

**Final Report – September 2014 to August 2015**

**ESC Region 11**

Date of this report July 10, 2015 (**Due on August 14, 2015** –expenditures may be made through August 31, 2015)

1. Members of Partnership

Please review the partnership listed on the AVATAR website <http://www.untavatar.org/> . Is it accurate? \_x\_\_ Yes \_\_\_No. If no, please indicate changes below. If your partners are not listed on the website, please provide a complete listing of your partners.

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| --- | --- | --- | --- | --- |
| Name | District/University | Title | Email | Phone |
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1. Executive Summary

* The purpose of the College Preparatory Course Project of AVATAR 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. This project had two goals:
  + 1**.** 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.
  + 2. Determine best practices in development and delivery of College Preparatory Courses as defined by HB5 in view of regional characteristics and needs.
* You agreed to develop CPCs with your partners in ELA and Math through a vertical alignment process engaging secondary and post-secondary institutions so that high school students are prepared to enroll and succeed in postsecondary education. Additionally, you committed to evaluate CPCs developed by your 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.

Below please prepare your one-page, single spaced narrative. Please describe the extent to which you have achieved each of the stated goals of the project. By highlighting your outcomes, successes, and challenges. Please list all meetings, trainings, and events you hosted August 14, 2014 – August 31, 2015

State Each Goal and Highlight Your Outcomes, Successes, and Challenges:

* + 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.
    - The four ESC Region 11 Two-Year IHE partners facilitated the creation of an ELA and Mathematics College Preparatory Course. Each Two-Year IHE partner engaged districts in a vertical alignment discussion in the early stages of the course development and continued collaborative refinement. Two-Year IHE partners were challenged to maximize resources and personnel to meet the legislative mandate with no additional funding, create district MOUs, and offer the course at no cost to the district students. Districts offered the CPC course to students but it was challenging to meet the CPC course requirements and meet high school course completion to graduate from high school.
  + Determine best practices in development and delivery of College Preparatory Courses as defined by HB5 in view of regional characteristics and needs.
    - ESC Region 11 Two-Year IHE partners felt the strength of the program was the opportunity for IHE and high school ELA and Mathematics staff to have time to meet and discuss the vertical alignment issues that support college readiness in the high school setting.

Please list all meetings, trainings, and events you hosted August 14, 2014 – August 31, 2015 (Include dates, number of attendees, & outcomes)

* July 28, 2014: 12 IHE participants (Provide HB5 update, discuss the 2014-2015 AVATAR project funding goals and objectives, and determine Two-Year IHE partners)
* November 12, 2014: 11 IHE participants (Discuss HB5 implementation, provide legislative update, discuss progress of the CPC course development)
* June 4, 2015: 12 IHE participants (Discuss 2014-2015 AVATAR CPC course development and implementation accomplishments and challenges)

1. What do you view as the primary accomplishments of the work in 2014-15 with the CPCs?
   1. Creation and offering of the ELA and Mathematics CPC course
   2. IHE MOUs with districts
   3. Vertical alignment college readiness discussions between Two-Year IHE and district staff
2. What would you do differently with your CPCs work, if you had it to do over again? Facilitate and support stronger communication between Two-Year IHEs and districts
3. How could the AVATAR staff be of greater help to you?
   1. UNT staff, Jean Keller and Mary Harris, were great supports in leveraging funding and personnel resources to meet the project requirements
4. How do you plan to assess the impact of the CPCs on students’ success in college?
   1. Currently, it is very difficult to track and assess specific student success due to FERPA laws and access to higher education individual student performance data
5. Final Expenditure Report

For each budget category, please list the amount expended.

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| --- | --- | --- | --- | --- |
| Budget Category | Briefly Explain Expenditures | Amount Budgeted | Total Expended as of 8/15/2015 | Total Anticipated Expended by 8/31/2015 |
| Personnel costs |  |  |  |  |
| Travel |  |  |  |  |
| Materials |  |  |  |  |
| Food |  |  |  |  |
| Consultants/Stipends | Provided $2,250.00 to 4 Two-Year IHE partners to support ELA and Mathematics CPC course development | $9,000.00 | $9,000.00 | $9,000.00 |
| Other | ESC Region 11 indirect cost and meeting room rental | $1,000.00 | $1,0000.00 | $1,000.00 |
| TOTAL |  | $10,000.00 | $10,000.00 | $10,000.00 |

Comments:

ESC Region 11 appreciates the THECB AVATAR funding and support meeting the HB5 ELA and Mathematics College Preparatory Course development and offering.

Thank you so very much. Please send to: [Claudette.Jenks@THECB.state.tx.us](mailto:Claudette.Jenks@THECB.state.tx.us) or [Jean.Keller@unt.edu](mailto:Jean.Keller@unt.edu)