



TEXAS HIGHER EDUCATION COORDINATING BOARD

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November 26, 2008

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TO: The Honorable Rick Perry, Governor
The Honorable David Dewhurst, Lieutenant Governor
The Honorable Tom Craddick, Speaker of the House

FROM: Raymund A. Paredes 

SUBJECT: P-16 College Readiness and Success Strategic Plan Update
December 2008

Enclosed is the P-16 College Readiness and Success Strategic Plan Update in accordance with HB 1, 79th Texas Legislature, Third Called Session.

No later than December 1 of each even-numbered year, the Commissioner of Education and the Coordinating Board shall submit a report describing progress in implementing the College Readiness and Success Strategic Action Plan.

If you have any questions or need additional information, please contact me or Dr. Judith G. Loredo, Assistant Commissioner for P-16 Initiatives, at 512.427.6545 or Judy.Loredo@thecb.state.tx.us .

Enclosure

cc: Legislative Budget Board
Members, Texas Legislature
Coordinating Board Members

College for all Texans



Texas Education Agency

Progress Report P-16 College Readiness and Success Strategic Action Plan

December 1, 2008



Texas Higher Education Coordinating Board

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Raymund A. Paredes, COMMISSIONER OF HIGHER EDUCATION

Mission of the Coordinating Board

The Texas Higher Education Coordinating Board's mission is to work with the Legislature, Governor, governing boards, higher education institutions and other entities to help Texas meet the goals of the state's higher education plan, Closing the Gaps by 2015, and thereby provide the people of Texas the widest access to higher education of the highest quality in the most efficient manner.

Philosophy of the Coordinating Board

The Texas Higher Education Coordinating Board will promote access to quality higher education across the state with the conviction that access without quality is mediocrity and that quality without access is unacceptable. The Board will be open, ethical, responsive, and committed to public service. The Board will approach its work with a sense of purpose and responsibility to the people of Texas and is committed to the best use of public monies. The Coordinating Board will engage in actions that add value to Texas and to higher education. The agency will avoid efforts that do not add value or that are duplicated by other entities.

PROGRESS REPORT
P-16 College Readiness and Success Strategic Action Plan
December 1, 2008

Overview

Texas Education Code (TEC) §61.0761 (House Bill 1, 79th Texas Legislature, Third Called Session), requires that the state P-16 Council recommend to the Commissioner of Education and the Texas Higher Education Coordinating Board (THECB) a College Readiness and Success Strategic Action Plan (referred to hereafter as “the Plan”) with the goal of increasing student success and decreasing the number of students enrolling in developmental course work in institutions of higher education. Additionally, the statute requires that an update of progress toward meeting the plan’s goal be provided to the Texas Legislature and the Office of the Governor by December 1 of every even-numbered year. In December 2006, a baseline report was issued that provided the goal and objectives recommended by the P-16 Council and adopted by the Commissioner of Education and THECB.

This update provides progress on the eight objectives adopted in 2006 and slightly modified in February 2007 as shown in Appendix A. Appendix B contains the original action items that staff from the four participating agencies represented on the P-16 Council presented as necessary to implement the objectives. It also includes new activities that have been added since 2006. However, the action items were not adopted as part of the Plan because it was understood that some activities would be completed, others added as new legislation and information became available, and some omitted as unnecessary due to unforeseen circumstances. Rather than requiring staff to return to the council for approval of each change, council members agreed that staff could adapt action items as needed to address the goal and objectives. Appendix B also provides an update of progress, both in addressing the overarching objectives as well as individual action items. The following narrative provides a brief summary of objective highlights and future directions.

Highlights

Progress has been made on many of the Plan’s eight objectives, but five in particular will immediately impact the goals of enhancing college readiness of students and decreasing the number of students in developmental education. While all of the objectives must be addressed if the public and higher education systems are to work together to transition students from public school into college or the workplace, the five objectives highlighted below had to be initiated before intensive activity occurred on the other three objectives.

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 the skilled workforce. Beginning in early 2007, the Texas

Education Agency (TEA) and THECB worked together to address Objective 1. The two agencies established vertical teams of subject matter experts from nominations of high school and college faculty to draft college readiness standards designed to create better alignment between public education and higher education. The first phase of the vertical team work culminating over a nine-month period was to draft college readiness standards in the areas of mathematics, science, social studies, and English/language arts, as well as in cross-disciplinary skills (Action Item 1.1) for recommendation to the Commissioner of Education and THECB. The draft Texas College Readiness Standards (CRS) were presented to THECB in October 2007. A six-week public comment period followed and the CRS were adopted at the THECB's January 2008 meeting. In May 2008, the P-16 Council provided support for the CRS (Action Item 1.7). The CRS are now subject to review and approval by the Commissioner of Education and incorporation into the curriculum by the State Board of Education (Action Item 1.8). Two additional phases remain and have been designed to fulfill the final college readiness requirements put forth under TEC §61.0761. The TEA is currently conducting phase two, which calls for subject-specific gap analyses between the Texas Essential Knowledge and Skills (TEKS) and the CRS. The THECB is also conducting gap analyses to assure that entry-level college courses are appropriately calibrated to the new CRS (Action Items 1.2.1, 1.8, and 1.9). The TEA is proceeding with the development and implementation of phase three, which includes a website to serve as a single focal point for communicating CRS instructional strategies, professional development for educators, and online student support materials (Action Item 1.11.1). In addition, the THECB has formed college readiness special advisors who have created numerous activities to support vertical alignment and to build awareness about the CRS among entry-level college faculty (Action Item 1.13).

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. In November 2006, the State Board of Education adopted the “4x4” curriculum for the Recommended High School and Distinguished Achievement Programs. Students who entered the 9th grade in academic year 2008 are the first graduating class required to take four credits of mathematics, science, social studies and English/language arts (Action Item 3.2). Requirements that all school districts offer a minimum of 12 semester credit hours of college credit through dual credit courses, Advanced Placement, and/or International Baccalaureate courses go into effect during the 2008-2009 academic year. These requirements are building new bridges between public and higher education faculty and are supporting vertical alignment (Action Item 3.1).

Additional action items have been added to many of the objectives since the last report in 2006. House Bill 2237, 80th Texas Legislature, included the opportunity for TEA to provide grants for volunteers to teach in classrooms or after-school programs to enhance college readiness, workforce readiness, dropout prevention, or personal financial literacy (Action Item 3.4). While this effort is too new to evaluate its impact, it joins other activities that are designed to reduce the need for developmental education. House Bill 2237 also created and continued a number of

grant programs, including Texas Science, Technology, Engineering, and Science Academies, Early College High Schools, High Schools That Work Enhanced Design Network, and High School Redesign and Restructuring programs that support the goals of Objective 3.

The State Center for Early Childhood Development at the University of Texas Health Science Center in Houston developed and adopted the School Readiness Certification System (SRCS) to certify early childhood education programs that demonstrate a record of cognitive, social and emotional development of young children. The SRCS is available for use in certifying the effectiveness of prekindergarten, Head Start and Early Head Start, and government-subsidized child care programs. The certification system was completed and operational beginning in 2007 (www.texaschoolready.org). The certification was issued to 1,123 programs for the 2008-2009 academic year.

The Texas Early Education Model, piloted and implemented by TEA through the Early Childhood School Readiness grant program, incorporates three proven school readiness components: (1) a high quality, developmentally appropriate and rigorous curriculum; (2) continuous monitoring of student progress in the classroom; and (3) professional development, including mentoring, to promote student achievement. The initiative encourages shared resources among government-funded public and private child care programs including nonprofit and for-profit child care centers, public school districts, and Head Start. Key components include: a partnership among child care and early education programs, implementing a teacher training program using research-based, state-approved curriculum, and implementing a quality rating system to certify early childhood education programs are getting children ready for formal schooling.

Objective 5 – Create a college going culture in every public PK, elementary, middle and high school in Texas. Objective 5 stresses the need for coordinated action between public education, higher education, and the workforce (Action Item 5.1). House Bill 2237 created the High School Completion and Success Initiative (HSCSI) Council that adopted a strategic plan focusing on activities that identify, support, and expand programs that improve high school completion and college and workforce readiness. The HSCSI Council's goal is to ensure that its strategic plan is in line with other plans (P-16 College Readiness and Success Strategic Action Plan, Workforce's Destination 2010, Higher Education's *Closing the Gaps by 2015*, Governor's Competitiveness Council, etc.) to maximize results. The HSCSI Council stresses the importance of the CRS and requires that its programs support their implementation in Texas public schools.

Unless parents, community, and business members recognize the importance for all students to be prepared for post-secondary opportunities, the implementation of the "4x4" curriculum, the CRS, and a challenging academic program for all students will not become a reality. Working together, THECB, TEA, and the Texas Workforce Commission (TWC) are supporting the development and expansion of P-16 Regional Councils (Action Item 5.1.1). These regional councils, supported in part by college readiness funding, include leaders from educational,

workforce, and civic organizations in the regions who are committed to building a college-going culture, not just in their schools but in their communities. In 2008, additional funding from the federal government will be available to strengthen these councils. The College Access Challenge Grant for Texas will provide opportunities, not just for regional councils, but also for Texas community colleges to implement the College Connections program statewide. College Connections programs are designed to ease the transition from high school to college, particularly for first-generation students, by granting automatic admission to the community college of all high school graduates in the schools within the community college district's service area. These programs also offer college admission, financial aid, and college readiness testing to these students to ensure a successful transition from high school to college (Action Item 5.2).

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. Objective 6 has been strengthened to include educator faculty professional development on the CRS. This joint project will include faculty from both colleges of education and the colleges of arts and sciences to work together to assure that pre-service educator preparation programs support new teachers on the implementation of the CRS (Action Item 6.3). House Bill 2237 also has had an impact on activities related to professional development. This legislation established several programs including the mathematics instructional coaches program, reading academies for middle school teachers, and math/science/technology teacher preparation academies that currently are being implemented and expanded over the next three years (Action Item 6.2).

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. The THECB implemented a number of activities to address both the goal of the Plan to decrease the number of students enrolling in developmental education and the participation and success goals of the higher education plan, *Closing the Gaps by 2015*. Higher education summer bridge programs were implemented in both 2007 and 2008 that provided short-term academic instruction and support to high school juniors and seniors and recent high school graduates not ready for entry-level college courses (Action Item 7.2). Students who did not achieve the Higher Education Readiness Component Score of 2200 on the Texas Assessment of Knowledge and Skills for high school students and the college readiness indicator on the Texas Higher Education Assessment for recent high school graduates were eligible to participate in these programs. Outcomes from the 2007 and 2008 summer programs indicate that some initiatives are effective in boosting student achievement in short-term programs. However, additional research and analysis will be necessary to ensure these programs are effective before statewide replication is recommended. In addition, THECB has implemented the Texas Course Redesign Project (Action Item 7.2). Eighteen of 25 entry-level courses are currently being redesigned as well as several developmental education courses. The redesign of most of these courses is in the

developmental stage, but the goal of these courses is to improve student learning and reduce the cost of course delivery through the effective use of technology.

Future Directions

Future Directions. Now that the College Readiness Standards have been developed and awareness for college and workforce readiness is growing, the staffs of each agency are focusing on addressing additional objectives in the Plan.

Objective 2 - Align exit-level assessments of public education with entry-level expectations of higher education and the skilled workforce. House Bill 1031 of the 80th Texas Legislature requires that end-of-course assessments be “developed in a manner that measures a student’s performance under the college readiness standards” adopted by the THECB and the Commissioner of Education. Implementation of end-of-course assessments will begin in ninth grade in the 2011-2012 academic year. TEA and the THECB are to develop and implement a joint *College Readiness End-of-Course Assessment Plan* to guide the TEA in the development of end-of-course exams to help determine the college and workforce readiness skills of our high school students.

Objective 4 – Establish sound accountability measures for college readiness in public education and for persistence and timely graduation in higher education. While TEA has added college readiness measures to the current accountability system, the recommendations from the Select Committee on Public School Accountability may result in changes to the accountability system. At the conclusion of the 81st Texas Legislature, TEA and THECB will work together to implement changes to the accountability system especially in terms of postsecondary readiness.

Objective 8 - Provide greater access to student academic preparation programs, including challenging advanced academic courses and programs, in all public high schools in Texas. With the implementation of the College Credit Program (TEC, §28.009), public high school students are eligible to enroll in up to 12 semester credit hours of college level coursework through Advanced Placement, International Baccalaureate, and/or dual credit courses. The TEA and THECB will monitor the implementation of this program especially in terms of dual credit coursework and will work together to address any issues raised by high schools or institutions of higher education. In addition to the College Credit Program, TEA and THECB will continue efforts to provide access to academic preparation programs. These will include Early College High Schools, Middle Colleges, intensive summer programs for middle, high school, and college students, and summer bridge and other transition programs.

APPENDIX A

P-16 COLLEGE READINESS AND SUCCESS STRATEGIC ACTION PLAN

GOAL

To ensure that every Texas student is prepared by their P-12 education to be college-ready when exiting high school and has the skills to successfully compete in a global economy.

OBJECTIVES

Texas leaders recognize that over 90 percent of new jobs that will be available to students in the 21st century require some postsecondary education¹ and we cannot afford to have any student unprepared for this reality. The following objectives are aimed at ensuring that all students are academically prepared for postsecondary opportunities in the new millennium. It is imperative that stakeholders from all levels of education and the workforce collaborate to address the challenges that exist in public and higher education in Texas, so that all students are ready for college and ready for work, ensuring their readiness for life.

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.

OBJECTIVE 2

Align exit-level assessments of public education with entry-level expectations of higher education and the skilled workforce.

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.

OBJECTIVE 4

Establish sound accountability measures for college readiness in public education and for persistence and timely graduation in higher education.

OBJECTIVE 5

Create a college-going culture in every public PK, elementary, middle and high school in Texas.

OBJECTIVE 6

¹ U.S. Department of Education, *A Test of Leadership: Charting the Future of U.S. Higher Education*. Washington, D.C., 2006.

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.

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.

***NOTE:** This is the original Plan approved by the Texas Higher Education Coordinating Board and P-16 Council in 2007.*

APPENDIX B

**P-16 College Readiness Plan Work Status Document
Objective 1**

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 the skilled workforce.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Joseph Kulhanek, TEA, Curriculum (463-4989) Evie Hiatt, THECB P-16/College Readiness Initiatives (427-6106)		
Action Items	Timelines	Work Status	Outcomes
Action Item 1.1: Select college/university and secondary public education faculty to serve on review committees that recommend college readiness standards and expectations in the areas of writing, critical thinking, reading, and mathematics, initially, and subsequently in science and social studies.	Appointments to be made in January 2007	TEA and THECB: COMPLETE	VT appointments completed in February 2007.
Action Item 1.2: Arrange meetings for faculty committees from higher and public education to discuss and recommend College Readiness Standards and expectations.	Three face-to-face meetings to be held between February and August 2007	TEA and THECB: COMPLETE	VT meetings held according to original timeline and draft CRS provided to Coordinating Board and Commissioner of Education August 2007.

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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 the skilled workforce.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Joseph Kulhanek, TEA, Curriculum (463-4989) Evie Hiatt, THECB P-16/College Readiness Initiatives (427-6106)		
Action Items	Timelines	Work Status	Outcomes
Action Item 1.2.1. Prepare informal gap analysis of draft CRS and TEKS to inform consideration by commissioner of education, SBOE, and commissioner of higher education and THECB. (Phase I).	February 2008	TEA: COMPLETE	
Action Item 1.3: Present expectations for statewide review and comment by faculty, business, public and other stakeholders, including the SBOE and other state and local policymakers.	Commission for College Ready Texas (CCRT), entity to receive input from business, public, and other stakeholders – March through November 2007.	TEA and THECB: COMPLETE	CCRT received input according to timeline and provided comment to Commissioner of Education and Coordinating Board in August and September 2007.
	CRS issued for formal public comment – 10.26.07	TEA and THECB: COMPLETE	Public comment received according to timeline and appropriate changes made to CRS by VTs.

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Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Joseph Kulhanek, TEA, Curriculum (463-4989) Evie Hiatt, THECB P-16/College Readiness Initiatives (427-6106)		
Action Items	Timelines	Work Status	Outcomes
	through 12.10.07		
Action Item 1.4: Present standards to appropriate THECB subcommittees, Commissioner of Education advisory committees, and representatives of the Texas Industry Clusters Initiative for discussion.	NOTE: Accomplished through work of the CCRT	TEA and THECB: COMPLETE	<i>NOTE: See Outcomes on Action Item 1.3 re: CCRT above.</i>
Action Item 1.5: Present CR standards to THECB and Commissioner of Education for adoption.	Public Education Final CRS submitted to and approval by Commissioner of Education by January 2008 Higher Education Draft CRS submitted to/approved by THECB –	TEA: The Commissioner of Education approved the CRS with the provision that they will be reviewed externally. After which the THECB-approved standards and any proposed revisions will be sent to the State Board of Education for review during the revision process for the TEKS. THECB: COMPLETE	Final CRS adopted by THECB according to timeline.

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Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Joseph Kulhanek, TEA, Curriculum (463-4989) Evie Hiatt, THECB P-16/College Readiness Initiatives (427-6106)		
Action Items	Timelines	Work Status	Outcomes
	October 2007 Final CRS submitted to/approved by THECB – January 2008		
Action Item 1.6: Hold statewide forums that include workforce and industry representatives to discuss implications surrounding implementation of the CR standards.	CRS issued for formal public comment – 10.26.07 through 12.10.07 Commission for College Ready Texas, entity to receive input from business, public, and other stakeholders – March through November 2007.	TEA: COMPLETE THECB: Created “college readiness special advisors” (CRSAs) at each public IHE to promote input on CRS and to collaborate with THECB throughout the CRS development and implementation process.	CRSAs engaged faculty from their respective institutions in public comment period. <i>See Action Item 1.13 re: CRS Regional Meetings.</i>

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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 the skilled workforce.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Joseph Kulhanek, TEA, Curriculum (463-4989) Evie Hiatt, THECB P-16/College Readiness Initiatives (427-6106)		
Action Items	Timelines	Work Status	Outcomes
Action Item 1.7 Obtain endorsement of college readiness standards and expectations by State P-16 Council	Presentation to P-16 Council – May or June 2008	TEA and THECB: COMPLETE	Presented jointly by TEA and THECB staff to P16 Council May 2008 and received endorsement.
Action Item 1.8 Evaluate whether high school Texas Essential Knowledge and Skills (TEKS) prepare students for college- level course work and CRS incorporated into the TEKS by SBOE (Phase II) *Notwithstanding any other provision of this section, the SBOE retains its authority under Section 28.002 concerning the required curriculum.	Recommend how the TEKS can be aligned to CRS – Gap Analysis – July – October 2008	TEA and THECB: Phase II, which requires a gap analysis, is under way. The primary purpose of the gap analysis is to identify the gaps between the CRS and the TEKS. The first team to conduct a gap analysis was the reconstituted mathematics vertical team. The next two subjects to be reviewed by the vertical teams are English language arts and science. It is yet to be determined as to when the final subject, social studies, will be reviewed.	In progress. ELA, Math, and Science VTs have conducted gap analysis and presented report to TEA and THECB staff. Social studies to be conducted in Spring 2009.

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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 the skilled workforce.			
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)			
Lead Staff Assigned to Objectives	Joseph Kulhanek, TEA, Curriculum (463-4989) Evie Hiatt, THECB P-16/College Readiness Initiatives (427-6106)			
Action Items	Timelines	Work Status	Outcomes	
Action Item 1.9 Conduct gap analysis of CRS with reference to entry-level college courses.	Stage II of the EPIC contract – June through December 2008	THECB: COMPLETE Gap analysis of 18 entry level college courses and the CRS completed and reported to Coordinating Board on October 23, 2008.	Subject area	% of standards aligned
			ENGLISH (120 standards)	97%
			MATHEMATICS (169 standards)	87%
			SCIENCE (137 standards)	85%
			SOCIAL STUDIES (127 standards)	99%
			CROSS-DISCIPLINE (58 standards)	100%
Action Item 1.10 Determine best practices in entry-level courses that address CRS and present findings to THECB.	Stage II of EPIC contract – June through December 2008	THECB: Model “reference courses” based on gap analysis will be included on THECB website, January 2009. Reference course material will include syllabus, student assignments and exemplars.	In progress	
Action Item 1.11 Develop instructional strategies to help prepare students for college level work (Phase III)	Public Education: ELA standards and materials approved by	TEA: Pending	TEA is creating a College Readiness Educator Support Web Portal to serve as a single focal point for communicating CRS instructional strategies, professional development for educators, and online student support materials.	

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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 the skilled workforce.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Joseph Kulhanek, TEA, Curriculum (463-4989) Evie Hiatt, THECB P-16/College Readiness Initiatives (427-6106)		
Action Items	Timelines	Work Status	Outcomes
Action Item 1.11.1: Develop or establish minimum standards for curricula, professional development materials, online support materials for students who need additional assistance in both public and higher education (Phase III).	SBOE no later than June 2009 Curriculum materials available for classroom use no later than fall semester: ELA of 2009 Math 2010 Science 2011 Soc Studies 2012 Higher Education: Stage III of EPIC contract – April 2009 thru June 2010	TEA: Pending THECB: Vertical teams of high school/college faculty will develop model student projects and rubrics to determine student college readiness.	No current Outcomes since activity scheduled to begin April 2009.
Action Item 1.12 Develop components of a P-16 individualized graduation plan sufficient to prepare students for		TEA: Pending	N/A

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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 the skilled workforce.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Joseph Kulhanek, TEA, Curriculum (463-4989) Evie Hiatt, THECB P-16/College Readiness Initiatives (427-6106)		
Action Items	Timelines	Work Status	Outcomes
college success (Phase III) Action Item 1.12.1: Develop college preparation courses and end-of-course assessments in mathematics, science, and English language arts for those students who do not pass end-of-course assessments in courses that are part of the RHSP (HB 2237, Section 8: Section 28.014) (Phase III)		TEA and THECB: Funding for the development of college preparation courses was not allocated. For status of work on end-of-course assessments, please see <i>Objective 2, Action Item 2.4</i>	N/A
Action Item 1.13 Hold series of regional meetings to begin vertical alignment of public/higher education courses.	October 2008- November 2008	THECB: During late October and early November 2008, CB has scheduled 14 regional meetings for P-16 Regional Councils and CR Special Advisors to build awareness of CRS and to assist in development of vertical alignment in the four foundation areas of the curriculum.	1,275 participants representing secondary and postsecondary education, business, community, and parent organizations attended 14 meetings held in each of the ten Higher Education Regions. Educators developed local, cross-institutional action plans for first steps in CRS implementation, which included, among others, plans for data sharing, for shared professional development, and for making the senior year more rigorous. A select group of P-

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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 the skilled workforce.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Joseph Kulhanek, TEA, Curriculum (463-4989) Evie Hiatt, THECB P-16/College Readiness Initiatives (427-6106)		
Action Items	Timelines	Work Status	Outcomes
			16 Regional Council members and CR Special Advisors who were involved in the meetings will meet to discuss lessons-learned and plot the next steps for regional action.

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**P-16 College Readiness Plan Work Status Document
Objective 2**

OBJECTIVE 2	Align exit-level assessments of public education with entry-level expectations of higher education and the skilled workforce.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Criss Cloudt (Gloria Zyskowski), TEA Accountability and Student Assessment (463-9701) Lynette Heckmann, Coordinating Board Participation and Success (427-6120)		
Action Items	Timelines	Work Status	Outcomes
Action Item 2.1: Review public education exit-level assessments and higher education and skilled workforce entry-level expectations for gaps in knowledge and skills.	July 2008	TEA: Staff to reassess - Need clarification as to how requirements of Senate Bill 1031 supplement or supplant this requirement.	N/A
Action Item 2.2: Evaluate the need for and the use of multiple placement assessments.	TSI Test Alignment to CRS – Phase 1, February through August 2008; Phase II, September through August 2009; Phase III, September through August 2010	THECB: FY08 Phase I, Test Alignment - RFP issued Feb 2008, with proposal deadline end of March 2008, to conduct a study of current college readiness assessments under the Texas Success Initiative (TEC 51.3062) with objective of determining whether current assessments are aligned to the Texas College Readiness Standards. Phase II and Phase III will be based on the outcomes of the Phase I study.	In Progress. Phase I contract issued to Educational Policy Improvement Center with outcomes and final report due to THECB April 2009.
Action Item 2.3: Require students to achieve college-readiness benchmarks on the SAT or ACT or to complete	Requirement for admission to GATI (public universities) – admission for 2008-09 academic year	THECB: HB 3826 (80th Leg.) requires all students applying to general academic teaching institutions to complete the recommended or advanced curriculum or to have satisfied ACT's College Readiness	In July 2007, THECB adopted an emergency rule (effective until August 31, 2009) to allow general academic teaching institutions discretion on whether or not to require incoming freshmen to have completed these

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OBJECTIVE 2	Align exit-level assessments of public education with entry-level expectations of higher education and the skilled workforce.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Criss Cloudt (Gloria Zyskowski), TEA Accountability and Student Assessment (463-9701) Lynette Heckmann, Coordinating Board Participation and Success (427-6120)		
Action Items	Timelines	Work Status	Outcomes
the RHSP or DAP to be eligible to apply to a general academic teaching institution in Texas. (<i>HB 3826, 80th Leg.</i>)		Benchmarks, or the equivalent on the SAT.	requirements for admittance. The rule caps the percentage of students admitted without satisfying these requirements to 20 percent of incoming students at each institution. Testimony at the THECB meeting indicated that no institution in Texas exceeded 9% of students applying to and attending the institutions without having completed the RHSP or DAP.
Action Item 2.4: Require end-of-course assessments to include a separate series of special purpose questions to measure college readiness and the need for developmental education (<i>SB 1031, 80th Leg.</i>)	Finalize College Readiness Assessment Plan by December 5, 2008	TEA and THECB: TEA, in collaboration with THECB, sponsored a National Advisory Panel meeting regarding assessing college readiness for the EOC assessment program on September 10, 2008. The panel of nationally recognized experts shared research and discussed critical issues related to assessing college readiness. The national advisory panel discussion provided guidance to TEA in the design of the college-readiness assessment strategy for the EOC program. This discussion also serves as the basis for the development of a <i>College Readiness End-of-Course Assessment Plan</i> . TEA and THECB met on November 17, 2008, to review the draft <i>College Readiness End-of-Course Assessment Plan</i> . Received input from legislative staff and revisions to be made before plan finalized Dec 5.	In progress.

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OBJECTIVE 2	Align exit-level assessments of public education with entry-level expectations of higher education and the skilled workforce.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Criss Cloudt (Gloria Zyskowski), TEA Accountability and Student Assessment (463-9701) Lynette Heckmann, Coordinating Board Participation and Success (427-6120)		
Action Items	Timelines	Work Status	Outcomes
Action Item 2.5: Require end-of-course assessments to measure a student's performance on college readiness standards and be validated by national post-secondary education experts for college readiness content and performance standards (SB 1031, 80 th Legislature)	Begin rule making in November 2011 to establish performance levels on assessment instruments to indicate college-readiness. Effective date May 2012	TEA and THECB: TEA, in collaboration with THECB, sponsored a National Advisory Panel meeting regarding assessing college readiness for the EOC assessment program on September 10, 2008. The panel of nationally recognized experts shared research and discussed critical issues related to assessing college readiness. The national advisory panel discussion provided guidance to TEA in the design of the college-readiness assessment strategy for the EOC program. This discussion also serves as the basis for the development of a <i>College Readiness End-of-Course Assessment Plan</i> . TEA and THECB met on November 17, 2008, to review the draft <i>College Readiness End-of-Course Assessment Plan</i> . Received input from legislative staff and revisions to be made before plan finalized Dec 5.	In progress.

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P-16 College Readiness Plan Work Status Document Objective 3

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.			
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)			
Lead Staff Assigned to Objectives	Joseph Kulhanek, TEA, Curriculum (463-4989) Evie Hiatt, THECB, P-16/College Readiness (427-6106)			
Action Items	Timelines	Work Status		Outcomes
<p>Action Item 3.1: Develop strategies and parameters for the alignment of P-12 curriculum and higher education curriculum in core subjects.</p> <p>Action Item 3.1.1: Review course numbering systems in public education and higher education and make recommendations and revisions to create consistency across the state.</p>	<p>Vertical teams start Phase II – July 2008 – 2009</p> <p>To be determined.</p>	<p>TEA and THECB: Pending</p> <p>THECB: To be determined.</p>		<p>Phase I VTs created draft College Readiness Standards (CRS) for the core areas (English, mathematics, science, social studies) which were adopted by Coordinating Board in January 2008. Phase II, which requires a gap analysis, is under way. The primary purpose of the gap analysis is to identify the gaps between the CRS and the TEKS. ELA, Math, and Science VTs have conducted gap analysis and presented report to TEA and THECB staff. Social studies to be conducted in Spring 2009.</p> <p>N/A</p>
Action Item 3.2: Consult with the SBOE about				

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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.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Joseph Kulhanek, TEA, Curriculum (463-4989) Evie Hiatt, THECB, P-16/College Readiness (427-6106)		
Action Items	Timelines	Work Status	Outcomes
increasing the rigor of the high school curriculum by requiring 4x4x4x4 (English/Language Arts, Math, Science, Social Studies).	SBOE 4X4 rules went into effect November 2006 and apply to all students entering high school as 9 th graders in 2007-2008.	TEA: COMPLETE	
Action Item 3.3: Jointly develop strategies to decrease the number of students entering developmental education programs at institutions of higher education (IHEs). Action Item 3.3.1: Establish guidelines for delineating between the need	Phase III: Develop instructional strategies to help prepare students for college-level work (professional development and online support materials) – start date: April 2008 Higher Education Annually, each summer	TEA: Ongoing THECB: Summer Bridge Programs have been implemented beginning summer 2007. Their purpose is to determine if early intervention and support programs offered in intensive summer timeframes can increase student performance so students are college ready by the time they graduate from high school. RFP issued November 2008 for programs to be offered for up to three years, FY2009-2011. Awards expected to be made in early spring 2009.	TEA has created a College Readiness Educator Support web portal to serve as a single focal point for communicating CRS instructional strategies, professional development for educators, and online student support materials. Nearly 600 students were provided college-readiness instruction and support at 11 institutions in Summer 2008. Outcomes include: 1) Programs can be successful for improving the college readiness of participants in mathematics. 2) Programs can be successful in improving participant awareness about and use of learning and study strategies related to skill, will and self-regulation components of strategic learning. 3) Two sites demonstrated medium to large

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Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Joseph Kulhanek, TEA, Curriculum (463-4989) Evie Hiatt, THECB, P-16/College Readiness (427-6106)		
Action Items	Timelines	Work Status	Outcomes
for remediation courses and the need for refresher courses.			positive effects on the mathematics post-TAKS and demonstrated medium-large positive gains in at least 8/10 learning and study strategies assessed by the LASSI. 4) The three sites demonstrating medium to large positive effects on the post-TAKS used a variety of approaches to curriculum and instruction. 5) Four of the five sites demonstrated consistent medium-large positive gains in at least 8/10 learning and study strategies assessed by the LASSI had college-going instruction built into the curriculum.
Action Item 3.4: Provide grants for volunteers to teach classroom or after-school programs to enhance college readiness, workforce readiness, dropout prevention, or personal financial literacy. [HB 2237 Section 29.917, 80 th Legislature]	Year 1 of the program will cover June 1, 2008 through May 31, 2009. Year 2 will cover June 1, 2009 through May 31, 2010.	TEA: In progress <i>Note: TEC §29.917 (HB 2237, 80th Leg.) allows the commissioner of education to grant awards to organizations that provide volunteers to teach classroom or after-school programs to enhance college readiness, workforce readiness, dropout prevention, or personal financial literacy.</i> <i>A funding memo was approved for implementation of the Student Excellence and Readiness through Volunteers in Education (SERVE) grant program. The RFA/SAS was posted in March 2008. Kristen Reynolds is the program manager.</i>	

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Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Joseph Kulhanek, TEA, Curriculum (463-4989) Evie Hiatt, THECB, P-16/College Readiness (427-6106)		
Action Items	Timelines	Work Status	Outcomes
		<i>Donnell Bilsky is the grant manager. The program is housed in the State Initiatives Department (Barbara Knaggs, Associate Commissioner) within the Division of College and Career Readiness Initiatives (Jan Lindsey, Senior Director/Pat Hicks, Director, P-16 Coordination).</i>	

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**P-16 College Readiness Plan Work Status Document
Objective 4**

OBJECTIVE 4	Establish sound accountability measures for college readiness in public education and for persistence and timely graduation in higher education.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Criss Cloudt (Shannon Housson), TEA Accountability and Student Assessment (463-9701) David Gardner (Susan Brown), THECB Academic Excellence and Research (427-6155)		
Action Items	Timelines	Work Status	Outcomes
Action Item 4.1: Consider requirement for an annual joint accountability report reflecting college readiness of P-12 system and “student readiness” of higher education.	Tentative Completion Date: Originally September 2007 (key staff will revisit)	TEA and THECB: TEA added measures on College Readiness.	
Action Item 4.2: TEA will report a series of college readiness measures by school district on an annual basis.	College Readiness Indicators – effective beginning with the 2006 AEIS Reports College-Ready Graduates Indicator – effective beginning with the 2007 AEIS Reports	TEA: College Readiness Indicators: Beginning with the 2006 Academic Excellence Indicator System (AEIS) reports, the Performance section of the AEIS report was restructured to group certain indicators under this heading. These indicators help provide a picture of college preparedness at a given high school, and can be used by educators as they work to ensure that students are able to perform college-level course work at institutions of higher education. The indicators include: <ul style="list-style-type: none"> Advanced Course/Dual 	

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Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Criss Cloudt (Shannon Housson), TEA Accountability and Student Assessment (463-9701) David Gardner (Susan Brown), THECB Academic Excellence and Research (427-6155)		
Action Items	Timelines	Work Status	Outcomes
		<p>Enrollment Completion;</p> <ul style="list-style-type: none"> • Recommended High School Program/Distinguished Achievement Program Graduates; • AP/IB Results; • Texas Success Initiative (TSI) Higher Education Readiness Component; • SAT/ACT Results; and • College-Ready Graduates <p>College-Ready Graduates: Beginning with the 2007 AEIS reports, a new indicator of college readiness was shown on the AEIS reports in response to TEC §39.051(b)(13) that requires establishing an indicator of "... the measure of progress toward preparation for postsecondary success." To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. The criteria for each is:</p> <p><u>Subject</u></p> <p><u>ELA</u> Exit-level TAKS: >= 2200 scale score on ELA test AND</p>	

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OBJECTIVE 4	Establish sound accountability measures for college readiness in public education and for persistence and timely graduation in higher education.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Criss Cloudt (Shannon Housson), TEA Accountability and Student Assessment (463-9701) David Gardner (Susan Brown), THECB Academic Excellence and Research (427-6155)		
Action Items	Timelines	Work Status	Outcomes
		<p style="text-align: center;">a “3” or higher on essay OR</p> <p>SAT: >=500 on Critical Reading <u>and</u> >=1070 Total OR</p> <p>ACT: >= 19 on English <u>and</u> >= 23 Composite</p> <p><u>MATH</u> Exit-level TAKS: >= 2200 scale score on math test OR >=500 on Math <u>and</u> >=1070 Total OR >= 19 on Math <u>and</u> >= 23 Composite</p> <p>Three values are calculated for this indicator:</p> <p>(1) <i>Eng Lang Arts</i>. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT English language arts tests.</p> <p style="text-align: center;">number of graduates who scored at or above the <i>College-Ready</i> criterion for ELA <i>divided by</i> number of graduates (class of 2006) with ELA results to evaluate</p> <p>(2) <i>Mathematics</i>. This shows the percent of graduates who scored at or above the criterion</p>	

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Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Criss Cloudt (Shannon Housson), TEA Accountability and Student Assessment (463-9701) David Gardner (Susan Brown), THECB Academic Excellence and Research (427-6155)		
Action Items	Timelines	Work Status	Outcomes
		<p>score on the TAKS, SAT, or ACT mathematics tests.</p> <p>number of graduates who scored at or above the <i>College-Ready</i> criterion for mathematics <i>divided by</i> number of graduates (class of 2006) with mathematics results to evaluate</p> <p>(3) Both Subjects. This shows the percent of graduates who scored at or above the criterion score on both the TAKS, SAT, or ACT ELA and mathematics tests.</p> <p>number of graduates who scored at or above the <i>College-Ready</i> criteria on <i>both ELA & mathematics</i> <i>divided by</i> number of graduates (class of 2006) with results in both subjects to evaluate</p> <p>This indicator differs from the TSI - Higher Education Readiness Component, in several ways:</p> <ul style="list-style-type: none"> • it includes performance on the SAT and ACT; • it is based on prior year graduates rather than current year 11th graders; • it provides an overall measure of both subjects combined; and 	

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OBJECTIVE 4	Establish sound accountability measures for college readiness in public education and for persistence and timely graduation in higher education.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Criss Cloudt (Shannon Housson), TEA Accountability and Student Assessment (463-9701) David Gardner (Susan Brown), THECB Academic Excellence and Research (427-6155)		
Action Items	Timelines	Work Status	Outcomes
		<ul style="list-style-type: none"> performance is tied to the campus and district where the student graduated, while the TSI indicator uses the campus and district where the TAKS tests were administered. <p><i>(Sources: TEA Student Assessment Division, The College Board, Aug. 2006, ACT, Inc. Oct. 2006; and PEIMS, Oct. 2006)</i></p>	
Action Item 4.3: TEA and THECB will review the current method that school districts use to publish college remediation rates and other college-related data for students as provided by THECB.		TEA and THECB: The high school developmental education report has been rebuilt to provide information to high schools in a useful format.	
Action Item 4.4: THECB will develop P16 accountability measures for IHEs in Texas.		THECB: The community college accountability site has been modified to include a comparison of the population ethnicity to the enrollment ethnicity to encourage institutions to represent their communities.	
Action Item 4.5: THECB will review current instruments used to establish college readiness	April 2009	THECB: FY08 Phase I, Test Alignment - RFP issued Feb 2008, with proposal deadline end of March 2008, to conduct a	In Progress. Phase I contract issued to Educational Policy Improvement Center with outcomes and final report due to

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OBJECTIVE 4	Establish sound accountability measures for college readiness in public education and for persistence and timely graduation in higher education.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Criss Cloudt (Shannon Housson), TEA Accountability and Student Assessment (463-9701) David Gardner (Susan Brown), THECB Academic Excellence and Research (427-6155)		
Action Items	Timelines	Work Status	Outcomes
to determine their alignment with the CRS.		study of current college readiness assessments under the Texas Success Initiative (TEC 51.3062) with objective of determining whether current assessments are aligned to the Texas College Readiness Standards. Phase II and Phase III will be based on the outcomes of the Phase I study.	THECB April 2009.

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**P-16 College Readiness Plan Work Status Document
Objective 5**

OBJECTIVE 5	Create a college-going culture in every public PK, elementary, middle and high school in Texas		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Lynette Heckmann, THECB P-16/College Readiness (427-6120)		
Action Items	Timelines	Work Status	
Action Item 5.1: Develop a coordinated outreach strategy for developing a college-going culture for students and parents across the state.	Ongoing	<p>TEA: The High School Completion and Success Initiative Council, created by HB 2237 (80th Legislature), adopted a strategic plan focused on strategies to identify, support, and expand programs to improve high school completion rates and college and workforce readiness in March 2008. The Council’s goal is to ensure that the strategic plan is in line with other plans (P-16 College Readiness Strategic Plan, Workforce’s Destination 2010, Higher Education’s Closing the Gaps, Governor’s Business Council, etc.) to maximize results.</p> <p>THECB with TEA: RFP in development for a Campaign to Develop a College-Going Culture in Texas with the major objectives of increasing awareness and building support for CRS, developing commitment among stakeholders to prepare all students for postsecondary education, and clarifying the processes of applying for admission and financial aid. Target audience includes parents and</p>	In progress.

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OBJECTIVE 5	Create a college-going culture in every public PK, elementary, middle and high school in Texas		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Lynette Heckmann, THECB P-16/College Readiness (427-6120)		
Action Items	Timelines	Work Status	
<p>Action Item 5.1.1: Pursue partnerships with other state and local agencies to disseminate post-secondary success information.</p>	Annually, each February	<p>students, public ed and higher ed leaders/educators, and business and community leaders.</p> <p>THECB: THECB and Texas Guaranteed Student Loan Corporation (TG) will host College Access and Affordability Telethon (2008) which promotes the message that college is possible and affordable and broadcast to different locations in the state.</p>	<p>Between February 4 and 19, 2008, the Telethon was broadcast over 6 TV station's in Austin, Dallas, San Antonio, Tyler, El Paso, and San Antonio. The following Outputs can be reported: 8934 calls received, 1684 calls answered, 1897 requests for mailed information (were sent the College Planning Guide, Financial Aid for Texas Students, and FAFSA or TASFA form), and 7372 web hits to the CollegeforTexans.com website during that period of time.</p>
	Ongoing	<p>THECB: Regional P-16 Council Professional Development grants awarded by THECB to help foster coordinated efforts at the local level.</p>	<p>For FY08, 11 Existing P-16 Councils were awarded funds to continue their work, and 10 new P-16 Councils were awarded grants to further the development of their P-16 Council. There were a total of 21 awards to IHEs; 19 were fully funded, and 2 received travel awards to attend the HB 400 Summit/P-16 Institute. The average size of award was \$15,000. The IHEs, ISDs, businesses, and communities from the following regions were served: Abilene; Corpus Christi; Laredo; Victoria;</p>

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OBJECTIVE 5	Create a college-going culture in every public PK, elementary, middle and high school in Texas		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Lynette Heckmann, THECB P-16/College Readiness (427-6120)		
Action Items	Timelines	Work Status	
<p>Action Item 5.1.2: Require school districts to designate one week during the school year to educate middle school, junior high school, and high school students about the importance of higher education (HB 2237, 80th Legislative Session)</p>	Ongoing	<p>Nacogdoches; Austin; El Paso; Houston; Harlingen; Denton; San Antonio; Wichita Falls; Lubbock; Beaumont; Texarkana; Arlington; Tyler; Edinburg; Brownsville; Odessa; and Weatherford. All funded Councils attended the three CB hosted meetings and submitted their required long-range plan by June 30, 2008.</p> <p>THECB: Staff working with United Ways of Texas on Community Advocacy for Education project as a member of the Grant Advisory Council and through P-16 Field Specialist efforts at the local level.</p> <p>In progress.</p>	
	Ongoing	<p>TEA and THECB: Jointly working together with Texas Dept of Family & Protective Services to ensure that outreach efforts are targeting Foster Youth.</p> <p>In progress.</p>	
	September 2007	<p>TEA: Online correspondence sent to districts regarding requirements of TEC §29.911 (HB 2237): <i>Education: Go Get It Week</i>. Districts should have implemented week-long activities by now, or will before the end of the 2007-08 school year. Legislation does not require any type of compliance reporting. Perhaps districts or campuses (if the week is not a designated district-wide week) can be encouraged to</p> <p>Examples of local implementation:</p> <p>Allen ISD sent out a press release: http://www.allenisd.org/aisdweb.nsf/Content/NR010908?OpenDocument</p> <p>Bastrop ISD put an announcement on its web page:</p>	

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OBJECTIVE 5	Create a college-going culture in every public PK, elementary, middle and high school in Texas		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Lynette Heckmann, THECB P-16/College Readiness (427-6120)		
Action Items	Timelines	Work Status	
Action Item 5.1.3: Maintain College for Texans informational website and develop and disseminate informational marketing materials to various partners across the state (i.e., a college planning and financial aid guide; 4-year plan to college; Apply Texas information, etc.).	Ongoing	share what they are doing to fulfill the requirements of this law by posting information regarding <i>Education Go Get It Week</i> on their websites. A couple of examples of activities are provided from district web pages. THECB: (1) CollegeForTexans.com to be redesigned as part of web portal development. (2) FY08 informational materials being updated and published.	http://www.bastrop.isd.tenet.edu/medias/News/27/Education_GoGetItWeek.pdf
Action Item 5.2: Develop strategies to provide access to post-secondary learning opportunities for every student graduating from high school.	Ongoing	THECB: FY07 College Connection grants to community colleges to partner with local high schools. Objective is to guarantee high school seniors admission to the college, including appropriate academic advising and college readiness testing and placement in appropriate developmental education or entry-level college courses.	Outcomes will not be available until spring 2009. The evaluation will include (1) an analysis of the services provided to seniors in the partnering high schools, (2) a pre-/post-analysis of the increase in the number of FASFA/TASFA completed and (3) enrollments in postsecondary education for each high school by project site.

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OBJECTIVE 5	Create a college-going culture in every public PK, elementary, middle and high school in Texas		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Lynette Heckmann, THECB P-16/College Readiness (427-6120)		
Action Items	Timelines	Work Status	
<p>Action Item 5.2.1: THECB will create summer opportunities such as the Texas Governor’s School and bridging programs that extend and support student learning opportunities.</p>	<p>Annually, each summer</p>	<p>THECB: Texas Governor’s School – FY07 Complete. FY08 Complete. RFP issued November 2008 for programs to be offered for up to three years, FY2009-2011. Awards expected to be made in early spring 2009.</p> <p>THECB: <i>See Action Item 3.3 regarding Summer Bridge Programs and Action Item 7.2 re: Transition Programs.</i></p>	<p>Nearly 350 students were provided enrichment instruction and activities at three public universities in Summer 2008. Preliminary results: Each university shared common curriculum that were aligned to the goals of the program but the richness of the students’ exposure to various field of study proved the biggest difference. Due to the smaller participation at one university, the students were placed in more whole group activities where the other two university programs could provide more enrichment exposure. Each university met the goals of the Texas Governor’s Schools and both the qualitative and quantitative data will support this (pending).</p>

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**P-16 College Readiness Plan Work Status Document
Objective 6**

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.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB1)		
Lead Staff Assigned to Objectives	Dr. Karen Loonam , TEA Deputy Associate Commissioner of Educator Credentialing and Standards (936-8250) Carla Valadez, Director, Division of Educator Standards (475-0641) Dr. Susan Barnes, THECB, Senior Director, Educator Quality (427-6563)		
Action Items	Timelines	Work Status	Outcomes
<p>Action Item 6.1: Incorporate college readiness training into educator preparation program training.</p>	<p>Tentative Completion Date: Originally January 2008 (key staff will revisit)</p> <p>Phase 1: Symposia to be hosted as follows:</p> <ul style="list-style-type: none"> • MATHEMATICS - Texas State, EPIC Center, Nov. 21, 2008 • ENGLISH / LANGUAGE ARTS - UT Austin, Meadows Center, Jan. 23, 2009 • SCIENCE - Texas A&M Corpus Christi - A&MCC, Feb 28, 2009 	<p>TEA: Work with administrators and program specialists in TEA’s Division of Educator Standards and others (e.g., advisory committee and stakeholders), as appropriate, to brainstorm ways that the newly-adopted <i>P-16 College Readiness Standards</i> can enhance educator preparation program training.</p> <p>THECB: The <i>College Readiness Initiative Faculty Collaborative (CRIFC) Project</i> is a P-16 Initiative that seeks to engage faculty members from Texas institutions of higher education associated with the delivery of educator preparation programs.</p> <p>Phase 1: In order to promote initial awareness, symposia are planned for this fall and early spring to support implementation of the College Readiness Standards, specifically to address the implications of these standards for faculty who teach freshman and sophomore</p>	<p>In Progress. Phase I symposia to be concluded April 3, 2009.</p>

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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.		
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Lead Staff Assigned to Objectives	Dr. Karen Loonam , TEA Deputy Associate Commissioner of Educator Credentialing and Standards (936-8250) Carla Valadez, Director, Division of Educator Standards (475-0641) Dr. Susan Barnes, THECB, Senior Director, Educator Quality (427-6563)		
Action Items	Timelines	Work Status	Outcomes
	<ul style="list-style-type: none"> • SOCIAL STUDIES- UT, Arlington, April 3, 2009 Phase 2: to be determined	<p>courses and those who teach in the teacher preparation program. Four one-day CRIFC symposia will be hosted in the four core areas (see Timelines).</p> <p>All public and private four-year institutions of higher education with approved initial teacher certification programs in Texas were invited to send a team of up to four people to each of the symposia.</p> <p>Phase 2: The CRI Faculty Collaborative System will establish four Centers of Content Expertise to support implementation of robust and sustainable common strategies to include the following:</p> <ul style="list-style-type: none"> • <u>Information</u>: continued dissemination of general CRS information through symposia and workshops • <u>Research</u>: sharing of new research and focused resources on the implementation of CRS in specific content areas • <u>Professional Development</u>: opportunities for PD in CRS • <u>Sustainable Community</u>: 	

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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.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB1)		
Lead Staff Assigned to Objectives	Dr. Karen Loonam , TEA Deputy Associate Commissioner of Educator Credentialing and Standards (936-8250) Carla Valadez, Director, Division of Educator Standards (475-0641) Dr. Susan Barnes, THECB, Senior Director, Educator Quality (427-6563)		
Action Items	Timelines	Work Status	Outcomes
		leadership opportunities and development of a sustainable virtual community.	
<p>Action Item 6.2: Provide pre-service and in-service training opportunities to P-12 educators.</p> <p>Action Item 6.2.1 Develop pilot programs for education professionals including, but not limited to:</p> <ul style="list-style-type: none"> ➤ Mathematics instructional coaches program [TEC 21.4541] ➤ Teacher reading academies for English Language Arts and reading teachers as well as teachers of mathematics, science, and social studies in grades 6- 		<p>TEA:</p> <p>(1) Continue to work with TEA’s Division of Educator Standards to monitor the quality of Continuing Professional Education (CPE) providers through a precise application process (based on evidence of PDI Indicators, PDAS, and TEKS alignment) and the on-going update and review of existing providers.</p> <p>(2) Work with 2 subcommittees within the P-16 Council Committee on Educator Quality:</p> <ul style="list-style-type: none"> • <i>Educator Preparation Committee goal:</i> Expand funding for and require research-based statewide teacher induction and mentoring programs outlined in HB 1; allow TEA the authority to evaluate systems for quality programs and sanction districts that do not implement quality induction and mentoring programs for new teachers. • <i>Educator Retention Committee</i> 	

APPENDIX B

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.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB1)		
Lead Staff Assigned to Objectives	Dr. Karen Loonam , TEA Deputy Associate Commissioner of Educator Credentialing and Standards (936-8250) Carla Valadez, Director, Division of Educator Standards (475-0641) Dr. Susan Barnes, THECB, Senior Director, Educator Quality (427-6563)		
Action Items	Timelines	Work Status	Outcomes
8. [TEC §21.4551]		<p>goal: Create and adequately staff a division and/or group at TEA designed to manage and monitor high quality educator professional development programs and providers (to include ESC’s) in order to ensure providers: (1) meet state research-based professional development standards and indicators, such as those outlined by the National Staff Development Council; (2) improve the quality of professional development; and (3) increase student achievement.</p> <p>(3) Continue the work led by Dr. Muffet Livaudais, Director of Special Projects, Department of Standards and Programs, to develop and implement the Texas Adolescent Literacy Academies (TALA). The TALA model consists of two separate Academies—the English Language Arts (ELA) Academy (for English Language Arts/Reading Teachers) and the Content Area Academy (for Mathematics, Science, and Social Studies Teachers).</p> <p>(4) Continue the work led by Dale Fowler, TEA’s Office of Education</p>	

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Action Items	Timelines	Work Status	Outcomes
		<p>Initiatives to develop and implement the mathematics instructional coaching pilot program. The program calls for approved service providers to provide intensive mathematics coaching to secondary teachers of at-risk students. There will be \$2 million available for two years of funding for this program.</p> <p>(5) Continue the work led by Micah Sagebiel, Manager, T-STEM Initiative, Texas High School Project/Texas Education Agency, to replicate the high-successful UTeach program. UTeach receives funding from TEA, the National Math Science Initiative (NMSI), and the Michael and Susan Dell Foundation. Due to the critical shortage of math and science teachers in Texas who have both a deep understanding of high school level math and science content, as well as a knowledge of curriculum development and instructional strategies, strengthening and replicating the UTeach program is critical to attaining the goals of the Texas Science, Technology, Engineering, and Mathematics Initiative. The support for replication will assist with student outcomes in math and science and increase the number of students who</p>	

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Action Items	Timelines	Work Status	Outcomes
➤ Mathematics, science, and technology teacher preparation academies [TEC §21.462]	Annually, each summer	graduate from high school prepared to pursue postsecondary study and careers in science, technology, engineering, and math. THECB: FY08 RFP Cycle 1 awarded to The University of Texas at El Paso and Texas State University-San Marcos. FY09 Cycle 2 RFP received six applications. Review process completed October 2008, with awards made in November 2008 to Stephen F. Austin University, Texas A&M-Corpus Christi, Texas State University, University of Texas at Arlington, University of Texas at El Paso for three-year period 2009-2011.	In progress. Cycle 1 Academy awards were delayed until July 2008, so no evaluation data are available. Cycle 2 Academies to be offered summer 2009 through 2011.

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Action Items	Timelines	Work Status	Outcomes
	Annually		
Action Item 6.3: Provide professional development opportunities to higher education faculty.	(1) Annually, each summer (2)	THECB: (1) The College Readiness Initiative Faculty Collaborative (CRIFC) symposia planned for 2008/2009. <i>See description under Action Item 6.1.</i> (2) FY08 RFP for Faculty PD Modules on Critical Thinking, Reading Comprehension, and Second Language Instruction issued 11.21.07, proposal deadline 02.01.08, with two-year awards each to The University of Texas at Austin for second language instruction, The University of Texas at Austin for critical thinking, and The University of Texas at El Paso for reading comprehension. An RFP for online/hybrid course development and teaching was issued in August 2008, and proposals due October 10, 2008. Staff anticipate making an award of a two-year contract no later than November 2008. (3) FY08 contract awarded to UTHSC-Tyler for pilot project with objective to develop online 18 graduate hour math certificate for high school teachers whose districts are served by Northeast Texas	(1) In Progress. Phase I symposia to be concluded April 3, 2009. (2) Coordinating Board staff have reviewed the projects' first progress reports and financial statements. A site visit for the Reading Comprehension project at UTEP was conducted during fall 2008 and site visits for Critical Thinking and Second Language Instruction will be conducted during spring 2009. Projects have completed development of several modules each and they are currently being tested. Coordinating Board staff are pleased with the progress of all projects to date. (3) Development in progress for the online curriculum of the 6 math courses. Survey of K12 principals and teachers in fall 2008 indicates 50-70 teachers interested in program from which 15-20 will be

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Action Items	Timelines	Work Status	Outcomes
		Consortium of Colleges and Universities (NETnet) to qualify teachers to meet SACS requirements for teaching dual credit math courses. If successful, model will be expanded to other disciplines and other parts of Texas. Model will be made available to other IHEs.	selected for enrollment. Implementation phase beginning February 1, 2009, with first classes to be offered summer 2009 and operating through December 31, 2011, to allow the completion of the coursework by a first cohort. Once implemented, data to be reported includes (a) baseline data on participant’s academic and demographic characteristics upon entry into the program; (b) course evaluation for each course; (c) data on why participants do not complete the program; and (d) data on all completers into their first dual credit teaching assignment.
Action Item 6.4: Develop model curricula for use as a reference tool by school district employees. [TEC §61.0761]		TEA: Collaborate with TEA/district curriculum specialists (and others, as appropriate) to determine the most efficient way to create curricula that aligns with the newly-adopted <i>College Readiness Standards</i> .	

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**P-16 College Readiness Plan Work Status Document
Objective 7**

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		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Lynette Heckmann, THECB P-16/College Readiness (427-6120)		
Action Items	Timelines	Work Status	Outcomes
<p>Action Item 7.1: Develop a course redesign plan under which institutions of higher education will review and revise entry-level lower division academic courses in efforts to improve student learning and reduce cost of course delivery through innovative uses of technology.</p>	<p>Tentative Completion Date: ~25 entry-level college courses redesigned by 2010</p>	<p>THECB: Texas Course Redesign Project (1) FY07 Phase I – 3 IHEs selected and funded 01.29.07 based on capacity to implement redesigned courses by fall 2007. (2) FY07 Phase II - RFP issued 03.08.07, proposal deadline 03.30.07, 5 projects funded for implementation summer/fall 2007. (3) FY07 Phase III - RFP issued 04.16.07, proposal deadline 06.29.07, 18 projects funded for implementation fall 2008/spring 2009.</p>	<p>(1) and (2) Most Phase I and II projects were piloted in fall 2007 with full implementation in spring 2008 or fall 2008. Phase I pilot effectiveness was measured based on improvement in persistence rates and students completing the redesign courses with a C or better. Three of the four sites initial pilot tests showed a statistically significant improvement in student completion with a C or better. Phase II pilot effectiveness measured in same manner. Two of the four sites initial pilot tests showed a statistically significant improvement in student completion with a C or better. A final evaluation of the pilots is in progress. Results of the full implementation will be reported to the Coordinating Board in February 2009. (3) In progress.</p>

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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		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Lynette Heckmann, THECB P-16/College Readiness (427-6120)		
Action Items	Timelines	Work Status	Outcomes
		<p>(4) FY08 Phase IV - RFP issued 11.05.07, proposal deadline 01.11.08, awards about mid-Feb, for implementation Fall 2009/Spring 2010.</p> <p>(5) FY08 Facilitation of TCRP – Single source contract signed with National Center for Academic Transformation, 8.07. NCAT is currently working with Phase III projects on piloting and implementation phases.</p> <p>(6) FY08 Small Repository Grants – RFP to be issued on or about 02.15.08, proposal deadline on or about 03.15.08. Three projects awarded. Currently putting digital content into Learning Objects Repository.</p> <p>(7) Learning Objects Repository Ramp-up Project: In 9.08, THECB entered into a contract with the UT-System Telecampus to bring the repository into full operation. Over three years, UT-System will contribute \$450,000. THECB will match.</p>	<p>(4) In progress.</p> <p>(5) In progress.</p> <p>(6) In progress.</p> <p>(7) In progress.</p>
Action Item 7.2: THECB will develop student success projects that	Annually	THECB: Summer bridge programs for FY2009-2011 enhanced to include Transitions Programs that allow IHEs to	In progress.

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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		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Lynette Heckmann, THECB P-16/College Readiness (427-6120)		
Action Items	Timelines	Work Status	Outcomes
support the goals of “Closing the Gaps.”		offer intensive academic instruction and support for high school students and/or developmental education students during timeframes other than summer (before or after school, weekends). RFP issued November 2008 for programs to be offered for up to three years, FY2009-2011. Awards expected to be made in early spring 2009.	

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**P-16 College Readiness Plan Work Status Document
Objective 8**

OBJECTIVE 8	Provide greater access to student academic preparation programs, including challenging advanced academic courses and programs, in all public high schools in Texas.		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Kelly Callaway, TEA Curriculum (463-9581) Evie Hiatt, THECB P-16/College Readiness (427-6106)		
Action Items	Timelines	Work Status	Outcomes
Action Item 8.1: Ensure that core curriculum courses offered for dual credit satisfy the requirement that they “meet (include) and exceed” the TEKS.	Tentative Completion Date: Originally January 2008 (key staff will revisit)	THECB: Review of core curriculum will occur after approval of the college readiness standards. TEA: Provide TEKS information as needed.	Pending.
Action Item 8.2: Standardize the extent to which AP and IB courses are accepted for college credit throughout the state.		THECB: As required by law, a Uniform GPA is being considered by the Coordinating Board for use in the admissions process for all public universities. Additional weight for advanced level courses—AP/IB/dual enrollment—is a part of the proposed plan.	Pending.
Action Item 8.3: Pursue additional federal grant opportunities, including AC and SMART grants.		TEA and THECB: COMPLETE. Commissioners of Education and Higher Education submitted appeal to U.S Dept of Ed for use of RHSP as qualifying high school diploma for AC and SMART grants to increase number of students eligible for awards – March 2007. Annual application for (and award of) federal grant funds to supplement AP/IB exam fees for low income students.	Appeal to Dept of Ed was approved in November 2007. NOTE: U. S. Dept of Ed first year report on AC and SMART grant awards by state available at http://www.ed.gov/about/offices/list/ope/ac-smart.html

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Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Kelly Callaway, TEA Curriculum (463-9581) Evie Hiatt, THECB P-16/College Readiness (427-6106)		
Action Items	Timelines	Work Status	Outcomes
Action Item 8.4: Increase access to advanced academic courses statewide by expanding distance learning offerings and eliminating institutional and communication barriers to dual credit attainment.	Ongoing	TEA & THECB: Expansion of information provided to districts regarding dual credit and related issues. TEA: Creation of Virtual School Network as defined by SB 1788 (80th Texas Legislature)	Pending.
Action Item 8.5: Develop plan for maximizing academic preparation for college for all students during senior year. Action Item 8.5.1: Expand the use of the senior year (and summers before and after) to provide accelerated instruction to those students who did not meet the college readiness standard on the exit-level assessment.	Ongoing	THECB: Continue the pilot and fund of Summer Bridge and ISPs to determine models for replication. <i>See Action Items 3.3 and 8.5.3.</i>	<i>See Outcomes for Action Items 3.3 and 8.5.3.</i>

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Action Items	Timelines	Work Status	Outcomes
<p>Action Item 8.5.2: Expand opportunities for students who met the college readiness standard on the exit-level assessment to earn advanced academic credits (AP, dual credit, early college courses) or to gain opportunities for accelerated instruction.</p> <p>➤ Require school districts to notify parents and students of the availability of programs in The district under which a student may earn at least 12 hours of</p>	<p>Higher Education Phase III of EPIC contract – April 2009 through June 2010</p> <p>Annually, each summer</p> <p>Public Education</p> <p>Effective September 2007.</p>	<p>THECB: Creation of student assignments for senior seminars based on the CRS</p> <p>THECB: Continue funding of Texas Governor’s Schools to determine models for replication. <i>See Action Item 5.2.1</i></p> <p>TEA: Continued funding for increasing AP/IB access</p> <p>TEA and THECB: Refine the early college high school (ECHS) model and support the expansion of ECHS programming</p> <p>TEA: COMPLETE</p>	<p>No current Outcomes since activity scheduled to begin April 2009.</p> <p><i>See Outcomes for Action Item 5.2.1</i></p> <p>In progress.</p>

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Action Items	Timelines	Work Status	Outcomes
college credit (SB 282, 80th Legislature) Action Item 8.5.3: Establish a pilot program to provide intensive academic instruction during the summer semester to promote college and workforce readiness to students identified as being at risk of dropping out of school or college [TEC §29.098]	Public Education: 1/25/08 RFA posted 3/20/08 RFA due 6/1/08 program start date 29 districts approved for funding Decisions about continuation and a new cycle are pending. Higher Education: Annually, each summer	TEA: Intensive Summer Programs (ISP) for Middle and High School Students. THECB: FY2008 Intensive Summer Programs designed to provide intensive summer interventions for developmental education students identified as at risk of dropping out of college. Included 50 percent of students who also met the following requirements: have a SAT or ACT score equal to or less than the national mean, awarded a Pell grant, at least 20 years old at time of enrollment, or enrolled as a part-time student. Funds awarded to institutions of higher education (IHEs) who collaborate with school districts (ISDs).	Nearly 700 students were provided college-readiness instruction and support at 10 institutions in Summer 2008. Program evaluation outcomes: 1) ISPs can be successful in improving the college readiness of participants in reading and mathematics. 2) ISPs can be successful in improving participant awareness about and use of learning and study strategies related to skill, will and self-regulation components of strategic learning. 3) The use of tutors in the classroom at a low student-tutor ratio appears to help increase overall learning. 4) More effective sites seemed to be able to recruit, plan, and organization better. 5) Using pre-developed curriculum instead of attempting

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Action Items	Timelines	Work Status	Outcomes
			to derive new curriculum or learning strategies was not effective.

This document is available on the Texas Higher Education Coordinating Board Website:
<http://www.thecb.state.tx.us>

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