

TEXAS HIGHER EDUCATION COORDINATING BOARD

Dennis Golden, O.D., CHAIR
Munir Lalani
Jim Lee
Janelle Shepard
David Teuscher
Amir Barzin
Student Representative
Fred Heldenfels
Ex Officio

Committee on Closing the Gaps

1200 EAST ANDERSON LANE, ROOM 1.170
AUSTIN, TEXAS

10:00 A.M., March 21, 2012

AGENDA

- I. Welcome and Committee Chair's Overview
- II. Consideration of adopting minutes from the December 13, 2011, Committee on Closing the Gaps meeting
- III. Update on Generation Texas Campaign
- IV. Update on the Implementation of End-of-Course Assessments and Setting of the College Readiness Performance Measures on English III and Algebra II
- V. Update on information that could be provided to independent school districts (ISDs) regarding student transition to postsecondary education
- VI. Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2012 Texas Higher Education Star Awards
- VII. Matters relating to the Committee on Closing the Gaps
 - A. Consideration of adopting the Commissioner's recommendation to the Committee relating to the Consolidated Annual Program Evaluation Report
 - B. Consideration of adopting the staff recommendation to the Committee relating to extending the Developmental Education Demonstration Project (DEDP) contract with Texas State University – San Marcos and providing additional funds
 - C. Consideration of adopting the staff recommendation to the Committee relating to amendments to the Work-Study Mentorship Program contracts for the reallocation of funding
- VIII. Lunch
- IX. Adjournment

NOTE: The Board will not consider or act upon any item before the Committee on Closing the Gaps at this meeting. This meeting is not a regular meeting of the full Board. Because the number of Board members who attend the committee meeting may create a quorum of the full Board, the meeting of the Committee on Closing the Gaps is also being posted as a meeting of the full Board.

Committee on Closing the Gaps

AGENDA ITEM I

Welcome and Committee Chair's meeting overview

Dennis Golden, O.D., Chair of the Committee on Closing the Gaps, will provide a meeting overview and update on any related issues that may have arisen since the last Committee meeting.

Committee on Closing the Gaps

AGENDA ITEM II

Consideration of adopting minutes from the December 13, 2011, Committee on Closing the Gaps meeting

RECOMMENDATION: Adoption

TEXAS HIGHER EDUCATION COORDINATING BOARD
Committee on Closing the Gaps

1200 EAST ANDERSON LANE, ROOM 2.170
AUSTIN, TEXAS
10:00 A.M., December 13, 2011

DRAFT Minutes

The Texas Higher Education Coordinating Board *Committee on Closing the Gaps* convened at 10:00 A.M., December 13, 2011, with the following members present: Chair Dennis D. Golden, O.D.; Janelle Shepard; Munir Abdul Lalani; David Teuscher; and Amir Bazin, Student Representative.

AGENDA ITEM	ACTION
I. Welcome and Committee Chair's meeting overview	No action required.
II. Consideration of adopting minutes from the September 20, 2011, Committee on Closing the Gaps meeting	On motion by Munir Lalani, seconded by David Teuscher, the Committee approved the minutes. Motion carried.
III. Presentation of final results of four-year contract between the Coordinating Board and the Educational Policy Improvement Center concerning the Development and Implementation of College and Career Readiness Standards	No action required.
IV. Report and discussion of legislative mandates related to developmental education, including Texas Success Initiative assessment alignment with the Texas College and Career Readiness Standards	No action required.
V. Overview of the funding, governance, and function of the College and Career Readiness Initiatives Faculty Collaboratives	No action required.

AGENDA ITEM	ACTION
VI. Matters relating to the Committee on Closing the Gaps	
<p>A. Consideration of adopting the Commissioner’s recommendation to the Committee relating to repealing Chapter 13, Subchapter J, Section 13.187, of Board rules, concerning the Texas Fund for Geography Education (SB 5, 82nd Texas Legislature, Regular Session)□</p>	<p>On motion by David Teuscher, seconded by Munir Lalani, the Committee approved the recommendation. Motion carried.</p>
<p>B. Consideration of adopting the Commissioner’s recommendation to the Committee relating to repealing Chapter 4, Subchapter O, Sections 4.240 through 4.245, of Board rules, concerning the Uniform Recruitment and Retention Strategy (HB 1678, 76th Texas Legislature)</p>	<p>On motion by David Teuscher, seconded by Munir Lalani, the Committee approved the recommendation. Motion carried.</p>
<p>C. Consideration of adopting the Commissioner’s recommendation to the Committee to authorize the Board Chair and Chair of the Committee on Closing the Gaps to approve the Adult Basic Education and Postsecondary Education Report (General Appropriations Act, HB 1, 82nd Texas Legislature, Regular Session, Section 29, page III-47)</p>	<p>After discussion, on motion by David Teuscher, seconded by Janelle Shepard, the Committee tabled this agenda item and moved it to the agenda for the meeting of the full Board on January 26, 2012. Motion carried.</p>
<p>D. Consideration of adopting the staff recommendation to the Committee relating to the approval of amendments to reallocate funding within the Work-Study Mentorship Program</p>	<p>On motion by David Teuscher, seconded by Munir Lalani, the Committee approved the recommendation. Motion carried.</p>
VII. Lunch	
IV. Adjournment	<p>With no further business, on a motion by David Teuscher, seconded by Munir Lalani, the meeting adjourned at 1:00 p.m. on December 13, 2011</p>

AGENDA ITEM III

Update on Generation Texas Campaign

RECOMMENDATION: No action required

Background Information:

Staff will update the Committee on the status of the Generation Texas Campaign, specifically the current activities performed under a contract with Milkshake Media and the dissemination of information and training activities funded by grants to selected P-16 Councils.

Committee on Closing the Gaps

AGENDA ITEM IV

Update on the Implementation of End-of-Course Assessments and Setting of the College Readiness Performance Measures on English III and Algebra II

RECOMMENDATION: No action required

Background Information:

Senate Bill 1031, 80th Texas Legislature (2007), established “end-of-course assessment instruments for secondary-level courses in Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history, and United States history.” Because end-of-course assessments will become the measure of high school completion and college readiness for Texas students, the exit-level (11th grade) Texas Assessment of Knowledge and Skills will be phased out over time as end-of-course assessments are implemented.

House Bill 3, 81st Texas Legislature (2009), included additional provisions about End-of-Course Assessments and their use in determining college readiness for entry-level college credit courses in Texas. Several sections of House Bill 3 impact the readiness of students who enroll in entry-level college courses. One particular provision requires “the commissioner of education and the commissioner of higher education establish student performance standards for the Algebra II and English III end-of-course assessment instruments indicating that students have attained college readiness.” This standard setting is scheduled for early spring 2012.

Because the Texas Education Agency (TEA) has the responsibility for conducting much of the work for the implementation of House Bill 3, Coordinating Board staff have invited TEA staff to provide information on the implementation of this legislation as it impacts higher education. In December 2009, Dr. Criss Cloudt, Associate Commissioner of Assessment and Accountability, and Dr. Gloria Zyskowski, Director of Student Assessment, provided the Committee on Closing the Gaps with its first report on the effects of House Bill 3 on graduation requirements and the implementation of the End-of-Course Assessments. Dr. Cloudt and Ms. Zyskowski have been invited back to provide the Committee with an update on this work, especially in terms of setting the standard for college readiness on English III and Algebra II End-of-Course Assessments.

This presentation will inform the Major Policy Discussion at the Board’s April meeting focused on the impact of End-of-Course Assessments on higher education. Commissioner Robert Scott has been invited to participate with Commissioner Paredes in that discussion.

Committee on Closing the Gaps

AGENDA ITEM V

Update on information that could be provided to independent school districts (ISDs) regarding student transition to postsecondary education

RECOMMENDATION: No action required

Background Information

At the December 2011 Committee on Closing the Gaps meeting, Coordinating Board members requested feedback on the type of information that Coordinating Board staff could provide to ISDs regarding their students' matriculation into and success in higher education. Coordinating Board staff did an analysis of the current data available and an example of what could be provided is outlined in Attachment A.

Discussion will focus on two questions:

1. Is this the most useful information to share with ISDs?
2. How best can this information be disseminated to them to help inform their curriculum improvement efforts?

Susan Brown, Assistant Commissioner of Planning and Accountability, will present this item.

Resume: High School to College Linkages Bluebonnet ISD

The following data summary includes higher education enrollment*, graduation, and college readiness information for Bluebonnet Independent School District (ISD) and all Texas public high school graduates.

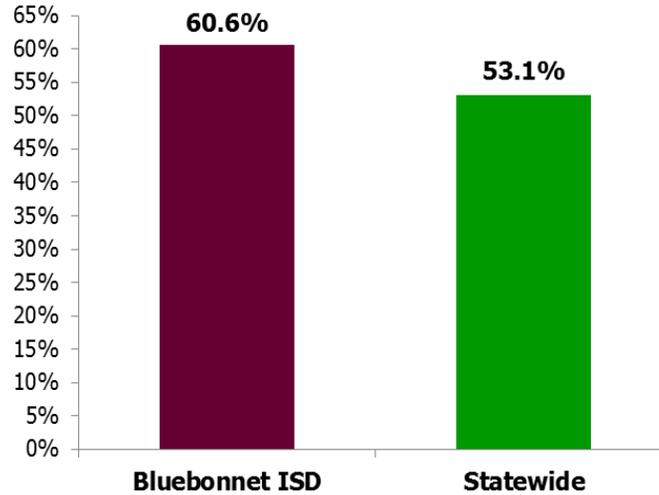
Detailed data reports by ISD are accessible on the High School to College Linkages webpage at: <http://www.txhighereddata.org/Interactive/HSCollLink.cfm>.

Note: Bluebonnet is used in place of actual ISD name for this prototype.

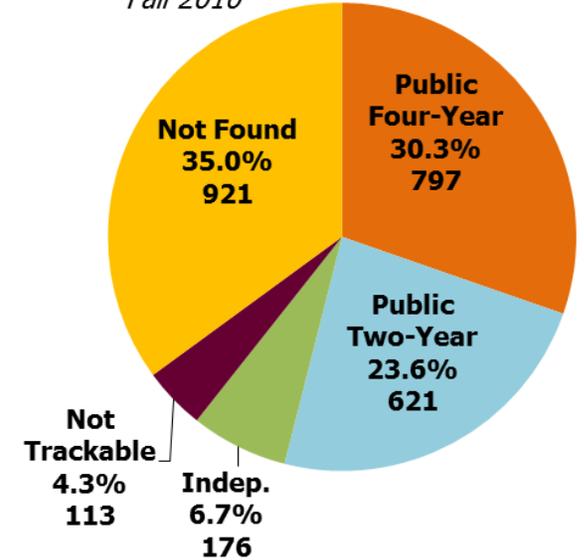


*These data do not include students who enroll out-of-state. Historically, this is approximately 6 to 7 percent of TX HS grads (Source: NSCH).

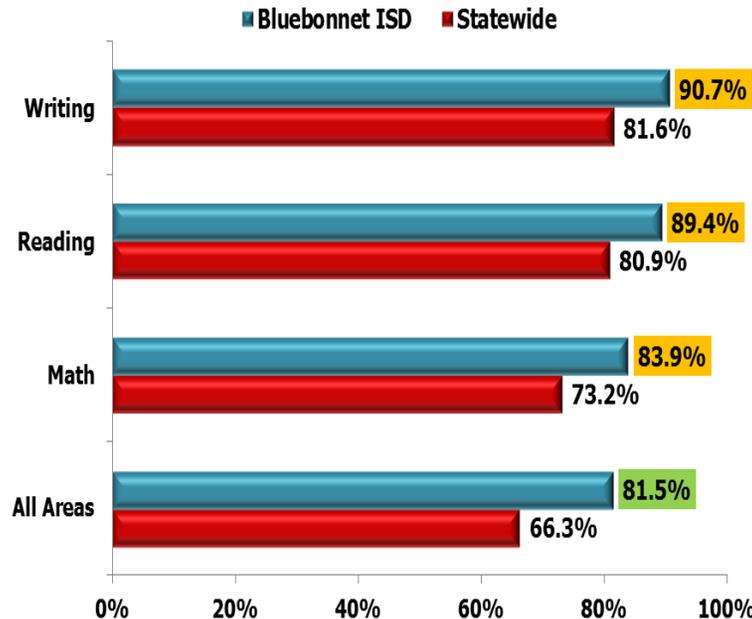
Percent of High School Graduates Enrolled in Texas Higher Education Statewide vs. Bluebonnet ISD
2009-2010 Graduates



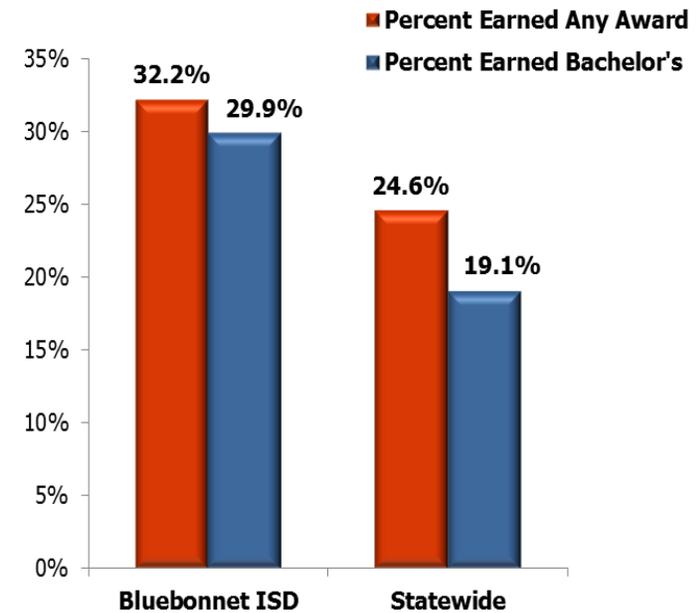
Bluebonnet ISD Enrollment by Institution Type
Fall 2010



Percent of Students Meeting Texas Success Initiative (TSI) by Area
H.S. Graduates Enrolling Fall 2010



Percent of High School Graduates Earning a Certificate, Associate's, or Bachelor's Degree Within Six Years



Committee on Closing the Gaps

AGENDA ITEM VI

Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2012 Texas Higher Education Star Awards

RECOMMENDATION: Adopt guidelines

Background Information:

The Texas Higher Education Star Award, established by the Texas Higher Education Coordinating Board in 2001, recognizes exceptional contributions toward one or more of the goals of *Closing the Gaps by 2015*, the Texas higher education plan adopted by the Coordinating Board in October 2000. In addition to a custom-designed award, recipients receive public recognition for their efforts. Up to 12 awards are presented annually.

At the 2011 Texas Higher Education Leadership Conference/State of Higher Education Luncheon held in Austin on November 3, 2011, the Board presented six awards at the 11th annual Texas Higher Education Star Awards Ceremony. It is time to begin the process for the 2012 awards, which will be presented on October 4 at the 2012 Texas Higher Education Leadership Conference/State of Higher Education Luncheon.

For 2012, staff recommends retaining only those categories that are specifically related to the goals of *Closing the Gaps* in higher education. Second, staff recommends eliminating the two new categories for the Star Award that were added in 2011, cost efficiency and teaching excellence, given the very low number of applications received in these categories for 2011. Third, staff recommends increasing from two to three years the length of time for a program, project, activity, group, organization, or partnership to have been in operation. Finally, staff recommends eliminating the individual award category for 2012 due to the challenges of comparing the contributions of single persons with the contributions of multiple persons involved in programs, projects, and activities. Instead, staff recommends developing an award specifically for individuals to be identified at the Commissioner's and Board's recommendation.

Thus, for 2012, staff recommends that Star Award applicants be considered in the following categories:

1. Programs, projects, and activities at Texas institutions of higher education;
2. Groups and organizations in Texas (such as those that help promote a college-going culture); and
3. Partnerships (among higher education institutions, public/private schools/districts, businesses, or the community);

Mary Smith, Assistant Deputy Commissioner for Academic Planning and Policy, will be prepared to review the proposed guidelines.

TEXAS HIGHER EDUCATION STAR AWARD 2012 APPLICATION PROCESS AND GUIDELINES

Purpose

The Texas Higher Education Star Award, established by the Texas Higher Education Coordinating Board in 2001, recognizes exceptional contributions toward meeting one or more of the goals of *Closing the Gaps by 2015*, the Texas higher education plan adopted by the Coordinating Board in October 2000. The plan establishes four goals – to close the gaps in student participation, student success, academic excellence, and research. (See *Closing the Gaps by 2015* at: www.thecb.state.tx.us.) In addition to a custom-designed award, recipients receive public recognition for their efforts. Up to 12 awards are presented annually.

Changes for the 2012 Star Award

1. For 2012, only those categories that are specifically related to the goals of *Closing the Gaps* in higher education have been retained. The two new categories for the Star Award that were added in 2011, cost efficiency and teaching excellence, have been eliminated for 2012, given the very low number of applications received for these categories in 2011.
2. The length of time for a program, project, activity, group, organization, or partnership to have been in operation has been increased from two to three years.
3. The individual award category has been eliminated due to the challenges of comparing the contributions of single persons with the contributions of multiple persons involved in programs, projects, and activities. Instead, Coordinating Board staff will be developing a special "Unsung Hero Award" specifically for individuals to be identified at the Commissioner's and Board's recommendation.

Categories for the 2012 Star Award

1. Programs, projects, and activities at Texas institutions of higher education;
2. Groups and organizations in Texas (such as those that help promote a college-going culture); and
3. Partnerships (among higher education institutions, public/private schools/districts, businesses, or the community).

Eligibility for the 2012 Star Award

1. Programs, projects, and activities at Texas institutions of higher education that are helping to meet one or more of the goals of *Closing the Gaps*, including those at:
 - public and independent two- and four-year colleges and universities;
 - public technical and state colleges;
 - public and independent health science centers; and
 - degree-granting career colleges and schools.

2. Groups and organizations in Texas that are helping to meet one or more of the goals of *Closing the Gaps* (such as those that help promote a college-going culture), including:
 - businesses; and
 - community organizations.
3. Partnerships in Texas that are helping to meet one or more of the goals of *Closing the Gaps*, including partnerships among:
 - public and independent higher education institutions as noted in eligibility category #1;
 - public and private schools or districts;
 - businesses; and
 - community organizations.

Criteria for the 2012 Star Award

1. Programs, projects, and activities must:
 - have been in operation for at least three years;
 - demonstrate successful outcomes in areas of student participation, student success, academic excellence, or research that are attributable to the program, project, or activity;
 - demonstrate an efficient cost/benefit ratio per student; and
 - clearly demonstrate improvement and excellence over time through the use of benchmarks and other comparison data that allow progress to be monitored and evaluated.
2. Groups and organizations must:
 - have been focused on helping to meet the goals of *Closing the Gaps* for at least three years (such as promoting a college-going culture);
 - demonstrate successful outcomes in areas of student participation, student success, academic excellence, or research that are attributable to the efforts of the group or organization; and
 - clearly demonstrate improvement and excellence over time through the use of benchmarks and other comparison data that allow progress to be monitored and evaluated.
3. Partnerships must:
 - have been in existence for at least three years;
 - demonstrate successful outcomes in areas of student participation, student success, academic excellence, or research that are attributable to the partnership;
 - demonstrate an efficient cost/benefit ratio per student; and
 - clearly demonstrate improvement and excellence over time through the use of benchmarks and other comparison data that allow progress to be monitored and evaluated.

Review Process

Step One – Announcement and Call for Nominations

The 2012 Star Award Program is announced by May 7, 2012. Coordinating Board staff will send the announcement and call for Star Award nominations to the following groups:

- Public and independent institutions of higher education (chancellors and presidents, chief academic officers, instructional officers, institutional research directors, deans of education, workforce deans, technical deans, registrars, reporting officials, continuing education officers, and public relations officers);
- Degree-granting career colleges and schools (presidents and executive officers);
- Local government and business organizations (African-American Chambers of Commerce of Texas, Texas Association of Business, Texas Regional Council of Governments, County Judges and Commissioners Association of Texas, Texas High School Project, Texas Association of Mexican-American Chambers of Commerce, Texas Municipal League, and Texas City Management Association); and
- Chambers of Commerce of Texas' larger cities.

Step Two – Nominations

To be considered for the 2012 Star Award, completed nominations (including self-nominations) must be received at the Coordinating Board's offices by 5:00 p.m. on June 1, 2012.

Nominations, including at least one letter of recommendation, must be submitted electronically as a pdf file via email to the following address: StarAwards@thehb.state.tx.us.

Step Three – Notifications to Nominees

Coordinating Board staff will notify nominees that they have been nominated for a Star Award and that a formal application must be received by the Coordinating Board in order for the nominee to be considered for a Star Award.

Step Four – Applications for Star Award

A formal application form must be completed for (or by) each nominee for the Star Award. To be considered for the 2012 Star Award, completed applications must be received at the Coordinating Board's offices by 5:00 p.m. on July 6, 2012. Applications must be submitted electronically as a pdf file via email to the following address: StarAwards@thehb.state.tx.us.

Step Five – Internal Staff Review Panel Reviews All Applications

A Coordinating Board Internal Staff Review Panel will review all applications to determine if the requested information is complete and adheres to application requirements. The Internal Staff Review Panel will forward a list of recommended finalists to the Commissioner of Higher Education on the basis of criteria established for the 2012 Star Award. The Commissioner will recommend finalists to the Chair of the Coordinating Board. The Commissioner and Chair of the Coordinating Board will make actual finalist determinations.

Step Six – External Committee Reviews All Finalists' Applications

An External Review Panel, consisting of three Coordinating Board members, three Texas business and community leaders, and three out-of-state higher education experts, will review the applications of all finalists and determine which of these finalists will be honored with the Star Award on the basis of criteria established for the 2012 Star Award.

Step Seven – Notification to Finalists

Coordinating Board staff will notify finalists by early September and invite them to attend a special ceremony during which Star Award winners will be announced and honored.

Step Eight – Awards Presentation

The 2012 Star Awards will be presented on October 4, 2012, at the Coordinating Board's annual Texas Higher Education Leadership Conference/State of Higher Education Luncheon.

Timeline for the 2012 Texas Higher Education Star Awards	
Dates in 2012	What Occurs
May 4	<ul style="list-style-type: none">• Application forms and supporting materials are posted to the Coordinating Board's website
May 7	<ul style="list-style-type: none">• Announcement of the 2012 Star Award Program• Call for Star Award nominations
June 1	<ul style="list-style-type: none">• Nomination deadline
June 6	<ul style="list-style-type: none">• Nominees notified
July 6	<ul style="list-style-type: none">• Application deadline
July 11	<ul style="list-style-type: none">• Internal Staff Review Panel Planning Meeting
July 11 – July 20	<ul style="list-style-type: none">• Internal Staff Review Panel reviews all applications
July 20	<ul style="list-style-type: none">• Internal Staff Review Panel ballots due
July 25	<ul style="list-style-type: none">• Internal Staff Review Panel Meeting
July 27	<ul style="list-style-type: none">• Internal Staff Review Panel recommends finalists to the Commissioner of Higher Education
July 30 – August 3	<ul style="list-style-type: none">• The Commissioner recommends finalists to the Chair of the Coordinating Board; actual finalists are determined
August 7	<ul style="list-style-type: none">• Finalists' applications are sent to the members of the External Review Committee
August 10 - 24	<ul style="list-style-type: none">• External Review Committee reviews all finalists' applications
August 24	<ul style="list-style-type: none">• External Review Committee ballots due
August 30	<ul style="list-style-type: none">• External Review Committee holds telephone conference
September 5	<ul style="list-style-type: none">• Finalists are notified and invited to attend the State of Higher Education Luncheon
October 4	<ul style="list-style-type: none">• 2012 Star Awards presented at Texas Higher Education Leadership Conference/State of Higher Education Luncheon

Committee on Closing the Gaps

AGENDA ITEM VII-A

Consideration of adopting the Commissioner's recommendation to the Committee relating to the Consolidated Annual Program Evaluation Report

RECOMMENDATION: Adoption

Background Information:

The Consolidated Annual Program Evaluation Report includes overviews and evaluation results for 36 programs administered by the Coordinating Board during Fiscal Year 2011.

The Executive Summary of the report with highlights and recommendations has been attached. The full report will be distributed to members of the Board under separate cover. A searchable, online system containing reports for each individual program can be accessed from the Coordinating Board's website under the Data Resources and Tools tab: Annual Program Evaluation System. The summary report highlights four areas of *Closing the Gaps* for which program outcomes are now available:

1. Encouraging student participation and persistence in higher education
2. Improving teacher effectiveness
3. Using data strategically to instigate change
4. Promoting a college-going culture

Robin Etter Zuniga, Senior Program Evaluator, Division of Planning and Accountability, will be available to answer questions.

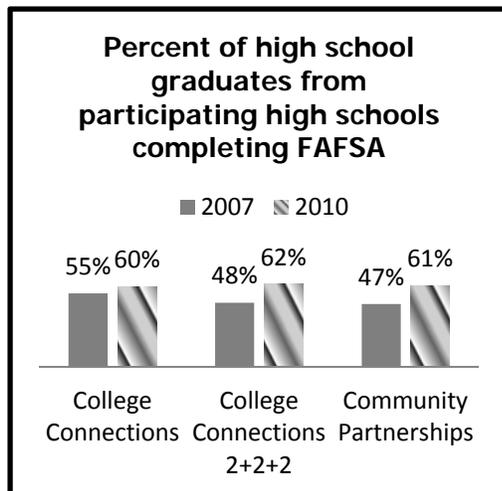
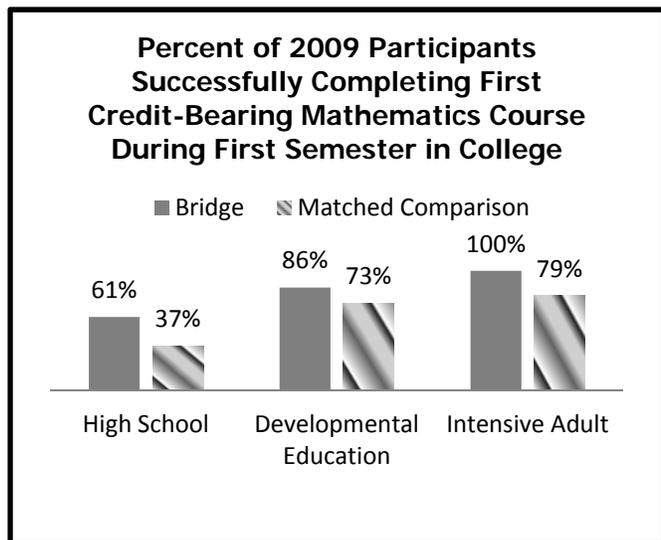
Executive Summary

This report summarizes lessons learned for Texas Higher Education Coordinating Board (THECB) programs for Fiscal Year 2011. Included are programs which provide funds to postsecondary institutions and other organizations in four areas that support the THECB's *Accelerated Plan for Closing the Gaps by 2015*: increasing student participation and success; improving teacher effectiveness; using data strategically to instigate change; and promoting a college-going culture. For the 2010-2011 biennium, \$46,353,942 from state appropriations was allocated to all THECB programs. An additional \$33,282,707 from the federal government and private foundations was allocated to these efforts for a total of \$79,636,649.

Research into the effectiveness of THECB programs is beginning to yield lessons for future work. This information can help institutions improve their interventions and help the THECB staff design and provide better support for the projects that the THECB funds. Among the lessons learned are:

Bridge programs can improve the college enrollment rate and improve the academic performance of underprepared students. Students who participate in these programs move into credit-bearing courses faster than a matched comparison group, who did not attend a bridge program, and are more likely to be successful in their first college-level courses.

The internet can be a useful and accessible means of delivering **faculty professional development**. In 2011, four faculty professional development modules were launched on www.txprofdev.org: teaching of critical thinking skills, teaching methods for foreign language, teaching reading comprehension, and teaching online. In the first eight months after the site launched, 2,039 unique visitors accessed the site.



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Outreach and marketing activities can have an impact on the college planning of high school students. Between August 2009 and August 2011, The College Access Challenge Grant (CACG) programs THECB administered provided help applying for financial aid to more than 400,000 students and their parents. The Free Application for Federal Student Aid (FAFSA) submission rates for students in high schools served by these CACG programs increased.

Recommendations

Encouraging Student Participation and Persistence in Higher Education

Disseminate Best Practices: Best practices for bridge programs, such as integrating learning strategies with content and designing an innovative curriculum for the target population, should be more widely disseminated through appropriate venues, including statewide meetings, publications, and presentations at professional meetings.

Focus Summer Bridge Programs on Underprepared Students: Underprepared students who participated in summer bridge programs moved into credit-bearing courses, and were successful in their first college-level course, at a higher rate than similarly underprepared students who did not participate in a summer bridge program. Available resources should be used to develop new summer bridge programs in areas of the state where they do not currently exist and increase the capacity of existing programs.

Improving Teacher Effectiveness

Continue to Support Professional Development: The THECB has an important role in providing professional development for college faculty and teacher educators. Evaluation results indicate instructors are responding favorably to and using the professional development provided.

Using Data Strategically to Instigate Change

Communication and Dissemination: Secondary and postsecondary administrators, who were in the THECB Data Fellows training and surveyed, suggested that the agency improve the design of its website to make it easier for educators to identify and locate data (e.g., high school to college transitions) that inform the types of decisions they make. Moreover, they agreed that the THECB should communicate regularly with school districts, higher education administrators, and professional associations about the availability of and updates to online data and reports.

Data Training: The THECB should leverage existing data training resources and make better use of the data and research expertise within the community of K-12 and higher education instructors involved in vertical alignment discussions and planning.

College and Career Readiness Standards: K-12 and higher education instructors involved in vertical alignment discussions and planning should directly incorporate the Texas College and Career Readiness Standards into efforts that address curricular misalignments between secondary and postsecondary core subject areas.

Promoting a College-Going Culture

Continue Outreach Activities: With federal funding available, the statewide marketing campaign to promote a college-going culture is continuing and engaging the resources of the regional P-16 councils. Efforts to reach adults who have completed a large number of college credits without completing a degree should continue. Such efforts should evolve in light of findings from on-going evaluation activities, such as the stronger than expected interest in returning to college indicated by adults in their 40s and 50s.

Committee on Closing the Gaps

AGENDA ITEM VII-B

Consideration of adopting the staff recommendation to the Committee relating to extending the Developmental Education Demonstration Project (DEDP) contract with Texas State University-San Marcos and providing additional funding

Total Original Project Cost: \$400,000
Proposed Amendment: \$90,000
New Total Project Cost: \$490,000
Source of Funds: A.1.3. Strategy, College Readiness Initiatives
Authority: Texas Education Code, Section 61.0762(a)(2)

RECOMMENDATION: Adoption

Board staff request approval to extend the Developmental Education Demonstration Project contract with Texas State University-San Marcos and to provide additional funds to increase the institution's capacity to provide professional development and program materials for the Fundamentals of Conceptual Understanding & Success (FOCUS) program.

Background Information:

The Coordinating Board approved issuance of a Request for Applications (RFA) for university Developmental Education Demonstration Projects (DEDPs) in January 2010. Texas State University-San Marcos was one of the institutions selected to participate in the project. As a part of their DEDP, Texas State University-San Marcos elected to continue to scale their Math FOCUS program which was originally implemented in summer 2008 as a result of a Coordinating Board-funded Intensive Summer Bridge pilot program.

When it applied for the Complete College America (CCA): Completion Innovation Challenge, the State of Texas selected the Texas State University-San Marcos Math FOCUS program as the instructional model because of its quality of design and success. In September 2011, the state was awarded the \$1 million grant from CCA to implement the Math FOCUS program in 15 community colleges around the state.

During the project's first six months, developmental mathematics faculty members from 13 two-year institutions received intensive pedagogical training provided by Texas State University-San Marcos under the leadership of Dr. Mireles. Dr. Mireles and her staff worked closely with seven institutions during fall 2011 to revise remedial

math curriculum and course descriptions. They also provided technical assistance in identifying and recruiting the first cohort of FOCUS program students for spring 2012.

Seven institutions successfully launched the model on their respective campuses during the spring 2012 semester and are serving a total of 349 students. In March 2012, a second faculty training will provide instruction on teaching remedial mathematics skills alongside a combination college algebra and statistics course. Faculty from an additional 8-10 two- and four-year institutions are being recruited to participate in the March 2012 training. These additional institutions are expected to launch FOCUS co-requisite strands in summer 2012.

Texas State University has continued to grow the FOCUS program on its campus, and in fall 2011, 85 percent of the students enrolled in their program successfully completed developmental mathematics and received credit for college algebra.

The Coordinating Board has the capacity to fund 10 more sites to participate in CCA:FOCUS. However, several institutions could benefit from the intensive pedagogical training provided by Texas State University. The additional funds and extension would allow Texas State University to: (1) continue to expand, evaluate, and revise the Math FOCUS program on its campus; (2) provide professional development and program material related to the Math FOCUS program to THECB grantees and non-grantees, up to as many as 50 institutions; and (3) establish a network of peer institutions to create a program based on best practices and rigorous evaluation.

Dr. Judy Loreda, Assistant Commissioner for P-16 Initiatives, will be available to answer questions.

Committee on Closing the Gaps

AGENDA ITEM VII-C

Consideration of adopting the staff recommendation to the Committee relating to amendments to the Work-Study Mentorship Program contract for the reallocation of funding

Total Project Cost: \$6,700,000
Reallocation Request: up to \$90,000
Source of Funds: Strategy B.1.9, Student Financial Aid Programs
Authority: Texas Education Code, Section 56.079. Work-Study Mentorship Program

RECOMMENDATION: Adoption

Background Information:

Board staff request approval of amendments to contracts for the Work-Study Mentorship Program to reallocate \$90,000 of unused funds for 2012 from current awardees to other awardees who have requested additional funds to expand their work within the program guidelines for FY2012. The Closing the Gaps Committee approved the original grant award amounts on June 22, 2011.

Background information:

In September 2011, funds were awarded to 55 grantees based at public and private institutions of higher education. Work-Study Student Mentorship Programs provide funding for eligible college students to mentor or tutor students at participating higher education institutions or high school students at participating school districts; and to counsel high school students at Go Centers or similar high school-based recruiting centers designed to improve student access to higher education.

In February 2012, funds not used by institutions participating in the Advancement Via Individual Determination (AVID) post-secondary program were released to be reallocated. The reallocated funds were released by institutions that started their programs late and were unable to recruit enough tutors to spend their entire grant award. Reallocation is authorized by Board rules and occurs (if necessary) during the January, April, and July Board meetings. Board staff request approval to reallocate the funds to be used to support work on the current grants to assist project directors in serving additional students.

The award period for the current grants is from September 1, 2011, through August 31, 2013. Staff completed a financial and programmatic review of interim reports submitted for each project and determined which grantees are eligible to receive additional funds. Eligible institutions submitted detailed requests on how the additional funds would be utilized and expended by the end of the grant period.

Work-Study Mentorship Grant Reallocations

Institution	Original Contract	Decrease Amount	Increase Amount	Amended Contract
Texas Southern University	\$140,000		\$80,000	\$220,000
Texas Christian University	\$45,000		\$10,000	\$55,000
Texas A&M University – Commerce (AVID)	\$100,000	\$35,000		\$65,000
Texas A&M University – Central Texas (AVID)	\$50,000	\$25,000		\$25,000
University of Houston-Downtown (AVID)	\$50,000	\$25,000		\$25,000
Texas Tech University (AVID)	\$100,000	\$5,000		\$95,000
Total Decrease/Increase		\$90,000	\$90,000	

Dr. Judy Loreda, Assistant Commissioner for P-16 Initiatives, will present this item.