

Texas Higher Education Coordinating Board 2011-2013 Vertical Alignment Training Grant Proposal Summary

Funding Period: September 1, 2011 – August 31, 2013

Grant Applicant: University of North Texas on behalf of the North Texas Regional P-16 Council

Grant Need: Many students enter college coursework without a deep understanding of specific and necessary elements of the requisite discipline and cross disciplinary skills (CCRS), often resulting in the need for developmental coursework at postsecondary levels. Secondary educators desire to deepening specific content areas and introduce postsecondary practices to their students but cite a need for reference materials articulating expectations of postsecondary coursework and student performance measures. This gap will need to close with end of course exams in high schools and two- and four year IHE being required to accept students who pass the EOC exams into entry level courses.

Grant Goals:

- Design a vertical alignment process based on success alignment projects undertaken by THEC and others
- Prepare and assist secondary and postsecondary faculty and administrators to facilitate horizontal and vertical curriculum alignment between high school and college English language arts, mathematics, and science courses and sequences
- Develop and deliver up a training workshop for up to 12 Education Service Center and P-16 Council partners coming from across the state and then provide technical assistance for these participants as they implement vertical alignment activities

Grant Outcomes/Partnership Benefits:

- Enhance the success of students in high schools and prepare them to transition to institutions of higher education to support future careers and decrease the need for developmental education
- Enhance the success of students in two-year IHE and prepare them to transition to four-year IHE
- Ensure the content preparation and cross disciplinary skills are well aligned so that students can enroll and succeed in postsecondary education at all levels
- Support the THECB's participation and success goals in "Closing the Gaps"

Grant Proposed Partnerships:

- Universities: University of North Texas, Texas Women's University, Stephen F. Austin University,
- P-16 Councils: North Texas Regional P-16 Council and Deep East Texas P-16 Council; and up to 12 others
- Community Colleges: Dallas County Community College District, Brookhaven College, Tarrant County College, and Angelina College; and others
- Districts: Dallas ISD (ESC 10), Fort Worth ISD (ESC XI) and Nacogdoches, Hudson, Woden, and Lufkin ISDs (ESC 7); and others
- Education Service Centers (ESC): Region 10 ESC, ESC Region XI and Region 7 ESC; and up to 12 others

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Grant Project Focus: Grant activities will focus on the

- Creation of horizontal and vertical alignment processes for mathematics and science standards between secondary and two/four year postsecondary institutions to support student college and career readiness.
- Implementation of the horizontal and vertical alignment process with three pilots (Dallas, Fort Worth, East Texas ISDs)
- Design and implement statewide Training of Trainers (TOT) of vertical alignment process model with at least 5 ESCs, 2 P-16 Councils and 3 pilots. The Training of Trainers sessions will be open to all 20 ESCs and 40 THECB P-16 Councils.

Grant Project Design and Delivery Phases

Phase 1: Plan and Develop Training Components for Vertical and Horizontal Curriculum Alignment (September 2011-May 2012)

- Plan, develop, and evaluate materials, programs, and options for curriculum alignment in multi-level partnerships, with the intention of creating training components and follow-up technical assistance (process, content, and course profiles) for use by secondary and postsecondary faculty and administrators.
- Partnership Roles and Responsibilities:
 - Universities and Community Colleges: Identify key staff to actively participate in the Partnership for Project Development and Delivery (PPDD) grant advisory meetings (September 2011-August 31, 2013). These meetings will establish training design, identify data collection needs, commission curriculum components and define partnership roles and responsibilities.
 - Districts: Identify key staff to actively participate in the Partnership for Project Development and Delivery (PPDD) grant advisory meetings (September 2011-August 31, 2013). These meetings will establish training design, identify data collection needs, commission curriculum components and define partnership roles and responsibilities.
 - Education Service Centers: Identify key staff to actively participate in the Partnership for Project Development and Delivery (PPDD) grant advisory meetings (September 2011-August 31, 2013). These meetings will establish training design, identify data collection needs, commission curriculum components and define partnership roles and responsibilities.

Phase 2 - Pilot and Evaluate Implementation of the Components Developed in Phase 1 by Three Curriculum Alignment Partnerships (June 2012-May 2013)

- Three pilot programs will be implemented to determine effective and efficient Vertical Alignment Training components and follow-up technical assistance. The pilot training and technical assistance will be coordinated through Education Service Centers regions 10, XI and 7. As pilots, these curriculum partnerships will focus on courses in the STEM areas (mathematics and science) and include emphasis on English Language Arts and cross disciplinary standards connections. Pilot programs will involve the following partners:

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1. **Stephen F. Austin's University STEPS Project Partners (Brenda Hill, Lead):** Stephen F. Austin University; Angelina College; Hudson ISD, Lufkin ISD, Nacogdoches ISD, and Woden ISD high schools; Region 7 Education Service Center; and Deep Texas P-16 Council;
 2. **Dallas Partners (Don Perry and Chris Kanouse, Leads):** Dallas ISD, Dallas County Community College District, Brookhaven Early College High School, TWU, UNT, Region 10 ESC, and North Texas Regional P-16 Council; and
 3. **Fort Worth Partners (Francine Holland and Kathy Wright-Chapman, Leads):** Fort Worth ISD, Tarrant County College, UNT, Education Regional Service Center XI, and North Texas Regional P-16 Council. Evaluation of content, process, and course profiles will be completed by each pilot partner using processes developed in phase 1.
- Partnership Roles and Responsibilities:
 - Universities and Community Colleges: Identify staff who will be part of a working team to design and develop project vertical alignment modules in the areas of Algebra II, Chemistry and related postsecondary mathematics and science courses.
 - Districts: Identify teachers and district leadership who will be part of a working team to design and develop project vertical alignment modules in the areas of Algebra II, Chemistry and related postsecondary mathematics and science courses.
 - Education Service Centers: Identify staff who will be part of a working team to design and develop project vertical alignment modules in the areas of Algebra II, Chemistry and related postsecondary mathematics and science courses.

Phase 3 – Disseminate Vertical Alignment Model through Training and Technical Assistance across the State (June 2013-August 2013)

- Based on phases 1 and 2, a training and technical assistance model for vertical and horizontal curriculum alignment will be created and then disseminated using a train-the-trainer model.
- A one to two day symposium will be hosted by Education Service Center Region XI (Francine Holland) and the North Texas Regional P-16 Council (Jean Keller) with an invitation extended to all 20 TEA regional Education Service Centers and the 40 THECB P-16 regional councils to receive the training on the model vertical and horizontal curriculum alignment process and components developed through this project.
- To be accepted into the training, the ESCs and P-16 Councils must form a partnership and agree to implement at least one vertical and horizontal curriculum alignment partnership program in their regions. Regions with the greatest need will be encouraged to participate.
- It is anticipated that at least 25% (5) of the regional Education Service Centers will participate. The three (3) pilot programs Nacogdoches, Dallas, and Fort Worth will be sustained throughout the entire project. Additionally, this work will be disseminated through the National Institute for the Study of Transfer Students.
- Partnership Roles and Responsibilities:
 - Universities and Community Colleges: Identify staff who will be part of a working team to develop and deliver project vertical alignment statewide Training of Trainers (TOT) vertical alignment process model with at least 5 ESCs, 2 P-16 Councils and 3 pilots.

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- Districts: Identify staff who will be part of a working team to develop and deliver project vertical alignment statewide Training of Trainers (TOT) vertical alignment process model with at least 5 ESCs, 2 P-16 Councils and 3 pilots.
- Education Service Centers: Identify staff who will be part of a working team to develop and deliver project vertical alignment statewide Training of Trainers (TOT) vertical alignment process model with at least 5 ESCs, 2 P-16 Councils and 3 pilots.