



# TEXAS HIGHER EDUCATION COORDINATING BOARD

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November 26, 2008

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TO: The Honorable Rick Perry, Governor  
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The Honorable Leticia Van de Putte, Texas Senator

FROM: Raymund A. Paredes *RAP*

SUBJECT: Texas Fund for Geography Education Status Report,  
December 2008

Enclosed is the Texas Fund for Geography Education Status Report in accordance with HB 3590, 77th Texas Legislature.

No later than December 1 of each even-numbered year, the Coordinating Board reports the value of the fund, the membership of the advisory committee, a summary of each project supported by a grant from the fund during the preceding state fiscal biennium, and other information.

If you have questions or need additional information, please contact me or Dr. Susan Barnes, Senior Director for Educator Quality in the P-16 Initiatives Division at 512.427.6563 or [Susan.Barnes@theccb.state.tx.us](mailto:Susan.Barnes@theccb.state.tx.us).

Enclosure

cc: Members, Texas Legislature  
Coordinating Board Members



**Texas Fund for Geography  
Education  
Status Report**

**December 2008**

**P-16 Initiatives Division**

**TEXAS FUND FOR GEOGRAPHY EDUCATION  
STATUS REPORT/UPDATE**

**December 2008**

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# TEXAS FUND FOR GEOGRAPHY EDUCATION STATUS REPORT/UPDATE

December 2008

## EXECUTIVE SUMMARY

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### History and Background

- House Bill 3590, 77th Texas Legislature, established the Texas Fund for Geography Education Program, effective June 14, 2001.
- Texas Education Code , Sec. 61.9681 through 61.9685.
- Texas Administrative Code (Title 19, Part 1, Chapter 13, Subchapter J, Rule 13.180-187)
- Creates an endowment to support geographic education programs in Texas.
- Requires the Texas Higher Education Coordinating Board to enter into an agreement with the National Geographic Society to create and manage the fund.
- Requires the Texas Higher Education Coordinating Board to appoint an advisory committee consisting of seven people who have expertise and an interest in geography education to assist the national Geographic Society in awarding grants from the fund's earnings.
- Requires the Texas Fund for Geography Education Program Advisory Committee to solicit proposals from Texas public and private/independent institutions of higher education upon which the grants are awarded.
- Requires the Texas Higher Education Coordinating Board to (a) report on the value of the fund and the membership of the advisory committee as of September 1 of that year, (b) provide a summary of each project supported by a grant from the fund during the preceding state fiscal biennium, and (c) provide other information the Board considers appropriate.

### Accomplishments

- No awards were made in 2001 and 2002 so that the initial earnings could grow.
- Due to the small number of proposals received, the small size of the available earnings, and Advisory Committee concerns about the proposals received, no awards were made in 2003.
- First awards totaling \$100,000 were made January 2004.
- Request for Proposals was not posted for the 2005 awards and no awards were made January 2005.
- Initial grants awarded by the National Geographic Society were made on a calendar year cycle.
- The National Geographic Society awarded \$73,957 in January 2006.
- In March 2006, the Advisory Committee agreed to change the award cycle from a calendar year award cycle to an academic/fiscal year cycle.
- In September 2006, the National Geographic Society approved funding recommendations made by the Advisory Committee and awarded \$75,590 for the 2006-2007 academic year.
- In September 2007, the National Geographic Society awarded one proposal for \$15,000 for the 2007-2008 academic year.
- For academic year 2008-2009, the RFP was issued in July 2008. Recommendations for funding will be forwarded to the National Geographic Society prior to its December 2008 meeting.

# TEXAS FUND FOR GEOGRAPHY EDUCATION STATUS REPORT/UPDATE

December 2008

## Background Information

House Bill 3590, passed by the 77th Texas Legislature, established the Texas Fund for Geography Education. The purpose of the fund was to 1) create an endowment to support geographic education programs in Texas, 2) improve the quality of geography education in Texas, and 3) promote a better understanding of Texas by all of its residents. The legislation allowed the Texas Higher Education Coordinating Board to enter into an agreement with the National Geographic Society of Washington, D.C., to operate an endowment fund, the earnings of which would be available for competitive grants to fund partnerships that enhance geography education for K-12 students. The partnerships would include, at a minimum, an institution of higher education and a Texas K-12 institution. The fund was initially endowed at \$1 million.

The legislation further directed the Board to appoint an advisory committee consisting of seven people with expertise and an interest in geography education to assist the National Geographic Society in awarding grants from the fund. The Advisory Committee, on behalf of the National Geographic Society, would solicit proposals from institutions of higher education and private or independent institutions of higher education for use of proceeds from the fund and would recommend to the Society those that best promoted the purposes of the program.

Further, not later than December 1 of each even-numbered year, the Board would report to the Governor and the Legislature 1) the value of the fund, 2) the membership of the advisory committee as of September 1 of that year, 3) a summary of each project supported by a grant from the fund during the preceding state fiscal biennium, and 4) other information the board considered appropriate.

## Brief History of the Program

The National Geographic Society (NGS) and the Texas Higher Education Coordinating Board (THECB) entered into an agreement in November 2001 to establish the initial corpus of the Texas Geography Fund with \$500,000 from NGS and \$500,000 from the THECB in state funds appropriated for this purpose. The agreement was executed by the Chairman of the NGS Board of Trustees, Gilbert M. Grosvenor, and the former Commissioner of Higher Education, Don W. Brown.

The Texas Higher Education Coordinating Board and the National Geographic Society may accept donations to the fund from private individuals or corporations. The THECB may also transfer additional appropriated state funds to the fund, as long as NGS agrees to match the amount. Grants to be awarded must be made from only the earnings of the fund, according to a prescribed pay-out formula. Any unexpended grant funds are to be reinvested in the corpus annually. To begin the process of making grant awards from earnings, the corpus was held in trust for calendar years 2001 and 2002 to allow some initial earnings to grow.

By July 2002, the fund had produced a small amount of earnings (approximately \$39,000), which was available for distribution through a competitive grants process. The Advisory Committee which oversees the process, together with Texas Higher Education Coordinating Board staff, issued a Request for Proposals (RFP). However, the Advisory Committee and staff determined that no awards would be made during the 2002-2003 academic year due to the small number of proposals received, the small size of the available earnings, and concerns about the proposals received. Both the corpus and the earnings were again held in trust for that year.

For the 2003-2004 fiscal year, the Advisory Committee and Texas Higher Education Coordinating Board staff were able to recommend funding for three projects which were the most highly ranked in the competitive review process during the fall 2003 semester. Those projects were reviewed by the Advisory Committee and THECB staff, and approved by the national office of the NGS in January 2004. The award period for those projects was nine months, from the middle of the spring 2004 through the end of the fall 2004 semesters. Approximately \$100,000 in earnings from the fund were available for awards and were distributed as follows:

- Gilbert M. Grosvenor Center for Geographic Education and Texas State University-San Marcos, "Geography from the Outside In: A Field-Based Workshop for Underrepresented Students," \$35,933;
- Texas Alliance for Geography Education and Texas State University-San Marcos, "The Geographic Road to Success: Geographic Information System (GIS) Training for Teachers and Students," \$9,880; and
- Texas A&M University, "Linking Early U.S. History to World Geography Studies," \$54,187.

A brief summary of each of the three funded projects listed above is provided in Appendix D of this report.

The Advisory Committee met in August 2004 to plan for the 2005 grant cycle and to update the RFP for the next cycle of grant awards. Approximately \$56,000 in earnings were available from fund earnings. Because of staff turnover, the RFP was not published, and no awards were made. Both the corpus and the earnings were again held in trust for that year.

In September 2005, an RFP was posted in the Texas Register the latter part of September, and seven proposals were received in early November 2005. The Advisory Committee met in mid-November to review and consider the proposals. The Committee recommended that four of the seven proposals be funded and staff forwarded the funding recommendation to the National Geographic Society for consideration. In December, the National Geographic Society's Board met to consider the funding recommendation. In addition to approving the four projects that had been recommended, the NGS Board approved and funded an additional project. The following awards totaling \$73,957 were made in January 2006:

- Gilbert M. Grosvenor Center for Geographic Education and Texas State University-San Marcos, "Geography Academy," \$14,738;
- Texas A&M University, "Infusing GIS into Middle Grades Social Studies and Science," \$15,000;

- Texas State University-San Marcos, "Discovering Student Attitudes Toward Geography," \$14,219;
- Texas Tech University, "Contemporary Methods of Exploring the Landscape," \$15,000; and
- University of North Texas, "Enhancing Geography Education Through Technology: Grades 6-12," \$15,000.

In addition, at the November 2005 meeting, the members of the Advisory Committee determined that the funding cycle would be more beneficial to grantees if it were aligned to the academic year rather than the calendar year. The Committee unanimously agreed that this adjustment should be made and asked Coordinating Board staff to put it in place for the next cycle. Dr. Lanny Proffer, the NGS representative in attendance at the meeting, informed the Committee that a similar adjustment had been made in a number of other states and was consistent with those states having a similar program.

The Texas Fund for Geography Education Advisory Committee met again in March 2006 to update the RFP and accompanying application materials for awards that would be considered by the Committee for the 2006-2007 academic year. The RFP was published in the Texas Register in April and four proposals were received by the July 2006 deadline. The Committee reviewed the proposals in early August and recommended funding for two of them. Dr. Hetzler forwarded the funding recommendation to the National Geographic Society for consideration and they were approved by the NGS Board in September. The following awards totaling \$75,590 were made for the 2006-2007 academic year:

- The University of Texas at El Paso, "Geographic Education Summer Seminars (GESS)," \$31,461; and
- University of Houston-Clear Lake, "Growing Geography Teachers in Texas Soil," \$44,129.

The Texas Fund for Geography Education Advisory Committee did not meet in spring of 2007 due to the unavailability of committee members but the committee did provide input to update the RFP and the accompanying application materials. An RFP was issued and proposals received in July. A recommendation by the Advisory Committee to fund the single proposal received at \$15,000 was accepted by the National Geographic Society. (See Appendix A.)

For academic year 2008-2009, an RFP was distributed in July 2008 with proposals due in October 2008. Recommendations for funding are scheduled to be considered by the National Geographic Society at its December 2008 meeting.

## Summary Comments

This report includes a brief history of the fund, a statement of the fund's value and its earnings, a brief summary of each project supported by a grant from the earnings, a roster of the Advisory Committee members and their affiliations, and other related information, as required by the Texas Education Code, Sec. 61.99681 through 61.9685 and the Texas Administrative Code (Title 19, Part 1, Chapter 13, Subchapter J, Rule 13.187). While still a relatively new and small-scale endeavor, the Texas Fund for Geography Education Program supports the participation, success, and excellence goals of *Closing the Gaps by 2015*. In particular, these grants contribute to the goal of recruiting, preparing, and retaining additional well-qualified educators for Texas public elementary and secondary schools. The partnership

requirement of these grants ensures that public education and higher education will collaborate and work together to equip K-12 students with the academic skills and preparation necessary to persist and succeed in their education.

The Coordinating Board staff extends its sincere appreciation to the members of the Texas Fund for Geography Education Advisory Committee who volunteer their time and efforts to support this program, especially their reviewing proposals for funding, and assisting with the oversight and management of the grant awards process. In addition, staff extends recognition to the Texas Alliance for Geography Education (the state's professional association for geographers and geography educators) for its continuing support. Appreciation is also extended to the Texas Legislature and to the National Geographic Society for their financial contributions in 2001 to begin this program. Finally, recognition is extended to former and current Coordinating Board staff members for their service in supporting geography education for Texas teachers and their students.

## Appendix A

### Summary of Project Funded for Academic Year 2007-2008

Teaching And Learning World Geography (TALWG) is a cooperative effort among a large state-funded university, an organization to promote geography education, and a group of school districts and Educational Service Centers to develop and deliver model professional development workshops for high school world geography teachers. The model workshops and supporting materials (agendas, participant activities, lesson plans, additional resources) were produced by a 'steering committee' of master teacher-consultants working with university faculty and other expert consultants. This organizational scheme continues a 20-year tradition of melding subject matter expertise with classroom experience and wisdom to prepare classroom- friendly professional development experiences for teachers. A group of approximately 15 additional teacher-consultants and university faculty were trained to deliver the workshops. The training included activities to familiarize participants with the modules and a refresher on effective professional development strategies. A small stipend encouraged school districts, ESC's, and individual schools to offer one or more workshops. The workshop development and delivery system was supported by a website featuring online coaching and suggestions on effective professional development strategies. Workshop availability was publicized through the "Social Studies Listserv" (TEA), the Texas Social Studies Supervisors Association, and other online networks. Portions of the workshops were offered at regional geography teacher meetings and statewide meetings such as the Texas Council for the Social Studies. The workshops were the core of a residential summer institute at a second large state-funded university associated with the geography education organization.

Based on recent requests for professional development, the modules included an overview of the Texas Essential Knowledge and Skills (TEKS) for World Geography; effective strategies to teach geography based on new understandings of how students learn (and specifically to think spatially); concrete approaches to teach about, with, and through maps, both low-tech and high tech; and ways to strengthen student thinking, reading, and writing skills in the context of World Geography. A hallmark of each workshop was modeling classroom-proven lessons tied to core concepts. Some workshop modules were designed for use with pre-service teachers in traditional and alternative certification programs.

**Appendix B**

**Texas Fund for Geography Education Program**

**Account Balance**

<b>Texas Fund for Geography Education 2001-2008</b>			
<i>National Geographic Society's collaboration for programs in association with the Texas Higher Education Coordinating Board</i>			
Calendar Year (January-December)	Account Balance	Maximum Amount of Funds Available to Award	Total Amount of Project Funds Awarded
2001	\$998,232	\$0	\$0
2002	\$959,170	\$0	\$0
2003	\$1,167,733	\$0	\$0
2004	\$1,316,794	\$100,000	\$100,000
2005	\$1,343,736	\$0	\$0
2006	\$1,478,530	\$90,000	\$73,957 (Jan) \$75,950 (Sept)
2007	\$1,616,201	\$72,434	\$15,000 (Sept)

Notes: The project funding to date is \$264,907. The amount available for 2008 is \$81,372.

## **Appendix C**

### **Texas Fund for Geography Education Program**

#### **Advisory Committee as of September 1, 2006**

- Dr. Sherry Field, Professor of Curriculum and Instruction, The University of Texas at Austin
- Ms. Patricia Hardy, Social Studies Supervisor, Weatherford Independent School District, Weatherford, Texas and Board Member, State Board of Education
- Dr. James Kracht, Associate Dean of the College of Education, Texas A&M University
- Dr. Margaret A. (Peggie) Price, Assistant Professor of Education, Texas Tech University
- Mr. Philip Rodriguez, High School Social Studies Teacher, Northside Independent School District, San Antonio, Texas
- Vacant, Director of Social Studies, Texas Education Agency
- Vacant, Higher Education Faculty Member
- Catherine Bally (ex-officio), National Geographic Society, Washington, D.C.
- Dr. Susan Barnes (ex-officio), Texas Higher Education Coordinating Board and Board Member, State Board for Educator Certification

## **Appendix D**

### **Summary of Projects Funded for Calendar Years 2001-2006 and Academic Year 2006-2007**

#### **Summary of Projects Funded for Calendar Years 2001-2004**

Gilbert M. Grosvenor Center for Geographic Education and Texas State University-San Marcos, "Geography from the Outside In: A Field-Based Workshop for Underrepresented Students," \$35,993: The project provided an on-campus, residential, eight-day workshop for up to 12 teachers and 36 students from area high schools to introduce geographic skills, concepts, and applications through field-based experiences. A variety of research methods were utilized in conjunction with geographic technology training, demonstrations, and classroom sessions. Participating campus teams of teachers and students consisted of one teacher and one to three students. Students were recruited from groups that are historically underrepresented in the field of geography, including Hispanics, African Americans, Native Americans, and women.

Texas Alliance for Geographic Education and Texas State University-San Marcos, "The Geographic Road to Success: GIS Training for Teachers and Students," \$9,880: The project provided a two-day, "hands-on" intensive training session for middle school and high school educators and students during an annual GIS Technology Conference held at an area high school. While classroom teachers have become interested in GIS as a powerful educational tool, implementation in the K-12 environment has lagged behind the evolution of the technology. This intensive training program sought to overcome some of the initial and structural barriers that prevent the effective implementation of GIS technology in classroom teaching, and allow for increasing the level of knowledge and skills in educational settings with regard to GIS technology.

Texas A&M University, "Linking Early U.S. History to World Geography Studies," \$54,187: Approximately one-third of the items on the Grade 10 Texas Assessment of Knowledge and Skills (TAKS) require students to know early U. S. History content taught in Grade 8. However, students in Grade 9 and Grade 10 typically take World History and/or World Geography and often do not retain what was learned in Grade 8. This project provided for curriculum development and dissemination of training modules for teachers of World Geography and/or World History for ninth and tenth grade students. The training modules include lessons and detailed materials that infuse U.S. History content into the context of World Geography and World History so that teachers can more effectively and memorably help students master the TAKS-tested U.S. History content.

#### **Summary of Projects Funded for Calendar Year 2006**

Gilbert M. Grosvenor Center for Geographic Education and Texas State University-San Marcos, "Geography Academy," \$14,738: The project partners would collaborate with 10 Texas school districts to offer an eight-day, in-residence summer geography academy for teams of high school teachers and their students. In addition to being exposed to many aspects of contemporary academic and professional geography through lectures, lab demonstrations, and hands-on technology training, participants would be paired with scientists who were conducting real world research in geography-related topics. Through active participation in on-going research projects, academy participants would develop geographic literacy knowledge and skills related to real world problem solving, including

posing geographic questions, gathering geographic data, accomplishing scientific analysis of research data, and presenting research findings.

Texas A&M University, "Infusing Geographic Information Systems (GIS) into Middle Grades Social Studies and Science," \$15,000: The project would identify elements of the Texas middle school science and social studies curricula that can be taught and learned effectively using GIS. A suite of Texas-centric GIS data layers that supports the middle school TEKS would be developed. Two exemplary models, one in science and one in social science, would be created to demonstrate the effectiveness of GIS-based teaching. Lead middle school teachers would guide development of the curriculum materials by university faculty and graduate students. The project would train approximately 30 teachers to use new, free GIS software developed specifically for education during a one-day seminar and elicit feedback on improving the developed materials. The program would be disseminated through teacher and faculty participation in regional and national meetings as well as through a website and on CD-ROMs. The impact of the project on teacher practice and student learning would be assessed.

Texas State University-San Marcos, "Discovering Student Attitudes Toward Geography," \$14,219: The project is a partnership between the Department of Geography at Texas State University-San Marcos and Floresville and Warren High Schools. Student attitudes, influential on their academic achievement, are studied using mixed-methods to determine what factors have positive influences and which factors teachers can enhance in their geography and social studies courses to improve students' attitudes. Additionally, classroom climate, also called the learning environment, is considered to identify associations with students' attitudes. Results of the study will be developed into a teacher professional development program so teachers can turn theoretical knowledge into classroom application. Teachers will also learn how to gain insight on their students' attitudes themselves so they can alter their teaching approaches to support positive student attitudes and potential student achievement.

Texas Tech University, "Contemporary Methods of Exploring the Landscape," \$15,000: The project promotes knowledge of aerial imagery among young students and their teachers, and develops geographic awareness of the local environment. The strength of the project lies in the utilization of free, local digital orthoimagery of the region. In a pilot project, the lessons not only demonstrated effective strategies for teaching challenging geography skills in an elementary school setting, but they were also a hit with students. The children's interest and motivation for learning clearly increased as they recognized their local landscape with multiple media at various levels of detail. At the same time, they learned skills identified in the Grade 2 TEKS which included using symbols, understanding locations and characteristics of places, and identifying ways people have modified the environment. The collaboration between two university departments and between the university and public elementary schools increases the impact of the project. Students, teachers, and pre-service teachers are directly affected by the lessons. Later, others access the online lessons and instructors integrate results of the research into further geography literacy projects.

University of North Texas, "Enhancing Geography Education Through Technology: Grades 6-12," \$15,000: The project would improve geography literacy in grades 6-12 by training teachers to successfully integrate contemporary geography technologies into classroom teaching and learning. Eighty teachers from different regions of Texas would participate in a series of workshops that would improve their pedagogical knowledge and skills related to using Geographic Information Systems, Internet-based mapping tools, and Global Positioning Systems. As a result of the workshops, teachers would produce and teach TEKS-based geography lessons that infuse these geo-technologies with an emphasis on problem-solving and higher-order thinking. The lessons would be made available to other educators via the Internet and CD-ROM.

### **Summary of Projects Funded for 2006-2007 Academic Year**

The University of Texas at El Paso, "Geographic Education Summer Seminars (GESS)," \$31,461: The Geographic Education Summer Seminars (GESS) project is designed to promote appreciation, engagement, and learning outcomes through enhanced geographic education in an international, multicultural, border locale. The seminars will produce modular documents that educators can use for course planning and combine content with pedagogies in ways that are engaging and productive for learners. Phases of the project include engaging K-12 teachers in summer seminars, assisting educators with their existing curricula, incorporating specific geography education pedagogies in classrooms, supporting and observing the delivery of geographic education to K-12 students through periodic meetings with participating teachers, and evaluating the long term effectiveness of this project.

University of Houston-Clear Lake, "Growing Geography Teachers in Texas Soil," \$44,129: Remember your middle school field trip to Chinatown? Or your high school Spanish Club trip to Mexico City? Or your junior year abroad in Spain? Most people never forget field trips. These memories are a testament to the power of experiential learning in geography. Today, field-based geography education, the simple notion of taking students on a field trip, suffers under the weight of possible litigation, limited funding, and poor pre-service teacher training. This project addresses this situation by taking 14 Houston-area pre-service geography teachers on a 14-day Geography of Texas field trip. During the field trip students will create daily digital diaries consisting of written narratives, photos, and video postcards. Upon return, their challenge as future educators will be to recapture the enthusiasm exhibited in the field and re-inject it into the curriculum. This task will be accomplished with the creation of educational resources uploaded to a Geography of Texas Virtual Field Trip website and disseminated to educators through a partnership with the Texas Alliance for Geographic Education.

## APPENDIX E

### Texas Education Code, Sections 61.9681-9685

**§ 61.9681. PURPOSE.** The purpose of this subchapter is to:

- (1) create an endowment to support geographic education programs in Texas;
- (2) improve the quality of geography education in Texas; and
- (3) promote a better understanding of Texas by all of its residents.

Added by Acts 2001, 77th Leg., ch. 901, § 1, eff. June 14, 2001. Renumbered from Education Code § 61.941 by Acts 2003, 78th Leg., ch. 1275, § 2(44), eff. Sept. 1, 2003.

**§ 61.9682. DEFINITION.** In this subchapter, "fund" means the Texas Fund for Geography Education.

Added by Acts 2001, 77th Leg., ch. 901, § 1, eff. June 14, 2001. Renumbered from Education Code § 61.942 by Acts 2003, 78th Leg., ch. 1275, § 2(44), eff. Sept. 1, 2003.

**§ 61.9683. FUND; GRANTS.**

(a) The board may enter into an agreement with the National Geographic Society of Washington, D.C., to operate an endowment fund for purposes of this subchapter to be known as the Texas Fund for Geography Education.

(b) The agreement must include the following conditions:

(1) appropriated money may be deposited to the fund only in an amount equal to matching funds deposited to the fund by the National Geographic Society from other sources;

(2) the National Geographic Society shall provide to the board an annual report describing the fund's investments, earnings, operating procedures, and major programs; and

(3) if the board determines that the public purposes described by Section 61.9681 are not being accomplished, the fund shall be dissolved and the fund balance shall be distributed as follows:

(A) one-half to the general revenue fund; and

(B) the remainder to be returned to the donors of any amount deposited to the fund for the preceding five years in proportion to the amount of the donation, if the donor accepts the return of the donation, and any remainder to the National Geographic Society.

(c) The board may transfer to the National Geographic Society for deposit to the fund any amount appropriated to the board for that purpose.

(d) The National Geographic Society shall award grants from the fund to institutions of higher education and private or independent institutions of higher education as defined by Section 61.003(15) to promote the purposes of this subchapter.

Added by Acts 2001, 77th Leg., ch. 901, § 1, eff. June 14, 2001. Renumbered from Education Code § 61.943 and amended by Acts 2003, 78th Leg., ch. 1275, § 2(44), 3(13), eff. Sept. 1, 2003.

**§ 61.9684. GEOGRAPHY EDUCATION ADVISORY COMMITTEE.**

(a) The board shall appoint an advisory committee consisting of seven persons who have expertise and an interest in geography education to assist the National Geographic Society in awarding grants from the fund under this subchapter.

(b) The advisory committee on behalf of the National Geographic Society shall solicit proposals from institutions of higher education and private or independent institutions of higher education as defined by Section 61.003(15) for use of proceeds from the fund and shall recommend to the society those that best promote the purposes of this subchapter.

(c) The advisory committee is subject to Chapter 2110, Government Code.

Added by Acts 2001, 77th Leg., ch. 901, § 1, eff. June 14, 2001. Renumbered from Education Code § 61.944 by Acts 2003, 78th Leg., ch. 1275, § 2(44), eff. Sept. 1, 2003.

**§ 61.9685. REPORTING.** Not later than December 1 of each even-numbered year the board shall report to the governor and the legislature:

(1) the value of the fund and the membership of the advisory committee as of September 1 of that year;

(2) a summary of each project supported by a grant from the fund during the preceding state fiscal biennium; and

(3) other information the board considers appropriate.

Added by Acts 2001, 77th Leg., ch. 901, § 1, eff. June 14, 2001. Renumbered from Education Code § 61.945 by Acts 2003, 78th Leg., ch. 1275, § 2(44), eff. Sept. 1, 2003.

## APPENDIX F

### Texas Administrative Code, Sections 13.180-13.187

#### Texas Administrative Code

<b><u>TITLE 19</u></b>	EDUCATION
<b><u>PART 1</u></b>	TEXAS HIGHER EDUCATION COORDINATING BOARD
<b><u>CHAPTER 13</u></b>	FINANCIAL PLANNING
<b><u>SUBCHAPTER J</u></b>	TEXAS FUND FOR GEOGRAPHY EDUCATION

#### **RULE §13.180 Authority, Scope, and Purpose**

(a) Authority. Authority for this subchapter is provided in the Texas Education Code, Subchapter X, Texas Fund for Geography Education. These rules establish procedures to administer the fund as prescribed in the Texas Education Code, §§61.942 through 61.945.

(b) Scope. Unless otherwise noted, this subchapter applies to the National Geographic Society, the Texas Higher Education Board, and any institution seeking funding from the Texas Fund for Geography Education.

(c) Purpose. This subchapter establishes guidelines for the creation and implementation of the Texas Fund for Geography Education, which will support projects to improve the quality of geography education in both public and higher education in Texas and promote a better understanding of Texas by all its residents.

#### **RULE §13.181 Definitions**

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

(1) Agreement--The agreement between the National Geographic Society and the Coordinating Board to create and administer the Texas Fund for Geography Education.

(2) Board--The Texas Higher Education Coordinating Board.

(3) Commissioner--The Commissioner of Higher Education.

(4) Committee--The advisory committee appointed by the Commissioner to solicit and recommend grant proposals.

(5) Fund--The Texas Fund for Geography Education, which consists of funds contributed by the Board, the Society, and donors and income to the fund.

(6) Society--The National Geographic Society of Washington, D.C.

#### **RULE §13.182 Agreement with National Geographic Society**

(a) The Board shall enter into an agreement with the Society to create and to manage the fund, subject to the following conditions:

(b) The Board shall deposit money into the fund only in an amount equal to the matching funds deposited by the Society;

(c) The Society shall provide to the advisory committee an annual report describing the fund's investments; and

(d) The Board and the Society shall each retain the right to dissolve the agreement if the

purposes herein are not being accomplished.

(e) The Board may transfer to the Society any amount appropriated by the Texas Legislature to the Board for that purpose.

(f) The Board or the Society may accept donations from private individuals or corporations who wish to contribute to the fund.

**RULE §13.183                    Dissolution of the Fund**

If the Board or the Society dissolves the fund, the fund balance shall be distributed in the following manner:

- (1) one-half to the general revenue fund of the State of Texas;
- (2) remainder to donors to the fund, in the amount the donor deposited; and
- (3) any further remainder to the Society.

**RULE §13.184                    Advisory Committee**

The Commissioner shall appoint an advisory committee of seven (7) persons who have expertise and interest in geography education. The committee shall include at least one member representing the interests and needs of K-12 education and at least one representative of the Texas Geographic Alliance. The committee shall solicit grant proposals, consider those proposals, and make recommendations to the Society.

**RULE §13.185                    Procedures for Solicitation and Recommendation of Grant Proposals**

The Committee shall, in cooperation with the Society, establish standards and procedures for soliciting grant proposals, the grant application process, consideration of proposals, committee recommendations to the Society, and awarding of grants.

**RULE §13.186                    Eligibility**

Public and private and independent institutions of higher education as defined in Texas Education Code, §61.003 shall be eligible to compete for grants.

**RULE §13.187                    Reporting**

Not later than December 1 of each even-numbered year, the Commissioner shall report to the Board, the governor and the legislature. The report shall include:

- (1) the value of the fund;
- (2) the membership of the committee;
- (3) a summary of each project supported by a grant from the fund during the preceding two years; and
- (4) any other appropriate information.