HB5: Effective High School to College Collaboration

Presented by:
Dr. Catherine O’Brien
• Why is HB5 so important?
• What are the basics?
• How in the world do I meet the requirements?
• What are other mitigating factors impacting our approach?
Someone shut the back door.
House Bill 5: Accountability, Assessment, and Curriculum Requirements for ISDs

- Changed to a Foundation School Program, which replaces the Recommended High School Program, the Minimum High School Program, and the Distinguished Achievement Program with one 22-credit foundation school program.
  - 4 ELA Credits
  - 3 Math credits
  - 3 Science credits
  - 3 Social Studies credits
  - 2 Language credits
  - 1 Fine Arts credit
  - 1 P.E. credit
  - 5 Elective credits
HB 5 also establishes endorsements in five categories:

- STEM
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary
College Preparatory Courses

Assigns responsibility of college preparatory courses to **districts** that **must partner with** at least one **institution of higher education** to **develop and provide college preparatory courses** in English language arts and math. Requires that the courses be designed for **grade 12 students** whose performance on an EOC exam does not meet college readiness standards; or coursework, college entrance exam, or higher education screener (TSI Assessment) indicates the student is **not ready for college-ready coursework**.
Texas House Bill 5

- Requires the courses developed be provided on the campus of the high school offering the course, or through distance learning or an online course provided through an institution of higher education with which the district has partnered. Mandates that high school and higher education faculty collaborate to ensure the courses are aligned with college readiness expectations.
• 3-Year Grant Awarded to Colleges and ISDs in the Gulf Coast Consortium (Began 2012)
• Lone Star College Partners
• LSC-North Harris and Spring ISD
• LSC-CyFair and CyFair ISD
• Goal 1: Reduce remediation among high school graduates
• Goal 2: Accelerate the Developmental Education Sequence
• Goal 3: Increase Success in Gateway Courses
• Curriculum alignment efforts
• Professional development on best practices
• Utilizing data for continuous improvement
• MOU
• Prior Learning Assessment
CARE Student Success Pathway Model

<table>
<thead>
<tr>
<th>College Readiness</th>
<th>College Transitions</th>
<th>Developmental Education</th>
<th>College-Level Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify gaps in academic preparation</td>
<td>Increase college awareness and access</td>
<td>Accelerate DE pathway into programs of study</td>
<td>Support early college success</td>
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<tr>
<td>Design seamless academic pathways</td>
<td>Support college-going aspirations</td>
<td>Support structured connections through cohort experience</td>
<td>Mainstream DE students into Gateway courses</td>
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<td>Create early opportunities for college and career success</td>
<td>Make front door college engagement inescapable</td>
<td>Provide college community resources</td>
<td>Increase student engagement and social integration</td>
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<td>Provide meaningful faculty and staff development</td>
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<td>Promote completion of gateway courses in program of study</td>
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<tr>
<td>Decrease the percentage of HS students needing DE</td>
<td>Increase the % of HS graduates going directly into college</td>
<td>Increase % of CC students completing the DE sequence</td>
<td>Increase % of CC students completing Gateway courses</td>
</tr>
</tbody>
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“Creating Educational Pathways for College Awareness, Readiness, and Success”
### CARE Initiative Personnel

<table>
<thead>
<tr>
<th>At the high school:</th>
<th>At the college:</th>
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</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>President</td>
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<tr>
<td>Associate Superintendent, C&amp;I</td>
<td>VPI</td>
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<tr>
<td>Direction, C&amp;I</td>
<td>Dean</td>
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<tr>
<td>Curriculum Coordinators/Chairs</td>
<td>Chairs</td>
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<td>Faculty</td>
<td>Faculty</td>
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<tr>
<td>College and Career Specialists</td>
<td>College Connections Advisors</td>
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<tr>
<td><strong>CARE Advisors</strong> - 1 FT, 1PT</td>
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Intervention Strategies

- Intensive academic advising by the CARE Coordinator/Academic Advisor
- Review Packets in reading, writing, and mathematics
- Web-based test prep site [http://fsc.lonestar.edu/GCPASS_lonestar/PREP_Home.htm](http://fsc.lonestar.edu/GCPASS_lonestar/PREP_Home.htm)
- Professional Development Workshops on using intervention strategies
• HUMD 0339 with Bridge to Success
• MATH 0308/0310 with Advanced Algebra
• ENGL 0309 with English IV
• TEKS Aligned with Course Learning Outcomes
• Map of Course Content Developed
• Sample Lessons Created
• Common Assessment Developed
• Calibration (English)
CARE English Matrix

Matrix Document
• MOU between the two institutions for this agreement
• Students must earn a C or better in their Bridge class to receive HUMD credit
• Students must earn an A or B in their Advanced Algebra class to receive Math 0308/0310 credit and be considered college ready in Math
• Students must earn an A or B in their English IV class to receive ENGL 0309 credit and be considered college ready in English
• One page application with their transcript
CARE Initiative
PLA by College Prep

- PLA Information:
  http://www.lonestar.edu/pla-college-prep.htm

- CARE site:
  http://www.lonestar.edu/care-cyfair.htm
CARE Initiative
Faculty Involvement

- Teams of Content Specific Faculty from each Institution
- Professional Development to establish the context for the work
- Specific meeting times to complete the work
- Continued Professional Development Opportunities to support the work
- Administrative support for the process
- Communication with all faculty at each institution
Collaboration Experiences – Guiding Principles

1. We will embrace innovation.
2. Collaborative dialogue creates mutual understanding.
3. College preparedness upon high school completion is the target.
5. We want all of our students to *come all the way in, and sit all the way down*.
6. We will meet our students where they are and bring them as far along as possible.
7. The focus of this work is what is best for OUR students.
Collaboration Experiences – Planning

1. Pre-set commitment from the working team.
2. Established dates for meeting.
3. Agendas produced 48 hours in advance of each meeting.
4. Accurate minutes are recorded.
5. Sub-groups are appropriate to establish.
6. Final deadline set in advance of the work, and progress deadlines work from that goal.
7. Administrative support from both institutions.
Mitigating Factors Impacting Our Work

1. Speaking Different Languages
2. Faculty Buy-In
3. Time
4. TSIA
5. Personnel Changes
6. Coordinating Calendars
7. Working within the policies of two large institutions
Contact Information

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