

**2014-2015 Dates and Deliverables for College Preparatory Course Development Regional Partnerships**

**The purpose of the College Preparatory Course Project of AVATAR (Academic Vertical Alignment and Renewal) is to strengthen regional secondary and postsecondary partnerships to create and document the development of vertically aligned English Language Arts and Mathematics college preparatory courses pursuant to House Bill 5 (HB5), 2013 83rd Texas Legislative Session.**

**Project Timeline: November 15, 2014 - August 15, 2015**

**Project Goals**

* Enhance the success of students who complete College Preparatory Courses in graduating college-ready from high school and making smooth transitions to postsecondary education without the need for developmental education.
* Determine best practices in development and delivery of College Preparatory Courses as defined by HB5 in view of regional characteristics and needs.

**Project Objectives/Outcomes**

 **The Regional Partnership will:**

* Develop College Preparatory Courses in English Language Arts and Mathematics that are aligned to the Texas Essential Knowledge and Skills (TEKS), State of Texas Assessments of Academic Readiness (STAAR), End-of-Course (EOC) Assessments, Texas College and Career Readiness Standards (CCRS), Texas Higher Education Coordinating Board (THECB) Core Curriculum guidelines, the Texas Success Initiative (TSI), and current research on college and career readiness.
* Create and share English Language Arts and Mathematics College Preparatory Course descriptions, student learning outcomes, instructional strategies, and student and instructor expectations that are aligned and communicated between secondary and post-secondary education so that high school students are prepared to enroll and succeed in postsecondary education.
* Commit to evaluate College Preparatory Courses developed by a regional partnership based on the success of local students, emerging practice around the state, and the characteristics and needs of the region and its population as represented by locally developed endorsements for high school graduation.

 **As part of the Statewide AVATAR Project, the Regional Partnership will:**

* Contribute to a statewide database documents related to its development of College Preparatory Courses in English Language Arts and Mathematics.
* Participate in discussion that may lead to identification of best practices in development and delivery of College Preparatory Courses as defined by HB 5.

**Plan of Work**

In support of the stated goals and objective, each Regional ESC will:

1. Identify a regional partnership that includes at least one ISD, one 2-year college, one 4-year college, and one P-16 Council or other workforce/community-based group such that a genuine feeder pattern is represented. Ideally, the regional partners are already engaged in development or delivery of a college preparatory course(s).
2. Provide the names, titles, and contact information for the individuals who will represent the designated partners for this project and are committed to meet periodically as a Vertical Alignment Team (VAT) to consider course development, delivery, evaluation, and/or coordination. You will form two VATS, one for English Language Arts and another for Mathematics.
3. Engage the VATs in study of local data and in critical conversations to assure vertical alignment of the College Preparatory Courses of the partnership with interfacing high school and college content-specific curriculum and with related high school endorsements and 2-year and 4-year college programs.
4. Enable the regional partnership to formulate an action plan for continued development through vertical alignment of its College Preparatory Courses during and after the 2014-15 school year. Coordinate at least two meetings of each VAT.
5. Participate in regular, bimonthly technical assistance opportunities through digitally mediated conferences or dialogues arranged by the UNT AVATAR staff.
6. Respond to bimonthly requests from the UNT AVATAR staff for information about the development, delivery, and outcomes of the partnership’s College Preparatory Courses to be shared through the AVATAR website, and submit by August 15, 2015, a final report that includes a list of major categories of expenditure of project funds.

**Dates and Deliverables**

Four types of deliverables are associated with the project.

1. Responses to surveys administered online on a bimonthly basis. The surveys will focus on the CPC offerings facilitated by the project. Some survey items will request your attachment of documents.
2. Documentation of your activities through submission of documents such as MOU’s, course syllabi, assignments, minutes of meetings convened by the project, and copies of presentations or publications about the project.
3. Evidence of your participation in bimonthly conference calls held by the project to shape and refine our work.
4. A final report that includes a summary of activities completed, expenditures, and an action plan for 2015-16.

Here are the anticipated dates for deliverables of the project.

**December 1, 2014** Submit Survey I, which will focus on CPC(s) offered in your region this semester that you associate with this project. You will be asked to provide MOU, syllabi, demographic information about the students enrolled, and information about the course format and delivery. You will also describe the role of the region in development and/or delivery of the course(s),

**Week of December 8** Participate in a **c**onference call scheduled at 9:30 a.m. CST on Tuesday, December 9, or 2 p.m. CST on Thursday, December 11. Call 940 369-7186.

**February 1, 2015** Submit Survey II, which will focus on evaluation and outcomes of the CPC(s) offered Fall semester in your region. You will be asked for instructor and vertical alignment team (VAT) observations, indicators of student learning, and plans for the next course offering as well as preliminary information about the CPC(s) offered Spring semester that you associate with this project.

**Week of February 9** Participate in a conference call scheduled at 9:30 a.m. CST on Wednesday, February 11, or 2 p.m. CST on Wednesday, February 11. Call 940 369-7186.

**March 27, 2015** Submit Survey III, which will focus on the CPC(s) offered Spring semester that are associated with the project. Information similar to that included in Survey I will be collected along with observations of your VAT about how this effort might be strengthened.

**Week of April 20** Participate in a conference call scheduled at 9:30 a.m. CST on Tuesday, April 21, or 2 p.m. CST on Wednesday, April 22. Call 940 369-7186.

**May 20, 2015** Submit Survey IV, which will focus on evaluation and outcomes of Spring courses and development of your action plan for 2015-16.

**Week of June 8** Participate in a conference call scheduled at 9:30 a.m. CST on Tuesday, June 9, or 2 p.m. CST on Thursday, June 11. Call 940 369-7186.

**August 14, 2015** Submit Final and Budget Report