TEXAS HIGHER EDUCATION COORDINATING BOARD

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Amir Bazin
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Ex-Officio

Committee on Closing the Gaps

1200 EAST ANDERSON LANE, ROOM 1.170 AUSTIN, TEXAS 1:00 P.M., September 20, 2011

AGENDA

- I. Welcome and Committee Chair's meeting overview
- II. Consideration of adopting minutes from the June 22, 2011, Committee on Closing the Gaps meeting
- III. Update on the Implementation of End-of-Course Assessments and Setting of the College Readiness Performance Measures on English III and Algebra II
- IV. Matters relating to the Committee on Closing the Gaps
 - A. Consideration of adopting the staff recommendation to the Committee relating to the approval to issue a Request for Proposals regarding technical assistance to new and continuing Adult Basic Education Innovation grantees
 - B. Consideration of adopting the Commissioner's recommendation to the Committee to expend funds awarded to the Coordinating Board under the Complete College America, Completion Innovation Challenge which was funded through the Bill & Melinda Gates Foundation
- V. Adjournment

AGENDA ITEM I

Welcome and Committee Chair's meeting overview

Dennis Golden, 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.

AGENDA ITEM II

Consideration of adopting minutes from the June 22, 2011, Committee on Closing the Gaps meeting

RECOMMENDATION: Adoption

TEXAS HIGHER EDUCATION COORDINATING BOARD Committee on Closing the Gaps

1200 EAST ANDERSON LANE, ROOM 1.170 AUSTIN, TEXAS

June 22, 2011, 10:00 a.m.

DRAFT Minutes

The Texas Higher Education Coordinating Board <u>Committee on Closing the Gaps</u> convened on June 22, 2011, at 10:00 a.m., with the following members present: Chair Harold Hahn, Vice Chair Dennis Golden, and Fred W. Heldenfels IV. Mr. Heldenfels, the Chair of the Board and generally an *ex officio* member of the committee, served as a voting member of the committee at the June meeting. Members absent: Durga Agrawal, Lyn Bracewell Phillips, and Amir Barzin

	AGENDA ITEM	ACTION
I.	Welcome and Committee Chair's meeting overview	No action required.
II.	Approval of Minutes	
	Consideration of adopting minutes from the March 23, 2011, meeting of the Committee on Closing the Gaps	On motion by Dennis Golden, seconded by Fred Heldenfels, the Committee approved the recommendation. Motion carried.
III.	Quarterly Update on College Readiness Initiatives: Highlights focusing on the Regional College Readiness Special Advisors	Dr. Kristen Kramer, Director of Success Initiatives in the Division of P-16 Initiatives, Dr. Barbara Lerner, Director of Academic Outreach, at Texas Woman's University, and Mr. Gary Madsen, Director of P-16 Initiatives at Austin Community College, provided this update. No action required.
IV.	Consideration of approval of the annual Closing the Gaps by 2015 Progress Report	On motion by Fred Heldenfels, seconded by Dennis Golden, the Committee approved the recommendation. Motion carried.
V.	Matters relating to the Committee on Closing the Gaps	
	A. Consideration of adopting the staff recommendation to the Committee relating to the approval for a Request for Applications for the Teacher Quality Grants Program to provide long-term, sustained	On motion by Fred Heldenfels, seconded by Dennis Golden, the Committee approved the recommendation. Motion carried.

AGENDA ITEM	ACTION
professional development for teachers	
B. Consideration of adopting the staff recommendation to the Committee relating to the approval of amendments to extend certain contracts for higher education bridging programs, and to provide additional funding for such contracts	On motion by Dennis Golden, seconded by Fred Heldenfels, the Committee approved the recommendation. Motion carried.
C. Consideration of adopting the staff recommendation to the Committee relating to approval to enter into contracts for the creation of professional development modules on data-driven decision making for the Texas Pathways Project	On motion by Fred Heldenfels, seconded by Dennis Golden, the Committee approved the recommendation. Motion carried.
D. Consideration of adopting the staff recommendation to the Committee relating to the approval of amendments to extend contracts, and to provide additional funding for the College and Career Readiness Faculty Collaboratives Project	On motion by Dennis Golden, seconded by Fred Heldenfels, the Committee approved the recommendation. Motion carried.
E. Consideration of adopting the staff recommendation to the Committee relating to the approval to provide additional funding and extend the contract with Texas State University-San Marcos for Phase III of the Transitions Research Project	On motion by Dennis Golden, seconded by Fred Heldenfels, the Committee approved the recommendation. Motion carried.
F. Consideration of adopting the staff recommendation to the Committee relating to the approval of contracts for the Work-Study Mentorship Program	On motion by Dennis Golden, seconded by Fred Heldenfels, the Committee approved the recommendation. Motion carried.
G. Consideration of adopting the staff recommendation to the Committee relating to the approval of funds to new and continuing adult basic education programs in partial fulfillment of Rider 45, Align Adult Basic Education and Postsecondary Education, General Appropriations Act, 81st Texas Legislature	On motion by Fred Heldenfels, seconded by Dennis Golden, the Committee approved the recommendation. Motion carried.
H. Consideration of adopting the staff recommendation to the Committee relating to approval to provide additional funding for the Vertical Alignment Training Project	On motion by Dennis Golden, seconded by Fred Heldenfels, the Committee approved the recommendation. Motion carried.
I. Consideration of adopting the staff recommendation to the Committee relating to the approval to issue a Request for Applications regarding new Developmental Education Demonstration Projects, and either extend current evaluation contracts or issue a Request for Applications for evaluation of the programs	On motion by Fred Heldenfels, seconded by Dennis Golden, the Committee approved the recommendation. Motion carried.

AGENDA ITEM	ACTION
J. Consideration of adopting the staff recommendation to the Committee relating to the approval to issue a Request for Applications regarding new Adult Basic Education Innovation Grants, and either extend current evaluation contracts or issue a Request for Applications for evaluation of the programs	On motion by Dennis Golden, seconded by Fred Heldenfels, the Committee approved the recommendation. Motion carried.
IV. Adjournment	With no further business, on a motion by Dennis Golden, seconded by Fred Heldenfels, the meeting adjourned at 1:40 p.m. on June 22, 2011.

AGENDA ITEM III

<u>Update on the Implementation of End-of-Course Assessments and Setting of the College</u> 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, Deputy Associate Commissioner 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.

AGENDA ITEM IV-A

Consideration of adopting the staff recommendation to the Committee relating to the approval to issue a Request for Proposals regarding technical assistance to new and continuing Adult Basic Education Innovation grantees

Total Project Cost: Up to \$750,000 (\$375,000 for FY2012 and

\$375,000 for FY2013)

Source of Funds: E.1.7. Strategy, ABE Community College Grants
Authority: House Bill 1, General Appropriations Act, 82nd Texas

Texas Legislature, Rider 40

RECOMMENDATION: Approval

Board staff are seeking approval to issue a Request for Proposals (RFP) to provide technical support and professional development to new and continuing adult basic education (ABE) innovation grantees.

Background information:

Rider 40 of the General Appropriations Act, ABE Community College Grants, provides funds for "awarding competitive grants to community colleges and public technical institutions to increase participation in adult basic education."

From AY2010 and AY2011, Strategy E.1.7. funds, 13 institutions have been awarded Adult Basic Education Innovation Grants (ABEIG) with the goal of providing high-performing career pathways into and through postsecondary education and training for lower-skilled adults. In addition, the Committee and Board approved the issuance of a Request for Applications to fund additional ABEIG sites out of AY2012 and AY2013 Strategy E.1.7. funds in support of Rider 40. To ensure the ABEIG projects funded to date and those to be funded in the next two years are high quality programs, it is necessary to have appropriate expertise and technical support for the programs.

Under this RFP, the awardee will be required to include the following components to ensure their programs receive high-quality technical support and professional development:

- Targeted assessment of and detailed feedback on program model and program design created at each ABEIG institution
- Delivery of customized technical assistance that focuses on:
 - Program improvement

- o Recommendations for targeted faculty professional development
- o Partnership development
- Engagement with college leadership
- Strategies for achieving scale and sustainability
- Development of mentor colleges
- Peer learning and documentation
 - Building communities of practice among ABEIG funded and nonfunded institutions
 - Providing grantees professional development in improving advising, counseling, and contextualization of curricula
- Design and facilitation of bi-annual meetings with adult basic education innovation grantees
- Facilitate alignment between other key agencies (and stakeholders) working to support and improve adult basic education statewide

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

AGENDA ITEM IV-B

Consideration of adopting the Commissioner's recommendation to the Committee to expend funds awarded to the Coordinating Board under the Complete College America, Completion Innovation Challenge which was funded through the Bill & Melinda Gates Foundation

Total Project Cost: \$1,000,000

Source of Funds: Complete College America, Completion Innovation Challenge

Funding Cycle September 1, 2011 – February 28, 2013

Authority: Complete College America, Completion Innovation

Challenge

RECOMMENDATION: Approval

Board staff recommend approval of the proposed 18-month project funded under the Complete College America (CCA), Completion Innovation Challenge, which will reduce time-to-degree by allowing students to fulfill remediation requirements while receiving college credit for mathematics within a single semester. Proposed funding includes the following:

- 1) THECB (\$44,000) Funding to provide all required institution-level and state-level metrics, evaluation, and fiscal oversight of the grant.
- 2) Texas State University Department of Mathematics (\$255,000) Funding to provide all technical assistance in the implementation of a co-requisite model for mathematics developmental education and professional development in mathematics pedagogy, as outlined in the proposal.
- 3) Ten (10) participating community colleges (\$581,000) Funding to implement the co-requisite model of mathematics developmental education, as outlined in the proposal. THECB will hold each community college accountable for sending the agreed-upon numbers of faculty to professional development, serving a minimum of 200 students on each campus, and for participating in evaluation. The ten participation community colleges:
 - 1. Central Texas College
 - 2. Dallas County Community College Brookhaven
 - 3. Dallas County Community College Cedar Valley
 - 4. Dallas County Community College Eastfield
 - 5. Dallas County Community College El Centro
 - 6. Dallas County Community College Mountain View
 - 7. Houston Community College

- 8. McLennan Community College
- 9. South Texas College
- 10. Tyler Junior College
- 4) External Evaluation of program (\$100,000) Funding to determine the overall program effectiveness using classroom-, institutional-, and state-level data. The external evaluator will conduct a summative evaluation at the end of the grant period.
- 5) Leadership meetings (\$20,000) Funding to cover travel cost for four (4) meetings in Austin. The leadership team will provide input and guidance during this curriculum refinement process.

Background Information:

The Governor's Office is the key leader of the Complete College America, Completion Innovation Challenge Grant to Texas. THECB will be required to provide all required institution-level and state-level metrics, evaluation, and fiscal oversight of the grant. THECB will be required to provide evidence of progress at quarterly meetings with the Office of the Governor.

Texas is proposing to deliver mathematics remediation as a co-requisite to existing College Algebra (MATH 1314 or 1414) or Elementary Statistical Methods (MATH 1342 or 1442) courses at fifteen (15) partnering community colleges to reduce the time students spend in remediation and improve completion rates in first-year college mathematics courses. Of the fifteen (15) partnering, five (5) are participating in the Developmental Education Demonstration Project. The DEDP sites will use their DEDP funds to participate in the CCA project. These funds are not included in the overall project cost of \$1 million.

The proposed instructional model is based on a THECB-funded, Intensive Summer Bridge (ISP) pilot program in the Texas State University-San Marcos Department of Mathematics implemented in summer 2008 and 2010. Developed and led by Dr. Selina Vasquez Mireles, the Texas State FOCUS Program (Fundamentals of Conceptual Understanding & Success) uses research-based instructional techniques to teach remedial mathematics skills alongside career-based, college algebra content that aligns with state-developed college and career readiness standards (CCRS) and the THEA mathematics assessment instrument. Students with THEA scores in the "Exit" or "Intermediate" range (institutionally defined) choose either a one-semester "remedial math/college algebra" track or a one-semester "remedial math/college algebra with statistics" track based on their academic and career needs. The model also includes a required student success support component comprised of tutoring (two hours per week) and other best practices, including coordinated recruitment strategies, selfevaluation protocols, and embedded linkages to campus advising, career counseling, and learning skills. Upon successful completion (course grade of A, B, or C), students receive three semester credit hours (SCH) for completing their remedial mathematics requirement and three SCH for College Algebra (MATH 1314) or Elementary Statistics

(MATH 1342). Institutions may also choose to award one additional SCH of lab or course credit (e.g., MATH 1414 or 1442) based on completion of the tutoring requirement. Institutions may choose to place students needing "Basic" mathematics remediation in an existing remedial course or accelerated remedial option such as self-paced modules.

The goal of the CCA in Texas is to transform remediation. The proposed work not only provides a statewide model for transforming remedial education, but will also strengthen postsecondary mathematics education, improve student mathematics success, and increase college completion rates by reducing time-to-degree for students needing remediation. An economic impact study funded by the Bill and Melinda Gates Foundation confirms that Texas would add 1,023,281 permanent jobs by 2030 if Closing the Gaps 2015 goals are fully realized.

General information on CCA is included as an attachment.

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

COMPLETE COLLEGE AMERICA

Completion Innovation Challenge

Request for Proposals

February 2011

Introduction

To inspire and enhance state efforts to significantly boost college completion and close attainment gaps for traditionally underrepresented populations, Complete College America, with funding support from the Bill & Melinda Gates Foundation, has launched the Completion Innovation Challenge (the "Innovation Challenge").

The Innovation Challenge defines *completion* as the attainment of a college degree or credential of labor market value; it defines *innovation* as a new solution that is scalable and builds upon existing solutions to make a significant impact. Governors from all 50 states are invited to submit proposals to win one of ten \$1 million, 18-month implementation grants. The Challenge complements the National Governors Association's Complete to Compete Initiative. Grants will be awarded to states that produce the best plans to develop and deploy innovative, statewide strategies designed to substantially increase college completion.

A key purpose of the Innovation Challenge grants is to encourage states to create real change and lasting impact. States can do this by innovating and implementing reforms in one or two of the following focus areas, which Complete College America believes are essential for significant improvement in college completion:

- Shifting to performance funding
- Reducing time-to-degree and accelerating success
- Transforming remediation
- Restructuring delivery for today's students
- Deploying transformative technology

To be eligible for funding, states must complete all of the following requirements:

- Submit plans for implementing work in one or two of the Challenge focus areas
- Report baseline Complete College America/National Governors Association Common Completion Metrics and analyze the data to inform proposals
- Demonstrate how plans will substantially increase the number of completed degrees and credentials of labor market value
- Engage community and technical colleges and other implementation partners
- Assemble an appropriately broad and empowered leadership team, including the Office
 of the Governor, to develop the proposal and drive implementation of proposed work

Innovation Challenge Focus Areas

Applicants must focus their plans on **one or two** of the following areas, designed to increase college completion and close attainment gaps for traditionally underrepresented populations. The examples suggested below in each focus area are meant to inform but not restrict proposals; plans that creatively address strategic gaps and barriers in individual states are welcome. For more details and model policies on these focus areas, please refer to: http://completecollege.org/path forward/essentialsteps/.

- 1) Shifting to performance funding. Performance funding should tie state appropriations for public institutions of higher education to student outcomes, such as courses completed and degrees earned, rather than to the number of students enrolled at a school. For example, competitive plans to shift to performance funding could include provisions to:
 - Award a significant percentage of state appropriations for higher education based on performance, ensuring only a brief phase-in period
 - Appropriate funds to incentivize reducing time-to-degree, including accelerating progress through remediation
 - Appropriate funds for measurable progress toward successful completion of certificates and degrees
- **2) Reducing time-to-degree and accelerating success.** States, state systems and campuses should put in place policies and strategies that reduce the time required to complete a degree or certificate. These strategies will promote a variety of pathways to earn credits and complete degrees on time. For example, competitive plans could:
 - Establish a clear, comprehensive statewide transfer policy
 - Adopt a common and transferable general education core curriculum
 - Cap credit requirements at 120 hours for bachelor's degrees, 60 hours for associate's degrees and 30 hours for certificates
 - Increase usage of Prior Learning Assessments or other competency exams to limit the extent to which students are required to take courses that cover material in which they are already competent
 - Offer extensive dual-credit opportunities to earn college credits in high school (credits should be focused on the transferable general education core courses)
 - Require that all college students have completion plans and that institutions track and support their progress

- **3) Transforming remediation.** States should establish a statewide approach to transforming remedial education. For example, competitive plans could:
 - Establish a common definition of what constitutes readiness for success in the
 first year of college and monitor results to enable the state, state systems and
 campuses to understand how placement policies relate to college completion
 - Provide as many students as possible opportunities to enroll in full-credit, firstyear college-level courses by offering additional tutoring and supports, including delivering remediation as a co-requisite, not a prerequisite
 - Customize and modularize remedial programs for students in need of further development
- 4) Restructuring delivery for today's students. States, state systems and campuses should undertake systemic reforms that fundamentally change how and at what pace students can earn credits and credentials with labor market value. For example, competitive plans could:
 - Provide students opportunities to choose clearly constructed pathways to degrees or certificates
 - Organize schedules in class blocks, allowing more students to attend full-time while working
 - Promote student cohorts
 - Integrate remediation into first-year college-level courses
- 5) Deploying transformative technology. States, state systems and campuses should integrate technological tools into instruction in order to customize, deepen, accelerate and support student learning. For example, competitive plans could:
 - Include blended learning models
 - Redesign courses across systems using technology and disaggregated roles for faculty
 - Initiate open textbook, library and courseware efforts
 - Encourage shared and syndicated enrollments across campuses through online learning
 - Promote data analytics and predictive modeling