

Model Vertical Alignment
Final Program Report FY10 – FY11



TEXAS HIGHER EDUCATION COORDINATING BOARD

College Readiness Model Vertical Alignment

**Final Program Report
FY2010 – FY2011**

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Prepared By


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Date:	August 1, 2011

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1 EXECUTIVE SUMMARY

1.1 Program Purpose and Goals

Purpose: The overall purpose of the Model Vertical Alignment component of the CCR Initiatives Program at Cisco College is to facilitate communication between all agencies of education in the region in an effort to determine the deficits and achievements in the continuity of skills, knowledge and information transcending each level of education from K-College.

In addition, our purpose is to report our findings and determinations to THECB in an effort to increase state-wide awareness of possible trends and or gaps in the process.

Goals: The goal of the Model Vertical Alignment component of the CCR Initiatives Program at Cisco College is to create an environment where dialogue can occur in regards to furthering the understanding of the need for vertical alignment. This goal can only be reached by first adhering to and meeting the goals of the CCR Initiatives Program itself (refer to the Regional CRSA FY 2010-2011 Program Report submitted to THECB on August 1, 2011).

Program Summary: In the beginning, our purview was broad and all-encompassing. As time passed, and we were able to gain a better grasp on the realities of scheduling and time, it was determined our aspirations were perhaps too lofty and we needed to pare our effort to a more manageable and achievable level.

We have altered the purview of the program to just the IHEs in the Abilene, TX area (Cisco College, Hardin-Simmons University, McMurry University, Abilene Christian University). Each participating institution was asked to provide a Reference Course Packet (RCP) for Composition I and College Algebra which would be combined to represent how Composition I and College Algebra are taught on a collegiate level in the region. This information will then be dispensed to the K-12 institutions in the region.

1.2 Program Staff and Partners

Program Leadership:

- The CCR Initiatives Program at Cisco College is primarily staffed by the CCR Initiatives Coordinator, Kimberly James.

Administrative Assistance:

- Provided by various members of the Student Success department at Cisco College.

Consultants:

- Amy Dodson, former Master RCRSA

Program Partners:

- In order to build a successful Model Vertical Alignment project, the collaboration of individuals within each institution as well as the collaboration of the institutional representatives has been of key importance. Teams representing each of the IHEs in the region, with the exception of Abilene Christian University who have been unwilling to participate, have been formed for both the Composition I RCP creation and the College Algebra RCP creation.
- The aforementioned teams have been eager to participate in the project and are enthusiastic about the positive outcomes.

MVA Team Members:

- English (Reference Course - Composition I)
 - Heather Hicks, Professor of English and Department Head of English at Cisco College
 - Dr. Judy Daniels, Professor of English at McMurry University
 - Dr. Laura Pogue, Associate Professor of English and Dean of General Education Studies at Hardin-Simmons University
- Mathematics (Reference Course - Algebra I)
 - Jerry Clemons, Professor of Mathematics and Department Head of Mathematics at Cisco College
 - Amy Riordan, Instructor of Mathematics at McMurry University
 - Dr. Cynthia Martin, Associate Professor of Mathematics at McMurry University

- Dr. Jonathan Mitchell, Associate Professor of Mathematics at Hardin-Simmons University
- Developmental Education
 - Joanna Clark, Professor of English and Director of Developmental Education at Cisco College
 - Beth St. Jean, Math Skills Coordinator at McMurry University
 - Beth Laurence, Writing Skills Coordinator

1.3 Goals and Objectives Performance

We have met our goals for establishing contact, but have found it difficult to coordinate the IHE schedules with the K-12 and ESC schedules. In spite of these conflicts, we have made conscious efforts to counteract these hurdles and have decided to do more “virtual” meetings as opposed to “physical” meetings. This has allowed the process to continue and will put into place a process for the future.

1.4 Program Overview

Highlights:

- Composition I (English) Team: This team, composed of five individuals was formed in November of 2010 and has created an RCP for their respective institutions as well as a collaborative Regional RCP. Team members include:
 - Heather Hicks, Department Head of English and Professor of English at Cisco College
 - Dr. Judy Daniels, Professor of English at McMurry University
 - Dr. Laura Pogue, Dean of General Studies and Professor of English at Hardin-Simmons University
 - Kimberly James, CCR Initiatives Coordinator and Professor of English at Cisco College
 - Julie Paredes, Transition Center Specialist and CCR Initiatives Administrative Assistant at Cisco College
- College Algebra (Math) Team: This team, composed of six individuals was formed in December of 2010 and has created an RCP for their respective institutions as well as a collaborative Regional RCP. Team members include:
 - Jerry Clemons, Department Head of Mathematics and Professor of Mathematics at Cisco College
 - Dr. Cynthia Martin, Professor of Mathematics at McMurry University
 - Amy Riordan, Instructor of Mathematics at McMurry University
 - Dr. Jonathan Mitchell, Assistant Professor of Mathematics at Hardin-Simmons University
 - Kimberly James, CCR Initiatives Coordinator and Professor of English at Cisco College
 - Julie Paredes, Transition Center Specialist and CCR Initiatives Administrative Assistant at Cisco College
- Developmental Education Team: This team, composed of six individuals was formed in April of 2011 and is in the process of creating a reaction plan to the Regional RCPs developed by the English and Math teams detailed above. Team members include:
 - Joanna Clark, Director of Developmental Education and Professor of English at Cisco College
 - Rachael Bein, Director of Academic Enrichment and Developmental Studies at McMurry University
 - Beth Laurence, Writing Skills Coordinator at McMurry University
 - Beth St. Jean, Math Skills Coordinator at McMurry University
 - Kimberly James, CCR Initiatives Coordinator and Professor of English at Cisco College
 - Julie Paredes, Transition Center Specialist and CCR Initiatives Administrative Assistant at Cisco College
- Technology contracts have been created to continue the horizontal and vertical alignment process through FY2011-FY2012. The contract makes provisions for:
 - Purchase of an iPad2
 - Training on how to use the device in a educational setting
 - Professional development within and between each participating institution (IHE and K-12)
 - Additional collaboration
 - Additional modes of communication
- C5 Conference: This conference is a partnership a partnership between Cisco College and the C.O.R.E. Program (the College and Career Readiness Initiatives Division at Cisco College). Topics covered will include College and Career Readiness and horizontal and vertical alignment. The conference was scheduled for May 19-21, 2011.
 - The entire closing session was devoted to vertical alignment and what we're doing in the area.

2 PROGRAM MANAGEMENT

2.1 Resource Management

- The program was administered by Kim James, CCRI Coordinator.
- Administrative support was provided as needed.

2.2 Communication Management

- Communication was initiated by the RCRSA and when asked, the members of the various committees would and will communicate with each other.
- It was important to establish connections between all involved in the process and once that comfort-level was attained, communication was smooth.

2.3 Stakeholder Input and Analysis

- With any vertical alignment process, everyone needs to play a part. The involvement from the IHEs in the region, with the exception of ACU, was exemplary and they definitely wanted to be a part of the process.
- We have received interest from IHEs in the surrounding area to join the vertical alignment process we've initiated.
- The involvement of ESCs was limited and the involvement from K-12 was also not as high as we would have liked. It is our plan to continue fostering the relationship until the end of the program.

2.4 Budget Performance

Budget Performance - Overview:

The bulk of the budget was, and is, devoted to stipends and salary-based expenditures. The usual percentage for supplies and printing was also allotted.

Budget Performance - Corrective Actions:

- For the initial purview of our project, the amount awarded through the grant was excessive. If we were able to have another year to continue spending the funds, then this would not be an issue as we have a plan in place (through the technology project noted above) to continue the vertical alignment process past the end of the grant award year.

2.5 Program Recommendations

- The shortcomings of the program centered on the involvement of the Educational Service Centers and the K-12 community. There was not an animosity-based resistance to the process, but scheduling became more and more complicated.
- C.O.R.E. has built a strong foundation for MVA and we want to continue the work we've begun with Algebra I and Composition I. In addition, we want to present the Reference Course Plans (see attachments) designed for the Math and English courses as well as the Developmental Education Response Plan (see attachments) as models for other departments and freshman-level entry courses to ensure students are ready for collegiate success. In order to do this, we have created a cohort of faculty members and program directors/administrators to continue the process via technology. Each member of the cohort has signed a contract promising to push through the process of vertical alignment through the use of iPads which will allow for face-to-face interaction, on-screen manipulation of class

assignments/documents, etc. (see attachment – contract).s

- An ideal situation would include if the THECB could collaborate with the TEA and form regional teams devoted to the mission of vertical alignment. Having the support of the TEA behind them, K-12 faculty, staff and administrators would certainly be more likely to participate. If we, at the “ground level,” are expected to work together, form partnerships, and organize a semi-permanent team of individuals from K through 20, then there should be support from the TEA in addition to the already present support of the THECB.

3 THECB RECEIPT AND APPROVAL

Signature of Receipt:	
Printed Name:	
Date of Receipt:	
Signature of Approval:	
Printed Name:	
Date of Approval:	
Comments:	



4 APPENDICES

4.1 APPENDIX A – Final Program Evaluation

Goal	Activities/Strategies	Measures of Success	Data Collected	Outcomes
Create a team of Mathematics-focused faculty and administrators to work collaboratively on assessing the alignments of Algebra I	Meetings, Emails conversations	Meetings occurred	Notes	Decided what needs to be in a Reference Course Plan – created an outline
Create institutional Reference Course Plans for Algebra I	Each institution created a Reference Course Plan that reflected the way Algebra I is taught at their institution	Reference Course Plans were completed	Syllabi and Notes	Extended review of how classes are taught and if courses within an institution are horizontally aligned
Create a regional Reference Course Plan for Algebra I	Collaborated in multiple face-to-face meetings to decide what should be included in the regional plan	Plan was created and approved by each contributor in the team	Institutional Course Plans and Notes	Regional Reference Course Plan for Algebra I – now published
Create a team of English-focused faculty and administrators to work collaboratively on assessing the alignments of Composition I	Meetings, Emails conversations	Meetings occurred	Notes	Decided what needs to be in a Reference Course Plan – created an outline
Create institutional Reference Course Plans for Composition I	Each institution created a Reference Course Plan that reflected the way Composition I is taught at their institution	Reference Course Plans were completed	Syllabi and Notes	Extended review of how classes are taught and if courses within an institution are horizontally aligned

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<p>Create a regional Reference Course Plan for Composition I</p>	<p>Collaborated in multiple face-to-face meetings to decide what should be included in the regional plan</p>	<p>Plan was created and approved by each contributor in the team</p>	<p>Institutional Course Plans and Notes</p>	<p>Regional Reference Course Plan for Composition I – now published</p>
<p>Create a team of Developmental Education specialists in the region</p>	<p>Meetings, Emails</p>	<p>Meetings occurred</p>	<p>Notes</p>	<p>Developed an understanding of the Regional Reference Course Plans for Algebra I and Composition I in order to create a written response plan detailing how the Plans will impact the way Developmental Math and English courses are taught</p>
<p>Create a Response Plan to the Reference Course Plans detailing the impact on Developmental Math and English and how each institution will alter their programs to increase student's chances for college/career success and readiness</p>	<p>Meetings, Emails</p>	<p>Plans were collected and analyzed</p>	<p>Institutional Responses</p>	<p>Developed a comprehensive explanation of how Developmental Education will change to support the needs of a student entering Algebra I and/or Composition I</p>

4.2 APPENDIX B – Sample Assessment/Evaluation Instruments and Data Collected

[Replace this text with a list of sample assessment/evaluation instruments you have used to evaluate program elements. Please attach the instruments utilized and the actual data or results collected.]

Please list and include or attach:

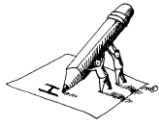
- Surveys given to faculty, or staff of partnering organizations and survey results
- Surveys given to workshop participants and survey results
- Observation protocol instruments and data collected
- Content assessments and data collected
- Alignment participants project assignments/rubrics and data collected
- Surveys or other assessment tools used with meeting participants and survey results]

4.3 APPENDIX C – Financial Expenditure Report

Please use the Financial Expenditure Report template (Excel version) to report program expenditures. Submit as a separate attachment with this report.

4.5 APPENDIX E – Process Outline

Please include an outline of the processes used to affect vertical alignment and development of materials or deliverables. This documentation will accompany material developed through the project, comprising a “Model Vertical Alignment Project,” to be used for purposes of replication. Refer to the Interagency Contract, Section III, Statement of Services to be Performed and Attachment A for this information. The Process Outline should be complete to date, including supporting narrative.



Composition I Regional Reference Course Packet – Abilene, TX



This document is the result of a compilation of Reference Course Packets detailing the common elements of **Composition I** at Cisco College, McMurry University, and Hardin-Simmons University. The creation of this document, as well as the included Reference Course Packets specific to the aforementioned institutions of higher education, are the product of a committee of faculty members from each institution who are compensated by a grant provided by the Texas Higher Education Coordinating Board (THECB).

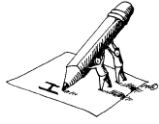
Composition I

I. Course Information:

- Course Description: Principles and techniques of written, expository, and persuasive composition; analysis of literary, expository, and critical thinking and writing.
- This course meets transferability requirements and is required for all Bachelor's degrees.

II. Prerequisites and Assumed/Required Prior Knowledge:

- Passing grade on the writing portion of the THEA/ACT/SAT or college placement test or passing grade for developmental English course(s) as required by placement score.
- CRS Relationship – Composition I builds upon the following Texas College Readiness Standards (based on the THECB publication adopted Jan. 2008):
 - English/Language Arts
 - I. Writing
 - A. “Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.”
 - II. Reading
 - A. “Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.”
 - B. “Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.”
 - C. “Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.”

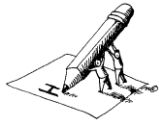


Composition I Regional Reference Course Packet – Abilene, TX

- D. “Explain how literary and other text evoke personal experience and reveal character in particular historical circumstances.”
- III. Speaking
 - A. “Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).”
 - B. “Develop effective speaking styles for both group and one-on-one situations.”
- VI. Listening
 - A. “Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).”
 - B. “Listen effectively in informal and formal situations.”
- V. Research
 - A. “Formulate topic and questions.”
 - B. “Select information from a variety of sources.”
 - C. “Produce and design a document.”
- Cross-Disciplinary Standards
 - I. Key Cognitive Skills
 - A. “Intellectual curiosity.”
 - B. “Reasoning.”
 - C. “Problem solving.”
 - D. “Academic behaviors.”
 - E. “Work habits.”
 - F. “Academic integrity.”
 - II. Foundational Skills
 - A. “Reading across the curriculum.”
 - B. “Writing across the curriculum.”
 - C. “Research across the curriculum.”
 - D. “Use of data.”
 - E. “Technology.”

III. Course Objectives:

- As an Academic Transfer Course, the colleges have set forth the following general curriculum objectives. Upon completion, students should be able to demonstrate:
 - Continuous learning ability.
 - Communication competency.
 - Analytical inquiry ability.
 - Knowledge of physical, social, economic, political, and artistic aspects of his or her environment.
 - Awareness of social and moral citizenship requirements.
 - Self-assessment and goal-setting initiative and ability.



Composition I Regional Reference Course Packet – Abilene, TX

IV. Textbooks and Materials:

- Textbook options vary based on institutional adoption policies.
- Commonly Required Materials:
 - Standard paper materials
 - Computer access and electronic storage capability

V. Methods of In-Class Instruction:

Instructor methods and delivery vary, but all instructors vary instruction methods within their courses and expect college-level participation including note-taking, critical listening, discussion skills, and adaptability to varied classroom arrangements and activities.

- Full Class Discussion (20%-30%)
- Group Work/Paired Discussion (0%-70%)
- Lecture (5%-50%)
- Individualized Conferencing (0%-20%)
- Peer Reviewing/Workshop Sessions (0%-15%)
- Use of External Resources (0%-20%)
 - Computer Lab
 - Library
- Video Viewing (0%-5%)

VI. Assignments and Assessments:

- The core assignments for Composition I are essays. Works Cited are required for most essays.
- All assignments are assessed using instructor-designed rubrics.

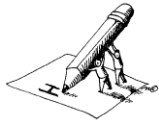
VII. Sample Schedule:

- Although schedules vary by instructor, most classes devote two to four weeks to an essay unit, often overlapping units with reflection, evaluation, or revision/correction of a previous unit's product while starting development of the next unit. Assignments usually become increasingly difficult, more formal, and longer with the majority of the semester devoted to formal academic writing. The following represents a common course layout for a 16-week class:
 - Rhetorical Context and/or Writing Process (1-2 weeks)
 - Informal Writing (4-5 weeks)
 - Formal Academic Writing and/or Research/Documented Essays(6-8 weeks)
 - Reflective Writing (1-2 weeks or embedded throughout course)

VIII. Class Policies and Expectations:

College-wide policies and instructor policies emphasize student responsibilities and state the expectations of the course. Students lacking in Key Cognitive Skills fail to approach the course policies seriously.

- Instructor Policies:
 - Letter Grade to Numeric Grade Conversion Scale: A+ = 98-100; A = 95; A- = 92; B+ = 88; B = 85; B- = 82; C+ = 78; C = 75; C- = 72; D+ = 68; D = 65; D- = 62; F = 59 or below.
 - Make-Up Work, Revisions, and Late Assignments: While the majority of instructors allow for late work, there are varied penalties and limitations per instructor.



Composition I Regional Reference Course Packet – Abilene, TX

- Academic Integrity and Plagiarism: Plagiarism of any assignment will result in an “F” for the assignment or course as per instructor policy.

IX. Student Resources:

Few instructors devote class time to student success elements and most instructors assume college-level responsibility and effort on the student’s part, and reinforce this assumption with their policies. Students with under-developed Cross-Disciplinary Standards, both the key cognitive skills and foundational skills, must avail themselves of college programs and resources. These include: tutoring, academic feedback, academic recovery, academic intervention.

- Students with Special Needs: Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.
- Technical Support: For technical difficulties with either email or Blackboard, students are encouraged to contact the institution’s technical support division.

X. Instructor Information:

- Faculty Qualification Requirements: Master’s degree (preferably in English or Rhetoric) with eighteen (18) graduate hours in the required subject field.



This document is the result of a compilation of Reference Course Packets detailing the common elements of **College Algebra** at Cisco College, McMurry University, and Hardin-Simmons University. The creation of this document, as well as the included Reference Course Packets specific to the aforementioned institutions of higher education, are the product of a committee of faculty members from each institution who are compensated by a grant provided by the Texas Higher Education Coordinating Board (THECB).

College Algebra

I. Course Information:

- Course Description: “Study of quadratics; polynomial, rational, radical, logarithmic, and exponential functions and equations; inequalities; systems of equations; progressions. Selected topics from among permutations and combinations, variation, theory of equations, mathematical induction and probability; may not apply toward a major in math. Three lecture hours per week” (Cisco College Course Catalog 2010-2011).
- This course meets Core Curriculum and General Education requirements.

II. Prerequisites and Assumed/Required Prior Knowledge:

- Successful completion of and passing score (determined by each institution) on placement test (specific to each institution).
- CRS Implementation – College Algebra meets and builds upon the following Texas College Readiness Standards (based on the THECB publication adopted Jan. 2008):
 - Mathematics
 - I. Numeric Reasoning
 - A. “Number representation”
 - B. “Number operations”
 - C. “Number sense and number concepts”
 - II. Algebraic Reasoning
 - A. “Expressions and equations”
 - B. “Manipulating expressions”
 - C. “Solving equations, inequalities, and systems of equations”
 - D. “Representations”
 - IV. Measurement Reasoning
 - A. “Measurement involving physical and natural attributes”



College Algebra Regional Reference Course Packet – Abilene, TX (Spring 2011)

- B. “Systems of measurements”
- C. “Measurement involving geometry and algebra”
- D. “Measurement involving statistics and probability”
- VII. Functions
 - A. “Recognition whether a relation is a function”
 - B. “Analysis of functions”
 - C. “Model real world situations with functions”
- VIII. Problem Solving and Reasoning
 - A. “Mathematical problem solving”
 - B. “Logical reasoning”
 - C. “Real world problem solving”
- IX. Communication and Representation
 - A. “Language, terms, and symbols of mathematics”
 - B. “Interpretation of mathematical work”
 - C. “Presentation and representation of mathematical work”
- X. Connections
 - A. “Connections among the strands of mathematics”
 - B. “Connections of mathematics to nature, real world situations, and everyday life”
- Cross-Disciplinary Standards
 - I. Key Cognitive Skills
 - A. “Intellectual curiosity”
 - B. “Reasoning”
 - C. “Problem solving”
 - D. “Academic behaviors”
 - E. “Work habits”
 - F. “Academic integrity”
 - II. Foundational Skills
 - D. “Use of data”
 - E. “Technology”

III. Course Objectives:

- Students should be able to demonstrate:
 - Continuous learning ability
 - Communication competency
 - Analytical inquiry ability
 - Knowledge of physical, social, economic, political, and artistic aspects of his or her environment
 - Awareness of social and moral citizenship requirements
 - Self-assessment and goal-setting initiative and ability



IV. Textbooks and Materials:

- Textbook: adoption decisions vary by institution.
- Required Materials:
 - WebAssign or MyMathLab required in some sections
 - Optional Graphing Calculator

V. Common Course Elements:

- Lecture
- Tests/Quizzes
- Homework
- Class Participation/Attendance

VI. Sample Schedule:

- Week 1-4: Equations, Inequalities, and Mathematical Modeling
- Week 5-8: Functions and Their Graphs
- Week 9: Polynomial Functions
- Week 10-11: Systems of Equations and Inequalities
- Week 12: Matrices and Determinants
- Week 13-15: Selected Topics from Polynomial Functions; Rational Functions and Conics; Exponential and Logarithmic Functions; Systems of Equations and Inequalities; Matrices and Determinants; Sequences and Probability

VII. Sample Class Policies and Expectations:

- College Policies (a.k.a. Student Regulations): College Policies (a.k.a. Student Regulations):
 - Academic Integrity: Every institution has a policy addressing “academic integrity,” but the language varies.
 - Attendance: Every institution has a policy addressing “attendance,” but the language varies.
 - Student Technology Use in the Classroom: Based on instructor’s consent.
 - The “Six Withdrawals” Statement: Under Section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This state was enacted by the State of Texas in the Spring of 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in the Fall of 2007 or later. Any course that a student drops is counted toward the six-course limit if “(1) the student was able to drop the course without receiving a grade or incurring an academic penalty, (2) the student’s transcript indicates or will indicate that the student was enrolled in the course; and (3) the student is not dropping the course in order to withdraw from the institution.” *Private institution policies may vary.*

VIII. Student Resources:

- Tutoring
- Academic Recovery
- Early Alert/Academic Intervention (see Appendix ?? for institution-specific referral forms)
- Technical Support



IX. Instructor Information:

- Minimum requirement to teach College Algebra is a Master's degree with a minimum of 18 graduate hours in Mathematics.

X. Delivery Options:

- ITV
- Online
- Face-to-Face
- Dual Credit
- Modular/Accelerated
- Hybrid/Blended
- Off-Site

Incorporating Technology with Vertical Alignment

CONTRACT

By signing this contract, you agree to do the following in an effort to continue the promotion of horizontal alignment and vertical alignment within your teaching field; and continue the promotion of college and career readiness as a cross-disciplinary need. If you fail to meet the following requirements, you will be obligated to return the stipend of \$2,000.00 awarded to you for the purposes outlined above.

Initial the following to indicate your agreement to meet the defined requirement:

AR Attend TCEA training for iPad use in Education; as a horizontal and vertical alignment tool; and as a way to ensure college and career readiness.

AR Purchase an iPad2 with Wi-Fi and 3G (AT&T or Verizon) with 64G.



AR Conduct a minimum of three (3) professional development sessions (formal or informal) with colleagues in your discipline using the knowledge and skills gained in the iPad training.

AR Participate in a minimum of nine (9) face-to-face forums using the FaceTime video calling application exclusive to the iPad2. These forums will be facilitated by a representative from the C.O.R.E. program at Cisco College and will be offered once a month - beginning in June 2011 and ending in July 2012.

AR Participate in a minimum of three (3) "Tweaking Sessions" wherein you will work collectively to create/enhance a discipline-specific assignment to ensure the student will attain college and career readiness skills. These sessions will be facilitated by a representative from the C.O.R.E. program at Cisco College and will be conducted during the 2011-2012 academic year.

<u>Amy Riordan</u>	<u>Amy Riordan</u>	
Name (Print)	Signature	Institution



CISCO COLLEGE
Model Vertical Alignment
Financial Expenditure Report
FY2010 - FY2011

Expenditure Report **MUST BE** completed as an electronic worksheet. Expenditure Reports completed manually will not be accepted. Worksheet contains formulas for calculating totals. Adjust row heights to fit contents.

Budget Category	Purpose and Explanation	Percent of Time on Project	Approved Budget	Actual Expenditures (FY10)	Actual Expenditures (FY11)	Projected Expenditures (August 2011)	Actual + Projected Expenditures
Project Director, Co-Director	Kimberly James, CCR Initiatives Coordinator	100%	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00
Other Professional Staff	English Team (3 members [1-Cisco Coll., 1-McMurry Univ., 1-Hardin-Simmons Univ.]); Math Team (4 members [1-Cisco Coll., 2-McMurry Univ., 1-Hardin-Simmons Univ.]); Developmental Education Team (3 members [1-Cisco Coll., 2-McMurry Univ.])	75%	\$15,700.00	\$0.00	\$9,900.00		\$9,900.00
Support Staff	Student Success Staff (Director, Transition Center Specialist, Administrative)	25%	\$8,600.00	\$0.00	\$6,600.00	\$0.00	\$6,600.00
Fringe Benefits					\$0.00		\$0.00
Travel	Conference Travel		\$1,000.00	\$0.00	\$2,702.45	\$0.00	\$2,702.45
Professional, Consultant Fees	n/a				\$1,500.00		\$1,500.00
Subcontract Grants	n/a				\$0.00		\$0.00
Meeting Costs	Stipends for Conference Planning and Hosting; Conference Supplies; Printing Costs		\$36,900.00	\$0.00	\$12,016.95	\$0.00	\$12,016.95
Other Direct Costs	Stipends for Technology Contract - Commitment to Continuing MVA through FY 2011-2012		\$15,000.00	\$0.00	\$22,512.29	\$0.00	\$22,512.29
Total Approved Budget			\$87,200.00	\$0.00	\$65,231.69	\$0.00	\$65,231.69
Total FY10 Actual Expenditures							
Total FY11 Actual Expenditures							
Total Projected Expenditures							
Total Actual + Projected Expenditures							
Total Contract Amount				\$100,000.00			
Total Expenditures Over Contract Amount (No Additional Funds to be Disbursed)				(\$21,968.31)			
Total Unexpended Funds (RETURN TO CB)							

Comments:

Kimberly James	
Name/Title of Authorized Institutional Agent	
Signature	
325.201.7370/kjames@cisco.edu	
Phone/Fax/Email Address of Authorized Institutional Agent	
1-Aug-11	
Date	

For CB Use Only	
Approved ()	Disapproved ()
By: _____	Date: _____
Comments:	