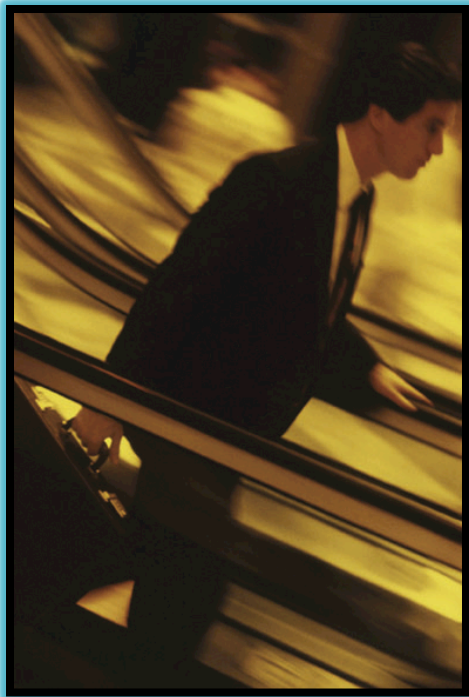


Academic Vertical Alignment Training and Renewal (AVATAR) Project

Presented by:
Czarina Reyes, Ph.D.
Brookhaven College

Workforce Needs



Global shifts to an information, service, and technology-based economy require a college-educated workforce.

Seven out of every ten jobs depend on advanced skills gained through postsecondary education or training.

From: Achieve, Inc./American Diploma Project
<http://www.achieve.org/ADPNetwork>

Educational Attainment and Rank Among States – Texas 2005

46th

• 18–24 with HS diploma

50th

• 25–64 with HS diploma

46th

• 25–64 with Associate

34th

• 25–64 with Bachelor's or Higher

34th

• 25–64 with Graduate/Professional

U.S. Census Bureau, 2005 ACS

Younger, Less Well Educated in Texas

- Texas population with Associate Degree or higher

30.7%

• Ages 25–34

33.7%

• Ages 35–44

34.3%

• Ages 45–54

33.5%

• Ages 55–64

Report of The Select Commission on Higher Education
and Global Competitiveness, January 2009

Closing the Gaps by 2015

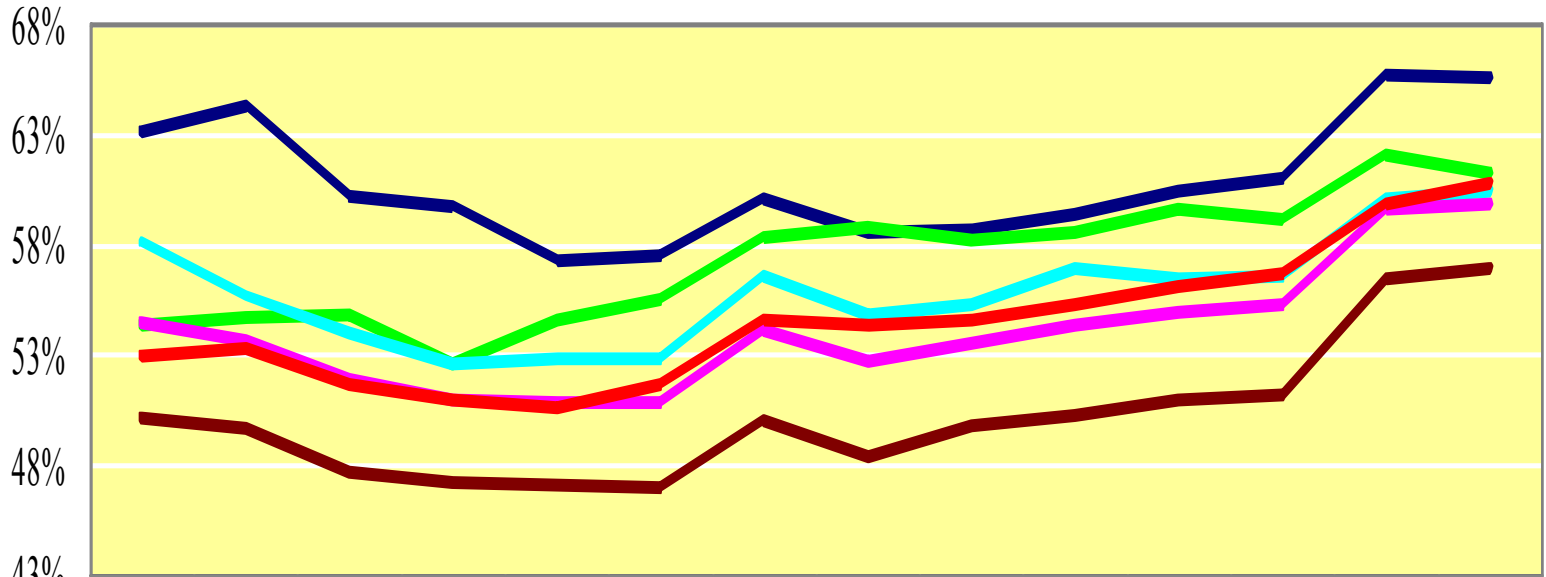
- ▶ Participation

Add 630,000 more students

- ▶ Success

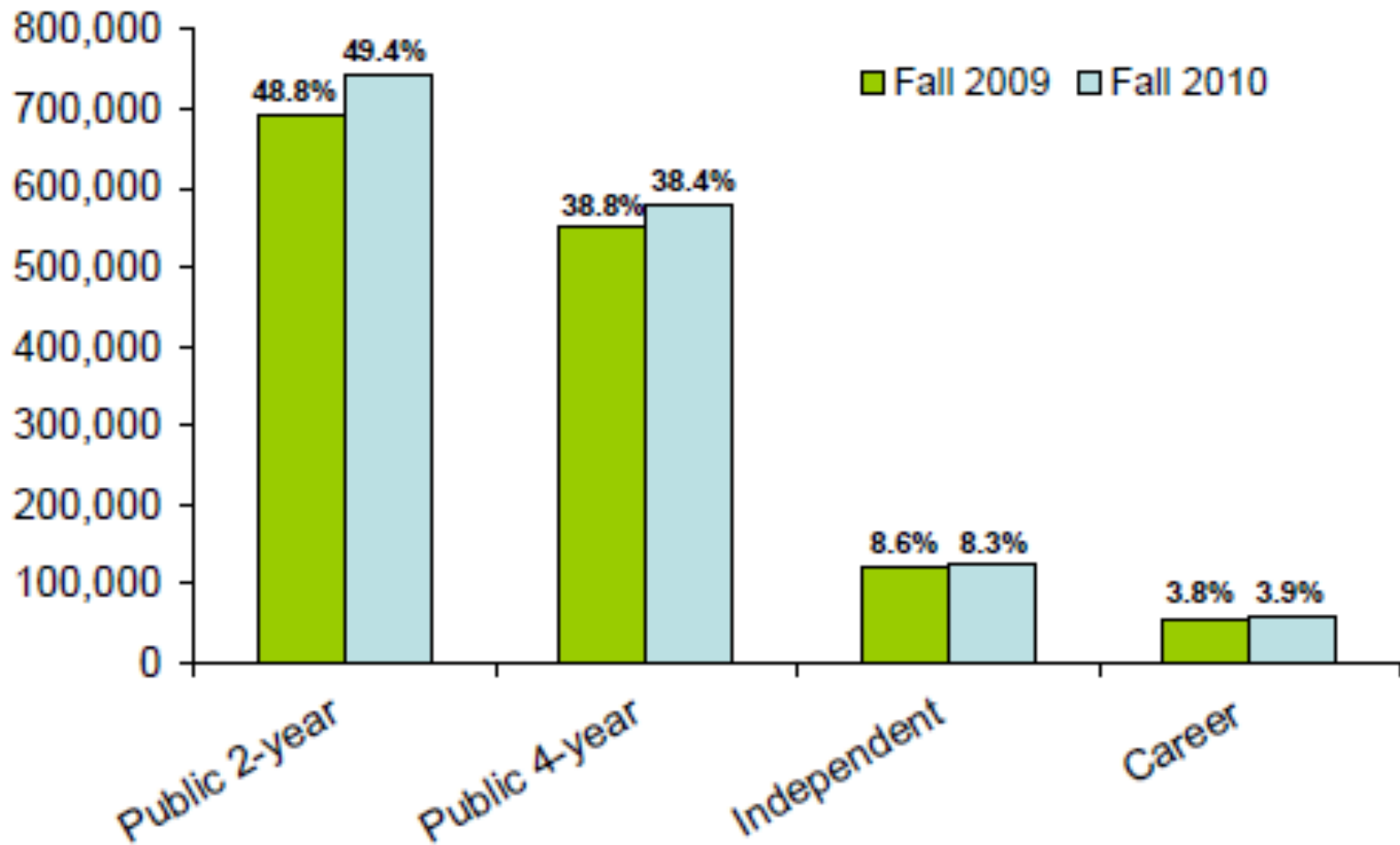
*Award 210,000 more
undergraduate degrees and
certificates*

Percent of Postsecondary Enrollment for the High School Graduates in the Four North Texas Counties from 1996 to 2009

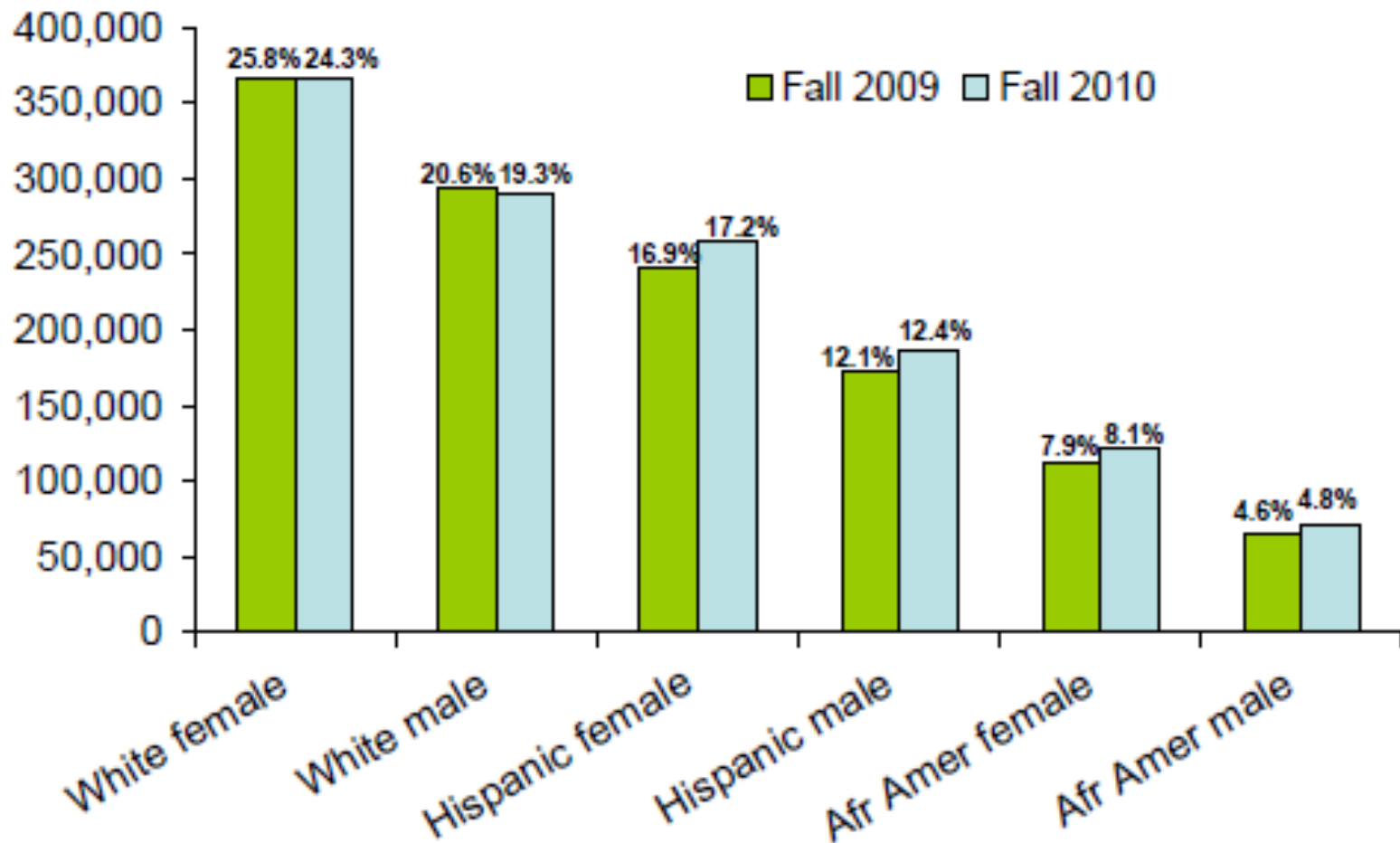


	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
— Collin	63.1%	64.3%	60.2%	59.8%	57.3%	57.5%	60.1%	58.6%	58.8%	59.4%	60.5%	61.1%	65.8%	65.7%
— Dallas	50.2%	49.7%	47.7%	47.3%	47.1%	47.0%	50.0%	48.4%	49.9%	50.2%	51.0%	51.2%	56.4%	57.0%
— Denton	54.3%	54.7%	54.9%	52.7%	54.6%	55.5%	58.4%	58.8%	58.2%	58.6%	59.6%	59.2%	62.2%	61.3%
— Tarrant	58.1%	55.6%	54.1%	52.6%	52.9%	52.8%	56.6%	54.9%	55.3%	57.0%	56.5%	56.6%	60.1%	60.4%
— North Texas Counties	54.5%	53.7%	51.9%	50.9%	50.8%	50.8%	54.1%	52.7%	53.5%	54.4%	55.0%	55.3%	59.6%	59.9%
— State	53.0%	53.3%	51.7%	50.9%	50.7%	51.7%	54.7%	54.4%	54.6%	55.3%	56.1%	56.7%	59.9%	60.8%

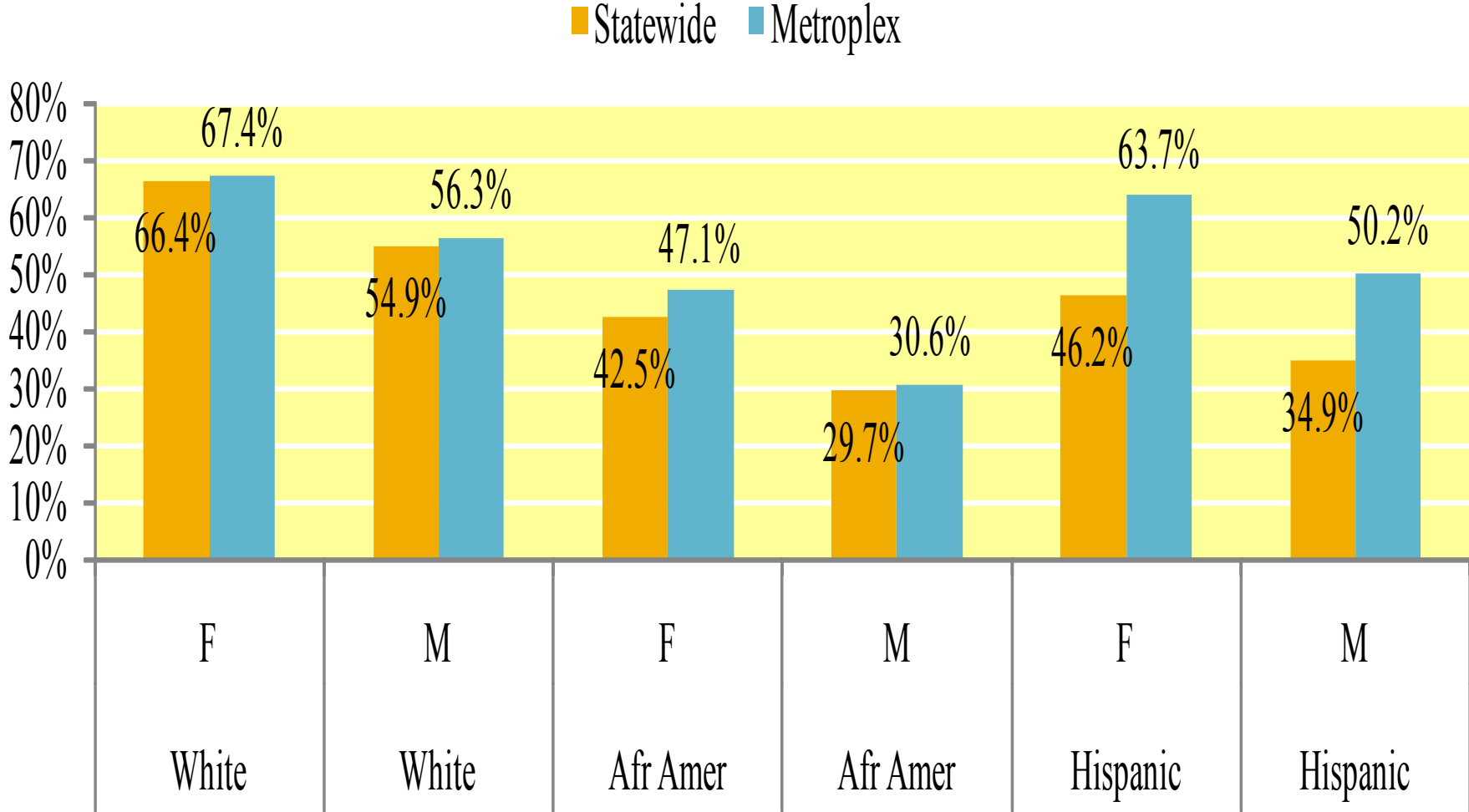
Enrollment and Percent of Statewide Total by Type of Institution



Enrollment and Percent of Statewide Total by Gender Within Race/Ethnicity



Regional Residents' Graduation Rates (Bacc+) of Fall 1999 FTUG Cohorts within 6 Years at Public Universities in Comparison with the State



College and Career Readiness

Challenging courses – especially in mathematics
– open the doors to postsecondary opportunities

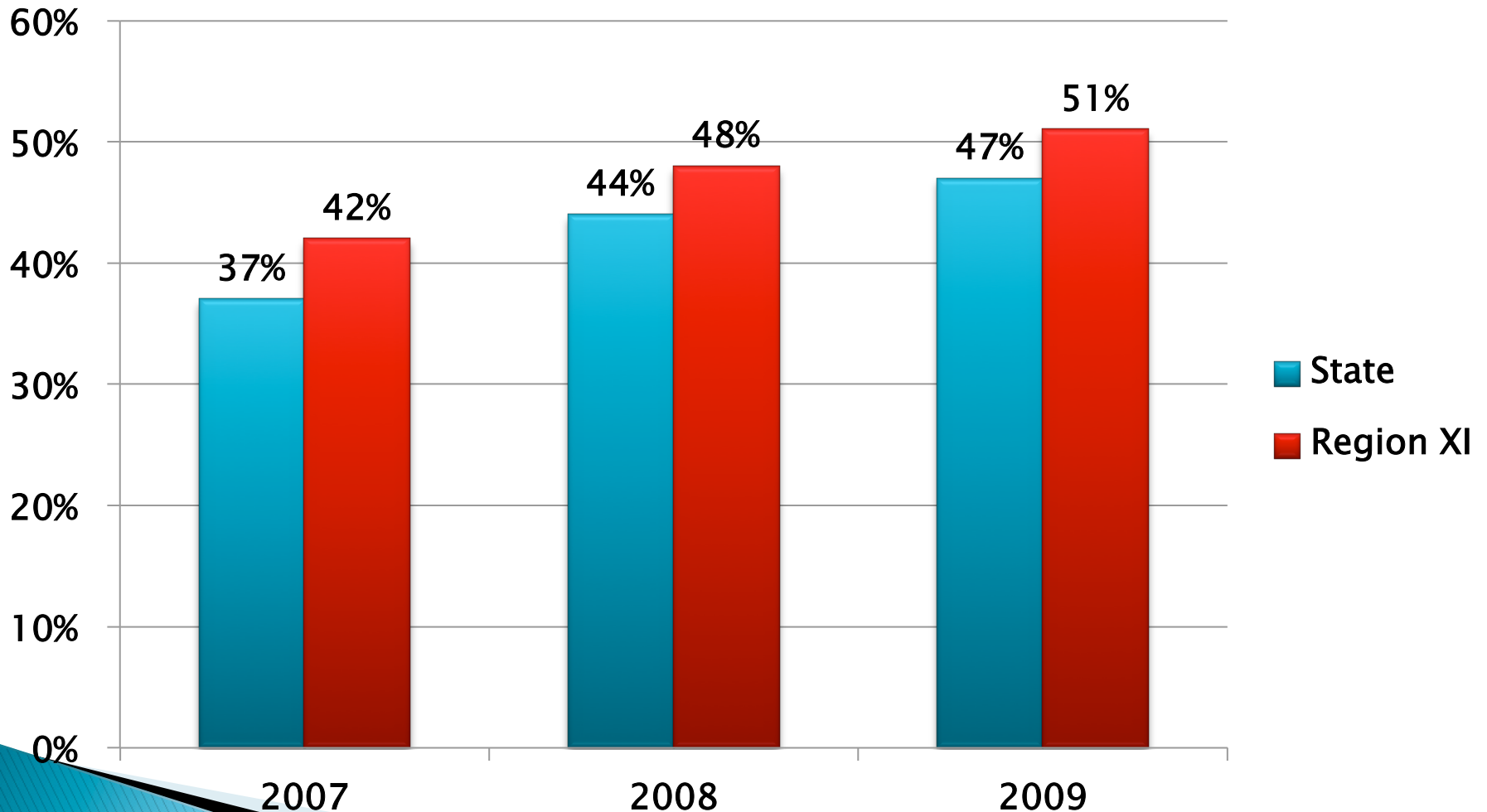
Most well-paying jobs require a certificate or a
college degree



From: Achieve, Inc./American Diploma Project
<http://www.achieve.org/ADPNetwork>

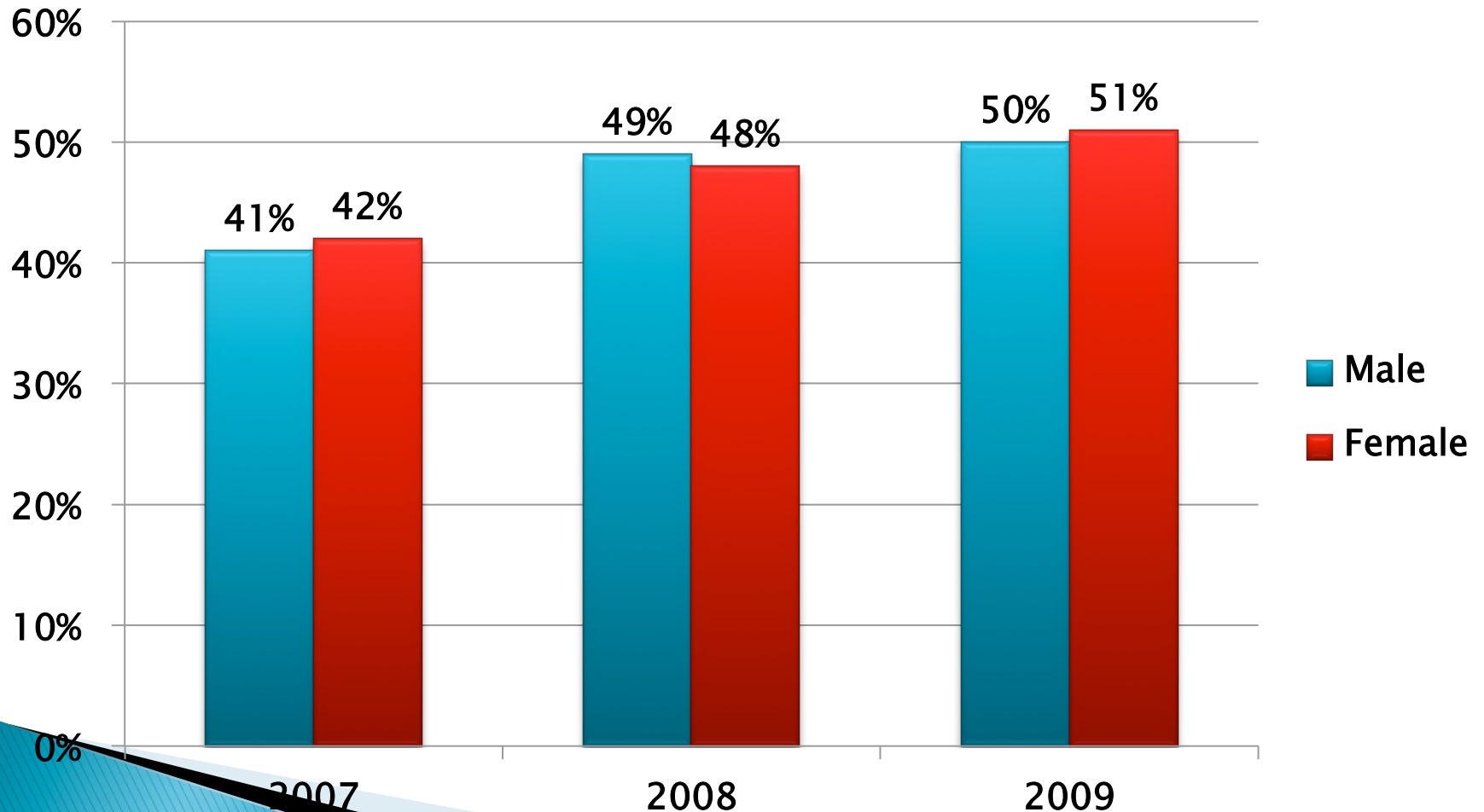
College Ready Graduates in English Language Arts and Mathematics: State and Region

Texas Education Agency (TEA) Academic Excellence Indicator System Report (AEIS)



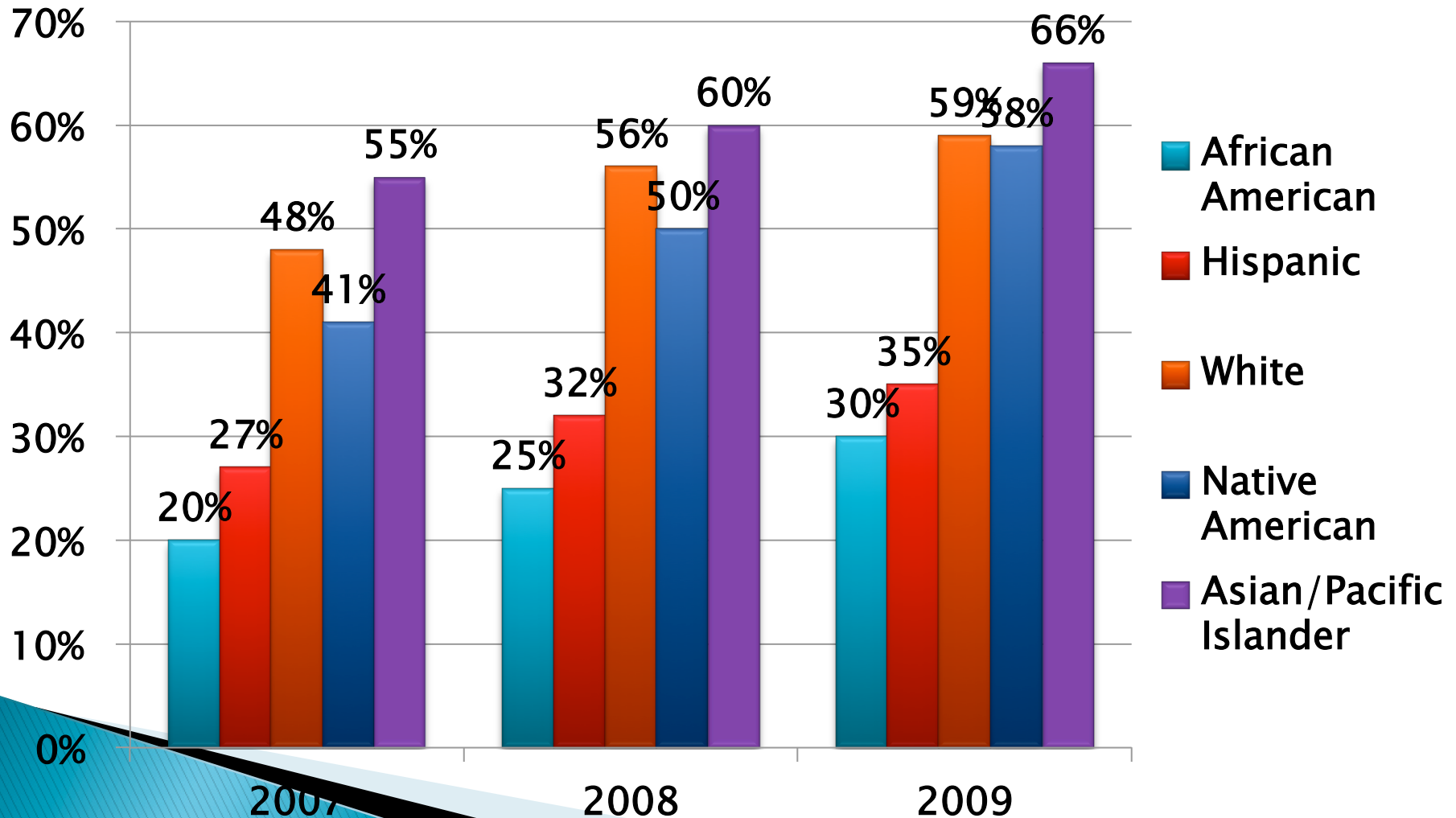
College Ready Graduates in English Language Arts and Mathematics: Gender

Texas Education Agency (TEA) Academic Excellence Indicator System Report (AEIS)



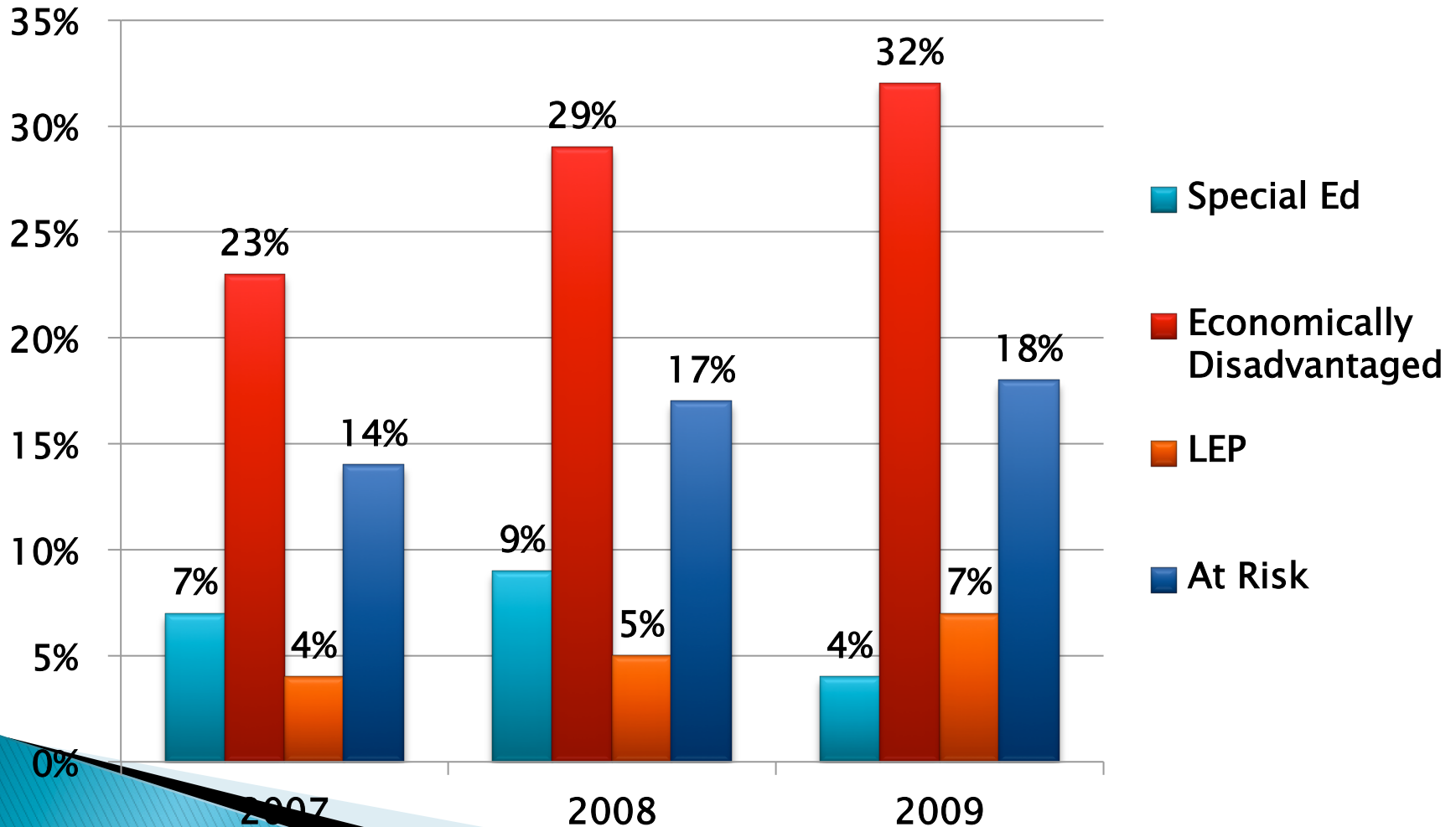
College Ready Graduates in English Language Arts and Mathematics: Student Groups

Texas Education Agency (TEA) Academic Excellence Indicator System Report (AEIS)

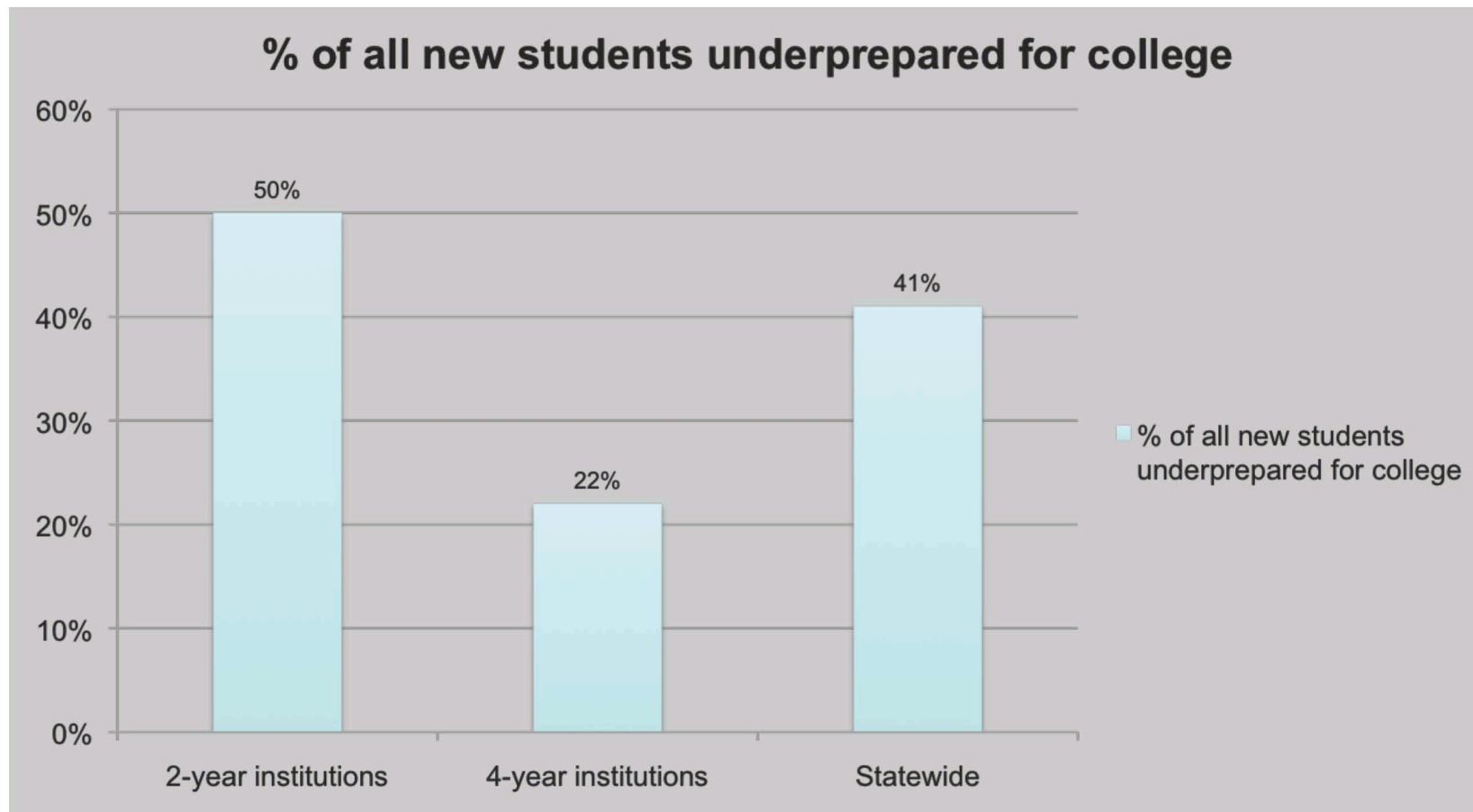


College Ready Graduates in English Language Arts and Mathematics: Additional Student Groups

Texas Education Agency (TEA) Academic Excellence Indicator System Report (AEIS)



Over 40% of all new Texas students in 2005 required developmental education.



Source: THECB Developmental Education Data Profile 2005

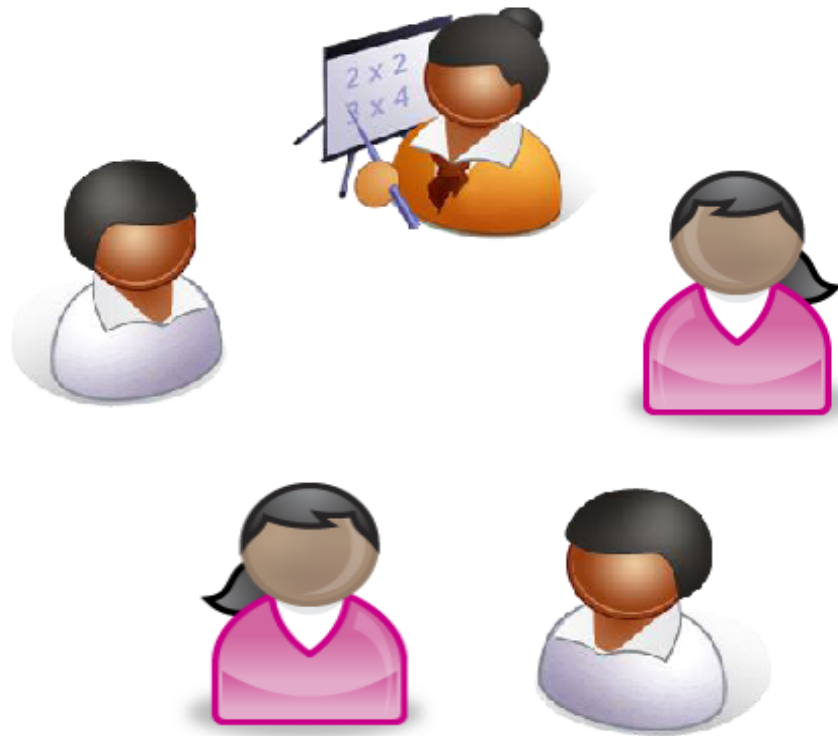
Closing the Secondary and Postsecondary Student Success Gap

How will secondary and postsecondary staff...

- ▶ support the success of students graduating college-ready from high schools?
- ▶ prepare smooth transitions to postsecondary education?
- ▶ decrease the need for postsecondary developmental education?



What Is AVATAR?



AVATAR Project Goals

- ▶ Conduct a pilot vertical alignment training program with Fort Worth ISD, Tarrant County College, and University of North Texas
- ▶ Design scalable secondary and postsecondary training processes for vertical and horizontal curriculum (**instructional or culture**) alignment (**aligning the performance expectations**) that support successful transition and completion for students preparing for higher education and careers

AVATAR Project Goals

- ▶ Facilitate secondary and postsecondary work groups, composed of faculty, administrators, and P-16 Council leaders, to conduct horizontal and vertical curriculum alignment of high school courses, higher education lower division course sections, and lower division course sequences in 2 year and 4 year higher education settings

AVATAR Project Outcomes

- ▶ Enhance the success of students graduating college (**and career**) ready from high schools and prepared for smooth transitions to postsecondary education (**and the work place**) with a significant decrease in the need for developmental education (**or additional training**).
- ▶ Ensure course descriptions, content learning outcomes, instructional strategies, and student and instructor expectations are aligned and communicated so that secondary students are prepared to enroll and succeed in postsecondary education at all levels

AVATAR Project Outcomes

- ▶ Create secondary and postsecondary course templates aligned to the Texas Essential Knowledge and Skills (TEKS), State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) Assessments, and Texas College and Career Readiness Standards (CCRS) in Chemistry, English Language Arts, and Mathematics
- ▶ Develop project training workshops, deliver to faculty, administrators, Education Service Center personnel, and P-16 leaders throughout the state, and provide technical assistance to help these participants replicate the vertical alignment processes and activities in their regions

Similarities

- ▶ Curriculum is well aligned between secondary and post – secondary institutions.

GAPS

- ▶ Student and Instructor Expectations
- ▶ High School Teacher responsibility
 - Limited failure rate
 - Documentation for parent contact, grades, failure rates, tutoring, absences, tardies, disciplinary referrals, etc.
 - Risk of disciplinary action for non-compliance
 - Primary responsibility of learning lies with the teacher and not the student (e.g, state mandated test scores, student success rates, district definition of “good teaching”)
 - Mandated number of grades per student per grading period

GAPS Continued

- ▶ College Instructor Responsibility
 - Required to adhere to departmental course description
 - Guideline of grade evaluation to follow (typically: 15% non-proctored and 85% proctored)
 - Relevant lectures with accurate, current data
 - Standardized course content within confines of academic freedom
 - Primary responsibility of learning lies with the adult student and not the instructor

GAPS Continued

- ▶ High School is teacher led learning
 - Daily and personal interaction with students
 - Smaller class sizes (for the most part)
 - Lessons are not lectured based
 - Students required to do class work in groups
 - All learning styles must be addressed in lesson delivery
 - Accommodations for individual situations (e.g., pregnancy, special education, illness, absences, etc.)
 - Required to provide hard copy of all documents to students

GAPS Continued

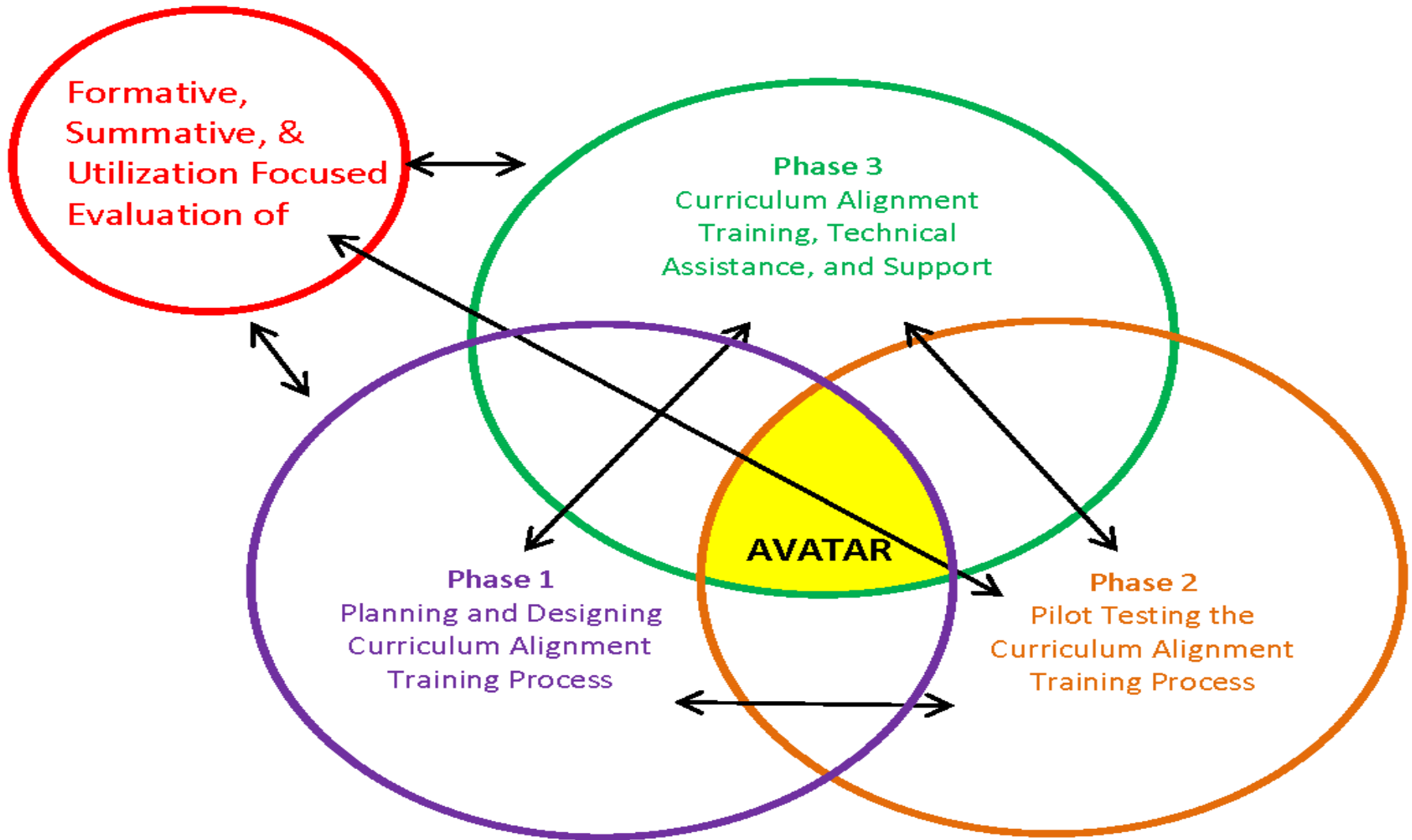
- ▶ College students are primarily responsible for their own learning
 - Lecture format
 - Independent study
 - Textbook reading required
 - Investigative learning use of online resources (e.g., MyMathLab, MyLabsPlus, ALEKS, Web Assign, ecampus, etc.)
 - Pre-lab preparation
 - In depth class discussion on outside class preparation
 - Variety of student learning resources (Math Lab, tutoring, etc.)
 - All documents and materials provided online (e.g., syllabi)

Changes Needed

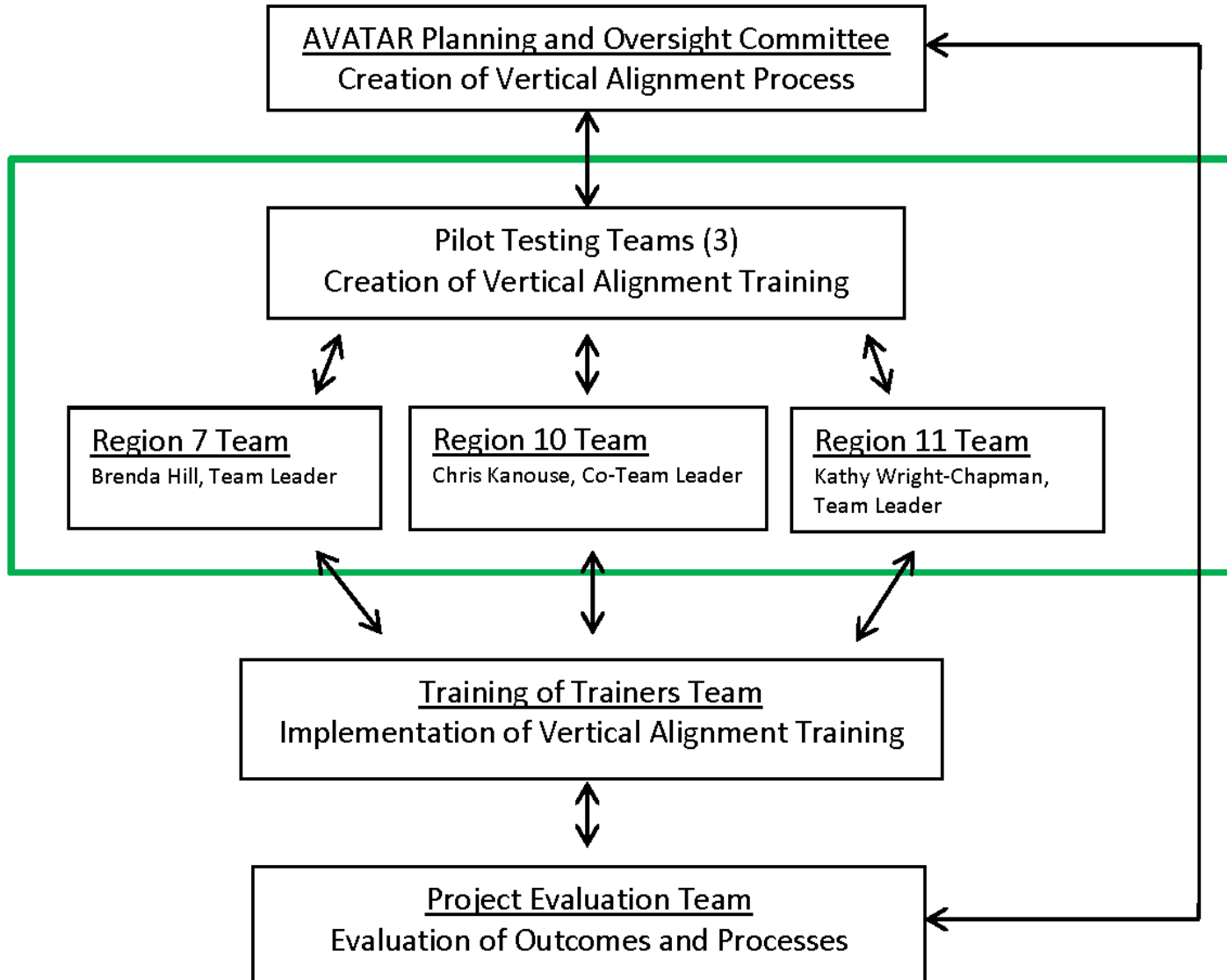
- ▶ Reinforce personal responsibility and realistic expectations.
- ▶ Flexible, horizontal collaboration between Chemistry and Math Faculty: align curricula so that students cover topics in Math class before they are required in Chemistry.

AVATAR

(Academic Vertical Alignment Training And Renewal)
Model



AVATAR Model



AVATAR Partners

- ▶ University of North Texas P-16 Council
- ▶ University of North Texas
- ▶ Texas Woman's University
- ▶ Dallas County Community College District
- ▶ North Texas Community College Consortium
- ▶ Stephen F. Austin University
- ▶ Collin College
- ▶ Fort Worth Chamber of Commerce
- ▶ Early College High School at Brookhaven College
- ▶ Fort Worth Independent School District
- ▶ Dallas Independent School District
- ▶ Tarrant County College
- ▶ Education Service Center Region 10
- ▶ Education Service Center Region XI

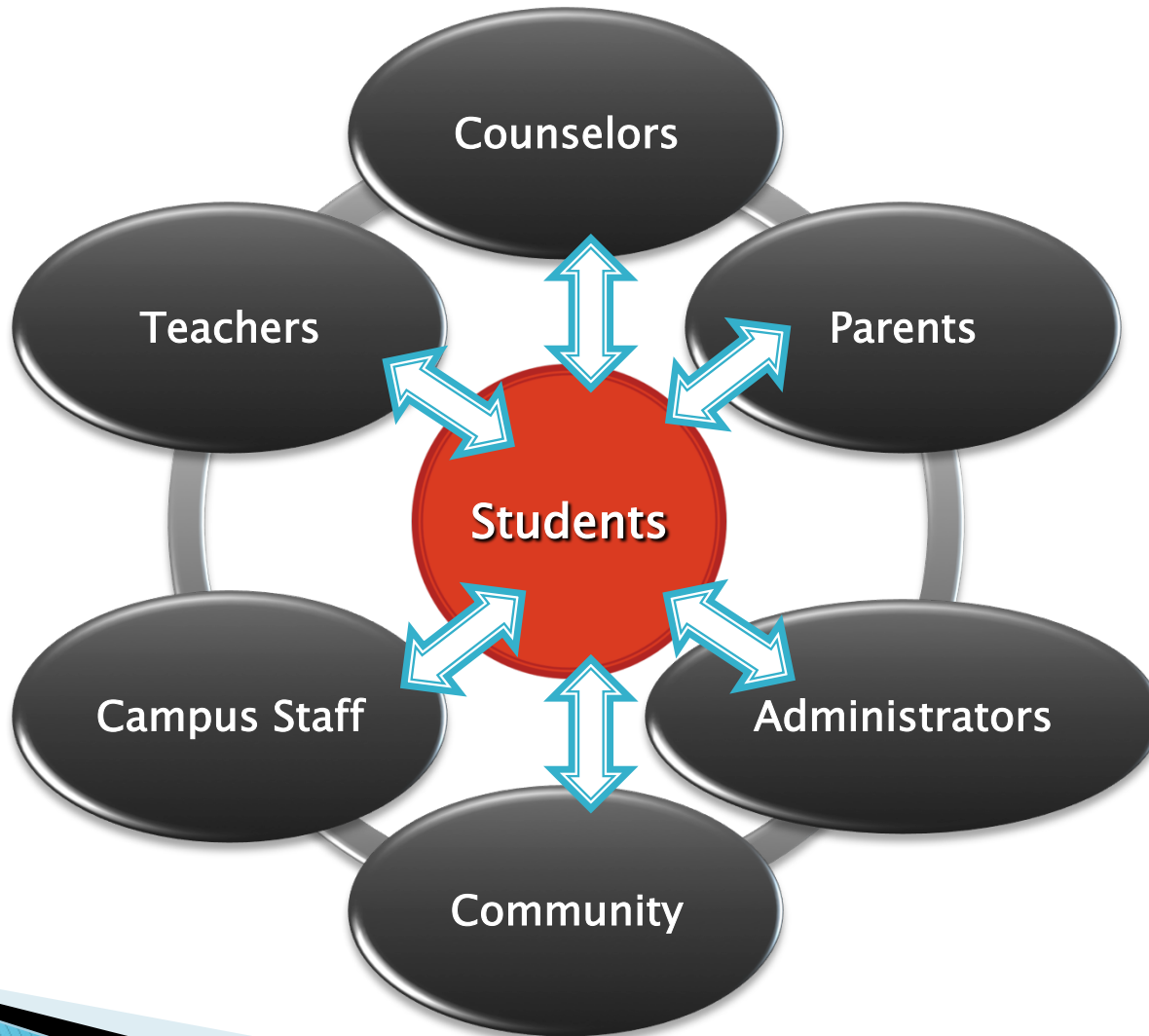
Partnership Benefits

- ▶ Build capacity to improve curriculum (**delivery**) alignment between secondary and postsecondary courses
- ▶ Strengthen secondary and postsecondary commitment to college access and preparedness for all students

Secondary and Postsecondary Partners

- ▶ Secondary district leadership and teachers who teach English III, English IV, Chemistry and Algebra II
- ▶ Postsecondary (2 year and 4 year) staff who teach fundamental courses of English Language Arts (1301 and 1302), Chemistry (1311 and 1312), and Mathematics (1314 and 1414)

Partners for Success



Acknowledgements

- ▶ I would like to thank Chris Kanouse for providing the data and information.
- ▶ Contact information:
 - Chris Kanouse, Ed.D.
 - Program Director
 - School Support and Educator Certification
 - Region 10 ESC
 - 972-348-1680

Questions



Concerns