Summary of AVATAR December Midterm Reports

Compiled 2/2/2016

1. **Partnership Membership Report by Institutional Type and Number of Representatives**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Region | ESC | ISD | 2-yr college | 4-year college | P-16 Council | Other Workforce | Other |
| 1 | 1 (2) | 13 (14) | 3 (5) | 3 (7) |  |  | 2 (2) |
| 2 | 1 (2) | 3 (5) | 1 (6) | 2 (4) | 1 (1) |  |  |
| 3 | 1 (6) | 3 (3) | 3 (3) | 1 (1) |  | 1 (1) |  |
| 4 | 1 (2) | 1 (6) | 1 (2) | 1 (1) |  |  |  |
| 5 | 1 (1) | 3 (4) | 3 (6) |  |  |  |  |
| 7 | 1 (4) | 2 (2) | 1 (1) | 1 (1) |  | 3(3) |  |
| 9 | 1 (3) | 3 (6) | 1(3) | 1(2) | 1 (1) |  |  |
| 10 | 1 (2) | 1 (1) | 3 (4) | 1 (1) | 1 (1) |  |  |
| 11 | 1 (2) | 6 (6) | 2 (4) | 2 (4) |  | 1 (1) |  |
| 12 | 1 (1)\* | 2 (2) | 2 (2) |  | 1 (1)\* |  |  |
| 14 | 1 (2) | 6 (6) | 2 (3) | 2 (2) | 1 (1) | 1 (1) |  |
| 15 | 1 (5) | 3 (3) | 6 (6) |  | 1 (1) |  |  |
| 16 | 1 (3) | 7 (8) | 5 (4) | 1 (1) | 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 the same individual

1. **Disciplines and Membership of Vertical Alignment Teams**

Math VAT Membership Report by Institutional Type and Number of Representatives

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Region | ESC | ISD | 2-yr college | 4-year college | P-16 Council | Other Workforce | Other |
| 1 |  | 13 (1) | 3 (3) | 1 (1) |  |  | 1 (1) |
| 2 | 1 (2) | 5 (5) | 2 (4) | 2 (5) | 1 (1) | 1 (1) |  |
| 3 | 1 (5) | 4 (4) | 3 (3) | 1 (1) |  |  |  |
| 5 |  | 3 (4) | 1 (1) |  |  |  |  |
| 7 | 2 (2) | 4 (4) |  |  |  |  |  |
| 9 |  | 1 (1)) | 1(3) |  |  |  |  |
| 10 | 2 (2) | 1 (1) | 3 (4) |  |  |  |  |
| 16 | 1 (1) | 3 (4) | 1 (1) | 2 (3) |  |  |  |
| 17 | 1 (1) | 2 (5) | 1 (1) | 1 (1) |  |  |  |
| 19 | 1 (2) |  | 1 (2) | 1 (1) |  |  |  |
| 20 |  | 12 (16) | 1 (1) | 1 (2) |  |  |  |

ELA VAT Membership Report by Institutional Type and Number of Representatives

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

Other VAT Membership Report by Institutional Type and Number of Representatives

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

1. **Status of Work by Goals of Partnership**
2. Continue development of College Preparatory Courses (CPC)

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| --- | --- |
| Region | Status |
| 2 | An ELAR team was added to the active Math VAT. |
| 3 | Modules were added to the CPCs that focus on benefits of taking these courses. |
| 4 | Formation of ELA VAT is planned. |
| 7 | A revised Math VAT is critiquing the work of the original course developers. |
| 9 | Formed Math and ELA VATS to review CPCs being offered and to recommend improvements. |
| 10 | Development of Math CPC is complete, including online resources; plan to start with ELA in spring. |
| 17 | CPC VATs determined actions needed to improve the courses, including continued development of LiveBinder resources and resources for use with parents and students. |

1. Facilitate Implementation of College Preparatory Courses (CPC)

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| --- | --- |
| Region | Status |
| 1 | Teachers of courses were surveyed about ZOOM meetings, leading to a decision to eliminate these in favor of 4 separate trainings for Math and ELAR with the goal of fidelity of offerings. 80% of the teachers attended summer professional development. Principals are being sent letters acknowledging faithful participation of teachers. Also, IRB permissions were received to observe in schools, again with goal of fidelity. |
| 2 | The new Advisory Council has strengthened MOUs and Addenda after clarification of roles, responsibilities, and procedures. This group is also working to collect data to determine effectiveness of CPCs offered. In addition, ESC 2 has agreed to host a website to provide information about the CPCs. |
| 3 | ESC fall principal training will include attention to the CPCs. |
| 5 | The partnership is developing a marketing plan for students. |
| 9 | ESC met with principals to discuss CPC mandate and how to enter into an MOU. |
| 11 | Partners to CTE collaboration will consider collaboration to facilitate offering of and enrollment in CPCs. |
| 14 | The partnership is collecting data about CPC student enrollment and success with support from the partnership ISDs. |
| 15 | About half of the districts in the region attended workshops about benefits of the CPCs, but not all are committed to follow through. The ESC is collecting MOUs from all districts that have signed them. |
| 16 | The Math Journaling project is continuing with development of a video about journaling and work by the Math VAT to gather student data. |
| 17 | Professional development over the summer and into the fall addressed needs of all ELA CPC instructors. |
| 19 | Professional development for the teachers of the CPCs started over the summer has continued in the fall. This is supplemented by other technical support through e-mail, phone calls, visits, and meetings. |
| 20 | Math and ELAR VATs are active in review of CPC curriculum and the professional development offered to teachers. Work involves active review of test items, development of scoring rubrics, piloting an online textbook, etc. |

1. Relate Endorsement Offerings to Higher Education Curriculum and Workforce Needs

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| --- | --- |
| Region | Status |
| 1 | A survey of endorsements and related academic programs is underway. |
| 3 | A CTE Focus Group was formed and charged with inventory of endorsements. |
| 4 | High school offerings include a nursing program that could be aligned with higher education programming. |
| 5 | ESC 5 has completed a survey of endorsements by district; the partnership is committed to this agenda. |
| 7 | The partnership is developing a flow chart of endorsements, degrees/certificates, and potential jobs. |
| 11 | Built on endorsements offered by school districts, the partnership is developing a CTE pathway in Health Science with 2- and 4-year college partners. We are at the stage of having developing a curriculum to be offered through an academy model. Subcommittees have assignments related to implementation. Next steps include development of full curriculum, informing the community, and developing MOUs. |
| 14 | Partnering ISDs and community colleges are creating collaborative programs of study. A strong example is Human Services curriculum of Clyde ISD and Cisco College leading to CDA certification and/or Certificate Level I in Early Childhood. ESC is creating an inventory of endorsement programs offered using a survey developed by the AVATAR group. |
| 15 | The partnership is working on plans to align endorsements with community business content. |
| 16 | One VAT is working on a Patient Care Technician Certification program that is linked to both high school endorsement and 4-year partner’s degree programs. |
| 19 | The partnership is planning a region-wide CTE conference. Presenters and vendors are currently being confirmed for an event that will attend to local endorsement options. |
| 20 | A STEM VAT is being formed under the Dual Credit banner of Alamo College to work with alignment of offerings within this endorsement. One of the goals of this work is development of a common template for articulating STEM pathways, K-20. |

1. Offer Professional Development for Educators and Partners

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| --- | --- |
| Region | Status |
| 1 | The science VAT led professional development at an October conference open to teachers from the region. Project leaders presented at a regional conference for counselors. |
| 2 | A math symposium, originally planned for fall, will be held in the spring. Also, an externship program for math teachers with local businesses enables them to integrate workplace uses of mathematics across the curriculum. |
| 3 | Evaluation of the October Bridges to Success Conference is being used to project future events. |
| 7 | The partnership has planned a February 23 conference for constituents about preparing students for the future. |
| 12 | ELAR, STEM, and newly forming Engineering VAT members took the TSI assessment and discussed the items and their experiences. |
| 16 | At a Community Learning Day to be held Feb. 18 in Borger, education and workforce partners will explore myths about college and perceptions of workforce needs. Also, Texas Workforce Commission will present to educators. Workshops on college readiness in ELAR were offered for teachers at the start of the school year and will be repeated. |
| 17 | Professional development was held for postsecondary admissions personnel from four IHEs. |
| 19 | Ongoing meetings were held for 2- and 4-year college advisors to assure consistency and accuracy in advising of students. |
| 20 | A College and Career Readiness Summit, planned for August 15, 2016, will disseminate best practices in collaboration and vertical alignment from several projects. |

1. Offer Information Sessions for Students and Families

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| Region | Status |
| 2 | In November, a College and Career Readiness conference was held for junior, seniors, and high school counselors. |
| 2 | An Exploring Endorsements conference is planned for grades 8, 9, and 10 on Feb. 4. |
| 4 | A date will soon be set for an Endorsement Fair. |
| 9 | The partnership sought input from VATs and school counselors about outreach to parents of students eligible for enrollment in CPCs; held a College Night for families but bad weather limited attendance. |
| 15 | Plans for an 8th grade career fair are underway. |
| 16 | A CPC video and sample MOU are on the ESC 16 P-16 website in response to many calls from ISDs. |
| 16 | The P-16 Council is sponsoring a FAFSA Completion competition with results to be posted on their website in February. |
| 19 | Parent materials have been printed for distribution through classrooms in Spring 2016. |

1. Assure the Sustainability of the Partnership

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| Region | Status |
| 1 | The core advisory team was expanded and reorganized. Leaders are working to establish patterns of regular monthly meetings of the 3 VATs. |
| 2 | With formation of the Advisory Committee to manage CPC issues, the partnership has been able to better focus on conversations and actions to further vertical alignment. The partnership has presented its work at P-16 Council and board meetings and at the Bridges to Success Conference in Region 3. |
| 4 | A new partnership is supported by enthusiastic and connected administrators. |
| 5 | Partnership members stay in touch through digital communication in spite of meetings cancelled by weather. |
| 7 | Sustainability of the AVATAR work is a benefit of summer ESC conference to focus on vertical alignment and include college and workforce partners. |
| 9 | Added members to the Partnership Advisory Council |
| 12 | In the partnership, all VATs meet on common days that are scheduled through the year. |
| 14 | Many sub-partnerships are already in place to work on CPCs and endorsement/workforce collaborations within this large partnership. One of our goals is to share our best work with other districts not in the project. |
| 20 | Sustainability is a goal of the planned summer College and Career Summit. |

1. **Challenges**

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| --- | --- |
| Challenges | Region reporting |
| It is difficult to bring all members of the partnership together in one room. Some partners require multiple contacts, and sometimes there are leadership changes. Some IHEs are changing their structure, designating administrators to oversee college readiness initiatives, and these people can help. | 3, 4, 7, 14, 20 |
| It is hard to bring closure to CPC course design. | 7 |
| We wish that students were enrolled in the CPCs offered by the ISDs. | 5 |
| We wish that every school district had an MOU for CPC’s with an IHE. | 9, 15 |
| We wish that ISDs were offering the CPCs developed. | 10 |
| It is very hard to track the students who have used the math journals after they leave high school. | 16 |
| It is hard to manage all the issues related to creating a CTE pathway: state accountability and access mandates; workforce needs including licensure, certificates, and degrees; coming to agreement about what curriculum is essential; facing fiscal realities | 11 |
| Communication between counselors and teachers about the needs of students is important. For example, teachers need to know when students are enrolled in English IV as a CPC. | 17 |
| Involvement of additional administrators and counselors in the CPC discussion has led to miscommunication. We need greater clarity through continued professional development and consistency of course offerings through an online platform. | 19 |
| In response to numerous issues with communication, we formed a CPC Advisory Committee to try to get all groups on the same page. The work of this group is to clarify roles, responsibilities, and procedures; determine need for professional development; and create timelines for implementation of the CPCs. | 2 |
| Data sharing is an important issue that will eventually be faced by all partnerships. | 1 |

1. **Assistance Received or Requested**

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| --- | --- |
| **Sources of Assistance Noted** | Region reporting |
| AVATAR staff | 4, 11, 16 |
| The conference calls | 2 |
| AVATAR Website | 9 |
| Other AVATAR coordinators | 9 |
| Colleagues in the ESC with different expertise | 7 |
| Our Math VAT, formed to evaluate the CPC, found discrepancy between the TEKS and local IHE expectations, which led to a great vertical alignment discussion. | 17 |
| **Assistance Requested** |  |
| Samples of documents or practices for getting schools involved in CPC implementation, recruiting students into CPCs, and communicating with parents | 10 |
| Resources to help us with our goals and activities | 14 |
| Some districts will not offer the CPCs without a state accountability plan. | 15 |
| More funding to continue professional development and expand the CPC offerings through online resources | 19, 2 |
| Information about how AVATAR and Pathways Partnerships are working together | 20 |

1. **Budget Report**

|  |  |  |
| --- | --- | --- |
| Region | Percent Expended 12/2015 | Percent to be Expended by 8/2016 |
| 1 | 88 | 22 |
| 2 | 52 | 48 |
| 3 | 35 | 65 |
| 4 | 3 | 97 |
| 5 | 0 | 100 |
| 7 | 98 | 2 |
| 9 | 11.6 | 88.4 |
| 10 | 23.5 | 76.5 |
| 11 | 77 | 23 |
| 12 | 1.1 | 98.9 |
| 14 | 21.6 | 78.4 |
| 15 | 67.9 | 32 |
| 16 | 12 | 88 |
| 17 | 12.3 | 87.7 |
| 19 | 79 | 21 |
| 20 | 16 | 84 |
| Mean | 37.4 | 62.6 |