

TEXAS HIGHER EDUCATION COORDINATING BOARD

Committee on Closing the Gaps

1200 EAST ANDERSON LANE, ROOM 2.140
AUSTIN, TEXAS

10:00 A.M., September 22, 2009

CHAIR
Elaine Mendoza

VICE-CHAIR
Brenda Pejovich

Durga D. Agrawal
Dennis D. Golden
Heather A. Morris, Student Representative
Lyn Bracewell Phillips
A.W. "Whit" Riter, Ex-Officio

AGENDA

- I. Welcome and Committee Chair's meeting overview
- II. Consideration of adopting minutes from the June 22, 2009, Participation and Success Committee Meeting
- III. Consideration of adopting minutes from the June 22, 2009, Academic Excellence and Research Committee Meeting
- IV. Matters relating to the Committee on Closing the Gaps
 - A. Discussion on *Closing the Gaps* Accelerated Action Plans
 - B. Report on the Mechanical Engineering Articulated Transfer Curriculum
 - C. Discussion of the *Quarterly Update on College Readiness Initiatives*
 1. Report and discussion of the preliminary results of the Test Alignment, Phase I, study conducted by the Educational Policy Improvement Center
 2. Consideration of request to issue a Request for Applications regarding Adult Basic Education Community College Grants, FY2010-2011
 3. Consideration of adopting the Commissioner's recommendation relating to new Chapter 4, Subchapter O, Sections 4.240 through 4.245, of Board rules, concerning the Uniform Recruitment and Retention Strategy (H.B. 1678, 76th Texas Legislature)
 4. Consideration of adopting the Commissioner's recommendation relating to the repeal of Chapter 4, Subchapter L, Section 4.210 through 4.214, of Board rules, concerning Intensive Summer Program Grants, and the adoption of amendments to Chapter 4, Subchapter H, Section 4.177, of Board rules, concerning provisions for Programs to Enhance Student Success (S.B. 2258, 81st Texas Legislature)

5. Consideration of adopting the Commissioner's recommendation relating to Chapter 4, Subchapter G, Sections 4.151, 4.153, 4.155, and 4.161, of Board rules, concerning Early College High Schools and Middle Colleges
 6. Consideration of adopting the Commissioner's recommendation relating to amendments to Chapter 5, Subchapter A, Section 5.5, of Board rules, concerning the Uniform Admission Policy (H.B. 3826, 80th Texas Legislature)
 7. Consideration of adopting the staff recommendation relating to the AmeriCorps*Texas American Recovery and Reinvestment Act Funds for program year 2009-2010
- D. Discussion and presentation of selected 2008-2009 College Access Challenge Grant programs: (1) College Connections 2+2+2 - Blinn College, (2) Community-Based Partnerships - Austin Community College/College Forward, and (3) Professional Development for Counselors - Texas Counseling Association
 - E. Consideration of adopting the staff recommendation to amend Howard College's College Access Challenge Grant to allow for second-year Fiscal Year 2010 funding
 - F. Discussion and presentation of the Gates Project in the Houston Independent School District
- V. 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 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

Elaine Mendoza, 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 former Participation and Success Committee meeting and Academic Excellence and Research Committee meeting.

Committee on Closing the Gaps

AGENDA ITEM II

Consideration of adopting minutes from the June 22, 2009, Participation and Success Committee Meeting

RECOMMENDATION: Adoption

TEXAS HIGHER EDUCATION COORDINATING BOARD

Participation and Success Committee

1200 EAST ANDERSON LANE, ROOM 2.140
AUSTIN, TEXAS
10:00 A.M., June 22, 2009

DRAFT Minutes

Participation and Success Committee Members Present: Chair Laurie Bricker, Vice Chair Lyn Phillips, Elaine Mendoza, Joe Hinton, Heather Morris. **Absent:** Robert Wingo.

Meeting convened at 10:15 a.m.

I. Welcome and Committee Chair's meeting overview

Chair Bricker officially welcomed the newest Coordinating Board student representative member, Heather A. Morris of Lubbock, to the Participation and Success Committee. A student at Texas Tech University, Ms. Morris is a member of the American Society for Public Administrators and the National Council of University Research Administrators. She has received a bachelor's degree in English and is currently pursuing a master's degree in public administration from Texas Tech University. Ms. Morris' term will expire on May 31, 2010.

Chair Bricker also outlined the following important events which took place since the last committee meeting:

- With support from Houston Endowment, Inc., Dr. Raymund Paredes, Commissioner of Higher Education, hosted a meeting on June 14 and 15 for approximately 40 superintendents of independent school districts across the state, Texas Education Agency officials, and legislative representatives to begin the dialog around the College and Career Readiness Standards and our efforts at working together in terms of our major initiatives, especially *Closing the Gaps*.
- A P-16 Institute was held on June 9 in Austin. Approximately 220 participants from 35 Regional P-16 Councils, College Access Challenge Grant programs, and House Bill 400 schools, were in attendance. Also this year, additional meetings were hosted during the institute in order to help P-16 Councils develop strategic plans, learn how to access data related to their regional schools, and analyze the data for program improvement by working in partnership with local institutions of higher education and school district personnel. Throughout this past year, approximately 750 people participated in all four P-16 Institutes. It is not known at this time if P-16 Institutes will be planned for the coming year. Chair Bricker said she felt that one word she would use to describe this effort is "stupendous". Members of P-16 Councils have told Chair Bricker that the support that the P-16 Initiatives Division staff have given in encouraging them and giving them a push when needed has really been spectacular.

- During the week of June 15, the Outreach Unit of the P-16 Initiatives Division, made presentations at the Texas Association of School Boards state meeting addressing the college and career readiness efforts of the Coordinating Board.
- On May 18, an Adult Basic Education Symposium was sponsored by the Coordinating Board. This meeting was well attended and good dialog resulted among stakeholders from the field concerning the efforts that need to be in place in order to strengthen the transition of adult education students into postsecondary programs.
- A meeting will be held at the Coordinating Board on June 25 for Deans of Colleges of Education to review current Coordinating Board teacher preparation policies in light of the proposed rule changes for degree approvals.

Chair Bricker reminded participants that the Star Award ceremony will be held this fall in Dallas during the Higher Education Leadership Conference/ State of Higher Education Luncheon. The deadline for nominations was June 15, and the deadline for applications will be August 15.

Chair Bricker explained that the Greater Houston P-16 Council received a grant from the Simmons Foundation last year for a “Wee GO” center, which is an early childhood GO Center. It is being held at the YMCA at the Texas Medical Center. This is a multi-year grant. Chair Bricker shared pictures of the first graduation ceremony from the center. During the ceremony, the children wear caps and gowns signifying the colleges and universities they plan to attend. In addition, the West Houston P-16 Council, under the chairmanship of Mary Landrum, held an incredibly successful Math summit at the University of Houston. Chair Bricker said she felt that, overall, P-16 Councils are doing very well, and she thanked Dr. Judy Loreda and her staff for providing the support councils need to carry out this very important work.

II. Consideration of adopting minutes from the March 23, 2009, Participation and Success Committee Meeting

Motion made to adopt: Joe Hinton Second: Lyn Phillips

Motion carried.

III. Consideration of adopting the Consent Calendar

Chair Bricker noted that Agenda Item XI would not be adopted on the Consent Calendar at this time, and this item would be considered by the Committee later in the agenda. Chair Bricker asked for a motion to adopt the Consent Calendar with the omission of Agenda Item XI.

Motion made to adopt: Lyn Phillips Second: Joe Hinton

Motion carried.

IV. Consideration of adopting the staff recommendation relating to the Statewide Developmental Education Plan

Tamara Clunis, Director of Developmental Education, Division of P-16 Initiatives, gave a presentation on the proposed Statewide Developmental Education Plan to be put in place throughout the next biennium.

Motion made to adopt: Elaine Mendoza Second: Joe Hinton

Motion carried.

V. Consideration of adopting the staff recommendation relating to the match for the AmeriCorps Vista project

Judith Loreda, Assistant Commissioner for P-16 Initiatives, presented on the funding match for the AmeriCorps Vista project.

Motion made to adopt: Elaine Mendoza Second: Lyn Phillips

Motion carried.

VI. Discussion of the Uniform Recruitment and Retention Strategy preliminary evaluation report and implementation plan for connection to agency funding and reporting

Judith Loreda, Assistant Commissioner for P-16 Initiatives, led the discussion on the Uniform Recruitment and Retention Strategy preliminary evaluation report and implementation plan for connection to agency funding and reporting.

No action required.

VII. Discussion and preliminary evaluation report on P-16 Regional Councils

Judith Loreda, Assistant Commissioner for P-16 Initiatives, and Robin Zuniga, Senior Program Evaluator, Division of Planning and Accountability, provided a brief presentation on the preliminary evaluation report on P-16 Regional Councils.

No action required.

VIII. Discussion and preliminary evaluation report on Work-Study Mentorship Program

Judith Loreda, Assistant Commissioner for P-16 Initiatives, and Robin Zuniga, Senior Program Evaluator, Division of Planning and Accountability, provided a brief presentation on the preliminary evaluation report on the Work-Study Mentorship Program.

No action required.

IX. Consideration of adopting the staff recommendation relating to proposed activities to promote college readiness and success, Fiscal Years 2010-2011, including approval of projects to be considered by the Agency Operations Committee (AOC) on July 29, 2009

Judith Loreda, Assistant Commissioner for P-16 Initiatives, presented information on the staff recommendation relating to proposed activities to promote college readiness and success, Fiscal Years 2010-2011, including approval of projects to be considered by the Agency Operations Committee (AOC) on July 29, 2009.

Motion made to adopt: Elaine Mendoza Second: Joe Hinton

Motion carried.

X. Discussion of the *Quarterly Update on College Readiness Initiatives*

In the interest of time, Chair Bricker requested this item to be moved to the front of the Participation and Success Committee portion of the Board agenda to allow Board members sufficient time to discuss the items on the Quarterly Update on College Readiness Initiatives. Committee members agreed.

XI. Consideration of adopting the staff recommendation to the Board relating to the report on Financial Aid for College Students in Texas, Fiscal Year 2008 (H.B. 1, General Appropriations Act, Rider 13, page III-49, 80th Texas Legislature)

Lois Hollis, Senior Assistant to the Deputy Commissioner for Business and Finance/Chief Operating Officer, provided a brief update on the significant findings in the report on Financial Aid for College Students in Texas, Fiscal Year 2008.

Committee members considered adopting the staff recommendation to the Board relating to the report on Financial Aid for College Students in Texas, Fiscal Year 2008 (H.B. 1, General Appropriations Act, Rider 13, page III-49, 80th Texas Legislature)

Motion made to adopt: Lyn Phillips Second: Elaine Mendoza

Motion carried.

XII. Consideration of adopting the Commissioner's recommendation relating to new Section 21.9 of Board rules, concerning General Provisions (on Consent Calendar)

Consent Calendar item.

- XIII. Consideration of adopting the Commissioner’s recommendation relating to amendments to Sections 21.121, 21.126, and 21.131 of Board rules, concerning the Texas B-On-Time Loan Program (on Consent Calendar)**

Consent Calendar item.

- XIV. Consideration of adopting the Commissioner’s recommendation relating to amendments to Section 22.200 of Board rules, concerning Provisions for Scholarships for Students Graduating in the Top 10 Percent of Their High School Class (on Consent Calendar)**

Consent Calendar item.

- XV. Discussion of proposed rule changes resulting from the 81st Texas Legislative Session to be voted on at the July Board Meeting**

No action required.

- XVI. Adjournment**

Motion made to adjourn: Joe Hinton

Second: Elaine Mendoza

Motion carried.

Meeting adjourned at 1:25 p.m.

Committee on Closing the Gaps

AGENDA ITEM III

Consideration of adopting minutes from the June 22, 2009, Academic Excellence and Research Committee Meeting

RECOMMENDATION: Approval

TEXAS HIGHER EDUCATION COORDINATING BOARD

Academic Excellence and Research (AER) Committee

June 22, 2009

1:00 p.m.

1200 East Anderson Lane, Room 2.140

Austin, Texas

Minutes

Committee Members Present: Lyn Phillips, Committee Chair; Elaine Mendoza, Committee Vice Chair; Laurie Bricker; Joe B. Hinton; Brenda Pejovich; and Heather A. Morris

Committee Members Absent: A.W. "Whit" Riter, Ex-Officio

The meeting convened at 2:00 p.m.

I. Welcome and Committee Chair's meeting overview

Dr. Lyn Phillips welcomed the members of the Committee and the audience.

II. Consideration of adopting minutes from the March 23, 2009, Committee meeting

On a motion by Ms. Pejovich and seconded by Ms. Bricker, the motion was approved.

III. Items for the July 2009 Board agenda related to the Academic Excellence and Research Committee

A. Consideration of adopting the staff recommendation relating to statutory four-year review of degree programs, Mission Statements, and Table of Programs for the following institutions:

1. Texas A&M University
2. Texas A&M University-Corpus Christi
3. Texas A&M University-Galveston

Dr. MacGregor Stephenson, Assistant Commissioner for Academic Affairs and Research, introduced the item. He indicated that the Texas Education Code, Section 61.051 (e), directs the Coordinating Board to review the mission statements and table of programs of public institutions of higher education across the state. This review normally takes place once every four years for each institution. Dr. Stephenson gave a brief description of the proposed mission statements.

On a motion by Ms. Bricker and seconded by Ms. Mendoza, the motion was approved.

B. Consideration of adopting the staff recommendation relating to the proposed Mission Statement and Table of Programs for the following institutions:

1. Texas A&M University-Central Texas
2. Texas A&M University-San Antonio

Dr. Stephenson introduced the item. He indicated that at the April 30, 2009, meeting, the Coordinating Board certified the full-time equivalent enrollments at three off-campus centers in order for them to begin the process of becoming stand-alone institutions of higher education. These two centers have submitted their proposed Mission Statements and Table of Programs for approval.

On a motion by Ms. Mendoza and seconded by Ms. Bricker, the motion was approved.

- C. Consideration of adopting the staff recommendation relating to preliminary authority requests for the following institutions:

TARLETON STATE UNIVERSITY

- 1. Rangeland Ecology and Management (doctoral-level step 2 cooperative program with Texas A&M University)

TEXAS A&M INTERNATIONAL UNIVERSITY

- 2. Communication Sciences and Disorders (master's level)
- 3. Dietetic Studies (master's level)

Dr. Stephenson gave the background information for each request. Dr. Stephenson recommended approval for items C. 1-3.

On a motion by Mr. Hinton and seconded by Ms. Mendoza, the motion was approved.

- D. Consideration of adopting the staff recommendation relating to requests for a new degree program:

STEPHEN F. AUSTIN STATE UNIVERSITY

- 1. Doctor of Philosophy (Ph.D.) degree with a major in School Psychology

Dr. Stephenson gave the background information and indicated that staff recommended approval.

On a motion by Ms. Mendoza and seconded by Mr. Hinton, the motion was approved.

THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER AT DALLAS

- 2. Master of Science (M.S.) degree and Doctor of Philosophy (Ph.D.) degree with a major in Cancer Biology

Dr. Stephenson gave the background information and indicated that staff recommended approval.

On a motion by Mr. Hinton and seconded by Ms. Bricker, the motion was approved.

TEXAS STATE UNIVERSITY-SAN MARCOS

- 3. Doctor of Philosophy (Ph.D.) degree with a major in Criminal Justice

Dr. Stephenson gave the background information and indicated that staff recommended approval.

On a motion by Ms. Bricker and seconded by Mr. Hinton, the motion was approved.

- E. Consideration of adopting the staff recommendation relating to a request from The University of Texas at San Antonio to expand its existing Doctor of Education (Ed.D.) degree with a major in Educational Leadership via distance education

Dr. Stephenson gave the background information. He indicated that this would be The University of Texas at San Antonio's first doctoral program offered at a distance. Staff recommended approval.

On a motion by Ms. Mendoza and seconded by Ms. Bricker, the motion was approved.

- F. Consideration of adopting the staff recommendation relating to a request from North Central Texas College to hold a branch campus maintenance tax election in Young County, Graham Independent School District

Dr. Stephenson gave the background information and indicated that staff recommended approval.

On a motion by Mr. Hinton and seconded by Ms. Bricker, the motion was approved.

- G. Consideration of adopting the staff recommendation to authorize the Chair of the Committee on Academic Excellence and Research to approve the 2008-2009 African American Museum Internship Report to be submitted to the Governor's Office and Legislative Budget Board by October 1, 2009

Dr. Stephenson gave the background information. Dr. Phillips suggested that Dr. Stephenson review the report and be authorized to approve the African American Museum Internship Report and forward it to the Governor and the Legislative Budget Board.

On a motion by Ms. Pejovich and seconded by Ms. Mendoza, the motion was approved. Dr. Stephenson was authorized to approved the African American Museum Internship Report and forward it to the Governor and the Legislative Budget Board by October 1, 2009.

- H. Consideration of adopting the Commissioner's recommendation relating to amendments to Chapter 5, Subchapter B, Section 5.24 of Board rules concerning Role and Mission, Table of Programs, Course Inventories

Dr. Stephenson gave the background information and indicated that staff recommended approval.

On a motion by Ms. Mendoza and seconded by Ms. Pejovich, the motion was approved.

- I. Consideration of adopting the Commissioner's recommendation relating to amendments to Chapter 5, Subchapter C, Section 5.44 and new Section 5.52 of Board rules concerning Approval of New Academic Programs and Administrative Changes at Public Universities, Health-Related Institutions, and/or Selected Public Colleges

Dr. Stephenson gave the background information and indicated that staff recommended approval.

On a motion by Ms. Mendoza and seconded by Mr. Hinton, the motion was approved.

- J. Consideration of adopting the Commissioner's recommendation relating to amendments to Chapter 5, Subchapter D, Section 5.78 of Board rules concerning Operations of Off-Campus Educational Units of Public Senior Colleges, Universities and Health-Related Institutions

Dr. Stephenson gave the background information and indicated that staff recommended approval.

On a motion by Ms. Mendoza and seconded by Ms. Bricker, the motion was approved.

- K. Consideration of adopting the Commissioner's recommendation relating to amendments to Chapter 13, Subchapter G, Section 13.120 - 13.125; repeal of Section 13.126 - 13.130; and the addition of new Sections 13.126 - 13.127 of Board rules concerning the Research Development Fund

Dr. Stephenson gave the background information and indicated that staff recommended approval.

On a motion by Mr. Hinton and seconded by Ms. Mendoza, the motion was approved.

- L. Consideration of adopting the staff recommendation relating to a request from the Texas A&M University System, Texas Southern University, the Texas State University System, and the University of Houston System to create five coordinated, single-institution Higher Education Centers in Northwest Houston

Dr. Stephenson gave the background information and indicated that staff recommended approval.

On a motion by Ms. Mendoza and seconded by Ms. Bricker, the motion was approved.

- M. Report on the Norman Hackerman Advanced Research Program Merit Review for 2007-08 Biennium

Dr. Stephenson indicated that this was an informational item to update the Committee on the Norman Hackerman Advanced Research Program Merit Review for the 2007-2008 Biennium. The Coordinating Board hired a group of nationally recognized researchers to perform the review. The review panel consisted of R. Allen Bowling, Ph.D., (Chair), David A. Hovda, Ph.D., and Jumphyre J. Maris, Ph.D. The review panel convened on March 23, 2009, for the review. The Board's Advisory Committee on Research Programs reviewed the report at its April 8, 2009, meeting.

IV. Update on *Making Opportunity Affordable Engineering Articulation Fact Book*

Dr. Gary Hanson, a Higher Education Consultant and a retired Senior Research and Policy Analyst for the Institutional Studies and Policy Analysis Office of The University of Texas System, updated the Committee on key findings summarized in this report.

V. Report on Higher Education Policy Institute

Dr. Wendy Erisman, Senior Research Specialist, presented a summary of a review of the literature on measuring learning outcomes in higher education.

VI. Discussion of staff review process for preliminary authority requests and new degree program proposals

Dr. Stephenson described the criteria in Coordinating Board rules for preliminary authority and the staff guidelines for reviewing preliminary authority requests. He also described the Standards for New Bachelor's and Master's Degree Programs and the staff procedures for reviewing proposals for new programs.

VII. Discussion of new programs reviewed by staff during the last year

Dr. Stephenson gave an overview of proposals and other requests reviewed by staff in the last year, including administrative change requests, new certificate and degree program proposals, preliminary authority requests, off-campus/branch campus proposals, career school/for-profit requests, core curriculum change requests, and three-year and annual doctoral reports.

VIII. Discussion of the programmatic aspects of funding items on the Agency Operations Committee July 2009 agenda

- A. Report on distribution of funds trustee to support medical and graduate medical education for Fiscal Year 2010 and report on trustee funds distributed in Fiscal Year 2009
- B. Norman Hackerman Advanced Research Program, request for approval of program announcement for 2009 competition
- C. Joint Admissions Medical Program, request approval to transfer funding for Fiscal Year 2010 and Fiscal Year 2011
- D. Contract with the Texas Council on Alzheimer's Disease and Related Disorders to transfer funds to the Consortium of Alzheimer's Disease Centers
- E. Carl D. Perkins Career and Technical Education Improvement Act funds to colleges and consortia for Basic Grant, Tech-Prep, and Leadership activities for program year 2009-2010

Dr. Stephenson indicated that this was an informational item to update the Committee on items that will be presented at the Agency Operations Committee on July 29, 2009.

IX. Discussion of Legislative actions that affect higher education

- A. House Bill 51
- B. Senate Bill 175
- C. House Bill 2504
- D. Senate Bill 956

- E. Senate Bill 98
- F. House Bill 4149

Dr. Kevin Lemoine, Deputy Assistant Commissioner for Academic Affairs and Research, discussed legislative actions that affect academic policy and research.

- X. Update on opportunities for consolidation or elimination of reporting for institutions of higher education

Dr. Stephenson provided an update on the plan to consolidate, eliminate, or better coordinate reporting requirements across divisions of the agency.

- XI. Discussion of proposed rule changes resulting from the 81st Texas Legislative Session to be voted on at the July Board meeting and required studies
 - A. Chapter 4, new Subchapter M, Sections 4.215-4.218 of Board rules concerning notice of the availability of higher education textbooks through multiple retailers, as required by Texas Education Code, Section 51.9705 (*H.B. 1096, 81st Texas Legislature*)
 - B. Chapter 13, Subchapter L, Sections 13.200-13.202 of Board rules concerning the Engineering Recruitment Program, Engineering Summer Program, as required by Texas Education Code, Section 61.791 (*H.B. 2425, 81st Texas Legislature*)
 - C. Chapter 14, Subchapter A & B, Sections 14.1-14.2 and 14.11-14.13 of Board rules concerning the Norman Hackerman Advanced Research Program, as required by Texas Education Code, Section 142.001- Section 142.003. (*H.B.58 and S.B. 44, 81st Texas Legislature*)
 - D. Chapter 4, Subchapter E, Section 4.105, of Board rules concerning the approval of distance education, off-campus, and extension courses and programs for public institutions and Chapter 9, Subchapter H, Section 9.144, of Board rules concerning Partnerships between Secondary Schools and Public Two-Year Colleges as required by Texas Education Code, Section 130.008(d) and (d-1) (*H.B. 2480, 81st Texas Legislature*)

Dr. Stephenson discussed proposed rule changes resulting from the 81st Texas Legislative session. Since the 30-day comment period was not over, Dr. Stephenson asked that these rules be considered at the July 30, 2009, Board meeting.

- XII. Adjournment

The Committee adjourned at 4:30 p.m.

Committee on Closing the Gaps

AGENDA ITEM IV-A

Discussion on *Closing the Gaps* Accelerated Action Plans

RECOMMENDATION: No action required

Closing the Gaps by 2015 Goal(s): Participation, Success, Research
This item focuses on actions designed to reach the *Closing the Gaps* targets. These include: Hispanic participation; nursing, science, technology, engineering, and math (STEM) awards; teacher education certificates; and federal research funding.

This is a discussion item only. No Committee action is required.

Background information:

The *Closing the Gaps (CTG)* Texas higher education plan started in 2000 and culminates in 2015. Eight of the plan's 15 years have already passed. The annual *CTG* progress report, approved by the Board in July 2009, showed that the state has made great strides related to higher education participation and success in the first eight years. However, if the rate of improvement in Hispanic participation, nursing awards, science, technology, engineering, and math (STEM) awards, teacher education certificates, and federal research funding is not quickened, the associated 2015 targets will not be met. To spur increases in these areas, teams of Coordinating Board staff have researched promising practices, studied Texas data, and formulated actions to accelerate progress to achieve the 2015 objectives.

Though developed independently, each of the teams identified a number of similar approaches to prompt institutions to focus on attainment of the lagging *Closing the Gaps* areas. Five broad categories of actions applicable to all targeted participation and success areas emerged. These were to:

- re-structure state funding so that it rewards progress toward state goals,
- use financial aid strategically,
- focus on students and their needs,
- use high-quality, focused data to evaluate outcomes and guide actions, and
- market the importance of higher education.

A draft of the Accelerated Action Plan materials will be sent under separate cover.

Susan Brown, Assistant Commissioner for Planning and Accountability, will be available to answer questions.

Committee on Closing the Gaps

AGENDA ITEM IV-B

Report on the Mechanical Engineering Articulated Transfer Curriculum

RECOMMENDATION: No action required

Background Information:

On July 31, with grant support from the Lumina Foundation for Education's *Making Opportunity Affordable* (MOA) initiative, the Coordinating Board staff hosted the final meeting of the Mechanical Engineering Articulated Transfer Curriculum Committee, the advisory committee that has been working on developing an articulated transfer curriculum for mechanical engineering that may be voluntarily used by institutions of higher education. Committee members came to consensus on 16 courses that will provide the necessary academic background to allow a mechanical engineering student at a two-year institution to transfer seamlessly into a participating engineering baccalaureate program at a four-year institution.

The courses in the articulated transfer curriculum are: Calculus I, II, III; Differential Equations; General Chemistry I, II; General Chemistry Laboratory I, II; University Physics I, II; University Physics Laboratory I, II; Statics; Dynamics; Fundamentals of Circuit Analysis; and Engineering Graphics I. A revised Introduction to Engineering course is also included for transfer credit and, at some four-year institutions, applicable to the engineering major. Updated course descriptions, with specific learning objectives as agreed upon by committee members, will be proposed to the Academic Course Guide Manual (ACGM) Advisory Committee this fall for inclusion in the ACGM.

James K. Nelson, Jr., Ph.D., P.E., Dean of Engineering and Computer Science and Brazzel Professor of Engineering at The University of Texas at Tyler, will provide a brief report to the Committee.

Committee on Closing the Gaps

AGENDA ITEM IV-C

Discussion of the *Quarterly Update on College Readiness Initiatives*

RECOMMENDATION: No action required

Closing the Gaps by 2015 Goal(s): Participation, Success, Excellence
Projects outlined in the *Quarterly Update on College Readiness Initiatives* are organized under three goals of *Closing the Gaps*. Each project also notes the appropriate objective(s) of the P-16 College Readiness and Success Strategic Action Plan.

This is a discussion item only. No Committee action is required.

Background information:

Each quarter, Board staff provide an update on the programs, projects, and activities funded under the College Readiness Initiatives (CRI) strategy originally outlined in House Bill 1, 79th Texas Legislature, Special Called Session (2006).

The programs, projects, and activities are aligned with the appropriate goals of *Closing the Gaps by 2015*, as well as the objectives of the P-16 College Readiness and Success Strategic Action Plan adopted by the state P-16 Council in 2007. The quarterly update is formatted to provide Board members with the following information on each CRI program, project, or activity:

- Amount funded, expended, and balance remaining
- P-16 Plan objective the item addresses
- Purpose and description
- Implementation issues
- Current status
- Next steps

When a program, project, or activity is concluded or the funding fully expended, the information is identified as completed and moved to the back portion of the quarterly update.

Judith Loreda, Assistant Commissioner, Division of P-16 Initiatives, will be available to answer any questions.

Committee on Closing the Gaps

AGENDA ITEM IV-C-1

Report and discussion of the preliminary results of the Test Alignment, Phase I, study conducted by the Educational Policy Improvement Center

Total Project Cost: \$211,244
Individual Project Cost: N/A
Source of Funding: State, A.1.3. Strategy, College Readiness Initiative
Authority: Texas Education Code, Section 61.0762, Programs to Enhance Student Success

RECOMMENDATION No action required

Closing the Gaps by 2015 Goal(s): Success
By aligning college readiness assessments to the College and Career Readiness Standards, the intended outcome is that accurate assessment of college readiness will increase student success in entry-level college courses thereby increasing student persistence and graduation.

Board staff have received the preliminary results of the Test Alignment, Phase I study conducted by the Educational Policy Improvement Center (EPIC). This is a report and discussion item only. No Committee action is required. The Agency Operations Committee approved this project in October 2007.

Background information:

In June 2008, the Coordinating Board issued a contract to the Educational Policy Improvement Center to determine the alignment of the College and Career Readiness Standards with the assessment instruments used as part of the Texas Success Initiative. To date, all necessary data sharing arrangements have been successfully concluded, all necessary data collected, and all relevant analysis processes initiated.

Dr. David Conley, CEO of EPIC, will present a brief overview of the findings and a timeline for completion of the study and release of the final report.

Committee on Closing the Gaps

AGENDA ITEM IV-C-2

Consideration of request to issue a Request for Applications regarding Adult Basic Education Community College Grants, FY2010-2011

Total Project Cost: \$10,000,000
Individual Project Cost: up to \$500,000
Source of Funding: Strategy, E.1.7, ABE Community College Grants
Authority: H.B. 1, Rider 56

RECOMMENDATION: Approval

Closing the Gaps by 2015 Goal(s): Success
This grant competition will have a direct impact on the enrollment targets for *Closing the Gaps by 2015* by increasing the number of adult education and ELL students that enroll and persist in post-secondary education training programs

Board staff request approval to issue a Request for Applications (RFA) to award Adult Basic Education Community College Grants using funds appropriated by Rider 56 of HB 1 during the 81st Texas Legislative Session. The RFA will be issued in October 2009. Applications will only be accepted from two-year public and community technical colleges.

Background information:

Project Description: The purpose of the project is to provide funding to public community and technical colleges to: 1) increase participation in adult basic education, and 2) increase the number of adult basic education students that transition to postsecondary training programs.

Project Evaluation: Key outcomes of this project will be an increase in the number of students participating in adult education programs, an increase in the number of adult education students transitioning to postsecondary certificate and degree programs, and an increase in Hispanic student enrollment in postsecondary education in support of the accelerated Hispanic participation action plan.

Judith Loreda, Assistant Commissioner, Division of P-16 Initiatives, will be available to answer questions.

Committee on Closing the Gaps

AGENDA ITEM IV-C-3

Consideration of adopting the Commissioner's recommendation relating to new Chapter 4, Subchapter O, Sections 4.240 through 4.245, of Board rules, concerning the Uniform Recruitment and Retention Strategy (H.B. 1678, 76th Texas Legislature)

Total Project Cost: N/A
Individual Project Cost: N/A
Source of Funding: N/A
Authority: N/A

RECOMMENDATION: Adoption

<p><i>Closing the Gaps by 2015</i> Goal(s): Participation, Success These programs will assist in promoting a college-going culture with the added focus on success.</p>

Board staff request adoption of the proposed rules for implementation in the Uniform Recruitment and Retention Strategy Plans to be submitted by institutions by December 1, 2009. The change will improve programs to ensure the success of students in higher education and meet the goals of *Closing the Gaps by 2015*. The chapter also proscribes the sanctions for noncompliance as it relates to the rules and the statute.

Background Information:

The Commissioner recommends approval of new Chapter 4, Subchapter O, Section 4.240 – 4.245, of Board rules, concerning the Uniform Recruitment and Retention Strategy.

Specifically, the rules will implement the Uniform Recruitment and Retention Strategy for Texas public institutions of higher education. The URRS will improve programs to ensure the success of students in higher education and meet the goals of *Closing the Gaps by 2015*.

Date approved by the Commissioner for Publication in the *Texas Register*:

July 24, 2009

Date Published in the *Texas Register*:

August 7, 2009

Summary of comments received:

Comment:

Currently, institutions reporting under the current URRS program must provide a tremendous amount of data and information that taxes the existing administrative infrastructure. The proposed rule changes will increase data collection, require program re-design and analysis, and therefore increase costs for institutions. It is recommended that the Coordinating Board, to the greatest extent possible, utilize the existing reporting and analysis system (such as the Accountability System, the Applied, Admitted, Enrolled report and the *Closing the Gaps* progress report) to measure progress and adopt an abbreviated reporting structure that identifies the institutional strategies designed to meet these goals.

Response:

Coordinating Board staff created a new abbreviated reporting structure that requires institutions to identify URRS strategies designed to address *Closing the Gaps* targets. The new reporting format allows institutions to decide whether to utilize existing or new strategies to meet their *Closing the Gaps* targets. In addition, Coordinating Board staff will utilize existing data from other Coordinating Board reports for the evaluation of institutions efforts in meeting the goals of *Closing the Gaps*. Institutions may utilize their own internal evaluation processes to determine the effectiveness of their chosen strategies and make any necessary adjustments. Institutions received the new reporting structure and forms on August 11, 2009.

Comment:

Section 4.243 provides for the evaluation of the effectiveness of an institution's URRS in accomplishing the goals of *Closing the Gaps*. The proposed rule will give the Coordinating Board staff the authority to "incorporate the URRS strategy" into the types and kinds of degree or other programs an institution may or must offer, and to substitute its judgment over strategies to achieve goals that are within the purview of an institution and its governing board. This shift threatens an institution's independence.

Response:

Coordinating Board staff currently provides the Board with recommendations on degree and program approval. At the Board's request, the new standards for degree and program approval include the URRS.

The Coordinating Board, Commissioner, and staff are dedicated to meeting the state's goals for *Closing the Gaps*. The Legislature has also expressed the importance of meeting the state's goals for *Closing the Gaps* to Coordinating Board members and the Commissioner. The Legislature is very interested in institutional efforts to close the gaps and in how those efforts are reflected in institutional targets. The legislatively mandated URRS provides another tool to strengthen the Coordinating Board's and institutional commitment to meeting the goals of *Closing the Gaps*. The Coordinating Board's implementation of *Closing the Gaps* still allows institutions and governing boards to have independence in the way they meet their targets for *Closing the Gaps*.

Comment:

Section 4.244 provides that the Coordinating Board shall establish reporting requirements to be completed by all institutions. It also provides that an institution's URRS is to be considered in compliance only if the URRS is approved by the Coordinating Board staff. The proposed rule provides no standards for evaluation by which an institution can be guided in its efforts or by which an institution can be assured of compliance. This section also permits the Coordinating Board, at its discretion, to utilize external reviewers to review an institution's URRS but provides no standards to guide external reviews. Standards for evaluation and review should be proposed to ensure uniformity of review and to avoid arbitrary decision-making. At a minimum, standards must provide for blind reviews and establish qualifications for all reviewers.

Response:

As part of the URRS review process, external reviewers will be selected to review institutional reports using an evaluation matrix. The evaluation matrix will be posted on the Coordinating Board secure site. The reviewers will be asked to provide recommendations and suggestions during their review of the institutional reports. Coordinating Board staff also review the reports internally and provide feedback on the reports. Reviewers will be selected from organizations such as the ones listed below:

- Texas Association of Collegiate Registrars and Admissions Officers (TACRAO)
- Texas Association of Institutional Researchers (TAIR)
- Society of College and University Planners (SCUP)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)

Coordinating Board staff has developed standards for evaluation, blind reviews, and qualifications for all reviewers. As with all Coordinating Board reporting and funding requirements, staff are required to evaluate whether institutions are in compliance, including compliance with URRS reporting requirements.

Comment: Section 4.245 provides for noncompliance and for significant sanctions. The lack of standards and uniformity (discussed above) will permit an institution to suffer significant penalty without recourse. The proposed rules should provide for a procedure to appeal decisions or determinations of the Coordinating Board staff.

Response: The Coordinating Board has procedures in place to appeal all decisions or determinations of the Coordinating Board staff. See TAC Section 1.20 et. seq.

Comment: The reporting and administrative burdens to be imposed by the proposed rule changes will create a significant workload for institutions as well as the Coordinating Board. Expansion of the URRS program should not be undertaken until sufficient resources are identified to ensure that the costs imposed on institutions and the Coordinating Board staff are fully understood and provided for. The Coordinating Board should convene a cross-section group of enrollment management and institutional research directors to redesign the URRS reporting requirements so the administrative

burden on institutions can be reduced and existing data residing at the Coordinating Board can be used to understand the progress that institutions are making toward *Closing the Gaps*.

Response: The Commissioner is committed to utilizing all staff resources to meet the goals of *Closing the Gaps*. Given the tie to program approval, tuition revenue bonds, and grant approval processes, the new reporting requirements include staff from all sections of the Coordinating Board. Due to the importance of *Closing the Gaps*, the Commissioner will appoint a standing advisory committee to address all issues related to *Closing the Gaps*. The committee will include presidents and provosts with the decision-making authority needed to make decisions on behalf of the institution.

Legal Review:

Approved by the Office of General Counsel _____ Date:

CHAPTER 4 RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN
TEXAS

SUBCHAPTER O. UNIFORM RECRUITMENT AND RETENTION STRATEGY

Section

- 4.240. Purpose.
- 4.241. Authority.
- 4.242. Definitions.
- 4.243. Evaluation
- 4.244. Reporting.
- 4.245. Noncompliance; Sanctions

4.240. Purpose.

The purpose of this subchapter is to implement the Uniform Recruitment and Retention Strategy for Texas public institutions of higher education. It is the intent of the Texas Higher Education Coordinating Board that Texas public institutions of higher education use the flexibility and responsibility granted under these rules to improve programs to ensure the success of students in higher education and meet the goals of *Closing the Gaps by 2015*.

4.241. Authority.

Under Texas Education Code, Section 61.027, the Board is authorized to adopt rules to implement Texas Education Code, §61.086.

4.242. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education.
- (3) Institution of higher education or institution--Any public technical institute, public junior college, public senior college or university, medical or dental unit, or other agency of higher education as defined in Texas Education Code, §61.003.
- (4) Degree program--any grouping of subject matter courses which, when satisfactorily completed by a student, entitles the student to a degree from an institution of higher education.
- (5) *Closing the Gaps by 2015*--The state's master plan for higher education in Texas, adopted in October 2000 by the Texas Higher Education Coordinating Board, directed at closing educational gaps within Texas, as well as between Texas and other states, and which has four goals: to close the gaps in student participation, student success, excellence, and research.

(6) Coordinating Board Grant and Program Evaluation Fidelity Scale

- (a) 1= serious departure from the requirements of the program
- (b) 2= minor departures from requirements noted
- (c) 3= in complete accordance

(7) Student Recruitment – Identification and enrollment of students that represent the population of Texas.

(8) Student Retention or Persistence Rate --The rate at which students persist in higher education, often as measured by the percentage of students who continue in higher education from one year to the succeeding year.

4.243. Evaluation.

(a) The Board shall evaluate the effectiveness of the Uniform Recruitment and Retention Strategy plans on a statewide basis and with respect to each institution based on how the Uniform Recruitment and Retention Strategy plan will address *Closing the Gaps by 2015*.

(b) The Board shall incorporate the Uniform Recruitment and Retention Strategy into:

- (1) standards for new Baccalaureate and Master's Degree Programs;
- (2) the review of low-producing degree programs;
- (3) the approval process for doctoral and health-related degree programs;
- (4) the evaluation methodology for Tuition Revenue Bond Projects; and

(5) the review and evaluation of request for proposals and request for applications from institutions of higher education.

4.254. Reporting.

(a) The Coordinating Board shall establish reporting requirements and forms to be completed by all public institutions of higher education.

(b) As required by Texas Education Code Section 51.4032, not later than December 1 of each year, each institution shall report to the Coordinating Board on the progress made by students as well as the institution's evaluation of the Uniform Recruitment and Retention Strategy. An institution is considered in compliance if the Uniform Recruitment and Retention Strategy report is approved by Coordinating Board staff. Coordinating Board staff may require an institution to resubmit a report that was not approved. The report must be resubmitted within ten business days after the request is made by Coordinating Board staff. The report shall include at a minimum:

(1) Student performance/success data;

(2) Student participation data;

(3) Information relating to the costs of the program and funding source, and number of students served and;

(4) The academic progress made by students as well as other outcomes related to *Closing the Gaps by 2015*;

(5) Institutions shall collect data and evaluate success based on the following elements and connect them to the accelerated targets for *Closing the Gaps by 2015*:

(a) Partnership with high-need, low-college going rate public schools;

(b) Pre-college academic outreach;

(c) Application assistance;

(d) Financial aid assistance;

(e) Academic support programs;

(f) Tutoring/mentoring programs;

(g) Academic advising; and

(h) Early Alert Systems that include academic support for at-risk students.

(c) At the discretion of the Coordinating Board, the Uniform Recruitment and Retention Strategy reports may be reviewed by external peer reviewers.

(d) The Coordinating Board reserves the right to audit any program reported as a part of the Uniform Recruitment and Retention Strategy.

4.245. Noncompliance; Sanctions

(a) The following constitutes noncompliance:

1) A Coordinating Board Evaluation Fidelity Score of 1; or

2) A report that has not been submitted by the December 1 deadline; or

3) A resubmitted report that has not been submitted within ten business days.

(b) For noncompliance with any *Closing the Gaps by 2015* reporting requirements, including the Uniform Recruitment and Retention Strategy, the Coordinating Board shall withhold program

approvals as outlined in 19 Texas Administrative Code, Part 1, Chapter 5, Subchapter C, all Coordinating Board grant funding, and up to 22 points in the Tuition Revenue Bond approval process.

Committee on Closing the Gaps

AGENDA ITEM IV-C-4

Consideration of adopting the Commissioner's recommendation relating to the repeal of Chapter 4, Subchapter L, Sections 4.210 through 4.214, of Board rules, concerning Intensive Summer Program Grants, and the adoption of amendments to Chapter 4, Subchapter H, Section 4.177, of Board rules, concerning provisions for Programs to Enhance Student Success (S.B. 2258, 81st Texas Legislature)

Total Project Cost: N/A
Individual Project Cost: N/A
Source of Funds: N/A
Authority: N/A

- RECOMMENDATION:
1. Repeal of Chapter 4, Subchapter L, Sections 4.210 through 4.214, of Board Rules
 2. Adoption of amendments to Chapter 4, Subchapter H, Section 4.177, of Board Rules

Board staff request repeal of Chapter 4, Subchapter L, Sections 4.210 through 4.214, of Board rules, and adoption of amendments to Chapter 4, Subchapter H, Section 4.177, of Board rules.

Background information:

Chapter 61, Subchapter A, Section 61.0762, of the Texas Education Code, entitled "Programs to Enhance Student Success," was created by the 79th Texas Legislature, Third Special Called Session. This section requires that the Coordinating Board by rule develop programs designed to enhance the success of students at institutions of higher education and decrease the need for developmental education. This section also gives the Coordinating Board authority to adopt rules to implement Higher Education Bridge Programs.

The 81st Texas Legislature passed Senate Bill 2258 (SB 2258), which allows the Coordinating Board more flexibility in administering the Higher Education Bridge Programs. As a result of changes to Section 61.0762 enacted by SB 2258, the Commissioner has proposed the repeal of Chapter 4, Subchapter L, Sections 4.210 through 4.214, concerning Intensive Summer Program Grants, in order to incorporate Intensive Summer Programs into Chapter 4, Subchapter H, Section 4.177, concerning Criteria for Student Participation and Institutional and Public School Eligibility for Implementing Programs to Enhance Student Success.

The proposed amendments to Chapter 4, Subchapter H, Section 4.177, replaces the term "Summer" with "Higher" and clarifies that "Higher Education Bridge Programs" will be provided to eligible students during summer or other time frames approved by the Coordinating Board. Social Science is added to the focus of the bridging programs. A definition of intensive programs is added and clarifies the purpose of the program, student eligibility, as well as requirements for the implementation of the program. Changes to the program requirements for Higher Education Bridge Programs will be reflected in the 2010-2011 Request for Applications approved by the Participation and Success Committee on June 22, 2009, and the Agency Operations Committee on July 29, 2009.

Date approved by the Commissioner for Publication in the *Texas Register*:

July 14, 2009

Date Published in the *Texas Register*:

July 31, 2009

Summary of comments received:

No comments were received.

Legal Review:

Approved by the Office of General Counsel _____ Date:

CHAPTER 4. RULES APPLYING TO ALL PUBLIC
INSTITUTIONS OF HIGHER EDUCATION IN TEXAS

SUBCHAPTER L. INTENSIVE SUMMER PROGRAM GRANTS

Section

~~[4.210. Purpose and Authority]~~

~~[4.211. Definitions]~~

~~[4.212. Eligible Students]~~

~~[4.213. Eligible Institutions]~~

~~[4.214. Grant Administration]~~

~~[4.210 Purpose and Authority]~~

~~[In accordance with the Texas Education Code, §29.098, the purpose of the Intensive Summer Program is to create pilot programs in which institutions of higher education provide intensive academic instruction for students who are identified as being at risk of dropping out of school or college. The areas for intensive instruction are English/language arts, mathematics and science. The Intensive Summer Programs pilot will identify best practices and strategies that work to help prepare students for college and workforce readiness.]~~

~~[4.211 Definitions]~~

~~[The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.]~~

~~[(1) Board--The Texas Higher Education Coordinating Board.~~

~~(2) Institution of higher education or institution--Any public technical institute, Public junior college, public senior college or university, medical or dental unit, or other agency of higher education as defined in Texas Education Code, §61.003(8).~~

~~(3) Intensive Summer Programs--A pilot program authorized by the Texas Legislature in the Texas Education Code, §29.098 under which participating institutions of higher education receive grants to provide intensive academic instruction in English/language arts, mathematics and science to facilitate the student's transition from high school to postsecondary institution.~~

~~(4) Applicant--An institution submitting a proposal in response to the Board's Request]~~

~~[4.212 Eligible Students]~~

~~[(a) A grant may be awarded to an institution of higher education for an Intensive Summer Program only if at least 50 percent of the students served in the program:~~

~~(1) have a score on the Scholastic Assessment Test (SAT) or American College Test (ACT) that is equal to a score less than the national mean score;~~

- ~~(2) have been awarded a grant under the federal Pell grant program;~~
- ~~(3) are at least 20 years of age on the date the student initially enrolls in the institution of higher education; or~~
- ~~(4) have enrolled or will initially enroll as a part-time student.~~

~~(b) The remaining 50 percent of students served by the program may include at-risk students as determined by:~~

- ~~(1) the criteria described in subsection (a) of this section;~~
- ~~(2) the Texas Success Initiative criteria as set forth in §§4.54, 4.57, and 4.59 of this title (relating to Exemptions/Exceptions; Minimum Passing Standards; and Determination of Readiness to Perform Freshman-Level Academic Coursework); or~~
- ~~(3) other indicators of college or workforce readiness or means of identifying a student as being at risk of dropping out of school or college as determined by the institution.]~~

~~[4.213 — Eligible Institutions]~~

~~[To be eligible to participate in the pilot program, applicants shall:~~

- ~~(1) be a Texas public institution of higher education as defined in the Texas Education Code, §61.003(8); and~~
- ~~(2) meet all deadlines, requirements and guidelines outlined in the Request for Proposals.]~~

~~[4.214 — Grant Administration]~~

~~[(a) Notification. The Board will notify each applicant in writing of its selection or non-selection for participation in the pilot program.~~

~~(b) Program Evaluation. The Board will establish specific evaluation procedures and requirements for the pilot program in the Request for Proposals.~~

~~(c) Program funding. The Board will distribute funds for the Intensive Summer Program pilots to eligible public institutions of higher education selected by an evaluation process in the Request for Proposals and based on the following factors:~~

~~(1) the availability of funds, which is contingent on appropriations made by the legislature for that purpose;~~

~~(2) funding limitations as set forth in the Texas Education Code, §29.098, that a grant awarded for Intensive Summer Programs may not exceed \$750 for each participating student and must be matched by not less than \$250 for each participating student in other federal, state or local funds, including private donations; and~~

~~(3) uses of funding as set forth in the Texas Education Code, §29.098, that to the extent practicable, an institution of higher education shall create work-study opportunities for students enrolled in teacher preparation programs to assist in providing instruction in Intensive Summer Programs.~~

~~(4) The Board may revoke an institution's participation in the pilot program based on the following factors:~~

~~(A) noncompliance with requirements and assurances outlined in the Request for Proposals and/or the provisions of this section;~~

~~(B) lack of program success as evidenced by progress reports and program~~

~~data;~~

~~(C) failure to meet performance standards specified in the Request for Proposals;~~

~~(D) failure to provide accurate, timely, and complete information as required by the Board to evaluate the effectiveness of the pilot program; and~~

~~(E) refusal to serve participants in Intensive Summer Programs.]~~

CHAPTER 4. RULES APPLYING TO ALL PUBLIC
INSTITUTIONS OF HIGHER EDUCATION IN TEXAS

SUBCHAPTER H. P-16 COLLEGE READINESS AND SUCCESS

Section

- 4.171. Purpose
- 4.172. Authority
- 4.173. Definitions
- 4.174. P-16 College Readiness and Success Strategic Action Plan
- 4.175. Composition and Duties of Statewide Discipline-Based College Readiness Vertical Teams
- 4.176. Appointment of Higher Education Faculty to the Statewide Discipline Based College Readiness Vertical Teams
- 4.177. Criteria for Student Participation and Institutional and Public School Eligibility for Implementing Programs to Enhance Student Success

4.171. – 4.176 (No change)

4.177. Criteria for Student Participation and Institutional and Public School Eligibility for Implementing Programs to Enhance Student Success

(a) Higher [~~Summer~~] education bridge programs. The purpose of this program is for institutions of higher education to provide public high school students and other eligible students who are not college-ready with appropriate instruction and other activities during summer or other timeframes approved by the Coordinating Board [~~programs~~] to ensure eligible students achieve college readiness.

(1) Only institutions offering [~~summer~~] bridge programs outlined under Texas Education Code, §61.0762, shall be subject to this subsection.

(2) [~~Each year for which the state appropriations or other funding is available,~~] The commissioner or his/her designee shall issue a request for proposal/application, memorandum of understanding, or other agreement for institutions to implement [~~summer~~] bridge programs under this subsection. The focus of these programs shall include mathematics, science, social science, and/or English language arts for the following categories of public high school students:

(A) Exiting 12th grade students, in the summer following their senior year, who have not met the minimum passing standards for college readiness as outlined under §4.57 of this title (relating to Minimum Passing Standards) or who are not exempt from requirements of the Texas Success Initiative as outlined under §4.54 of this title (relating to Exemptions/Exceptions); or

(B) 10th and 11th grade students, in the summer following their sophomore and junior year, respectively, who have not achieved the predicted score for college readiness on the Texas Assessment of Knowledge and Skills, or appropriate college readiness predictors or scores on other assessments of college readiness as determined by the commissioner.

(3) Other qualifications or requirements for student participation, public school eligibility, and institutional eligibility for implementing [~~summer~~] bridge programs shall be

outlined in the request for proposal/application, memorandum of understanding, or other agreement.

(b) Developmental education initiatives. The purpose of this program is to provide incentive funding to institutions who commit to implementing research-based and/or innovative developmental education initiatives.

(1) Only institutions offering developmental education initiatives under Texas Education Code, §61.0762, shall be subject to this subsection.

(2) ~~[Each year for which the state appropriations or other funding is available,]~~ The commissioner or his/her designee shall issue a request for proposal/application, memorandum of understanding, or other agreement for institutions to implement developmental education initiatives under this subsection. The focus of these programs shall include mathematics, science, social science, and/or English language arts for students who have not met the minimum passing standards for college readiness as outlined under §4.57 of this title (relating to Minimum Passing Standards) or who are not exempt from requirements of the Texas Success Initiative as outlined under §4.54 of this title (relating to Exemptions/Exceptions).

(c) Intensive programs. The purpose of this program is for institutions of higher education to provide eligible students who are at risk of dropping out of college with appropriate instruction and other activities during summer or other timeframes approved by the Coordinating Board to ensure students persist and complete an undergraduate credential or degree. ~~[Financial aid for college readiness and college entrance assessments. The purpose of this program is to obtain early assessments of college readiness and preparation of high school students.]~~

(1) Only institutions offering intensive programs outlined under Texas Education Code, §61.0762, shall be subject to this subsection. ~~[Financial aid shall be provided for each eligible high school student on an annual basis as determined by the commissioner.]~~

(2) The commissioner or his/her designee shall issue a request for proposal/application, memorandum of understanding, or other agreement for institutions to implement intensive programs under this subsection. The focus of these programs shall include mathematics, science, social science, and/or English language arts. The categories of students to be served by these programs shall be outlined in the request for proposal/application, memorandum of understanding, or other agreement as identified by the commissioner to address the participation and success goals of *Closing the Gaps by 2015*. ~~[Each year for which state appropriations or other funding is available, the commissioner or his/her designee shall determine the college readiness and college entrance assessments that will be funded under this subsection.]~~

(d) Professional development for higher education faculty. The purpose of this program is to provide higher education faculty with professional development programs or activities on college readiness standards and the implications of these standards on instruction.

(1) Only institutions offering professional development for faculty outlined under Texas Education Code, §61.0762, shall be subject to this subsection.

(2) ~~[Each year for which state appropriations or other funding is available,]~~ The commissioner or his/her designee shall issue a request for proposal/application, memorandum of understanding, or other agreement for institutions to implement activities or programs of professional development for faculty under this subsection. The focus of these programs shall be limited to faculty who have responsibilities for developmental education and entry-level courses and to the knowledge and skills, reflected in the college readiness standards, that faculty can reasonably expect students to have achieved who are entering those courses from public schools.

(3) Other qualifications or requirements for institutional eligibility for implementing faculty professional development activities and programs shall be outlined in the request for proposal/application, memorandum of understanding, or agreement.

(e) Other programs that support the participation and success goals of *Closing the Gaps by 2015*. Additional programs may be identified by the commissioner to address the participation and success goals of *Closing the Gaps by 2015*. As programs are identified, qualifications and requirements for student participation and institutional or public school eligibility shall be determined by the commissioner or his/her designee.

Committee on Closing the Gaps

AGENDA ITEM IV-C-5

Consideration of adopting the Commissioner's recommendation relating to Chapter 4, Subchapter G, Sections 4.151, 4.153, 4.155, and 4.161, of Board rules, concerning Early College High Schools and Middle Colleges

Total Project Cost: N/A
Individual Project Cost: N/A
Source of Funds: N/A
Authority: N/A

RECOMMENDATION: Adoption

Board staff request adoption of the amendments to Chapter 4, Subchapter G, Sections 4.151, 4.153, 4.155, and 4.161, of Board rules, concerning Early College High Schools and Middle Colleges.

Background information:

Board staff have received a number of requests from institutions of higher education to create Early College High Schools (ECHSs). Many ECHSs have been supported by funding either through the Communities Foundation of Texas or the Texas Education Agency (TEA). Aspiring ECHS programs not awarded grants are eligible by current Board rule to notify Board staff of their intentions to begin serving students, without needing to abide by TEA's program design standards. The TEA has not been recognizing these programs as ECHSs.

In spring 2009, TEA established an application for designation as an ECHS as per Commissioner's rules. The application for designation is required now for all currently operational and aspiring ECHSs that are accepting students beginning in the fall of 2009, regardless of grant status. Board staff worked with TEA staff to develop the application to ensure that higher education concerns were addressed and that students were appropriately served across both sectors of education. Currently, Board rules do not correlate with the Commissioner's rules guiding the TEA, the lead agency overseeing ECHSs.

Board rules do not distinguish between an ECHS and a Middle College. ECHSs (based primarily on a model propounded by the Gates Foundation) provide college courses to students beginning in the ninth grade, while Middle Colleges historically provide college courses for students beginning in the 11th grade. In addition, Board rules currently do not reflect all standards for ECHS delineated in statute or in Commissioner's rules (e.g., a student enrolled in an ECHS course for high school graduation credit may not be required to pay for tuition, fees, or required textbooks).

The proposed rules amendments would implement the following changes:

- Correct and clarify the purpose of the rules;
- Distinguish in definition the differences between an ECHS and a Middle College as established by national practice;
- Coordinate the definition of ECHS with TEA's standards, as per Texas Administrative Code, Section 102.1091, regarding Early College High Schools;
- Change references to specific Texas Success Initiative assessments currently in Board rule in the event those assessments change as a result of the implementation of end-of-course assessments and of the Texas College and Career Readiness Standards;
- Clarify the pertinence to ECHS students of existing rules governing academic eligibility for dual credit; and
- Implement a standard for a revocation of the exemption from dual credit restrictions in coordination with the TEA's guidelines for ECHSs.

Date approved by the Commissioner for Publication in the *Texas Register*:

July 21, 2009

Date Published in the Texas Register:

August 7, 2009

Summary of comments received:

Comment:

Several comments from two-year institutions of higher education were received that supported the proposed rules changes, acknowledging the alignment with the Commissioner's rules and the Texas Education Agency's (TEA) procedures for ECHS designation.

Response: Board staff appreciate the support for the rules amendments from commenters.

Comment:

One comment requested future acknowledgement that Career and Technical Education course credits are being earned in some Middle Colleges.

Response:

While not explicitly stated in the proposed rules, students enrolled in a Middle College are not prohibited from taking workforce education credit courses.

Comment:

One institution was concerned that students enrolled in Middle Colleges were ineligible to earn dual credit in the ninth and tenth grades. This institution had "advanced students" who were academically college ready and interested in pursuing dual credit in the ninth and tenth grades. Additionally, this institution was concerned that the pursuit of the associate's degree was not explicit in the definition of Middle College, and thus not available to students.

Response:

The proposed rules allow for students to earn dual credit beginning in the ninth grade if they are enrolled in an Early College High School, a model approved by TEA. If an institution wishes to offer dual credit to students in the ninth and tenth grades, it has an avenue available. There is, as well, provision for advanced students to take dual credit in the ninth and tenth grades upon approval from the principal of the high school and from the chief academic officer of the institution offering the college credit, according to Section 4.85(b)(6) of Board rule regarding Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges.

Regarding the second concern, while the earning of an associate's degree by a student enrolled in a Middle College is not stipulated in the proposed rules, it is neither explicitly prohibited.

Legal Review:

Approved by the Office of General Counsel _____ Date:

CHAPTER 4. RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS
 SUBCHAPTER G. EARLY COLLEGE HIGH SCHOOLS AND MIDDLE COLLEGES

Section

- 4.151. Purpose.
- 4.152. Authority.
- 4.153. Definitions.
- 4.154. Notification of Institutional Intent to Develop an Early College High School/Middle College Entity.
- 4.155. Student Eligibility.
- 4.156. Faculty Selection, Supervision, and Evaluation.
- 4.157. Course Curriculum, Instruction, and Grading.
- 4.158. Transcribing of Credit.
- 4.159. Evaluation and Accountability.
- 4.160. Funding.
- 4.161. Exemption from Certain Dual Credit Restrictions.

4.151. Purpose.

The purpose of this subchapter is to provide ~~[appropriate]~~ oversight by the Board ~~[for]~~ of public colleges or universities ~~[to]~~ engaged in partnerships establishing early college high schools or middle colleges. The rules and regulations for public colleges or universities to engage in dual credit partnerships with secondary schools as provided for in this subchapter pertain only to Early College High Schools and Middle Colleges in accordance with § 4.153 (relating to Definitions) of this title.

4.152. (No Change.)

4.153. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1)-(4) (No Change.)

(5) Early College High School ~~[or Middle College,]~~ or ECHS ~~[/MC]~~—The institution or entity designated by the Texas Education Agency as an Early College High School in accordance with § 102.1091 (relating to Commissioner’s Rules Concerning Early College Education Program) of this title, that provides the outreach, curricula, and student learning and support programs that enable the participating student [for students who] to combine high school courses and college-level courses during grade levels 9 through 12 and to attain the Recommended or Advanced High School Program diploma and earn up to 60 semester credit hours toward an associate or baccalaureate degree by the fifth anniversary of the student’s first day of high school. ~~[two years of college credit simultaneously.]~~

(6) Middle College or MC—The institution or entity that provides the outreach, a course of study, and student learning and support programs that enable a

participating student to combine high school courses and college-level courses during grade levels 11 through 12 and to attain the Recommended or Advanced High School Program diploma and a significant number of semester credit hours toward an associate or baccalaureate degree.

(7) [(6)] Recommended or Advanced High School Program—The curriculum specified in the Texas Education Code, §28.025, and the rules promulgated there under by the State Board of Education.

4.154. (No Change.)

4.155. Student Eligibility.

(a) Students participating in an ECHS or MC must meet eligibility requirements governing dual credit in accordance with §§ 4.81 – 4.85 (relating to Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges) of this title.

(b) [(a)] An ECHS/MC shall assess each student for readiness to engage in any college-level curriculum offered for college credit prior to the student's enrollment in such curriculum.

(c) [(b)] For this assessment, an ECHS/MC may use any instrument otherwise approved by the Board for Texas Success Initiative purposes in accordance with § 4.54 (relating to Exemptions/Exceptions), ~~and~~ §4.56 (relating to Assessment Instrument), and § 4.57 (relating to Minimum Passing Standards) of this title ~~[including, but not limited to, Texas Assessment of Knowledge and Skills (TAKS) scores, ACT scores, and SAT scores].~~

(d) [(c)] After assessment, the ECHS/MC, using guidelines established by the C/U, shall determine what forms of assistance and remediation, if any, are necessary prior to a student's enrollment in any college-level curriculum based on the results of the assessment and other indicators of student readiness.

4.156.- 4.160. (No Change.)

4.161. Exemption from Certain Dual Credit Restrictions.

(a) Rules governing dual credit in accordance with §§ 4.81 – 4.85 (relating to Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges) of this title pertain to an MC or an ECHS and its participating students.

(b) An MC or an ECHS that has notified the Commissioner in accordance with § 4.154 (relating to Notification of Institutional Intent to Develop an Early College High School/Middle College Entity) of this title may allow its eligible students to enroll in more than two dual credit courses per semester. An ECHS may allow its eligible students to enroll in dual credit coursework with freshman, sophomore, junior, or senior high school standing. [A student enrolled in ECHS/MC may enroll in more than two dual credit courses per semester, and may enroll in dual credit coursework with freshman, sophomore, junior, or senior high school standing.]

(c) If the Commissioner of Education denies the application for designation as an ECHS, denies the renewal of designation, or revokes the authorization of an ECHS program in accordance with § 102.1091 (relating to Commissioner's Rules Concerning Early College Education Program) of this title, the exemption outlined in subsection (b) of this section is simultaneously revoked.

Committee on Closing the Gaps

AGENDA ITEM IV-C-6

Consideration of adopting the Commissioner's recommendation relating to amendments to Chapter 5, Subchapter A, Section 5.5, of Board rules, concerning the Uniform Admission Policy (H.B. 3826, 80th Texas Legislature)

Total Project Cost: N/A
Individual Project Cost: N/A
Source of Funds: N/A
Authority: N/A

RECOMMENDATION: Adoption

Board staff request adoption of amendments to Chapter 5, Subchapter A, Section 5.5, of Board rules, concerning the Uniform Admission Policy.

Background information:

House Bill 3826, 80th Texas Legislature, amended Texas Education Code Sections 51.803, 51.804, 51.805, and 51.807, which provides the Coordinating Board with the authority to adopt rules relating to the operation of admissions programs under these sections (including, but not limited, to the top 10 percent rule).

The new amendments would amend specific provisions of Section 5.5 of Board rules concerning the Uniform Admission Policy for students admitted to public universities under the top 10 percent rule requiring the completion of the Recommended or Advanced High School Program, or an equivalent curriculum or some portion of an equivalent curriculum if the full curriculum is not available, or achievement of ACT's College Readiness Benchmarks on the ACT assessment or a score of at least 1500 out of 2400 for the SAT assessment. In addition, these amendments would provide for the admission to any public institution of higher education children of certain public servants killed in the line of duty.

Date approved by the Commissioner for Publication in the *Texas Register*:

September 9, 2009

Date Published in the *Texas Register*:

September 25, 2009

Summary of comments received:

No comments received to date. Comment period ends October 25, 2009 and a summary of comments will be provided under separate cover if received.

Legal Review:

Approved by the Office of General Counsel _____ Date:

CHAPTER 5. RULES APPLYING TO PUBLIC UNIVERSITIES,
HEALTH-RELATED INSTITUTIONS, AND/OR
SELECTED PUBLIC COLLEGES OF HIGHER EDUCATION IN TEXAS

SUBCHAPTER A. GENERAL PROVISIONS

Section

- 5.1. Purpose
- 5.2. Authority
- 5.3. Definitions
- 5.4. Time Limit on Implementing New Programs or Administrative Changes Approved by the Board or the Commissioner
- 5.5. Uniform Admission Policy
- 5.6. Common Admission Application
- 5.7. Uniform Grade-Point Calculation for Admission to Graduate and Professional Schools

5.1. – 5.4. No Change.

5.5. Uniform Admission Policy

(a) Each public university shall admit first-time undergraduate students for each semester in accordance with Texas Education Code, §§51.801 - 51.809. Only The University of Texas at Austin shall admit students under Texas Education Code 51.803 (a-1) – (a-5) and subsection ~~(e)~~~~(d)~~ of this section.

(b) All applicants from Texas schools accredited by a generally recognized accrediting agency and who graduate in the top 10 percent of their high school class shall be admitted to a general academic teaching institution if the student meets the following conditions:

(1) The student graduated from high school within the two years prior to the academic year for which the student is applying for admission~~[, and]~~;

(2) The student has met one of the following:

(A) successfully completed the Recommended or Advanced High School Program from a Texas public high school as outlined under Texas Education Code, §28.025;

(B) successfully completed a curriculum from a high school in Texas other than a public high school that is equivalent in content and rigor to the Recommended or Advanced High School Program as outlined under subsection (c) of this section;

(C) satisfied ACT's College Readiness Benchmarks on the ACT assessment; or

(D) earned on the SAT assessment a score of at least a 1500 out of 2400, or the equivalent;

(3)~~(2)~~ The student submitted a complete application as defined by the institution before the expiration of the institution's established deadline; and

(4) The student submitted an official high school transcript or diploma not later than the end of the student's junior year of high school. The transcript or diploma must indicate that the student satisfied the requirements outlined under (b) (2) (A) or (B) of this section.

(c) A student is considered to have satisfied the requirements of (b) (2) (A) or (B) of this section if the student completed all or the portion of the Recommended or Advanced High School Program or of a curriculum equivalent in content and rigor, as applicable, that was available to the student. Student's may be considered to have completed the Recommended or Advanced High School curriculum if a student was unable to complete the remainder of the curriculum solely because courses necessary to complete the remainder were unavailable to the student at the appropriate times in the student 's high school career as a result of course scheduling, lack of enrollment capacity, or another cause not within the student 's control. The standards for determining whether a student has satisfied the requirements of this subsection include the following:

(1) For a student in a Texas public high school, the public high school providing to a Texas public institution of higher education the transcript or diploma outlined under (b) (4) of this section must indicate, in a form and manner prescribed by the Commissioner of Higher Education, whether the student has completed all or a portion of the Recommended or Advanced High School Program or of the curriculum equivalent in content and rigor, as applicable, that was available.

(2) For a student in a Texas private high school, the private high school providing to a Texas public institution of higher education the transcript or diploma outlined under (b) (4) of this section must:

(A) Be accredited by the Texas Private School Accreditation Commission or other accrediting organizations recognized by the Texas Education Agency; and

(B) Indicate, in a form and manner prescribed by the Commissioner of Higher Education, whether the student has completed all or a portion of the Recommended or Advanced High School Program or of the curriculum equivalent in content and rigor, as applicable, that was available.

(d)[(e)] All applicants from high schools operated by the United States Department of Defense and who graduate in the top 10 percent of their high school class shall be admitted to a general academic teaching institution if the student meets the following conditions:

(1) The student graduated from high school within the two years prior to the academic year for which the student is applying;

(2) The student is a Texas resident as defined in Texas Education Code, §54.052 or is entitled to pay tuition and fees at the rate provided for Texas residents for the term or semester to which the student is admitted; and

(3) The student submitted a complete application as defined by the institution before the expiration of the institution's established deadline.

~~(e)~~~~(d)~~ For the period from the 2011-2012 academic year through the 2015-2016 academic year, The University of Texas at Austin is not required to admit applicants in excess of the number needed to fill 75 percent of first-time resident undergraduate students.

~~(f)~~~~(e)~~ High school rank for students seeking automatic admission to a general academic teaching institution on the basis of their class rank is determined and reported as follows:

- (1) Class rank shall be based on the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.
- (2) The top 10 percent of a high school class shall not contain more than 10 percent of the total class size.
- (3) The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size.
- (4) Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

~~(g)~~~~(f)~~ A general academic teaching institution may limit the number of students admitted under this section if the number of applicants eligible and applying for admission to the institution under this section exceeds by more than 10 percent the average number of first-time freshmen admitted the previous two academic years. If an institution chooses to limit the number of students admitted under this section, it must ensure that:

- (1) At least 97 percent of first-time freshmen admitted are in the top 10 percent of their high school class and;
- (2) Clear guidelines are established for the selection of students based on one or a specified combination of the following methods:
 - (A) A lottery in which all students qualified for automatic admission have an equal chance for selection;
 - (B) Students are selected on a first-come, first-admitted basis following receipt of a complete application; or
 - (C) At least four or more criteria identified in Texas Education Code, §51.805 are used to select students admitted.

~~(h)~~~~(g)~~ Each general academic teaching institution shall annually report to the Board the composition of the entering class of first-time freshmen students admitted under this section. The report shall include a demographic breakdown of the class including race, ethnicity, and economic status. Each general academic teaching institution shall provide this report to the Board annually on or before a date set by the Board.

~~(h)~~—In exercising its discretion in accordance with Texas Education Code, §51.804, whether to adopt an admissions policy for each academic year for first time freshman students, the governing board of each general academic teaching institution may elect to admit students who do not meet the requirements of Texas Education Code, §51.803, but who qualify for admission under one or more of the factors listed in Texas Education Code, §51.805(b). However, the total number of such students who are admitted in an academic year may not

~~exceed 20% of the total number of first-time freshman students admitted by the institution for that academic year. This subsection expires August 31, 2009.]~~

(i) Each public institution of higher education shall admit a student as an undergraduate if the student meets the following conditions:

(1) is the child of a public servant listed in Texas Government Code, §615.003 who was killed or sustained a fatal injury in the line of duty; and

(2) meets the minimum admissions requirements established for purposes of this subsection by the governing board of the institution for high school or prior college-level grade point average and performance on standardized tests.

5.6. – 5.7. No Change.

Committee on Closing the Gaps

AGENDA ITEM IV-C-7

Consideration of adopting the staff recommendation relating to the AmeriCorps*Texas American Recovery and Reinvestment Act funds for program year 2009-2010

Total Project Cost: \$1,027,527
Source of Funds: AmeriCorps*Texas American Recovery and Reinvestment Act
Authority: OneStar National Service Commission
RECOMMENDATION: Approval

Closing the Gaps by 2015 Goal(s): Participation, Success
This project would provide additional funds for staff support and training to augment the Work-Study/Collegiate G-Force model which would result in increased student success in higher education.

Board staff request approval to accept \$725,031 for program year 2009-2010 from the OneStar National Service Commission, and match the funds with \$302,496 from the Coordinating Board. These funds would provide staff support and training to augment the Work-Study/Collegiate G-Force model.

Background information:

In the summer of 2007, the Coordinating Board and the College for all Texans Foundation received a grant from the Corporation for National and Community Service via the OneStar National Service Commission to add new GO Centers supported by half-time AmeriCorps* State members. From 2007-2009, we placed 80 members in 33 schools across 19 school districts in the Central Texas Region (Waco, Austin, and San Antonio). Our AmeriCorps*State members provided individual and/or small group academic advising and college preparation to diverse student populations. They also planned, organized, and implemented college prep activities and events including college admission, financial aid, ACT/SAT test prep, and career exploration with students in grades 9-12.

The Coordinating Board received AmeriCorps*Texas American Recovery and Reinvestment Act (ARRA) funding in the amount of \$725,031 for FY2010. This one-year funding will supplement the Work-Study Student Mentorship Program by providing operating costs including staff support, travel reimbursement, training and supplies to ten (10) institutions of higher education (IHE) awarded Work-Study Mentorship funds for FY 2010. This funding is for each IHE to recruit a maximum of 20 mentors for a total of 200 mentors statewide. Each mentor is required to serve 675 hours over a nine-month period. In addition to the \$10 per hour in Work-Study wages, each mentor will receive an education award in the amount of \$1,800 upon completing the required hours.

The total grant amount from the Corporation for National and Community Service (CNCS) via the OneStar National Service Commission is \$725,031. The total project amount of \$1,027,527 includes a match of \$302,496 from the Coordinating Board. This collaboration between the Work-Study Mentorship Program and AmeriCorps* funding will leverage the following resources:

- 200 AmeriCorps* Collegiate G-Force mentors
- 10 Program Coordinators at Higher Education Institutions
- Over 135,000 hours of service by mentors
- \$360,000 in education awards for mentors

Judith Loreda, Assistant Commissioner, Division of P-16 Initiatives will be available to answer any questions.

**AmeriCorps*State Program Year 2009-2010
IHE Award Amounts**

<u>Institution</u>	<u>Award Amount</u>
Austin Community College	\$68,000
El Centro College - DCCCD	\$68,000
Texas State Technical College – Harlingen	\$68,000
Texas A&M University – Corpus Christi	\$68,000
Texas A&M University – Kingsville	\$68,000
Texas State University – San Marcos	\$68,000
University of North Texas	\$68,000
The University of Texas at Arlington	\$68,000
The University of Texas at El Paso	\$68,000
The University of Texas at San Antonio	\$68,000

Funding Levels: A regional break down of the funding is as follows:

Central	\$136,000
Metroplex	\$204,000
Upper Rio Grande	\$ 68,000
South Texas	\$272,000
Total allocated	\$680,000

Total Project FY2010 Funding:

Regional funding	\$680,000
CNCS Fixed Amount	\$ 28,985
OneStar Fixed Amount	\$ 7,246
THECB staff travel	\$ 8,800
Total	\$725,031

Total Project FY2010 Grantee Share/Match:

Program Director @ 85% usage	\$ 45,050
Interns (2) @ 50 % usage	\$ 28,800
Program Specialist VI @ 20% usage	\$ 11,000
Marketing	\$100,000
Fringe Benefits	\$ 30,546
CNCS Fixed Amount: Match requirement	\$ 87,100
Total Grantee Share	\$302,496

Committee on Closing the Gaps

AGENDA ITEM IV-D

Discussion and presentation of selected 2008-2009 College Access Challenge Grant programs: (1) College Connections 2+2+2 - Blinn College, (2) Community-Based Partnerships - Austin Community College/College Forward, and (3) Professional Development for Counselors - Texas Counseling Association

Total Project Cost: N/A
Individual Project Cost: N/A
Source of Funding: College Access Challenge Grant
Authority: Federal, F.1.4. Strategy, Higher Education Opportunity Act (Public Law 110-113)

RECOMMENDATION: No action required

Closing the Gaps by 2015 Goal(s): Participation, Success
The goal of the College Access Challenge Grant program is to foster partnerships among higher education institutions and community organizations to significantly increase the number of underrepresented students who enter and remain in postsecondary education.

This is a discussion and presentation item only. No Committee action is required.

(1) College Connections 2+2+2 - Blinn College

Background information:

This program is designed to encourage transfer between the community college and four-year institution by providing advising and counseling services at no cost to community college students. The services include: assistance with admissions applications, financial aid application completion, and college readiness assessment (as needed). This model will encourage students who are at risk of ending their postsecondary education without credential completion to continue for baccalaureate degrees.

Dr. Valschkia L. Dabney, Director of P-16 Initiatives, Blinn College, will present a report on the successes and challenges of the College Connection 2+2+2 Program.

(2) Community-Based Partnerships - Austin Community College/College Forward

Background information:

The goals of the Community-Based Partnerships Program are to: provide information to students and families on postsecondary education benefits, opportunities, planning, and career preparation; provide information on financing options, including activities that promote financial literacy and debt management among students and families; conduct outreach activities for students who may be at risk of not enrolling in or completing college; and assist students in completing the FAFSA and TASFA.

Drew Scherbele, Senior Vice President Education and Talent Development, Austin Chamber of Commerce, and Emily Steinberg, Associate Director, College Forward, will present a report on their successes associated with this grant funding.

(3) Professional Development for Counselors – Texas Counseling Association

Background information:

As part of the College Access Challenge Grant awarded to the Coordinating Board (THECB) in 2008, the agency in partnership with the Texas Counseling Association (TCA) has created a professional development session for middle and high school counselors, teachers, and administrators on developing a college-and-career-ready culture in Texas schools. TCA conducted a training-of-trainers session for approximately 100 representatives from the 20 regional education service centers (ESCs) and regional P-16 Councils (who will form regional training teams) on August 26-27, 2009. The THECB has contracted with the ESCs to conduct at least four sessions of this training in each region throughout the state during the next fiscal year.

Jan Friese, Executive Director of the Texas Counseling Association, will present a report on this project.

Committee on Closing the Gaps

AGENDA ITEM IV-E

Consideration of adopting the staff recommendation to amend Howard College's College Access Challenge Grant to allow for second-year Fiscal Year 2010 funding

Total Project Cost: \$135,645
Individual Project Cost: \$55,295
Source of Funding: Federal, F.1.4 Strategy, College Access Challenge Grant
Authority: Higher Education Opportunity Act (Public Law 110-315)

RECOMMENDATION: Approval

Closing the Gaps by 2015 Goal(s): Participation
This project will assist middle and high school counselors, teachers, and administrators in promoting a college-going culture.

Board staff requests an amendment to Howard College's Access Challenge Grant (CACG) to allow for second-year Fiscal Year 2010 funding which will be used to cover costs associated with their Mobile Go Center. Request is made at this time due to Howard College's inability to provide a written proposal of their request to Board staff prior to the June 2009 Participation and Success Committee Meeting.

Background information:

Project Description: In Year 1, Howard College received \$80,350 from CACG and additional funds from the Pioneer Foundation to purchase and outfit a Mobile Go Center (MGC), which went into operation on August 12, 2009.

The college is now requesting a change in their scope of work and an additional \$55,295 to conduct activities with the MGC in Year 2, or Fiscal Year 2010. The additional grant funds will now cover the costs of conducting Howard College's services in a minimum of 29 high schools in West Texas. Funds will be used to cover the costs of staff wages, including a bilingual outreach specialist; transportation and vehicle maintenance; outreach materials, and AccuPlacer testing.

The additional funding represents \$135,645 in funding over the two-year CACG funding cycle.

Project Evaluation: The quality of the CACG Community-Based Organization grant activities are evaluated through an assessment of FAFSA completion at target high schools across the state.

Judith Loreda, Assistant Commissioner, Division of P-16 Initiatives, will present this item.

Committee on Closing the Gaps

AGENDA ITEM IV-F

Discussion and presentation of the Gates Project in the Houston Independent School District

Total Project Cost: \$1,137,632.00
Source of Funding: Bill and Melinda Gates Foundation
Authority: College for All Texans Foundation

RECOMMENDATION: No action required

Closing the Gaps by 2015 Goal(s): Participation

This goal of this project is to enhance the support systems and infrastructure of the GO Center model which would result in increased awareness and increased college-going rates. If the results of this effort are positive, the model can be highlighted as a best practice for replication statewide.

Board staff will provide an update on the project that includes status on implementation and evaluation. No Committee action is required.

Background information:

In 2007, the Coordinating Board (THECB) and its sister organization, the College for All Texans Foundation (CFAT), in consultation with Houston Independent School District (HISD), submitted and received funding for a two-year grant proposal to the Bill and Melinda Gates Foundation to expand a GO Center model in certain high schools. Institutions of higher education (IHEs) in the region were also brought in as partners to support the effort.

Project Description: This new GO Center model consists of the following components: College Access Coordinator, Academic Advisor, AmeriCorps*VISTA member, and Collegiate G-Force. The focus of the GO Center team is to help foster a college-going culture in the intervention schools. Another aspect of the project involved placing a VISTA member in the feeder middle schools to help facilitate the college-going message in earlier grades. The effort involves eight (8) intervention high schools and fourteen (14) feeder middle schools.

Project Evaluation: Robin Zuniga, Senior Program Evaluator, coordinates the external evaluation contract with the Texas A&M University Education Research Center (ERC). Project impact will be determined by several variables including college-going rates, course-taking trends, assessment data, and qualitative results from surveys administered to both students and faculty.