



Texas Higher Education Coordinating Board

College Readiness Initiatives Alignment with *Closing the Gaps by 2015* Explanation of FY07 and FY08 Funding, Purpose, and Evaluation

When the Texas Legislature adopted House Bill 1 in May 2006, it provided the Texas Higher Education Coordinating Board (THECB or Board) with \$11 million to aggressively pursue the first two goals of *Closing the Gaps by 2015* - Participation (Goal 1) and Success (Goal 2). The primary purpose of HB 1-College Readiness Initiatives was to increase student college readiness and success and decrease the need for developmental education. During the 80th Session, the Texas Legislature passed HB 2237 to create Math-Science-Technology Teacher Academies and Intensive Summer Programs. Adding this to funding provided for College Readiness Initiatives, the total legislative appropriation for the 2007-2009 biennium was over \$35 million.

These funds have been used to meet both legislative Objectives and to increase the body of research relating to college readiness and success. The funded projects support one or more of the Commissioner's Priorities for P-16 Initiatives (listed below). All of these projects are explained in the accompanying material.

Aligning high school exit standards with college entrance standards

- *Implementing and developing the college readiness standards*
 - Education Policy Improvement Center Contract (2007-2010)
 - Educator/Faculty Development
- *Using data to make curricular decisions*
 - Local Vertical Alignment Pilot
- *Creating options that increase student success and cost effectiveness*
 - Course Redesign
 - NCAT Course Redesign Evaluation
 - Small Repository Grants

Increasing the rigor of the senior year

- College Readiness Standards
- Educator/Faculty 18-Hour Graduate Certificate Program
- STEM Initiatives
- Math, Science, Technology Teacher Preparation Academies
- Intensive Summer Bridge Programs

Creating a college-going culture

- P-16 Special Advisors
- P-16 Regional Councils
- High School Summer Bridge Program

While these projects are distinct, they reinforce and enhance one another. As examples, improving educator preparation programs supports the development of a challenging curriculum for all students and course redesign provides the opportunity to infuse college readiness standards into entry-level courses. By assuring that projects enhance each other, the limited funds allocated for this effort have greater impact on improving participation and success in postsecondary opportunities.

CTG GOAL 1: PARTICIPATION

By 2015, close the gaps in participation rates to add 630,000 more students

I. Advancement of College Readiness in the Curriculum

A. Facilitation of College Readiness Standards	<u>FY2007</u> 97,105	<u>FY2008</u> 498,512
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Purpose and Description: Purpose of the work of the Education Policy and Improvement Center (EPIC) is to assist the Board staff, in cooperation with the Texas Education Agency (TEA), to facilitate the work of the Vertical Teams of public education/higher education faculty in developing College Readiness Standards (CRS) - what students must know and be able to successfully complete entry-level college courses. Goals/Objectives of the project - (1) Facilitate the process for the development of CRS with four Vertical Teams; (2) Conduct a gap analysis of CRS and THECB-identified entry-level representative courses to determine if CRS reflect actual practice of IHEs in terms of student expectations and course requirements of entry-level courses; (3) Develop high school senior assignments and scoring guides for use by high schools and institutions of higher education (IHEs) to assist students who are not college-ready to become college-ready. A Request for Proposals (RFP) was issued April 2007 and a four-year \$1.16M contract awarded to EPIC June 2007.

P-16 Plan Objective: Objective 1 - Define standards and expectations for college readiness for the state that address what students must know and be able to do to succeed in entry-level college/university courses and in the skilled workforce.

Evaluation: (1) Draft CRS and Final CRS recommendations delivered to the Commissioner of Higher Education on time and in the manner requested in the RFP - provided October 2007 and January 2008, respectively; (2) Results of gap analysis to be presented to Commissioner of Higher Education and Coordinating Board - due December 2008; (3) Development of high school senior assignments - due June 2010. Evaluation of effectiveness of senior assignments in assisting students to achieve college readiness may be determined by appropriate assessments, either End of Course exams or college readiness assessments to be available beginning 2012.

B. Vertical Teams	<u>FY2007</u> 275,000	<u>FY2008</u> 0
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Purpose and Description: Purpose of the Vertical Teams is to recommend for approval by the Commissioner of Education and Board College Readiness Standards that address what students must know and be able to do to succeed in entry-level college courses. Awards of \$15,000 to the IHE of selected higher education Vertical Team (VT) members (except co-chairs)

for travel, release time, and related expenses for time and effort in the development of CRS. Per Board and TEA rules, four discipline-based VTs of 60 percent higher ed and 40 percent public ed faculty were to be selected to develop and recommend the CRS to the Commissioner of Education and the Board. Nominations solicited and received from IHEs of faculty teaching entry-level college courses with some K-12 experience preferred. Selections made Feb 2007 with VTs meeting four times February-August 2007. Draft CRS provided to Commissioner of Higher Education and Commissioner of Education in September 2007 (considered by Board October 2007). Public comment period on draft CRS October 27-December 10. VTs considered and incorporated public comments, provided recommendations to Commissioner of Higher Education, Commissioner reviewed and edited, final CRS recommendations to Board and Commissioner of Education. Board adopted January 2008. Commissioner of Education approval pending.

P-16 Plan Objective: Objective 1 - Define standards and expectations for college readiness for the state that address what students must know and be able to do to succeed in entry-level college/university courses and in the skilled workforce.

Evaluation: The Board contract with the IHEs allowed the IHEs to expend funds through final work of VTs January 31, 2008. Final Expenditure Reports will be collected by March 15, 2008 from IHEs to ensure funds were expended for intended purposes. The work of VTs for FY07 has been completed with CRS as the final outcome of their work.

	<u>FY2007</u>	<u>FY2008</u>
C. P-16 Special Advisors	1,440,000	1,050,000

Purpose and Description: Purpose of the P-16 Special Advisors (SAs) is to serve as an academic liaison from institutions of higher education (IHEs) to the Board staff on various academic activities relative to college readiness. The primary work of the SAs in FY07 and FY08 is to assist the Board staff and EPIC as follows: (1) Promote the CRS and solicit public comment from faculty at their own IHE, (2) Recommend faculty who teach the 18 Board-identified entry-level reference courses for submission of representative syllabi for those courses that will enable EPIC to conduct the gap analysis of the CRS for higher education, and (3) Facilitate other academic activities within their IHE or region that will promote alignment of K-16 curriculum with CRS and promote educator/faculty professional development for CRS. Awards of \$15,000 to the public IHE for each SA for travel, release time, and related expenses for time and effort as academic liaison to Board staff.

P-16 Plan Objective: Objective 1 - Define standards and expectations for college readiness for the state that address what students must know and be able to do to succeed in entry-level college/university courses and in the skilled workforce.

Evaluation: Through surveys and interviews, a qualitative analysis will be conducted to determine if the CRS were promoted effectively to IHE faculty and the communication of other Board-identified initiatives is successful. A survey will be conducted with EPIC to determine the number of IHEs that recommended faculty for work with EPIC on the CRS gap analysis.

II. Texas Governor's School

Texas Governor's School	<u>FY2007</u> <u>527,922</u>	<u>FY2008</u> <u>750,000</u>
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Purpose and Description: Purpose of a Texas Governor's School (TGS) is to provide a summer residential program for high-achieving high school students focused on one or more of the following curricular areas: (1) mathematics and science, (2) humanities, (3) fine arts, and/or (4) leadership and public policy. Owing to time constraints in FY07, Board staff recommended that the University of North Texas (UNT) be awarded funds to offer the only TGS because UNT had the infrastructure in place to quickly promote the program state-wide, solicit applications, and staff a TGS. UNT's Texas Academy of Mathematics and Science (TAMS) is a year-long residential program for high school-aged Texas students who are high achievers and interested in mathematics and science, and therefore could accommodate a summer residential program.

P-16 Plan Objective: Objective 5 – Create a college-going culture in every public PK, elementary, middle, and high school in Texas. Objective 8 - Provide greater access to student academic preparation programs, including challenging advanced academic courses and programs, in all public high schools in Texas.

Evaluation: A formal evaluation was not in place for the 2007 TGS. However, a written report on the Texas Governor's School was received from UNT. The program at UNT ran for three weeks, served 152 incoming high school sophomores, representing 17 of the 20 K-12 education regions of the state. A formal cross-site evaluation of the 2008 TGS is being designed and will include quantitative and qualitative measures of program outputs and outcomes.

III. P-16 College Readiness and Success Strategic Action Plan

A. P-16 Regional Councils	<u>FY2007</u> <u>330,000</u>	<u>FY2008</u> <u>250,000</u>
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Purpose and Description: To foster the development of P-16 Regional Councils in the state, Board staff awarded grants to existing and developing Councils in FY07 and will award additional funds to developing Councils in May 2008. P-16 Regional Councils are organized groups formed by stakeholders in P-12, higher education, civic, and business communities. The purpose of the P-16 Regional Council is to foster systemic change in how educational institutions and communities work together to create and sustain a college-going culture. Councils address issues from levels of pre-school to completion of postsecondary education and beyond like teacher preparation/quality, curriculum alignment, workforce development, remedial education, and early childhood education. In July 2007, the THECB provided grants to support 20 Regional Councils across the state, 11 existing Councils and 9 developing Councils. Two workshops have been held in October 2007 and January 2008, with the third workshop to be held in April 2008.

P-16 Plan Objective: Objective 5 - Create a college-going culture in every public PK, elementary, middle and high school in Texas.

Evaluation: A formal cross-site evaluation is being designed for the P-16 Regional Councils that will include quantitative and qualitative measures of program outputs and outcomes. The funds are to be used to promote the development of the Councils, so tangibles include

submission of "homework" following each of the workshops to ensure the Councils are on track. Review and recommended changes to these assignments will help provide guidance in their development. For existing Councils, the development of a Statewide Network is one of the deliverables that is expected to be completed by this summer (2008).

	<u>FY2007</u>	<u>FY2008</u>
B. P-16 Summit	111,548	0

Purpose and Description: The purpose of the statewide summit for P-16 Regional Councils was to seek guidance and support from state leadership. The summit was held in June 2007 with more than 400 attendees. The participants reviewed regional data and dialogued with leadership from their respective communities to determine whether or not their region would benefit from the formation of a Council. The Summit served as a pivotal event for potential and established P-16 Councils, who appreciated having the opportunity to enhance their understanding of the concept of P-16.

P-16 Plan Objective: Objective 5 - Create a college-going culture in every public PK, elementary, middle and high school in Texas.

Evaluation: Over 400 attendees submitted feedback in the form of evaluations at each break-out session and the large speaker sessions at the Summit. The attendees were very interested in assessing the need for P-16 efforts in their region through continued data analysis. The participants requested the Board and other state agencies find a way to streamline all relevant P-16 data that would serve as a basis for identifying regional and local needs. The most requested information of the Summit participants was a procedural reference on how to establish and maintain an effective P-16 Regional Council. Followup has been conducted with participants who were interested in the establishment of P-16 Regional Councils in their communities and to respond to data requests.

	<u>FY2007</u>	<u>FY2008</u>
C. Outreach (College Connections)	925,000	350,000

Purpose and Description: College Connections is a partnership between a public community college and public school district(s) within the college's taxing district and/or service area, where the college provides pre-college services to seniors on their high school campus. The community college guarantees admission to the college, including appropriate academic advising and placement. The participating high school(s) allows college access to its seniors. To improve access to higher education in the state under a College Connections statewide effort, an RFP was issued July 11, 2007 and 10 community colleges were funded to increase the number of community colleges with programs modeled on the program developed by Austin Community College (Star Award recipient, 2006). In addition, planning grants of \$5000 each were awarded to five community colleges to receive training and prepare for future implementation of a College Connections program. Board staff will be releasing a second RFP for funding a College Connections program in May 2008 with the hopes that some number of the five planning grant recipients will be poised to implement a program in FY08-FY09.

P-16 Plan Objective: Objective 5 - Create a college-going culture in every public PK, elementary, middle and high school in Texas. Objective 8 - Provide greater access to student academic preparation programs, including challenging advanced academic courses and programs, in all public high schools in Texas.

Evaluation: A formal cross-site evaluation is being designed for the College Connections program that will include quantitative and qualitative measures of program outputs and outcomes. Board staff has met with ACC and Houston Community College System (a 2007 grantee) to determine what type of template could be developed to better gauge how effective College Connection is across institutions.

	<u>FY2007</u>	<u>FY2008</u>
D. Gates Foundation Grant Evaluation	0	100,000

Purpose and Description: RFP issued for external evaluator to assess the project funded by the Gates Foundation in Houston. This project is a replication project of the San Antonio VISTA project with the funding from Gates allowing for the addition of a full-time academic advisor at every high school GO Center.

P-16 Plan Objective: Objective 7 - Coordinate college readiness and success plan Objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan.

Evaluation: A formal cross-site evaluation design, including a quasi-experimental research design of treatment and control schools in Houston ISD, was included in the proposal to the Gates Foundation. An RFP will be posted in February 2008 for an external evaluator to conduct the formal evaluation.

	<u>FY2007</u>	<u>FY2008</u>
E. Educator/Faculty Development on CRS	0	300,000

Purpose and Description: A jointly-funded THECB-TEA project, the purpose of this initiative is to provide in-service professional development for K-12 teachers and higher education faculty on the new Texas College Readiness Standards. This project is still being developed by the two agencies, but is envisioned as a joint Education Service Center/college of education project over four years. FY08 funding will be for planning the project that will run through FY09 and, if funding is received by the legislature, will continue throughout the next biennium. It is anticipated that this project will cost \$3M for 600 teachers in FY09, \$4M in FY10, and \$6M in FY11.

P-16 Plan Objective: Objective 6 - Prepare education professionals in public and higher education, from P through 16, to assist students, including those with special needs, in meeting college readiness and skilled workforce expectations and standards.

Evaluation: A formal cross-site evaluation is being designed that will include quantitative and qualitative measures of program outputs and outcomes. It is anticipated that the evaluation will focus on comparisons between students who have teachers who participated in the project and those who did not.

	<u>FY2007</u>	<u>FY2008</u>
F. Educator/Faculty Development Modules	0	750,000
(critical thinking, reading comprehension, second language instruction)		

Purpose and Description: This project seeks to fund the development of online professional development modules for college faculty in critical thinking, reading comprehension, and second language instruction. Each project will include 12-15 online multi-media rich online modules

designed to teach faculty teaching entry-level courses the "best practices" on how to integrate the teaching of critical thinking skills, how to assist students in reading and learning rigorous college-level texts, and how to best teach the main components of a second language including reading, writing, listening, speaking, and culture.

P-16 Plan Objective: Objective 6 - Prepare education professionals in public and higher education, from P through 16, to assist students, including those with special needs, in meeting college readiness and skilled workforce expectations and standards.

Evaluation: The RFP was issued on November 15, 2007, and proposals were due February 1, 2008. Board staff anticipate review and selection to be completed by March 1, 2008. The contracts will be for a two-year period. Selected projects will submit quarterly financial reports and narratives describing the progress of the projects. In addition, Board staff will conduct site visits to evaluate the progress of the projects during the planning and development phases. Selected projects will submit the results of on-campus and multi-site pilots and the results of the full implementation. Board staff anticipate the pilot results to be available in summer 2009.

	<u>FY2007</u>	<u>FY2008</u>
G. Educator/Faculty Development 18 Grad Hr Certificate	0	69,300

Purpose and Description: Designed and proposed to Board staff by the Northeast Texas Consortium of Colleges (NETnet) which is composed of six universities and nine two-year colleges, the pilot project will provide an 18 hour graduate certificate for public school teachers for purposes of teaching dual credit courses in the public school districts served by the IHEs in NETnet. NETnet surveyed 50 area public school districts to determine the needs of the school districts in terms of professional development for teachers. Under the College Credit Program, TEC 28.009, public schools are required to offer least 12 hours of college credit to high school students and IHEs are required to assist a school district in implementing this program. The challenge for high schools is in having enough qualified teachers to teach dual credit courses to meet the requirements of the College Credit Program. The survey conducted by NETnet determined the high need areas for dual credit teacher credentials include (in rank order) math, history, government, and English. NETnet is interested in a pilot project that would provide the graduate coursework via interactive distance learning technology to qualified high school teachers in math.

P-16 Plan Objective: Objective 6 - Prepare education professionals in public and higher education, from P through 16, to assist students, including those with special needs, in meeting college readiness and skilled workforce expectations and standards.

Evaluation: A formal evaluation is being designed with NETnet that will include quantitative and qualitative measures of program outputs and outcomes.

	<u>FY2007</u>	<u>FY2008</u>
H. Local Vertical Alignment Pilot (possibly out of state consultant)	0	200,000

Purpose and Description: The purpose of this pilot in the San Antonio area is to develop local vertical teams that work together to make the necessary changes to curriculum to ensure alignment from high school through the undergraduate level. The pilot is a cooperative arrangement with local San Antonio high schools, Alamo Community College District, and The University of Texas at San Antonio. The process is designed to promote improvement based on

actual data from high schools and higher education to see where students need assistance. An RFP was issued January 24, 2008, with proposals due March 7, 2008.

P-16 Plan Objective: Objective 3 - Infuse PK, elementary, middle and high school curricula with appropriate rigor to academically prepare students, including those with special needs, for success in college/university courses and career pursuits.

Evaluation: A formal evaluation is being designed that will include quantitative and qualitative measures of program outputs and outcomes. Criteria for evaluating the data collection and analysis components have been established and were posted in the RFP.

	<u>FY2007</u>	<u>FY2008</u>
I. Test Alignment	0	500,000

Purpose and Description: At the January 2008 Board meeting, staff were directed to conduct an analysis of how well the current Texas Success Initiative (TSI) assessments address the Texas CRS and to either find assessments that align to the CRS or develop assessments that align with them. Phase I of the project will focus on analyzing current TSI assessments (FY07) and Phase II will determine what assessments might align with the Texas CRS. The RFP for Phase I will be posted mid-February 2008 with proposals due early April.

P-16 Plan Objective: Objective 2 – Align exit-level assessments of public education with entry-level expectations of higher education and the skilled workforce.

Evaluation: Criteria for evaluating the tasks involved have been established and will be posted in the Phase I RFP.

	<u>FY2007</u>	<u>FY2008</u>
J. Meetings with Experts – for Staff and Educators	0	100,000

Purpose and Description: Board staff will create a Participation and Success Expert Panel composed of researchers/experts in areas that support improvement in the Participation and Success goals of Closing the Gaps by 2015. Areas such as developmental education, implementation of college readiness standards, analysis of financial aid strategies, strategies for working with second language learners, etc, will be the focus of the work of the experts in providing technical assistance to the staff and to CRI grant recipients. Panelists will prepare a paper and conduct webinars so institutions around the state can participate in the meetings. One face-to-face meeting will take place during FY08 for Board staff and CRI awardees. This project will cost \$100,000 in FY08 and \$200,000 in FY09.

P-16 Plan Objective: Objective 7 - Coordinate college readiness and success plan objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan.

Evaluation: To be determined.

IV. Mathematics, Science, Technology Teacher Preparation Academies (HB 2237)

	<u>FY2007</u>	<u>FY2008</u>
Mathematics, Science, Technology Teacher Preparation Academies (HB 2237)	0	3,154,500

Purpose and Description: The purpose of the Academies is to improve the instructional skills of certified teachers and to train students enrolled in a teacher preparation program to perform at the highest levels in mathematics, science, and technology. The goals of this program are to increase effective mathematics, science, and technology teaching by increasing the number of Texas teachers who are Master Teachers or who have their Master's of Education in mathematics, science, or technology. It is anticipated that Academy Participants will be better able to prepare students who are college ready in mathematics, science, and technology upon public school graduation.

P-16 Plan Objective: Objective 6 - Prepare education professionals in public and higher education, from P through 16, to assist students, including those with special needs, in meeting college readiness and skilled workforce expectations and standards.

Evaluation: A formal evaluation of the 2008 Academies is being designed that will include quantitative and qualitative measures of program outputs and outcomes.

CTG GOAL 2: SUCCESS

By 2015, award 210,000 undergraduate degrees, certificates and other identifiable student successes from high quality programs.

I. Programs to Enhance Student Success

	<u>FY2007</u>	<u>FY2008</u>
A. High School Summer Bridge Program	852,253	500,000

Purpose and Description: An RFP was issued April 2007 (FY07) and November 19, 2007 (FY08) to IHEs with goal of determining if short-term academic interventions during an intensive summer program of at least 4 weeks length can positively impact the college readiness of high school juniors and seniors who scored between 2000 and 2200 (college readiness score) on the 10th grade or exit-level TAKS.

P-16 Plan Objective: Objective 5 - Create a college-going culture in every public PK, elementary, middle and high school in Texas. Objective 7 - Coordinate college readiness and success plan Objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan. Objective 8 - Provide greater access to student academic preparation programs, including challenging advanced academic courses and programs, in all public high schools in Texas.

Evaluation: For 2007, 23 proposals were received from 19 IHEs of which 17 projects were funded at 14 IHEs. The average award was \$50,000, or an average of \$962 per student. The number of students served per site ranged from a low of 11 students at Texas Women's University, to a high of 198 students at The University of Texas at Brownsville, for an average of 52 students per site. A total of 680 students were served during the summer of 2007. A complete evaluation report, including both output and outcomes data, from The University of Texas at Arlington will be available for the Apr 2008 Board meeting. Evaluation of the 2008 program will again be conducted by The University of Texas at Arlington, in collaboration with the Board research and evaluation team. An online database is being developed to collect standard data from the funded projects. All project participants will be required to take the TAKS pre- and post-program to test project outcomes. In addition, participants will complete a pre-/post-learning and attitude inventory. Qualitative data will also be collected through surveys of participants, instructors and project staff.

	<u>FY2007</u>	<u>FY2008</u>
B. Developmental Education Summer Bridge Program	954,342	0

Purpose and Description: An RFP was issued April 2007 to IHEs with goal of determining if short-term academic interventions during an intensive summer program of at least 4 weeks length can positively impact the college readiness of under prepared high school graduates. Anticipated positive outcomes were defined as the reduction or elimination of the need for developmental coursework in the following fall semester.

P-16 Plan Objective: Objective 5 - Create a college-going culture in every public PK, elementary, middle and high school in Texas. Objective 7 - Coordinate college readiness and success plan Objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan. Objective 8 - Provide

greater access to student academic preparation programs, including challenging advanced academic courses and programs, in all public high schools in Texas.

Evaluation: Of the 48 proposals received, 21 project proposals were funded for the average award of \$60,000, ~1,500 student participants, ~\$815/student program cost. In parallel with the 2007 high school summer bridge programs, we conducted both a qualitative and quantitative evaluation of the 2007 developmental education summer bridge programs. The results from both bridge program's evaluations (High School and Developmental) will be presented to the Board staff on March 3rd and to the THECB at its March 2008 meeting.

C. Financial Aid for College Readiness Testing (associated with Summer Bridge Programs)	<u>FY2007</u> 74,731	<u>FY2008</u> 0
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Purpose and Description: Because of the timing of funding for FY07, the use of the High School Allotment by high schools for this purpose, and the Commissioner's concern that the current college readiness assessments used by higher education under the Texas Success Initiative may not appropriately measure college readiness, this project was not directly funded. However, under the FY07 High School Summer Bridge Program, additional funding was provided to the program awardees to cover the cost of pre- and post-testing using one of the Board-recognized assessments for determining college readiness. A total of \$72,000 was provided to the funded IHEs for the cost of testing. See *HS Summer Bridge*

P-16 Plan Objective: See *HS Summer Bridge*

Evaluation: See *HS Summer Bridge*

D. Science, Technology, Engineering, Mathematics (STEM) Initiative	<u>FY2007</u> 384,185	<u>FY2008</u> 215,815
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Purpose and Description: The purpose of this 18 month pilot project is to use the expertise of the Charles A. Dana Center at the University of Texas at Austin to work with the colleges of education of up to four IHEs in the Houston area and/or in South Texas, and with school districts that receive a majority of their teachers from those institutions. The project is working with colleges of education, colleges of mathematics, and local school districts to introduce research-based online and face-to-face tools that will provide comprehensive support to middle and high school teachers and their students in the area of mathematics. The project designers are also developing and implement recruiting strategies with the selected IHEs modeled on those known to be effective in programs in higher education and those taken from initiatives outside of higher education, such as Teach for America and the New Teacher Project. Successful outcomes of this project will be increased numbers of candidates to colleges of education who major in mathematics education, and increased performance by students whose teachers participate in the project.

P-16 Plan Objective: Objective 6 - Prepare education professionals in public and higher education, from P through 16, to assist students, including those with special needs, in meeting college readiness and skilled workforce expectations and standards.

Evaluation: A formal evaluation of the pilot project is being designed with the Dana Center and will include quantitative and qualitative measures of program outputs and outcomes.

E. Lexile Framework® Analysis of HE Textbooks	<u>FY2007</u> 98,000	<u>FY2008</u> 25,000
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Purpose and Description: Board staff entered into a single-source contract with MetaMetrics in June 2007 to complete an analysis of the Lexile Framework® score (reading level) of 98 entry level college course textbooks. The analysis was completed August 31, 2008. In FY08, it is proposed that \$25,000 be allocated to determine the Lexile Framework® scores of community college courses leading to career certification. This information will be shared with IHEs as a way to inform faculty of the gaps between the reading levels of high school (previously completed by and available from MetaMetrics) and college level textbooks.

P-16 Plan Objective: Objective 7 - Coordinate college readiness and success plan Objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan.

Evaluation: Receipt of the Lexile Framework® score for 98 entry-level college course textbooks was received August 31, 2007. Lexile Framework® scores ranged from 840 to 1530. In addition, a written analysis was provided by MetaMetrics.

F. Innovative Developmental Education (FY07 part of Course Redesign, Phase III)	<u>FY2007</u> 1,126,350	<u>FY2008</u> 750,000
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Purpose and Description: Under Course Redesign, Phase II and III, an RFP was issued in April and July 2007 that included the redesign of developmental education courses and pairs of developmental and entry-level credit courses. Awards were made to 13 institutional teams to redesign eight sets of developmental and paired courses. See Course Redesign for more information.

The intent of the Developmental Education Innovations Initiative is to create state-wide momentum to rethink and dramatically strengthen developmental education. In FY 2007, under Course Redesign, Phase II and III, an RFP was issued in April and July that included the redesign of developmental education courses and pairs of developmental and entry-level credit courses. Awards were made to 13 institutional teams to redesign eight sets of developmental and paired courses. See Course Redesign for more information.

In FY08, the next steps in dramatically rethinking interventions for underprepared students are to secure contracts with several experts in developmental education and related fields (accelerated learning, supplemental instruction, innovative applications of learning communities and new findings in neuroscience to developmental contexts). Then recommendations from this panel of experts will be used to inform the statewide strategic plan, legislative recommendations and to set into motion a process to identify and solicit the participation of IHEs in early summer 2008 to create replicable, scalable models that will test the effects of various research-based innovations and inform the field of developmental educators.

P-16 Plan Objective: Objective 7 - Coordinate college readiness and success plan Objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan.

Evaluation: See *Course Redesign* for evaluation of FY07 initiatives. For FY08, a formal evaluation will be designed that will include quantitative and qualitative measures of program outputs and outcomes.

II. Course Redesign

	<u>FY2007</u>	<u>FY2008</u>
A. NCAT Contract	0	200,000

Purpose and Description: RFP issued June 2007 and a two-year contract for \$379,000 (\$200,000 in FY08) was awarded to the National Center for Academic Transformation (NCAT) in Aug 2007 to assist the Board in the consultation and assessment of the Phase III course redesign projects. NCAT is working with the projects in the planning, development, and piloting phases in both a consultative role and in an assessment role. The primary goal is to instruct the projects in methodologies designed to enhance student learning outcomes and in reducing the costs of instruction using technology as the main tool for redesigning the courses. The two-year contract has a renewal option for a third year of consultation and assessment during the full implementation phase of the project.

P-16 Plan Objective: Objective 7 - Coordinate college readiness and success plan Objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan.

Evaluation: NCAT continuously monitors the progress of the Phase III projects and submit regular reports to the Board staff. NCAT will also submit reports on the baseline data collected and the results of the piloting and full implementation phases of each of the projects.

	<u>FY2007</u>	<u>FY2008</u>
B. Course Redesign, Phase I	618,322	0
C. Course Redesign, Phase II	249,150	0
D. Course Redesign, Phase III	2,818,464	0
E. Course Redesign, Phase IV	0	400,000

Purpose and Description: The Texas Course Redesign Project (TCRP) is an effort to redesign developmental and introductory level courses through the innovative use of technology in order to increase student learning and success, especially during the critical first year of college, as well as increase cost efficiencies. The TCRP has funded 27 projects that are involved in redesigning all aspects of a course (student learning outcomes, assessment methods, instructional materials and strategies) or developing the most effective way to archive and disseminate the redesign courses and learning objectives. The long-term goal of the TCRP is to see the redesign process lead to multiple models of successfully redesigned courses for a full freshman year of general education curriculum and developmental courses that can be adopted in whole or part by both two-year and four-year public higher education institutions. Phase I of the TCRP funded four projects in US History I, Calculus, and English Composition. Phase II funded four projects in Spanish, Algebra, and English composition as well as funding the creation of a digital learning objectives repository that can be used to disseminate the instructional materials developed through the TCRP. Phase III is funding eighteen projects in Developmental English, English Composition, Developmental Math, College Algebra, Finite Mathematics, Engineering, Computer Science, US History II, Statistics, Texas Government,

Biology, Developmental Reading, and Humanities. Phase IV is funding three projects in Chemistry and Engineering.

P-16 Plan Objective: Objective 7 - Coordinate college readiness and success plan Objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan.

Evaluation: Phase I and II of the Texas Course Redesign Project have submitted quarterly reports on the progress of projects. Most Phase I and II projects piloted in fall 2007. Senior Program Director and research team are currently collecting data on the effectiveness of these projects and will be analyzing the data to give a report to the AER Committee on March 6, 2008. Full implementation of the Phase I and II projects will take place in spring 2008 or fall 2008. Results of the full implementation will be report to the THECB in July 2008 and February 2009, respectively. The THECB has a contract with the National Center for Academic Transformation (NCAT) to consult with and evaluate the Phase III projects. NCAT has already conducted two face-to-face workshops with the teams and has begun collecting the baseline data on learning outcomes and costs. NCAT is also consulting with the projects regularly via e-mail and telephone during the planning and development phases of the projects. The third face-to-face workshop is scheduled for May 2008. Some of the Phase III project will pilot in fall 2008; some will pilot in spring 2009. The results of the pilots will be reported to the Board staff by NCAT. In addition, Board staff are conducting site visits to evaluate the progress of the Phase III projects. The agency's senior program director has developed a site visit report template and will be compiling information obtained during the site visit in order to prepare progress reports. The Phase III projects will submit a financial report in March 2008 and quarterly reports thereafter. Lastly, the Phase IV projects have been selected and will begin work this spring. Since they will not be working with NCAT, the projects will submit quarterly progress reports and will use the Board's research team's data collection forms to report baseline data, pilot data, and full implementation phases.

F. Small Repository Grants	<u>FY2007</u> 0	<u>FY2008</u> 120,000
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Purpose and Description: The purpose of these grants is to permit the Phase I and Phase II course redesign projects to deconstruct the online elements of the courses and place them in the Repository of Learning Objectives currently in development at UNT. The Repository will function as the main dissemination tool for the redesigned courses. An RFP will be issued in mid-February 2008 to the Phase I and II project leads, and proposals will be due on March 15, 2008.

P-16 Plan Objective: Objective 7 - Coordinate college readiness and success plan Objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan.

Evaluation: Selected projects will submit quarterly financial reports and narratives describing the progress of the projects.

III. Intensive Summer Programs

	<u>FY2007</u>	<u>FY2008</u>
Intensive Summer Program (HB 2237)	0	3,154,500

Purpose and Description: By RFP to IHEs, intensive summer pilot programs will be awarded in March 2008 and conducted in summer 2008 providing at least four weeks of rigorous academic instruction in English, mathematics, and/or science for students identified as being at risk. Grants may be awarded to Texas IHEs only if at least 50 percent of the students served (1) have a Scholastic Aptitude Test (SAT) or American College Test (ACT) score that is equal to or less than the national mean; (2) have been awarded a Pell grant; (3) are at least 20 years old on the date of initial higher education enrollment; or (4) have enrolled or will initially enroll as a part-time student.

P-16 Plan Objective: Objective 5 - Create a college-going culture in every public PK, elementary, middle and high school in Texas. Objective 7 - Coordinate college readiness and success plan Objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan. Objective 8 - Provide greater access to student academic preparation programs, including challenging advanced academic courses and programs, in all public high schools in Texas.

Evaluation: A formal evaluation of the ISPs is being designed that will include quantitative and qualitative measures of program outputs and outcomes. To date, 31 institutions have submitted a notification of intent to apply. It is anticipated that 20-25 ISPs will be awarded up to \$100,000 each to serve at least 75 students per program at no more than \$750 per student. Outcomes: The key measures of success include increased persistence rates and the reduction of time to college readiness.

IV. Evaluation – UTA Contract for Summer Bridge

	<u>FY2007</u>	<u>FY2008</u>
Evaluation – UTA Contract for Summer Bridge	71,000	100,000

Purpose and Description: The purpose of this project is to ensure appropriate oversight and evaluation of the High School Summer Bridge Program, including a cross-site evaluation of all the IHEs awarded grants in both FY07 and FY08.

P-16 Plan Objective - HS Summer Bridge Program: Objective 5 - Create a college-going culture in every public PK, elementary, middle and high school in Texas. Objective 7 - Coordinate college readiness and success plan Objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan. Objective 8 - Provide greater access to student academic preparation programs, including challenging advanced academic courses and programs, in all public high schools in Texas.

Evaluation: See HS Summer Bridge Program for highlights of the FY07 evaluation. For FY08, criteria for evaluating the data collection and analysis components have been established. The agency's senior program director and research team are working closely with The University of Texas at Arlington evaluation team to ensure a quality evaluation process that includes quantitative and qualitative measures of program outputs and outcomes.

V. Evaluation of CRI

Evaluation of CRI	<u>FY2007</u> 0	<u>FY2008</u> 100,000
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Purpose and Description: The purpose of this project is to ensure that all College Readiness Initiatives are appropriately evaluated to ensure that specific program goals and objectives are measurable and that progress is being made with the overall CRI objective – "to increase student success and decrease the number of students enrolling in developmental course work in institutions of higher education" (Texas Education Code, §61.0761). With one FTE dedicated to program evaluation, additional resources are necessary to ensure appropriate evaluation is conducted. An RFP will be issued in the early spring to IHEs to assist the agency's senior program evaluator with this work.

P-16 Plan Objective: Supports all eight Objectives.

Evaluation: Criteria for evaluating the data collection and analysis components will be provided in the RFP. The agency's senior program director and research team will work closely with the selected IHE(s) evaluation team(s) to ensure a quality evaluation process that includes quantitative and qualitative measures of outputs and outcomes.

CTG GOAL 4: EXCELLENCE

By 2015, substantially increase the number of nationally recognized programs or services at colleges and universities in Texas.

I. Education Research Centers

	<u>FY2007</u>	<u>FY2008</u>
Education Research Centers	3,000,000	0

Purpose and Description: Purpose of the Education Research Centers is to conduct research for the benefit of education in the state such as research on the impact of state and federal education programs, the performance of educator preparation programs, and best practices of school districts in classroom instruction, bilingual education, special language programs, and business practices. RFP issued Jan 2, 2007 and contracts awarded May 1, 2007 to The University of Texas at Austin to conduct teacher preparation research; Texas A&M University to conduct public school finance and teacher retention research; and The University of Texas at Dallas to conduct student success and teacher quality research.

P-16 Plan Objective: Supports all eight Objectives.

Evaluation: Three collaborative ERCs have been designated and funding Memorandum of Understanding signed by all. The ERCs currently have access to higher education data on student enrollment, classes, applications, developmental education information, and degrees awarded. P-12 data on district budget and financing is also available. Available are examples of website shots and brochures from presentations done by ERC members.