and then to your district and high school

Slide 10 Higher Education Enrollment Data. On the THECB Data Resources and Tools homepage, enter the [Online Institutional Resumes](http://www.txhighereddata.org/Interactive/Resumes/) section in the Online Application Section. Use the menus to select the institutional resumes for your 2 and 4 year partners. Select the version for Prospective Students, Parents, and the Public. These are intended to be printed and used for reference. The enrollment data are in the upper left on each resume.

Side 11 Higher Education Completion Data. The degrees/certificates awarded by the institutions and the number of completers for one year appear to the right of the institutional resumes.

Slide 12 GPA from First Year Grades of High School Graduates. Stay in the High to School to College part of the THECB site. Enter [High School Grads GPA in Higher Education](http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradAcademicPerformance.cfm). Choose your year, and then scroll down to your county, district, and school to find GPA distributions for two and four year institutions.

Slide 13. Student Demographics in Higher Education. These are from the first section of the most recent institutional resumes.

Slide 14 Dual Credit Enrollment. Go to the High School to College area of the THECB site, and enter [Dual Credit Data](http://www.txhighereddata.org/index.cfm?objectId=28CFDAD7-9721-1F85-364E1813799CE55B). Then enter Dual Credit Enrollments and Semester Credit Hours by Institution. Find your institution for the most recent year. These date are available for both 2 and 4-year institutions although many 4-year institutions do not participate.

Slide 15 FTIC Student Profiles. These data are from Participation section of the Data Resources and Tools; go to [Developmental Ed Data (TSI).](http://www.txhighereddata.org/reports/performance/deved/) Print the data for both your 2-year and 4-year partners, and make sure they are based on data collected for the same cohort tracked for the same number of years. The Number of FTIC (First Time in College) Students is reported at the top. The FTIC Students Not Needing Developmental Education are the ones who “Met state standards in all areas.” Numbers of students who did not meet standards by subject also appear on the first page.

Slides 16 and 17. FTIC Remediate and Success Rates. The percentages that appear on this table come from several parts of the Developmental Education Accountability Reports. The items headings vary somewhat for 2-year and 4-year institutions. Look for the following column headings: Percent Attempting Developmental Education,” “College-Level Course Completion (Grade A, B, C) (Percent of Those Attempting College Level),” and “Percent Returning Fall 2013.”

The sample PowerPoint provides different slides for the 2-year and the 4-year partner.

Slide 18 Student Migration Data. These data are found in the Participation section of the Data Resources and Tools page. Go to the [Student Migration Data](http://www.txhighereddata.org/reports/performance/ctcsmigr/) report.

The menu will take you to the 2-year institution of interest. A table for each institution provides information about non-graduates, graduates, and core curriculum completers after their transfer to various types of institutions. The sample is based on date for students in the academic programs, but other programs may be of interest to you.

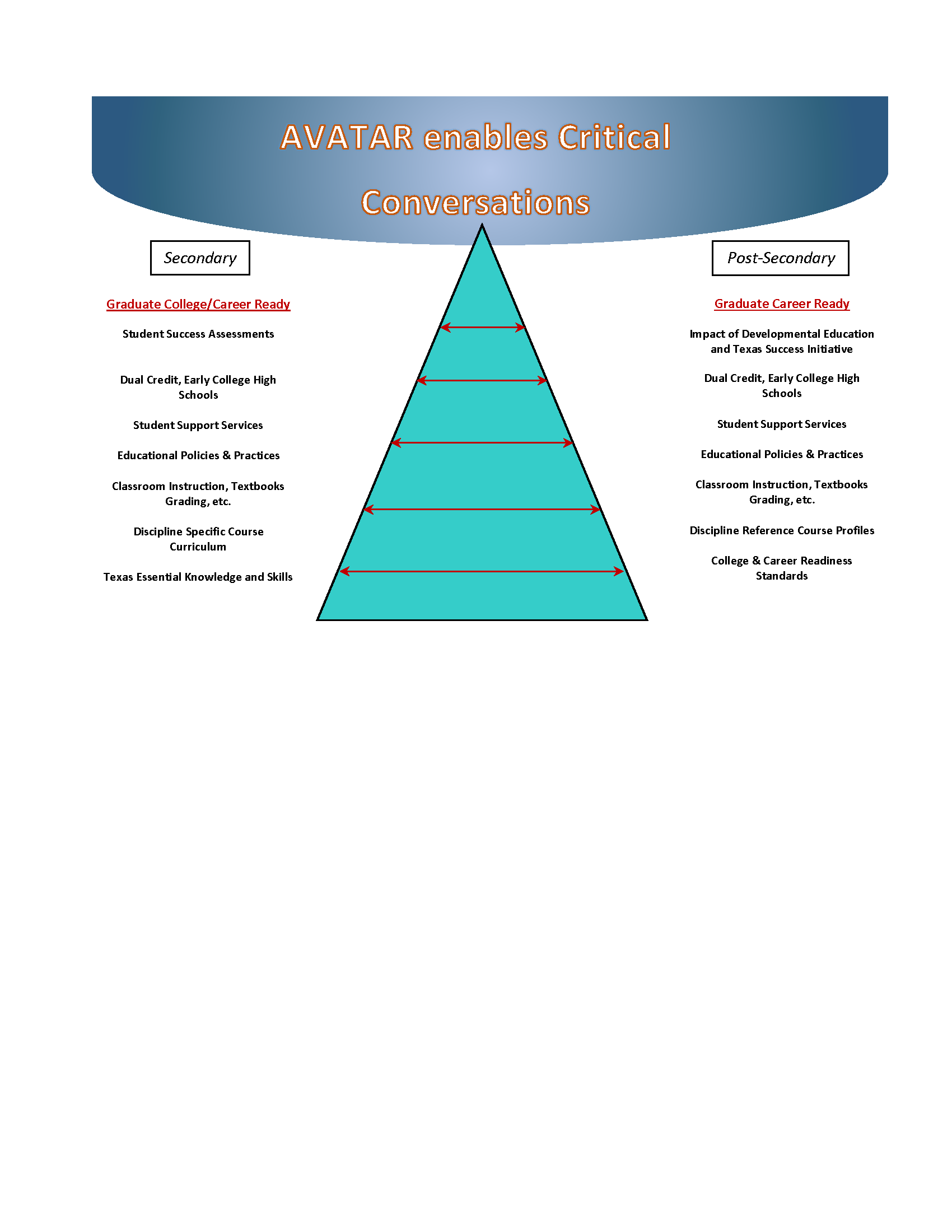
Slide 19 GPA of Transfers from 2-year to 4-year Partner. These data come from four-page reports on the Success menu under [Transfer Students’ Success](http://www.txhighereddata.org/reports/performance/ctctransfer/).

The report for your 2-year partner includes lines of data for each institution to which students commonly transfer. Focus on the line for your 4-year institutions, and choose the GPA distributions of interest. The sample shows the GPA distributions for students who enrolled in and did not enrolled in Developmental Education and those who were Core Complete when leaving the 2-year institution. Other data may be of interest, however.

Many other and more detailed success indicators are on the website.

Mary Harris, [mary.harris@unt.edu](mailto:mary.harris@unt.edu)

### Critical Conversations



### Presentations and Publications About AVATAR

**Publications**

Keller, J., & Harris, M. (August, 2015). Lessons from AVATAR for reaching 60x30TX. *College and Career Readiness Digest*, 16.

<http://www.txccrn.uh.edu/news/TXCCRN%20News/2015-8-AVATAR/index.php/>

Harris, M., & Keller, J. (May, 2015). HB5 college preparatory courses: A look after one year.

*College and Career Readiness Digest,* 14. <http://www.txccrn.uh.edu/news/TXCCRN%20News/2015-5-22-avatar/index.php>

Harris, M., and Keller, J. (March-April, 2015). Results of AVATAR regional college preparatory course survey*. College and Career Readiness Digest,* 13. <http://www.txccrn.uh.edu/news/TXCCRN%20News/2015-3-1-avatar/index.php>

Wright-Chapman, K., Harris, M., & Keller, J. (February, 2015). AVATAR and CTE. *College and Career Readiness Digest,* 12.

[*http://txccrn.uh.edu/news/TXCCRN%20News/2015-2-1-avatar/*](http://txccrn.uh.edu/news/TXCCRN%20News/2015-2-1-avatar/)

Harris, M. & Keller, J. (November, 2014). Welcome to the AVATAR website. *College and Career Readiness Digest,* 10.

<http://txccrn.uh.edu/news/TXCCRN%20News/2014-10-1-avatarweb>

Keller, J. & Harris, M. M. (September, 2014). Adventures of AVATAR. *College and Career Readiness Network Digest. 9.*

Williams, A. (June-July, 2014). ESC 20, AVATAR, and San Antonio Pathways: Partner for House Bill 5 college-prep course development. *College and Career Readiness Digest, 7*.

Keller, J. (May 21, 2014). A process for educational vertical alignment in Texas. The *Evolllution.* Originally posted at <http://www.evolllution.com/media.resources/process-education-vertical-alignment-texas/>

Keller, J. & Harris. M. (June/July, 2014.) AVATAR and college preparatory courses. *College and Career Readiness Network Digest, 7.* <http://www.txccrn.uh.edu/news/TXCCRN%20News/2014-06-1-avatar-cpc/index.php>

Harris, M., & Keller, J. (April, 2014). AVATAR: Aligning Algebra II and college mathematics. *College and Career Readiness Network Digest. 6.* [http://www.txccrn.uh.edu/news/TXCCRN%20News/index.php](\\\\filestore.nas.untsystem.edu\\COE\\home\\dsk0003\\Keller\\AVTAR final report\\College and Career Readiness Network Digest. (5)  http:\\www.txccrn.uh.edu\\news\\TXCCRN News\\index.php)

Harris, M., & Keller, J. (February, 2014). AVATAR: A statewide vertical alignment project. *Texas College and Career Readiness Network Digest. 5.*

<http://www.txccrn.uh.edu/news/TXCCRN%20News/index.php>

Mason, D., & Keller, J. (May, 2013). Curriculum alignment in Texas: Impact on preparing high school students for college level chemistry. *Leaders of Learners, 5*(2), 15-21.

**Presentations**

**2016**

Keller, J., and Harris, M. M. (August 17, 2016). *Multi-institutional career pathways address 60x30TX.* Region 19 Preparing the Workforce of Tomorrow Conference, El Paso, TX.

Coleman, C., Walker, P., Weatherly, K., Williams, D., & Lawler, G. (July 26, 2016). College readiness: Aligning Algebra II & College Algebra. Panhandle Area Math and Science Conference, West Texas A&M University, Canyon, TX.

Pierce, V. U., & Kypuros, J. A., & Mills, S. J. (2016, June). Small-scale and large-scale interventions to improve [state] students' college readiness. 2016 American Society for Engineering Education Annual Conference & Exposition, New Orleans, LA. Cited as 10.18260/p.27344.

Harris, M., Keller, J., Wright-Chapman, K, and Endy, M., (May 30, 2016). *Creating collaborative curriculum for multi-institutional health career pathways.* NISOD (National Institute for Staff and Organizational Development) International Conference on Teaching and Leadership Excellence, Austin, TX.

Keller, J. (May 25, 2016). *Major construction on the road from high school to college.* UCAN (University Counselor Advisor Network) UNT Advising Conference, Frisco, TX.

Keller, J., Hayhurst, V., Crowley, K., Harris, M. (May 19, 2016). *Creating career pathways through multi-institutional teamwork.*  Cisco College Core Curriculum Conference, Abilene, TX.

Harris, M. and Keller, J. (April 23. 2016). Preserving vertical alignment through changing paradigms for the mathematics curriculum. North Texas Regional P-16 Council 8th Annual Spring Mathematics College Readiness Symposium, North Central Texas College, Corinth, TX.

Morton, S. (March 24, 2016). *The College preparatory math course and HB 5*. Region 7 Curriculum Directors Workshop, Kilgore, TX.

Rodriguez, M. E., Saenz, N., Mills, S., & Charlton, C. (February 25, 2016). *Moving beyond HB 5 mandates: Building pathways to college level courses*. Region 1 Fifth Annual Assessment Conference, Edinberg, TX.

Harris, M., & Keller, J. (January 22, 2016). *Addressing 60x30TX: Use of local data to sustain vertical alignment*. North Texas Community College Consortium Spring Leadership Conference, Denton, TX.

**2015**

Mills, S., & Pierce, V. (December 17, 2015). *Moving beyond HB 5 mandates: Building pathways to college level courses*. Regions 1 & 20 College Prep Mathematics Workshop, San Antonio, TX.

Garcia, B., & Mills, S. (December 4, 2015). *P-16 outreach and college preparatory courses.* 2015 Rio Grande Valley LEAD (Linking Economics and Academic Development) Regional Conference, South Padre Island, TX.

Salazar, N., Maldonado, V., del Angel, S., Mills, S., Pena, S., & Gallardo, C. (December 4, 2015). *Effective transition counseling: Advising students who create college transcripts in high school*. 2015 Rio Grande Valley LEAD (Linking Economics and Academic Development) Regional Conference, South Padre Island, TX.

Harris, M., Holecek, C., Schaeffer, R., & Keller, J. (October 27, 2015). *Vertical alignment for student success post HB 5*. Texas Association for Supervision and Curriculum Development 2015 Annual Conference, Austin, TX.

Keller, J., & Harris M. (October 27, 2015). *Now is the time for family and community engagement.* CSOTTE (Consortium of State Organizations for Texas Teacher Education) 2015 Teacher Education Conference, Frisco TX.

Harris, M., & Keller, J. (October 23, 2015). *Implications of AVATAR for ECHS.* North Texas Early College High School Consortium Fall Meeting, Richardson TX.

Cunningham, J., & Harris, M. (October 17, 2015). *Vertical alignment for bridging gaps in mathematics*. Victoria College 2015 Bridges to Success Summit, Victoria, TX.

Gainer, N., Pfenninger, M. L., Shamburger, C., Parentica, G., Bergeron, A., Harris, M. (October 16, 2015). *Bridging the gaps: College preparatory courses in Region 3*. Victoria College 2015 Bridges to Success Summit, Victoria, TX.

Garcia, B., & Mills, S. (September 29, 2015). *P-16 outreach and college preparatory courses.* Region 1 P-19 Council and Counselor Conference, Edinburg, TX.

Keller, J., & Harris, M. M.; (September 18, 2015). *Tools for collaboration: Collective impact and dual capacity building.* North Texas Community College Consortium 21st Annual Fall Leadership Conference, Grayson College, Denison, TX.

Harris, M. & Keller, J. (May 25, 2015). *Creating and implementing college preparatory courses, Texas-style.* NISOD *(*National Institute for Staff and Organizational Development) International Conference on Teaching and Leadership Excellence, Austin, TX.

Harris, M., Keller, J., & Mills, S. (March, 27, 2015). *College preparatory courses as developmental education.* Texas Higher Education Coordinating Board and North Texas Community College Consortium 10th Annual Developmental Education Regional Forum, Fort Worth TX.

Harris, M. & Keller, J. (January 30, 2015). *HB 5 mandated college preparatory classes: Statewide development.* Keynote address. North Texas Community College Consortium 2015 Spring Leadership Conference, Plano, TX.

**2014**

Harris, M. & Keller, J. (May 26, 2014). *Vertical alignment for student success.* NISOD (National Institute for Staff and Organizational Development) International Conference on Teaching and Leadership Excellence, Austin, TX.

Cunningham, J. (March 28, 2014). *Partnerships that promote student achievement.* Region 20College and CareerKeystone Conference, San Antonio, TX.

Keller, M. J., & Harris, M. M., (March 22, 2014). *P-16 Update: AVATAR and mathematics*. North Texas Regional P-16 Council 6th Annual Mathematics College Readiness Symposium, Denton, TX.

Nash, T., & Adkins, R. (March 21, 2014). *Mathematics journaling at Amarillo High School.* Region 16 Curriculum Leaders Meeting, Amarillo, TX.

Harris, M. M., & Keller, M. J. (February 21, 2014). *Academic vertical alignment partnerships.*

Texas Association of Chicanos in Higher Education, Fort Worth TX.

Keller, M. J. & Harris M. M. (January 28, 2014) *Partnerships for college success: Vertical alignment through CCRS.* Texas Association for Partnerships in Education Meeting at 2014 MidWinter Texas Association of School Administrators Conference, Austin, TX.

Harris, M. M., Bush, B., & Keller, M. J. (January 24, 2014). *A regional take on academic and work force issues*. North Texas Community College Consortium, 2014 Spring Leadership Convocation, Plano, TX.

Cunningham, J. (January 22, 2014). *Coastal Bend AVATAR: Academic Vertical Alignment Training and Renewal*. Education to Employment Partners Regional Quarterly Meeting, Corpus Christi, TX.

Adkins, R. (January 17, 2014) *College and career readiness & your Texas Panhandle P-16 Council.*  Region 16 Leaders Meeting, Amarillo, TX.

**2013**

Adkins, R. (December 16, 2013) *College and career readiness & your Texas Panhandle P-16 Council.*  Region 16 Instructional Leadership District Advisory Committee Meeting, Amarillo, TX.

Keller, M. J., Cunningham, J., & Harris, M. M. (December 12, 2013). *P-20 partnerships to promote college readiness and success*. Rio Grande Valley LEAD (Linking Economic and Academic Development) Regional Conference, South Padre Island, TX.

Wright-Chapman, K. & Patterson, S. (October 25, 2013). *AVATAR project overview.* Johnson County ISD Collaborative, Burleson, TX.

Adkins, R. & Carlisle, A. (October 23, 2013) *College and career readiness & your Texas Panhandle P-16 Council.*  Region 16 Fall School Board Conference, Amarillo, TX.

Harris, M. M. & Keller, M. J. (September 13, 2013). *Regional vertical alignment: Its impact on student success in college.* North Texas Community College Consortium2013 Fall Leadership Conference, Plano, TX.

Adkins, R., Lawler, G., Summers, B., & Walker, P. (July 25, 2013) *Tools for student success in college algebra.*  Region 16 2013 Conceptual Connections Math Conference, Amarillo, TX.

Schaeffer, R., Harris, M. M, & J. Keller, M. J. (June 28, 2013*). Strengthening regional pipelines to career and college readiness.*  Region 20 College and Career Keystone Conference, San Antonio, TX.

Keller, M. J., Harris, M. M., Johnson, P., Adkins, R., Lawler, G., Shaeffer, R. (May 17, 2013). *Rethinking core mathematics through vertical curriculum alignment.* Cisco College Core Curriculum Conference, Abilene, TX.

Cunningham, J. (February 20, 2014). *Bridging the gap between high school and college.* Citizens for Educational Excellence Mathematics Symposium, Corpus Christi, TX.

Keller, M. J., Harris, M. M., Adkins, R., Harvey, K., & Schaeffer, R. (February 12, 2013). *AVATAR: Academic Vertical Alignment Training and Renewal.* Texas Higher Education Coordinating Board P-16 Institute, Austin, TX.

**2012**

Harris, M. M. & Woods, C. (October 22, 2012). *AVATAR in secondary teacher education*. CSOTTE (Consortium of State Organizations for Texas Teacher Education) Teacher Education Conference, Austin, TX.

Harris, M. M. (October 4, 2012). *Reinventing core curriculum and instruction through AVATAR (Academic Vertical Alignment Training and Renewal)*. Texas Higher Education Coordinating Board Reinventing Instruction and Learning Conference, Austin, TX.

Keller, M. J. (September 11, 2012). *An introduction to AVATAR.* Fort Worth Chamber of Commerce Workforce Development Committee, Fort Worth, TX.

Keller, M. J., & Harris, M. M. (May 16, 2012). *AVATAR: Realizing a vision of P-20 alignment.*

UCAN (University College Advising Network) and North Texas Community College Consortium Advising Conference, McKinney, TX.

Keller, M. J. & Harris, M. M. (January 25, 2012). *AVATAR: Academic Vertical Alignment Training and Renewal.* National Institute for the Study of Transfer Students, Fort Worth, TX.

**2011**

Harris, M. M. & Sherman, K. (November 3, 2011). *Integration of science with mathematics and cross-disciplinary standards in Teach North Texas.* College and Career Readiness Initiative Science Faculty Collaborative and Mathematics Faculty Collaborative CCRS and Scientific Applications of Mathematics Conference, Grapevine, TX.