

Quarterly Update. July 2010

The San Antonio Mathematics and Science Education Partnership (SAMSEP) is preparing for the submission of the larger proposal to the National Science Foundation. The deadline is October 14, 2010. We will be requesting a total of about \$10 million over five years to support efforts to align high school and higher education mathematics across the city, and to promote College Algebra as a fourth year, dual-credit high school mathematics course. In preparation for the development of the proposal, groups of educators have been articulating specific objectives and strategies that will help in the implementation of the stated goals. Though these objectives and strategies are not yet finalized, they will give a clearer picture of the direction of SAMSEP.

SAMSEP Goals

- Strengthen the existing citywide partnership to support rigorous mathematics and science education.
- Create a support system throughout the educational system and community to enhance student success at every step of the way.
- Align mathematics and science curricula, both horizontally and vertically, beginning with the gatekeeper course, College Algebra.

Strategies & Objectives

- 1) Increase community college completion rate by 25% by 2015.
 - A) Sponsor on-going curriculum alignment seminars involving high school and higher education math instruction
 - B) Sponsor citywide feedback system to mark progress of high school graduation rates, community college completion rates, and employer satisfaction survey results
- 2) Reduce need for math remediation at ACC from 91% to 60%, and at UTSA from 70% to 45% by 2014.
 - A) Establish a citywide College Algebra dual-credit course, approved by 6 comprehensive universities, 5 college campuses, 15 independent school districts, and the system of Catholic Archdiocesan schools by June 2011.
 - Align Algebra I, Geometry, and Algebra II to assure successful entry into College Algebra Dual Credit or another higher level mathematics course.
 - Align 3rd and 4th grade elementary math and science curriculum to include the Algebra strands necessary for success in upper level mathematics courses.
 - B) Increase number of dual-credit College Algebra courses by 35% by 2013
 - C) Develop citywide end-of-course exam for College algebra
 - D) Coordinate professional development offerings for high school Algebra I and Algebra II teachers within a community setting whenever possible
- 3) Increase number of masters-prepared high school math teachers by 50% by 2014.
 - A) Coordinate graduate course offerings to provide 18 credit hours in graduate math.
 - B) Offer graduate tuition stipends to increase masters-prepared math teachers.

Second draft budget for \$2 million in first year of proposal (Proposal total is \$10 Million)

Personnel/staff	\$388,180	19.45%
Travel & M&O	\$33,100	1.66%
Sub-contracts	\$230,000	11.52%
Teacher stipends	\$563,600	28.23%
Facilitators	\$55,900	2.80%
Working lunches	\$26,680	1.34%
Workshop materials	\$3,000	0.15%
Graduate tuition	\$390,000	19.54%
Indirect costs	\$305,797	15.32%
Total	\$1,996,257	100%

The chart on the left illustrates the breakout of the draft budget for the first year of the five years of the MSP grant proposal.

- 49% of draft budget will directly impact teachers and students
- Funding is equally distributed among the project's 3 goals outlined on previous page
- Over 500 teachers will be impacted by project programs each year

Uvalde Model

On June 21 a team from SAMSEP visited with staff from the Regional P-16 Math Initiative in Uvalde. Having identified math as a stumbling block for students entering college, a vertical team of high school and college math instructors and curriculum experts was formed to develop plans to expand the offering of College Algebra to high school students. Components of the plan are:

1. The addition of the curriculum of a *Math Models* course designed to increase "time on task" with Algebra I concepts
2. The utilization of new *Texas College Readiness Standards* to align high school curricula through Algebra II
3. The Completion of Algebra II by the end of the eleventh grade
4. The incorporation of College Algebra as a dual-credit, twelfth grade course.

The Uvalde model is working with multiple school districts over a 65-mile radius. An encouraging note was their ability to implement such a sweeping change in about a 12-month period. SAMSEP is very grateful to Dick Whipple and the other participants from UVALDE's P-16 Math Initiative for their hospitality during the visit.

SAMSEP Partners

School Districts

Alamo Heights ISD
 East Central ISD
 Edgewood ISD
 Ft. Sam Houston ISD
 Harlandale ISD
 Judson ISD
 Lackland ISD
 North East ISD
 Northside ISD
 Randolph ISD
 San Antonio ISD
 Sommerset ISD
 South San Antonio ISD
 Southside ISD
 Southwest ISD
 San Antonio Catholic
 Archdiocese

Higher Education

Northeast Lakeview Col.
 Northwest Vista Col.
 Our Lady of the Lake Univ.
 Palo Alto Col.
 San Antonio Col.
 St. Mary's Univ.
 St. Philip's Col.
 Texas A&M Univ. San Antonio
 Trinity Univ.
 Univ. of the Incarnate Word
 Univ. of Texas at San Antonio

Community

CPS Energy
 Kelly Aviation Center
 Mayor's Office
 So. Texas Oncology &
 Hematology
 H-E-B
 Hispanic Chamber of
 Commerce
 Education Service Center
 Region 20
 Pape-Dawson Engineers



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