



**Texas Higher Education
Coordinating Board**

**Self-Evaluation Report
to the
Sunset Advisory Commission**

September 1, 2011

P.O. Box 12788/1200 East Anderson Lane
Austin, TX, 78752

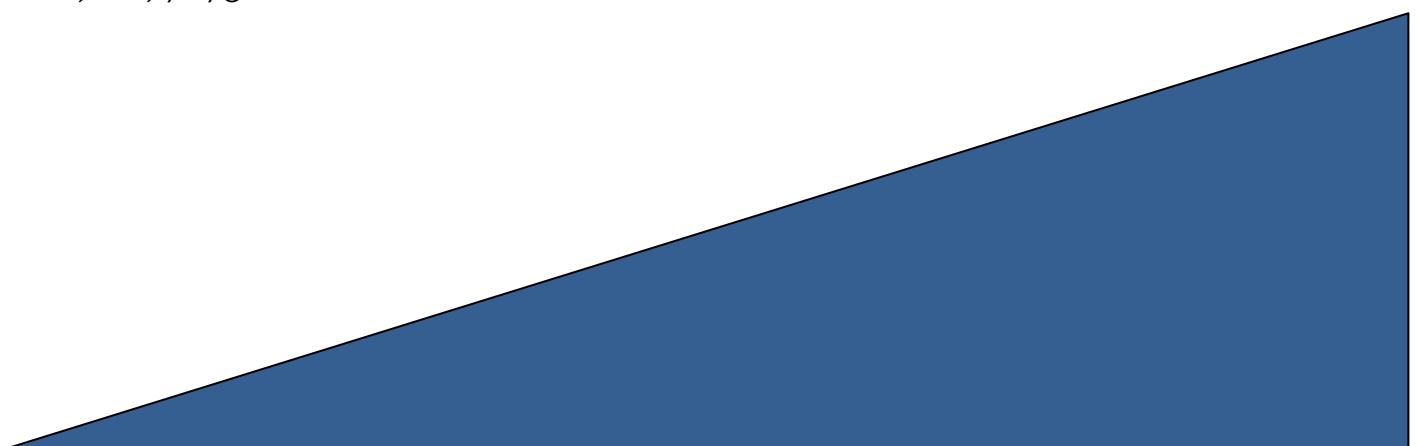


TABLE OF CONTENTS

| | | |
|-------|--|-----|
| I. | Agency Contact Information | 3 |
| II. | Key Functions and Performance | 4 |
| III. | History and Major Events..... | 24 |
| IV. | Policymaking Structure..... | 34 |
| V. | Funding..... | 42 |
| VI. | Organization..... | 55 |
| VII. | Guide to Agency Programs..... | 58 |
| VIII. | Statutory Authority and Recent Legislation | 411 |
| IX. | Policy Issues | 443 |
| X. | Other Contacts | 460 |
| XI. | Additional Information..... | 467 |
| | Complaint Data..... | 468 |
| | HUB Data | 468 |
| | EEO Data | 470 |
| XII. | Agency Comments | 472 |



Section I. Agency Contact Information

| Texas Higher Education Coordinating Board Exhibit 1: Agency Contacts | | | | |
|---|-------------------------------------|--|--|-----------------------------------|
| | Name | Address | Telephone & Fax Numbers | E-mail Address |
| Agency Head | Raymund A. Paredes, Commissioner | 1200 E. Anderson Ln. Austin, TX 78752 | TEL: 512-427-6101 FAX: 512-427-6127 | raymund.paredes@thecb.state.tx.us |
| Agency's Sunset Liaison | Linda Battles, Associate Comm. | 1200 E. Anderson Ln. Austin, TX 78752 | TEL: 512-427-6101 FAX: 512-427-6127 | linda.battles@thecb.state.tx.us |



Section II. Key Functions and Performance

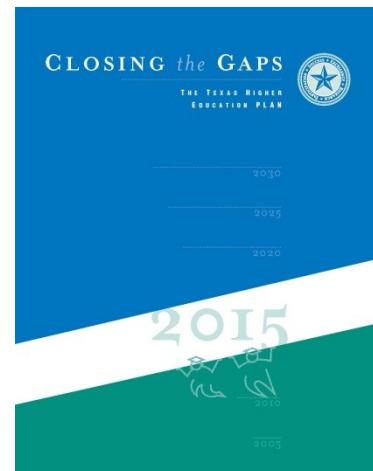
A. Provide an overview of your agency's mission, objectives, and key functions.

The board shall represent the highest authority in the state in matters of public higher education and is charged with the duty to take an active part in promoting quality education in the various regions of the state. —Texas Education Code, Section 61.051

The Texas Higher Education Coordinating Board's (THECB) mission is to work with the Legislature, Governor, governing boards, higher education institutions and other entities to provide the citizens of Texas with the widest access to higher education of the highest quality and in the most efficient manner. In this context, the THECB is placing special emphasis on improving institutional productivity and student success, measured by degree and program completion.

One of the key functions of the THECB is to develop, implement, and evaluate a long-range strategic plan for Texas higher education. In 2000, the THECB launched *Closing the Gaps by 2015*, centered on four goals: increasing student participation, increasing student success, expanding institutional excellence, and increasing research expenditures.

In addition to oversight of the state's master plan, Chapter 61 of the Texas Education Code identifies other key functions. Specifically, the THECB is to "provide leadership and coordination for the Texas higher education system, institutions, and governing boards, to the end that the State of Texas may achieve excellence for college education of its youth through the efficient and effective utilization and concentration of all available resources and the elimination of costly duplication in program offerings, faculties, and physical plants."



The THECB performs four major functions to carry out its mission and statutory obligations. The agency:

1. Establishes state higher education plans, and collects, analyzes, and disseminates information and data on higher education;
2. Reviews, approves, and coordinates degree programs at Texas public universities, state colleges, and community colleges;
3. Reviews, approves, and coordinates the construction of major facilities at Texas public universities; and
4. Administers state and federal programs to expand access, raise quality, enhance efficiency, improve student success rates, and increase research in higher education.

The THECB carries out all its core functions in a manner designed to facilitate achieving the four goals of the state's higher education master plan.

B. Do your key functions continue to serve a clear and ongoing objective? Explain why each of these functions is still needed. What harm would come from no longer performing these functions?

The THECB's overall mission and objectives are more relevant today than ever before. The agency occupies a critical role in the higher education system in Texas. While institutions maintain a high degree of operational autonomy, the THECB's role is to create and manage a statewide, unifying, strategic framework for higher education, to establish goals for educational attainment, and to align higher education with evolving economic development needs.

The agency's role matured significantly with the launch of *Closing the Gaps* in 2000. At that time, Texas was one of only a handful of states that had established a master plan for higher education with clear targets and objectives. Today, most states recognize the close relationship between higher education and economic development. In fact, there is an increased national focus on postsecondary education as it relates to national competitiveness in the global economy. The *Center on Education and the Workforce* recently released a study indicating that the United States must add 20 million more postsecondary credentialed workers by 2025 for the U.S. to maintain a high level of competitiveness in the global economy. With renewed focus on postsecondary education, the agency's role in creating a statewide strategic framework for Texas higher education is critical, and the functions below are necessary to fulfilling this role.

1. Establish state higher education plans, and collect, analyze, and disseminate information and data on higher education.

This function is the linchpin in establishing a strategic framework for higher education in Texas. *Closing the Gaps by 2015* set a new standard for building consensus around clear, measurable goals for higher education predicated on data-driven accountability. In fact, Texas has been recognized nationally as having one of the best state accountability systems. The robust data system maintained by the agency allows state policymakers to develop data-driven policy, identify critical trends, evaluate the effectiveness of programs, and institutionalize transparency. If the agency were unable to fulfill this function at the state level, data collection and analysis would become disjointed and provide little strategic value. Elimination of this function would also significantly hinder the agency's ability to establish and fulfill statewide goals for higher education and short-circuit current efforts by the agency to establish a new framework for Texas beyond 2015. Finally, eliminating this function would reduce the agency's transparency at a time when it is in demand.

2. Review, approve, and coordinate degree programs at Texas public universities, state colleges, and community colleges.

THECB was established to provide this fundamental service. With 38 public universities and 50 community college districts under its purview (many with multiple campuses and academic programs), this agency function is as critical now, particularly in light of current economic conditions, as when the agency was created. The agency helps the state to deploy academic resources cost-effectively and in a manner

Recently, a university proposed creating a new Ph.D. program in Mechanical Engineering, even though a nearby university was already offering the same program with ample capacity for enrollment growth. THECB staff intervened to ensure better coordination and communication between the two institutions.

that assures the widest access to Texas students. If the agency were unable to fulfill this function at the state level, there would be little to no coordination among institutions on how or whether to deploy academic resources. This would lead to costly duplication of academic programs and increase the potential for a misalignment between higher education and the state's economic development needs.

3. Review, approve, and coordinate the construction of major facilities at Texas public universities.

In the last year, the THECB has processed 119 capital improvement projects totaling \$3.7B and has ensured the accountability of more than \$33B in total assets.

As with academic programs, this function was specifically assigned to the agency at its inception to ensure statewide accountability and strategic planning for higher education infrastructure. The agency is delegated this authority to provide an

additional level of due diligence on the deployment of state resources. This function includes developing space utilization standards. In recent years, the agency has worked closely with institutions to streamline the review and approval process to improve operational efficiency. However, eliminating this function at the state level would lead to decentralized infrastructure investment decisions, effectively degrading state oversight and accountability.

4. Administer state and federal programs to expand access, raise quality, enhance efficiency, improve student success rates, and increase research in higher education.

More than 95 percent of the agency's total budget is dedicated to programmatic funding for institutions in support of student financial aid, research, and academic programs. Since the launch of *Closing the Gaps*, the Texas Legislature has increasingly granted the THECB administrative authority over a number of state-funded programs, such as the Texas Research Incentive Program, the Performance Incentive Fund, and the National Research University Fund. Additionally, the agency serves as the fiscal agent for many federally funded programs used by institutions, including administration of the American Recovery and Reinvestment Act (ARRA) funds. The agency oversees the fiscal management of state and federal programs and the evaluation of those programs. If the agency were unable to fulfill this function, these programs would be administratively decentralized. The state should continuously evaluate whether program administration can be accomplished more efficiently at the local level as opposed to the state level. However, it is critical that the agency continue to assess the effectiveness of state-funded programs and be in an independent position to advise the Legislature on how effectively state resources are being deployed statewide.

C. What evidence can your agency provide to show your overall effectiveness and efficiency in meeting your objectives?

The progress made on accomplishing the targets and goals of *Closing the Gaps by 2015* is evidence of the agency's overall effectiveness in meeting its primary objective: development and oversight of the state's higher education master plan. In July 2011, the THECB released its annual evaluation of progress related to the four goals outlined in *Closing the Gaps*. Key findings are highlighted as follows:

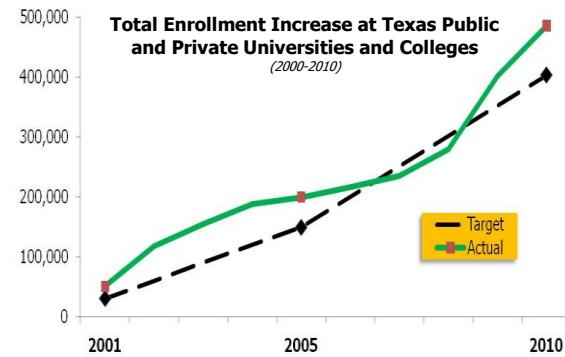
Participation

Goal: Increase state enrollment in higher education by 630,000 students over 2000 levels

Statewide Trend: Texas has increased enrollments by more than 486,000 since 2000, significantly above the 2010 target of 403,000 additional students.

Key facts:

- ✓ In the last four years alone, Texas has increased enrollments by 250,000, experiencing record-breaking annual enrollment increases.
- ✓ About 60 percent of the total enrollment growth in Texas is occurring at community colleges.
- ✓ Texas has increased African American and Hispanic enrollments by 85,000 and 207,000, respectively.
- ✓ African American females participate at the highest rate relative to their population (8.1 percent) -of any racial, ethnic, or gender group.



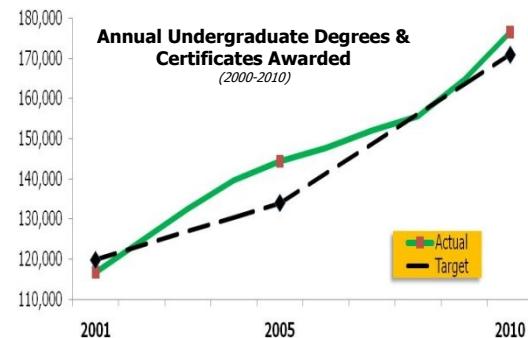
Success

Goal: Award 210,000 undergraduate degrees and certificates each year by 2015.

Statewide Trend: In 2010, Texas awarded 176,000 undergraduate degrees and certificates, slightly above the 2010 target of 171,000.

Key Facts:

- ✓ The number of annual undergraduate degrees and certificates awarded to African Americans and Hispanics has increase by 7 percent and 11- percent respectively.
- ✓ In 2010, Texas experienced the largest year-over-year increase in annual undergraduate degrees and certificates awarded—an increase of 11,900 over 2009.
- ✓ The statewide 6-year graduation rate in 2010 was 57.4 percent.



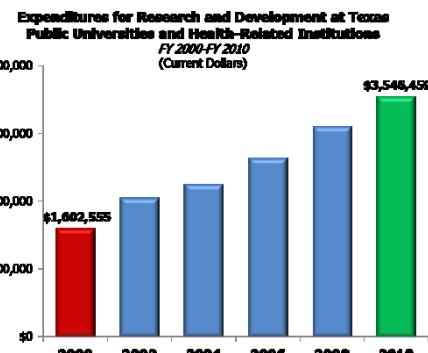
Excellence

Goal: Substantially increase the number of nationally recognized programs/services.

Statewide Trend: Texas academic programs are gaining national prominence.

Key Facts:

- ✓ In 2010, the University of Houston earned the highest category of ranking for research institutions from the Carnegie Foundation, a nationally recognized policy and research center that evaluates and classifies 4,000 colleges and universities based on empirical data.
- ✓ *The Wall Street Journal* ranked Texas A&M University No. 2 among all universities for job readiness of its bachelor's degree graduates.



Research

Goal: Secure 6.5 percent of all federal obligations for research.

Statewide Trend: Texas is gaining ground on national peers for federal obligations and has increased total research expenditures from all sources by 55 percent since 2000.

Key Facts:

- ✓ In FY 07 (the most recent federal data available), Texas secured 5.6 percent of all federal research obligations, up from 5.3 percent in FY 1997 (base year used for the Research goal in *Closing the Gaps*).
- ✓ Texas institutions received \$1.42B in federal science and engineering obligations in FY07.
- ✓ Texas public universities and health-related institutions reported \$3.55B in R&D expenditures in federal, state, and private sources in FY 10—a 7 percent increase over FY 09.

Expenditures for Research and Development for Emerging Research Institutions

| Institution | 2007 | 2008 | 2009 | 2010 | % Change |
|--|----------------------|----------------------|----------------------|-----------------------|---------------|
| Texas Tech University | \$52,198,186 | \$52,839,081 | \$85,901,979 | \$125,817,503 | 141.04% |
| The University of Texas at Arlington | \$39,624,428 | \$50,338,292 | \$55,621,050 | \$63,589,995 | 60.48% |
| The University of Texas at Dallas | \$46,477,208 | \$59,300,868 | \$65,804,534 | \$82,043,502 | 76.52% |
| The University of Texas at El Paso | \$42,046,816 | \$47,907,759 | \$56,020,039 | \$66,037,604 | 57.10% |
| The University of Texas at San Antonio | \$32,320,711 | \$34,601,445 | \$46,521,487 | \$48,651,962 | 50.53% |
| University of Houston | \$78,126,101 | \$84,852,078 | \$87,401,266 | \$95,929,703 | 22.79% |
| University of North Texas | \$14,489,684 | \$16,798,880 | \$22,557,512 | \$24,715,921 | 70.58% |
| Totals | \$305,283,134 | \$346,638,403 | \$419,827,867 | \$ 506,786,190 | 66.01% |

Nationally Recognized Accountability System

As part of The National Governors Association (NGA) initiative, *Complete to Compete*, the nation's governors recommended in 2010 that each state adopt a comprehensive data system with well-defined metrics to evaluate the performance of institutions of higher education. Texas set the standard for such accountability efforts when it launched its accountability system in 2004. In fact, Texas currently meets or exceeds most of the NGA recommendations, including using college completion data and reporting results annually.

The screenshot shows a web-based application titled "Higher Education Accountability System". At the top, there are three small icons: a person, a graduation cap, and a group of people. Below the title, there are two dropdown menus. The first dropdown under "Measure Selection" lists "Participation", "Success", "Excellence", and "Research", each with "Key Measures" and "Contingent Measures" options. The second dropdown under "Institutions" lists "Statewide Totals", "GROUP-A: Research", "GROUP-B: Undergraduate Research", "GROUP-C: Doctoral", "GROUP-D: Comprehensive", "GROUP-E: Master's", "SYSTEM-A: Texas A&M University System", "SYSTEM-B: Texas State University System", and "SYSTEM-C: Texas Tech University System". At the bottom right, there is a "Format" dropdown set to "HTML (Screen)" and two buttons: "Generate" and "Clear Selections".

In 2008, the state was formally recognized by the Education Sector's report [Ready to Assemble: Grading State Higher Education Accountability Systems](#). The independent assessment of existing higher education accountability systems included evaluation of 21 categories related to the collection and use of data to affect improvement in higher education. Texas was one of only ten states in the nation –to receive recognition for overall best practice for its accountability system.

Since data analysis and evaluation are key functions of the agency as they relate to the agency's core mission, recognition by peer states and independent assessment of the data system reinforces the efficiency and effectiveness of the agency in fulfilling its role.

External Funding

In 2001, three THECB board members established *The College for All Texans Foundation* (CFAT), a nonprofit 501(c)3 corporation. Officially designated as a support organization for the agency's mission, the CFAT works to generate the private sector resources needed to ensure the success of the state's higher education plan, *Closing the Gaps by 2015*. Since its launch, the CFAT has generated more than \$13.2 million in donations and pledges to support the agency's programs and initiatives, including Mobile College Preparation Centers (*Mobile GO Centers*), Financial Aid Month Telethons, development of the Higher Education Policy Institute, the *Texas College Advising Corps* pilot, and projects to expand and enhance the education research infrastructure in Texas.

In addition to leveraging private resources in Texas, the CFAT has become a conduit for national foundation resources dedicated to piloting higher education reform initiatives. The Lumina Foundation for Education and the Bill and Melinda Gates Foundation, among others, have provided resources to the CFAT to enable the agency to support initiatives designed to improve access and student achievement in Texas. Below is a list of external funding sources and projects funded since 2006.

| Foundation | Restricted Use | Amount |
|--|--|--------------|
| AMD | GO Centers | \$ 72,000 |
| AT&T Foundation | Mobile & Satellite GO Centers, Advise TX | \$ 800,000 |
| Bill and Melinda Gates Foundation | Enabling Data-driven P-20 Policy and Practice in Texas | \$ 1,221,800 |
| Bill and Melinda Gates Foundation | Houston GO Centers | \$ 1,137,632 |
| CitiGroup | Mobile GO Centers | \$ 25,000 |
| Communities Foundation of Texas | 2011 Almanac - Design | \$ 17,425 |
| Ed Rachel Foundation | Advise TX | \$ 150,000 |
| Greater Texas Foundation | License Plates | \$ 25,000 |
| Greater Texas Foundation | Advise TX | \$ 330,750 |
| Houston Endowment | Web Portal | \$ 160,500 |
| Houston Endowment | HEPI | \$ 1,912,500 |
| Hunt Family Foundation | Advise TX | \$ 33,000 |
| Lumina Foundation | Planning Grant for Tuning | \$ 150,000 |
| Lumina Foundation | Tuning/Productivity Grant | \$ 1,800,000 |
| Meadows Foundation | GO Centers | \$ 251,000 |
| Meadows Foundation | Advise TX | \$ 200,000 |
| NuStar | Advise TX | \$ 15,000 |
| Sallie Mae Foundation | Collegiate G- Force | \$ 100,000 |
| Sid W. Richardson Foundation | CREATE | \$ 420,000 |
| Texas Guaranteed | Governor's Letter to High School Seniors | \$ 50,000 |
| Texas Guaranteed | Collegiate G- Force | \$ 300,000 |
| Texas Retailers | TEXAS Grants | \$ 1,295,000 |

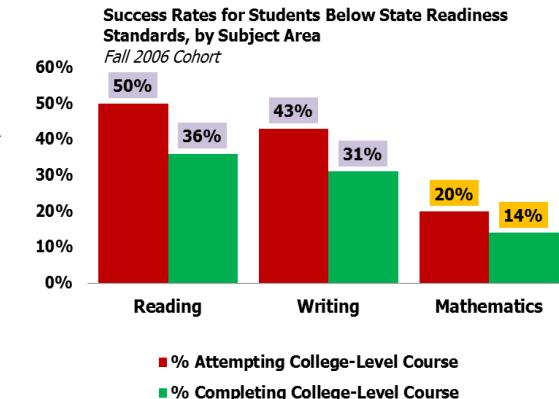
| | | |
|--------------------------|-------------------|----------------------|
| USAA | Advise TX | \$ 30,000 |
| Valero | Mobile GO Centers | \$ 99,000 |
| Zachry Foundation | Advise TX | \$ 15,000 |
| | TOTAL | \$ 10,610,607 |

Most recently, the CFAT has effectively leveraged private capital to match federal grants in support of notable efforts such as Advise Texas. Recently, the THECB received a \$1M grant from *Complete College America* to enhance and scale innovative ways to remediate students in math at Texas community colleges.

Over the past few years, the CFAT, and the Office of Development within the agency, have increased efforts to raise extramural support to enhance state funding. The ability to raise extramural funding from such notable foundations and private contributors demonstrates national recognition of the agency's work. It is also positive reinforcement for the collaborative partnerships that private contributors have established with institutions of higher education to promote increased access to and success in higher education in Texas.

College Readiness Trends

One of the greatest challenges facing higher education since the launch of *Closing the Gaps* has been improving the academic preparedness of students enrolling at our state universities and community colleges. The ability to perform college-level coursework is an important factor in the successful completion of college. In 2002, only 15 percent of Texas high school students met college readiness benchmarks in all four subject areas tested by the ACT college assessment (reading, writing, science, and math). According to state college readiness assessments in 2004, only 37 percent of the students enrolling directly from high school at our public community colleges achieved state college-readiness standards. The impact of unpreparedness was clear. Not only was remediation costly to the state, local community college districts, and students and their families, but the remediation programs were largely unsuccessful in helping unprepared students advance to college-level courses or in completing their academic programs.



Recognizing the great challenge facing Texas, the Legislature adopted a series of initiatives assigned to the THECB and the Texas Education Agency. The agencies have since worked aggressively to identify and implement a two-pronged strategy: 1) improve college readiness in public education and 2) strengthen remediation in higher education. The goal is to facilitate the transition from high school to college and increase degree-completion rates across the board.

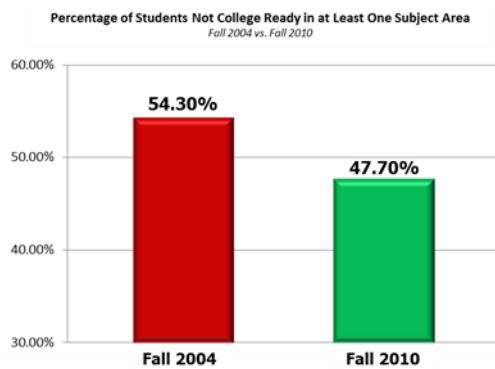
In 2003, the state reformed its college-readiness assessment and remediation program with the adoption of the Texas Success Initiative (TSI) (Texas Education Code, Section 51.3062). In 2007, the Texas Legislature passed legislation and appropriated funding to further promote college and career readiness (TEC Sections 28.008 and 61.0762) and provided additional support for developmental education reforms in 2009 (General Appropriations Act, Section 50, p. III-62). The goals of these initiatives were: 1) align public education and higher education by creating Texas' first-ever college and career readiness standards and incorporate them into the public education curriculum, and 2) require end-of-course assessments in Algebra II and English III

that measure college readiness in reading, writing, and mathematics.

The first step was to adopt rigorous *College and Career Readiness Standards* (CCRS) in order to establish a statewide, comprehensive blueprint for the knowledge and skills needed for students to be successful both in college and in the skilled workforce. This was a truly collaborative effort between high school and college faculty that incorporated input from business and industry to assure that the standards aligned with workforce needs. This effort resulted in Texas becoming one of only a few states in the country to adopt such standards at that time. Since adoption, Texas has received independent verification that the CCRS are largely aligned with the Common Core State Standards Initiative led by the National Governors Association and the Council of Chief State School Officers.

In addition to the CCRS, Texas has adopted a series of measures to increase rigor and readiness. These include 1) mandating the Recommended High School Program (RHSP) for all high school graduates and a minimum requirement for admission to a public university in Texas, 2) adoption of the 4 x 4 curriculum with more rigorous math and science requirements, and 3) the expansion of dual-credit opportunities. The THECB played an instrumental role in the development of all these legislative initiatives.

While still relatively early in implementation, these efforts are beginning to produce results. In the 2011 report by ACT, 24 percent of Texas high school students now meet all four college readiness benchmarks—a 9 percentage point increase since 2002. Texas has effectively closed the gap on national college readiness, turning a five percentage point gap between Texas and the national average into a one percentage point difference in the most recent report. Most encouraging is that Texas now exceeds the national average in percentage of students prepared for college-level math—48 percent in Texas vs. 45 percent nationally.



Data on student readiness, as evidenced by the state's TSI assessments, also show marked improvement. The chart to the left demonstrates that Texas has experienced a significant reduction in the number of high school students enrolling directly at community colleges who fail to meet state college readiness standards.

These trends are encouraging and support continued commitment to the reform efforts under way, particularly related to the agency's P-16 initiatives. The national ACT-data suggest that Texas should experience even better results in the future.

For example, beginning with the 2007-08 school year, all high school students are now required to take at least four years of high school math and science to graduate. This change should further strengthen college readiness, as students with additional coursework in these areas outperform those with three years or fewer.

| Percent of ACT-Tested High School Graduates Meeting ACT Benchmarks within Subject, 2011 | | |
|---|------------------------------|------------------------------|
| Subject | < 3 years H.S. coursework | > 3 years H.S. coursework |
| Math | 8% | 47% |
| Science | 12% | 33% |

However, Texas and the nation have much work ahead. While we improve readiness, we must continue to invest in effective remediation. In 2010, the THECB launched a series of developmental education

demonstration projects at a select group of community colleges and universities. The purpose was to test new, more effective ways to assess students and deliver remediation. The results of this work will be reported in 2012, and scaling best practices will begin as soon as practicable. Meanwhile, the state's efforts in this area were recently recognized with a \$1M grant from *Complete College America*, to help scale a promising new method for delivering remediation in math on our community college campuses.

Shaping Higher Education Policy

A clear indication of the agency's effectiveness and credibility is the level of responsibility entrusted to it by the Texas Legislature. Since adopting *Closing the Gaps*, the agency has evolved into the honest-broker for higher education—a resource for data-driven, objective analysis of higher education trends and institutional performance. Increasingly, the agency serves not only as an adviser to the Texas Legislature on higher education policy but as a collaborator in shaping policy to help the state achieve its higher education goals.

- D. Does your agency's enabling law continue to correctly reflect your mission, objectives, and approach to performing your functions? Have you recommended changes to the Legislature in the past to improve your agency's operations? If so, explain. Were the changes adopted?**

The THECB's enabling statute, and the statutory intent established by Governor Connally in 1965, continues to resonate today, and it appropriately reflects the agency's mission and objectives.

As Texas must accelerate progress toward goals established in *Closing the Gap* and begin to establish a framework for higher education beyond 2015, the THECB has recommended a significant change to our enabling statute during the 82nd Texas Legislative Session. One of the primary statutory obligations for the THECB is to make recommendations related to formula funding for our public universities and community colleges. The Legislature amended this charge (via House Bill 9) by directing the THECB to align funding policy recommendations with student outcomes rather than enrollment trends only. This change in the agency's statutory charge establishes a clear framework that will allow the THECB to recommend ways to align the state's funding system for higher education with better student outcomes and workforce needs. It will also help coordinate the state's higher education master plan with funding policy.

Since the launch of *Closing the Gaps*, the Texas Legislature has significantly expanded the role and responsibilities of the agency. A few examples of the expanded role include the charge to develop and implement *College and Career Readiness Standards* with TEA and execute the Texas Research Incentive Program to increase the number of national research universities in Texas. Additionally, the Executive Branch continues to look to the agency to shape public policy related to higher education. A recent example is Executive Order RP 73 that charged the agency to develop a series of recommendations designed to make higher education more cost-effective.

- E. Do any of your agency's functions overlap or duplicate those of another state or federal agency? Explain if, and why, each of your key functions is most appropriately placed within your agency. How do you ensure against duplication with other related agencies?**

Creating a statewide, strategic framework

The THECB occupies a unique place in Texas higher education. While institutions of higher education are largely autonomous--governed by separate boards that provide direct oversight and administration--the THECB's role is as its name implies: to coordinate the delivery and infrastructure of higher education in Texas. In 1965, after Governor John Connally appointed the first board of the THECB, he reminded those appointees of the following:

I assure you that you were not appointed to represent any institution; you were named to represent the State of Texas in the coordination of all higher education under state authority.

Neither were you appointed to represent the geographical area where you were born, attended college, or where you now live. Texas, the entire state, the youth of this state, is your constituency, and to that constituency you owe your loyalty and allegiance.

The THECB has maintained a strategic orientation toward institutions of higher education. This includes establishing state higher education goals and strategic frameworks by which those goals can be met. For example, the THECB has recently recommended changing the structure of formula funding for institutions in order to align it better with the state's education and workforce development goals. Additionally, the THECB issued a series of cost-efficiency recommendations for higher education designed to improve productivity in higher education within an environment of reduced resources. These initiatives and recommendations establish a policy framework with strategic goals. But they do not dictate what policies, procedures, or tactics the institutions must adopt and implement to operate within that framework effectively. Those decisions are the domain of the governing boards.

This division of roles and responsibilities is evidenced by the recent adoption of a comprehensive plan by The University of Texas System to improve graduation rates, philanthropy, and cost efficiency on its 15 campuses. The plan identified specific actions and goals tailored to the system and its institutions. Yet, most of the goals are informed by the strategic framework established by the THECB.

Establishing a P-16 to Workforce Pipeline

The THECB's roles and responsibilities have expanded significantly over the years, a strong indication that the Texas Legislature relies on the agency's work. Since the launch of *Closing the Gaps by 2015*, the agency has been charged with working more collaboratively with a number of other state agencies, such as the Texas Education Agency and the Texas Workforce Commission, on initiatives designed to help Texas achieve its higher education goals. The THECB has established informal, cooperative relationships with other agencies as well, to help advance the state's goals. These relationships allow the THECB to coordinate activities in ways that leverage the efforts of other agencies, avoid duplication, and develop a P-16 to workforce framework for Texas.

One primary example of this type of coordination was the development and ongoing implementation of the *College and Career Readiness Standards*. Both TEA and the THECB worked together, utilizing vertical teams of high school and college faculty, to develop standards which were eventually adopted by the Commissioner of Education and the THECB. Sharing this responsibility and developing a process that respected the unique nature and needs of both sectors of education was critical for its success. This collaboration resulted in a set of high-quality standards that were among the first and most rigorous in the nation.

The creation of the state P-16 Council was another important step towards cementing cooperation between the two sectors of education and with other stakeholders who maintain a vested interest in improving

quality and outcomes in public and higher education. The P-16 Council is co-chaired by the Commissioner of Education and the Commissioner of Higher Education (actual leadership is rotated each year). The Council also includes the executives from the Texas Workforce Commission and the Texas Department of Assistive and Rehabilitative Services, and includes representatives from the community college sector, chambers of commerce, and school districts. The P-16 Council not only offers a forum to identify challenges and solutions for improving education and workforce preparation in Texas, but it ensures the agencies leverage their activities with each other, thereby avoiding duplication.

The increasingly collaborative relationship between the education and workforce sectors is critical for institutionalizing a true P-16-to-workforce pipeline in Texas.

F. In general, how do other states carry out similar functions?

Almost every state has a higher education agency in the form of either a coordinating board or a statewide governing board. Both types of boards usually have the responsibility to plan and develop general policies, define institutional missions, and coordinate degree programs and major construction, in order to avoid unnecessary duplication, ensure quality and access, and promote efficiency. Such boards also develop or propose funding formulas or budgets, operate information and assessment systems, and administer a range of higher education programs, including student financial aid. Statewide governing boards have greater authority over the management of institutions—often including personnel decisions about institutional administrators, tuition and fees, and allocation of resources among institutions—than do coordinating boards.

In general, smaller states with fewer institutions, relatively small enrollments, and lower levels of resources rely on governing boards. Larger states typically rely on coordinating boards.

G. What key obstacles impair your agency's ability to achieve its objectives?

Local vs. State Perspective on Higher Education

The THECB's enabling statute confers upon the agency the mission of coordinating the effective and efficient utilization of resources in ways that avoid "costly duplication of program offerings, faculties and physical plants." The agency's work is heavily influenced by this directive. Unfortunately, the challenge facing the state generally, and the agency specifically, is the persistent tension between what local communities want and what the state as a whole needs.

For many years, local communities in Texas, represented by strong coalitions of institutional representatives, business leaders, and elected officials, have pressed for greater investment in local higher education infrastructure, to include new institutions, new programs, and new facilities. These investments can expand postsecondary educational opportunities in these communities and are often considered important anchors for local economic development efforts. In most cases, the rationale for such local investment is compelling. However, when measured against statewide needs and the availability of increasingly limited resources, investments of this type may not meet appropriate thresholds of justification. In fact, Gov. John Connally warned the first Board of the THECB of this very challenge in 1965:

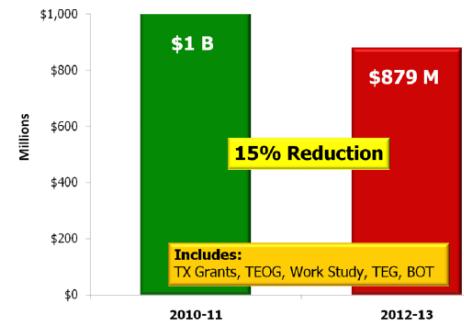
The greatest risk you face is an institutionalized system, with each college or university grasping for its own ends without regard to the needs of the people of the whole state, and perhaps without being aware of those needs... in Texas we have come to regard each college or university as a separate institution, striving independently for success. In many cases regarded locally as a boon to the economy, it struggles to be all things to all people, willing to do almost anything that will assure its getting larger---larger in enrollment, larger in buildings, larger in number and level of degrees offered, larger in number of graduates, larger in number of alumni.

In executing its responsibility under statute, the THECB offers unbiased, data-driven, research-based analysis for all investment in the state. In some cases, this analysis does not support the goals of a particular local community. Increasingly, local communities turn to the Legislature to circumvent THECB analysis and authority, effectively undermining true statewide coordination of higher education investment. After more than 40 years, the tension described by Gov. Connally continues to exist and complicate the deployment of state resources for higher education.

Funding for Higher Education

Not unlike the rest of state government, higher education generally, and the THECB specifically, experienced significant reductions in state resources for the 2012-2013 biennium. Overall, state appropriations to higher education were reduced by \$1.2 billion relative to 2010-2011—a 7.8 percent decline. The impact on individual institutions of higher education will vary, widely, with some community college districts experiencing a 15 percent to 25 percent reduction in state appropriations, and as many as 15 universities experiencing reductions of 15 percent or more.

The reductions in direct state appropriations to institutions are exacerbated by cuts in various state programs used to support students, faculty, and research, not the least of which is state financial aid. Overall funding for the five largest state financial aid programs was reduced 15 percent from an all-time high of approximately \$1B in 2010-2011. The Advanced Research Program was reduced by 94 percent; the program to support increasing the number of nurses was reduced 36 percent; and the fund created to increase the number of national research institutions in Texas was reduced 25 percent. Additionally, 21 programs administered by the THECB to directly support students and critical programs at institutions of higher education were unfunded in the 2012-2013 budget cycle.



These fiscal challenges come at a critical juncture for higher education in Texas. Texas has made great progress toward the goals outlined in *Closing the Gaps*, but momentum must be sustained, and in some critical areas progress must be accelerated. Budget reductions, particularly in areas such as student financial aid, may create significant challenges as Texas works to become competitive nationally and globally by increasing higher education attainment.

While the higher education sector must share the burden of the state's fiscal and financial challenges, Texas must recognize that higher education is one of a very few public investments that can have a direct impact on the long-term fiscal and financial health of the state. In 2007, the Perryman Group conducted an economic impact assessment of what achieving the goals of *Closing the Gaps* would mean for Texas. The findings were unmistakably positive:

- ✓ Total economic activity (spending) would increase by \$489B;
- ✓ Texas' gross state product would increase by \$194B;
- ✓ Aggregate personal income would increase by \$122B; and
- ✓ Total jobs created would increase by 1M

Overall, the study found that for every \$1 the state invested in higher education in support of *Closing the Gaps*, the long term benefit was \$8. So, even at a time when resources are increasingly limited, the state must find ways to continue investing in the one area that is an economic engine for Texas. The future of Texas, in terms of economic development and quality of life, is dependent on increasing higher education attainment, particularly as the state's demographics continue to change. According to the U.S. Census Bureau, the 2009 unemployment rate among Texans with a Bachelor's degree was 4.0 percent. Among those with just a high school diploma, the rate was 8.7 percent. Increasing access to higher education and improving student outcomes will pay generational dividends. It is the THECB's role to chart a cost-effective path to the future prosperity of Texas.

Accelerated Action Plan for Closing the Gaps

While Texas has achieved significant gains relative to the *Closing the Gaps* goals, the agency recognizes that the state must accelerate progress in some key areas. Consequently, the THECB adopted in 2010 an *Accelerated Action Plan for Closing the Gaps* that focused on improving outcomes in the following areas:

- Participation of Hispanic Students and African American Male Students;
- Success of Hispanic and African American Students;
- Science, Technology, Engineering, and Math (STEM) degrees; and
- Teacher Certifications and Quality.

The data below demonstrate the challenge in Texas that spurred the THECB to adopt strategies for improving results in the final years of *Closing the Gaps*:

| Participation⁺ | | |
|----------------------------------|------------------------|------------------------|
| Measure | 2010 Actual | 2015 Target |
| Hispanic | 4.5% | 5.7% |
| African American Males | 5.0% | 5.7% |

+ Participation is based on fall enrollment in Texas higher education institutions as percentage of population. Target is 5.7% of the total population and 5.7% for each race/ethnicity and gender.

| Success | | |
|-------------------------------|-------------------------------|------------------------|
| Measure | 2010 Actual/Target | 2015 Target |
| Hispanic | 47,700/50,000 | 67,000 |
| African American | 18,600/19,800 | 24,300 |
| STEM | 15,200/24,000 | 29,000 |
| Teacher Certifications | 25,800 [*] /34,600 | 44,700 |

* Teacher Certification data is FY 2009. Reporting lags one year.

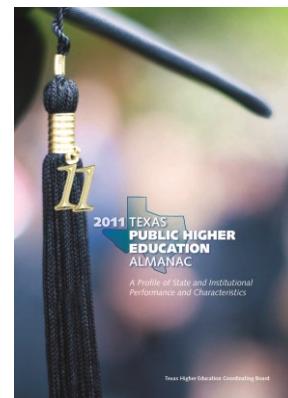
Since adoption of this plan, the THECB has launched a number of initiatives to respond to the recommendations. For example, the new Generation Texas (GenTX) campaign, federally-funded through the College Access Challenge Grant, is designed to boost college readiness among Hispanics and African Americans and to create a college-going culture by improving overall participation in higher education. The state-funded, THECB-administered developmental education demonstration projects are designed to boost completion rates among at-risk students by improving remediation programs at colleges and universities. Recent passage of the STEM Challenge Scholarship program (House Bill 2910, 82nd Texas Legislature) and \$25M in private funding by the Texas Guaranteed Student Loan Corporation, is intended to encourage more students to enter and complete STEM programs. These are just a few examples of relevant initiatives.

In summary, since adoption of this plan, most of the agency's initiatives and recommendations are evaluated in the context of the state's higher education master plan and by how well they address the areas in which the state is falling behind. This emphasis is reinforced at bi-weekly senior staff meetings with the Commissioner to ensure that work across the agency is appropriately aligned with these challenges. Ultimately, Texas must overcome an environment of reduced resources to meet these challenges as we approach the end of *Closing the Gaps*.

Increased Demand for Data-Driven Policy

A primary function of the agency is to collect and analyze higher education data and to develop policy recommendations based on data. As cited previously, Texas, via the THECB, has been recognized as one of only 10 states receiving an overall "Best Practice" rating for its higher education accountability system.

Since launching the Accountability System in 2004, the agency has refined and expanded the scope of data and information, in addition to the formats in which they are provided. The system itself is deployed online via a fully searchable interface to support research needs. The THECB has also developed online resumes for each institution that synthesize the most relevant data and information for parents and policymakers in a quick and easy-to-use format. The agency has recently launched a *Closing the Gaps* dashboard that provides interactive access to the most recent statewide data relative to the four higher education goals (www.txhigheredata.org/ctgdashboard). Finally, in spring 2011 the THECB released its first annual *Texas Public Higher Education Almanac* (www.theccb.state.tx.us/almanac). The Almanac represents the most significant step to date for disseminating higher education accountability data to the broader public, and its publication is unprecedented nationally. The THECB was able to obtain private donations to cover the cost for the development and distribution of the Almanac and the agency expects to publish this annually.



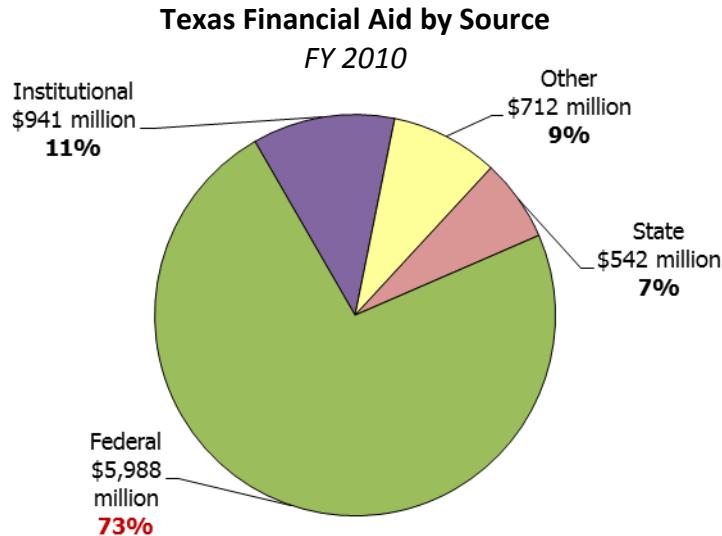
The agency's extensive Accountability System provides important context to policymakers, prospective students and parents, and the general public, as well as an assessment of institutional performance on a number of key measures. While this increased demand for data-driven policy is a positive trend, there is a concern that the agency will not have the resources or the capacity to continue supporting this important function in the future.

H. Discuss any changes that could impact your agency's key functions in the future (e.g., changes in federal law or outstanding court cases).

Federal Funding

While state funding constraints have had a significant impact on the agency specifically and on higher education generally, federal budget reductions could create new challenges in accomplishing the goals of *Closing the Gaps* and in developing a master plan for Texas beyond 2015.

The future of the federal Pell Grant program is of special interest to the state. Student financial aid is critical to the state's higher education master plan, which calls for enrolling and graduating more students. According to our most recent data, 61 percent of students enrolling in Texas universities and community colleges required some form of need-based financial aid. Demographic trends emerging from our public education sector suggest even more students will require aid, especially as tuition and fees at our universities have increased by more than 80 percent since tuition was deregulated by the Legislature. While Texas has substantially increased state financial aid year-over-year prior to this biennium, federal financial aid, primarily from the Pell program, continues to serve the vast majority of our students. Any changes in the Pell program, particularly related to funding levels, could have a profound impact on the state's ability to meet the goals of *Closing the Gaps*.

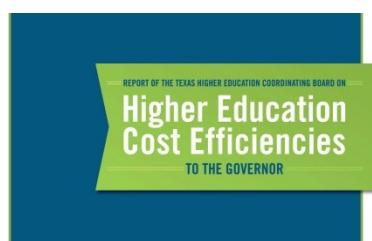


The THECB has significantly expanded its outreach to the U.S. Department of Education and to members of the Texas Congressional delegation. The purpose of this outreach is to share information and to stress the critical role federal resources play in Texas higher education.

I. What are your agency's biggest opportunities for improvement in the future?

Council for Continuous Improvement and Innovation in Higher Education

In fall 2010, the THECB released its final report to the Governor and the Legislature, detailing the recommendations from the agency's [Advisory Committee on Higher Education Cost Efficiencies](#) (www.thecb.state.tx.us/acce). This report was the culmination of more than a year of work by a select committee of business leaders and higher education officials charged with identifying strategies to improve productivity, cost-efficiency, and quality at our public institutions of higher education. The recommendations include a wide range of strategies to be implemented at the state and local levels within the higher education system. One of the most important recommendations from the group was to establish a process for evaluating and maintaining cost efficiencies in higher education over the long term.



Specifically, the committee called for the creation of a statewide Council

for Continuous Improvement and Innovation in Higher Education to be administered by the THECB and to act as “a mechanism for promoting and institutionalizing efficiencies at all levels—campus, system, and state.” Additionally, this Council is expected to act as a broker for collaborative efforts across campuses and systems, to establish targets for continuous improvement, and to report on cost savings annually to the Governor, the Legislature, and the public. The THECB is currently working to establish the statewide Council as described in the report, which will include leaders from business and industry and institutions representing all sectors of higher education. In addition, the THECB will encourage all university systems and community college districts to establish local councils, perhaps decentralized to individual campuses, to help create and expand a LEAN culture of productivity, with diminished resources.

The formation and utilization of a continuous improvement framework in higher education will significantly sharpen the focus on improving higher education in Texas and reduce the cost of degrees for both students and the state over the long term. The agency will also use the Councils to improve agency operations where appropriate.

Leveraging External Resources

At a time when limitations on state resources are creating barriers for the THECB in achieving its statutorily mandated objectives, the College for All Texans Foundation (CFAT) may offer a mechanism to leverage limited state resources with private sector, federal, and other sources of funding, to continue the THECB’s core mission. The THECB Board and Commissioner of Higher Education will continue to identify opportunities to use external funding to support key agency initiatives within the scope of *Closing the Gaps*. While the CFAT and its operation should not be considered as a way to replace or further erode state investment in critical programs administered by the THECB, it can help bridge existing, short-term budget gaps and expand program reach in the future.

Strengthening Collaboration

The most critical and promising initiatives in higher education over the last few years have been born of close collaboration among the THECB, the TEA, the Texas Workforce Commission, institutions of higher education and business and industry throughout Texas. This type of collaboration will prove even more valuable in years to come, and the agency has been building relationships to facilitate these efforts.

First, the agency will continue to foster close alignment with the TEA and public education sector. Issues such as college readiness and teacher quality demand cooperative approaches to ensure that public education is adequately preparing students for college and the workforce, and that higher education is producing well-trained teachers.. The State P-16 Council provides the strategic framework for this cooperation, and the improvements that have occurred in college readiness over the last decade are strong evidence that this partnership should continue and expand. In fact, the THECB requested and received authority from the Texas Legislature to expand the P-16 Council membership, which may include adding Health and Human Services representation, among others.

Second, higher education must become more explicitly aligned with the economic development needs of the state. The THECB is engaging the Texas Workforce Commission on a number of initiatives, to include efforts related to adult basic education and postsecondary workforce training. Additionally, the agency is working directly with the business community via various Texas chambers of commerce, the Texas Business Leadership Council (formerly the Governor’s Business Council), and the Texas Association of Business. In key efforts, such as the work related to the Higher Education Cost-Efficiency Report, the agency included business representatives to provide private-sector insight into the THECB’s work.

Integrating the private sector's perspective into higher education policy is critical for assuring that the state's strategic framework for higher education is responsive to economic development needs, now and in the future. The THECB will continue to foster these relationships, including using business representatives to serve on the agency's Council for Continuous Improvement and Innovation in Higher Education. Additionally, as the THECB begins developing the state's higher education plan beyond 2015, the agency will also consult with business to ensure a high degree of alignment with workforce needs.

Finally, the agency must continue to work closely with institutions of higher education. As Texas leads the nation in advancing innovation designed to improve student outcomes, institutions serve a critical role as laboratories for new ideas and strategies. For example, the THECB is currently partnering with the Texas Association of Community Colleges and many of its member institutions on the Developmental Education Initiative designed to identify more productive ways to deliver remediation to at-risk and underprepared students. Leveraging private sector funding from the Bill and Melinda Gates Foundation and the Lumina Foundation for Education, this effort serves as a model for identifying, implementing, evaluating, and scaling new approaches to higher education that produce better outcomes. The agency is looking to expand and nurture such partnerships in the future.

Aligning Organizational Structure with Agency Mission

Periodically, the THECB conducts a self-evaluation to assess whether the agency is appropriately structured to meet its goals and serve its mission. In 2010, the THECB used funding from the Bill and Melinda Gates Foundation, the Greater Texas Foundation, the Meadows Foundation, and the Houston Endowment to contract with FSG Social Impact Advisors (FSG) to evaluate the effectiveness of the agency's operations. Special emphasis was placed on examining key functions related to *Closing the Gaps* and the *Accelerated Action Plan*. FSG worked with the Commissioner and senior THECB staff to identify organizational enhancements that would better align the THECB's activities, culture, skills, and structure with the strategies it set out to implement in the *Accelerated Action Plan*. FSG's analysis identified three messages, or strategies, for enhancing the THECB's work:

- Leadership will enable staff to focus on the agency's highest priorities by creating processes, tools, and resources to improve workload management;
- The THECB will refine its structure and more effectively use available resources to strengthen key areas of expertise in order to successfully pursue the strategies in the Accelerated Plan; and
- The THECB will heighten its leadership role, working in close collaboration with partners, pushing innovative reform, and using data to champion change.

For each of these strategic messages, FSG provided a series of recommendations. A full description of the recommendations and agency actions related to them is outlined in **Section XII**.

The FSG analysis was built upon self-evaluation and reflection at all levels of the agency and on input from external stakeholders. The analysis provides the THECB with a roadmap for improvements designed to help it perform its key functions more effectively in the future.

J. In the following chart, provide information regarding your agency's key performance measures included in your appropriations bill pattern, including outcome, input, efficiency, and

explanatory measures.

| Texas Higher Education Coordinating Board Exhibit 2: Key Performance Measures C Fiscal Year 2010 | | | |
|---|-----------------------|-----------------------------------|-----------------------------------|
| Key Performance Measures | FY 2010 Target | FY 2010 Actual Performance | FY 2010 % of Annual Target |
| Percent Increase in Fall Student Headcount Enrollment since Fall 2000 | 34.99% | 39.38% | 112.55% |
| Percent Increase in Bachelor's Degrees, Associate's Degrees and Certificates Awarded Since Those Awarded in Fall 1999 Through Summer 2000 | 42.11% | 41.71% | 99.05% |
| Percentage of University Students Graduating in Four Years | 25.3% | 27% | 106.72% |
| Percentage of Public Two-Year Institution Students Graduating in Three Years | 12.85% | 11.66% | 90.74% |
| Percentage of University Students Graduating in Six Years | 57.5% | 56.8% | 98.78% |
| Increase in Fall Student Headcount Enrollment since Fall 2000 | 356,775 | 401,476 | 112.53% |
| Increase in the Number of Bachelor's Degrees, Associate's Degrees and Certificates Awarded Since Those Awarded in Fall 1999 Through Summer 2000 | 48,941 | 48,480 | 99.06% |
| Dollars Appropriated for Developmental Education | 92,275,736 | 83,578,483 | 90.57% |
| Dollars Appropriated for Developmental Education as a Percentage of Lower-division Instruction | 5.25% | 5.8% | 110.48% |
| Default Rate on Hinson-Hazlewood Student Loans | 9.75% | 10.34% | 106.05% |
| Number of Students Served in Agency-sponsored College Readiness Initiatives | 54,800 | 35,380 | 64.56% |
| Percentage of Independent College Students Receiving Tuition Equalization Grant (TEG) Awards | 25.8% | 23.3% | 90.31% |
| Percentage of Students Receiving Financial Aid Employed Through Texas College Work Study Program | 0.99% | 0.01% | 0.69% |
| Percentage of Teach for Texas Loan Repayment Program Recipients Teaching Underserved Areas for Three Years | 76% | 60.52% | 79.63% |
| Number of Students Receiving TEXAS Grants | 77,817 | 68,093 | 87.5% |
| Percentage of TEXAS Grant Recipients Who Earn a Baccalaureate Degree within Four Academic Years | 17.5% | 15.69% | 89.66% |
| Percentage of TEXAS Grant Recipients Who Earn a Baccalaureate Degree within Six | 42.06% | 43.71% | 103.92% |

| Academic Years | | | |
|---|--------|-----|---------|
| Number of ARP Research Projects Funded | 150 | 112 | 74.67% |
| Percentage of Baylor College of Medicine Graduates Entering Texas Residency Programs | 51% | 52% | 101.96% |
| Percentage of Baylor College of Medicine Graduates Entering Primary Care Residency Programs | 45% | 40% | 88.89% |
| Percentage of Family Practice Residency Program Completers Practicing Medicine in Medically Underserved Areas or Health Profession Shortage Areas | 6.09% | 0% | 0% |
| Percentage of Family Practice Residency Program Completers Practicing in Texas | 70.86% | 0% | 0% |
| Pass Rate on Texas Examination of Educator Standards at Centers for Teacher Education | 98% | 99% | 101.02% |
| Number of Graduates of Texas Association of Developing Colleges Educator Preparation Programs | 143 | 115 | 80.42% |



Section III. History and Major Events

III. History and Major Events

Provide a timeline of your agency's history and key events, including:

- the date your agency was established;
- the original purpose and responsibilities of your agency;
- major changes in responsibilities or statutory authority;
- changes to your policymaking body's name or composition;
- significant changes in state/federal legislation, mandates, or funding;
- significant state/federal litigation that specifically affects your agency's operations; and
- key changes in your agency's organization (e.g., a major reorganization of the agency=s divisions or program areas).

History and Major Events

Texas Higher Education Coordinating Board

(NOTE: Highlighted sections represent the most significant milestones)

- 1957 Texas Commission on Higher Education created by Texas Legislature, with statutory responsibilities that include establishing formulas to be used in determining financial requirements of institutions of higher education to help the Legislature in making appropriations.
- 1959 Formulas developed by the Commission on Higher Education used for the first time, by the 56th Legislature, to determine appropriations to public institutions for Fiscal Year 1960 and Fiscal Year 1961.
- 1964 Governor's Committee on Education Beyond the High School, appointed by Governor John Connally in 1963, recommends establishing a strong, central coordinating board for public education beyond high school, developing a system for coordinating education beyond high school, establishing basic policies for professional standards, broadening the junior college system, and broadening and strengthening cooperation between public and private institutions.
- 1965 Higher Education Coordinating Act of 1965, creating the THECB, Texas College and University System, is passed by Texas Legislature. The legislation states that the THECB is created "to establish in the field of public higher education in the State of Texas an agency to provide leadership and coordination for the Texas higher education system, and institutions and governing boards, to the end that the State of Texas may achieve excellence for college education of its youth through the efficient and effective utilization and concentration of all available resources and the elimination of costly duplication in program offerings, faculties, and physical plants." Governor John Connally gives charge to the new THECB members, emphasizing that they are to represent the entire state rather than particular colleges or universities.

Jack K. Williams appointed Commissioner of Higher Education.

Texas voters approve a constitutional amendment to create a low-interest student loan program, called the Texas Opportunity Plan, making its first loans in 1966. The name of the program was soon changed to the Hinson-Hazlewood College Student Loan Program to honor its legislative sponsors.

- 1968 Bevington Reed appointed Commissioner of Higher Education, upon the resignation of Jack K. Williams.
- 1970 THECB adopts criteria for the development of baccalaureate, master's, and doctoral programs at public senior colleges and universities, becoming the first state to establish such standards.
- 1975 Governor Dolph Briscoe, in his State of the State message, says that the state should reduce competition among institutions for state dollars, prevent unnecessary program duplication, and control campus construction more tightly. Governor Briscoe seeks legislation for strengthening the authority of the THECB in those areas.
- 1976 Texas Legislature strengthens the THECB's responsibilities for approval of campus construction projects. Provisions are enacted to require Board approval for any new construction, major repair or rehabilitation of facilities and public institutions of higher education, regardless of proposed use or funding source, with certain exceptions.
- Kenneth H. Ashworth appointed Commissioner of Higher Education, upon the retirement of Bevington Reed.
- THECB begins one-year moratorium on degree program and administrative changes at Texas higher education institutions, allowing a comprehensive review of the role and scope of each senior institution and to "determine whether sufficient funds will be available to support our existing programs at a high level of quality and also support the additional cost of new ones."
- 1977 Texas Legislature strengthens THECB authority to allow consideration of the financial impact of building requests.
- 1981 After studying Texas from 1978 to 1980, the federal Department of Education's Office for Civil Rights (OCR) notifies Texas of its finding that vestiges of the state's *de jure* system are still present: Blacks are segregated and Hispanics underrepresented in student enrollment and staff at colleges and universities in the state.
- Provisional equal educational opportunity plan submitted by Texas to federal Office for Civil Rights. Terms of the plan are negotiated with OCR.
- 1982 Governor's Task Force on Higher Education, created in 1981 through executive order by Governor William P. Clements, recommends more funding for research, improving faculty compensation and benefits, rewarding academic excellence through funding incentives, enhancing quality education, restructuring the governance system, increasing tuition, creating a constitutionally dedicated fund for construction at institutions that do not have access to the Permanent University Fund, developing clear role and scope statements for public institutions, establishing enrollment caps, and expanding electronic delivery systems.
- 1983 Texas Legislature eliminates THECB authority over construction on community college campuses

(although projects funded with local tax dollars previously are exempt from state review).

The *Texas Educational Opportunity Plan for Higher Education* (commonly called the “Texas Plan”), to be carried out from 1983 through 1985, is accepted by the federal Office for Civil Rights.

- 1984 Texas voters approve a constitutional amendment to establish the Higher Education Assistance Fund, providing a permanent source of construction funds for public universities that are not eligible for support through the Permanent University Fund.
- 1985 Legislature transfers authority over public community and technical college “technical-occupational” programs from the Texas Education Agency to the THECB.
- 1987 Select Committee on Higher Education, authorized by the Texas Legislature in 1985, and chaired by THECB Chairman Larry Temple, recommends major changes in Texas higher education, including: specific role and mission statements for each public university, higher faculty salaries, more financial aid, review of doctoral programs, improved technical-vocational education, testing incoming students to assess their readiness for college-level work, strengthening teacher education, strengthening the core curriculum, reviewing the use of part-time faculty, adopting higher admissions standards, creating and funding for new state-funded research programs, reorganizing governance, and statewide higher education telecommunications networks.

Texas Legislature adopts the *Texas Charter for Public Higher Education*, as recommended by the Select Committee on Higher Education.

Texas Legislature creates the Advanced Research Program and Advanced Technology Program, as recommended by the Select Committee on Higher Education.

Texas Legislature creates the Texas Academic Skills Program, as recommended by the Select Committee on Higher Education.

League of United Latin American Citizens (LULAC), et al. v. Ann Richards, Governor of Texas, et al., is filed in district court in Brownsville, Texas. Plaintiffs allege that the manner in which higher education programs were approved and funded discriminated against Hispanic citizens living along the Texas-Mexico Border. The case is eventually resolved with the Texas Supreme Court entering judgment on behalf of the THECB and other defendants. The litigation is followed by major increases in Legislative funding for new programs and facilities at universities in South Texas and along the Texas-Mexico Border.

- 1989 The State of Texas, through the THECB, voluntarily submits a second successive *Texas Educational Opportunity Plan for Higher Education*, to cover the period from 1989 through 1994.
- 1993 THECB establishes an institutional effectiveness review process, which includes college self-evaluations and on-site reviews, for public community and technical colleges.
- 1994 The State of Texas, through the THECB, voluntarily develops and implements a third successive Texas Educational Opportunity Plan for Public Higher Education, formally called *Access and Equity 2000*, to

be carried out from 1994 through 2000.

1995 Following the legislative session, Governor George W. Bush, Lt. Governor Bob Bullock, and Speaker of the House Pete Laney issue a joint statement saying, in part: "To ensure sound planning and careful analysis, all ideas for new programs, consolidation of college campuses or changes in the governance of our higher education institutions should be presented to the Coordinating Board."

1996 The Fifth Circuit U.S. Court of Appeals rules, in *Hopwood v. Texas*, that race and ethnicity had been used illegally in admissions decisions at The University of Texas at Austin law school and prohibits the use of race and ethnicity in admissions.

Texas Attorney General Dan Morales issues an opinion stating that the *Hopwood* ruling applies to all of Texas public higher education, and that race and ethnicity can no longer be used in admissions and financial aid decisions at any Texas public higher education institution.

1997 THECB Advisory Committee on Criteria for Diversity, appointed by Commissioner of Higher Education Kenneth H. Ashworth, determines that "although numerous criteria . . . may be useful in identifying segments of the population in need, no single criterion or combination of criteria will result in the same level of minority participation as occurred under criteria used prior to" the *Hopwood* ruling.

Texas Legislature passes law that guarantees admission to any Texas public higher education institution for recent high school graduates who rank in the top 10 percent of their high school class.

U.S. Office for Civil Rights begins review of Texas Higher Education to determine compliance with federal law and policy requiring the elimination of vestiges of *de jure* segregation.

Don W. Brown appointed Commissioner of Higher Education, upon the retirement of Kenneth H. Ashworth.

1998 External panel, appointed by Commissioner of Higher Education Don W. Brown to review THECB responsibilities and procedures, recommends that the THECB build on its strengths; adopt a broad, long-term view focused on the most critical issues; create a public agenda for higher education in Texas; and streamline THECB procedures so that the Board can pay greater attention to major issues or statewide import and less to minor issues.

Supply/Demand Pathway adopted by the Board to allow for increased state support for higher education services as actual demand for those services increases, or for decreasing state support for higher education services as actual demand for those services decreases.

THECB adopts *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically*.

THECB amends its rules to allow governing boards greater independence and flexibility in authorizing their institutions to offer electronically delivered distance education courses and programs.

South Texas College of Law v. Texas Higher Education Coordinating Board and Leonard Rauch is filed

in district court in Travis County, Texas. This suit challenges THECB rules relating to changes in an institution's role and mission and table of program. In addition, plaintiff alleges that the Board has no authority to approve affiliation agreements, an allegation with which the THECB agrees. The district court rules in favor of the THECB. (Former Board Chairman Leonard Rauch is dismissed from the suit in 2001. The case is now on appeal to the Texas Supreme Court.)

HEB Ministries, Inc. v. Texas Higher Education Coordinating Board and Commissioner Don W. Brown is filed in district court in Travis County, Texas. Plaintiff seeks a declaratory judgment that, because it is a religious school, it is exempt from Board authority under the U.S. Constitution. The district court rules in favor of the THECB and the case is appealed to the Third Circuit Court of Appeals.

- 1999 THECB adopts streamlined procedures to allow it time and energy to focus on major policy issues by spending less time and energy on decisions of minor importance to the state, give more responsibility to governing boards to ensure that proposals for new degree programs and facilities meet THECB policies, and to allow institutions to respond more quickly to changing needs and demands by reducing the time required to obtain THECB approval of less costly and non-controversial degree program and facility requests.

U.S. Office for Civil Rights concludes review of Texas Higher Education, reports that its preliminary findings are that legally relevant vestiges of *de jure* segregation are present with respect to Prairie View A&M University and Texas Southern University and proposes to collaborate with the State of Texas to develop steps to eliminate any vestiges that may exist.

Texas Legislature establishes the TEXAS (Toward EXcellence, Access, & Success) Grant Program and Teach for Texas Conditional Grant Program.

Higher Education Planning Committee (comprised of THECB Board members and individuals knowledgeable about higher education) formed to develop a new higher education plan for Texas.

- 2000 *Closing the Gaps by 2015*, a new higher education plan for Texas, is adopted by the THECB. The plan includes four goals (participation, success, excellence, and research) and a number of statewide strategies to achieve the goals.

The Coordinating Board adopts the *Priority Plan to Strengthen Education at Prairie View A&M University and at Texas Southern University*, developed in response to the Office for Civil Rights review and to help reach goals of *Closing the Gaps*.

Institute for Teaching God's Word, Inc. v. Texas Higher Education Coordinating Board and Commissioner Don W. Brown is filed in the U.S. District Court for the Western District of Texas, Austin Division. Plaintiff claims that the regulation by the State of Texas of private religious institutions of higher education violates the First and Fourteenth Amendments of the U.S. Constitution and Section 1983 of the Civil Rights Act of 1964.

- 2001 The Texas Legislature passes legislation that requires public high school students entering the 9th grade in the fall of 2004 to take the Recommended or Advanced High School Program, a recommended strategy in *Closing the Gaps by 2015*. Students may opt out of these programs with

the consent of their parent and a high school counselor or administrator.

The Texas Legislature passes legislation to permit institutions of higher education to retain all overhead income from grants and contracts, a recommended strategy in *Closing the Gaps by 2015*.

The Texas Legislature substantially increases funding for the TEXAS Grant Program and Teach for Texas Conditional Grant Program, a recommended strategy in *Closing the Gaps by 2015*.

The Texas Legislature passes SB 573 directing the THECB to implement a statewide motivation and awareness campaign on higher education, a recommended strategy in *Closing the Gaps by 2015*.

The College for All Texans Foundation, a non-profit, 501(3)(c), is created to support the THECB in raising awareness and financial support for achieving the participation and success goals of *Closing the Gaps by 2015*.

The THECB establishes the Texas Higher Education Star Award to recognize public and independent institutions of higher education; public and private schools (PreK-12) and districts; and organizations, groups, and individuals for their exceptional contributions toward one or more of the goals of *Closing the Gaps by 2015*.

- 2002 In accordance with SB 573, 77th Texas Legislature, the THECB launches the statewide higher education campaign, *Education. Go Get It.*, which has a number of activities aimed at increasing student participation and success in higher education. Examples include GO Centers, College Enrollment Workshops, Wiley's Way, GO Theatre, GO Kits, Reel Life Video Contest, and TV and radio public service announcements.
- 2003 The Texas Legislature passes SB 286 relating to the continuation and functions of the Texas Higher Education Coordinating Board. This legislation reduces the number of board members from 18 to 9 members and repeals the TASP statute, which is replaced by the Texas Success Initiative, a simpler, more flexible approach that focuses on results (students are still assessed, they still receive the help they need to become college ready, and they still are evaluated to determine when they are ready to do college-level work).

The Texas Legislature authorizes state funding for dual credit courses to be available to both public school districts and colleges, thereby encouraging more schools and colleges to offer dual credit programs. In the same session, the Legislature authorizes all public universities and health-related institutions to waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit, thereby encouraging more students to participate in dual credit programs.

- 2004 THECB launches comprehensive Accountability System for public higher education institutions acting on Executive Order issued by Governor Perry.

Raymund A. Paredes is appointed Commissioner of Higher Education, upon the resignation of Don W. Brown.

- 2005 Commissioner Paredes reorganizes the agency to accomplish two primary goals: 1) align the organizational structure with the goals of the statewide higher education plan, *Closing the Gaps by*

2015, in order to efficiently and effectively achieve the goals; 2) achieve a better balance between regulation and providing proactive assistance to institutions of higher education to improve their programs and serve as a stronger advocate for higher education.

Commissioner Paredes begins to reach out to local, state and national foundations in an effort to raise extramural funding to support the THECB's activities in relation to the participation and success goals of *Closing the Gaps by 2015*.

The Texas Legislature adopts the THECB's cost-based matrix to use as a basis for the General Academic Institution Instructional and Operations formula funding model, which was developed in collaboration with institutions of higher education. This cost-based methodology requires the THECB to perform a cost study each year. Full implementation occurs in the 2010-2011 biennium.

- 2006 The Texas Legislature passes HB 1 during the Third Called Special session, which includes a number of initiatives that were recommended by the THECB aimed at increasing college readiness, student success, and expanding collaboration between K-12 education and higher education.

Regional P-16 Councils are created across the state to advance regional efforts to target, design and implement systemic actions to establish college-going habits and traditions in middle and high schools; improve parental outreach; increase awareness of College and Career Readiness Standards; and engage systems, institutions, civic and business leaders and build region-wide ownership.

The Texas Legislature creates the Educational Research Centers (ERC) to make de-identified student data available to researchers. The THECB's Planning and Accountability Division works with the Texas Education Agency to make this work possible.

- 2007 The Texas Legislature appropriates \$80 million for Performance Incentive Funding for public universities, which the THECB develops, in collaboration with public universities, a model for distributing the funds based on outcomes.

The Texas Legislature requires the THECB to develop a methodology for reviewing institutional requests for Tuition Revenue Bonds (TRBs), which has been adjusted and used for this purpose since 2007.

As recommended in *Closing the Gaps by 2015*, the Texas Legislature requires completion of the Recommended High School Program as a prerequisite for admissions to a public university in Texas.

- 2008 College and Career Readiness Standards are adopted by the THECB and TEA. The State Board of Education begins to integrate the standards in the public school curriculum.

The THECB works with the LBB to identify duplicative and unnecessary reports for elimination.

Regional meetings are held across the state in partnership with the Association of Governing Boards funded through Lumina and Houston Endowment to discuss regional and statewide strategies for achieving the goals of *Closing the Gaps*.

- 2009 The Texas Legislature, based on the THECB's recommendation, changes the threshold for THECB approval of campus construction and renovation projects from \$2 million to \$4 million and authorizes the Board to make further increases.

The Texas Legislature passes HB 51 establishing the Texas Research Incentive Program (TRIP) and the National Research University Fund (NRUF) to support research in Texas and more specifically at the Emerging Research Institutions. The THECB monitors submitted gifts for TRIP on a continuing basis and developed, in collaboration with the institution, measurable metrics that are updated annually for the NRUF.

The Texas Legislature passes legislation that requires the THECB to develop online-resumes of institutions for both parents/students and policy makers to make institutional data more transparent and accessible to these stakeholders

Texas institutions of higher education experience record breaking enrollment growth with the greatest growth occurring at public two-year colleges.

The THECB undergoes a strategic planning process that results in the *Accelerated Plan for Closing the Gaps by 2015* and the Long Term Vision for Higher Education Excellence and Student Success in 2030.

- 2010 Texas institutions of higher education once again experience record enrollment growth with the greatest growth occurring at public two-year colleges.

Regional meetings are held across the state (funded by Lumina) to provide information and obtain local feedback on the THECB's student success agenda, which primarily focused on outcomes-based funding for higher education institutions and the TEXAS Grant Priority Model.

The THECB adopts its recommendations on higher education cost efficiencies in response to the Governor's Executive Order directing the Board, in collaboration with public institutions of higher education, to undertake a broad and comprehensive review of system-wide opportunities for cost efficiencies.

The grassroots campaign, known as *Generation TX*, is launched to create a college going culture in Texas public K-12 schools, to increase awareness of the College and Career Readiness Standards, and to provide information on how to access state and federal financial aid for college. The campaign is funded by the federal College Access Challenge Grant.

- 2011 The THECB launches the Texas Public Higher Education Almanac to provide institutional leaders, state and local policy makers, and the general public with readily available information about the characteristics and performance of Texas public higher education — institution by institution — in state and national contexts.

Texas Legislature adopts THECB's policy recommendations relating to the TEXAS Grant program (SB 28), cost efficiencies (HB 3025 and SB 5), developmental education (HB 1244), expanding the THECB's loan capacity (SB 799 and SJR 50), and including outcomes-based metrics in formula funding recommendations for universities and two-year colleges (HB 9). The Legislature significantly reduces funding for higher education in addition to all sectors of state government, including funding to

student financial aid programs due to the state budget deficit.

The THECB launches GradTX, a statewide initiative that targets adult learners who have earned at least 90 semester credit hours of college work, but never completed their program and encourages them to return to college to earn their bachelor's degree.

As recommended by the THECB in its Higher Education Cost Efficiencies report, Governor Perry issues an Executive Order creating Western Governors University Texas, an affordable alternative for students who wish to earn a college credential.



Section IV. Policymaking Structure

A. Complete the following chart providing information on your policymaking body members.

| Texas Higher Education Coordinating Board Exhibit 3: Policymaking Body | | | |
|---|--|---|----------------------|
| Member Name | Term/ Appointment Dates/ Appointed by ____ (e.g., Governor, Lt. Governor, Speaker) | Qualification (e.g., public member, industry representative) | City |
| Fred W. Heldenfels IV, Chair | One (1) year/ 07.01.06 - 08.31.07/Reappointed to six (6) year term to expire 08.31.13/Governor Rick Perry | Public Member | San Marcos |
| Harold Hahn, Vice-Chair | Three (3) year/ 09.01.10 - 08.31.13/ Governor Rick Perry | Public Member | El Paso |
| Durga D. Agrawal | Six (6) year/09.01.09 – 08.31.15/Governor Rick Perry | Public Member | Houston |
| Dennis D. Golden | Six (6) year/09.01.09 – 08.31.15/Governor Rick Perry | Public Member | Carthage |
| Robert Jenkins, Jr. | Six (6) year/09.01.11 – 08.31.17/Governor Rick Perry | Public Member | Austin |
| Munir Lalani | Four (4) year/09.01.11 – 08.31.15/Governor Rick Perry | Public Member | Wichita Falls |
| James H. Lee | Two (2) year/09.01.11 – 08.31.13/Governor Rick Perry | Public Member | Houston |
| Janelle Shepard | Six (6) year/09.01.11 – 08.31.17/Governor Rick Perry | Public Member | Weatherford |
| David Teuscher | Six (6) year/09.01.11 – 08.31.17/Governor Rick Perry | Public Member | Beaumont |
| Amir H. Barzin, Student Representative | One (1) year/06.01.11 – 05.31.12/Governor Rick Perry | Public Member | Dallas/Fort Worth |

B. Describe the primary role and responsibilities of your policymaking body.

The THECB Board's responsibilities fall into the three major areas of planning, coordination, and administration:

Planning and Information: The Board continuously evaluates the state's higher education needs and provides strategic analysis and advice on how to deploy state resources:

- Develops the state's long-range higher education master plan (*Closing the Gaps by 2015*)
- Provides strategic oversight for the collection, analysis, and dissemination of information and

data on higher education to state policymakers and other interested parties.

Coordination: The Board works with the Legislature, Governor, and colleges and universities to coordinate higher education and to expand access, ensure quality, improve productivity and promote efficiency via the following core responsibilities:

- Review and approve degree programs and the construction of major facilities at public universities, health science centers, and technical and state colleges;
- Review and approve degree and major certificate programs at community colleges; and
- Recommend funding formulas for public institutions of higher education to the Legislature each biennium.

Administration: The Board provides strategic oversight of approximately 50 state and federal programs such as:

- The TEXAS Grant Program;
- The College Access Challenge Grant;
- The Carl D. Perkins Technical Vocational Funds; and
- Developmental Education and Adult Basic Education

The Board's role is to set policies and procedures that enable the agency to carry out its responsibilities. The Board provides oversight and guidance appropriate to a policymaking body.

C. How is the chair selected?

The governor appoints the Board Chair and Vice-Chair (See "Board Officers," TEC, Sec. 61.023).

D. List any special circumstances or unique features about your policymaking body or its responsibilities.

The THECB's enabling statute [TEC, Section 61.051(a)] states that the Board "... shall represent the highest authority in the state in matters of public higher education and is charged with the duty to take an active part in promoting quality education in the various regions of the state."

The THECB has established a non-profit, philanthropic organization—College for All Texans Foundation—managed by an independent board of state business leaders. The Chair and Vice-Chair of the THECB Board serve on the Foundation Board, as do many prior members of the THECB Board. The sole purpose of this organization is to identify external sources of funding (both federal and private) that can be used to support special initiatives or to leverage against state resources to support or expand existing programs. This work has expanded greatly over the last few years as national education foundations, including the Bill and Melinda Gates Foundation and the Lumina Foundation for Education, have taken an interest in piloting and supporting programs in Texas to improve student success to higher education. As the state's fiscal challenges continue, the THECB Board will likely press the Foundation to increase its efforts to identify and secure additional external funding.

E. In general, how often does your policymaking body meet? How many times did it meet in FY 2010? In FY 2011?

In accordance with its enabling statute [TEC, Sec. 61.025], the Board holds regular quarterly meetings in Austin in January, April, July, and October. The Board holds other meetings at places and times determined by the Board and called by the Chair. In FY 2010, the Board held four Regular Quarterly meetings, one Special Called meeting, and three Strategic Planning meetings. In FY 2011, the Board held four Regular Quarterly meetings, one Special Called meeting, and one Strategic Planning meeting.

F. What type of training do members of your agency's policymaking body receive?

New Board members receive an orientation before they begin their official service. Information and training provided to new Board members include the following: the legislation that created the Board; the programs operated by the board; the role and functions of the Board; the rules of the Board, with an emphasis on the rules that relate to disciplinary and investigatory authority; the current budget for the Board; the results of the most recent formal audit of the Board; the requirements of the open meetings law, the public information law, the administrative procedure law, and other laws relating to public officials, including conflict-of-interest laws; and any applicable ethics policies adopted by the board or the Texas Ethics Commission. New Board members also receive an overview of the Board's strategic direction and policy priorities. The orientation is typically conducted by the Board's Chair and/or Vice Chair, the Commissioner of Higher Education, and senior staff members.

G. Does your agency have policies that describe the respective roles of the policymaking body and agency staff in running the agency? If so, describe these policies.

The Board's role and relationship to agency staff is described in statute (TEC, Section 61.028) and, in part, in Chapter 1 of THECB Rules. In addition, the *Agency Policies and Procedures Manual* describe major policies for the agency's internal administration.

H. What information is regularly presented to your policymaking body to keep them informed of your agency's performance?

Agency staff update the Board regularly on issues related to the agency's performance, in a variety of ways.

The most important performance measures are related to the state's higher education master plan, *Closing the Gaps by 2015*. At each quarterly Board meeting, agency staff update the Board on one of the four goals for the plan and provide the most recent data and information related to the state's overall performance, relative to its goals. Additionally, at the July Board meeting, staff release the annual progress report on *Closing the Gaps*. This information is also accompanied by a Major Policy Discussion agenda item, in which the Commissioner and senior staff outline agency initiatives designed to improve performance relative to the four goals (participation, success, excellence, and research), or higher education generally. This discussion also allows the Board members to provide strategic guidance on higher education policy as it is developed by agency staff.

In addition to attending quarterly Board meetings, Board members serve on three standing committees to monitor performance in the agency's key areas of focus:

- *Committee on Closing the Gaps*— approves programs and strategies aimed at closing the gaps in participation, success, excellence, and research, and monitors and assesses progress toward these goals.
- *Committee on Strategic Planning & Policy*— determines the strategic direction of the THECB and Texas higher education.
- *Committee on Agency Operations*— provides fiscal oversight by evaluating and approving the agency budget and ensuring agency compliance with fiscal state and federal regulations, accountability and transparency, and strong internal controls; receives reports on internal and external audits.

During standing committee meetings, agency staff provide detailed information and updates on the agency's performance and seek guidance from Board. Each committee consists of five members and two ex-officio members (Board Chair and the Non-Voting Student Board Member).

In addition to formal meetings, the Commissioner and senior staff hold bi-weekly conference calls with the Board Chair and Vice-Chair, to keep the Board leadership informed of critical issues.

I. How does your policymaking body obtain input from the public regarding issues under the jurisdiction of the agency? How is this input incorporated into the operations of your agency?

The THECB routinely solicits the input of stakeholders and other interested parties, both formally and informally.

The THECB relies heavily on 12 formal advisory committees for input on issues related to higher education, ranging from formula funding to financial aid policy. These committees are largely composed of representatives from each sector of higher education (universities and community colleges) and include a variety of expertise depending on the subject matter (faculty, business officers, financial aid directors, etc.). The advisory committees are used to identify and review higher education policy, rules, and procedures promulgated or recommended by the agency. Additionally, these committees are also conduits for institutional representatives to share recommendations for consideration.

In addition to formal advisory committees, the THECB creates advisory committees to provide special advice and input on issues related to higher education. For example, the Advisory Committee on Higher Education Cost Efficiencies, which included representatives from universities, community colleges, health-related institutions, and the business community, was created to help the THECB identify and recommend cost efficiencies in higher education in response to Governor Perry's Executive Order (RP 73).

As with any state agency, all THECB meetings are subject to the open meetings law. Agendas are published 30 days in advance of regular quarterly meetings of the Board. All Board and Board committee meetings are posted in advance and all minutes of meetings are available for public inspection. Additionally, some committees maintain dedicated pages on the THECB website where relevant materials are posted for the public to review. From time to time, the Board also invites public testimony at quarterly meetings during the discussion of major policy issues, and members of the public wishing to address the Board are generally allowed to do so, when they request to speak, in advance.

The THECB also receives public comment through the rule-making process. Rules are published for public comment for a minimum of 30 days. Agency staff reviews all public comments and publishes a summary of comments that includes:

- Names of interested groups or associations offering comment and their position;
- A summary of the factual basis for the rule as adopted, which demonstrates a rational connection between the factual basis for the rule and the rule as adopted; and
- Reasons why the agency disagrees with party submissions and proposals.

Finally, the THECB periodically hosts meetings in regions throughout the state to communicate directly with stakeholders about the state of higher education in Texas, outline primary THECB initiatives, and solicit input. Often, Board members from those regions will participate in these meetings.

J. If your policymaking body uses subcommittees or advisory committees to carry out its duties, fill in the following chart.

| Texas Higher Education Coordinating Board Exhibit 4: Subcommittees and Advisory Committees | | | |
|---|---|---|----------------------------------|
| Name of Subcommittee or Advisory Committee | Size/Composition/How are members appointed? | Purpose/Duties | Legal Basis for Committee |
| Committee on Agency Operations | 6 members/board members/Chair appoints (Board chair and student representative serve as ex-officio members) | Provides fiscal oversight by evaluating and approving the agency budget and ensuring agency compliance with fiscal state and federal regulations, accountability and transparency, strong internal controls, and audit oversight. | TEC 61.206 |
| Committee on Closing the Gaps | 6 members/board members/appointed by Chair (Board chair and student representative serve as ex-officio members) | Approves programs and strategies aimed at closing the gaps in participation, success, excellence, and research, and monitor and assess progress toward these goals. | TEC 61.206 |
| Committee on Strategic Planning & Policy | 6 members/board members/appointed by Chair (Board chair and | Determines the strategic direction of the THECB and Texas higher | TEC 61.206 |

| | | | |
|---|--|--|---------------|
| | student representative serve as ex-officio members) | education. | |
| Advisory Committee on Research Programs | 8 members/institutional and industry representatives/appointed by Board | Assists THECB staff set levels of research funding for Advanced Research Program, select areas for funding, and review the selections of the review panels prior to going to the Board for approval. | TEC 142.003 |
| Advisory Committee on RN Nursing Education (currently inactive) | 17 members/institutional representatives/Commissioner | Develop statewide strategies and initiatives to further nursing education. | TEC 61.657 |
| Apply Texas Advisory Committee | 20 members/institutions of higher education/ permanent members with rotating members based on enrollment | The committees discuss and vote on any changes that may be needed to the application for the upcoming academic year. | |
| Distance Education Advisory Committee | 24 members/public community and technical colleges, universities, and health related institutions as well as one student member/Commissioner | substantive policy research and discussions dealing with distance education | TEC 61.0771 |
| Family Practice Residency Program | 13 members/statutory membership including Governor's office, professional organization and residency programs/various organization appoint | | TEC 61.501 |
| Financial Aid Advisory Committee | 14 members/financial aid officers of public and independent institutions/selected by staff | Provides THECB staff with expertise from financial aid offices related to administration and effectiveness of state administered financial aid programs. | TEC 61.206 |
| Formula Advisory – Community and | 12 members/presidents, chancellors, business | Develop, review, and recommend funding | TEC 61.059(b) |

| | | | |
|--|---|--|---------------|
| Technical Colleges | officers, and faculty from community and technical colleges/Appointed by Board | levels and formula for community and technical colleges each biennium. | |
| Formula Advisory – General Academic Institutions | 17 members/presidents, faculty and business officers from universities/Appointed by Board | Develop, review, and recommend funding levels and formula for public universities each biennium. | TEC 61.059(b) |
| Formula Advisory – Health Related Institutions | 10 members/presidents, faculty and business officers from health-related institutions/Appointed by Board | Develop, review, and recommend funding levels and formula for health-related institutions each biennium. | TEC 61.059(b) |
| Graduate Education Advisory Committee | 24 members/faculty and administrators from the state's public and private universities and health-related institutions/nominated by institution and selected to evenly represent institutions | Provides recommendations to the Commissioner on issues related to graduate education. Developed the "18 Characteristics of Texas Public Doctoral Programs", recommended criteria for the review of graduate programs, developed the "Strategic Plan for Doctoral Education in Texas" | TEC 61.206 |
| Lower Division Academic Course Guide Manual Advisory Committee | 16 members/public community and technical colleges and universities/Assistant Commissioner for Academic Affairs - THECB | Makes recommendations for additions, deletions, and modifications to the <i>Academic Course Guide Manual</i> | TEC 61.206 |
| Undergraduate Education Advisory Committee | 24 members/public community and technical colleges, universities, and health related institutions, independent colleges and universities, and one non-voting student member/Commissioner | a forum for problem solving and the generation of good ideas to improve undergraduate education | TEC 61.206 |



Section V. Funding

A. Provide a brief description of your agency's funding.

The process of preparing the agency's Legislative Appropriations Request starts with each of the agency's divisions and units reviewing the funding needs that relate to agency operations, to reaching the goals of *Closing the Gaps*, and to the agency's strategic plan as approved by the Legislative Budget Board and the Governor's Budget and Planning Office. After the divisions and units review their funding needs, the executive officers, the Commissioner, and the Board's Chair determine the base appropriation needed and the priority and amount of any exceptional funding items to include in the proposed LAR. The proposed LAR is then considered and approved by the Board members at the July meeting prior to each legislative session.

The THECB is funded from General Revenue (about 80 percent of funding), General Revenue-Dedicated, Federal Funds and Other Funds. The THECB's budget is composed largely of trustee funding administered by THECB for distribution to students, institutions of higher education, and other entities. Administrative expenditures for the agency comprise only 4 percent of the total operating budget.

The process for developing the agency's budget is collaborative and transparent, and utilizes a "bottom-up" approach. Each Assistant Commissioner prepares and manages his or her respective budgets. With guidance and coordination from the Deputy Commissioner for Business and Finance and his staff, the Assistant Commissioners submit their proposed budgets to both Deputy Commissioners and the Associate Commissioner. After making necessary adjustments, the Deputy Commissioners and Associate Commissioner present the proposed budget to the Commissioner for his review and approval. The budget then goes to the Board's Agency Operations Committee for consideration and recommendation to the full Board for final approval.

B. List all riders that significantly impact your agency's budget.

The following riders from the Fiscal Year 2012/2013 General Appropriation Act substantially impact the agency's budget:

2. Capital Budget. None of the funds appropriated above may be expended for capital budget items except as listed below. The amounts shown below shall be expended only for the purposes shown and are not available for expenditure for other purposes. Amounts appropriated above and identified in this provision as appropriations either for "Lease Payments to the Master Lease Purchase Program" or for items with an "(MLPP)" notation shall be expended only for the purpose of making lease-purchase payments to the Texas Public Finance Authority pursuant to the provisions of Government Code §1232.103.

| | <u>2012</u> | <u>2013</u> |
|--|----------------------------|----------------------------|
| a. Acquisition of Information Resource Technologies | | |
| (1) Data Center Services | \$ 1,502,824 | \$ 1,482,244 |
| Total, Capital Budget | <u>\$ 1,502,824</u> | <u>\$ 1,482,244</u> |
| Method of Financing (Capital Budget): | | |
| General Revenue Fund | \$ 729,311 | \$ 729,311 |
| Other Funds | \$ 773,513 | \$ 752,933 |
| Total, Method of Financing | <u>\$ 1,502,824</u> | <u>\$ 1,482,244</u> |

3. Commissioner's Salary. The Coordinating Board is hereby authorized to utilize \$77,851 per year from General Revenue funds appropriated to Goal H, in 2012 and 2013 and any earned funds for the purpose of funding the salary of the Commissioner of Higher Education at a rate not to exceed \$186,300 per year in 2012 and 2013.

17. Tobacco Funds - Estimated Appropriation and Unexpended Balance. Included in the amounts appropriated above to the Texas Higher Education Coordinating Board are estimated appropriations of amounts available for distribution or investment returns out of the Permanent Fund for Minority Health Research and Education and the Permanent Fund for Nursing, Allied Health and Other Health Related Programs.

a. Amounts available for distribution or investment returns in excess of the amounts estimated above are also appropriated. In the event that amounts available for distribution or investment returns are less than the amounts estimated above, this Act may not be construed as appropriating funds to make up the difference.

b. All balances of estimated appropriations from the Permanent Fund for Minority Health Research except for any General Revenue, at the close of the fiscal year ending August 31, 2011, estimated to be \$1,500,000 (and included above in the Method of Finance) and the income to said fund during the fiscal years beginning September 1, 2011, are hereby appropriated. Any unexpended appropriations made above as of August 31, 2012, are hereby appropriated for the same purposes for fiscal year 2013.

c. All balances of estimated appropriations from the Permanent Fund for Nursing, Allied Health and Other Health Related Programs, except for any General Revenue, at the close of the fiscal year ending August 31, 2011, estimated to be \$1,900,000 (and included above in the Method of Finance) and the income to said fund during the fiscal years beginning September 1, 2011, are hereby appropriated. Any unexpended appropriations made above as of August 31, 2012, are hereby appropriated for the same purposes for fiscal year 2013.

20. Student Financial Aid Programs. The amounts appropriated above in Strategy B.1.8, Student Financial Aid Programs, shall be expended by the Higher Education Coordinating Board to provide student financial aid through the following programs: Texas B-On-Time, College Work Study, TEXAS Grant, Tuition Equalization Grant Program, and Texas Education Opportunity Grant Program. Any balances on hand at the end of fiscal

year 2012 may be carried over to fiscal year 2013 and any such funds are appropriated for fiscal year 2013 for the same purpose.

- a. Out of the funds appropriated above in Strategy B.1.8, Student Financial Aid Programs, an amount not less than \$7,529,639 each year shall be allocated to the College Work Study Program. The Higher Education Coordinating Board may allocate additional funds from the strategy to this program.
- b. Out of the funds appropriated above in Strategy B.1.8, Student Financial Aid Programs, an amount not less than \$12,030,800 in fiscal year 2012 and \$12,030,800 in fiscal year 2013 shall be allocated to the Texas Education Opportunity Grant Program. The Higher Education Coordinating Board may allocate additional funds from the strategy to this program.
- c. Out of funds appropriated above in Strategy B.1.8, Student Financial Aid Programs, an amount not less than \$84,422,827 each year shall be allocated to the Tuition Equalization Grant Program. The Higher Education Coordinating Board may allocate additional funds from the strategy to this program. All unexpended balances of the Tuition Equalization Grant program as of August 31, 2011, up to \$6,200,000 (and included above in the Method of Financing), are hereby appropriated to the Higher Education Coordinating Board for the biennium ending August 31, 2013 for the same purpose.
- d. Out of the funds appropriated above in Strategy B.1.8, Student Financial Aid Programs, the Higher Education Coordinating Board shall allocate not less than \$325,164,259 in fiscal year 2012 and \$234,373,565 in fiscal year 2013 to the TEXAS Grant Program. The Higher Education Coordinating Board may allocate additional funds from the strategy to this program. All unexpended balances of the TEXAS Grant program as of August 31, 2011, up to \$6,200,000 (and included above in the Method of Financing), are appropriated in accordance with Education Code §§ 56.301-56.311 for the same purposes for use during the biennium beginning September 1, 2011.
- e. Out of funds appropriated above in Strategy B.1.8, Student Financial Aid Programs, the Higher Education Coordinating Board shall allocate an amount not less than \$17,304,000 in General Revenue in fiscal year 2012 and \$14,104,000 in fiscal year 2013 and up to \$40,557,791 in General Revenue-Dedicated B-On-Time Set Asides Fund No. 5103 in fiscal year 2012 to the B-On-Time Program. The Higher Education Coordinating Board may allocate additional funds from the strategy to this program. The funds provided to the B-On-Time Program are appropriated in accordance with Education Code §§ 56.451-56.465 to provide eligible Texas students forgivable no-interest loans to attend colleges and universities in Texas. All balances in the General Revenue-Dedicated Texas B-On-Time Student Loan Account as of August 31, 2011, up to \$40,000,000 (and included above in Method of Financing) are hereby appropriated to the Coordinating Board for the biennium ending August 31, 2013 for the same purpose. Any balances on hand at the end of fiscal year 2012 may be carried over to the fiscal year 2013 and any such funds are appropriated for fiscal year 2013 for the same purpose. All general revenue unexpended balances for the B-On-Time Program as of August 31, 2011, up to \$10,100,000 (and included above in the Method of Financing), are hereby appropriated to the Higher Education Coordinating Board for the biennium ending August 31, 2013 for the same purpose.

- f. Any amounts received by the Coordinating Board as donations under Texas Education Code §56.310 during the biennium beginning September 1, 2011 are hereby appropriated for the purpose of awarding TEXAS Grants during the biennium beginning September 1, 2011.
- g. Any amounts transferred to the Coordinating Board by the Comptroller in accordance with Texas Property Code §72.1016(e), which provides that five percent of the money collected from stored valued cards presumed to be abandoned are to be used as grants under Subchapter M, Education Code §56, are hereby appropriated for the biennium beginning September 1, 2011 for the purpose of awarding TEXAS Grants during the biennium beginning September 1, 2011.

37. Professional Nursing Shortage Reduction Program. Appropriations for the Professional Nurse Shortage program total \$15,000,000 in each year of the 2012-13 biennium. Those funds shall be allocated as follows:

The Texas Higher Education Coordinating Board (THECB) shall allocate the funds appropriated in their bill pattern in Strategy D.1.12, as follows:

- a. Up to 5 percent each year may be used for administrative expenses.
- b. In each fiscal year \$4,933,500 shall be distributed in an equitable manner to institutions with nursing programs, including institutions graduating their first nursing class, based on increases in numbers of nursing student graduating. The THECB shall apply a weight of 1.5 for increased graduates in nursing educator programs identified with a Classification of Instructional Program code of 51.3808 and 51.3817. The THECB shall allocate up to 50 percent in each fiscal year of the biennium and any unexpended amounts to community colleges.
- c. \$6,885,000 in fiscal year 2012 and \$6,885,000 in fiscal year 2013 shall be distributed at a rate of \$10,000 per year for each additional nursing student enrolled in a professional nursing program to institutions with professional nursing programs based on the following criteria: (1) a graduation rate of 70% or above as reflected in the final 2010 graduation rates reported by the THECB and (2) an increase in new enrollees for fiscal year 2012 equal to 12 percent and 18 percent in fiscal year 2013 of the first-year enrollments for the 2009-10 academic year as reported by the institutions to the Texas Center for Nursing Workforce Studies.
- d. THECB shall allocate any remaining appropriation, estimated to be \$3,181,500 in fiscal year 2012 and \$3,181,500 in fiscal year 2013 to (1) professional nursing programs with nursing graduation rates below 70 percent as reflected in the final 2010 graduation rates reported by the THECB, (2) hospital-based diploma programs, or (3) new professional nursing programs whose graduation rates which have not been determined by the THECB. From funds available for that purpose, institutions shall receive \$20,000 for each additional initial RN graduate in two year programs and \$10,000 for each additional graduate in one-year programs. If sufficient funds are not available to provide this allocation, the HECB shall submit a plan to the Legislative Budget Board and to the Governor outlining a method of proration. THECB shall develop an application process for institutions willing to increase the number of nursing graduates. The application shall indicate the number of nursing graduates for initial licensure the institution will produce; indicate the number of payments and payment schedule; identify benchmarks an institution must meet to receive payment; and specify the consequences of failing to meet the benchmarks.

- e. Any funds not expended in fiscal year 2012 may be expended in fiscal year 2013 for the same purposes. If an institution does not meet targets for purposes of subsections b, c and d, the institution shall return these unearned funds to the THECB by August 31 of each fiscal year. The THECB shall reallocate these funds to other qualified programs. All institutions receiving funds shall submit to the THECB a detailed accounting of funds received, obligated or expended.

C. Show your agency's expenditures by strategy.

| Texas Higher Education Coordinating Board Exhibit 5: Expenditures by Strategy C Fiscal Year 2010 (Actual) | | |
|--|-----------------------|---|
| Goal/Strategy | Total Amount | Contract Expenditures Included in Total Amount |
| Goal A: Close the Gaps in Participation, Success, Excellence, and Research | \$ 25,571,743 | |
| A.1.1. <i>Close Gaps in Participation and Success</i> | \$ 3,874,391 | \$ 235,478 |
| A.1.2. <i>Close Gaps by Administering Loan Programs</i> | \$ 5,186,215 | \$839,845 |
| A.1.3. <i>Close Gaps by Administering College Readiness Initiatives</i> | \$ 12,595,956 | \$689,299 |
| A.2.1. <i>Close Gaps in Excellence</i> | \$ 1,384,684 | \$53,840 |
| A.2.2. <i>Close Gaps in Research</i> | \$ 249,802 | \$0 |
| A.3.1. <i>Close Gaps by Providing Planning and Information</i> | \$ 1,994,345 | \$71,952 |
| A.3.2. <i>Higher Education Policy Institute</i> | \$ 286,350 | \$0 |
| Goal B: Close the Gaps in Participation and Success by Providing Trusted Funds to Improve Affordability | \$ 511,611,916 | |
| B.1.1. <i>License Plate Scholarships Program</i> | \$ 62,690 | |
| B.1.2. <i>Fifth-Year Accounting Students Program</i> | \$ 809,027 | |
| B.1.3. <i>Early High School Graduation Scholarship Program</i> | \$ 7,270,736 | |
| B.1.4. <i>Temporary Assistance for Needy Families Scholarship Program</i> | \$ 39,127 | |
| B.1.5. <i>Educational Aide Program</i> | \$ 13,413,714 | |
| B.1.6. <i>Teach for Texas Loan Repayment Program</i> | \$ 3,836,709 | |
| B.1.7. <i>Border Faculty Loan Repayment Program</i> | \$ 187,813 | |
| B.1.8. <i>OAG Lawyers Loan Repayment Program</i> | \$ 320,309 | |
| B.1.9. <i>Student Financial Aid Programs</i> | \$ 432,681,367 | |

| | | |
|--|-----------------------|-----------|
| <i>B.1.10. Doctoral Incentive Program</i> | \$ 1,146,219 | |
| <i>B.1.11. Engineering Recruitment Program</i> | \$ 899,084 | |
| <i>B.1.12. Higher Education Performance Incentive Initiative</i> | \$ 25,000,000 | |
| <i>B.1.13. Top 10 Percent Scholarships</i> | \$ 24,970,298 | |
| <i>B.1.15. Tuition Reimbursement</i> | \$ 379,341 | |
| <i>B.1.16. Texas Career Opportunity Grants Program</i> | \$ 595,482 | |
| Goal C: Close the Gaps in Research by Providing Trusteed Funds for Research | \$ 15,731,892 | |
| <i>C.1.1. Advanced Research Program</i> | \$ 15,731,892 | \$258,386 |
| Goal D: Close the Gaps by Providing Trusteed Funds to Improve Education-Related Health Care | \$ 108,291,908 | |
| <i>D.1.1. Baylor College of Medicine</i> | \$ 40,207,503 | |
| <i>D.1.2. Baylor College of Medicine Graduate Medical Education (GME)</i> | \$ 7,637,935 | |
| <i>D.1.3. Family Practice Residency Program</i> | \$ 10,527,632 | |
| <i>D.1.4. Preceptorship Programs</i> | \$ 452,144 | |
| <i>D.1.5 Primary Care Residency Program</i> | \$ 1,830,000 | |
| <i>D.1.6. Graduate Medical Education</i> | \$ 285,000 | |
| <i>D.1.7. Joint Admission Medical Program</i> | \$ 10,085,537 | |
| <i>D.1.8. Physician Education Loan Repayment Program</i> | \$ 1,452,118 | |
| <i>D.1.9. Financial Aid for Professional Nursing Students</i> | \$ 910,962 | |
| <i>D.1.10. Financial Aid for Licensed Vocational Nursing Students</i> | \$ 45,096 | |
| <i>D.1.11 Dental Education Loan Repayment Program</i> | \$ 120,000 | |
| <i>D.1.12. Professional Nursing Shortage Reduction Program</i> | \$ 25,993,678 | |
| <i>D.1.13. Consortium of Alzheimer's Disease Centers</i> | \$ 6,501,977 | |
| <i>D.1.14. Texas Hospital-Based Nursing Education Partnership Grant Program</i> | \$ 2,242,326 | \$4,800 |
| Goal E: Close the Gaps by Providing Programs to Improve Delivery, Quality, and Access to Higher Education | \$ 14,213,131 | |
| <i>E.1.1. Developmental Education Programs</i> | \$ 2,306,989 | \$12,000 |

| | | |
|--|-----------------------|--------------------|
| <i>E.1.2. Centers for Teacher Education</i> | \$ 4,467,705 | \$35,000 |
| <i>E.1.3. Two-Year Institution Enrollment Growth</i> | \$ 1,759,391 | |
| <i>E.1.4. New Community College Campuses</i> | \$ 885,692 | |
| <i>E.1.5. General Academic Institution Enrollment Growth</i> | \$ 1,750,000 | |
| <i>E.1.6. African American Museum Internship</i> | \$ 93,636 | |
| <i>E.1.7. Adult Basic Education Community College Grants</i> | \$ 1,752,760 | \$1,500 |
| <i>E.1.8. Alternative Teaching Certificate Programs at Community Colleges</i> | \$ 1,125,000 | |
| <i>E.1.9. Baccalaureate Degree Study</i> | \$ 71,958 | \$15,160 |
| Goal F: Close the Gaps by Administering Statewide Federal Grants Programs | \$ 66,245,754 | |
| <i>F.1.1. Student Financial Assistance Programs</i> | \$ 7,559,665 | |
| <i>F.1.2. Career and Technical Education Programs</i> | \$ 40,488,283 | \$50,461 |
| <i>F.1.3. Teacher Quality Grants Programs</i> | \$ 11,187,899 | \$28,845 |
| <i>F.1.4. Other Federal Grants Programs</i> | \$ 7,009,907 | \$3,346,187 |
| Goal G: Close the Gaps by Providing Tobacco Settlement Receipts to Institutions | \$ 66,245,754 | |
| <i>G.1.1. Minority Health Research and Education</i> | \$ 1,431,391 | |
| <i>G.1.2. Nursing, Allied Health and Other Health-Related Programs</i> | \$ 370,257 | |
| <i>G.2.1. Baylor College of Medicine</i> | \$ 1,923,316 | |
| <i>G.2.2. Permanent Health Fund for Baylor College of Medicine</i> | \$ 2,152,280 | |
| Goal H: Indirect Administration | \$ 12,209,716 | |
| <i>H.1.1. Central Administration</i> | \$ 4,706,995 | \$197,866 |
| <i>H.1.2. Information Resources</i> | \$ 5,162,510 | \$1,721,424 |
| <i>H.1.3. Other Support Services</i> | \$ 2,340,211 | |
| GRAND TOTAL: | \$ 759,753,304 | \$7,562,043 |

D. Show your agency's objects of expense for each category of expense listed for your agency in the General Appropriations Act FY 2010-2011.

| Texas Higher Education Coordinating Board Exhibit 6: Objects of Expense by Program or Function C Fiscal Year 2010 | | | |
|--|--------------------------------------|------------------------------------|--------------------------------------|
| Object-of-Expense | Business and Support Services | Planning and Accountability | Academic Affairs and Research |
| Salaries and Wages | 3,975,947 | 2,249,862 | 2,057,990 |
| Other Personnel Costs | 182,563 | 50,605 | 55,053 |
| Professional Fees and Services | 993,266 | 195,834 | 332,185 |
| Consumable Supplies | 32,436 | 5,982 | 5,069 |
| Utilities | 0 | 0 | 0 |
| Travel | 17,579 | 24,513 | 33,775 |
| Rent – Building | 0 | 0 | 0 |
| Rent – Machine and Other | 0 | 0 | 0 |
| Other Operating Expenses | 37,338,473 | 79,410 | 261,462 |
| Client Services | 160,583,067 | 0 | 0 |
| Grants | 298,721,953 | 104,840,838 | 93,829,433 |
| Capital Expenditures | 6,316 | 0 | 0 |
| Fringe Benefits (non-GR) and BRP | 743,389 | 90,123 | 115,298 |
| Total | \$502,594,990 | \$107,537,166 | \$96,690,265 |

| Texas Higher Education Coordinating Board Exhibit 6: Objects of Expense by Program or Function C Fiscal Year 2010 | | | |
|--|---------------------|--------------------------------|--|
| Object-of-Expense | P-16 | Indirect Administration | |
| Salaries and Wages | 1,950,128 | 6,374,600 | |
| Other Personnel Costs | 46,969 | 204,749 | |
| Professional Fees and Services | 4,194,979 | 2,062,173 | |
| Consumable Supplies | 12,222 | 58,012 | |
| Utilities | 0 | 258,330 | |
| Travel | 84,479 | 59,977 | |
| Rent – Building | 2,961 | 1,246,383 | |
| Rent – Machine and Other | 1,967 | 730,468 | |
| Other Operating Expenses | 335,403 | 1,019,790 | |
| Client Services | 374,568 | 0 | |
| Grants | 33,077,128 | 0 | |
| Capital Expenditures | 0 | 43,677 | |
| Fringe Benefits (non-GR) and BRP | 85,110 | 706,790 | |
| Total | \$40,165,914 | \$12,764,950 | |

E. Show your agency's sources of revenue. Include all local, state, and federal appropriations, all professional and operating fees, and all other sources of revenue collected by the agency, including taxes and fines.

**Texas Higher Education Coordinating Board
Exhibit 7: Sources of Revenue C Fiscal Year 2010 (Actual)**

| Source | Amount |
|---|----------------------|
| GR - Legislative Appropriations | 629,640,356 |
| Federal Funds - Indirect Cost Recoveries | 828,897 |
| GR - Dedicated License Plate Scholarships | 62,690 |
| GR - Dedicated Tuition Set Asides | 1,316,528 |
| GR - Dedicated BOT Set Asides | 17,712,584 |
| GR - Dedicated Fifth Year Accounting | 856,527 |
| GR- Dedicated Medical School Set Asides | 872,128 |
| GR - Dedicated Physician Ed LRP | 422,343 |
| Federal Funds - Byrd Scholarship Program | 3,416,877 |
| Federal Funds - State Student Incentives | 4,142,788 |
| Federal Funds - Vocational Education | 40,488,283 |
| Federal Funds - Teacher Quality | 11,187,899 |
| Federal Funds - College Access Grant | 6,694,032 |
| Federal Funds - Inst of Educ Sys | 315,875 |
| Federal Funds - AmeriCorps | 597,562 |
| Other Funds - Appropriated Receipts | 1,114,592 |
| Other Funds - Certificate of Authority Fees | 0.00 |
| Other Funds - Interagency Contracts | 3,787,606 |
| Other Funds - Tobacco Settlement Receipts | 5,877,245 |
| Other Funds - Certification and Proprietary School Fees | 5,000 |
| Other Funds - Interagency Contract Foundation School Fund | 20,723,576 |
| Other Funds - Student Loan Funds | 9,684,875 |
| Other Funds - Tax Reimbursement | 5,043 |
| Total | \$759,753,304 |

F. If you receive funds from multiple federal programs, show the types of federal funding sources.

| Texas Higher Education Coordinating Board Exhibit 8: Federal Funds C Fiscal Year 2010 (Actual) | | | | |
|---|---------------------------|------------------------|------------------------|---------------|
| Type of Fund | State/Federal Match Ratio | State Share | Federal Share | Total Funding |
| Robert Byrd Scholarship Program | N/A | | 3,416,877.00 | 3,416,877.00 |
| LEAP Federal Grant | 1:1 | 1,705,397.72 | 1,705,397.72 | 3,410,795.44 |
| SLEAP Federal Grant | 2:1 | 4,874,780.90 | 2,437,390.45 | 7,312,171.35 |
| Vocational Education – Administration | 1:1 | 907,819.07 | 907,819.07 | 1,815,638.14 |
| Vocational Education – State Grant | N/A | | 28,248,019.00 | 28,248,019.00 |
| Vocational Education – Tech Prep | N/A | | 8,613,257.00 | 8,613,257.00 |
| Vocational Education – Leadership Grants | N/A | | 2,719,188.00 | 2,719,188.00 |
| Teacher Quality Grant | N/A | | 11,187,898.64 | 11,187,898.64 |
| College Access Challenge Grant | 1:2 | 3,347,015.96 | 6,694,031.92 | 10,041,047.88 |
| Inst of Educ Sys | N/A | | 315,875.39 | 315,875.39 |
| AmeriCorps | | | 597,561.96 | 597,561.96 |
| TOTAL | \$10,835,013.65 | \$66,843,316.15 | \$77,678,329.80 | |

G. If applicable, provide detailed information on fees collected by your agency.

| Texas Higher Education Coordinating Board Exhibit 9: Fee Revenue C Fiscal Year 2010 | | | | |
|--|--------------------------------------|--|----------------|---|
| Fee Description/ Program/ Statutory Citation | Current Fee/ Statutory maximum | Number of persons or entities paying fee | Fee Revenue | Where Fee Revenue is Deposited (e.g., General Revenue Fund) |
| Certificate of Authority Fees <i>TEC, Sec. 61.305</i> | See Note 1 | 0 Institutions | 0.00 | General Revenue Fund |
| Certification and Proprietary School Fees <i>TEC, Sec. 132.063</i> | See Note 2 | 1 institution | 5,000 | General Revenue Fund |

NOTE 1: The schedule for this fee is:

| | |
|---|-----------------|
| Certificate of authority application fee | \$5,000 |
| Initial branch campus application fee | \$5,000 |
| Branch campus application fee for subsequent sites or partial program sites | \$2,500 |
| Branch campus site visit fee | \$2,500 |
| Registration of an agent fee | \$100 |
| Amendment to a certificate of authority fee | \$500 |
| Branch campus application fee applies only to public institutions in states that border Texas, and only to nursing degree programs applying to send nursing students to Texas for the clinical experience course(s) in those programs. | Reciprocal Fee* |

*The reciprocal application fee should be the same as the application fee established at a Texas institution for a similar presence in the applicant institution's home state.

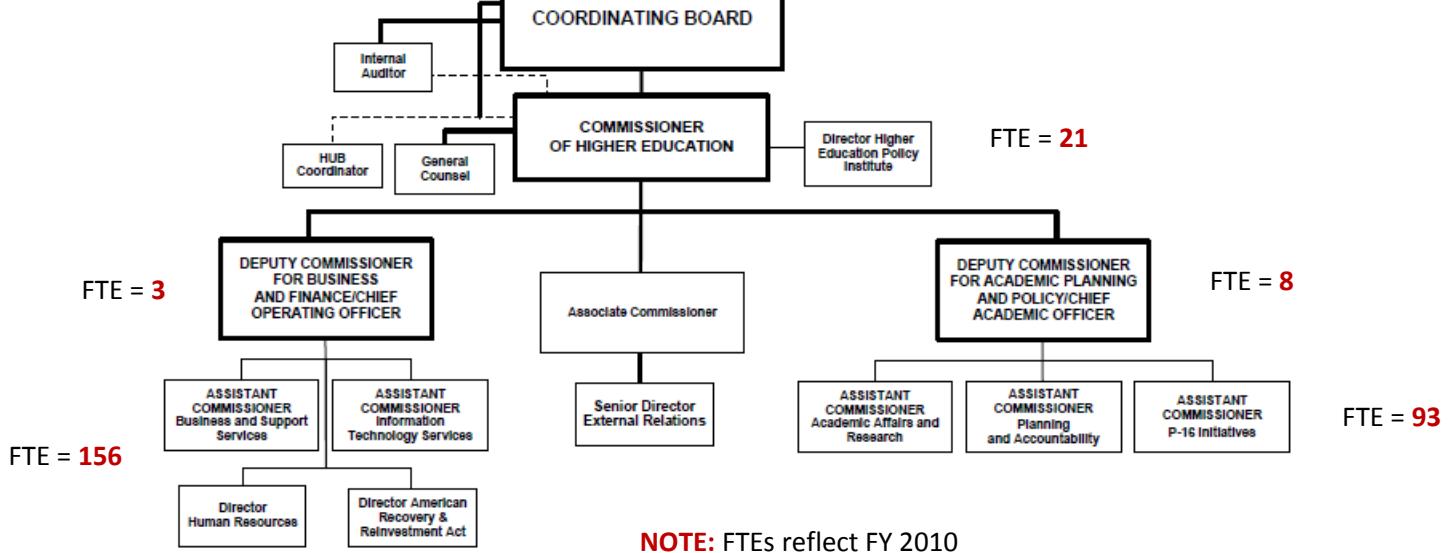
NOTE 2: The schedule for this fee is:

| | |
|--|--|
| Pre-application site visit | The institution being visited pays all travel costs for Coordinating Board staff members (regardless of the visit outcome). |
| Application for a new degree program | \$1,865 per application (fee must be submitted with the application, not with the letter of intent). |
| Application for a revision to an existing program | \$100 per program (fee must be submitted with the application or revision request). |
| Annual fee | \$1,900 per program per site (fee is payable upon notice from the Coordinating Board). |



Section VI. Organization

- A. Provide an organizational chart that includes major programs and divisions, and shows the number of FTEs in each program or division.**



- B. If applicable, fill in the chart below listing field or regional offices.**

| Texas Higher Education Coordinating Board Exhibit 10: FTEs by Location C Fiscal Year 2010 | | | |
|--|----------|-------------------------------------|--|
| Headquarters, Region, or Field Office | Location | Number of Budgeted FTEs, FY 2010 | Number of Actual FTEs as of August 31, 2010 |
| Headquarters (no other offices) | Austin | 307.9 | 281 |
| TOTAL | | 307.9 | 281 |

- C. What are your agency's FTE caps for fiscal years 2010-2013?**

| FY 2010 - FY 2011 | FY 2012 - FY 2013 |
|-------------------|-------------------|
| 311.9 | 275.4 |

D. How many temporary or contract employees did your agency have as of August 31, 2010?

| Contract Employees | Temporary Employees |
|-----------------------|------------------------|
| 8 | 8 |

E. List each of your agency's key programs or functions, along with expenditures and FTEs by program.

| Texas Higher Education Coordinating Board Exhibit 11: List of Program FTEs and Expenditures C Fiscal Year 2010 | | |
|---|----------------------------|------------------------|
| Program | FTEs as of August 31, 2010 | Actual Expenditures |
| Commissioner's Office (includes Associate Commissioner, External Relations, General Counsel, Internal Audit, and Higher Education Policy Institute) | 21 | \$1,692,372 |
| Deputy Commissioner's Office for Business and Finance | 3 | \$263,129 |
| Business and Support Services | 117 | \$507,306,054* |
| Information Technology Services | 34 | \$5,163,049 |
| Human Resources | 3 | \$329,538 |
| American Recovery and Reinvestment Act | 2 | \$653,747 [#] |
| Deputy Commissioner's Office for Academic Planning and Policy | 8 | \$613,756 |
| Academic Affairs and Research | 31 | \$96,690,265 |
| Planning and Accountability | 35 | \$107,537,166 |
| P-16 Initiatives | 27 | \$40,165,914 |
| TOTAL | 281 | \$760,414,990 |

Source: August 31, 2010 Staffing Pattern

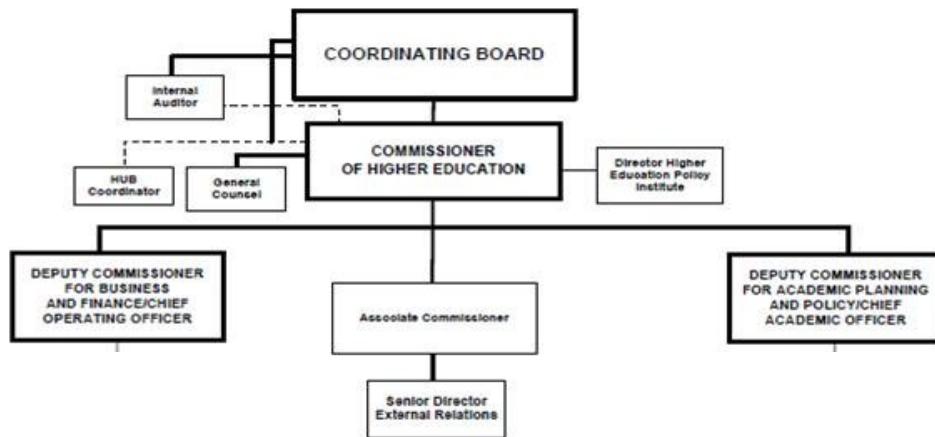
* Agency indirect administration and support expenses included in this category.

[#] ARRA administrative funds not included in the General Appropriations Act (FY 2010-2011) for agency.



Section VII. Guide to Agency Programs

Office of the Commissioner



The Commissioner of Higher Education reports directly to the Board and is responsible for the operation, coordination, supervision of the agency, and provides overall guidance and direction related to the agency's mission. The Commissioner works with Board members and staff, the Governor's office and legislators, institutions of higher education, the Texas Education Agency and the P-12 sector, the business community, and other education stakeholders to achieve the goals of the Texas higher education master plan, *Closing the Gaps by 2015*.

There are 6 primary positions that report directly to the Commissioner:

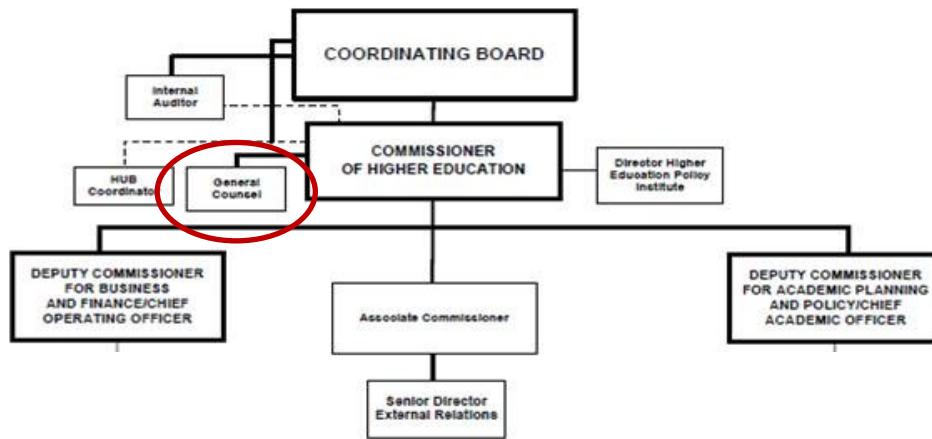
- Deputy Commissioner for Academic Planning and Policy/Chief Academic Officer;
- Deputy Commissioner for Business and Finance/Chief Operating Officer;
- Associate Commissioner;
- Internal Auditor;
- General Counsel; and
- Director of Research, *Higher Education Policy Institute*

With the exception of the Deputy Commissioners, the other direct reports operate offices that are administrative in nature, rather than programmatic.

Direct-Report Divisions: 2
Direct-Report Offices: 4
Actual Expenditures, FY 10*: \$1,692,372
Total FTEs, FY 10: 21

* Expenditures are aggregate for the four direct-report offices (General Counsel, Internal Auditor, Higher Education Policy Institute and Associate Commissioner). HEPI is funded by private grants.

Office of the General Counsel



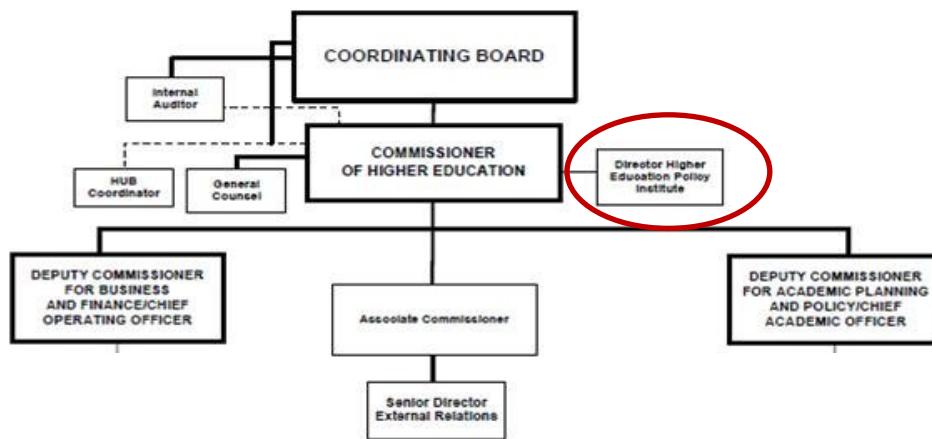
The Office of the General Counsel supports the agency by providing legal advice and assistance to the Board, the Commissioner, the Deputy Commissioners, the Assistant Commissioners, and other agency staff as needed to fulfill the agency's mission.

The duties of the Office of General Counsel include:

- Provide informal and formal legal opinions on issues concerning the agency, including compliance with federal and state laws and regulations and court opinions;
- Manage and coordinate with the Office of the Attorney General all litigations involving the THECB. A copy of the most recent Pending Litigation Report is attached;
- Draft and review proposed legislation, statutes and administrative rules;
- Prepare and review contracts;
- Act as Ethics Officer for the agency;
- Serve on the Employees Grievance Committee;
- Advise and assist the institutions of higher education and their attorneys regarding issues of mutual concern;
- Request opinions from the Office of the Attorney General on behalf of the THECB and community colleges; review and comment on requests for opinions from the Office of the Attorney General made by the public universities and other parties;
- Assure compliance with the Open Meetings Act and the Public Information Act; and
- Provide training in administrative rule making, Open Meetings Act, and Public Information Act.

The Office of General Counsel includes the General Counsel and two staff attorneys.

Higher Education Policy Institute



The Texas Higher Education Policy Institute (HEPI) is charged with producing comprehensive and objective analyses of critical higher education issues to help higher education officials, public education officials, community and business leaders, and legislators make the best possible and most informed decisions for achieving the goals of the state's higher education master plan, *Closing the Gaps by 2015*.

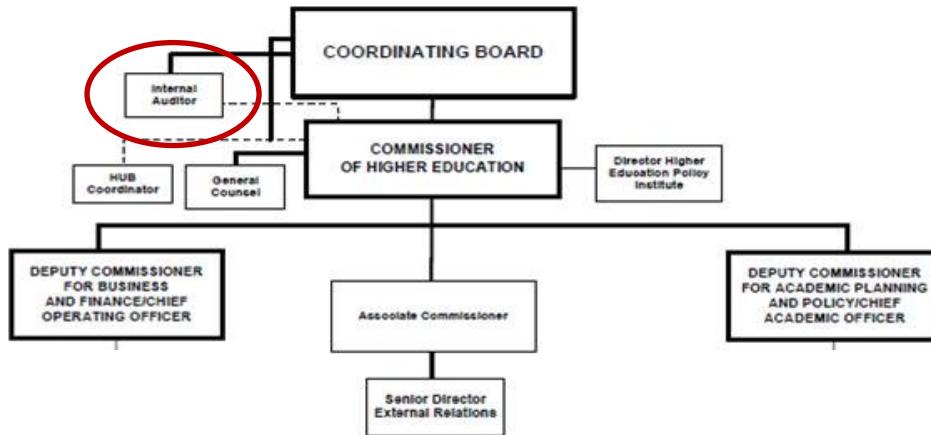
HEPI aligns its research agenda with state needs and the strategic planning process of the THECB. Overall, the research objectives will focus on critical issues the state must address to close the gaps by 2015.

Examples of the Policy Institute's work include the following research topics:

- Higher education cost efficiency;
- Measuring student learning outcomes in higher education;
- Increasing participation and success of Hispanic and other underrepresented students in higher education;
- Improving developmental education; and
- Exploring significant drivers of costs in higher education and affordability.

HEPI consists of the Director of Research who reports to the Commissioner of Higher Education, a Deputy Director and two Research Assistants. HEPI is not funded by state appropriations, but rather from a \$2.5M grant from the Houston Endowment.

Office of Internal Auditor

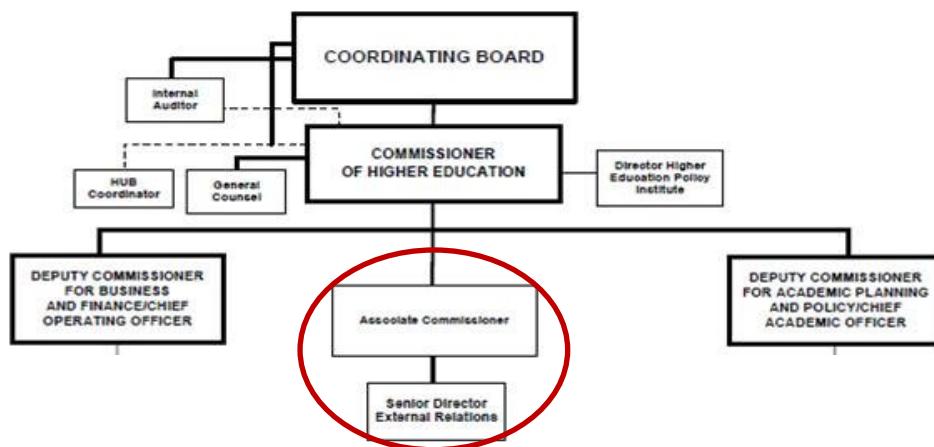


The Office of Internal Auditor reports to the board with an indirect reporting relationship to the Commissioner of Higher Education.

As defined by Texas Government Code Chapter 2101, internal auditing exists to assist agency administrators and governing boards by furnishing independent analyses, appraisals, and recommendations about the adequacy and effectiveness of a state agency's systems of internal control policies and procedures and the quality of performance in carrying out assigned responsibilities. Internal auditing is defined as an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

The THECB's Office of Internal Auditor includes a Director and one staff auditor.

Associate Commissioner and External Relations

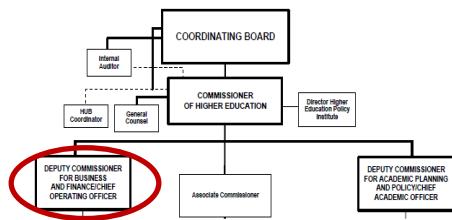


The Associate Commissioner:

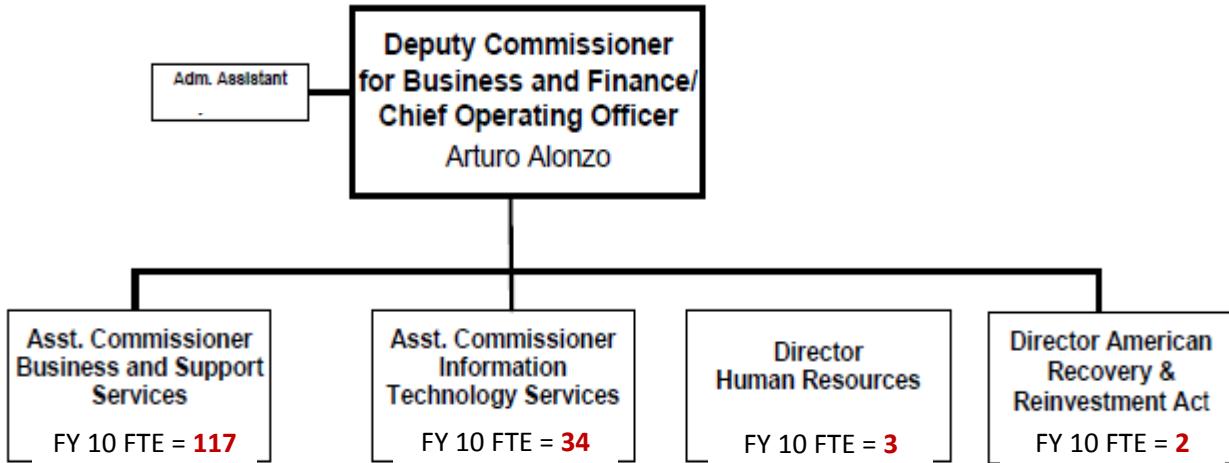
- Reports to the commissioner of higher education and serves as a member of the agency's senior management team, which includes the Commissioner and the two deputy commissioners;
- Oversees the Office of External Relations and the staff of the Commissioner's Office;
- Acts as the primary point of contact to House Appropriations and Senate Finance Committees and other legislators and staff regarding the agency's legislative appropriations request (LAR), and works closely with the deputy commissioners and other key staff on the development of the agency's LAR and linking the budget process with legislative priorities;
- Oversees all communications with members of the Board and assures that all directives to agency staff from Board members are completed competently and on deadline; and
- Serves as the liaison to the Commissioner with staff within the agency and to external organizations and individuals.

The Office of External Relations:

- Serves as the liaison to the Texas Legislature and Executive branches of state government and to Congress and federal agencies, to include arranging staff appearances before legislative committees, preparing testimony and information, and coordinating meetings between legislators, Board members and the Commissioner;
- Provides relevant, timely, and useful information, including appropriate analysis of data, to legislators and staff in response to legislative inquiries during session and interim;
- Provides updates to Board and staff on legislative matters;
- Monitors, analyzes, and summarizes legislation affecting higher education or agency operations and tracks implementation of new legislative responsibilities assigned to agency;
- Recommends legislative changes, as well as draft legislation and amendments on topics of concern to the Board;
- Develops and implements strategies to strengthen communication and relationships between the agency and its key partners to include the legislature and Congress, institutions of higher education, businesses, foundations, faculty, students, governmental agencies, and other stakeholders; and
- Responds to media requests and public inquiries.



Division of Business and Finance

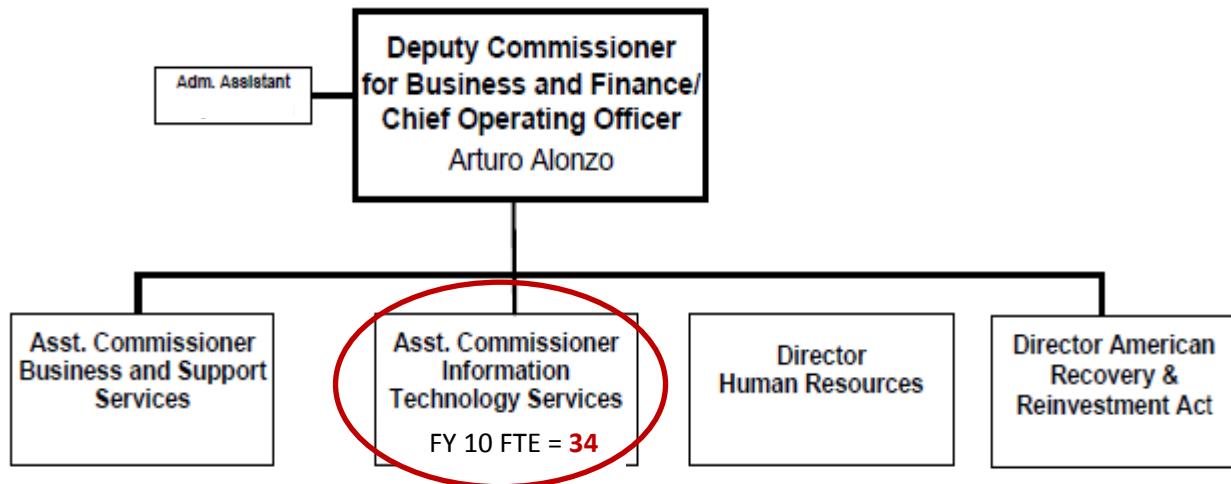


The Deputy Commissioner of Business and Finance is responsible for the overall management of the THECB's daily business operations and budget. The \$1.2 billion biennial budget (2010-2011) included state, federal, and student loan bond and debt service funds. This division oversees the implementation of sound financial controls and business practices that includes accounting, reporting, business and information resources, building management and the human resource department. Additionally, the Deputy Commissioner provides oversight of the state student loan program and the American Recovery & Reinvestment Act (ARRA) program. The Deputy Commissioner reports directly to the Commissioner of Higher Education and serves as a member of the agency's Executive leadership team. Duties assigned to the Deputy Commissioner for Business and Finance/Chief Operating Officer include, but are not limited, to:

- Provide strategic oversight for the issuance process of bonds, debt-service requirements and repayments for the THECB's student loan program;
- Develop and implement financial and accounting system controls and standards for the agency;
- Develop and monitor implementation of the agency's operating budget, including strategic management of the Legislative Appropriations Request process;
- Provide strategic oversight of the agency's human resources and information technology departments; and
- Provide strategic oversight of the agency's business and support services department, including coordination of \$1 billion in state financial aid appropriations (2010-2011 appropriations).

| |
|--|
| Direct-Report Departments: 4 Actual Expenditures, FY 10*: \$513,715,517 Total FTEs, FY 10*: 159 |
|--|

* Expenditures and FTEs reflect aggregate of four direct report departments



To support the THECB's oversight of *Closing the Gaps*, Information Technology Services provides and supports cost-effective, efficient, reliable, and responsive technology resources to enable informed planning, foster creative leadership, and sustain the efficient and effective management of the state's higher education information resources. Specifically:

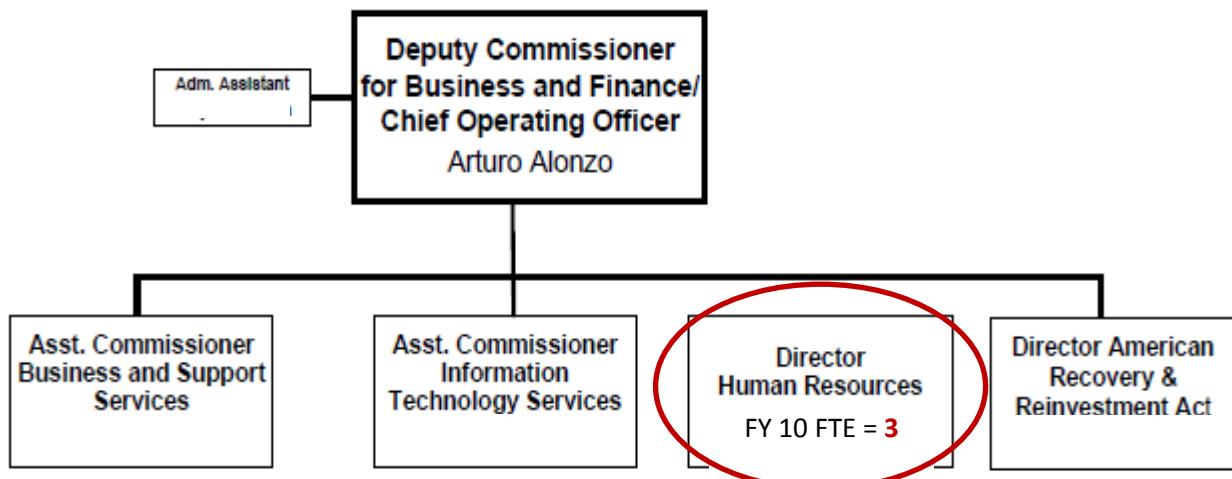
- IT Governance and strategic systems planning via the IT Steering Committee to prioritize and provide solutions required to support legislation, state rules, divisions, and institutions of higher education;
- Application Development and Support for the in-house agency applications and purchased systems;
- Quality Assurance and Testing for IT systems, both in-house and purchased;
- IT Technology Infrastructure Support for agency's PCs, laptops, printers, network for both hardware and software;
- Coordination with DIR and the State's Data Center Services vendor(s) for using the state data centers and network;
- Coordination with DIR and LBB on agency IT related reporting, etc.; and
- Provision of IT Security monitoring and management.

In FY10, ITS completed 471 work requests (DSRs, SSRs, WPRs) for the agency and completed 6,335 support requests (SUP, WEB) for agency staff in support of the agency IT related programs.

In April 2007, the agency transferred control over the agency's data center to IBM as mandated by HB 1516 and is now designated as Data Center Services (DCS). This included the transfer of nine FTE positions to the IBM lead vendor group. In June, 2010, the transfer of all in-scope equipment from the agency data center to the two state data centers run by the IBM group (Team for Texas) was completed. Also in April 2007, the agency replaced its largest application (Student Loan System) that ran on our mainframe with a COTS student loan system from 5280 solutions that runs on agency servers. In May, 2007, our lone mainframe was decommissioned.

Information Technology Services (ITS) is directed by the Assistant Commissioner for Information Technology Services who also serves as the Information Resources Manager (IRM) and Chief Information Officer (CIO). This position reports to the Deputy Commissioner for Business and Finance. Priorities for ITS are guided by the IT Steering Committee which provides general governance for IT projects and is composed of the Associate Commissioner, two Deputy Commissioners and the five Assistant Commissioners. IT Policies are documented within the Agency Policies and Procedures in section HH – Information Resources/Technology Policies and Procedures.

| |
|--|
| Actual Expenditures, FY 10: \$5,163,049 |
| Total FTEs, FY 10: 34 |

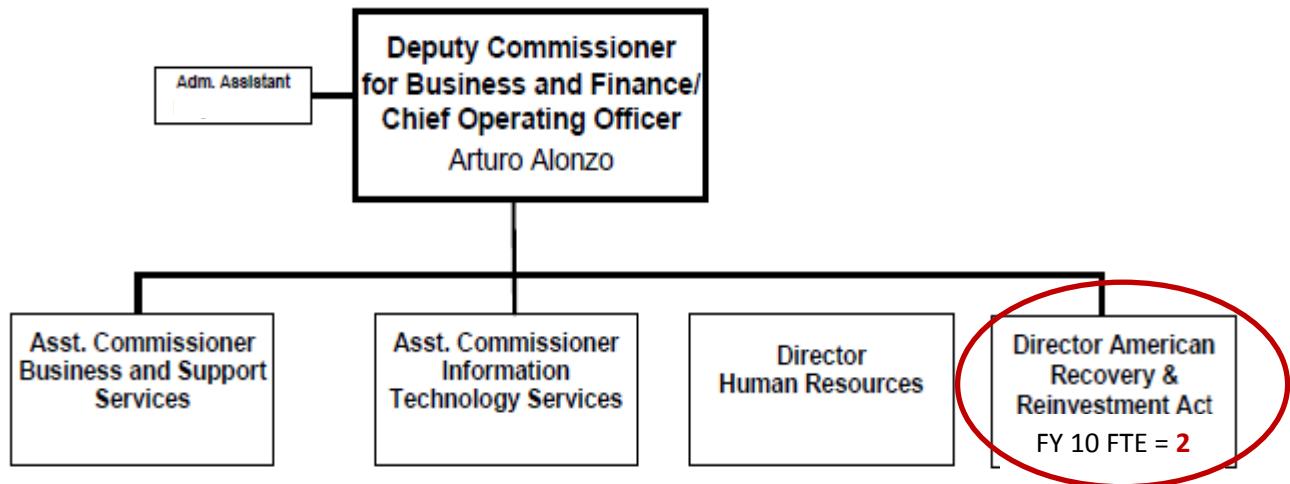


To support agency operations, the Human Resources staff engages in: maintaining professional work relationships with its HR counterparts in state government and higher education institutions; participates in professional development activities and research to stay abreast of HR industry and legal changes; and commits to a culture of excellence that is based in accountability, competency, and transparency in conducting the agency's human resources activities.

The agency's human resources work includes all aspects and activities associated with

- personnel recruitment, retention;
- employment process and selection procedures;
- succession planning;
- management of the agency's classification and compensation system;
- employee performance plan and evaluation system;
- management of compliance with equal employment criteria, the Fair Labor Standards Act, and other relevant state and federal laws and regulations;
- development and implementation of personnel policies and procedures;
- all aspects of agency employee relations activities;
- and employee benefits;
- training; and
- design and maintenance of management information system including personnel and position

| |
|--|
| Actual Expenditures, FY 10: \$329,538 |
| Total FTEs, FY 10: 3 |



The American Recovery and Reinvestment Act of 2009 (ARRA) was signed into law on February 17, 2009. The primary goal of the \$787 billion package is to stimulate the economy in the short term and invest in education and other essential public services to ensure the long-term economic health of our nation.

ARRA provides approximately \$100 billion for education, including increases of \$17.1 billion in the Pell grant program, \$200 million in work study funding, and a \$53.6 billion appropriation for the State Fiscal Stabilization Fund (SFSF) program. Of that amount, the U. S. Department of Education (USDE) awarded governors approximately \$48.6 billion via formula to advance essential education reforms to benefit students. The Texas portion of the SFSF is almost \$4 billion, with \$3.2 billion allocated to the Education Services Fund and \$723 million to the Government Services Fund.

The THECB has been designated administrative responsibility to manage the ARRA Government Services Fund (GSF). The GSF award to Texas by the Department of Education totals \$723,165,683. These federal funds were appropriated by the Texas Legislature in Art. XII of SB1, the General Appropriations Act for the 2010-2011 biennium.

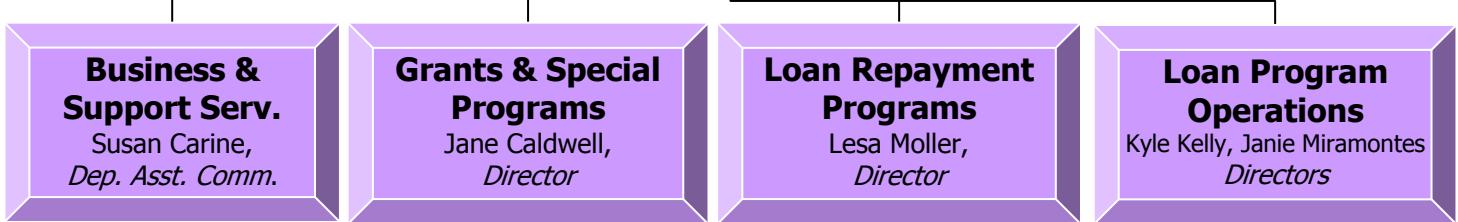
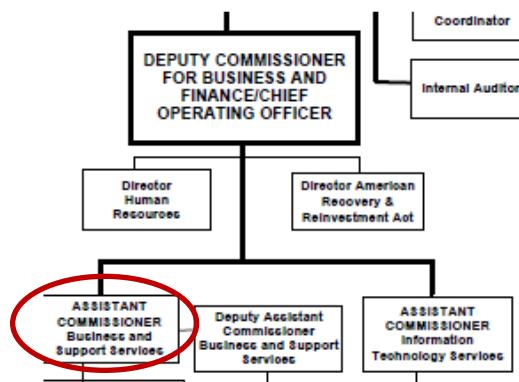
The Governor issued Executive Order (EO) RP-72 on August 25, 2009, relating to ARRA and federal funding for Texas. The EO mandates compliance with ARRA reporting requirements, and makes key coordinating and reporting directives to state agencies and public institutions of higher education (IHEs).

The THECB developed a website dedicated to application documents, procedures, instructions, and guidelines to assist GSF sub-recipients and to ensure transparency and accountability. The website address is: <http://www.thecb.state.tx.us/ARRA>

See **Section XI** for more detail on the THECB's administration of one-time ARRA funding.

| |
|--|
| Actual Expenditures, FY 10: \$653,747⁺ |
| Total FTEs, FY 10: 2 |

+ The source of these expenditures was administrative funding from the ARRA GSF award



The objective of the Business & Support Services Department is to provide administrative support in the areas of business services, building and facilities services, support services, and federal grant administration to divisions of the THECB to facilitate the achievement of the agency's goals and objectives.

The BSS Department's primary programmatic functions relate to the administration and support of state and federal financial aid programs trusted to the agency. Three offices accomplish this role: Grants & Special Programs, Loan Repayment Programs, and Loan Program Operations.

In addition to the programmatic functions, the BSS department also provides oversight for agency operations to include the following:

- Business management functions in support of budgeting, accounting, funds disbursement, financial reporting, payroll processing, purchasing, and property inventory;
- Building services to include monitoring the performance of custodial and security contracts, issuing employee identification cards and building keys, coordinating repairs and remodeling of facility, maintaining system to reserve meeting rooms, as well as, mail services, printing, and telecommunications system;
- Support services to include direct assistance on the legislative appropriation process, oversight of the state's Optional Retirement Program, and liaison to the State Office of Risk Management; and
- Federal grant administration to include providing fiscal control over Carl Perkins Career and Technology Grants such as contracting, budgeting, processing expenditures, Time and Effort System, and monitoring grantees for compliance.

| |
|---|
| Actual Expenditures, FY 10: \$502,594,990 FTEs, FY 10: 117 |
|---|

| | |
|------------------------------------|--|
| Name of Program or Function | FUNCTION: Office of Business & Support Services |
| Location/Division | Business and Support Services Department/ Business & Finance Division |
| Contact Name | Susan Carine, Deputy Asst. Commissioner |

The Office of Business & Support Services is dedicated to providing professional accounting, financial, and support services to the internal and external customers of the agency. The office is focused on creating a culture of continuous improvement, based on measurement, process analysis, and systematic improvements, aimed at a single outcome—commitment to service excellence. The office has implemented innovative techniques to perform core processes and enter accounting data to ensure fewer errors with more review and oversight while eliminating duplicative and manual activities—specifically, the automated deposit voucher system, integration with the student loan system, automated travel expense system, Interface Utility Program, Business Management System, business intelligence tool, online payment system for conferences and loan payments, active directory/single sign-on for internal accounting systems, intranet site for Business & Support Services, and reporting tools that allow for cross-application reporting in a more timely manner. All of which has created greater efficiency, transparency, and accountability for the agency. Within the office, there are two key functional areas: Business Services and Building Services.

Business Services provides direction and leadership for all business management functions in the agency support areas of budgeting, financial reporting, accounts receivable/payable, payroll, purchasing, contracts management, and property inventory.

Building Services provides support services relative to monitoring the performance of the building lease contract, issuing employee identification cards and building keys, coordinating repairs and remodeling of facility, maintaining system to reserve meeting rooms, as well as, mail services and printing.

In Fiscal Year 2010, the Office of Business & Support Services provided oversight over the Government Services Fund (GSF) portion (\$723m) of the State Fiscal Stabilization Fund under the American Recovery and Reinvestment Act (ARRA) by creating an agency application, terms and conditions, instructions, budget forms, and notification of awards to ensure processes included the appropriate level of monitoring of the awards and expenditures. These processes have now been touted as a “best practices” by the Federal Government and the Texas Governor’s Office.

The office also recently negotiated a new 10-year full-service lease creating an approximate \$300k annual cost savings over the life of the lease. The full-service lease has created additional efficiencies relative to janitorial, security, utilities, and building management all of which are now handled by the Landlord rather than agency personnel.

A. Provide the following information at the beginning of each program description.

| | |
|------------------------------------|--|
| Name of Program or Function | FUNCTION: Office of Grants & Special Programs |
| Location/Division | Business and Support Services Department/ Business & Finance Division |
| Contact Name | Jane Caldwell, Director |

The Office of Grants & Special Programs (GSP) is charged with administering 23 financial aid programs and six exemption programs. Since 2003, Texas has spent \$2.3B on financial aid via four key programs administered by the Office of GSP (TEXAS Grants, Texas Educational Opportunity Grant, Tuition Equalization Grant, and the Texas College Work Study Program). Total expenditures for all major financial aid programs in 2010 have increased 63 percent compared to 2003 expenditures. Texas has added a number of new programs during this period to include the Top 10 Percent Scholarship and the B-on-Time loan program. Additionally, Texas offers a number of tuition exemption and waiver programs to offset costs to students attending college. The main function of the Office of GSP is to administer programs funded by the state and provide guidance to financial aid offices on implementation at the campus-level.

Another function of the Office of GSP is the adoption and maintenance of rules related to state residency requirements for in-state tuition and state financial aid programs. This includes advising campuses on how to administer these requirements.

Finally, the Office of GSP maintains the Financial Aid Database (FADS) which includes collecting and reporting information and data related to financial aid programs and recipients.

B. What is the objective of this program or function? Describe the major activities performed under this program.**Grants and Special Programs**

The purpose of the Office of Grants and Special Programs (GSP) is to develop and implement procedures that facilitate the flow of grants, scholarships and work-study funds to financially needy students attending college in Texas. The GSP administers or provides direct oversight to twenty-three (23) different programs:

- The Toward EXcellence, Access and Success Grant Program (TEXAS Grant Program);
- The Tuition Equalization Grant Program (TEG);
- The Texas Educational Opportunity Grant (TEOG)
- The Federal Leveraging Education Assistance Program (LEAP);
- The Federal Special Leveraging Educational Assistance Partnership Grant (SLEAP);
- The Federal Challenge Grant –College for all Texans Grant (CFATG);
- The Fifth-Year Accounting Student Scholarship Program;
- The Robert C. Byrd Honors Scholarship Program (Byrd);
- The Collegiate License Plate Insignia (LPI) Scholarship Program (LPI);

- Five Specialty License Plate (LPI) Programs, including:
 - Capitol Area Council, Boy Scouts of America;
 - San Jacinto Council, Girl Scouts of America;
 - Texas Cotton Producers;
 - Houston Live Stock Show and Rodeo; and
 - Omega Psi Phi Fraternity Inc.
- Six nursing scholarship programs, including
 - The General Vocational and General Professional Nursing Scholarship Programs,
 - The Rural Vocational and Rural Professional Nursing Scholarship Programs;
 - The Scholarship Program for LVNs Studying to become RNs; and
 - The Scholarship Program for Rural Bachelor of Science in Nursing (BSN) and Graduate Nursing Students.
- The Texas College Work-Study Program (TCWSP);
- The Top Ten Percent Scholarship Program; and
- The Texas Career Opportunity Grant (TCOG).

For these programs, the agency acts as trustee for state or federal funds. In fulfilling that role, the GSP performs the following functions:

1. Develops and amends rules as necessary (except for the federally-funded programs, which follow federal procedures, and the Specialty LPI programs, for which the THECB enters into contracts with the sponsoring entities and the contracts describe how funds will be used);
2. Collects data for use in allocating funds among participating institutions for the TEXAS Grant, TEG, TEOG, LEAP, SLEAP, Nursing Scholarship, Work-study and TCOG programs;
3. Allocates funds to institutions participating in the programs listed in item 2, above;
4. Prepares periodic vouchers for the Comptroller's Office to request the issuance of funds to either students or institutions;
5. Creates and maintains a web site; and prepares for and gives presentations to inform the general public, high school and middle school counselors, financial aid officers and other interested parties about the requirements and existence of the programs;
6. Compiles, maintains and presents training materials to college and university financial aid officers;
7. Fields questions from financial aid officers, students, parents and others, researching accounts and solving problems for them when possible; explaining alternatives when necessary;
8. Designs report formats, collects data, compiles and presents program statistics periodically to reflect program operations and assure the full use of funds; and
9. Works with advisory committees to develop and/or improve program operations and policies.

TEXAS Grant, TEG, TEOG, LEAP, SLEAP, Nursing Scholarship, Work-study and TCOG programs

Each year, the GSP collects the data from institutions needed to determine each institution's share of program funds. The GSP divides the funds accordingly, and allocates a portion of the statewide appropriation to each institution.

The financial aid office, following program requirements for these programs, culls its aid applicant pool to identify those who are eligible for each program. The aid officer processes awards locally (at the campus level) and the THECB processes vouchers through the State Comptroller's Office to issue funds to the colleges. The institutions disburse funds to students.

In accordance with program rules, institutions have until a set deadline to commit all of their funds to eligible students. Funds that are not awarded as of the deadline are redistributed to other institutions requesting additional funds. At the end of each year, program statistics are compiled and reported as required.

Top 10 Scholarship Program

Each institution submits a list of students who meet program eligibility requirements to the GSP. The list is then approved through a set of system edits at the THECB to confirm eligibility and priorities (if necessary) based on the applicants' FAFSA completion date. The GSP then notifies the institutions of the awards.

Collegiate LPI

Institutions develop license plates that are sold by the Texas Department of Transportation to generate scholarship funds. The GSP advises the institutions of the balance of their funds. Independent institutions submit applications to the GSP for the funds. Community colleges request the funds from the GSP to be awarded locally.

Specialty LP program

The sponsoring entities develop license plates that are sold by the Texas Department of Transportation, generating scholarship funds. The GSP advises the organizations of the balance of their funds and issues the funds to them annually, to be awarded locally.

Throughout the year, GSP staff members respond to questions from students and financial aid offices about procedures and awards for all the programs listed above. They also provide periodic training to aid officers to insure the proper use of program funds. Through discussions with the public, college personnel, and advisory committees, program procedures and policies are constantly reviewed for opportunities for improvement. As appropriate, rules are amended and procedures changed. The administration of the programs is an evolutionary process.

| | | |
|---------------------------|--|--|
| Exemption Programs | <p>The State authorizes 53 tuition/fee waiver and exemption programs for students enrolling in public institutions of higher education (IHE). The purpose of these programs is to provide a monetary benefit (offered in the form of reductions in tuition, fees, or both depending on program) to a class of students meeting specific eligibility requirements defined in statute. With few exceptions, these programs are unfunded mandates for IHEs, meaning that lost (or foregone) revenue related to students who receive these benefits is absorbed by the IHEs. In FY10, exemption and waiver benefits were used by more than 234,000 students for a total of \$402M in foregone revenue.</p> | Exemptions: Allow special groups of resident or non-resident students to pay a reduced amount of tuition and fees. |
|---------------------------|--|--|

| |
|---|
| Waivers: Allow special groups of non-resident students to pay a reduced nonresident tuition rate. |
|---|

The GSP administers or provides direct oversight for six exemption programs. Some of these programs are funded by the state and require the THECB to administer the flow of funding. For the others, the GSP simply provides oversight by adopting rules and advising institutions on administration. The programs include:

- The Early High School Graduation Scholarship Program (EHS);
- The Exemption Program for Students receiving Temporary Assistance for Needy Families (TANF);
- The Educational Aides Exemption Program (EA);
- The Good Neighbor Scholarship Program (GNS) ;
- Hazlewood Exemption Program (HAZ) ; and the
- Combat Exemption.

Early High School Graduation Scholarship, Educational Aides Exemption, & Temporary Assistance for Needy Families

The GSP performs the following functions for the programs listed above:

1. Develops and amends rules as necessary for those programs for which it has rule making authority (EHS, EA);
2. Creates and maintains a student database to track student eligibility;
3. Prepares periodic vouchers for the Comptroller's Office to request the issuance of funds to institutions;
4. Creates and maintains a website and prepares for and gives presentations to inform the general public, high school and middle school counselors, and other interested parties about the requirements and existence of the programs;
5. Compiles, maintains and presents training materials to college and university financial aid officers and registrars;
6. Fields questions from financial aid officers, students, parents and others, researching accounts and solving problems for them when possible; explaining alternatives when necessary;
7. Designs report formats, collects data, and compiles and presents program statistics periodically to reflect program operations; and
8. Works with the Financial Aid Advisory Committee to develop and/or improve program operations and policies.

Unlike grant and scholarship programs in which institutions choose to participate, students drive the exemption programs. They initiate program activities by advising their institutions of their eligibility (e.g. Educational Aides Exemption Program) or by submitting applications via high school counselors to the GSP (e.g. Early High School Graduation Scholarship Program). Funds are not allocated to institutions. Institutions report to the GSP the amounts needed to cover the relevant tuition and/or fee charges for eligible students, and the agency directly reimburses institutions for those costs.

Good Neighbor Scholarship Program

For this program, the GSP functions primarily as a selection board for award recipients. In fulfilling that role, it performs the following functions:

1. Develops and amends program rules as necessary;
2. Creates and maintains a student database to select award recipients and track student eligibility;
3. Creates and maintains a web page and prepares for and gives presentations to inform the general public, and other interested parties about the requirements and existence of the program;
4. Compiles, maintains and presents training materials to college and university financial aid officers and registrars;
5. Fields questions from financial aid officers, students, parents and others;
6. Compiles and presents program statistics periodically to reflect program operations; and
7. Works with the Financial Aid Advisory Committee to develop and/or improve program operations and policies.

The GSP invites institutions to submit applications for individuals they would like to recommend for awards, but provides no reimbursements. If an institution submits applications for this program, it commits itself to waive tuition for any students selected for the awards.

Hazlewood Exemption Program

For this program, institutions identify eligible students and grant the exemptions. The GSP functions primarily as an information source for students and institutions. The agency also maintains the database for tracking hours used by individual students. The complexity of this program has expanded tremendously over time as the statutes have been amended to include children and spouses of veterans under certain circumstances. The interaction of state and federal veterans benefit programs has also added a layer of complexity, leading to many inquiries and discussions.

Combat Exemption Program

For the Combat Exemption program, the GSP:

1. Develops and amends program rules as necessary;
2. Creates and maintains a web page; and prepares for and gives presentations to inform the general public, and other interested parties about the requirements and existence of the program;
3. Compiles, maintains and presents training materials to college and university financial aid officers and registrars;
4. Fields questions from financial aid officers, students, parents and others;
5. Compiles and presents program statistics periodically to reflect program operations;
6. Works with the Financial Aid Advisory Committee to develop and/or improve program operations and policies; and
7. Issues funds to institutions to reimburse them for the tuition exemptions they provide eligible students.

Other GSP Functions

In addition to administering and providing direct oversight for the above programs, the GSP also serves two critical functions for the agency.

Residency

The agency serves as a major resource for basic information about the statutes and rules governing the determination of residency for tuition and state financial aid purposes.

In fulfilling this role, the GSP performs the following functions:

1. Develops and amends rules as necessary;
2. Creates and maintains a web site and prepares for and gives presentations to inform registrars and admissions officers and other interested parties about the requirements for establishing residency;
3. Fields questions from registrars, admissions officers, students, and others to help them understand the statutes and rules; and
4. Works with the Advisory Committee on Residency to develop and/or improve program operations and policies.

The fulfillment of these duties does not entail the disbursement of any funds to students or institutions. The GSP serves primarily in an advisory capacity as a result of the complexity of the laws and practices governing the determination of residency. Primary “customers” are registrars and admissions officers at the institutions. The agency does not have authority to make residency decisions, as those decisions are reserved for the institution.

Throughout the year, GSP staff members respond to questions from admissions or registrars’ offices about the process of applying state statutes or rules to specific cases. They also provide periodic training to registrars and admissions officers to improve awareness of the proper application of state policies. Through discussions with college personnel and advisory committees, residency procedures and policies are constantly reviewed for opportunities for improvement. As appropriate, rules are amended and procedures changed. The administration of residency is an evolutionary process.

Financial Aid Database Report

The Financial Aid Database Report is an annual student-by-student report that the agency requires of all institutions participating in one or more of the state’s financial aid programs. The purpose of the report is to provide the state Legislature an annual assessment of the financial aid need of Texas students. It also provides the GSP an equitable basis for allocating funds for many of the financial aid programs administered by the agency.

In fulfilling this role, the GSP performs the following functions:

1. Develops and amends the report format as appropriate to reflect changes in state or federal financial aid programs;
2. Adjusts report internal edit system to identify errors in the data, so corrections can be made prior to generating statewide statistics;
3. Prepares and distributes instructional materials for institutions, advising them how to construct, complete and transmit their reports to the THECB;
4. Fields questions from financial aid and technical staff at institutions about the database content, structure and electronic submission;
5. Works with the institutions who are having trouble correcting errors in their reports, occasionally visiting campuses to give on-site assistance;
6. Contact schools who are late in submitting or completing the report, reminding them of their obligation to complete the report;
7. Sends institutions summary reports of the data they have submitted, along with a certification form to complete, attesting to its accuracy;
8. Designs, compiles and submits annual reports to the Legislature based on the database;
9. Works with the Financial Aid Advisory Committee to update and improve the report format, content and processing sequences;
10. Generates unique reports as requested by the Legislature or other parties, to reflect statistics about the state’s financial aid recipient population; and
11. Uses statistics from the database as a basis for allocating financial aid funds among eligible institutions.

C. What evidence can you provide that shows the effectiveness and efficiency of this program or function? Provide a summary of key statistics and performance measures that best convey the effectiveness and efficiency of this function or program.

Grants and Special Programs

For the following centrally-administered programs, the agency's goal is full use of available funds. Below are the results for FY 2010. FY 2010 was the first year of operations for the Top 10 Percent Scholarship and TCOG programs, which may explain the lower use rate as new programs are often less efficient in early years of operation.

| | Appropriation | Expended | Balance | % Used |
|----------------|---------------|--------------|-------------|---------------|
| LEAP | \$1,705,505 | \$1,705,022 | \$483 | 99.97% |
| SLEAP* | \$2,192,831 | \$2,188,638 | \$4,193 | 99.81% |
| Byrd | \$3,472,500 | \$3,417,065 | \$55,436 | 98.40% |
| Nursing | \$964,198 | \$952,237 | \$11,961 | 98.76% |
| Top 10 | \$21,510,268 | \$19,954,185 | \$1,556,083 | 92.77% |
| TCOG | \$610,000 | \$580,720 | \$29,280 | 95.20% |

One-year Persistence rates and 4-, 5- and 6-year graduation rates are generated annually for the TEXAS Grants, TEG, TEOG, and Work-study programs:

| TEXAS Grants | Public Univ. | Public Comm. Coll. | Public Tech./State |
|---|--------------|--------------------|--------------------|
| 1-year Persistence Rate | | | |
| Fall 2009 to Fall 2010 | 87.9% | 72.9% | 65.9% |
| 4-year Grad. Rate | | | |
| With TXG | 20.6% | 2.1% | 0.3% |
| With aid, but no TXG | 22.5% | 1.9% | 0.2% |
| 5-year Grad. Rate | | | |
| With TXG | 42.8% | 8.6% | 1.8% |
| With aid, but no TXG | 41.6% | 5.5% | 0.6% |
| 6-year Grad. Rate | | | |
| With TXG | 53.1% | 14.9% | 4.9% |
| With aid, but no TXG | 49.7% | 9.0% | 1.5% |
| 6-year Graduate/Persistence Rate | | | |
| With TXG | 73.4% | 43.3% | 24.1% |
| With aid, but no TXG | 69.1% | 31.4% | 13.9% |

| TEG | Independent Institutions |
|--------------------------------|--------------------------|
| 1-year Persistence Rate | |
| Fall 2009 to Fall 2010 | 86.6% |
| 4-year Grad. Rate | |
| With TEG | 34.7% |
| With aid, but no TEG | 40.9% |
| 5-year Grad. Rate | |
| With TEG | 52.8% |
| With aid, but no TEG | 58.1% |
| 6-year Grad. Rate | |
| With TEG | 58.9% |
| With aid, but no TEG | 62.8% |

| | | |
|--|----------------------------------|----------------|
| 6-year Graduate/ Persistence Rate | With TEG With aid, but no TEG | 71.4% 71.4% |
|--|----------------------------------|----------------|

| TEOG | | Public Comm. Coll. | Tech./State College |
|---|------------------------------------|-----------------------|------------------------|
| 1-year Persistence Rate | | | |
| Fall 2009 to Fall 2010 | | | 64.3% 63.2% |
| 2-year Associate/ Certificate Grad. Rate | With TEOG With aid, but no TEOG | 5.4% 3.5% | 23.5% 12.9% |
| 3-year Associate/ Certificate Grad. Rate | With TEOG With aid, but no TEOG | 9.6% 6.7% | 34.1% 19.6% |
| 4-year Associate/ Certificate Grad. Rate | With TEOG With aid, but no TEOG | 13.2% 10.0% | 40.0% 22.3% |
| 4-year Associate/ Certificate Graduate/ Persistence Rate | With TEOG With aid, but no TEOG | 40.1% 40.0% | 51.8% 37.2% |

| Work-Study | | Public Univ. | Public Comm. Coll. | Public Tech./State | Independent Inst. |
|--|------------------------------------|-----------------|-----------------------|-----------------------|----------------------------------|
| 1-year Persistence Rate | | | | | |
| Fall 2009 to Fall 2010 | | | | | 89.0% 75.3% 84.2% 92.4% |
| 4-year Grad. Rate | With TCWS With aid, but no TCWS | 27.7% 21.8% | 1.1% 2.0% | 0.0% 0.2% | 40.2% 37.7% |
| 5-year Grad. Rate | With TCWS With aid, but no TCWS | 51.3% 41.9% | 7.3% 6.1% | 0.0% 0.8% | 60.7% 55.3% |
| 6-year Grad. Rate | With TCWS With aid, but no TCWS | 59.8% 50.6% | 11.7% 10.0% | 0.0% 1.9% | 64.5% 60.7% |
| 6-year Graduate/ Persistence Rate | With TCWS With aid, but no TCWS | 76.8% 70.4% | 39.6% 33.4% | 30.0% 15.1% | 74.3% 71.3% |

Exemption Programs

Since FY 2003, the use of all tuition/fee exemptions by students each year has more than doubled, while foregone tuition and fees absorbed by IHEs increased 200 percent (reflecting growth in tuition and fees over this same time period). Of the programs directly administered or provided oversight by the agency, the chart below shows the relative growth in these programs:

| Recipients | 2006 | 2007 | 2008 | 2009 | 2010 |
|-------------|-------|-------|-------|-------|-------|
| EHS | 6,912 | 6,433 | 5,737 | 6,783 | 7,312 |
| EA | 5,841 | 5,265 | 5,065 | 4,958 | 5,007 |
| TANF | 78 | 111 | 41 | 24 | 19 |
| GNS | 211 | 233 | 246 | 260 | 229 |

| Hazlewood | 8,830 | 9,113 | 9,632 | 9,882 | 13,307 |
|----------------------------|----------------|----------------|----------------|----------------|----------------|
| Combat | 0 | 0 | 0 | 0 | 197 |
| Total | 21,872 | 21,155 | 20,721 | 21,907 | 26,071 |
| Funds (in millions) | | | | | |
| | 2006 | 2007 | 2008 | 2009 | 2010 |
| Early HS | \$6.24 | \$6.14 | \$5.60 | \$6.56 | \$7.27 |
| Educational Aide | \$10.25 | \$11.63 | \$12.55 | \$12.54 | \$13.46 |
| TANF | \$0.21 | \$0.19 | \$0.14 | \$0.08 | \$0.04 |
| Good Neighbor | \$1.66 | \$2.10 | \$2.44 | \$2.62 | \$2.55 |
| Hazlewood | \$16.88 | \$19.65 | \$22.18 | \$24.66 | \$32.40 |
| Combat | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.40 |
| Total | \$35.24 | \$39.71 | \$42.91 | \$46.46 | \$56.12 |

Other GSP Functions

Residency

Each year, GSP staff provides training on state residency requirements to the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO). The most recent training was in fall 2010 at this group's annual conference. The TACRAO conference organizers used a survey to gauge the effectiveness of the training and quality/efficacy of the information provided. The survey ranks a variety of metrics on a scale of 1 to 5, with 1 being highest ranking. At this training session, GSP staff overall received an average score of 1.1.

| | Part I | Part II |
|--|---------------|----------------|
| Knowledge of Subject | 1.1 | 1 |
| Ability to Present | 1.1 | 1.1 |
| Quality of Handouts | 1.1 | 1.1 |
| Quality of Visual Aides | 1.1 | 1.1 |
| Timely and Relevant | 1.1 | 1.1 |
| Adequate Seating/Room Environment | 2.1 | 1.5 |
| Session Followed Program Summary | 1.2 | 1.1 |
| Present Used Allotted Time Well | 1.1 | 1.1 |
| Would Recommend this Session | 1.1 | 1.1 |
| Overall Session Rating | 1.1 | 1.1 |

Financial Aid Database Report

The THECB has no specific information on the effectiveness of this report. However, anecdotally this report is among the most requested reports produced by the agency.

- D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent.**

Grants and Special Programs

In general, Grants and Special Programs were created to enable financially needy and/or academically talented students to attend college and/or pursue certain careers.

| Program: | TEXAS Grants |
|------------------------------|--|
| First Year of Awards: | FY2000 |
| Changes over time: | The original TEXAS Grant program provided awards for 6 years, or 150 hours, or until a bachelor's degree was acquired (whichever came first). In 2005, this was reduced to 5 years for persons in 4-year degree plans, and 6 years for persons in degree plans of more than 4 years. Also in 2005, a renewal award requirement was added that requires recipients to complete at least 24 hours per year in the prior academic year. In 2011, the Legislature adopted the THECB's recommendations to establish a "priority model" for students entering the TEXAS Grant program in fall 2013 or later and who enroll at public universities. Financially needy students who complete two out of four academic criteria are given priority in terms of receiving a TEXAS Grant. |

| Program: | Tuition Equalization Grant (TEG) |
|------------------------------|---|
| First Year of Awards: | 1972 |
| Changes over time: | Prior to 2005, students had to be enrolled at least half-time and have financial need in order to qualify for a TEG. In 2005, the Legislature adopted additional requirements to better align the program with the TEXAS Grant program. To receive continuation awards, students were required to enroll full-time, maintain a 2.5 GPA, and complete at least 24 hours per year (18 hours for graduate students). In addition, eligibility for undergraduates was limited to 5 years for four-year degrees; 6 years for degrees that require more than 4 years. In 2009, enrollment was reduced to $\frac{3}{4}$ -time. In 2011, the Legislature also added a requirement that students complete at least 75 percent of the hours he/she attempted in the prior year. |

| Program: | Texas Educational Opportunity Grant (TEOG) |
|------------------------------|--|
| First Year of Awards: | 2001 |
| Changes over time: | In 2011, the Legislature adopted the THECB's recommendation to enable persons eligible for, but not receiving a, TEXAS Grant to be eligible to receive TEOG. Prior to that time, eligibility for TEXAS Grants precluded the student from receiving a TEOG, even if the student did not actually receive a TEXAS Grant. |

| Program: | Federal LEAP |
|------------------------------|---|
| First Year of Awards: | 1976 |
| Changes over time: | Federal LEAP funds (originally named State Student Incentive Grants, or SSIG) were originally matched by funds collected by each institution through the Texas Public Educational Grant (TPEG) Program. (Chapter 56, Subchapter C of the Texas Education Code requires each public institution to set aside a certain percentage of its tuition revenues for use in making need-based grants.) In 1988 the federal government indicated its funds had to be matched by direct state appropriations. |

To meet this requirement and enable matching awards to go to public institution students, the state created and funded the Public SIG program as a line item in the appropriations bill. When the TEXAS Grant Program was created, it became the source of matching funds for public institutions and the SIG program was terminated. Private school matching funds have always been from the TEG. LEAP requires a dollar-for-dollar match. **Federal funding for this program is terminated as of the end of 2010-2011 federal academic year.**

| | |
|------------------------------|---|
| Program: | Federal SLEAP |
| First Year of Awards: | 2001 |
| Changes over time: | Federal funding for this program is terminated as of the end of 2010-2011 federal academic year. |

| | |
|------------------------------|---|
| Program: | Fifth-Year Accounting Student Scholarship Program |
| First Year of Awards: | 1996 |
| Changes over time: | In FY2010, administration of the program (other than the issuance of funds) was transferred to the Texas State Board of Public Accountancy (TSBPA). SB 777, passed by the 82nd Legislature, will move the issuance of funds to TSBPA effective fall 2011. |

| | |
|------------------------------|--|
| Program: | Federal Robert C. Byrd Honors Scholarship |
| First Year of Awards: | 1987 |
| Changes over time: | This program was originally a one-year award for eligible freshmen; it was changed by the federal government to include continuation awards. Federal funding for this program is terminated as of the end of 2010-2011 federal academic year. |

| | |
|------------------------------|--|
| Program: | Nursing Scholarships (6 programs) |
| First Year of Awards: | 1990 |
| Changes over time: | Original funding was from fees paid by nurses as they renewed their licenses, but was changed to direct appropriations many years ago. Operations were moved from central processing of applications to decentralized processing in FY06 to provide schools more flexibility in making awards. Funding for these programs is terminated as of the end of FY 11. |

| | |
|------------------------------|---|
| Program: | Texas College Work-Study Program |
| First Year of Awards: | 1990 |
| Changes over time: | The matching requirements in statute were amended in 2005 to allow the match to equal the federal work-study matching requirements. |

| | |
|------------------------------|---|
| Program: | Top Ten Percent Scholarship |
| First Year of Awards: | 2009 |
| Changes over time: | Expanded to include renewal students in FY2010. |

| | |
|------------------------------|---|
| Program: | Texas Career Opportunity Grant |
| First Year of Awards: | 2010 |
| Changes over time: | Funding for this program is terminated as of the end of FY 11. |

| | |
|------------------------------|--------------------------------------|
| Program: | Federal College for All Texans Grant |
| First Year of Awards: | 2010 |
| Changes over time: | N/A A one-time program. |

| | |
|---------------------------|---|
| Exemption Programs | In general, the exemption programs were created to provide a benefit to persons who meet certain eligibility criteria. Below are changes that have occurred over time to those exemption programs directly administered or provided oversight by the THECB. |
|---------------------------|---|

| | |
|------------------------------|--|
| Program: | Early High School Graduation Scholarships |
| First Year of Awards: | 1996 |
| Changes over Time: | The original program simply required graduation from high school in no more than 36 months. The award was \$1000, to be used for tuition only. Funding for this program is terminated as of the end of FY 11. |

| | |
|------------------------------|---|
| Program: | Educational Aides Exemption Program |
| First Year of Awards: | 1997 |
| Changes over Time: | Originally, only certified educational aides could qualify for the exemption. Funding for this program is terminated as of the end of FY 11. |

| | |
|------------------------------|---|
| Program: | Exemption Program for Students receiving Temporary Assistance for Needy Families |
| First Year of Awards: | 1995 |
| Changes over Time: | Originally, the person had to use the exemption within one year of graduating high school. Now, they have up to two years to use their exemption. Funding for this program is terminated as of the end of FY 11. |

| | |
|------------------------------|---|
| Program: | Hazlewood Exemption |
| First Year of Awards: | 1940's |
| Changes over Time: | This program was originally for veterans who were residents of Texas when they entered the service and at the time they used the exemption. It provided an exemption from tuition and fees other than property deposit and student services fees. Over time, the program was: limited to 150 semester credit hours; expanded to provide benefits to the children of veterans who had died from service-related illness or injuries; expanded to children of veterans who were disabled and rated as |

100 percent unemployable; expanded to include certain members of the National Guard; expanded to include spouses of veterans who died as a result of service-related illness or injuries or were disabled and rated as 100 percent unemployable; amended to allow the stacking of federal and state benefits under certain circumstances; expanded to allow a veteran, if not using his/her exemption, to assign unused hours to a child; amended to indicate only federal benefits limited to tuition and fee charges had to be considered when awarding Hazlewood; amended to NOT require the veteran to be a resident when using the exemption; expanded to allow the surviving spouse or legal guardian of a child to assign unused hours of a veteran if the veteran died before assigning the hours; amended once more to indicate the veteran had to be residing in Texas to use the exemption; established an age limit for children receiving Hazlewood benefits.

| Program: | Combat Exemption Program |
|------------------------------|---|
| First Year of Awards: | 2010 |
| Changes over Time: | In 2011, the Legislature amended this program to allow students to receive this benefit for up to 150 semester credit hours; defined "child" as a person 25 years of age or younger; and required the child to be a Texas resident. Funding for this program is terminated as of the end of FY 11. |

Other GSP Functions

Residency

The current statutes for determining residency, adopted in 2005, can be found in Chapter 54.052 of the Texas Education Code. The purpose of the program is to subsidize higher education for state taxpayers and require nonresidents to pay a higher price.

The primary change that has occurred to residency over time was the passage of legislation in 2001 (and again in 2005) that allows certain persons, including non-US citizens, to claim residency in Texas by residing in the state in the 36 months leading up to high school graduation and the year prior to enrollment in college if they sign affidavits that express their intent to apply for permanent resident status as soon as they are eligible to do so. Although there have been bills introduced in the past two legislative sessions to repeal this provision, none of them have passed.

Financial Aid Database Report

This report is mandated through a rider in the General Appropriation Act. The mandate to create the report was first included in the 1993-94 General Appropriation Act. GSP staff worked with financial aid offices and technical staff members to design the report for approximately two years, and the first reports were

collected from institutions in fall 1996 for FY1996 operations. The authorization for collecting the report for FY2010 is Rider 48, page III-58, General Appropriations Act, 81st Legislature.

The report has expanded over time. Originally it only included persons who had received at least one type of need-based financial aid. The FY2007 report was expanded to include everyone who had applied for need-based aid, whether they received any or not, and the FY2010 report was further expanded to include persons who did not apply for need-based assistance but received merit- or performance-based aid.

E. Describe who or what this program or function affects. List any qualifications or eligibility requirements for persons or entities affected. Provide a statistical breakdown of persons or entities affected.

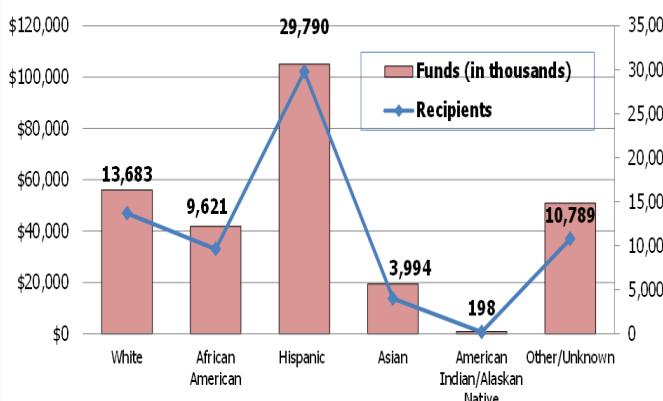
Grants and Special Programs

Eligibility requirements for each program administered or provided oversight by the GSP unit are provided below:

| Program: | TEXAS Grants |
|-------------------------------|--|
| First Year of Awards: | FY2000 |
| Statutory Authority: | TEC Ch. 56, Subchapter M |
| Financial Need: | Required. Highest priority is given to neediest students. Expected family contribution must be less than or equal to \$4,000 for first award; award may not exceed need. |
| Academic Requirements: | Completion of the Recommended or Advanced High School Curriculum is required for eligible students to receive an initial award. For renewals, students must meet their colleges' financial aid academic progress requirements as of the end of the first year. Thereafter, students must maintain an overall GPA of 2.5 and a class completion rate of 75 percent; students receiving their first award 9/1/2005 or after also must complete at least 24 hours for the year. Beginning in fall 2013, priority for awards will be given to students who complete two out of four academic criteria and have financial need. |
| Targeted Career: | N/A |
| Unique Purposes: | Largest state financial aid program for needy students; encourage middle and high school students to prepare for college by taking the Recommended High School Program (eligibility requirement) and perform at relatively high levels in high school to earn priority for an award (provision to take effect in fall 2013). |

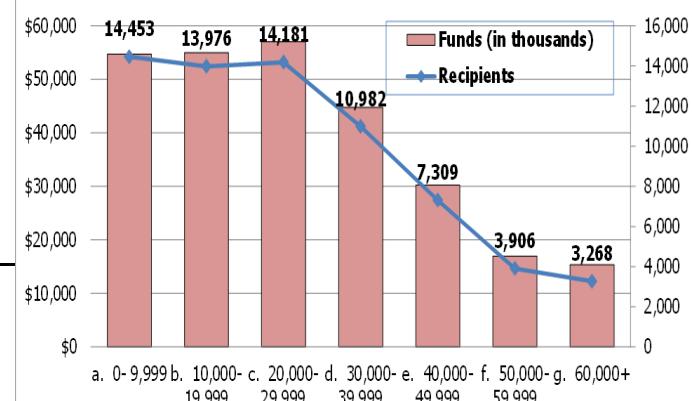
TEXAS Grants by Ethnicity

FY 2010

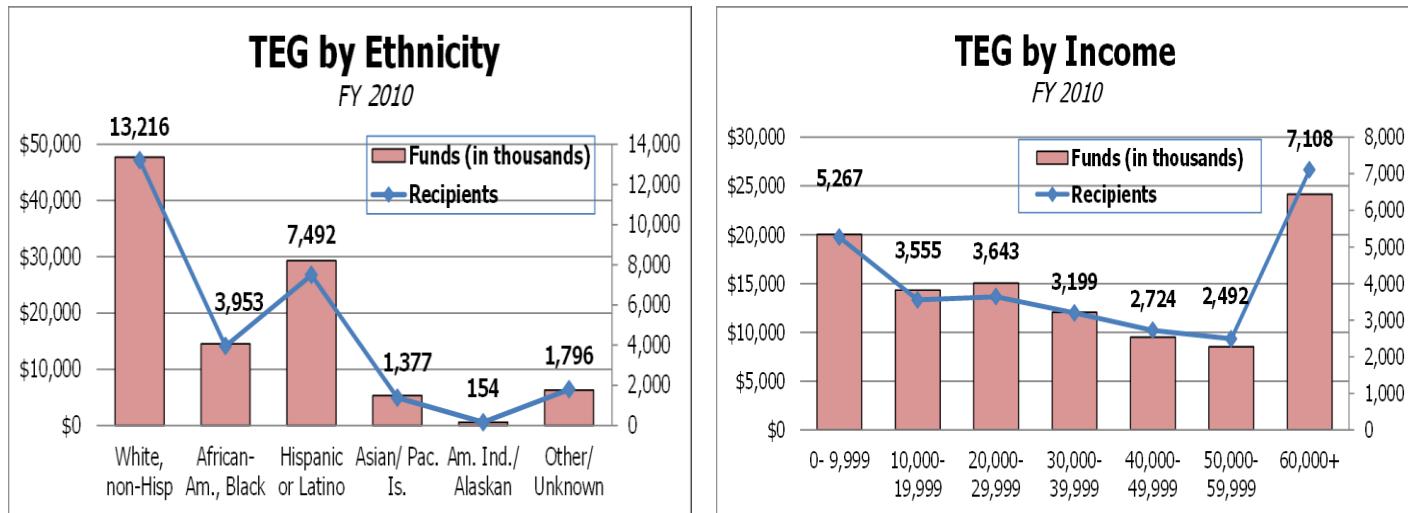


TEXAS Grants by Income

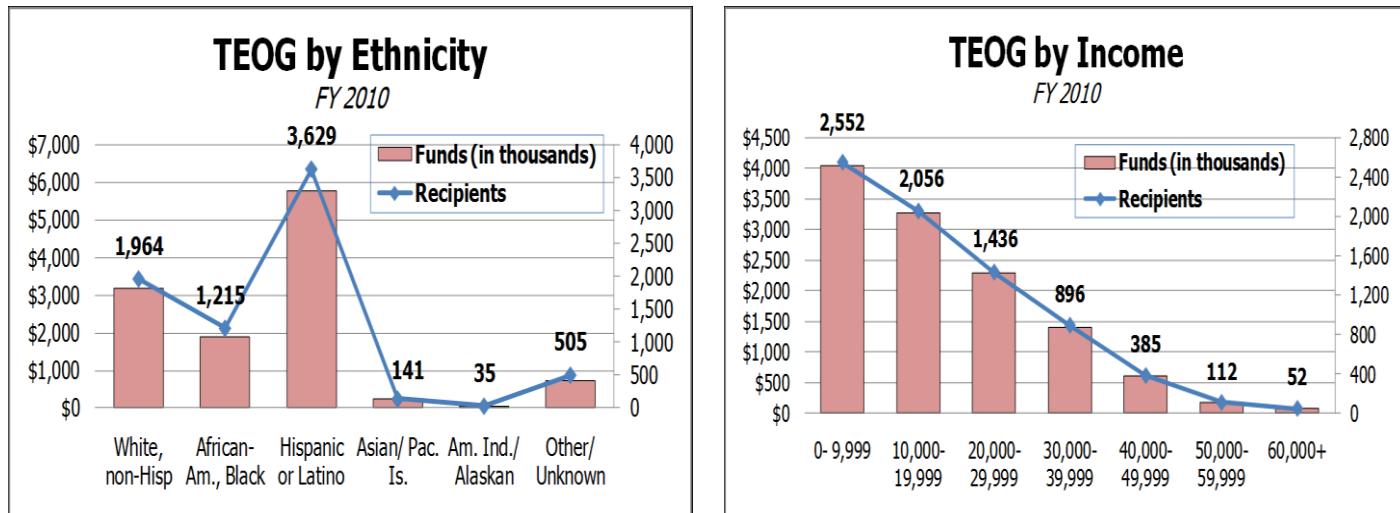
FY 2010



| | |
|-------------------------------|--|
| Program: | Tuition Equalization Grant (TEG) |
| First Year of Awards: | 1972 |
| Statutory Authority: | TEC Ch. 61, Subchapter F |
| Financial Need: | Required; award may not exceed need. |
| Academic Requirements: | Eligible students must meet the institution's financial aid academic standards as of the end of the first year. Thereafter, students must maintain a cumulative 2.5 GPA, 75 percent completion rate for all hours attempted and complete at least 24 hours per year for undergraduates; 18 hours per year for graduate students. |
| Targeted Career: | N/A |
| Unique Purposes: | Enable financially needy students to attend private colleges in Texas. |



| | |
|-------------------------------|---|
| Program: | Texas Educational Opportunity Grant (TEOG) |
| First Year of Awards: | 2001 |
| Statutory Authority: | TEC Ch. 56,402 Subchapter F |
| Financial Need: | Required; expected family contribution must be less than or equal to \$2,000 for first award; award may not exceed need. |
| Academic Requirements: | Eligible students must meet the institution's financial aid academic standards as of the end of the first year. For renewal awards, students must complete 75 percent of attempted hours, and maintain an overall GPA of 2.5. |
| Targeted Career: | N/A |
| Unique Purposes: | Enable financially needy students enrolled in public two-year colleges to receive grant aid. |



| | |
|-------------------------------|---|
| Program: | Federal LEAP |
| First Year of Awards: | 1976 |
| Statutory Authority: | Title IV, Part A, Subpart 4, U.S. Higher Education Act of 1965, as Amended and Chapter 34 CFR Part 692 |
| Financial Need: | Required; award may not exceed need. |
| Academic Requirements: | Eligible students must meet the institution's financial aid academic standards. |
| Targeted Career: | N/A |
| Unique Purposes: | Use federal matching funds to encourage states to expand their grant programs for college students. TEG funds are used to match federal funds for independent college students; TEXAS Grants are used to match federal funds for public college students. Required match ratio was 1:1. |

FY 10 Recipients

| | |
|------------------|--------------|
| White | 836 |
| African American | 437 |
| Hispanic | 784 |
| Other/Unknown | 316 |
| Total | 2,373 |

| | |
|-------------------------------|---|
| Program: | Federal SLEAP |
| First Year of Awards: | 2001 |
| Statutory Authority: | Title IV, Part A, Subpart 4, U.S. Higher Education Act of 1965, as Amended an Chapter 34 CFR Part 692 |
| Financial Need: | Required; award may not exceed need. |
| Academic Requirements: | Eligible students must meet the institution's general academic standards |
| Targeted Career: | N/A |
| Unique Purposes: | Use federal matching funds to encourage states to expand their grant programs for college students. TEG funds are used to match federal funds for independent college students; TEXAS Grants are used to match federal funds for public college students. Required ratio was \$1 SLEAP for \$2 state funds. |

FY 10 Recipients

| | |
|------------------|--------------|
| White | 948 |
| African American | 516 |
| Hispanic | 955 |
| Other/Unknown | 434 |
| Total | 2,853 |

| | |
|------------------------------|---|
| Program: | Fifth-Year Accounting Student Scholarship Program |
| First Year of Awards: | 1996 |
| Statutory Authority: | TEC Ch. 61, Subchapter N |
| | As of FY2010, the THECB's only role is to issue funds to institutions as directed by the Texas State Board of Public Accountancy, the agency now responsible for the administration of the program. |

| | |
|-------------------------------|---|
| Program: | Federal Robert C. Byrd Honors Scholarship |
| First Year of Awards: | 1987 |
| Statutory Authority: | Title IV, Part A, Subpart 6, US Higher Education Act of 1965, as amended |
| Financial Need: | N/A |
| Academic Requirements: | High School rank & GPA or GED scores, SAT, ACT scores are all considered. |
| Targeted Career: | N/A |
| Unique Purposes: | Award academically talented high school graduates and GED students |

FY 10 Recipients

| | |
|------------------|--------------|
| White | 1,078 |
| African American | 33 |
| Hispanic | 198 |
| Other/Unknown | 244 |
| Total | 1,553 |

| | |
|-------------------------------|---|
| Program: | Nursing Scholarships (6 programs) |
| First Year of Awards: | 1990 |
| Statutory Authority: | TEC Ch. 61, Subchapter L |
| Financial Need: | Required; award may not exceed need. |
| Academic Requirements: | High school rank, GPA and entrance examination scores are considered in ranking applicants |
| Targeted Career: | Vocational or professional nursing |
| Unique Purposes: | In general, the scholarships were created to encourage students to enter careers in nursing. The rural scholarship programs attempt to recruit students from rural communities and encourage them to return to these communities after receiving their nursing credentials. The LVN to RN Program was created to encourage LVNs to expand their skills. |

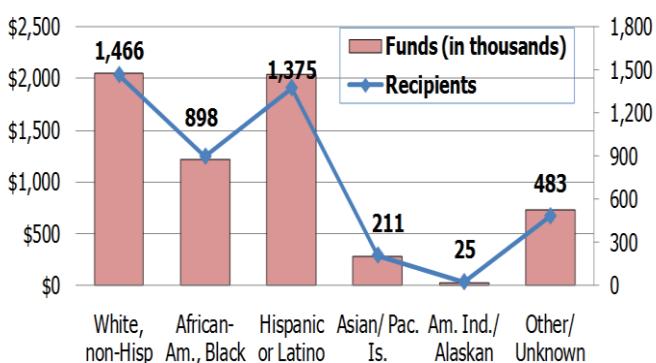
FY 10 Recipients

| | |
|------------------|--------------|
| White | 485 |
| African American | 193 |
| Hispanic | 311 |
| Other/Unknown | 160 |
| Total | 1,211 |

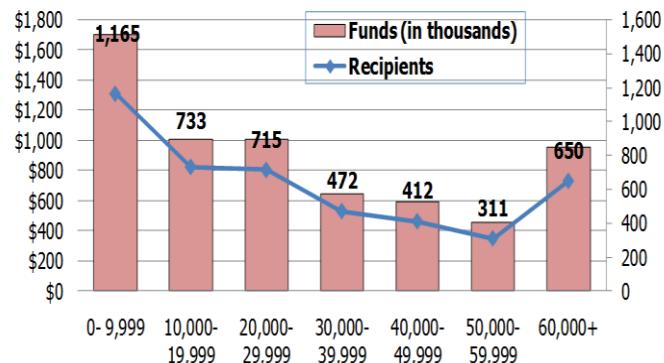
| | |
|-------------------------------|--|
| Program: | Texas College Work-Study Program |
| First Year of Awards: | 1990 |
| Statutory Authority: | TEC Ch. 56, Subchapter E |
| Financial Need: | Required; award may not exceed need. |
| Academic Requirements: | Must meet institution's general academic standards |
| Targeted Career: | N/A |
| Unique Purposes: | Assist financially needy students to go to college by providing financial aid as payment for work. |

TCWS by Ethnicity

FY 2010

**TCWS by Income**

FY 2010



| | |
|-------------------------------|--|
| Program: | Top Ten Percent Scholarship |
| First Year of Awards: | 2009 |
| Statutory Authority: | Article III of the General Appropriation Act of the 80th Texas Legislature, Special Provisions Relating Only to State Agencies of Higher Education, Section 55, Subsection 4, Higher Education Performance Incentive Initiative (III-241). |
| Financial Need: | Required. |
| Academic Requirements: | Must graduate in top 10 percent of high school class. To receive renewal award, must have ended the prior year with at least a 3.25 overall GPA (3.0 if pursuing a degree in a workforce shortage area). |
| Targeted Career: | N/A |
| Unique Purposes: | To encourage outstanding high school graduates attend a public college or university in Texas; bonus award for college juniors and seniors who are enrolled in a Texas workforce shortage field. |

FY 10 Recipients

| | |
|------------------|---------------|
| White | 3,291 |
| African American | 768 |
| Hispanic | 3,332 |
| Other/Unknown | 2,623 |
| Total | 10,014 |

| | |
|-------------------------------|---|
| Program: | Texas Career Opportunity Grant (TCOG) |
| First Year of Awards: | 2010 |
| Statutory Authority: | TLC Title 4, Subtitle B, Ch. 305, Subchapters A and B |
| Financial Need: | Required; award may not exceed need. |
| Academic Requirements: | Must meet institution's general academic standards |
| Targeted Career: | Students attending accredited career schools or colleges who are enrolled in a program identified by the Texas Workforce Commission (TWC) as delivered by an eligible institutions, results in a certificate or degree, meets a program minimum length requirement and delivers occupational training associated with an occupation included on the Statewide Occupations List compiled by the TWC. |
| Unique Purposes: | Help ensure a qualified workforce to meet the needs of this state by reducing financial barriers to higher education and training for economically disadvantaged Texans. |

| | |
|-------------------------------|--|
| Program: | Federal College for All Texans Grant |
| First Year of Awards: | 2010 |
| Statutory Authority: | US Department of Education College Access Challenge Grant, College Cost Reduction Act 2007 |
| Financial Need: | Required. |
| Academic Requirements: | N/A |
| Targeted Career: | N/A |
| Unique Purposes: | Based on unexpended CACG funds' savings in the second year, surplus was re-budgeted for one-time, need-based grants to students. |

| | |
|-------------------------------|--|
| Program: | Collegiate License Plate Insignia Scholarship Program |
| First Year of Awards: | 2005 |
| Statutory Authority: | Texas Transportation Code, Chapter 502.270 |
| Financial Need: | Required; award may not exceed need. |
| Academic Requirements: | Must meet institution's general financial aid academic standards |
| Targeted Career: | N/A; |
| Unique Purposes: | To provide financial assistance to needy students attending eligible public or independent colleges or universities in Texas through funds paid to the Department of Transportation for the purchase of automobile license plates bearing the insignia of participating Texas colleges and universities. Institutions may also use funds generated through the sale of license plates to issue need-based grants through the Texas Public Educational Grant Program, TEC. 56.031-56.039. |

| | |
|-------------------------------|---|
| Program: | Specialty License Plate Scholarship Program |
| First Year of Awards: | 2005 |
| Statutory Authority: | Texas Transportation Code, Chapter 504, Title 7 |
| Financial Need: | Required; award may not exceed need. |
| Academic Requirements: | Must meet institution's general academic standards |
| Targeted Career: | N/A; |
| Unique Purposes: | To fund educational projects or provide scholarships to needy students through the issuance of specialty license plates: Capitol Area Council, Boy Scouts of America; San Jacinto Council, Girl Scouts of America; Texas Cotton Producers; Houston Live Stock Show and Rodeo; and Omega Psi Phi Fraternity Inc. |

Exemption Programs

In general, exemption programs were created to provide a benefit to persons who meet certain eligibility criteria. Below are eligibility requirements for the various exemption programs directly administered or provided oversight by the THECB.

| | |
|-------------------------------|---|
| Program: | Early High School Graduation Scholarships |
| First Year of Awards: | 1996 |
| Statutory Authority: | TEC Ch. 56, Subchapter K |
| Financial Need: | Not relevant |
| Academic Requirements: | Student must have completed grades 9-12 in no more than 45 months or with a significant number of college credits. He/she must have completed the Recommended or Advanced High School Curriculum, must have resided legally in the United States, and must have completed the majority of high school in Texas. |
| Targeted Career: | N/A |
| Unique Purposes: | Encourage students who complete high school quickly to go on to college by offering them a tuition credit worth \$2000 for graduating in no more than 36 months; \$500 for graduating in no more than 41 months; and \$1000 for |

graduating with at least 15 college credits (if graduating in no more than 36 months) or with at least 30 hours (if graduating in no more than 41 or 45 months). Funds received may be used for paying for tuition or fees. If the student attends a private institution, that institution must provide matching funds for the student to be able to receive state money.

| Program: | Educational Aides Exemption Program |
|-------------------------------|---|
| First Year of Awards: | 1997 |
| Statutory Authority: | TEC 54.214 |
| Financial Need: | Required; but can be based on student income, not only through the federal methodology. |
| Academic Requirements: | Must meet institution's general academic standards |
| Targeted Career: | Teaching in Texas, in grades 1-12. |
| Unique Purposes: | To qualify, the person must have been employed as an educational aide or perform at least 180 hours of substitute teaching within one of the previous 5 years and must currently be employed by a school district in some capacity. |

| Program: | Exemption Program for Students receiving Temporary Assistance for Needy Families (TANF) |
|-------------------------------|---|
| First Year of Awards: | 1995 |
| Statutory Authority: | TEC, Chapter 54.212 |
| Financial Need: | Not required. |
| Academic Requirements: | Must meet institution's entrance examination requirements. |
| Targeted Career: | N/A |
| Unique Purposes: | Provides a one-year tuition and fee award to students whose families were eligible for federal assistance through the federal TANF program. |

| Program: | Good Neighbor Scholarship Program |
|-------------------------------|---|
| First Year of Awards: | 1941 |
| Statutory Authority: | TEC, Chapter 54.207 |
| Financial Need: | N/A |
| Academic Requirements: | Must be scholastically qualified for admission. |
| Targeted Career: | N/A |
| Unique Purposes: | Create economic ties for the State of Texas with other countries of the Western Hemisphere. |

| Program: | Combat Exemption Program |
|-------------------------------|--|
| First Year of Awards: | 2010 |
| Statutory Authority: | TEC 54.203(b-2) |
| Financial Need: | N/A |
| Academic Requirements: | N/A |
| Targeted Career: | N/A |
| Unique Purposes: | Reimburses institutions for providing free tuition to children of members of the US Armed Forces deployed to combat zones. |

| Program: | Hazlewood Exemption |
|---|---|
| First Year of Awards: | 1940's |
| Statutory Authority: | TEC 54.203 |
| Financial Need: | N/A |
| Academic Requirements: | For children in Legacy program only. |
| Targeted Career: | N/A |
| Unique Purposes: | Provide tuition and fee benefits to persons who have served in the U.S. Armed Forces, and their spouses and children. |
| Additional Eligibility Requirements for Veterans' Award | <ul style="list-style-type: none"> • Have either entered the U.S. Armed Forces in Texas, declared Texas as their home of record at time of entry, or been a Texas resident at the time he/she entered the U.S. Armed Forces; • Reside in Texas at the time he/she uses the benefit to go to college (added in 2011); applies to new awards made beginning fall 2011; • Serve at least 181 days of active duty excluding training; • Have an honorable discharge from the service or a general discharge under honorable conditions; • Have used his or her federal Ch. 33 Post 9/11 GI Bill or Ch. 31 Vocational Rehabilitation education benefits (including awards through federal financial aid programs) before starting to use Hazlewood benefits. ONLY if the amounts of Ch. 33 or Ch.31 benefits do not cover the full cost of tuition and fees can VA benefits be stacked with the Hazlewood Exemption. (added fall 2009); • Have a cumulative total number of hours taken under the Hazlewood Act since fall 1995 that is less than 150 (added in 1995); • Not be in default on a loan made or guaranteed by the State of Texas (added in 1995); • Use Hazlewood benefits for aircraft flight training at community colleges only under certain circumstances (added in 1997); • (If using the benefits to pay for correspondence courses), be enrolled in correspondence classes that lead toward his/her degree plan. (added in 1997); and • If enrolled in continuing education courses, be in courses for which the college receives formula funding. (added in 1995) (If enrolled in continuing education courses that do not generate formula funding, the institution is under no obligation to honor the Hazlewood Act. However, it has the option of doing so (added in 1997)). |
| Additional Eligibility Requirements for Award for Children or Spouse | <ul style="list-style-type: none"> • Be a child or spouse of a veteran who at the time of entry into the Armed Forces: <ul style="list-style-type: none"> ○ entered the service in Texas; ○ designated Texas as their home of record; ○ is a Texas resident; • Have a parent or is the spouse of a veteran who died as a result of service-related injuries or illness, is missing in action, or became 100 percent disabled for the purposes of employability as a result of service-related injury |

| | |
|--|--|
| <p>or illness;</p> <ul style="list-style-type: none"> • Have no federal veteran's education benefits, or have federal veterans education benefits dedicated to the payment of tuition and fees only (such as Chapter 33 or 31; Pell and SEOG Grants are not relevant) for the term or semester enrolled that do not exceed the value of Hazlewood benefits; • Are residents of Texas as of the term or semester in which they enroll; and • Children who receive the Hazlewood Exemption for the first time beginning fall 2011 must be 25 years of age or younger on the first day of the semester or term for which the exemption will be used. This requirement does not apply to children who received awards prior to fall 2011. <p>Additional Eligibility Requirements for Award for Children via the Legacy Program.</p> <p>NOTE: This program allows Veterans to assign unused benefit to dependent child</p> | <ul style="list-style-type: none"> • Be a Texas resident; • Be the biological child, stepchild, adopted child, or claimed as a dependent in the current or previous tax year; • Be 25 years or younger on the first day of the semester or term for which the exemption is claimed (unless granted an extension due to a qualifying illness or debilitating condition); • Make satisfactory academic progress in a degree, certificate, or continuing education program as determined by the institution; and • Effective fall 2011, a veteran's spouse or a child's guardian, conservator, custodian, or other legally designated caretaker may re-assign unused hours to an eligible child (through Legacy) on behalf of the veteran if the veteran died prior to requesting the transfer of hours. |
|--|--|

Other GSP Functions

Residency

All students attending public institutions and paying tuition have to be classified as residents or nonresidents in order for the school to assess the proper tuition rate.

Financial Aid Database Report

The financial aid database report includes information about all students who applied for need-based aid to attend a nonprofit institution of higher education in Texas. The FY2009 report included information on 665,406 students. Starting in 2010, the report also includes data for persons who did not apply for need-based aid, but who received merit- or performance-based aid. Preliminary data for FY2010 reflects data for more than 800,000 students.

F. Describe how your program or function is administered. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. List any field or regional services.

Grants and Special Programs

Grants and Special Programs are administered in three basic patterns, depending on the level of decentralization – i.e., the extent to which the THECB finalizes individual awards. In all programs, colleges or high schools ultimately identify eligible students or verify student eligibility.

Campus-based programs

For campus-based programs, the THECB provides funding allocations in lump-sums to each institution. The

institution then makes local awards in accordance with THECB rules and program statutes. The THECB receives periodic reports and insures full use of funds. TEXAS Grants, TCWSP, TEG, LEAP, SLEAP, TCOG, Top Ten Percent Scholarship Program, Nursing Scholarships, and the 5th Year Accounting Program are administered as campus-based programs.

Other programs

For the Byrd Scholarship Program, the federal government requires centralized operations. Institutions submit applications to the agency, which ranks them and selects recipients following advisory committee or federal guidelines. The agency then notifies the institutions of their recipients.

For College for All Texans Grant program, the U.S. Department of Education contracted with an outside entity to review the applicants' eligibility and select the recipients. Acting on their behalf, the THECB processed the grant awards and routed the funds electronically to each of the participating institutions, which confirmed student eligibility and disbursed the funds to the student.

Exemption Programs

Each exemption program is administered slightly differently from others.

Early High School (EHS) Graduation Scholarship

A high school counselor sends the GSP a letter certifying a student's eligibility for the EHS program. The letter also indicates the institution of higher education (IHE) the student plans to attend. The GSP sends the IHE a notice of the student's eligibility (with copies to the student and the counselor). When the student registers, the IHE waives the payment of tuition and fees (up to the full award amount). The IHE then sends the GSP staff a Request for Reimbursement for the appropriate amount. If the IHE does not have the eligibility letter at the time of registration, it may require the student to pay tuition and fees, and then reimburse the student when the funds are received from the agency. The agency issues the funds to the IHE through the State Comptroller's Office. If tuition charges for a given term or year total less than the student's full award amount, the balance is carried forward for future semesters. The GSP maintains cumulative records to monitor each student's balance in the program.

Educational Aides (EA) Exemption Program

A student begins the application process by completing part I of the application. His/her school district completes part II, certifying the student is employed by the school district and meets program eligibility requirements. The financial aid office at the IHE then completes Part III, certifying the student's residency and financial need and determines the student's eligibility for the award. When the student registers and his or her actual tuition and fee amounts (other than laboratory and class fees) are known, the IHE sends a Request for Reimbursement to the agency for the appropriate amount. The THECB issues the funds to the IHE through the State Comptroller's Office. An individual award is equal to the student's tuition and fees, less laboratory fees and class fees. A student can continue to receive awards until he/she receives a baccalaureate degree and teacher certification.

Exemption Program for Students receiving Temporary Assistance for Needy Families (TANF)

A student provides proof to the college that he/she meets program requirements. The IHE sends a Request for Reimbursement to the agency for the appropriate amount. The THECB issues the funds to the college through the State Comptroller's Office. An individual award is equal to the student's tuition and fees for one

year only. The award is not renewable.

Good Neighbor Scholarship Program (GNS)

Institutions submit applications for a selected set of foreign students to the GSP. The agency ranks all applicants according to agency rules and college-reported priorities. A tuition exemption is granted to 235 applicants, subject to the rules governing a distribution among nations. The GSP sends the IHE a notice of the students selected for awards and the colleges waive their tuition. No reimbursement is made. This program generates a loss of tuition income for the participating institutions. The value of a student's award is his/her nonresident tuition for a year. Students can re-apply for awards every year.

Hazlewood Exemption Program

Students submit applications and supporting documentation to their institutions, which confirm the students' eligibility. The IHE then adjust the students' tuition and fee charges accordingly. When submitting enrollment reports, IHEs code students, indicating their participation in the Hazlewood exemption. This information is then downloaded to the Hazlewood database.

Combat Exemption

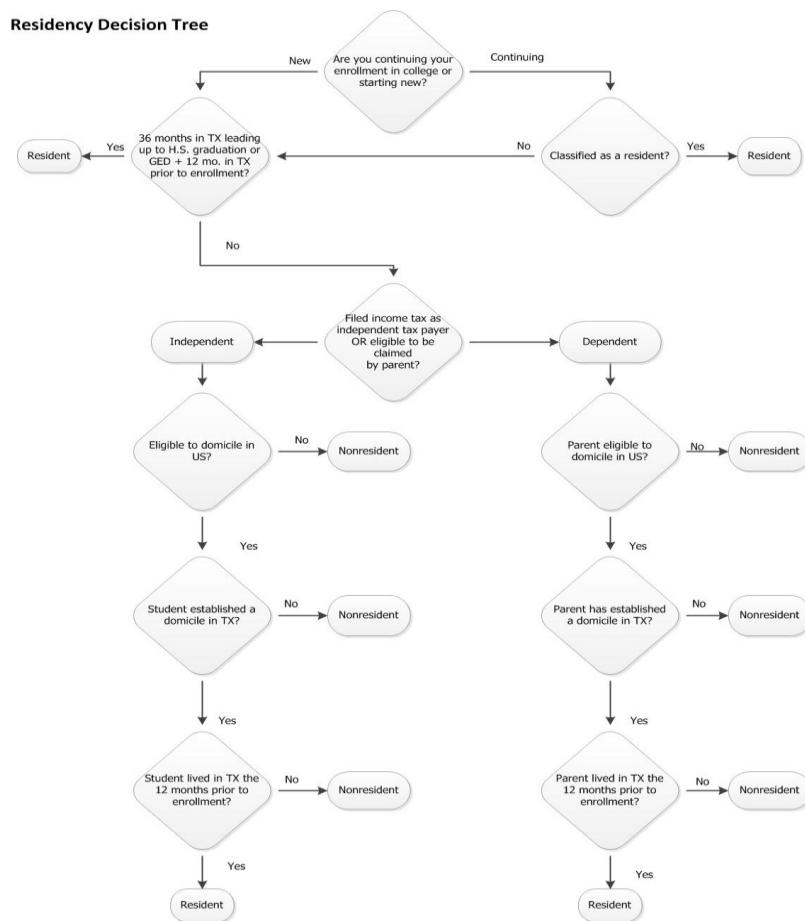
Students submit applications and supporting documentation to their institutions, which confirm the students' eligibility. The IHE sends a Request for Reimbursement to the agency for the appropriate amount. The THECB issues the funds to the college through the State Comptroller's Office.

Other GSP Functions

Residency

For residency, the GSP serves as a resource for information. GSP staff responds to inquiries received via correspondence, e-mail, telephone and through the agency's web site. Residency rules can be found on the agency's web site. In most cases, these programs are administered independently at the institutions. GSP staff receives calls primarily from students who disagree with college interpretations or from college staff members who wish to confer about their conclusions.

A "Decision Sequence" flowchart for residency determination is on the following page. It suggests the primary issues an institution must consider in making a residency decision, and suggests the order in which the issues must be resolved in order for an appropriate residency decision can be made.



Financial Aid Database Report

The annual cycle for the database report is as follows:

1. Institutions provide the THECB's IT department the current e-mail addresses for institutional staff members working on the database report;
2. The agency's IT department updates the agency system, so transmissions from the agency database will be sent automatically to the updated addresses;
3. Institutions submit their database file, following the format and submissions requirements outlined in the GSP manual;
4. The agency's IT department sends the institutions a confirmation that their transmission was received and an automated edit process, to analyze the file and generate an error listing is performed;
5. The error listing is automatically sent to the e-mail address on file for the institution;
6. The institution makes corrections and resubmits its file as appropriate;
7. If necessary, the agency's IT department works directly with the institution to solve specific problems in their database reports;
8. Steps 4-8 are repeated until a file is processed for which the error listing indicates no errors are left in the file;
9. The agency's IT department generates a summary report, showing aggregate statistics from the school's file, and transmit it to the college, along with a certification letter for them to complete and submit if the data is correct;
10. Steps 3-10 are repeated (if necessary) until the institution certifies the accuracy of the information generated from their files;
11. When all institutions have clear reports, statewide statistics are generated;
12. Using statewide statistics GSP staff prepare the report for the Legislature;
13. Using statewide or institutional data, GSP and IT staff respond to statistical requests from the Legislature and/or other parties, protecting the privacy of individual student data; and
14. Using statewide or institutional data, GSP and IT staff produce in-house reports as needed.

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. For state funding sources, please specify (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

Grants and Special Programs

Sources and biennial funding amounts for programs administered by the THECB under the Grants and Special Programs Office are indicated below:

| | 2010-2011 Appropriation | 2012-2013 Appropriation | Budget Strategy | Source |
|--------------------------------|----------------------------|----------------------------|------------------|--|
| TEXAS Grant | \$614,282,952 | \$559,700,000 | B.1.9; rider 29 | General Revenues |
| TEG | \$211,749,310 | \$168,800,000 | B.1.9; rider 29 | General Revenues |
| Top 10% | \$54,000,000 | \$39,600,000 | B.1.13; rider 53 | General Revenues |
| TEOG | \$24,100,000 | \$24,100,000 | B.1.9; rider 29 | General Revenues |
| TCWS | \$15,000,000 | \$15,100,000 | B.1.9; rider 29 | General Revenues |
| Prof. Nursing | \$1,837,130 | \$0 | D.1.9 | General Revenues |
| TCOG | \$1,350,000 | \$0 | B.1.16 | General Revenues |
| Engineering | \$1,000,000 | \$0 | B.1.11 | General Revenues |
| Voc. Nursing | \$91,266 | \$0 | D.1.10 | General Revenues |
| SLEAP | \$26,918,407 | | F.1.1 | Federal Appropriations |
| Byrd | \$7,208,093 | \$14,400,000 ¹ | F.1.1 | Federal Appropriations |
| LEAP | \$3,550,655 | | F.1.1 | Federal Appropriations |
| CFATG | \$1,194,786 | \$0 ² | F.1.4 | Federal Challenge Grant |
| 5th Yr. Acct | \$3,925,000 | n/a ³ | B.1.2 | Fees paid by Texas CPAs Renewal Fees |
| Collegiate LPI | \$1,221,000 | \$549,500 | B.1.1; rider 32 | Fees paid for Specialty License Plates |

1 Estimates of anticipated revenue from non-GR sources (federal) for SLEAP, Byrd, and LEAP programs.

2 CFATG was one-time federal funding used to support a scholarship grant program.

3 Program transferred to the Texas State Board of Public Accountancy effective 1 September 20011.

Exemption Programs

Sources and biennial funding amounts for exemption programs administered or provided oversight by the THECB are indicated below. Note that the Good Neighbor Scholarship Program and the Hazlewood Exemption are not appropriated funds by the state. Institutions of higher education absorb the forgone tuition and fees from students qualifying for these exemptions.

| | 2010-2011 Appropriation | 2012-2013 Appropriation | Budget Strategy | Source |
|----------------------|----------------------------|----------------------------|--------------------------------|---------------------------------|
| EHS | \$11,913,946 | \$0 | B.1.3 | Foundation School Program Funds |
| Educ. Aide | \$28,739,798 | \$0 | B.1.5 | Foundation School Program Funds |
| TANF | \$269,348 | \$0 | B.1.4 | Foundation School Program Funds |
| Good Neighbor | | N/A | Costs absorbed by institutions | |
| Hazlewood | | N/A | Costs absorbed by institutions | |
| Combat | \$1,350,000 | \$0 | B.1.15. | General Revenues |

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions. Describe the similarities and differences.

Grants and Special Programs

In general, these are state benefits that support special populations. Some of the recipients might also have financial need and qualify for federal or state financial aid, but such awards would be complementary, not in conflict.

The federal government, institutions of higher education and private donors all provide types of financial aid for students attending college. The federal government's Pell Grant Program is the largest "free money" programs currently in operation. It provided \$1.78 billion to Texas students in Fiscal Year 2010. The state's largest program, the TEXAS Grant Program, provided \$274.1 million.

Still, student resources fell short of the costs of attending college, and many of them had to rely significantly on student loans to finance their college degrees. The average loan for students attending all Texas nonprofit institutions in FY2010 was \$5,186. The annual average ranged from \$1,463 for students at public community colleges to more than \$31,500 for students at independent health-related institutions.

Exemption Programs

The federal government offers various veterans' education benefits. The Hazlewood Act requires students to use available federal benefits issued under Ch. 33 (Post-9/11 GI Bill) and Ch. 31 (Vocational Rehabilitation) before using Hazlewood benefits. Program administrators at the colleges are well aware of this requirement, and require students to provide letters from the Veterans' Commission, confirming the value of the federal benefits available to them. Once that is known, the net value of the Hazlewood exemption can be determined.

Other GSP Functions

Residency

N/A

Financial Aid Database Report

N/A

I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency's customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.

Grants and Special Programs

The agency relies on financial aid officers at institutions of higher education to "package" state awards for their students, along with any federal or institutional aid the students might be receiving. Financial aid officers, in keeping with an agreement between the THECB and their institutions, follow program guidelines and act as THECB representatives in the administration of state funds on their campuses. They guard against over-awards (the giving of too much assistance to any one student) and follow THECB rules in selecting recipients for each program.

Financial aid officers follow packaging philosophies to consistently distribute funds among eligible students. These philosophies may differ from campus to campus based on the student population typically served by each entity. However, all individual awards are made in keeping with individual program requirements.

It is the institution's financial aid office that has a perspective of all the potential resources (federal, state, institutional and private) that are available to students. They are best positioned to avoid duplication and conflict in the awarding of grant and scholarship funds.

Exemption Programs

The State Auditor's Office, when reviewing enrollment data, checks for documentation supporting any waiver or exemption awarded to a student. There is an institution checklist at the end of each Hazlewood application that helps institutions ensure that they are awarding the Hazlewood Exemption in accordance with the program's rules and statutory requirements.

Other GSP Functions*Residency*

N/A

Financial Aid Database Report

N/A

- J. If the program or function works with local, regional, or federal units of government include a brief description of these entities and their relationship to the agency.

Grants and Special Programs

N/A

Exemption Programs

N/A

Other GSP Functions*Residency*

N/A

Financial Aid Database Report

N/A

K. If contracted expenditures are made through this program please provide:

- the amount of those expenditures in fiscal year 2010;
- the number of contracts accounting for those expenditures;
- a short summary of the general purpose of those contracts overall;
- the methods used to ensure accountability for funding and performance; and
- a short description of any current contracting problems.

Grants and Special Programs N/A

Exemption Programs N/A

Other GSP Functions

Residency

N/A

Financial Aid Database Report

N/A

L. What statutory changes could be made to assist this program in performing its functions? Explain.

Exemption Programs

In FY 10, tuition and fee exemption programs were utilized by more than 180,000 students resulting in more than \$162M in foregone revenue at Texas universities and community colleges. In addition, the state allocated more than \$40M in the 2010-2011 biennium to fund the few exemption programs it subsidizes with appropriations. In a period of reduced state revenue, exemption programs are placing additional fiscal stress on institutional budgets. Most of these programs are unfunded mandates. And even for those that are identified in statute as “optional,” the pressure placed upon institutions to honor the programs is high. It is reasonable to assume that the unfunded nature of these programs either results in a reduction of services or the fiscal burden is shared among other tuition/fee payers. Under these conditions, it is imperative the state strike a delicate balance between fulfilling the intent of these programs—namely honoring those who served a special role or help those who face special challenges—and recognizing that institutions of higher education are facing steep budget cuts and rising tuition/fee rates. Below are some legislative changes that may help accomplish such a balance.

Establish a “financial need” requirement

None of the existing exemption programs index the benefit offered against the actual ability of a student to pay tuition and fees. This stands in stark contrast to all other need-based financial aid programs that require students to demonstrate their level of “financial need.” This suggests that some benefit may be awarded by

the state when it is not justified. The Texas Legislature should consider establishing a financial need requirement or capping the total benefit available for all exemption programs. The impact would be to strike an appropriate balance between serving the intended populations with a deserved benefit from the state, while recognizing there are fiscal limitations to those benefits that should be commensurate with the true ability of eligible students to pay for college.

Establish satisfactory academic progress requirements

With few exceptions, most exemption programs require no basic satisfactory academic progress (SAP) for students to maintain benefits. All state and federal grant programs require some form of academic progress measured by both a minimum grade point average and completion of a minimum number or percentage of credit hours each year or semester. This includes both the TEXAS Grant program and the Pell Grant program. Because these programs have a measured fiscal impact on the institutions, requiring students to meet at least the SAP requirements of the institution they attend would be consistent with most financial aid programs. Therefore, the Texas Legislature should consider adding to each exemption program in statute SAP requirements for continued eligibility. This would ensure that student academic efforts are commensurate with the benefit provided to them.

Other programmatic recommendations

Consistent terminology for all exemption programs

With the passage of SB 32 (82nd Legislature, Regular Session), Subchapter D of Chapter 54 will house all exemption and waiver programs that were previously scattered throughout the code. The enabling statutes for these programs were enacted and amended over the past 40 years, usually with no consideration of other related programs. Consistency in the use of terms such as “tuition,” “fees,” “tuition fees,” “exemptions,” and “waivers”, the value of awards, and duration of eligibility, differ from program to program. These variations create confusion for institutions as they attempt to execute these programs.

The Texas Legislature should consider adding consistent language to all exemption programs authorized in Chapter 54, Subchapter D. This effort should also explore consolidating programs when and where appropriate to reduce overlap, redundancy, and operational confusion.

Establish a deadline for which students can claim an exemption/waiver

Unlike most state grant aid, students can claim an exemption/waiver at any time during an academic semester, and in some cases claim such an exemption retroactively. This creates a significant, unrealistic administrative burden for institutions of higher education. The Texas Legislature should consider setting in statute (or authorizing the THECB to establish) a deadline each academic semester for students to claim and/or prove eligibility for an exemption/waiver. After such a date, the institution could determine whether to honor such a claim on a case-by-case basis, but would not be compelled to honor it.

Eliminate all tuition waiver programs in favor of institutional discretion

Currently, the state relies on a complicated and unwieldy system of 19 separate tuition waiver programs for various classes of non-resident students. The Texas Legislature should consider repealing each of these and instead authorize each institution to offer such waivers at their discretion to a number of students not to exceed a certain percentage of their total non-resident student population. Tuition waiver programs for military and their dependents should be exempt from the cap calculation. This would significantly streamline administration of these programs.

Consolidate all Non-Resident Tuition Waivers for Military

Section 54.058 of the Education Code provides for various pathways for military members and their

dependents to qualify for a non-resident tuition waiver to attend a Texas institution of higher education. The Texas Legislature should consider consolidating all of these and simply authorize active military members and their dependents to qualify for resident tuition rates by providing their institutions a letter of intent to make Texas their home. Include language that indicates they can apply for reclassification as residents like any other student, once they have met the requirements for residency. This would make them eligible to pay the resident rates immediately (as the statute currently intends), but require them to establish a basic claim to residency before gaining eligibility for state aid. At present, this line is murky for military families.

Residency Recommendations

Establishing non-resident tuition

Section 54.015(d) of the Education Code directs the THECB to establish the nonresident tuition rate based on the charges a Texas student would pay if attending a public university in one of the 5 most populous states—California, Pennsylvania, New York, Illinois and Florida. The Texas rate is to be calculated to equal the average of these five states' charges. This approach assumes states differentiate between tuition and fees. However, many states and/or institutions aggregate these charges, thus requiring the THECB to estimate the fee component of the states' charges. If Texas institutions were allowed to set their own nonresident rates (subject to a minimum not lower than the resident rate), they could set the rate as appropriate for the institution's mission vis-à-vis nonresident/foreign enrollments.

The Texas Legislature should consider repealing 54.051(d), which requires the THECB to set the rate based on the formula in that section. Concurrently, the Legislature should amend other paragraphs in 54.051 where nonresident rates (or formulae) are set in statute and allow institutions to set their own nonresident tuition rates to maximize the efficient use of facilities.

Border state tuition agreements

Section 54.060(a) of the Education Code addresses tuition rates for students from neighboring states. This language is complex, and the amount of tuition that it authorizes eligible institutions to charge students from neighboring states is based on the amount of tuition a Texas student would have to pay if attending a similar institution in the visiting student's home state. Thus, Texas institutions must find partner institutions in neighboring states and determine their nonresident rate for Texas students in order to know how to set their rate for visitors from neighboring states.

The Texas Legislature should consider authorizing the THECB to establish the border state tuition rate at the state level, rather than based on a campus-by-campus comparison. In other words, if state statutes in the neighboring state allow public institutions to charge reduced rates to students from Texas, Texas institutions could provide the same benefit. If the other state's statute calls for Texas students to be charged the in-state rate, Texas could do the same. If the reduction is a partial one, Texas would adopt similar language for its institutions.

Resident tuition rates and distance education

Section 54.051 of the Education Code establishes various methodologies and thresholds for tuition rates at Texas institutions of higher education. For example, the code establishes rates for law school, Doctorate of Dentistry programs, and community colleges. However, the code is silent on how or whether innovative delivery models (such as online distance education or continuing education) should be treated differently in terms of residency vs. non-residency relative to traditional programs. The Texas Legislature should review

the residency statutes and clarify their application to persons taking distance education and/or continuing education courses.

M. Provide any additional information needed to gain a preliminary understanding of the program or function.

Grants and Special Programs

One of the more challenging aspects of these programs is to design a fair system for allocating state funds to participating institutions, so each eligible student will have a fair opportunity to compete for an award. A variety of approaches is currently used to target funds where eligible students are most likely to attend college. Reallocations conducted periodically through the year are used to correct errors in this initial distribution process by moving funds from colleges unable to use them to those who need additional funds.

TEXAS Grant

One of the emphases in this program is to ensure that students who enter the program continue to meet program requirements and receive continuation awards for up to 6 years, 150 hours, or until they receive their bachelors' degrees. Therefore, as appropriations are determined, the first step is to allocate each institution sufficient renewal funds to make awards to returning or in-coming transfer students entitled to continuation awards. These allocations are based on the number of recipients in the prior year, multiplied by a retention percentage for each school, and the average award amount. Once the THECB has calculated the amount needed for continuation awards, the balance of the appropriation is allocated based on two estimates:

- The number of high school students graduating with the Recommended or Advance High School Curriculum who attend universities or community/technical colleges; and
- The number of students attending each participating institution who show high financial need.

Texas Equalization Grant Program (TEG)

Each fall, participating independent institutions submit a "TEG Need Survey" to the THECB. Using the survey, each institution indicates the number of enrolled students who are eligible to receive a TEG that semester, and their individual and aggregate need for TEG funds. For each eligible students enrolled on a full-time basis, the institution subtracts the student's family contribution, outside scholarship resources, and federal Pell grant awards from the cost of attendance. This calculation determines each student's financial need. Since no student can receive more than \$3,808 in the TEG program, each student's need is capped at the \$3,808 amount, and an aggregate "TEG need" figure is derived. Each institution then receives a share of the TEG funds that is proportionate to its share of the statewide TEG need.

LEAP for Independent College Students

Since TEG is used to match federal LEAP and SLEAP awards for independent college students, the THECB allocates LEAP for the private schools using each institution's TEG need calculation. (See above).

LEAP and SLEAP for Public College Students

In allocating SLEAP and LEAP funds for public institutions, the THECB uses information from each institution's Financial Aid Database (FADB) Report, submitted in October for the prior year. The FADB report provides student-by-student data on the costs and resources available to pay for college. LEAP and SLEAP funds are allocated based on each public institution's share of the statewide number of full-time and part-time aid recipients who appear in the prior year's FADB.

The Robert C. Byrd Honors Scholarship Program

Funds are not allocated to institutions for this program. Initial awards are made to graduating high school seniors or GED recipients who have been recommended for awards by their counselors. All applicants are ranked following federal guidelines, and recipients are selected. Notices are sent to the relevant colleges, and funds are forwarded to them upon confirmation that the students are enrolled. Continuation awards (for up to four years) are based on rosters of continuing students that are received from the institutions.

College License Plate Insignia (LPI) Scholarship Program

Each institution's share of LPI funds is based on the number of license plates it sells that show the institution's insignia. The institution receives \$28 for scholarships for each license plate sold.

Nursing Scholarships

Funds for nursing scholarship programs are allocated among institutions that report enrollments in nursing. Each institution's share of funds is based on its share of the statewide number of persons enrolled in nursing programs.

Texas College Work-Study Program

In allocating work-study funds for public and independent institutions, the GNP uses information from each institution's Financial Aid Database (FADB) Report, submitted in October for the prior year. The FADB report provides student-by-student data on the costs and resources available to pay for college.

Texas College Work-Study funds are allocated based on each public or private institution's share of the statewide number of students enrolled at least half time whose names appeared in the Financial Aid Database Report showing no family resources to pay for college.

Exemption Programs

While the THECB only administers a handful of exemption programs, exemption and waiver programs are a significant part of the higher education fiscal landscape. In FY 10 alone, more than 180,000 students utilized a tuition/fee exemption and 54,000 students utilized a tuition waiver. The total foregone tuition and fees absorbed by universities and community colleges for these programs was in excess of \$400 million. The following is a summary of all exemption and waiver programs and their FY 10 program totals:

FY 10 Exemption Programs

| Program Name | Mandatory/Opt | Statute | # Students | Amount |
|---|---------------|--------------|------------|-------------|
| Ad Valorem | Optional | 130.0032 | 740 | \$499,215 |
| Adopted | Mandatory | 54.2111 | 453 | \$1,338,746 |
| Blind | Mandatory | 54.205(a-2) | 457 | \$1,570,387 |
| Children of Disabled Firemen | Mandatory | 54.204 | 128 | \$491,562 |
| Children of Nurse Faculty | Mandatory | 54.221 | 96 | \$234,441 |
| Combat Exemption | Mandatory | 54.203(b-2) | 7 | \$9,139 |
| Community College District Employees | Optional | 130.0851 | 2,327 | \$902,237 |
| Concurrent Enrollment / Min Tuition | Mandatory | 54.011 | 1,204 | \$992,299 |
| Deaf | Mandatory | 54.205(a-3) | 3,453 | \$8,398,954 |
| Dependents of Public Servants | Mandatory | TGC 615.0225 | 173 | \$311,050 |
| Designated Tuition Exemption | Optional | 54.0513(d) | 4,522 | \$3,453,420 |

| Program Name | Mandatory/Opt | Statute | # Students | Amount |
|--|--|----------------|------------|----------------------|
| Disabled Police Officer | Optional | 54.2041 | 40 | \$124,339 |
| Distance Learning Exemption from Fees | Optional | 54.218 | 10,468 | \$2,969,756 |
| Dual Enrollment | Optional | 54.216 | 18,050 | \$10,965,038 |
| Fire Science | Mandatory | 54.208 | 1,888 | \$1,844,967 |
| Foster Care | Mandatory | 54.211 | 2,815 | \$6,367,691 |
| Fully Funded Courses | Optional | 54.217 | 233 | \$118,859 |
| Governing Board Waivers | Optional | 54.5035 | 13,095 | \$10,579,412 |
| Hazlewood Dependents (Credit Hours) | Mandatory | 54.203(b) | 272 | \$939,621 |
| Hazlewood Dependents (Non-Credit Hours) | Mandatory for funded courses; otherwise optional | 54.203(b) | 5 | \$6,135 |
| Hazlewood Exemption (Credit Hours) | Mandatory | 54.203(a) | 12,585 | \$30,750,832 |
| Hazlewood Exemption (Non-Credit Hours) | Mandatory for funded courses; otherwise optional | 54.203(a) | 432 | \$673,917 |
| Hazlewood Spouse (Credit) | Mandatory | 54.203 | 13 | \$32,437 |
| Highest Ranking HS Scholar | Optional | 54.201 | 1,087 | \$5,623,231 |
| Inter-Institutional Academic Program | Optional | 54.224 | 130 | \$55,692 |
| Jr. College Dual Enrollment | Optional | 130.008 | 86,014 | \$52,349,562 |
| Hazlewood Legacy Act | Mandatory | 54.203 | 530 | \$1,860,887 |
| Lowered Tuition Sr. Citizen 55 + | Optional | 54.013 | 757 | \$258,338 |
| National Guard Fee Waiver (FY08) | Mandatory | 54.2155 | * | \$734 |
| Preceptor and Preceptor's Children | Mandatory | 54.222 | 276 | \$178,448 |
| Senior Citizen Credit | Optional | 54.210(c) | 3,017 | \$729,369 |
| Senior Citizen Exemption for Audit Hours | Optional | 54.210(b) | 152 | \$179,488 |
| Student Services Fee Exemption | Optional | 54.503(e) | 534 | \$306,455 |
| Texas Tomorrow Fund / Pub. Univ. | Mandatory | 54.624 | 14,125 | \$17,040,570 |
| TOTAL | | 180,080 | | \$162,157,228 |

FY 10 Waiver Programs

| Program Name | Mandatory/Opt | Statute | # Students | Amount |
|--------------------------------|---------------|-----------|------------|---------------|
| Texas Tomorrow Fund Contract | Mandatory | 54.621(c) | 176 | \$1,109,707 |
| Academic Common Market | Optional | 160.07 | 67 | \$236,276 |
| Military in Texas | Mandatory | 54.058 | 10,323 | \$15,623,761 |
| College Teachers, Profs. etc. | Mandatory | 54.059 | 780 | \$3,743,370 |
| Border States | Optional | 54.060(a) | 3,915 | \$8,023,216 |
| Citizens of Mexico | Mandatory | 54.060(b) | 2,402 | \$13,579,450 |
| Citizens of Mexico (Pilot) | Optional | 54.060(c) | 262 | \$3,185,239 |
| TA and RA | Mandatory | 54.063 | 16,940 | \$88,346,068 |
| Competitive Scholarship Waiver | Mandatory | 54.064 | 16,660 | \$107,266,251 |
| Biomedical MD/PhD | Mandatory | 54.065 | 61 | \$799,430 |
| Economic Development | Mandatory | 54.066 | 452 | \$2,066,422 |

| Program Name | Mandatory/Opt | Statute | # Students | Amount |
|----------------------------|---------------|-----------|---------------|----------------------|
| NATO Families | Mandatory | 54.074 | 190 | \$1,145,030 |
| Border County / Parish | Optional | 54.060(g) | 1,138 | \$5,552,310 |
| 100 Mile | Optional | 54.0601 | 596 | \$3,535,353 |
| Nursing Graduates | Optional | 54.069 | 12 | \$38,965 |
| Good Neighbor | Optional | 54.207 | 229 | \$2,546,227 |
| Tech fee at UT Austin | Optional | 65.45 | 32 | \$519,801 |
| Intention to Stay in Texas | Mandatory | 54.058(k) | 53 | \$436,307 |
| National Student Exchange | Optional | 51.930 | 67 | \$585,087 |
| TOTAL | | | 54,355 | \$258,338,271 |

College for All Texans Website

An important function for the THECB is to provide resources and information for students and parents interested in higher education, specifically as it relates to applying and paying for college. The College for All Texans website (<http://www.collegeforalltexans.com/>) was launched in 2001 as a portal for students and parents to get information about going to college in Texas. The website offers an array of resources and information to guide prospective students every step of the way. Students may apply for college and financial aid, find institutions of higher education based on specific interests, and learn about the real costs of pursuing a certificate or postsecondary degree at particular institutions.

Guidance & Planning

The College for All Texans website provides comprehensive information on the specific steps students must take in order to be prepared for college beginning in middle school and leading up to a student's senior year in high school. Year-by-year checklists are available for download and specific interactive tools allow students to explore college options based on their desired path. The net price calculator gives students and families an understanding of what college will cost based on personal information provided. Links to these resources are included below:

College Locator: <http://www.collegeforalltexans.com/apps/CollegeLocator/>

College Match-Up: <http://www.collegeforalltexans.com/apps/CollegeMatchUp/>

Checklists and Apply Texas Posters: <http://www.collegeforalltexans.com/apps/Publications/?PubType=C>

Texas Net Price Calculator: <http://collegeforalltexans.com/apps/CollegeMoney/>

In addition to these tools, a full listing of all state, federal, and private financial aid programs and their eligibility requirements may be found on the site.

Applying

Applying for financial aid, admissions, and required assessments such as the SAT, ACT, or other state required exams may be done through the College for All Texans website. Links to the Apply Texas (www.applytexas.org) application and admissions information for every Texas public institution and some private and two-year schools are accessible through the site. Users may also apply for financial aid and receive tips for applying.

Military & Their Families

Many Texans in the U.S. Armed Services or National Guard go on to college. The College for All Texans website provides resources for those serving in the military and seeking a higher education at a Texas college or university. A dedicated section of the site walks military and their families through important information on special benefits and rules, including tuition waivers and exemptions.

A. Provide the following information at the beginning of each program description.

| | |
|------------------------------------|--|
| Name of Program or Function | FUNCTION: Loan Program Operations (Hinson-Hazlewood College Student Loan Program) |
| Location/Division | Business & Support Services Department/ Division of Business and Finance |
| Contact Name | Kyle Kelley & Janie Miramontes, Directors |

B. What is the objective of this program or function? Describe the major activities performed under this program.

The key service and function of the THECB's Loan Program Operations (LPO) is to manage the Hinson-Hazlewood College Student Loan Program (HHCSLP) (formerly the Texas Opportunity Plan or TOP Loan). This program is designed to provide the opportunity for eligible Texas residents to participate in and gain access to higher education in Texas regardless of race, color, national origin, sex, religion, age, or disability. The LPO provides professional services to borrowers during the repayment of their loans.

Major Program Activities by HHCSLP Portfolio

Of the ten portfolios of the HHCSLP, the eight major portfolios include education loan programs for all levels of college and university students. The intent is that no student population group is denied the opportunity to access higher education in Texas because of the lack of funds to pay for college. The major HHCSLP portfolios are as follows:

The Hinson-Hazlewood Federal Stafford Loan

Implemented by the THECB in 1971, this is an education loan program of the Federal Family Education Loan Program (FFELP) (formerly the Guaranteed Student Loan Program/ Federal Insured Student Loan Program) authorized by the United States Congress in 1965 and administered by the United States Department of Education (USDE) providing subsidized and unsubsidized education loans to undergraduate, graduate, and professional students enrolled in colleges and universities in Texas. The FFELP loan program was replaced by the Federal Direct Loan Program in 2010. Although the THECB is no longer making these education loans, it continues to service the loans of borrowers who received FFELP loans through the agency. This same population of students is now served by the Federal Direct loan program administered by the U. S. Department Education.

The Hinson-Hazlewood College Access Loan Program (CAL)

An education loan program authorized by the Texas Legislature and implemented in 1988 to provide education loans to eligible undergraduate, graduate, and professional students enrolled in colleges and universities in Texas. Loans through this program may be used by students to cover the amounts the student or the student's family are expected to contribute toward the cost of higher education.

The Hinson-Hazlewood Health Education Loan Program (HELP)

An education loan program authorized by the Texas Legislature and implemented in 1988 to provide education loans to students enrolled in professional schools in Texas. The targeted professional students were students of medicine, podiatry, osteopathy, public health, dentistry, pharmacy, veterinary science, and optometry. This program was discontinued in 2010 in favor of the CAL loan program. Although the THECB is no longer making these education loans, it continues to service the loans of borrowers who received HELP loans through the agency. This same population of students is now served by the CAL program.

The Hinson-Hazlewood Health Education Assistance Loan Program (HEAL)

A federal education loan program authorized by the United States Congress and implemented in 1981. It is administered by the United States Department of Health and Human Services (DHHS) and provides education loans to professional students enrolled in health-related institutions and university programs in Texas. Although the THECB is no longer making these education loans, it continues to service the loans of borrowers who received HEAL loans through the agency. The targeted students were professional students of medicine, podiatry, osteopathy, public health, dentistry, pharmacy, veterinary science, and optometry. This same population of professional students is now served by the CAL program.

The Texas B-On-Time Loan Program (BOT)

Created in 2003 to improve and increase access to higher education in Texas. The purpose of the program is to provide eligible Texas students no-interest loans to attend colleges and universities in Texas. If the student meets specified goals, the entire loan amount can be forgiven upon graduation. Funds for this program were initially from Hinson-Hazelwood Student Loan bond proceeds but are now from general revenue and tuition set asides.

Texas Armed Services Scholarship Program (TASSP)

The purpose of this program is to encourage students to become members of the Texas Army National Guard, members of the Texas Air Force National Guard, and commissioned officers in any branch of the armed services of the United States. Each year the governor and the lieutenant governor may each appoint two students, and each state senator and each state representative may appoint one student to receive an initial conditional Texas Armed Services Scholarship. Funds for this program are from general revenue.

Teach for Texas Conditional Grant Program (TFT)

The purpose for this program is to encourage students to become teachers and to encourage these newly certified teachers to teach in fields having a critical shortage of teachers or in communities having a critical shortage of teachers. Funds for this program are from general revenue. This program is no longer actively offered but still serviced.

Teach for Texas Alternative Certification Conditional Grant Program (TAC)

The purpose of this program is to attract to the teaching profession persons with undergraduate degrees who have expressed an interest in teaching, to support the certification of those persons as classroom teachers, and to encourage these newly certified teachers to teach in fields having a critical shortage of teachers or to teach in communities having a critical shortage of teachers. Funds for this program are from general revenue. This program is no longer actively offered but still serviced.

Major Program Activities

Seven major activities are required to provide HH loans to students enrolled in Texas colleges and universities as follows:

- Loan servicing, which includes assisting students and professional financial aid administrators in processing student loans, reviewing applications, credit reports and other required documentation for borrower and payment guarantor to ensure timely delivery of funds from the Comptroller of Public Accounts;
- Account servicing in which professional staff provide counseling and assistance to borrowers repaying education loans from any and all portfolios of the HHCSLP;
- Default prevention by contacting borrowers regarding past due amounts and skip tracing when appropriate;
- Filing claims for default, bankruptcy, death and total and permanent disability directly with USDE, DHHS, and with the Texas Guaranteed Student Loan Corporation (TGSLC);
- The State Attorney General's Office files suit and seeks court judgments against borrowers and payment guarantors with education loans in all portfolios and enforcement of payment of judgment accounts;
- Third party auditors perform compliance reviews to ensure that the Board complies in its administration of all portfolios with appropriate statutes and rules and regulations; and
- Payment processing to include e-payments, automated clearinghouse (ACH) payments, lock box, and checks by phone.

C. What evidence can you provide that shows the effectiveness and efficiency of this program or function? Provide a summary of key statistics and performance measures that best convey the effectiveness and efficiency of this function or program.

The HHCSLP serves the citizens of Texas enrolled as undergraduate, graduate, and professional students in 108 Texas public and independent institutions of higher education. From August 30, 1966 through August 31, 2010, the HH program has made loans to 343,697 students totaling \$2.1 billion. The loan program has forgiven 6,471 B-On-Time (BOT) loans and 2,663 Teach for Texas (TFT) loans for meeting specified goals upon graduation. 16,910 students received a BOT or CAL loan in FY2010 at a value of \$116.8M.

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent.

Origin of the HHCSLP

During the 59th Texas Legislature in 1965, Representative George Hinson and Senator Grady Hazlewood, who served in the Texas Legislature from 1929 to 1970, sponsored legislation calling for constitutional amendments to sell bonds to fund the Texas Opportunity Plan Fund (TOP) to be put before the voters in November 1965. They also sponsored legislation authorizing the education loan program that would use the bond funds. As the bill authorizing the Coordinating Board, Texas College and University System (now known as the THECB) to oversee public higher education in Texas moved through the 59th Texas Legislature,

the administration of the TOP was assigned to the new agency.

The constitutional amendments authorizing the sale of \$85,000,000 in bonds passed on November 2, 1965. Texas had an education loan program six days before the U.S. Congress passed the Higher Education Amendments of 1965 on November 8, 1965 authorizing the Guaranteed Student Loan Program (GSLP) and the Federal Insured Student Loan Program (FISLP) in Title IV of that act. The first HH loan was a non-guaranteed education loan issued August 30, 1966. The program became the largest single education loan program in Texas in the 1970s. It has continued to provide a valuable service to the Texas financial aid community and the students of Texas during a period of significant changes in the GSLP and proliferation of alternative education loan programs beginning in 1980.

Origination Relationship with Institutions of Higher Education

To reduce the costs associated with an education loan program, especially one covering a state as large as Texas, the Texas Legislature chose to make the student financial aid office at each public and independent institution of higher education in Texas a branch office of the HHCSLP. The responsibilities of the financial aid offices are described in the administrative rules and regulations. Each public and independent institution has on file with the THECB an agreement signed by its president implementing the decentralized administration of the program. In 1971, this branch office arrangement, which required institutions to process the promissory note for each HH Loan made to students at that institution, was represented in the FISLP rules by a provision for an “origination relationship” between a lender and institutions of higher education. The institution’s financial aid office, as the branch office of the HHCSLP, was thus formalized in the FISLP; borrowers and institutions continued to be instructed that student borrower questions and issues should be channeled through the student financial aid office at the institution in which the student was enrolled. The HHCSLP staff continued to deal directly with the institutions’ student financial aid office. Relationships developed during this period between the student financial aid offices and the THECB which have been carried into the 21st Century.

Significant Changes

Significant changes have occurred in the education loan industry since the beginning of the HHCSLP. These changes reflect major changes in the society since 1965. Perhaps the most important driving force for change in the education loan industry has been the rising cost of higher education. The increased cost of education, coupled with the Middle Income Assistance Act of 1980, and its subsequent demise, and profitability of education loans gave rise to an increase in the sources and the types of education loans. The increasing costs for college students have produced higher annual and aggregate education loan limits, rising education loan interest rates in the 1980s after a decade of interest rate stability in the 1970s, then variable rates in the 1990s. The cost to the federal government of a rising default rate during the 1980s propelled changes in federal interest subsidies, education loan insurance and guarantees, and servicing of education loans.

Before July 1, 2010, Stafford, PLUS, and Consolidation Loans were made by private lenders under the Federal Family Education Loan (FFELSM) Program. As a result of the *Health Care and Education Reconciliation Act of 2010*, no further loans will be made under the FFEL Program as of July 1, 2010. All new Stafford, PLUS, and Consolidation Loans come directly from the U. S. Department of Education from the Direct Loan Program. Direct Stafford Loans, from the William D. Ford Federal Direct Loan (Direct Loan) Program, are low-interest loans for eligible students to help cover the cost of higher education at a four-year college or university, community college, or trade, career, or technical school. Eligible students borrow directly from the U.S. Department of Education (the Department) at participating schools.

1. Rising Interest Rates and Hinson-Hazlewood College Student Loan Rates

From the beginning of the HHCSLP to the present time, the THECB has sought ways to keep the cost of financing a higher education using HH education loans low. The three most visible ways the THECB has kept the cost of HH loans low are the following: (1) by seeking interest subsidies benefits for student borrowers, (2) by charging lower interest rates than other lenders and the maximums permitted in federal law and rule, and (3) by not capitalizing interest at conversion to repayment and at the end of periods of deferment and forbearance. Given the growth in the education loan industry since 1981 and the pressures placed upon the federal government to enable other lending enterprises in Texas and the nation to make a profit, the THECB has kept to this mission of low cost HH loans by using as many combinations of the three ways listed above.

THECB announced a reduction of the interest rate for the state-sponsored College Access Loan (CAL) program for the 2011 – 2012 academic year. Beginning this fall, all new CAL loans will carry a fixed annual interest-rate of 5.25 percent, down from the current level of 6.0 percent.

This rate reduction is designed to help students save more money over the course of paying off their CAL loans. At a time when state and federal resources for financial aid are diminished, it was imperative for the THECB to step forward and offer lower-cost access to capital to help pay for college.

The CAL loan program is an unmatched value to Texas taxpayers and students. Not only is the program cost-neutral to the state, the THECB has emphasized very conservative management principles designed to keep rates for borrowers at the lowest possible levels.

2. Changes in Servicing

Student loan servicing has been through a long and complex evolution over the past 45 years. When the first loans were made in 1966, emphasis was placed on loan delivery. Little guidance was provided at the federal or state level on account servicing, collections and default prevention. Program administrators have discovered over time that the best debt management of a loan portfolio is service and default prevention. In 1976, the THECB initiated a number of innovative default prevention procedures that were not required for all participants in the GSLP/FFELP until the late 1980s and early 1990s. USDE, DHHS, and several states noted the initiatives taken by THECB, discussed them with HHCSLP staff and then implemented them in statute, rule, or practice.

Each reauthorization of the Higher Education Act of 1965, especially in the 1990s, included the necessary provisions needed for enforcement that program administrators had discovered in the preceding years through experience. Significant measures needed to protect the program from high defaults and preserve it for future students were borrower counseling, borrower tracking, deferment options, and repayment options.

In the early years of the program, student loan entrance and exit counseling was not mandated. Therefore, many borrowers left school without a basic understanding about their responsibilities regarding student loan repayment. In 1986, federal regulations required that schools perform exit counseling for borrowers who received an educational loan. In 1989, entrance counseling was mandated for all first-time borrowers. Requirements for “plain language” loan applications and loan

disclosures and increased financial aid officer training have all helped to develop a more sophisticated borrower today than in the early decades of the program.

On April 1, 2007, the THECB migrated from its legacy mainframe system to a powerful and scalable proprietary software higher education loan management system (HELMS) that includes a web presence HELM NET. The HELMS contractor, 5280 Solutions, has more than thirty years of experience designing and building complex software solutions, and is a recognized leader in the educational lending industry. Their loan processing solutions have been implemented in dozens of financial institutions across the United States, Canada and abroad. Currently more than 60 percent of the top 100 FFELP Holders utilize their loan processing solutions, managing over \$80 billion worth of education loan assets.

Continuing Mission of the HHCSLP

Although Texas and the nation need to work to reduce the high cost of education and the resulting high education loan indebtedness among graduating college students, the need for education loans will not go away. Families of students and students paying for higher education will continue to need self-help aid in the form of education loans in addition to education grants and college work-study funds.

The need for the State to have an education loan program is described in the Comptroller's Performance Review of the HHCSLP for the 76th Texas Legislature (1999). The report notes the following: "More importantly, given the uncertainty concerning interest rates, retaining a state-authorized program would ensure students a source of funding for their higher education." Underlying this need for a state education loan program is the reliance of private sources of education loans on profitability. The program is financed by general obligation bonds approved by Texas voters. In addition to funding all bond debt requirements, student loan repayments fund all costs associated with operating the program. Over its 47-year history, the program has never relied on taxpayer funds for support. Additionally, the bonds sold to finance the program do not count against the state debt cap.

Finally, recent changes in the federal loan programs suggest continued support for the state program. For example, the federal government has eliminated the interest subsidy for student loans provided to graduate students as a way to reduce costs. This will increase the total burden to the borrower. With continued uncertainty related to federal budget deliberations, more changes to the federal loan program could follow. The long-term stability and strength of the state program makes it even more attractive in this environment.

E. Describe who or what this program or function affects. List any qualifications or eligibility requirements for persons or entities affected. Provide a statistical breakdown of persons or entities affected.

The HHCSLP serves the citizens of Texas who are enrolled as undergraduate, graduate, and professional students at Texas public and independent institutions of higher education. From August 30, 1966 through August 31, 2010, the HHCSLP issued loans to 343,697 students totaling \$2.1 billion.

The loan program helps close the gaps in participation and success. Students may borrow up to the cost of attendance minus any other financial aid. Students do not have to demonstrate financial need to receive these loans, which may be used to cover all or part of a student's Expected Family Contribution (EFC). Through the THECB's alternative loans, students can bridge the gap often remaining after federal loans have been exhausted. Higher education is a great benefit to both individuals and society. People

with a college education earn larger salaries and see greater financial benefits over their lifetimes. They also have greater job satisfaction and employment opportunities, and are more likely to give back to their communities. Their higher earnings contribute to the state's economic base through taxes and they are less likely to require public assistance.

The LPO staff continues to provide services to the student financial aid offices at institutions of higher education. LPO staff frequently receive calls from parents of students in grade school and above and from higher education students who need assistance with the complexities of education loans and student financial aid. The policy in LPO is to provide an answer or direct the person to the appropriate source at private, state, or federal entities. LPO's intent is to prevent "the run-around" and to cut through the barriers and "red tape" for the callers regardless of their circumstances. LPO staff also provide student financial aid and education loan information to legislators and congressmen and to state and federal agencies.

Eligibility Requirements by Portfolios (as of July, 2011)

**HINSON-HAZLEWOOD COLLEGE STUDENT LOAN PROGRAM
Texas Higher Education Coordinating Board Loan Comparison Chart
Academic Year 2011-2012**

| | College Access Loan (CAL) | Texas B-On-Time (BOT) | Texas Armed Services Scholarship Program (TASSP) |
|---|--|---|--|
| MAXIMUM ANNUAL LOAN LIMITS | Cost of attendance less other financial aid | 4-year Public/Private Institutions: \$3,550/semester (\$7,100/yr) 2-year Public/Private Junior Colleges: \$945/semester (\$1,890/yr) Public Technical Colleges: \$1,770/semester (\$3,540/yr) | \$10,000/yr |
| INTEREST RATES | 5.25% Fixed | No Interest | 6.00% Fixed if scholarship requirements are not met |
| ORIGINATION FEES | 3% or 5% | 3% | N/A |
| AGGREGATE LOAN LIMITS | N/A | N/A | N/A |
| GRACE PERIOD | 6 Months | 6 Months | 6 Months |
| ENROLLMENT REQUIREMENTS | At least half time | Full time | Appointment by a state legislator and must be enrolled in Reserve Officers' Training Corps (ROTC) |
| COSIGNER REQUIRED | * Required, if student credit evaluation unapproved * Optional, with approved student credit evaluation | N/A | N/A |

| | College Access Loan (CAL) | Texas B-On-Time (BOT) | Texas Armed Services Scholarship Program (TASSP) |
|-------------------------|--|--|--|
| FAVORABLE CREDIT | Borrower and/or Cosigner | N/A | N/A |
| REPAYMENT TERMS | <p>Repayment period: * Up to 10 years if principal balance less than \$30,000 * Up to 20 years if principal balance \$30,000 or more</p> <p>\$50 minimum monthly payment; however, is based on total balance, interest rate, and remaining repayment period.</p> | <p>Repayment period if loan ineligible for forgiveness: * Up to 15 years</p> <p>\$75 minimum monthly payment; however, is based on total balance.</p> | <p>Repayment period if scholarship ineligible for forgiveness: * Up to 15 years</p> <p>\$100 minimum monthly payment; however, is based on total balance.</p> |

F. Describe how your program or function is administered. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. List any field or regional services.

The HHCSLP is administered in the Business and Support Services unit by the Office of Loan Program Operations. All offices engaged in and supporting the HHCSLP is summarized below.

Fifteen Major Support Systems and Functions

Fifteen major support systems and functions essential for the effectiveness of the seven major program activities listed in section (B) are the following:

- higher education loan management system (HELMS) platform for all portfolio activity from 5280 Solutions (external contractor);
- Nortel Networks Communications and Contact Center Manager with Automated Call Distribution and an Interactive Voice Response system;
- sorting and distributing of mail;
- electronic imaging systems for scanning and indexing of incoming mail;
- electronic imaging system with workflow technology;
- cash receipts office administered in the Business Services office;
- Texas State Library for archived documents;
- Team for Texas, producing and mailing of system generated correspondence, a contractor;
- Comptroller's Lock Box Operation for processing payments;
- processing of borrower and institutional payments remitted to our offices;
- secure web-site systems for communications with borrowers, and for borrower account management;
- secure web-site systems for online application processes for both schools and borrowers;
- electronic payments processing thru Texas On-line a contractor;
- electronic bill payment consolidation through ORCC, a contractor;
- litigation support by the Texas Attorney General's another state agency; and
- customer service call center

Offices and Sections

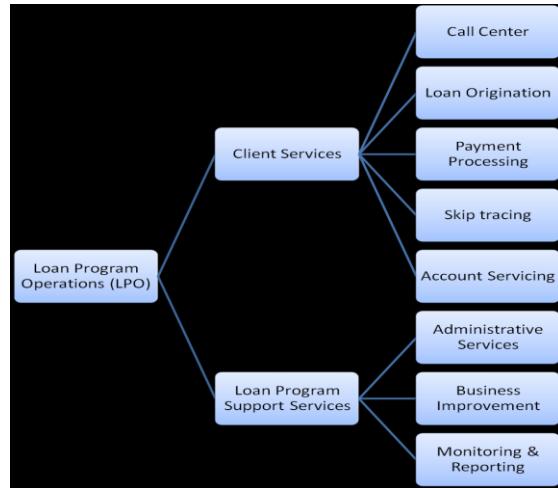
There are two major units in the Loan Program Operations (LPO) office – the Client Services Office and the Loan Program Support Services Office. The seven major program activities listed in section (b) are carried out in the following LPO offices:

(1) Client Services:

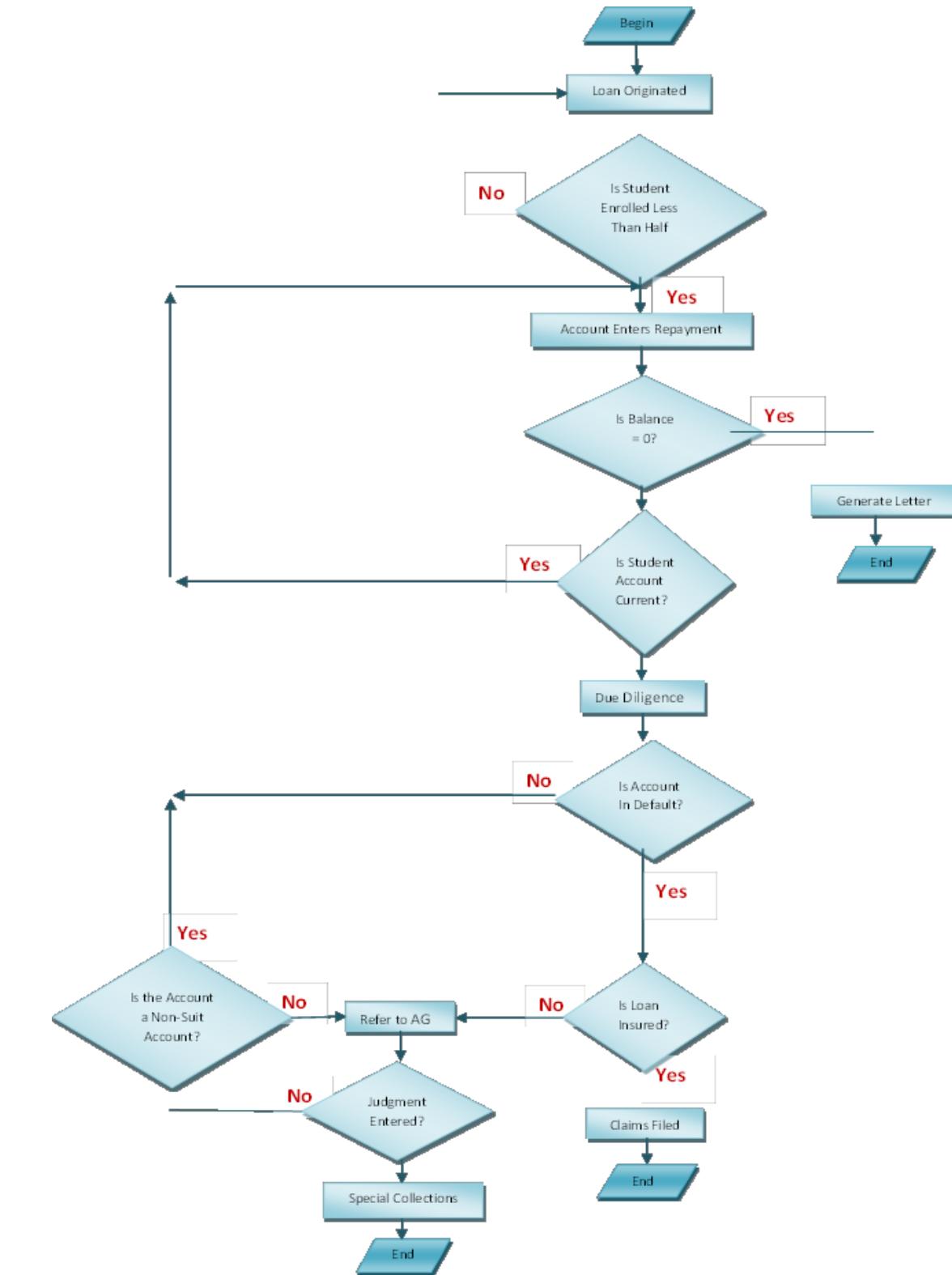
- (a) Call Center;
- (b) Loan Origination;
- (c) Payment Processing;
- (d) Skip tracing; and
- (e) Account Servicing.

(2) Loan Program Support Services:

- (a) Administrative Services;
- (b) Business Improvement; and
- (c) Monitoring Reporting.



Below is a flowchart that indicates the life cycle of a loan offered through the program and the process/procedure for administration:



G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. For state funding sources, please specify (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

Student Loan Funds and Debt Management

The THECB issues general obligation bonds to provide funds for the College Access Loan (CAL) Program. Although the bonds issued are backed by the full faith and credit of the state, over the life of the program loan repayments have been sufficient to repay the bonds issued by the THECB. General revenue funds have never been required to repay bonds issued by the THECB. The funding streams for BOT are from tuition set asides and general revenue.

Texas Constitution and statute limit on THECB debt issuance

The agency faces two limits when issuing bonds. General obligation debt issued by the THECB must be approved by Texas voters prior to being issued. At seven separate elections held between 1965 and 2007, voters have authorized a total of \$1.86 billion of general obligation authorization debt issuance by the THECB. As of August 31, 2011, approximately \$275 million of this authorization remains. Texas voters will be given the opportunity to authorize an additional constitutional amendment on November 8, 2011 that will authorize the THECB to issue debt up to the amount of all previously-issued debt. Passage of this amendment will allow the THECB to continue its mission of increasing participation and success by providing low cost loans to Texas students.

Furthermore, under current statute, the agency is limited to \$125 million of bond issuance each fiscal year. With the passage of Senate Bill 1799, passed by the 82nd Legislature and recommended by the THECB, the agency will be authorized to issue up to \$350 million annually. However, this authorization is dependent upon approval of the constitutional amendment by Texas voters on November 8, 2011. If that amendment is not passed, the THECB will continue to be limited to \$125 million annually.

THECB bonds subject to AMT

The Tax Reform Act of 1986 requires that interest on private activity bonds, such as college student loan bonds issued by the agency, is to be included in the calculation of the Alternative Minimum Tax (AMT) for federal income tax purposes. Student loan bond issuers must therefore pay a higher rate of interest to investors when issuing these bonds ("the AMT penalty").

The American Recovery and Reinvestment Act (ARRA) of 2009 exempted student loan bonds issued in 2009 and 2010 from the AMT. The Act also allowed for any AMT student loan bonds issued between 2004 and 2008 to be refunded with non-AMT bonds. These actions reduced the amount of interest payable on bonds issued by student loan providers. The Board took advantage of this temporary reprieve and issued \$185 million of new-money bonds during this time frame. The Board also took advantage of historically low rates and refunded \$56.5 million of previously issued bonds to create present value savings of \$7.3 million.

Debt issuance provides funds for student loan originations

The THECB normally issues \$75-125 million of bonds annually in the June – July time frame to provide funds for the upcoming academic year. After the bonds have been sold, bond proceeds are deposited with the Comptroller of Public Accounts (CPA) and are credited to the Student Loan Auxiliary Fund. From there, College Access Loans (CAL) is originated by THECB staff out of the Student Loan Auxiliary Fund via the HELMS loan management system. When the student enters repayment, the repayments are credited to the student's account in HELMS, and the funds are deposited to the Interest & Sinking (I&S) Fund to be used to repay the bonds issued.

Loan repayments and funds management

As required by statute and the THECB's bond resolutions, loan repayments, late fees, and interest earned on loan funds are deposited to the I&S Fund with the Comptroller of Public Accounts (CPA). At the beginning of each fiscal year, the THECB is required to have in the I&S Fund an amount sufficient to pay the interest on and principal of previously issued bonds and any additional bonds to become due during the ensuing fiscal year.

Texas treasury safekeeping trust company

In fiscal year 2009, the agency entered into Investment Agreement with the Texas Treasury Safekeeping Trust Company (TTSTC). This agreement allows the THECB to invest outside the Comptroller's Treasury Pool. This action was undertaken because the THECB's bond resolutions call for investing I&S funds in direct obligations of, or unconditionally guaranteed by, the United States government which are scheduled to mature prior to the date the money must be available for use for its intended purpose. The Comptroller's Treasury Pool contains securities that, while issued by federal agencies such as Fannie Mae and Freddie Mac, do not have the full faith and credit of the United States backing them.

Funds in the I&S Fund are first deposited to the THECB's accounts with the CPA where they are credited to the associated bond series. They are then transferred to the TTSTC where they are invested in U.S. Treasury bills and notes scheduled to mature prior to their use by the agency. When the bills and notes mature, the funds are then transferred back to the CPA and then paid out to the THECB's paying agent who forwards the funds on to bondholders.

THECB debt outstanding

Over the life of the program, the THECB issued \$1.5 billion in bonds. As of August 31, 2011, the agency had fifteen series of general obligation bonds outstanding totaling \$799 million. Three of these series of bonds are variable-rate debt and total \$164 million. The ratio of fixed-rate debt to variable-rate debt is approximately 80 percent fixed-rate and 20 percent variable-rate.

Additionally, the THECB has refunded \$424 million of bonds. Since 2008, the THECB has saved \$15.8 million in net present value savings by taking advantage of the AMT holiday and refunding outstanding bond issues with lower coupon bonds.

The agency continues to monitor the municipal bond market for opportunities to lower the THECB's cost of funds, and thereby, the rates charged to students using the CAL program.

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions. Describe the similarities and differences.

There are no other state agencies administering a student loan program. THECB staff are not aware of a central source of information on student loans that are not FFELP loans, generally called “alternative” loans, but during the past two decades a number of private lenders have created loan programs to meet the increased demand for loans to finance a college education. During the 82nd Legislative Session, HB 2911 was passed giving private lenders/secondary markets in Texas the authorization to originate and hold alternative student loans made with the proceeds of private activity bonds. These loans will be similar to the CAL loan product administered by THECB.

In the 1980s, the rising costs of higher education and the elimination of provisions of the Middle Income Assistance Act (1980) resulted in a significant demand for loans to meet the cash flow shortfall of middle-income families. The HH-CAL was authorized to provide a reliable source of education loans for Texas students whose families could not meet the expected family contribution and who did not qualify for federally subsidized loans. There were only a few alternative education loans available nationally through commercial lenders, but as the demand for college financial assistance has continued to grow, so has the availability of alternative education loans.

By virtue of its constitutional amendments and statutory authority, the HHCSLP is able to transcend the sensitivities of the market place and the changes in the FFELP that periodically cause commercial lending institutions to stop making federally guaranteed and other student loans. The THECB does not actively promote its loans and services related to the loans, whereas private lenders expend considerable resources marketing their loan programs.

One of the primary differences between HH loans and education loans through private lenders is that interest is not capitalized (compounded) on HH loans, whereas private lenders capitalize the interest on all of their education loans. Although the THECB did capitalize interest on HEAL loans semi-annually in the past, it stopped all interest capitalization on January 1, 1996 as a benefit to borrowers.

Capitalization of interest can dramatically increase the borrower’s indebtedness, depending on the following variables: amount borrowed, interest rate, whether or not the loan is a subsidized Stafford loan, whether or not the borrower remits interest payments during the in-school period, and the number of periods of forbearance and deferment of repayment.

Ninety-nine percent of the THECB’s CAL loans are at a fixed interest rate, and the remaining loans are at a variable rate with a cap rate which will never be more than four percent higher than the rate at which the loans were issued. These historically low interest rates help close the gaps in participation and success.

Interest on subsidized Stafford loans is paid by the Federal Government during the in-school and grace periods and during any period of authorized deferment. Interest accrued during periods of forbearance is charged to the borrower. Private lenders capitalize the interest after every period of forbearance, which has the same effect as increasing the principal balance by the amount of the interest that accrued, resulting in increased daily interest charges thereafter. Consolidation lenders capitalize all unpaid interest at the time of

loan consolidation.

All interest on unsubsidized Stafford loans and alternative loans is charged to the borrower. As with subsidized Stafford loans, private lenders capitalize interest on unsubsidized Stafford loans following the in-school and grace period (frequently a period of more than four years), following any period of forbearance, and following any period of deferment. Borrowers who do not have a clear understanding of capitalized interest or who are unable to make interest payments during these periods, can find themselves in a cycle of increased indebtedness and may be unable to meet the increased monthly payments required to retire the debt within the repayment period allowed.

Selling and Servicing of Loans

Another primary difference between the loan program and education loans through private lenders is that no HH loan has ever been sold and HH staff performs all loan servicing functions with the exception of the default collection and litigation support function which is done by the Texas Attorney General's Office. HH borrowers are assured that they can contact the HH staff for assistance with the processing and the servicing of their loans until they are paid in full. The majority of private lenders sell their loans to secondary markets very soon after the loan is made. Secondary markets in turn may contract with loan servicing companies or they may provide the servicing themselves. This causes considerable confusion for many borrowers, who may not have any experience with loans and other forms of credit.

1. Customer Service

HH staff provide quality service to the public. They provide counseling about loan repayment options and information about every aspect of the loan such as interest calculations, credit reporting, and collections procedures.

HH staff must understand thoroughly the complexities of federal and state regulations regarding loan servicing issues such as deferments, forbearance, and consumer privacy. They must understand interest calculations and accounting principles and must be able to calculate account balances, when the need arises. They handle all account inquiries, payment and interest adjustments, and evaluate and respond to all deferment and forbearance requests, written correspondence, and incoming telephone calls.

In the State Comptroller's 1999 Texas Performance Review (TPR) of the HHCSLP, the THECB's cost of servicing was found to be in line with costs in the private sector: "To compare this cost to other student loan lenders in the private sector, TPR contacted a Texas lender (*sic. servicer*) and three national lenders. The monthly cost of service per account for these lenders (*sic. servicers*) averaged \$3.47, an amount in line with HH experience."

2. Collections

The THECB pursues collection of every HHCSL account, requesting that suits be filed by the State Attorney General's Office and seeking judgments when necessary. If a default claim is not paid on a Stafford or SLS loan and a cure is not affected, a suit is filed and a judgment is sought. Secondary markets routinely write off such loans, in part because of bond requirements.

I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency's customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.

The HCSP does not duplicate or conflict with other programs in other state agencies or with programs currently administered by the THECB. The program provides an option for students during times when other student loans are readily available in the private sector and also during times when there are only a few private lenders making student loans. Students and their parents benefit from the existence of multiple student loan options just as consumers benefit from the existence of multiple telephone service providers. As with other consumer choices, students should have access to a variety of options to consider in deciding the best value for their education loans.

Although the policies and procedures established for HH loans are not profit driven, by law the program must be self-supporting and therefore is not a cost to Texas taxpayers. Furthermore, this encourages efficiency and any earnings above the program's debt service and operational costs are used either for resources that improve quality of service or are returned to the fund for making new loans.

The THECB's *Closing the Gaps by 2015* plan to enroll 630,000 more students in Texas higher education and the rising costs of higher education will increase the demands for education loans each year. The Texas Guaranteed Student Loan Corporation's (TGSLC) report from February 2011, *State of Student Aid and Higher Education in Texas*, cites that nationally, loans accounted for 55 percent of student aid in 2007-08, whereas in Texas, loans comprise 65 percent of all student aid. Many private lenders maintain that the low amount of profit gained in making student loans causes them to question offering this service, but because the demand is so great, they continue to make the loans available to their customers. However, at any time, changes in market interest rates, bond markets, and changes in the federal program can cause these lenders to stop offering student loans.

J. If the program or function works with local, regional, or federal units of government include a brief description of these entities and their relationship to the agency.

Federal Governmental Agencies

The Hinson-Hazlewood College Student Loan Program (HCSP) currently works directly with the United States Department of Education (USDE) and the United States Department of Health and Human Services (DHHS).

Periodically each participating lender in the FFELP, including the HCSP, must file a plan for doing business with the USDE. Participating lenders in the HEAL and holders of HEAL promissory notes enter annually into a contract with the U.S. Department of Health and Human services. The contract retains the insurance coverage for HH HEAL loans.

United States Department of Education

The FFELP loan program was replaced by the Federal Direct Loan Program in 2010. Although the THECB is no longer making these education loans, it continues to service the loans of borrowers who received FFELP loans through the agency. This same population of students is now served by the

Federal Direct loan program administered by the U. S. Department Education. In essence the FFELP was a way for the federal government to leverage private and public funds throughout the United States for low interest education loans to eligible college and university students. The actual funds for education loans from the HH-FFELP portfolios come from the sale of bonds, not from the Federal Government. Participating lenders in the program receive federal special lenders allowance, interest subsidies, and guarantees, or insurance, against the death, disability, default, or bankruptcy of recipients of FFELP Loans.

United States Department of Health and Human Services

The U. S. Congress originally assigned the responsibilities for administration of the Health Education Assistance Loan Program (HEALP, HEAL) to the United States Department of Health, Education, and Welfare. When USDE was authorized by the U. S. Congress in 1980, administration for the HEALP was assigned to the U. S. Department of Health and Human Services (DHHS). With the exception that no special lenders' allowances or interest subsidies have ever been available to lenders in the HEALP, the concept for providing direct federal insurance for HEAL loans to participating lenders is essentially the same as that of the defunct FISLP. The HEAL portfolio of the HHCSLP was added November 1, 1981; and, although the HHCSLP no longer makes HEAL Loans, it continues to service a HEAL portfolio.

Local Units of Government

The chart below shows the local units of government whose services are utilized in administering the HHCSLP.

| Local Unit of Government | Service Provided to HHCSLP |
|--|---|
| Texas Attorney General's Office | Litigation |
| Texas Comptroller of Public Accounts | State warrants and electronic funds transfers to institutions of higher education representing proceeds of HH loans. Warrant holds and offsets. |
| Texas Education Agency | Shortage fields for cancellation of HH-Stafford Loans for teaching in federally designated teacher shortage areas. |
| Texas Guaranteed Student Loan Corporation | Guarantees against default, bankruptcy, death, and disability |
| Justice of Peace, County or District Courts | Litigation |
| Texas State Library and Archives | Storage and retention of promissory notes and other archival documents. |
| Texas State Auditor | Performs periodic audits under the Single Audit Act (OMB circular A-128) of the HHCSLP. Also allegations of forgery are referred for investigation. |
| Institutions of Higher Education | Agreement to participate in and provide certain services to the HHCSLP. |

K. If contracted expenditures are made through this program please provide:

- the amount of those expenditures in fiscal year 2010;
- the number of contracts accounting for those expenditures;
- a short summary of the general purpose of those contracts overall;
- the methods used to ensure accountability for funding and performance; and
- a short description of any current contracting problems.

Contractors are paid on a fee for deliverables basis. Below is a listing of the eighteen contractors performing a service for the HH Loan program. In FY 2010, the agency expenditures for these services totaled \$1,361,184.

| CONTRACTOR | SERVICE |
|---|--|
| CSC Credit Services/Equifax | National credit reporting service |
| E-Oscar, Consumer Data Industry Association, Inc. | Automated consumer credit dispute system |
| Experian Information Solutions Inc. | Credit reports and Vantage Score (FICO score) |
| First Southwest Corporation | Financial Advisors |
| Household Drivers Report Inc. | Online household drivers report service |
| Lexis Nexis DBA Accurint | Online skip tracing search tool |
| Lone Star Serve | Citation serving services |
| National Student Clearinghouse | Provide and obtain enrollment status of borrowers |
| Office of the Attorney General of Texas | Litigation Services |
| Online Resources Corporation | Consolidation of E-check vendors |
| Pacer Service Center | Bankruptcy Court records |
| Teledata Communications Inc. | Credit decisioning services |
| Texas Comptroller of Public Accounts | Interagency agreement for automated clearing house services |
| Texas Easy Serve LLC | Citation serving services |
| Texas Guaranteed Student Loan Corporation | Electronic funds transfer service |
| Texas Nicusa, LLC | Credit/ACH fees for online e-pay system |
| Texas Workforce Commission | Wage reports |
| Vinson and Elkins LLP | Bond Counsel |
| Team for Texas | Support for loan program hardware, printing and mailing |
| 5280 Solutions | Support for the loan program information management system and its corresponding web-facing application. |

L. What statutory changes could be made to assist this program in performing its functions? Explain.

- Update Texas Education Code, Section 52.34(f) to reflect current federal loan practice. The FFELP loan program no longer utilizes the Texas Guaranteed Student Loan Corporation. Federal loans are now administered directly through institutions beginning in 2011.
- Authorize the THECB to garnish wages for defaulted borrowers.

M. Provide any additional information needed to gain a preliminary understanding of the program or function.

Hinson-Hazlewood College Student Loan Program Servicing Activity for state fiscal year 2010

| Servicing Activity | FY 2010 |
|---------------------------------|----------------|
| Incoming Telephone Calls | 205,509 |
| Outgoing Telephone Calls | 104,590 |
| Payments Processed | 494,535 |
| Claims Filed | 407 |
| Claims Paid | 308 |
| Judgments Entered | 1,080 |
| Judgments Released | 137 |
| Suits Filed | 1,735 |
| Correspondence In | 42,257 |
| BOT Borrowers Forgiven | 6,471 |

*Data for incoming telephone calls is for all front-line, customer service staff in Loan Services, Account Services, Collections, and Call Center only. It does not include incoming and outgoing telephone calls for Loan Program Operations' professional staff or Loan Support Operations.

A. Provide the following information at the beginning of each program description.

| | |
|-----------------------------|---|
| Name of Program or Function | FUNCTION: Office of Loan Repayment Programs |
| Location/Division | Business & Support Services Department/ Division of Business and Finance |
| Contact Name | Lesa Moller, Director |

Education loan repayment programs (LRP) are authorized by the Texas Legislature and/or the U.S. Congress to provide incentives for qualified individuals to provide specific services that are determined to be critically needed. In FY2010, the THECB administered the following eight education LRP:

| |
|--|
| The Border County Doctoral Faculty Education Loan Repayment Program |
| The Children's Medicaid Loan Repayment Program |
| The Dental Education Loan Repayment Program |
| The Doctoral Incentive Loan Repayment Program |
| The Education Loan Repayment Program for Attorneys Employed by the Office of the Attorney General |
| The John R. Justice Loan Repayment Program |
| The Physician Education Loan Repayment Program |
| The Teach for Texas Loan Repayment Assistance Program |

The major ongoing activities involved in administering the THECB's education LRP are:

- Designing and revising forms (applications and instructions, employment verification forms, loan verification forms, service commitment forms, and program fact sheets);
- Disseminating program information via program web pages and communications to appropriate institutions of higher education, residency training and other professional certification programs, state agencies, professional associations, and other stakeholders;
- Reporting of program data;
- Tracking of individual recipient records, reconciliation with agency financial reports, projection of program expenditures, using secure data bases that store all program records;
- Providing customer service - responding to incoming telephone and written inquiries relating to the programs in general or to individual cases;
- Reviewing applications for compliance with program eligibility requirements;
- Contacting employers and loan holders/servicers for verification of service provided, loan eligibility, and loan balances;
- Establishing and maintaining payee files at the State Comptroller's Office;
- Producing payment vouchers in accordance with agency business office and State Comptroller procedures;
- Collaborating with other state and federal agencies and advisory groups to maximize use of available funds, either informally or through an interagency contract;

- Preparing annual applications for federal grant funds (JRJ LRP); and
- Preparing required financial and progress reports for federal funds.

B. What is the objective of this program or function? Describe the major activities performed under this program.

**Border County
Faculty Education
LRP**

The purpose of the Border Faculty Education Loan Repayment Program (BFELRP) is to recruit and retain persons holding a doctoral degree as faculty with instructional duties at Texas institutions of higher education located in counties that border Mexico.

**Children's Medicaid
LRP**

The purpose of the Children's Medicaid Loan Repayment Program (CMLRP) is to increase access to healthcare for Medicaid-enrolled beneficiaries under the age of 21 by encouraging qualified primary care, specialty, and subspecialty physicians and dentists to participate in the Texas Medicaid program. This program was one of the corrective action strategies, relating to the *Frew vs. Hawkins, et al.* lawsuit in 1993, which was approved by the LBB and the Governor in January of 2009.

**Dental Education
LRP**

The purpose of the Dental Education Loan Repayment Program (DELRP) is to recruit and retain qualified dentists to provide dental services in Dental Health Professional Shortage Areas of Texas.

**Doctoral Incentive
LRP**

The purpose of the Doctoral Incentive Loan Repayment Program (DILRP) is to attract members of underrepresented groups to full-time service on the faculties or administrations of public and independent institutions of higher education.

**Office of Attorney
General LRP**

The purpose of the Education Loan Repayment Program for Attorneys Employed by the Office of the Attorney General (OAG LRP) is to recruit and retain attorneys in the Office of the Attorney General of the State of Texas.

**John R. Justice
LRP**

The purpose of the John R. Justice Loan Repayment Program (JRJLRP) is to attract and retain qualified attorneys as prosecutors and public defenders in Texas.

**Physician Education
LRP**

The purpose of the Physician Education Loan Repayment Program (PELRP) is to encourage physicians to practice medicine in federally designated Health Professional Shortage Areas of Texas and to provide healthcare services to individuals enrolled in Medicaid and the Texas Children's Health Insurance Program (CHIP).

**Teach for Texas
LRP**

The purpose of the Teach for Texas Loan Repayment Assistance Program (TFTLRAP) is to recruit and retain classroom teachers to teach on Texas campuses having an acute shortage of teachers and to teach subjects for which there is an acute shortage of teachers.

C. What evidence can you provide that shows the effectiveness and efficiency of this program or function? Provide a summary of key statistics and performance measures that best convey the effectiveness and efficiency of this function or program.

The loan repayment programs administered by the THECB are based on a “payment-after-service” model that was originally designed for the Physician Education Loan Repayment Program, authorized in 1985. The agency’s experience with this program has clearly demonstrated that this model is more efficient, more effective, and less costly than other service obligation programs involving disbursement of state funds in exchange for a promise to provide future service. This model ensures that funds are expended for the intended purpose, and prevents the State from having to implement costly tracking, collections, and enforcement procedures that would be necessary if loan repayment awards were disbursed before the service is provided. The THECB Sunset legislation in 2003 made changes to several programs to align them with this model.

As the cost of higher education has continued to increase, so has the amount of borrowing to pay for it, leading to significant student loan indebtedness for graduates. The prospect of loan repayment based on service is one strategy for influencing career choices for students, placement decisions for graduates, and ongoing career decisions for professionals who otherwise might pursue more lucrative work opportunities. The degree to which a loan repayment program influences life decisions is dependent on many factors, including the amount of student loan repayment offered, relative to the individual’s earning capacity. Loan repayment programs that are fully subscribed are generally considered effective.

The state cannot guarantee that funds will be available for loan repayment beyond the current biennium. Historically, demonstrated funding for a program over a long period of time has provided some degree of confidence that funding will be available for individuals who meet the top priority requirements at the time they are eligible for loan repayment. As an example, throughout most of the history of the Physician Education Loan Repayment Program, the main source of funding has been dedicated tuition set asides. Although the amount of funding dedicated for this program increased substantially in FY2010-2011 as a result of HB 2154 (81st Texas Legislature), funding for the program in FY2012-2013 was reduced, compared with the previous biennium, for the first time in the 26-year history of the program.

To improve efficiency, a new, expandable database for loan repayment programs was recently developed as part of a plan to implement an online application process that could be modified to accommodate programs with varying data requirements. Program staff secured permission from the U.S. Department of Education to access the National Student Loan Data System (NSLDS) in verifying all federal loan information; this efficiency eliminates time delays and effort.

**Border County
Faculty Education
LPR**

All FY 2010 funds appropriated for the program (less a \$10,000 budget cut) were spent on loan repayment awards to 37 eligible faculty and administrators. Of the 37 recipients:

| Service Completed | # of Students |
|-------------------|---------------|
| Nine Years | 8 |
| Eight Years | 3 |
| Seven Years | 2 |
| Six Years | 2 |
| Five Years | 3 |
| Four Years | 3 |
| Three Years | 2 |
| Two Years | 8 |
| One Year | 6 |

Funding for this program each year, including FY2010, has allowed for three to four awards for faculty and administrators at each Texas institution of higher education located in a county that borders Mexico. The THECB annually mails letters and program applications to the Human Resources Offices and Presidents' Offices of these institutions, requesting that the officials select and rank, in priority order, faculty or administrators who meet the program eligibility requirements. Their applications are submitted to the agency for verification of loan information and disbursement of loan repayment awards.

**Children's Medicaid
LRP**

The project goal was to secure a four-year commitment from 300 physicians and dentists to provide specified levels of service to Texas children enrolled in Medicaid. The Health and Human Services Commission (HHSC) selected 300 applicants from a pool of 526 applications for participation in the program. The THECB's role as part of an interagency contract was to verify loan information and disburse loan repayment awards to lenders on behalf of providers. Awards totaling approximately \$10.4 million have been disbursed to 277 of the providers to date; the HHSC is in the process of resolving questions about data for Medicaid services provided by the remaining physicians and dentists who were approved for participation in the program.

The interagency contract included the HHSC, the THECB, and the Texas Department of State Health Services (DSHS). This contract assigned roles that tapped into resources already in place for each agency, thereby creating efficiencies. The HHSC maintains all Texas Medicaid data, the DSHS performs provider placement and outreach responsibilities for several programs, and the THECB carries out loan verification and disbursement processes for multiple loan repayment programs. The data necessary for loan verification are conveyed to the THECB via secure electronic file transfer, and a newly developed loan repayment program database allows for efficient processing of loan repayment awards, with appropriate underlying controls.

**Dental Education
LRP**

As part of the THECB's interagency agreement with the Department of State Health Services (DSHS) to assist with the administration of the Physician Education Loan Repayment Program, DSHS accepted, reviewed, and ranked new applications for participation in the DELRP while THECB staff continued to work with the 16 dentists who had been participating in the program before September 1, 2010.

A total of \$160,000 was disbursed to the 16 dentists who had completed a year of service in Dental Health Professional Areas, allowing for approximately \$39,000 in funds to be carried forward for awards in FY2011 to new participants. Nine of the 16 dentists completed a second, third, fourth, fifth, or 6th year of service.

**Doctoral Incentive
LRP**

Interest in the DILRP in recent years has grown considerably. Although the program was not fully subscribed in the early years of existence, by FY2010 the available funding, including unspent funds from prior years, was insufficient for any new program participants to be accepted into the program. Loan repayment awards totaling \$1,109,693 were disbursed to 58 renewal applicants completing service as doctoral faculty.

**Office of Attorney
General LRP**

Eligible employees of the Office of the Attorney General apply for loan repayment via an online application posted on the OAG's intranet. Data for the selected applicants are conveyed to the THECB via secure electronic file transfer, and a newly developed loan repayment program data base allows for efficient processing of loan repayment awards, with appropriate underlying controls. A total of 109 applicants benefitted from loan repayment awards totaling \$320,309 as incentives to remain employed at the Office of the Attorney General in FY2010.

**John R. Justice
LRP**

Before submitting the application for a \$701,233 JRJ grant through the U.S. Department of Justice, THECB staff met with representatives of the Texas District and County Attorneys Association (TDCAA) and the Task Force on Indigent Defense (TFID) to determine the best approach to meeting certain grant requirements.

A major component of the project plan was the communication strategy. The TDCAA and TFID conveyed all program information to association members and other appropriate constituencies via "blast" e-mails, the posting of program information on their web sites and in newsletters, and by announcements at training sessions and conferences. This was a very efficient and effective means of reaching eligible prosecutors and public defenders.

All application data were entered into the newly developed data base for loan repayment programs. Arrangements were made with the IRS to allow staff to FAX requests for tax return transcripts; electronic files for the transcripts were made available for retrieval from on a secure site. This provided an efficient method of verifying data that were critical to the ranking of applications. Because only federal loans are eligible for repayment through this program, verification of loan information was achieved quickly and efficiently using the online NSLDS, with only a few faxes and follow-ups to lenders.

The first JRJ loan repayment award was disbursed to the lender within 38 working days of the close of the application period. A total of \$342,851 was awarded to 138 prosecutors and \$342,851 was awarded to 69 public defenders. Less than 2 percent of the grant funds were spent on administrative costs, and a balance of only \$1.39 from the total grant amount is unexpended.

**Physician Education
LRP**

Although the THECB continued to work with the 63 physicians who had participated in the program before September 1, 2009, FY2010 was considered a year for gearing up to implement the provisions of HB 2154 of the 81st Texas Legislative Session. The large increase in funding resulting from passage of this bill created an opportunity for the State to expand the existing program to a degree that would significantly impact communities lacking access to health care. The interagency contract established with the Department of State Health Services allowed for numerous efficiencies, especially relating to outreach and physician placement activities.

In FY2010, 36 of the 63 physicians already in the program completed either a second, third, fourth, or fifth year of service in a Health Professional Shortage Area, while the remaining 27 completed their first year of

service. For the preceding ten-year period, 100 physicians completed five years of service, 153 completed at least 4 years of service, 220 completed at least 3 years of service, and 299 completed at least two years of service, while 343 physicians were in their first year of service.

**Teach for Texas
LRP**

Interest in the Teach for Texas Loan Repayment Program, as evidenced by the number of applications received, has increased every year since it was converted from a conditional grant program to a student loan repayment assistance program.

A total of 4,907 applications were received, although the available funding allowed for loan repayment awards to only 1,267 teachers. The total amount disbursed was \$6,564,718. This amount included conditional grant (loan) payments received during the year totaling \$793,275 above the line item appropriation amount for the program. No awards were made to the 3,137 eligible teachers applying for loan repayment through the program for the first time. At right is a breakdown of the number of years recipients have participated in the program. Many of the first-year recipients are teachers who had applied in prior years but did not receive awards.

| # of Years Received | # of Students |
|---------------------|---------------|
| Four-Year | 181 |
| Third-Year | 319 |
| Second-Year | 219 |
| First-Year | 548 |

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent.

As indicated in Section (c), all current loan repayment programs are based on the model established for the State's first loan repayment program, the Physician Education Loan Repayment Program. This model requires at least one year of verified service before a loan repayment award may be disbursed. The THECB has experience with service obligation programs involving disbursement of funds before service is provided. These programs require a promissory note containing forgiveness provisions. The now-defunct State Medical Education Board Program, which had a high default rate, is an example. Such programs do not guarantee that the State receives the service that is needed, and costly tracking and collections processes must be in place to enforce repayment of the awards.

For this reason the THECB's Sunset legislation in 2003 converted the Teach for Texas Conditional Grant Program and the Teach for Texas Alternative Certification Conditional Grant Program from the model involving loans with forgiveness provisions to the payment-after-service loan repayment program model. The Conditional Loan Repayment Program for Attorneys Employed by the Office of the Attorney General, based on a "hybrid" of these program models, was converted to a payment-after-service loan repayment program.

E. Describe who or what this program or function affects. List any qualifications or eligibility requirements for persons or entities affected. Provide a statistical breakdown of persons or entities affected.

**Border County
Faculty Education
LRP**

This program affects doctoral faculty at the ten institutions of higher education listed below. To the extent that the financial assistance prevents doctoral faculty from seeking employment elsewhere, the program indirectly affects the students at these institutions as well as the administration that would have to fill any vacant positions.

ELIGIBILITY REQUIREMENTS

Have received a doctoral degree on or after September 1, 1994 , from a public or private independent institution of higher education as required by program rules, and as defined in Section 61.003, of the Texas Education Code, or from an out-of-state institution that is accredited by a recognized accrediting agency

Work employed full-time as a doctoral faculty member with instructional duties at an eligible institution of higher education located in a Texas county that borders Mexico; and

Work full-time as doctoral faculty with instructional duties in the approved institution for one full academic year

Applicants are selected by institutional presidents, who submit the applications to the Coordinating Board for processing. Renewal applicants receive priority over first-time applicants.

AWARD AMOUNTS

- The maximum annual award amount is \$5,000.
- The maximum number of years an individual may receive loan repayment is ten.
- Repayment awards are considered taxable income and are reported as such to the IRS.

The following are eligible institutions of higher education located in counties that border Mexico:

- El Paso Community College (El Paso County)
- Laredo Community College (Webb County)
- South Texas College (Hidalgo County)
- Sul Ross State University (Brewster County)
- Texas State Technical College – Harlingen (Cameron County)
- Texas Southmost College (Cameron County)
- Texas A & M International University (Webb County)
- University of Texas at Brownsville (Cameron County)
- University of Texas at El Paso (El Paso County)
- University of Texas – Pan American (Hidalgo County)

**Children's Medicaid
LRP**

To be eligible for participation in the CMLRP, an applicant must:

Hold an unrestricted license from the appropriate licensing board; in the case of specialists and subspecialists, must be board certified or be eligible to sit for the applicable specialty or subspecialty board

Have a Medicaid provider number

Agree to provide services for four continuous years and meet the appropriate target number of Medicaid visits to children under the age of 21 for each 12-month service period as indicated in the chart below

| | Year | | | | | | | |
|---|--|----------|---------------|----------|---------------|----------|---------------|----------|
| | Year 1 | | Year 2 | | Year 3 | | Year 4 | |
| Loan Payout Amount, by Year | \$20,000 | \$40,000 | \$15,000 | \$30,000 | \$20,000 | \$40,000 | \$15,000 | \$30,000 |
| Specialty/ Subspecialty | Target number of Medicaid visits for children under the age of 21 per month. (Monthly average will be calculated over a 12-month period.) | | | | | | | |
| Family Physician, Internal Medicine & Ob/GYNs | 25 | 50 | 40 | 80 | 75 | 150 | 75 | 150 |
| Pediatrician | N/A | 50 | N/A | 80 | N/A | 150 | N/A | 150 |
| Pediatric Subspecialists | N/A | 15 | N/A | 24 | N/A | 45 | N/A | 45 |
| General Dentists | 25 | 50 | 37 | 75 | 50 | 100 | 50 | 100 |
| Pediatric Dentists | N/A | 50 | N/A | 75 | N/A | 100 | N/A | 100 |

Note: The above target numbers must be met to qualify for the maximum annual award amounts. Providers may receive 50 percent of the maximum annual award amounts if they meet 50 percent of the target numbers.

The THECB does not maintain the practice or Medicaid data for participating physicians and dentists. However, to receive the maximum award amount for the first year of service, the 300 providers selected by the HHSC for loan repayment in FY2010 would have been required to provide service for up to 11,500 visits by children enrolled in Medicaid. Some providers qualified for 50 percent of the maximum award amount based on 50 percent of the established service level for each type of health professional.

**Dental Education
LRP**

To be eligible for participation in the DELRP, individuals must:

Be licensed by the Texas State Board of Dental Examiners

Practice general or pediatric dentistry

Work at an approved practice site

Accept Medicaid assignments as full payment for services and not deny services based on a patient's inability to pay

AWARD AMOUNTS

- The maximum annual award amount is \$10,000.

- There is no statutory limit for the number of years a dentist may receive loan repayment

To be eligible for loan repayment assistance, dentists must practice for at least 12 consecutive months in federally designated Dental Health Professional Shortage Areas (DHPSAs) in Texas, federally funded community health centers, or other practices that provide services to populations that the State determines are critically underserved with respect to dental care. At least 5,000 people are served by every dentist in the program; this number would be higher for any dentist in an area that does not have at least one dentist per 5,000 people residing in the area. Therefore, dentists receiving loan repayment in FY2010 served at least 80,000 people living in Dental Health Professional Shortage Areas.

**Doctoral Incentive
LRP**

To be eligible for loan repayment assistance an individual must:

| |
|--|
| Have received a doctoral degree from a college or university that is accredited by a recognized accrediting agency |
| Have either graduated from or resided in an area in which the nearest high school (a) was one from which only 50 percent or less of the graduating class enrolled in an institution of higher education following graduation or (b) was classified as a low-income school. |
| Have qualified for need-based financial assistance while enrolled in a graduate-level degree program |
| Not have been employed full-time as a faculty member or administrator with supervisory duties in an eligible institution for more than 12 months |
| Have a full-time job offer as a faculty member or an administrator with supervisory duties from, or be negotiating a contract with, an eligible institution |
| AWARD AMOUNTS |
| <ul style="list-style-type: none"> ○ The maximum annual loan repayment amount is \$20,000. ○ The maximum aggregate amount of loan repayment an individual may receive is \$100,000. ○ Repayment awards are considered taxable income and are reported as such to the IRS. |

The individuals who advocated for the authorizing legislation for this program strived to encourage effective faculty-student relationships by placing faculty who grew up in difficult financial circumstances into positions that would enable them to relate to students who are financially disadvantaged; that is, they would serve as good mentors and role models. We have not been able to determine a method for verifying that this has occurred, but the theory is logical.

**Office of Attorney
General LRP**

To be eligible for loan repayment assistance, an applicant must:

- Be licensed by the State Bar of Texas at the time application is made**
- Submit a completed application to the Office of the Attorney General on or before the required deadline**
- Have been employed full-time for at least one year by the Office of the Attorney General**
- Be in good standing with the State Bar of Texas and the Office of the Attorney General, and**
- Not have received more than two previous awards of annual repayment assistance under this Program.**

This program assists the Office of the Attorney General in retaining qualified attorneys who otherwise might opt for higher paying positions in the private sector, and likewise, it assists attorneys who have chosen public service positions over positions in the private sector.

**John R. Justice
LRP**

To qualify for loan repayment assistance, an applicant must:

- Have been employed for at least 12 months as an eligible prosecutor or public defender**
- Be currently employed as an eligible prosecutor or public defender, and**
- Sign a service agreement committing to remain employed as an eligible public defender and prosecutor for at least three years**
- AWARD AMOUNTS**
 - For FY2010 the maximum annual amount is \$2500 for prosecutors and \$5,000 for public defenders
 - The maximum aggregate amount an individual may receive under federal statute is \$60,000

This program assists prosecutors and public defenders who have chosen public service over higher paying positions in the private sector.

**Physician Education
LRP**

Physicians must agree to provide four consecutive years of service to be accepted into the program. To be eligible for loan repayment assistance, a physician must:

- Have completed one, two, three, or four consecutive service periods in a HPSA**
- Have provided direct patient care to Medicaid and Children's Health**

Insurance Program enrollees during the service period

By the fourth year of service, have earned certification from an American Specialty Board recognized by the American Board of Medical Specialties or the Bureau of Osteopathic Specialists in a primary care specialty, or in a specialty other than primary care if the Department of State Health Services has determined that there is a critical need for the applicant's specialty in the HPSA where the practice is located

Every physician in the program serves at least 3,000 people; this number would be higher for physicians practicing in areas that have fewer than one physician per 3,000 people. Therefore, the 63 physicians receiving loan repayment in FY2010 served at least 187,000 people.

**Teach for Texas
LRP**

To be eligible for loan repayment assistance, an individual must:

Be currently teaching full-time at the preschool, primary, or secondary level in a Texas public school and;

Be certified in and teach full-time in a field identified by the Texas Education Agency (TEA) as experiencing a teacher shortage during the academic year for which the application is submitted or

Be certified and teach full-time at a campus identified by TEA as having a teacher shortage during the academic year for which the application is submitted

AWARD AMOUNTS

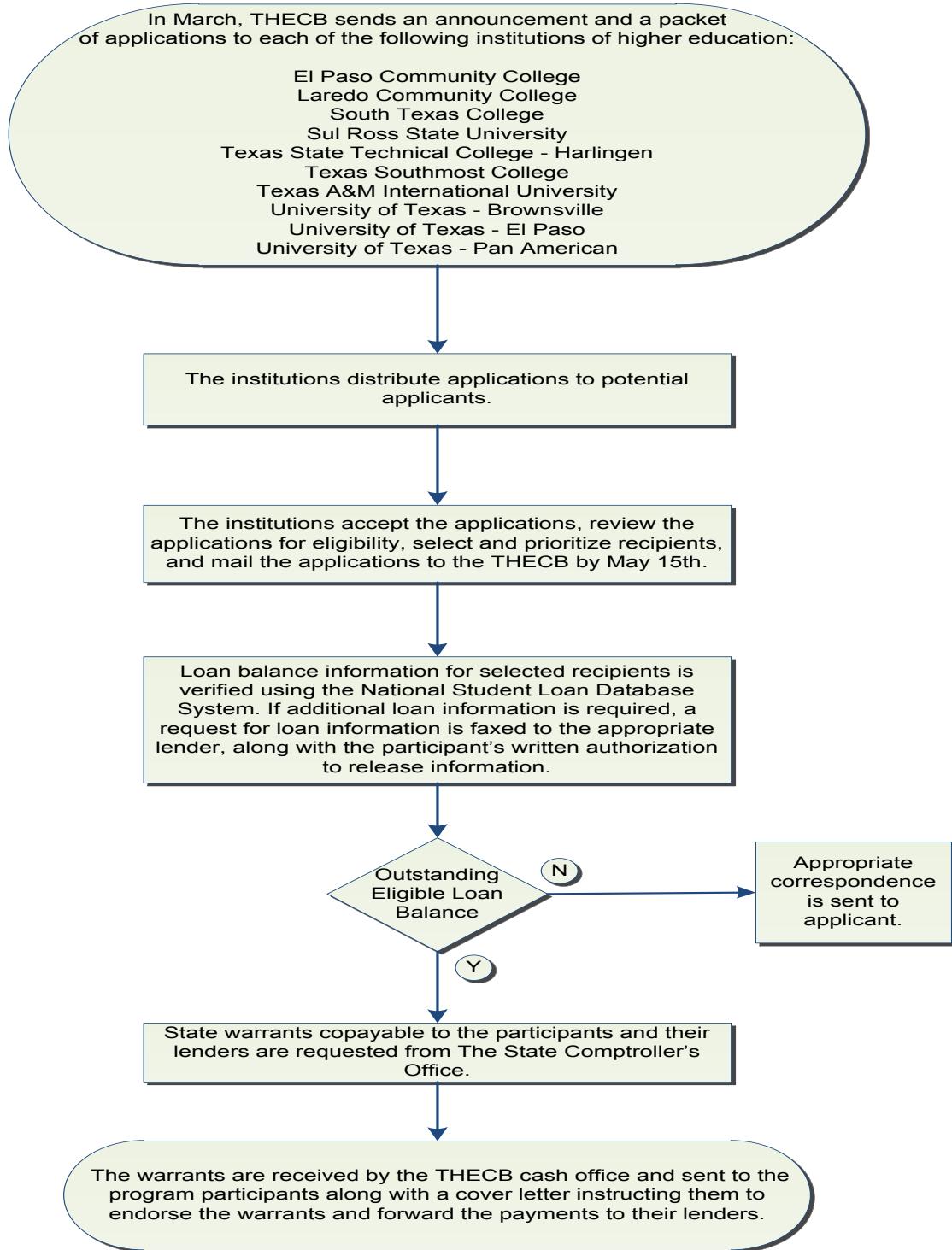
- The maximum annual repayment amount is \$5,000
- The maximum aggregate amount a person may receive is \$20,000
- Participants are limited to five years of repayment assistance

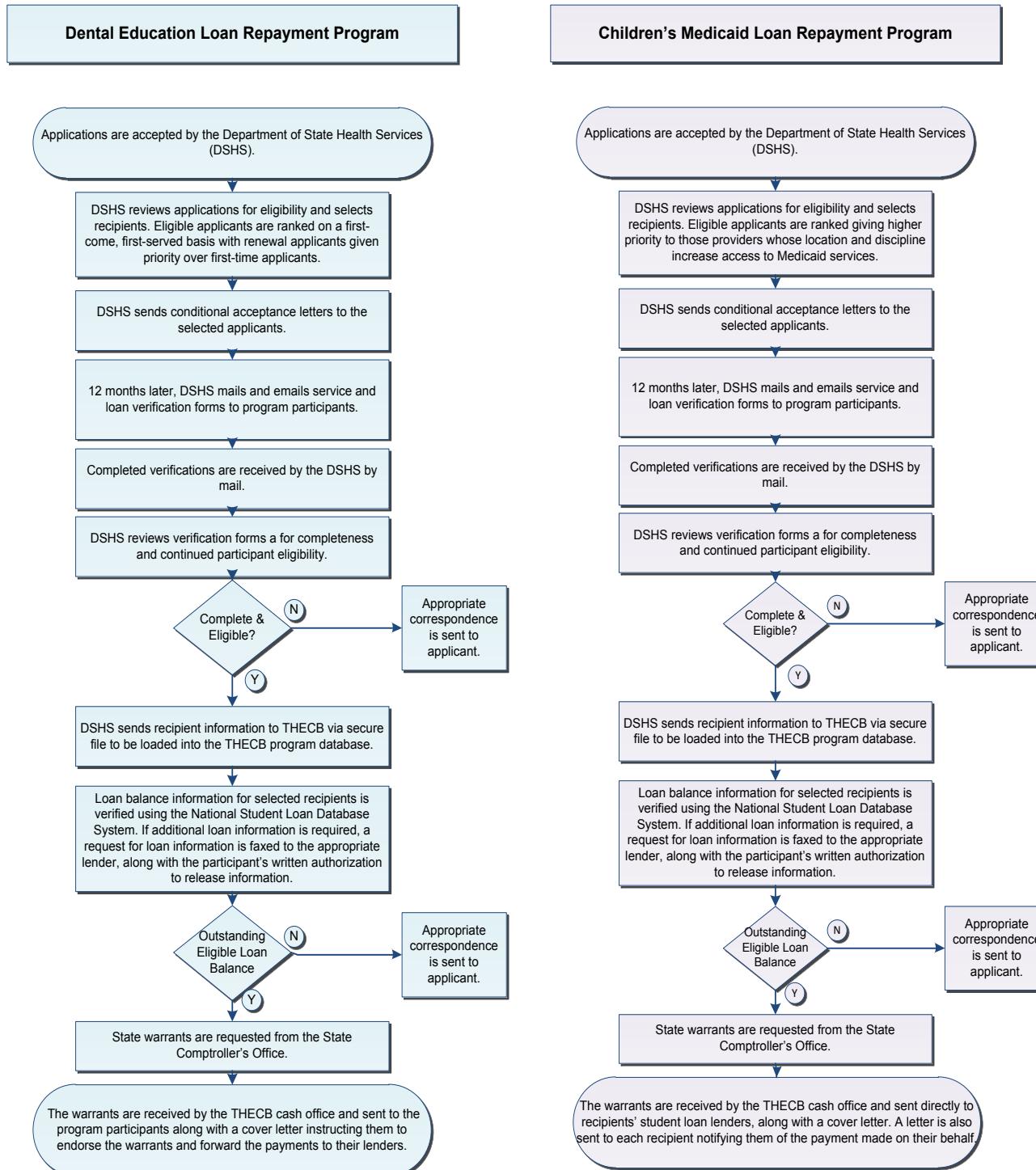
This program assists teachers who have chosen public service over higher paying job opportunities and it helps school administrators retain critically needed teachers; in turn, the students of Texas public schools benefit from the program.

F. Describe how your program or function is administered. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. List any field or regional services.

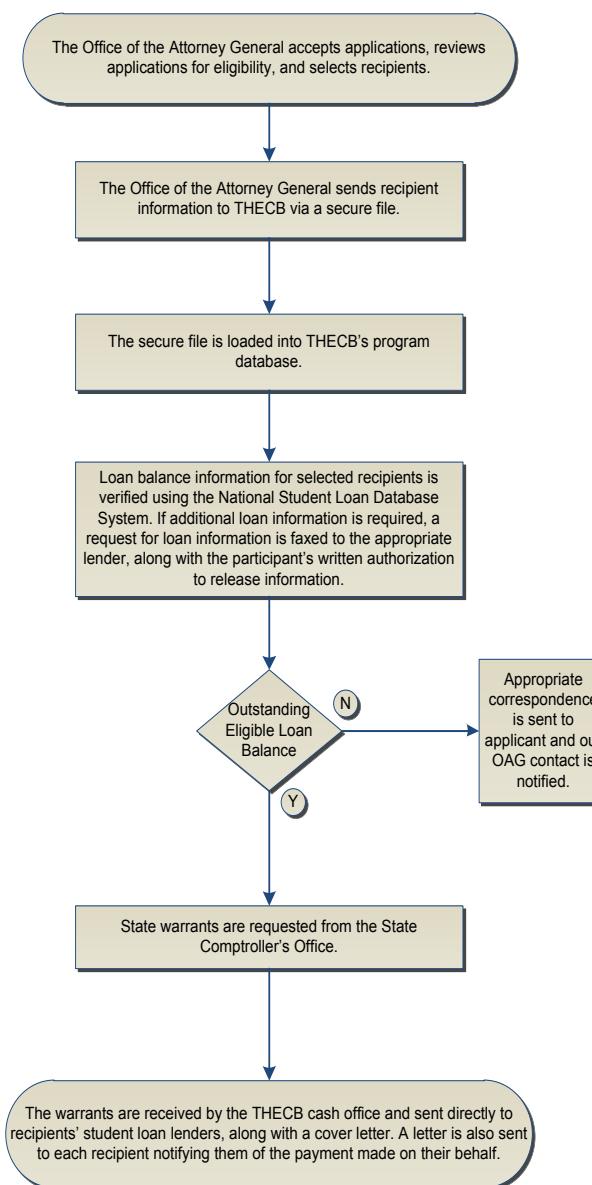
See the following flow charts for each loan repayment program. These provide a high level view of the program processes.

Border County Doctoral Faculty Education Loan Repayment Program

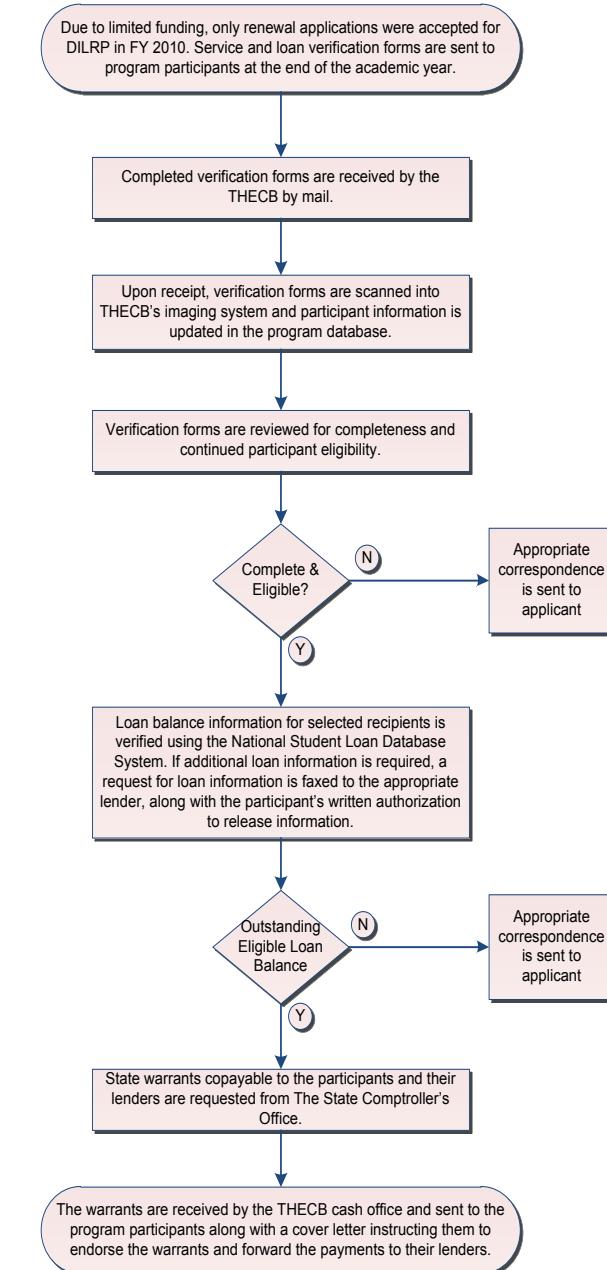




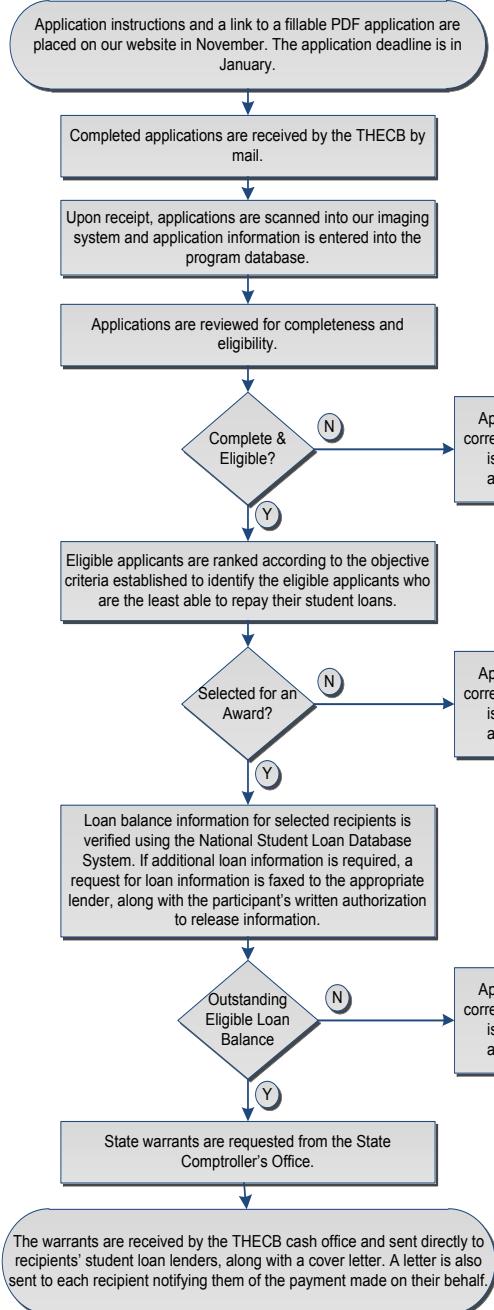
Educational Loan Repayment Program for Attorneys Employed by the Office of the Attorney General (OAGLRP)



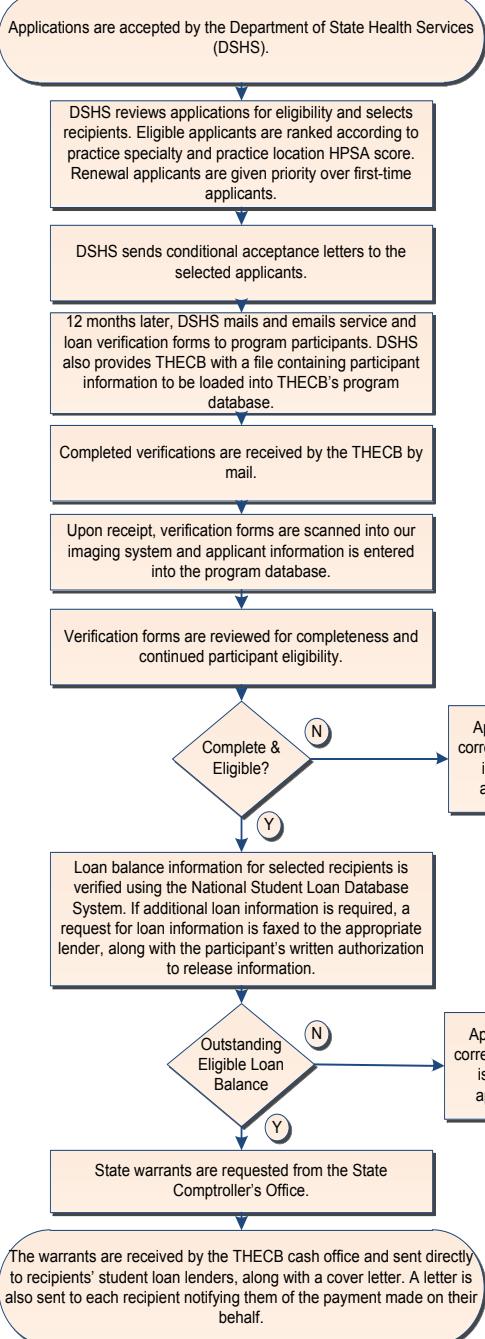
Doctoral Incentive Loan Repayment Program



John R. Justice Student Loan Repayment Program



Physician Education Loan Repayment Program



Teach for Texas Loan Repayment Assistance Program

Application instructions and a link to a fillable PDF application are placed on the THECB website on April 1st with an application deadline of June 15th.

Completed applications are received by the THECB by mail.

Upon receipt, applications are scanned into our imaging system and application information is entered into the program database.

Applications are reviewed for completeness and eligibility.

Complete & Eligible?

Appropriate correspondence is sent to applicant

Eligible applicants are ranked according to the following criteria:

- (1) Renewal applicants shall be given priority over first-time applicants unless a break in service periods has occurred.
- (2) Financial need as evidenced by the total amount of student loan indebtedness.
- (3) Severity of shortage of teachers in the community or teaching field as described in §21.174, (relating to Eligible Teacher).

Selected for an Award?

Appropriate correspondence is sent to applicant

Loan balance information for selected recipients is verified using the National Student Loan Database System. If additional loan information is required, a request for loan information is faxed to the appropriate lender, along with the participant's written authorization to release information.

Outstanding Eligible Loan Balance

Appropriate correspondence is sent to applicant

State warrants copayable to the participants and their lenders are requested from The State Comptroller's Office.

The warrants are received by the THECB cash office and sent to the program participants along with a cover letter instructing them to endorse the warrants and forward the payments to their lenders.

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. For state funding sources, please specify (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

**Border County
Faculty Education
LRP**

This program is funded from general revenue appropriations from the Border Faculty Loan Repayment Program strategy within the THECB's Budget Goal B: Close the Gaps –Affordability.

| FY 10 | FY 11 | Total |
|--------------|--------------|--------------|
| \$197,813 | \$197,813 | \$395,626 |
| FY 12 | FY 13 | Total |
| \$187,813 | \$187,813 | \$375,626 |

**Children's Medicaid
LRP**

This program is funded from general revenue appropriations from Rider 53 (2010-11 General Appropriation Act, 81st Texas Legislature, Article II, Health and Human Services). Funding is transferred from the Department of State Health Services to the THECB via Interagency Contract and based on verified loan balances. The inter-agency contract authorized DSHS to transfer funding to the THECB in amounts not to exceed the following levels (note: This program was not funded in the 2012-13 biennium):

| FY 10 | FY 11 | Total |
|--------------|--------------|--------------|
| \$12,121,365 | \$21,079,306 | \$33,200,671 |
| FY 12 | FY 13 | Total |
| \$33,159,835 | \$42,149,172 | \$75,309,007 |

**Dental Education
LRP**

This program is funded from general revenue and general revenue-dedicated appropriations. Funds are in the Dental Education Loan Repayment Program strategy within the THECB's Budget Goal D: Close the Gaps –Health Programs.

Funding is also directed by Rider 23 (2010-11 General Appropriation Act, 81st Texas Legislature, p. III-55). The rider was not included in the 2012-13 General Appropriation Act, 82nd Texas Legislature, as the program was not funded.

| FY 10 | FY 11 | Total |
|--------------|--------------|--------------|
| \$329,477 | \$326,477 | \$655,954 |
| FY 12 | FY 13 | Total |
| \$0 | \$0 | \$0 |

**Doctoral Incentive
LRP**

This program is funded from general revenue-dedicated appropriations. Funds are in the Doctoral Incentive Program strategy within the THECB's Budget Goal B: Close the Gaps –Affordability. Funding is also directed by

Rider 38 (2010-11 General Appropriation Act, 81st Texas Legislature, p. III-59). The rider was not included in the 2012-13 General Appropriation Act, 82nd Texas Legislature, as the program was not funded.

| FY 10 | FY 11 | Total |
|--------------|--------------|--------------|
| \$657,000 | \$650,000 | \$1,307,000 |
| FY 12 | FY 13 | Total |
| \$0 | \$0 | \$0 |

**Office of Attorney
General LRP**

This program is funded from general revenue and general revenue-dedicated appropriations in the OAG Lawyers Loan Repayment Program strategy within the THECB's Budget Goal B: Close the Gaps –Affordability. Funding is also directed by Rider 43 (2010-11 General Appropriation Act, 81st Texas Legislature, p. III-60) and Rider 50 (2012-13 General Appropriation Act, 82nd Texas Legislature, p. III-51).

| FY 10 | FY 11 | Total |
|--------------|--------------|--------------|
| \$629,548 | \$150,000 | \$779,548 |
| FY 12 | FY 13 | Total |
| \$248,036 | \$248,036 | \$496,072 |

**John R. Justice
LRP**

This program is funded by a federal grant authorized by the John R. Justice Prosecutors and Defenders Incentive Act, codified in 42 U.S. C. Section 3797cc-21. The U. S. Department of Justice, Bureau of Justice Assistance notified all governors about the availability of block grants for federal fiscal year October 1, 2010 through September 30, 2011 and asked them to identify a state agency to administer the program. Each state received an allocation based on population; thus the allocation for Texas was the second largest among allocations. States were encouraged to replicate loan repayment programs already in place, if possible. Governor Perry designated the THECB to administer the program. Although no continuing grant funds were authorized at the time, the intent of the legislation was to build a program that would continue. Grant funds have been authorized for a second year, but are significantly reduced, compared to the first year. The grant amount for this period was \$701,233.

**Teach for Texas
LRP**

This program is funded from general revenue appropriations from the Teach for Texas Loan Repayment Program strategy within the THECB's Budget Goal B: Close the Gaps –Affordability and guided by Rider 21 (2010-11 General Appropriation Act, 81st Texas Legislature, p. III-55) and Rider 47 (2012-13 General Appropriation Act, 82nd Texas Legislature, p. III-51).

| FY 10 | FY 11 | Total |
|--------------|--------------|--------------|
| \$5,771,443 | \$5,771,443 | \$11,542,886 |
| FY 12 | FY 13 | Total |
| \$500,000 | \$500,000 | \$1,000,000 |

**Physician Education
LRP**

This program is funded from general revenue appropriations and general revenue-dedicated appropriations in the Physician Education Loan Repayment Program strategy within the THECB's Budget Goal D: Close the Gaps –Health Programs and guided by Rider 7 (2010-11 General Appropriation Act, 81st Texas Legislature, p. III-52) and Rider 44 (2012-13 General Appropriation Act, 82nd Texas Legislature, p. III-50).

| FY 10 | FY 11 | Total |
|-------------|--------------|--------------|
| \$9,559,047 | \$15,837,047 | \$25,396,094 |
| FY 12 | FY 13 | Total |
| \$5,600,000 | UB | \$5,600,000 |

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions. Describe the similarities and differences.

There are no programs within the agency that provide functions or services that are similar to the loan repayment programs.

As part of a cooperative agreement with the U.S. Public Health Service, the Texas Department of State Health Services Primary Care Office (PCO) assists clinics seeking federal approval as National Health Service Corps (NHSC) sites and assists clinicians in finding positions where they are eligible to apply for loan repayment through the NHSC Loan Repayment Program. The PCO conducts clinic site visits and provides technical assistance to health care providers as well as administrators.

Although this program fulfills a purpose that is similar to the Physician Education Loan Repayment Program, the Dental Education Loan Repayment Program, and the Children's Medicaid Loan Repayment Program, it is essentially a loan arrangement with forgiveness provisions because the health provider must sign a contract agreeing to repay all funds disbursed plus interest and penalties if he or she fails to fulfill any part of the service obligation. Furthermore, no one program can realistically solve the problem of inadequate access to dental, medical, and mental health services in Texas. There are 443 primary care Health Professional Shortage Areas, 252 Dental Health Professional Shortage Areas, and 354 Mental Health Professional Shortage Areas in Texas.

For qualified teachers in schools serving low-income families, the Federal Government offers forgiveness of certain Federal Family Education Loan Program (FFELP) and Federal Direct Loan Program (FDLP) loans. Under the Teacher Loan Forgiveness Program (TLFP), the loans must not have had outstanding balances before October 1, 1998 or on the date the person obtained an FFELP or FDLP loan on or after October 1, 1998. To qualify for up to \$5,000 in federal loan forgiveness, individuals must teach for five consecutive years at an eligible school; the amount is \$17,500 for certain highly qualified secondary math and science teachers, and elementary and secondary special education teachers. More details on the federal program requirements are available at:

<http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelstaff.jsp>

While this federal function serves the purpose of offering student loan debt relief as an incentive for teachers to pursue jobs at certain schools and to pursue certification in and teach certain fields, the state TFTLRAP and the federal TLFP shortage fields and shortage campuses are not the same. There is some

overlapping of the shortage fields and campuses. The federal program does not offer debt relief for non-federal loans, whereas the state program does. These “alternative” loans comprise a significant amount of student loan debt owed by graduates in recent years. There is no provision in the authorizing statute or administrative rule for the state program that prevents a teacher qualifying for federal loan forgiveness and state funded loan repayment simultaneously.

I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency's customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.

The THECB’s web page for the Teach for Texas Loan Repayment Assistance Program includes a link to the U.S. Department of Education’s web page for the federal Teacher Loan Forgiveness Program. In FY2010, the web page for the Physician Education Loan Repayment Program, the Children’s Medicaid Loan Repayment Program, and the Dental Education Loan Repayment Program took the user directly to the Department of State Health Services (DHS) Primary Care Office (PCO) web page reflecting information on these programs as well as the National Health Service Corps Loan Repayment Program (NHSC LRP). Effective September 1, 2011 the web pages for these health-related loan repayment programs will be updated to include program information for the 2012-2013 biennium and will include a link to the DHS PCO web page for the NSHC LRP.

Customer service representatives in the Business & Support Services call center are trained to refer callers to the appropriate resources.

The THECB entered into an Interagency Contract (IAC) with the Department of State Health Services for the 2010-2011 biennium, to share administrative roles for implementing the post-HB 2154 Physician Education Loan Repayment Program and the Dental Education Loan Repayment Program. The DHS performed the following roles under the IAC: performed all outreach and recruitment activities, received all applications for participation in the program, reviewed and ranked applications according to criteria established by rule, served as the point of contact for physicians, dentists, and other stakeholders, maintained all participant data, and transmitted an electronic file to the THECB containing the participant and lender data. The THECB’s role under the contract was to verify loan information, disburse the loan repayment awards to lenders, and notify participants when the payments have been disbursed.

The THECB entered into a similar IAC with the Health and Human Services Commission (HHSC) and the Department of State Health Services for administration of the Children’s Medicaid Loan Repayment Program (CMLRP). Under this contract, the DHS performed the same functions described above, while the HHSC verified all Medicaid data to ensure compliance with the eligibility requirements, and the THECB performed the loan verification and disbursement function described above. The THECB also mailed IRS 1099 forms to beneficiaries and reported the payments to the IRS as taxable income (*note: the IRS is still reviewing the tax issue for this program*). Because the program funds were appropriated to the HHSC, the THECB requested funds for loan repayment awards via interagency transfer vouchers, as needed.

J. If the program or function works with local, regional, or federal units of government include a brief description of these entities and their relationship to the agency.

| | |
|--|---|
| Border County Faculty Education LRP | N/A |
| Children's Medicaid LRP | The THECB entered into an interagency contract with the Health and Human Services Commission (HHSC) and the Department of State Health Services for administration of the Children's Medicaid Loan Repayment Program (CMLRP). See Section (I) for more detail. |
| Dental Education LRP | The THECB entered into an interagency contract with the Department of State Health Services for administration of the Dental Education Loan Repayment Program (DELRP). See Section (I) for more detail. |
| Doctoral Incentive LRP | N/A |
| Office of Attorney General LRP | In accordance with administrative rules for the program, applications are submitted by employees to an application review committee at the Office of the Attorney General. The committee selects recipients and provides the information to the THECB that is necessary to verify loan information and disburse loan repayment awards. The THECB advises the OAG staff on available program funds throughout the year. |
| John R. Justice LRP | The THECB applies for federal grant funds through the U.S. Department of Justice, Bureau of Justice Assistance. All policy inquiries and required financial and progress reports are submitted to that office. The THECB collaborates with the Task Force on Indigent Defense, a unit of the state Office of Court Administration (as well as the Texas District and County Attorneys Association) in communicating program information to potential candidates for loan repayment. |
| Physician Education LRP | The THECB entered into an interagency contract with the Department of State Health Services for administration of the Physician Education Loan Repayment Program (PELRP). See Section (I) for more detail. |
| Teach for Texas LRP | The Texas Education Agency identifies schools and teaching fields that are experiencing a critical shortage of teachers. |

K. If contracted expenditures are made through this program please provide:

- **the amount of those expenditures in fiscal year 2010;**
- **the number of contracts accounting for those expenditures;**
- **a short summary of the general purpose of those contracts overall;**
- **the methods used to ensure accountability for funding and performance; and**
- **a short description of any current contracting problems.**

**Children's Medicaid
LRP**

Under this contract the THECB and the DSHS are the performing agencies. The THECB's role was to verify provider student loan information (eligibility and amount due), disburse loan repayment awards to lenders, notify

providers when awards have been made, mail IRS 1099 forms to providers, and report payments to the IRS.

The THECB received a total of \$121,365 for administrative costs. Approximately \$10.4 million in loan repayment awards were disbursed in FY2010. The new loan repayment program database was developed to create efficiencies in processing loan repayment awards and to establish a foundation for a planned online application process for loan repayment programs.

**Dental Education
LRP**

The purpose of this interagency contract was to facilitate implementation of HB 2154 (81st Texas Legislature) for new participants in the Physician Education Loan Repayment Program and to facilitate continued administration of the Dental Education Loan Repayment Program. The role of DSHS, the performing agency, was to:

- Develop an online application and database to be shared with THECB
- Receive, review, and rank applications based on criteria established by administrative rule
- Notify applicants about decisions to approve or disapprove their applications for participation in the program
- Act as the primary point of contact for applicants
- Provide technical assistance to participants and sites where they work to support their efforts to meet program requirements
- Verify provider provision of Medicaid services and, for providers whose patient profiles include children, CHIP services, using data provided by HHSC or other sources
- Provide, in a timely manner, the necessary data and documentation to the THECB required for verification of loan information
- Verify the practice sites of physicians who have completed an agreement to practice in a Health Professional Shortage Area to determine short-term and long-term rates of retention in those shortage areas and counties, and report the retention data to the THECB by September 1 of even-numbered years
- Verify the practice sites of dentists who have received loan repayment to determine short-term and long-term rates of retention in Dental Health Professional Shortage Areas and report those retention data annually to THECB on a mutually agreed-upon date.

A total of \$422,343 was disbursed to DSHS in FY2010. However, this amount was returned to THECB in FY2011 because the anticipated information technology costs were not incurred. To expedite implementation of the application process, DSHS used a survey instrument to collect primary data and created processes that allowed for additional data to be collected and maintained.

THECB staff communicated with DSHS staff frequently throughout FY2010 to discuss strategies for enrolling physicians into the program. As evidenced by the LBB fiscal note for HB 2154, the first year of the biennium was considered a start-up year requiring only administrative costs, with first-cohort physicians who complete their first year of service in August, 2011. The THECB staff will follow the procedure established for all loan reprograms, reviewing a sample of applications for compliance, before requesting payments.

In FY2010, for the sake of continuity of service, the THECB continued to work with the 63 physicians and the 16 dentists who had participated in the DELRP and PELRP before September 1, 2009, while the DSHS staff accepted applications from approximately 25 dentists and 103 physicians participating in the programs for the first time.

L. What statutory changes could be made to assist this program in performing its functions? Explain.

Provisions should be added to protect dedicated funds and therefore ensure funding will assist the programs involving dedicated tuition set asides and dedicated revenue.

**Border County
Faculty Education
LRP**

Section 61.705 of the Texas Education Code authorizing this program should be amended to mirror the language in Section 61.535 (PELRP) regarding the option of making a repayment award payable either to the lender/holder of the loan or co-payable to the beneficiary (borrower) and the lender/holder.

**Children's Medicaid
LRP**

N/A

**Dental Education
LRP**

Section 61.905 of the Texas Education Code authorizing this program should be amended to mirror the language in Section 61.535 (PELRP) regarding the option of making a repayment award payable either to the lender/holder of the loan or co-payable to the beneficiary (borrower) and the lender/holder.

**Doctoral Incentive
LRP**

N/A

**Office of Attorney
General LRP**

N/A

**John R. Justice
LRP**

N/A

| | |
|------------------------------------|-----|
| Physician Education LRP | N/A |
|------------------------------------|-----|

| | |
|--------------------------------|-----|
| Teach for Texas LRP | N/A |
|--------------------------------|-----|

M. Provide any additional information needed to gain a preliminary understanding of the program or function.

| | Border County Doctoral Faculty Education Loan Repayment Program (BCDFELRP) | Children's Medicaid Loan Repayment Program (CMLRP) | Dental Education Loan Repayment Program (DELRP) | Doctoral Incentive Loan Repayment Program (DILRP) |
|-----------------------------|--|--|--|---|
| Purpose | To recruit and retain persons holding a doctoral degree to become and/or remain full-time faculty with instructional duties in Texas institutions of higher education located in counties that border Mexico | To increase access to health care for Medicaid-enrolled beneficiaries under the age of 21 by encouraging qualified primary care, specialty, and subspecialty physicians and dentists to participate in the Medicaid program. | To recruit and retain qualified dentists to provide dental services in the areas of the state that are underserved with respect to dental care | To attract members of underrepresented groups to full-time service on the faculties or administrations of public and private or independent institutions of higher education in Texas |
| Authority | Texas Education Code, §§61.701 - 61.708 | House Bill 15, §19 and §20, 80th Legislature, Regular Session, 2007 | Texas Education Code, §§61.901 - 61.910 | Texas Education Code, §§56.091 - 56.096 |
| Total Amount Awarded | \$187,813 | \$10,447,733 | \$160,000 | \$1,109,693 |
| # of 2010 Applicants | 106 | 526 | 16 | 70 |
| # of 2010 Recipients | 38 | 277 | 16 | 58 |

| | Border County Doctoral Faculty Education Loan Repayment Program (BCDFELRP) | Children's Medicaid Loan Repayment Program (CMLRP) | Dental Education Loan Repayment Program (DELRP) | Doctoral Incentive Loan Repayment Program (DILRP) |
|------------------------------------|---|---|--|--|
| Maximum Aggregate Award | \$50,000 | \$140,000 | NA | \$100,000 |
| Maximum Annual Award Amount | \$5,000 | <p>Repayment amounts are based on the total number of verified Medicaid visits:</p> <p>Year 1 - \$20,000 or \$40,000 Year 2 - \$15,000 or \$30,000 Year 3 - \$20,000 or \$40,000 Year 4 - \$15,000 or \$30,000</p> | \$10,000 | \$20,000 |

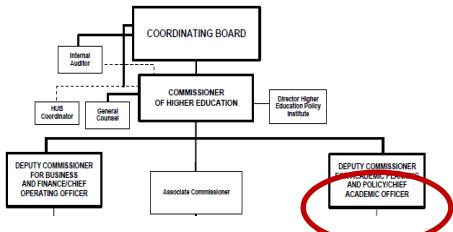
THECB Self-Evaluation Report

| | Education Loan Repayment Program for Attorneys Employed by the Attorney General (OAGLRP) | Physician Education Loan Repayment Program (PELRP) | John R. Justice Student Loan Repayment Program (JRJSLRP) | Teach for Texas Loan Repayment Assistance Program (TFTLRAP) |
|--------------------------------|---|--|---|--|
| Purpose | To recruit and retain attorneys in the Office of the Attorney General of the State of Texas | To encourage qualified physicians to practice medicine in federally designated health professional shortage areas (HPSAs) of Texas and to provide health care services to individuals enrolled in Medicaid and the TX Children's Health Insurance Program (CHIP) | To encourage qualified attorneys to choose careers as prosecutors and public defenders and to continue in that service by providing loan repayment assistance for state and federal public defenders and state prosecutors who agree to remain employed as public defenders and prosecutors for at least three years. | To recruit and retain classroom teachers to teach on Texas campuses having an acute shortage of teachers and to teach subjects for which there is an acute shortage of teachers. |
| Authority | Texas Education Code, §§61.9721 - 61.9732 | Texas Education Code, §§61.531 - 61.540 | 42 USC 3711 note. | Texas Education Code, §56.352 |
| Total Amount Awarded | \$312,309 | \$1,201,913 | \$685,542 | \$6,564,718 |
| # of 2010 Applicants | 108 | 63 | 361 (269 Prosecutors & 92 Public Defenders) | 4907 |
| # of 2010 Recipients | 108 | 63 | 206 (137 Prosecutors & 69 Public Defenders) | 1267 |
| Maximum Aggregate Award | \$18,000 | \$160,000 | \$60,000 | \$20,000 |
| Maximum Annual Award | \$6,000 | Year 1 - 16% with a maximum award of \$25,000 Year 2 - 22% with a maximum award of \$35,000 Year 3 - 28% with maximum award of \$45,000 Year 4 - 34% with a maximum award of \$55,000 | Prosecutors - \$2,500 Public Defenders – \$5,000 | \$5,000 |

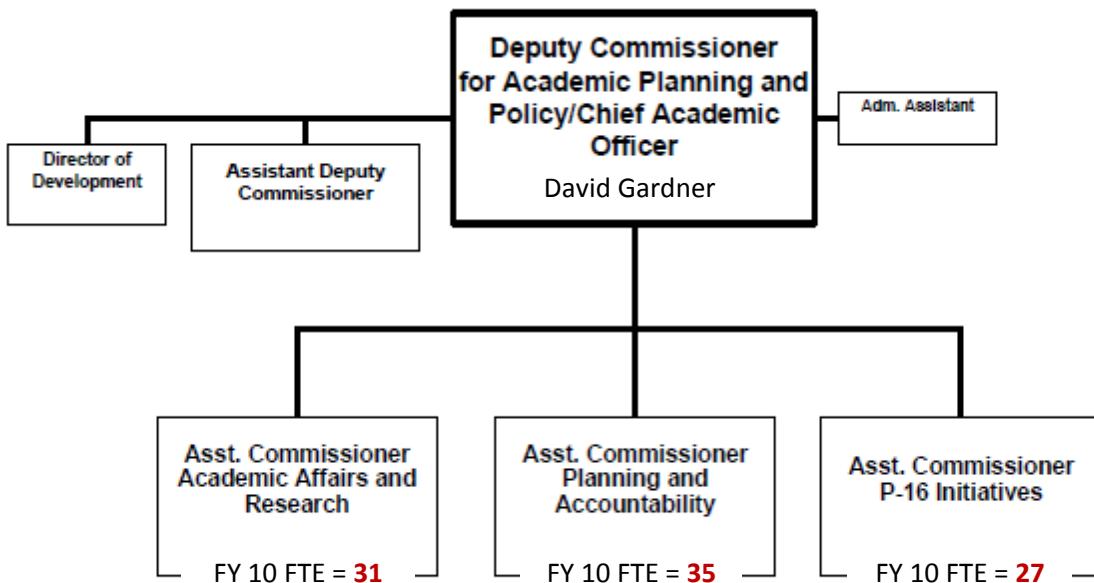
Comparison of Health-Related Loan Repayment Programs

| | National Health Service Corps (NHSC) | Conrad 30 J-1 Visa Waiver Program | Physician Education LRP (PELRP) | Dental Education LRP (DEL RP) | Children's Medicaid LRP (CMLRP) |
|--------------------------|--|--|--|---|--|
| Program Description | The National Health Service Corps Loan Repayment Program (NHSC LRP) provides tax free student loan repayment assistance to primary care medical, dental and mental health clinicians in exchange for service at an approved site in a Health Professional Shortage Area (HPSA). | The J-1 visa waiver program makes recommendations for the waiver of a J-1 physician's two year return home requirement in exchange for three years of service in a designated shortage area. | The Physician Education Loan Repayment Program (PELRP) provides loan repayment funds to physicians who agree to practice in a Health Professional Shortage Area (HPSA), and provide health care services to recipients enrolled in Medicaid, and the TX Children's Health Insurance Program (CHIP). | The Dental Education Loan Repayment Program (DEL RP) provides loan repayment funds to general and pediatric dentists who agree to practice in a Dental Health Professional Shortage Area (HPSA). | The Children's Medicaid Loan Repayment Program (CMLRP) provides student loan repayment assistance to physicians and dentists who provide services to Texas children enrolled in Medicaid |
| Eligibility Requirements | US Citizen Appropriate degree, license or certification, and work experience as applicable for discipline (see Application Bulletin) Accept Medicaid, Medicare, & SCHIP as full payment Not deny service based on ability to pay Work full-time at an eligible site No concurrent service obligation Have not ever defaulted on a federal obligation | Currently or formerly on J-1 visa Successful completion of Residency or Fellowship program Current unrestricted license, or have made application for license For additional eligibility requirements: http://www.dshs.state.tx.us/chpr/Policy_Manual_updated_October_2009.pdf | Have full physician license with no restrictions from the Texas Medical Board Must provide care to Medicaid & CHIP enrollees No concurrent service obligation Have eligible outstanding student loans. Must be Board Eligible in years 1 – 3 and Board Certified in a primary care specialty by year 4 Must provide four consecutive years of services in a HPSA in Texas | Current unrestricted license Work in an eligible site Practice in an approved specialty Accept Medicaid as full payment Have eligible outstanding student loans Not deny service based on ability to pay No concurrent service obligation Must provide one year of service services in a HPSA in Texas | Have a license from the appropriate licensing board Subspecialists must have board certification or <u>be eligible to sit for</u> the applicable subspecialty board. Have a Medicaid number before applying Have eligible outstanding student loans No concurrent service obligation Must agree to provide services for 4 consecutive years and meet the appropriate target number of Medicaid visits Must enroll as a Texas Health Steps provider |

| | National Health Service Corps (NHSC) | Conrad 30 J-1 Visa Waiver Program | Physician Education LRP (PELRP) | Dental Education LRP (DELRP) | Children's Medicaid LRP (CMLRP) |
|-----------------------|---|--|---|--|---|
| Eligible Sites | Must practice in an NHSC approved site located in a Designated Health Professional Shortage Area (HPSA) | Must practice in a designated health provider shortage area All FQHCs and FQHC look alike qualify Site that meet the Flex 10 option requirements | Must practice in a designated HPSA or MHPSA in Texas at the time of application | Designated DHPSA in TX Federally Funded Community Health Center | Site location is not an eligibility criterion. However, it is used as a scoring variable. Scoring criteria are available on the DSHS web at: http://www.dshs.state.tx.us/chpr/CMLRP.shtml |



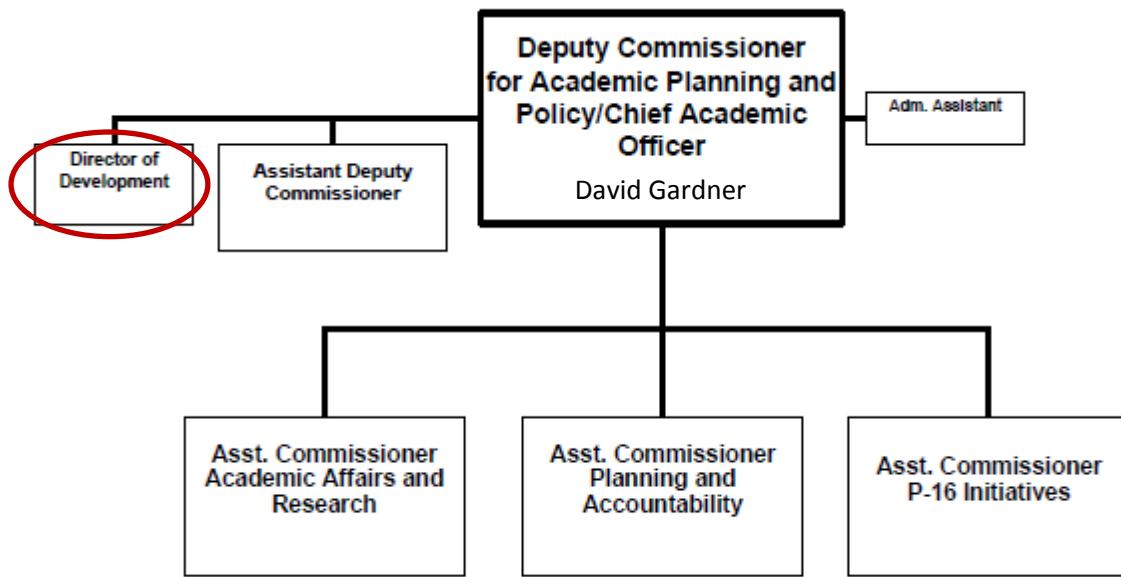
Division of Academic Planning & Policy



The Deputy Commissioner for the Division of Academic Planning and Policy is responsible for the overall management of the THECB's operations related to planning, policy analysis, program development, data collection, higher education finance, and facilities review. This division provides oversight for the implementation of higher education planning efforts and the development of sound education policies related to the financing of higher education. The Deputy Commissioner's Office coordinates the Planning and Accountability, Academic Affairs and Research, P-16 Initiatives divisions. The Deputy Commissioner also provides oversight for the Office of Development at the THECB. The Deputy Commissioner reports directly to the Commissioner of Higher Education and serves as a member of the agency's executive leadership team. Responsibilities assigned to the Deputy Commissioner for Academic Planning and Policy include, but are not limited to:

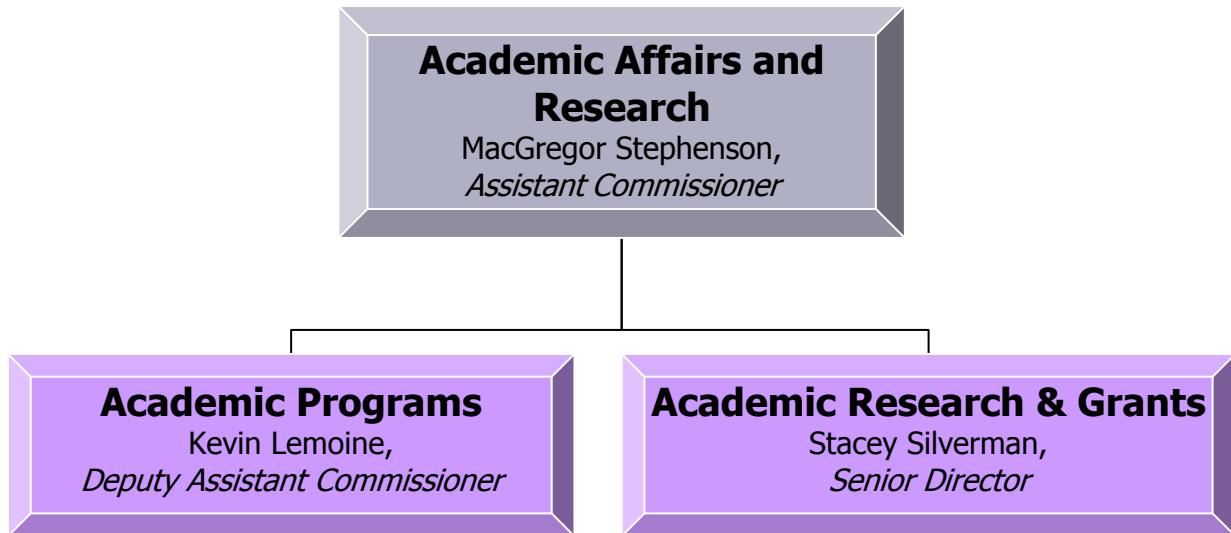
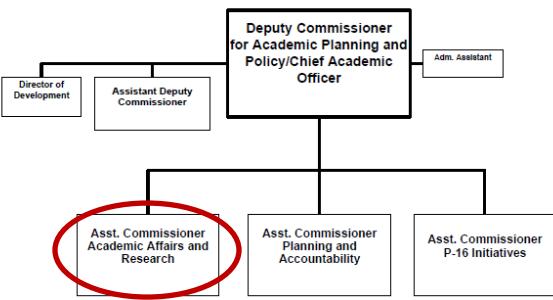
- Develop, refine, and achieve the goals and targets in the state's higher education plan, *Closing the Gaps by 2015*;
- Develop and implement the Agency Strategic Plan;
- Develop, monitor, and modify the Texas Accountability System for Higher Education;
- Develop and review recommendations of formulas for allocating state appropriations to institutions of higher education;
- Review and approve academic and degree programs, and facility improvements at institutions of higher education as authorized by statute;
- Organize and provide statutorily required training for new governing board members; and
- Develop and implement student success programs with special focus on outreach, recruitment and college preparation, to include the *College and Career Readiness Standards*.

Direct-Report Departments: 3
Actual Expenditures, FY 10: \$245,007,101
Total FTEs, FY 10: 101



The role of the Development Office is to seek external funding (federal and private) for activities supporting the agency's priorities such as making postsecondary education more accessible to all Texans; reforming developmental education; improving transfer and completion rates; and improving teacher preparation programs. The Development Office identifies funding opportunities aligned with the THECB's priorities and develops and submits proposals as appropriate. The office develops proposals in collaboration with THECB content experts and/or external partners. When these efforts are successful and grants are awarded, THECB staff that helped create the proposal are responsible for implementing the activities. Post-award, the Development Office ensures: funds are spent according to agreement with external funders; reports are accurate and submitted in a timely fashion; and funders are kept apprised of the progress toward stated goals.

The Development Office works in close collaboration with the College for All Texans Foundation in securing external funds for THECB programs, with Foundation Board members actively assisting in soliciting funds for annually identified and agreed-upon programs or initiatives. One individual serves dual roles as Director of Development and Executive Director of the Foundation. The office is also supported by a Technical Writer.



The mission of the Academic Affairs and Research (AAR) department is to provide leadership, guidance, and resources for a variety of statutory and Board-assigned activities including the review and approval of certificate and degree programs and the administration of state and federal grant programs that support career and technical education, engineering recruitment, nursing education, minority health research and education, and basic research. The AAR division is also responsible for the oversight of degree-granting institutions other than Texas public institutions that wish to operate in Texas. AAR provides information on higher education to state legislators, policymakers, institutions, and citizens.

| |
|---|
| Actual Expenditures, FY 10: \$96,690,265 FTEs, FY 10: 31 |
|---|

A. Provide the following information at the beginning of each program description.

| | |
|------------------------------------|---|
| Name of Program or Function | FUNCTION: Office of Academic Programs |
| Location/Division | Academic Affairs and Research Department/ Division of Academic Planning & Policy |
| Contact Name | Kevin Lemoine, Deputy Assistant Commissioner |

B. What is the objective of this program or function? Describe the major activities performed under this program.

The Office of Academic Programs provides analyses and recommendations on statewide higher education policy development and is responsible for programmatic oversight and support. Staff review and recommend approval of certificate and degree programs and administrative changes for all Texas public community and technical colleges, universities, and health-related institutions. The department also oversees degree-granting institutions other than Texas public institutions that wish to operate in Texas and researches best practices to improve the delivery and cost of education for students to help meet *Closing the Gaps* goals.

The office is involved in the following activities:

Academic and Workforce Degree Program Review

- Review and approve/deny proposed academic programs—associate's, bachelor's and master's;
- Review and approve/deny proposed certificates and applied associate degrees;
- Review and prepare analyses and recommendations for approval or disapproval of requests for preliminary authority for doctoral programs;
- Conduct doctoral program proposal reviews and site visits; provide analysis and develop recommendations to approve/deny new doctoral programs at general academic institutions and health-related institutions;
- Conduct reviews and develop recommendations to approve/deny doctoral programs offered via distance education;
- Review low-producing degree and certificate programs at public institutions and phase out, consolidate, or grant temporary exemptions;
- Review existing academic programs at all levels on a rotating schedule of every seven years for doctorate and master's programs and 10 years for associate and bachelor's programs; and
- Review annual reports required during the first five years for all new doctoral programs to ensure successful implementation of the program proposal.

Policy Development

- Coordinate and manage activities of advisory committees—Undergraduate Education Advisory Committee, Graduate Education Advisory Committee, Distance Education Advisory Committee, Academic Course Guide Manual, Workforce Education Course Manual, ApplyTexas Advisory

- Committee, Advisory Committee on Research Programs, Advisory Committee on Registered Nursing Education Programs, and the Family Practice Residency Program Advisory Committee;
- Respond to legislative and statewide leadership requests related to proposed new legislation and programs, developing and/or revising rules and academic policies as needed;
 - *Lumina Foundation, Making Opportunity Affordable Grant* - Staff collaborate with institutional stakeholders to develop comprehensive 2+2 degree plans for high need degree programs which allow students to transfer seamlessly from one institution of higher education to another without loss of course credit or increase in time to degree;
 - *National Research University Fund* – Collaborate with the seven emerging research universities to develop measures and targets in order to become eligible for distributions of monies from the National Research University Fund, created to assist emerging research universities to achieve national prominence as research universities.
 - *Research University Development Fund (RUDF)* – The purpose of the RUDF is to provide funding to research universities and emerging research universities for the recruitment and retention of highly qualified faculty and the enhancement of research productivity at those universities. For each state fiscal year, the THECB must distribute any funds appropriated by the Legislature to eligible institutions based on the average amount of total research funds expended by each institution annually during the three most recent state fiscal years.
 - *University Funding for Excellence in Specific Programs and Fields* – Grants to general academic teaching institutions that are not state colleges, research universities, or emerging research universities. One-time Incentive Awards may be granted to institutions for a program that has already achieved national excellence. Benchmark Awards may be granted based on an institution's demonstrated commitment to developing a degree program or improving the quality of an existing program by reaching benchmarks established by external consultants.
 - *Texas Workforce Investment Council (TWIC)* – Collaborate with multiple state agencies on the development and implementation of policy to promote a more prepared and educated workforce for Texas employers; and
 - *System Integrated Technical Advisory Committee (SITAC)* - Provide higher education representation for a joint committee of state agencies that develops collaborative solutions to workforce and training needs.

Academic and Workforce Curriculum and Structure Oversight

- Develop, review and approve undergraduate core curriculum for general academic teaching institutions and community colleges with institutional guidance and support;
- *Academic Course Guide Manual (ACGM)* – Collaborate with institutional representatives to ensure that lower division courses at community colleges are appropriately aligned for transfer to other community colleges or to four-year institutions;
- *ACGM/Dual Credit Learning Objectives Project* – Collaborate with university and community college faculty to develop learning objectives for each course in five disciplines each semester;
- *Workforce Education Course Manual* – Collaborate with institutional representatives from community, state and technical colleges to maintain a current inventory of all workforce education courses and to ensure their alignment across institutions to promote efficient transfer;
- Review and approve/deny community colleges' unique need course requests for transfer to a specific university degree program;
- Review administrative changes for all Texas public institutions;

- Conduct statutory review of institutions' table of programs and mission statements (rotating four-year schedule); and
- Maintain records related to universities and health-related institutions, including role and mission, tables of programs, program inventories, and course inventories.

For-Profit/Non-Profit Private Institutions of Higher Education

- Review and develop recommendations on applications for certificates of authority and certificates of authorization for degree-granting institutions other than Texas public institutions to offer degrees in Texas;
- Review and approve applications for agents of institutions with a certificate of authority that have a physical presence in Texas; and
- Conduct and coordinate site visits to institutions applying for a certificate of authority.

Responds to External Requests for Information and Complaints

- Prepare official correspondence related to the authority of public, private and for-profit institutions to operate in Texas as required by the U.S. Department of Education for institutions to be eligible for federal financial aid;
- Investigate public complaints of institutions that grant degrees without authority in Texas;
- Review and prepare responses to complaints regarding public, private and for-profit institutions in the state;
- Respond to academic and workforce training inquiries from a variety of stakeholders and constituencies;
- Prepare annual updates on fraudulent institutions;
- Maintain program inventories (public institutions, for profits, ICUT schools); and
- Prepare quarterly reports for the Board regarding low-producing degree programs.

Special Research Activity for *Closing the Gaps*

- Conduct research related to the adult degree completion project;
- Conduct research on best practices to deliver a low-cost baccalaureate degree -- a capstone project for *Closing the Gaps*-(affordability) in consultation with Texas public institutions;
- Provide oversight management of a repository project in partnership with UT San Antonio/UTHSC for dissemination of open source digital materials for online, hybrid or face-to-face teaching; and
- Develop and plan the upcoming THECB Undergraduate Teaching and Learning Conference.

Mandated Legislative and Board-Authorized Reports

Legislative Reports

- Community College Transfer Student Report (annual) (Rider 55)
- Timely Graduation Incentive Report (annual)
- National Research University Fund Eligibility Report (annual)
- African American Museum Report (annual)
- Dual Credit Report (one-time report) (Rider 33)
- Report to the Joint Oversight Committee on Higher Education Governance, Excellence, and Transparency on partnerships between other states and nonprofit organizations to increase degree completion rates, including identification of best practices. (one-time report)
- The Feasibility of Providing Free (or Discounted) Immunizations to Students Enrolled in Health Professional Degree Programs (one-time report)

- A Study Regarding the Feasibility of Implementing an Automatic Admission Policy for Transferring Undergraduate Students Who Meet Certain Qualifications (one-time report)
- Report on System Administration for Community Colleges (one-time report) (Rider 53)
- Select Interim Committee on Research Partnerships (one-time report)
- A Study of Research Definitions and Terms for use by Research University Development Fund (one-time report)
- Select Interim Committee on the Feasibility of a Statewide Technology Database Report (one-time report)
- Restricted Research Expenditures Report (annual)
- Research Expenditures Report (annual)
- Technology Transfer Report (bi-annual)
- Merit Review of NHARP (bi-annual)
- Research Assessment Program Report (bi-annual)
- A New Curriculum Model for Initial RN Licensure Programs (one-time report)
- A New Curriculum Model for Licensed Vocational Nursing (LVN) Education (one-time report)
- Feasibility of Accreditation for UNT Dallas Law Report (one-time report)
- The Feasibility of Establishing a Public Law School in Texas, Including the Texas-Mexico Border Region (one-time report)
- The Feasibility of Expanding Texas' Community College Baccalaureate Programs (one-time report)

Board-Authorized Reports

- Projecting the Need for Legal Education (every five years)
- Projecting the Need for Medical Education (every five years)
- Projecting the Need for Pharmacy Education (every five years)
- Projecting the Need for Veterinary Medicine Education (every five years)
- Strategies to Increase the Number of Initial Licensure Registered Nurses and Nursing (one-time report)
- Office of Civil Rights Texas Plan for Public, Historically Black Colleges and Universities-Prairie View A&M and Texas Southern University Report (annual)

Program Oversight

Tobacco Funds

Nursing, Allied Health and other Health-Related Education Grants

Using funds from the Tobacco Lawsuit Settlement, this program (Texas Education Code, Section 63.202) awards grants to public institutions of higher education that offer upper-level instruction in the fields of nursing, allied health or other health-related fields. In recent years, separate legislation had redirected grant funds to nursing programs to help relieve the state's nursing shortage.

Tobacco Funds

Minority Health Research and Education Grants

Using funds from the Tobacco Lawsuit Settlement, this program (Texas Education Code, Section 63.302) awards grants to public and independent institutions to conduct research and educational programs on minority health issues.

African American Museum

This program supports an internship program at the African American Museum of Dallas, Texas. The internship program was established to recruit students of

diverse backgrounds and ethnicities who would have an interest in pursuing studies that could lead to careers in cultural and heritage administration and other non-profit sector careers. The program provides opportunities for college students/graduates to work in a unique cultural environment that preserves and presents the African American Museum experience through exhibitions and cultural enrichment programs. The THECB contracts with The University of Texas at Dallas to disburse funds and oversee the use of the funds.

Alzheimer's Disease Center

This program supports the Texas Alzheimer's Research Consortium (TARC). TARC is comprised of five medical centers in the state including Baylor College of Medicine in Houston, Texas Tech University Health Science Center in Lubbock, University of North Texas Health Science Center in Fort Worth, University of Texas Southwestern Medical Center in Dallas and University of Texas Health Science Center at San Antonio. The consortium conducts research designed to lead to improved diagnosis, treatment and prevention of Alzheimer's disease.

C. What evidence can you provide that shows the effectiveness and efficiency of this program or function? Provide a summary of key statistics and performance measures that best convey the effectiveness and efficiency of this function or program.

While new degree program, school, and institutional development processes exist within the state's higher educational institutions, the THECB offers the only statewide perspective on higher education.

THECB staff interact with representatives from the public community colleges, state technical colleges, state colleges, general academic teaching institutions, and health-related institutions; legislative offices; state agencies, state and regional associations; and the general public, including students and parents.

While specific details of the proposal review are not statutory, they are prescribed in agency rules. The proposal review process is the only evaluation and assessment of statewide issues conducted prior to the establishment of new degree programs, schools, or educational institutions. The review process verifies an institution's financial and operational commitments and allows the THECB to gain an understanding of regional and statewide program developments.

Staff ensures that an institution provides an adequate amount of institutional resources to a proposed program; the THECB's internal review focuses on financial, physical, faculty, and other resources affecting academic quality. Existing programs that would be duplicated by the proposed program are reviewed for possible growth and expansion rather than adding an additional program. Internal processes have been streamlined to improve the efficiency of the proposal review process without compromising the quality of the outcomes. Institutions are required to certify financial resources and to evaluate student interest and workforce needs prior to submitting a proposal for a new program.

In an effort to streamline processes and create efficiency, from 2007-2009 the THECB adopted revised rules pertaining to the degree program approval processes. The changes included the following:

- Eliminated preliminary authority for all programs except doctoral programs, engineering programs, and programs at all levels that cost more than \$2 million over five years.
 - Saves institutions and THECB staff hundreds of hours per year in researching, writing and reviewing proposals.

- Streamlined approval process for new workforce certificate, associate, bachelor's, and master's programs.
 - Saves institutions and THECB staff hundreds of hours per year.
 - Enabled THECB staff to redirect their work to the Board's priorities including facilitating community college transfer, conducting rigorous reviews of new doctoral proposals, and developing the process to review the quality and effectiveness of existing degree programs (focusing on outputs rather than inputs).
- Streamlined approval process for administrative units and academic certificate programs.
- Adopted major revisions to rules pertaining to degree-granting institutions of higher education other than Texas public institutions. The adopted rules significantly streamlined and clarified the approval processes for the certificate of authority for an institution seeking accreditation to operate in Texas and for the certificate of authorization for already accredited institutions that wish to establish a physical presence in Texas.
- Completely revised and clarified rules pertaining to institutions of higher education other than public institutions. The rules clarified the processes required for accredited and non-accredited institutions to offer degrees in Texas. This process provides for review of the accreditation agencies for accredited institutions to ensure that the accreditation protects the interests of the public and students. For non-accredited institutions, the rules provide for a significant review by external experts who analyze the institutions, its operations, governance, curriculum, and financing.

Other Efficiencies Achieved:

- Revised and updated all application forms and procedures used by institutions.
- Developed and launched an online web portal for all institutions to submit proposals (degree programs, core curriculum changes/reports, etc.) electronically to the division. Completely eliminated the receipt of paper requests.

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent.

N/A

E. Describe who or what this program or function affects. List any qualifications or eligibility requirements for persons or entities affected. Provide a statistical breakdown of persons or entities affected.

The Office of Academic Programs serves the THECB, the Legislature, other state agencies, public and private institutions of higher education students and the public. The main focus is on serving the people of Texas and providing high quality outcomes for the students of Texas.

F. Describe how your program or function is administered. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. List any field or regional services.

Most of these key services and functions date to the creation of the THECB in 1965 and have a statutory foundation in Chapter 61 of the Texas Education Code.

Leadership and coordination of higher education

Purpose: "To achieve excellence for college education of its youth through the efficient and effective utilization and concentration of all available resources and the elimination of costly duplication in program offerings, faculties, and physical plants."

Statutory Basis: 61.002 (a), 61.051 (a)-(r), 61.057, 61.064, 61.076, 61.077, 61.0771, and 61.0775

Requests for new degree programs and administrative units and review of role and mission and existing degree programs

Purpose: To ensure that program offerings meet the needs of Texas, are of high quality, provide access to all the citizens of Texas, and are delivered efficiently and economically.

Statutory Basis: 61.051 (e), (o), (r), 61.0512, and 61.055

Policy analysis related to community and technical colleges, universities and health-related institutions

Purpose: To provide the Commissioner, the Texas Legislature, other state agencies, institutions of higher education and the public with accurate and useful information related to higher education policies.

Statutory Basis: 61.002, 61.051, 61.056, 61.057, and 61.066

Maintain records related to universities and health-related institutions, including role and mission, tables of programs, and course inventories

Purpose: To provide information to internal and external entities. Much of the information collected and maintained is required by the formula funding system that is the primary mechanism for distributing state support to universities and health-related institutions.

Statutory Basis: 61.051, 61.052 and 61.065

Requests for information

Purpose: To be as responsive as possible to requests for information from any of the THECB's constituencies.

Statutory Basis: 61.002

Regulate unaccredited institutions

Purpose: To help new institutions of higher education become accredited and to "prevent deception of the public resulting from the conferring and use of fraudulent or substandard college and university degrees."

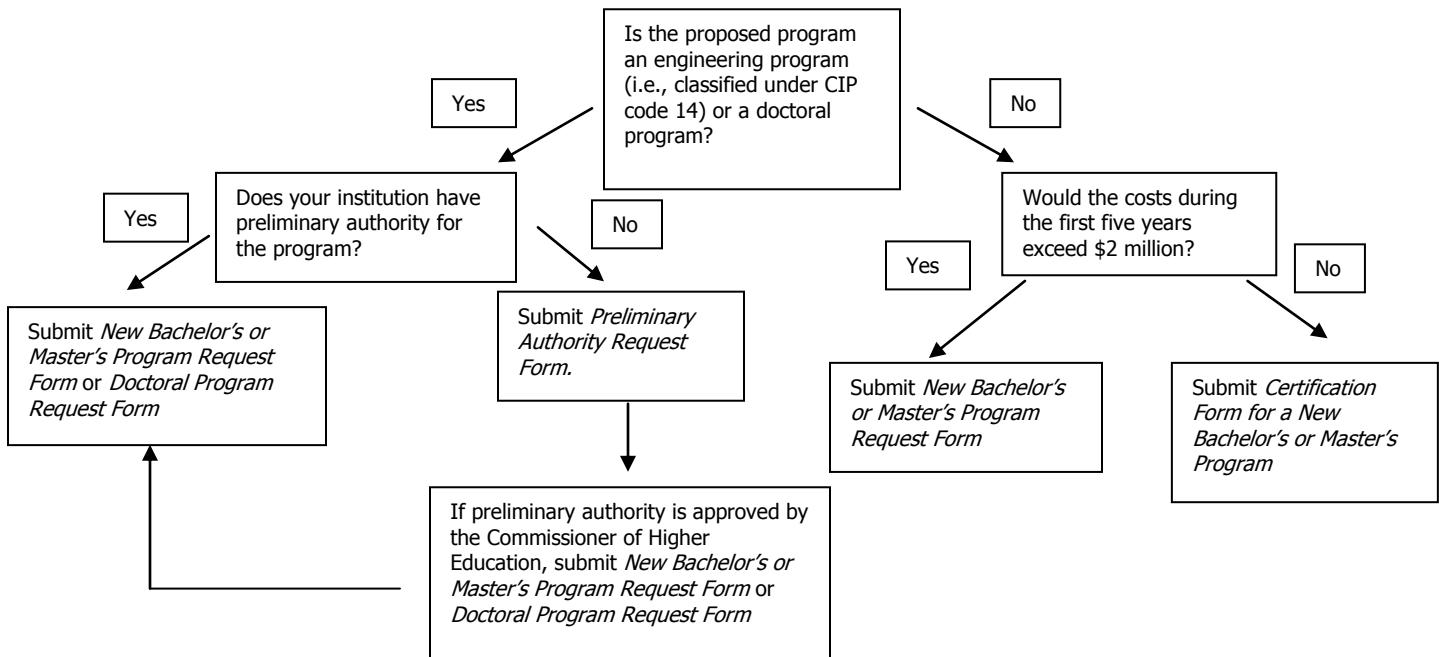
Statutory Basis: 61.301-319

Administrative rules and responsibilities

Purpose: To carry out statutory responsibilities in the way most consistent with the agency's mission.

Statutory Basis: 61.051, 61.059, 61.0595, and 61.065

Sample Flowchart
Process for New Degree Programs at Public Four-Year Institutions



G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. For state funding sources, please specify (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

Most of the functions of the Office of Academic Programs are administrative in nature. However, the office does manage four distinct programs below:

Tobacco Funds

Nursing, Allied Health and other Health-Related Education Grants

This program is funded with revenues from the Permanent Fund for Nursing, Allied Health, and Other Health Related Programs (Tobacco Settlement proceeds) and allocated in the THECB's Budget Goal G: Tobacco Funds. This funding is also guided by Rider 27 (2010-11 General Appropriation Act, 81st

Texas Legislature, p. III-56) and Rider 17 (2012-13 General Appropriation Act, 82nd Texas Legislature, p. III-44).

| FY 10 | FY 11 | Total |
|-------------|-------------|-------------|
| \$2,025,000 | \$2,025,000 | \$4,050,000 |
| FY 12 | FY 13 | Total |
| \$4,600,789 | \$2,700,788 | \$7,301,577 |

Tobacco Funds

Minority Health Research and Education Grants

This program is funded with revenues from the Permanent Fund for Minority Health Research and Education Grant Programs (Tobacco Settlement proceeds) and allocated in the THECB's Budget Goal G: Tobacco Funds. This funding is also guided by Rider 27 (2010-11 General Appropriation Act, 81st Texas Legislature, p. III-56) and Rider 17 (2012-13 General Appropriation Act, 82nd Texas

Legislature, p. III-44).

| FY 10 | FY 11 | Total |
|-------------|-------------|-------------|
| \$1,125,000 | \$1,125,000 | \$2,250,000 |
| FY 12 | FY 13 | Total |
| \$3,149,018 | \$2,700,788 | \$5,849,806 |

African American Museum

This program is funded with general revenue appropriations in the THECB's Budget Goal E: Closing the Gaps—Quality/Participation. This funding is also guided by Rider 34 (2010-11 General Appropriation Act, 81st Texas Legislature,

p. III-58) and Rider 49 (2012-13 General Appropriation Act, 82nd Texas Legislature, p. III-51).

| FY 10 | FY 11 | Total |
|----------|----------|-----------|
| \$93,636 | \$93,636 | \$187,272 |
| FY 12 | FY 13 | Total |
| \$66,716 | \$66,716 | \$133,432 |

Alzheimer's Disease Center

This program is funded with general revenue appropriations in the THECB's Budget Goal D: Closing the Gaps—Health Programs. This funding is also guided by Rider 36 (2010-11 General Appropriation Act, 81st Texas Legislature, p. III-59) and Rider 38 (2012-13 General Appropriation Act, 82nd Texas Legislature, p. III-50).

| FY 10 | FY 11 | Total |
|-------------|-------|-------------|
| \$6,850,000 | UB | \$6,850,000 |
| FY 12 | FY 13 | Total |
| \$5,230,625 | UB | \$5,230,625 |

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions. Describe the similarities and differences.

While new degree program, school, and institutional development processes exist within the state's higher educational institutions, the THECB offers the only statewide perspective on higher education.

I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency's customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.

The THECB takes a statewide perspective on the higher education system, balancing institutional and local aspirations with statewide needs. The main changes which have been made in recent years (and which are continuing) focus on how to streamline procedures to make them more efficient and how to use technology to enhance the services and functions that the agency offers. This is accomplished through consultation with representatives of institutions serving on advisory committees. All proposed changes are published in the Texas Register with a 30 day public comment period. All comments received are addressed with a rationale to accept or reject prior to Board approval.

J. If the program or function works with local, regional, or federal units of government include a brief description of these entities and their relationship to the agency.

Following the Office of Civil Rights (OCR) data collection and on-site visits to Prairie View A&M University and Texas Southern University, the state and OCR developed a collaborative process to ensure a comprehensive and integrated plan for Texas higher education. A commitment was signed on May 11, 2000 and the State and OCR will continue to collaborate during the monitoring and implementation period until implementation is completed. An annual report is submitted annually to show progress made.

K. If contracted expenditures are made through this program please provide:

- the amount of those expenditures in fiscal year 2010;
- the number of contracts accounting for those expenditures;
- a short summary of the general purpose of those contracts overall;
- the methods used to ensure accountability for funding and performance; and
- a short description of any current contracting problems.

N/A

L. What statutory changes could be made to assist this program in performing its functions? Explain.**Tobacco Funds**

*Nursing, Allied Health and
other Health-Related
Education Grants*

N/A

Tobacco Funds

*Minority Health Research
and Education Grants*

N/A

**African American
Museum**

Funds appropriated by the Legislature to support the African American Museum Internship Program currently pass through the agency before being allocated to the fiscal agent for the internship funds, currently The University of Texas at Dallas. The THECB should be removed as the pass-through entity for funds appropriated to support the African American Museum Internship Program and authorize the appropriation to be made directly to the fiscal agent.

**Alzheimer's Disease
Center**

N/A

Other recommendations:

Statute: Texas Government Code, Sec. 61.051(j)

Proposed amendment: Add the phrase “within the state” to first sentence.

Sec. 61.051 (j): “No off-campus courses for credit may be offered **within the state** by any public technical institute, public community college, or public college or university without specific prior approval of the board. However, any of those institutions may offer a distance learning course approved by the board with no in-state geographic restrictions if the course is within the approved curriculum of the institution....”

Rationale:

The agency recommends eliminating the THECB approval of off-campus courses offered outside of Texas. Courses offered outside of the state of Texas, such as Study-Abroad and Study-in-America courses, elicit no competition among Texas public institutions of higher education. Quality issues are addressed in the state-

level guidelines developed by THECB staff in consultation with institutions. As such, state-level approval of out-of-state courses is a bureaucratic procedure that adds little value and should be eliminated.

M. Provide any additional information needed to gain a preliminary understanding of the program or function.

The Office of Academic Programs, under direction from the Board, conducted a comprehensive review of academic degree programs at Texas public universities and community colleges that data show produce low numbers of graduates. During a period of limited resources, such programs reflect inefficiencies in higher education. The THECB identified an appropriate level of productivity for various types of degree programs over a five-year period as follows:

| Program Type | Threshold: 5-Year Total |
|---------------------------------|----------------------------|
| Associate's/Bachelor's Programs | 25 |
| Master's Programs | 15 |
| Doctoral Programs | 10 |

The review identified programs that fell below these thresholds and provided institutions an opportunity to decide whether to eliminate, consolidate, or request a temporary exemption with justification and a detailed plan for increasing the number of graduates. Of the 544 individual programs that were deemed low-producing, 144 will be phased-out and 88 will be consolidated with another program. The THECB authorized a temporary exemption ranging from two to four years (depending on various factors) for 217 programs. The THECB denied temporary exemptions for 91 programs and denied consolidation of 3 programs.

The purpose of this effort was to fulfill the agency's mission to eliminate costly duplication in academic programs and assure the cost-efficient, productive deployment of higher education resources.

A. Provide the following information at the beginning of each program description.

| | |
|------------------------------------|---|
| Name of Program or Function | FUNCTION: Office of Academic Research and Grant Programs |
| Location/Division | Academic Affairs and Research Department/ Division of Academic Planning & Policy |
| Contact Name | Stacey Silverman, Senior Director |

The Office of Academic Research and Grant Programs provides management and administration of state and federal grant programs, staffs and serves on advisory committees related to state research, graduate medical education, health policy, and community college efforts, conducts studies as directed by the Texas Legislature and as needed related to issues involving research, graduate medical education, and workforce training. Staff follows established grant management procedures to support programs that provide funding through state appropriations and federal awards through the Carl D. Perkins program. Staff works with consultants to ensure that funding provided through grant programs are awarded to the best applicants and reviews programs, such as the Norman Hackerman Advanced Research Program. Staff makes recommendations based on advisory committee input on issues related to research, grant programs, and federally-funded support for areas. Staff work with legislative issues as assigned, including providing input on agency data collection efforts, institutional reporting and funding, and reviewing degree proposals for new technical and academic degree programs. Staff also work with other areas and divisions within the agency and serve on external committees with stakeholders involved with community colleges, universities, and health-related institutions to ensure that programs are implemented and maintained at the highest level. Staff conduct site visits of programs as needed to assess expenditures related to special item funding and to review federal grants awarded to community colleges and technical colleges.

B. What is the objective of this program or function? Describe the major activities performed under this program.**Carl D. Perkins Basic Grant Program**

The *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins)* authorizes funds to be allocated to postsecondary institutions for the purpose of improving technical education programs and enhancing the academic and technical skills of students who enroll in these programs. *Perkins* funds are used to develop and enhance postsecondary career and technical programs that lead to high-skill, high-wage, or high-demand careers.

As part of the responsibility delegated to the THECB by the State Board of Education, the agency annually allocates *Perkins* funds to the state's public two-year colleges. Funds for Title I of the *Perkins Act* are allocated to the state and divided between secondary and postsecondary education according to a formula developed by the Texas Education Agency. Funds must be expended according to federal and state regulations governing the *Perkins* program. THECB administrative functions include:

- Solicit and review grant proposals and distribute awards based on funding formula;
- Review institutional Performance Improvement Plans, if federally designated core performance indicators are not met within 90 percent of state negotiated target;
- Conduct monitoring site visits of community and technical colleges following a four-year cycle and risk assessment;

- Conduct monitoring and technical assistance throughout the grant year based on review of quarterly reports (reports will be submitted bi-annually beginning in September 2011)
- Conduct various administrative functions such as respond to inquiries from sub-recipients and conduct presentations at career and technical education conferences upon request;
- Submit annual reports to the U.S. Department of Education (Consolidated Annual Report and Texas State Plan); and
- Collaborate with Texas Education Agency staff for oversight of grants.

**Carl D. Perkins
Leadership Grant
Program**

The *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins)* authorizes funds to be allocated to postsecondary institutions for the purpose of improving technical education programs and enhancing the academic and technical skills of students who enroll in these programs. Perkins funds are used

to develop and enhance career and technical programs that lead to high-skill, high-wage, or high-demand careers. The agency annually awards a portion of Perkins Title I funding to support leadership grants.

In accordance with the Perkins Act, no more than 10 percent of the state allocation can be used to carry out State Leadership activities. The THECB staff is responsible the following activities related to the leadership grants.

Major activities:

- Annual drafting, review, and publication of a Request for Applications (RFA) for the Perkins Leadership Grant;
- Staff review of applications submitted by eligible institutions. Competitive process includes submission by institutions of pre-proposal to THECB staff. Each pre-proposal is reviewed independently by two people. Applicants that receive at least one “yes” is asked to submit a full proposal. Applicants with two “yes” reviews are recommended to the Board at a regularly scheduled board meeting for approval;
- Negotiate deliverables and final award with institutions recommended for funding;
- Award grants to eligible institutions;
- Send institutions Notice of Grant Awards (NOGA);
- Conduct bi-annual meetings for grant recipients to present project overview and present progress made in meeting deliverables;
- Conduct monitoring and technical assistance throughout the grant year based on review and approval of quarterly reports and reports presented at bi-annual meetings;
- Respond to questions from sub recipients and requests to speak at career and technical education conferences;
- Submit annual reports to the U.S. Department of Education (Consolidated Annual Report and Texas State Plan); and
- Collaborate with Texas Education Agency staff for oversight of grants.

**Family Practice
Residency Program**

The Family Practice Residency Program was established in 1997 by the 75th Texas Legislature in Texas Education Code 61.501. The program is designed to increase the numbers of physicians selecting family practice as their medical specialty, and to encourage those physicians to establish their practices in rural and underserved communities in Texas. As required by statute, the administration of this program includes an advisory committee which provides recommendations to the Board regarding the allocation of funds.

The Family Practice Residency Program supports three separate grant programs. The largest portion of funding is for the Operational Grants, which fund the individual Family Practice Residency Programs. The second portion is used to fund the Family Practice Faculty Development Center in Waco. Finally, the remaining funding is used to support the Rural and Public Health Rotations.

Operational Grants: Supports 29 nationally-accredited family practice residency programs located in every region of the state. Also supports Texas' health care education and delivery network.

The Family Practice Faculty Development Center: Located in Waco and established in 1978 with federal and state funding. The Center's mission is to provide training for current and future family practice residency and medical school faculty. In FY 2008, the Center added supervision and maintenance of the Rural and Public Health Rotations to its responsibilities.

Rural and Public Health Rotations: The Rural Rotation program was established by the Texas Legislature in 1989 and subsequently expanded to include Public Health in 1997. It is statutorily mandated that all accredited Texas Family Practice Residency Programs provide their residents with an opportunity to participate in a one-month rotation in a rural or public health setting.

Graduate Medical Education Program

The Graduate Medical Education Program was established in 1997 by the 75th Texas Legislature in Texas Education Code 61.0594. The program establishes a coordinated funding source to increase the state's support of medical residency programs. Participation in the program is limited to residency programs that incur the costs of faculty supervision and education, or the stipend costs of resident physicians in accredited clinical residency programs in the state.

In 2007, the 80th Texas Legislature transferred \$3,000,000 from this trusteed program to support the health-related institutions via a direct appropriation to the Graduate Medical Education (GME) formula funding. The GME formula funding is provided only to health-related institutions, therefore funding for teaching hospitals operating unaffiliated, independent primary care residency programs were eligible in fiscal year 2010 and 2011, as directed by the Rider 14 in the 2010-11 General Appropriation Act, 81st Texas Legislature. There was no funding provided for the program in Fiscal Years 2012 and 2013.

Statewide Preceptorships Program

The Statewide Preceptorship Program was established in 1995 by the 74th Texas Legislature in Texas Education Code 58.006. The Preceptorship Program provides funding to Texas medical students who complete a one-month experience with a family physician, internist, or pediatrician. The program's goals are to increase interest in primary care and encourage participants to choose primary care careers. Participants spend a month in one of three primary care specialties: family medicine, general internal medicine, or general pediatrics. The guiding premise of the preceptorship experience is that early exposure to a primary care medical specialty may positively influence future career decisions and practice patterns.

Medical students typically participate in the preceptorship programs during the summer between their first and second year of medical school. The students work in practicing physicians' offices and experience the daily life and work of primary care physicians. Participating medical students are encouraged to select a primary care physician whose practice is located away from their medical school. The medical students may select from a volunteer faculty of 1,400 primary care physicians located statewide. There was no funding provided for the program in Fiscal Year 2012. However, staff is working

with the programs to help coordinate an effort to maintain volunteer physicians for medical students interested in pursuing a primary care preceptorship experience.

Primary Care Residency Program

The Primary Care Residency Program was established in 1995 by the 74th Texas Legislature in Texas Education Code 58.008. Only residency positions in family practice, general internal medicine, general pediatrics, and obstetrics and gynecology are eligible for these funds. The Primary Care Residency Advisory Committee (Texas Education Code, 58.007) recommends to the agency an allocation of new primary care residency positions that are to receive state support. The committee takes into consideration in recommending an allocation among the four primary care specialties (1) the current primary care specialties mix in Texas physicians in direct practice; (2) projections for the primary care specialties mix of Texas physicians in direct practice; (3) the current state-supported primary care positions; (4) geographic shortages for primary care physicians; (5) federally designated and state designated medically underserved areas; (6) the demographics of the Texas population; and (7) the infrastructure of existing residency programs.

The Primary Care Residency Program provides support to new and previously unfunded primary care residency programs as a mechanism to increase the number of primary care physicians trained in the state. After funds are awarded to support a resident position of a particular residency program, that resident is funded for all three or four postgraduate years of the residency training curriculum until the resident physician appointed to that position has completed or left the program. Funding is provided to residency programs based on residency program directors' designations of residents likely to remain in Texas to practice. Funds may also be expended on educational enhancements that benefit all residents in training at the program. There was no funding provided for the program in Fiscal Years 2012 and 2013.

Engineering Recruitment Program

The Engineering Recruitment Program is designed to improve enrollment and degree completion in the engineering field, a key component of the Closing the Gaps by 2015 goal of increasing the annual production of science, technology, engineering, and math (STEM) degrees and certificates. The program is comprised of two unique initiatives: (1) Engineering Summer Program (ESP) and (2) Merit-Scholarships Program (MSP).

From Fiscal Year 2008 through Fiscal Year 2011, the ESP initiative supported one-week summer program experiences for middle and high school students at Texas public and private universities that offer engineering degree programs. ESP students receive instruction similar in content to engineering courses, with a focus on math and science preparation. The goal of the ESP is to enhance student interest in engineering as a potential career, develop middle and high school students' analytical skills, and help students prepare for college-level courses.

The MSP initiative provides financial aid to college students pursuing an engineering degree. To be eligible to receive a scholarship, students are required to have graduated in the top 20 percent of their high school class with GPAs of 3.5 or better in high school math and science classes. Additionally, they must maintain a college GPA of 3.0 or above to continue receiving the aid. There was no funding provided for the programs in Fiscal Years 2012 and 2013.

Norman Hackerman Advanced Research Program

The Norman Hackerman Advanced Research Program is designed to encourage and support faculty members in public institutions of higher education to conduct basic research in specific areas, including: astronomy, atmospheric

science, biological and behavioral sciences, chemistry, computer sciences, earth sciences, engineering, information science, mathematics, material sciences, oceanography, physics, environmental issues affecting the Texas-Mexico border region, the reduction of industrial, agricultural, and domestic water use, social sciences, and related disciplines in eligible institutions. Funding may be provided by appropriations, gifts, grants, and donations. Funding is limited to targeted areas, depending on funding availability. Funding is limited to targeted areas, depending on funding availability.

**Hospital-Based
Nursing Education
Partnership Grant
Program (HNEP)**

The Hospital-Based Nursing Education Partnership Grant Program (HNEP) is designed to address the state's need for registered nurses by fostering collaboration between hospital and academic partners. The goal of these partnerships is to increase the number of students enrolling and graduating from professional nursing education degree programs. The establishment of these partnerships may provide additional benefits as well. For example, by enhancing the hospitals' abilities to provide nursing education for their own personnel, the *HNEP* may lead to increased educational attainment of populations not generally considered student groups. In addition, the program may provide an economic driver for local communities.

The HNEP is a peer-reviewed grant competition that supports and enhances educational initiatives that use innovative instruction and existing nursing expertise and facilities to educate students seeking to become registered nurses (RNs). The THECB is authorized under *HNEP* to provide funding to eligible hospitals in partnership with one or more nursing schools via a peer-reviewed grant competition, and to provide information on the application process, methodology and criteria for awarding grants, the funding decision process, and the terms and conditions of the grant agreements. In addition, the THECB monitors grantee compliance with contractual requirements. Grant funds are used to provide financial and academic support for students and salaries for additional nursing faculty.

Awards are made to eligible nursing education partnerships. An eligible partnership consists of 1) a licensed Texas hospital that is not owned or operated by the federal or state government or by an agency of the federal or state government, and 2) a Texas Board of Nursing-approved professional nursing education program that offers one or more of the following degrees: An Associate of Applied Science Degree in Nursing (ADN); a Bachelor of Science Degree in Nursing (BSN), leading to an initial licensure as a registered nurse; a BSN awarded to a student who is already a registered nurse holding an ADN; a Master of Science in Nursing (MSN) with a concentration in nursing education.

**Joint Admissions
Medical Program
(JAMP)**

Since 2003, the Joint Admission Medical Program (JAMP) has been helping Texas students achieve their dreams with guaranteed admission to one of the state's nine medical schools, and financial and academic support to help them get there and ensure they excel.

THECB staff administers the contract with the Texas Medical and Dental Application Service, housed at The University of Texas System Office. JAMP is a unique partnership between all ten Texas medical schools and sixty-five public and private four-year undergraduate institutions.

JAMP is a cooperative effort of Texas public and independent colleges and universities and health-related institutions. General academic institutions are allotted a proportional number of JAMP positions, based on institutional enrollments, and each medical school may reserve up to ten percent of the first year entering class for JAMP students. An oversight JAMP Council, comprised of representatives of each of the medical schools, is responsible for reviewing applications, selecting students, and monitoring their academic

progress. Each undergraduate institution has a JAMP faculty director on campus, who helps advise applicants, and mentor and monitor the academic progress of selected students.

JAMP students are required to maintain high academic standing, pursue a rigorous undergraduate curriculum in preparation for medical school, and attend mentoring and summer intensives on a Texas medical school campus. Access into the program is open to all Texas undergraduate students attending one of the state's general academic or independent higher education institutions. Once admitted to the program, JAMP provides its students with educational funding and academic support, and if all requirements are maintained, a guarantee of admission to one of the state's nine medical schools.

C. What evidence can you provide that shows the effectiveness and efficiency of this program or function? Provide a summary of key statistics and performance measures that best convey the effectiveness and efficiency of this function or program.

Carl D. Perkins Basic Grant Program

Each college reports annually on their performance on the federally determined core performance indicators. The core indicators are as follows:

Technical Skill Attainment: Rate of career and technical education (CTE) concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Credential, Certificate, or Diploma: Rate of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.

Student Retention Or Transfer: Rate of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.

Student Placement: Rate of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.

Nontraditional Participation:

Rate of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Nontraditional Completion:

Rate of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Texas Performance on Core Indicators 2009 (Postsecondary Measures):

Technical Skill Attainment: Beginning in 2009, Texas uses licensure/certification pass rates to evaluate technical skills attainment. No comparison data with previous years are available. Hispanic, African American, and special population categories, with the exception of displaced homemakers, performed below the state average.

Credential, Certificate, or Degree: The performance target was 32 percent. The state's performance was slightly lower, at 31.21 percent, meeting the required 90 percent threshold. Both females and males increased their performance by almost 1 percent. White and Asian students' performance decreased slightly, but Black and Hispanic students' performance improved. All special population groups, with the exception of displaced homemakers, increased their performance compared with last year.

Student Retention or Transfer: The performance target was 65 percent. The state's performance was slightly higher, at 65.81 percent. White, Asian, Hispanic, females, tech prep, nontraditional, individuals with disabilities, and economically disadvantaged students all performed above the negotiated performance target.

Student Placement: The performance target was 78 percent. The state's performance was 73.67 percent and was within the 90 percent threshold. Females, Hispanics, tech prep students, and single parents were the only subpopulations that exceeded the state level of performance. These data indicate that students may be affected by the economic situation in the state, with an unemployment rate of approximately 8 percent.

Nontraditional Participation: The performance target was 22.75 percent. The state's performance was 22.43 percent. Males, Whites, economically disadvantaged students, and displaced homemakers were the only subpopulations that did not perform above the target. The highest performing ethnic group was Asian followed by African Americans. The single parent subpopulation was the highest performer in the special population category.

Nontraditional Completion: The performance target was 17.25 percent. The state's performance was 16.97 percent and was within the 90 percent threshold. Three ethnic groups – Asian, African American, and Hispanic – exceeded the performance target. Of the special population groups only single parents, economically disadvantaged students, and individuals with disabilities exceeded the target.

**Carl D. Perkins
Leadership Grant
Program**

Each college reports bi-annually at meetings scheduled at the THECB. Progress on meeting grant deliverables is monitored based on their reports at annual meetings and review of quarterly reports by THECB staff. If questions arise about performance and meeting deliverables, additional follow-up is conducted until the agency are satisfied with grant progress. Staff monitor leadership projects throughout the year and work with the grant recipients to ensure compliance and accomplishment of goals.

Family Practice Residency Program

Since its inception, the Family Practice Residency Program has provided support through operational grants for more than 8,202 family practice residents. Since the Rural Rotation Program began, the program has funded 1,245 rural rotations. The majority of the physicians educated and trained through the program remain in Texas and practice. Family physicians are able to provide care for patients' through-out their lives.

| | FY 02-03 | FY 04-05 | FY 06-07 | FY 08-09 | *FY 10-11 |
|--|--------------|--------------|--------------|--------------|------------|
| Appropriation | \$20,599,709 | \$18,383,522 | \$17,464,310 | \$21,214,310 | \$5,600,00 |
| Residents Supported Each Year of Biennium | 691/698 | 682/663 | 662/639 | 685/693 | TBD |

*Program received reduction of five percent

Graduate Medical Education Program

The funding provided to support the program allows the residency programs to maintain faculty and supervision support for the primary care residents training in independent primary care residency programs. Many of the physicians trained in these programs remain in Texas and many practice primary care.

| | FY 02-03 | FY 04-05 | FY 06-07 | FY 08-09 | *FY 10-11 |
|--|--------------|-------------|-------------|-----------|-----------|
| Appropriation | \$15,200,000 | \$3,828,222 | \$3,636,804 | \$600,000 | \$600,000 |
| Residents Supported Each Year of Biennium | 2,620/2,620 | 2,584/2,559 | 2,555/2,573 | 334/341 | 309/313 |

*Program received reduction of five percent.

Statewide Preceptorships Program

Students have reported that due to their experience in this program, they are more likely to enter a primary care field, which is the intent of the program. Students who participate in the program are more informed about the primary care medical specialties. These experiences often provide a student with the first opportunity to participate in the practice of medicine. Students may witness their first birth and/or death during their preceptorship experience.

| | FY 02-03 | FY 04-05 | FY 06-07 | FY 08-09 | *FY 10-11 |
|--|-------------|-----------|-----------|-----------|-----------|
| Appropriation | \$1,941,436 | \$997,400 | \$904,289 | \$904,289 | \$904,289 |
| Residents Supported Each Year of Biennium | 810/807 | 505/462 | 475/411 | 457/452 | 421/TBD |

*Program received reduction of five percent.

Primary Care Residency Program

Since the establishment of this program, the Texas Legislature increased and decreased the appropriated funds, from \$888,570 in FY 1997 to \$3,084,730 in FY 1999 through FY 2003. In FY 2004 and FY 2005 appropriations were reduced by 15 percent to \$2,626,552 annually. Funding was reduced by an additional five percent to \$2,495,220 for each year of the FY 2005 and FY 2007 biennium. Funds were reduced again in FY 2010 and FY 2011 by 26.6

percent to \$1,830,000 annually. In FY 2011, the funds provided support for 122 residents in 23 primary care residency programs. Funding for the program resulted in fewer programs funded and fewer residents supported.

| | FY 02-03 | FY 04-05 | FY 06-07 | FY 08-09 | *FY 10-11 |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Appropriation | \$5,886,460 | \$5,253,104 | \$4,990,440 | \$4,990,440 | \$4,990,440 |
| Residents Supported | | | | | |
| Each Year of Biennium | 201/187 | 176/176 | 167/166 | 166/166 | 122/122 |

*Program received reduction of five percent.

Engineering Recruitment Program

Funding for the two Engineering Recruitment Programs, Engineering Summer and Scholarships, was split in FY 2010. Half the funds were used to support the summer programs and the remaining was used for scholarships. In 2008, the summer program funding supported 22 programs and 681 middle and high school students participated. By Fiscal Year 2011, 25 higher education institutions that offered an engineering degree program were participating in the summer program. Merit-scholarship funding in FY 10 supported 216 engineering sophomore students.

| ERP-ESP | first biennium | | second biennium | |
|------------------------|----------------|-----------|-----------------|-----------|
| | 2008 | 2009 | 2010 | 2011 |
| total budgeted | \$205,000 | \$200,000 | \$395,443 | \$498,733 |
| total expended | \$188,681 | \$189,903 | \$355,009 | n/a |
| number of participants | 665 | 663 | 681 | 774 |
| number of programs | 11 | 18 | 22 | 25 |
| ERP-MSP | first biennium | | second biennium | |
| | 2008 | 2009 | 2010 | 2011 |
| total expended | \$780,805 | \$799,500 | \$517,307 | \$500,000 |
| number of scholarships | 330 | 432 | 216 | 278 |
| number of institutions | 22 | 23 | 26 | 29 |

Norman Hackerman Advanced Research Program

The program is administered by the THECB with input and advice from Advisory Committee on Research Programs (ACORP). Membership on the ACORP includes leaders of technology industries and higher education institutions. ACORP meets at least annually and provides input on the specialty areas to support with grants. From 1987 through 2003, the Legislature appropriated approximately \$20 million to the program each biennium. The appropriation included riders that restricted combined funding for The University of Texas System and the Texas A&M University System to a maximum of 70 percent of the appropriation. It also allowed carry-forward of unexpended grant funds into the next biennium. During the period between 1987 and 2007, approximately 1,372 projects were funded, an average of approximately 153 projects annually. In 2009, an additional 95 projects were funded. Funding was reduced in 2011, to that an estimated 12 projects may be funded.

Each biennium staff convenes an external review panel to help in the evaluation of NHARP. Copies of past evaluations are posted on the Board's web site.

Hospital-Based Nursing Education Partnership Grant Program (HNEP)

The eight partnerships selected for awards represent eight hospitals and seven institutions of higher education (four community colleges, two general academic teaching institutions and one health-related institution). For the 2010 cycle, the awarded partnerships projected an increase in nursing student enrollment of 526 over the grant period and matching funds/cost sharing of over \$4 million.

Because HNEP is currently in its initial grant cycle, program statistics are not yet available. Seven of the eight HNEP partnerships began enrolling students after the end FY2010. The primary performance measure of the program will be the number of students enrolled in and graduated from an eligible nursing degree program as a result of HNEP. Student demographic data will also be collected.

Additional evaluation will include a review of recruitment and retention strategies, graduate pass rate on the RN licensing exam, partnership sustainability beyond the grant period, and potential for partnership replication.

Joint Admissions Medical Program (JAMP)

In an October 2009 *Academic Medicine* article, an overview and evaluation of JAMP was presented. The article stated that a review of the participation data from 2003 through 2007 provided support for the success of the program. During that period, 913 Texas undergraduates applied to the program, 384 were selected and participated, and 121 were enrolled in medical school. The article explained that one of the original goals of the program was to increase the number of students who graduated from regional Texas institutions who would pursue a medical education. Notably, data at the time showed that more than 50 percent of the entering Texas medical students had graduated from just one of ten Texas public and independent institutions. Additionally, the article stated that the inclusion of regional higher education institutions, JAMP has the potential to expand the geographic diversity of students who eventually enter a Texas medical school. Another identified potential benefit of the program is the possibility that once through medical school and residency training, the JAMP physicians may locate and practice in areas of need in Texas. The article stated that, "Of the 170 JAMP participants surveyed to date, 92 percent reported intentions to practice in medically underserved areas."

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent.

Carl D. Perkins Basic Grant Program

The *Carl D. Perkins Career and Technical Education Improvement Act* was reauthorized in 2006. The 2006 *Perkins* Act differs from the 1998 Act. The 2006 Act authorized the legislation through fiscal year 2012, for a total of six years instead of five. While much of the 2006 law is very similar to the 1998 *Perkins* Act, there are some significant changes in content and focus. The changes are primarily reflected in requirements for accountability related to results and program improvement at all levels, increased coordination within the Career and Technical education system, stronger academic and technical integration, connections

between secondary and postsecondary education, and links to business and industry. The 2006 *Perkins* Act uses the term “career and technical education” instead of “vocational education.”

As a result of these changes to the *Perkins* Act, sub-recipients are more accountable and must meet the federally negotiated performance measures. Institutions that do not meet the core indicators within 90 percent of the target, must submit a Performance Improvement Plan (PIP), which outlines strategies and a timeframe to activities to meet the strategies, in order to improve performance.

**Carl D. Perkins
Leadership Grant
Program**

See above.

**Family Practice
Residency Program**

The *Family Practice Residency Program* (FPRP) was established in 1977 by the Texas Legislature to increase the numbers of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas. Since its inception, the program has provided funding support for more than 8,202 family practice residents. Over the years, the program has been able to provide a stable amount of funding per resident to each program, ranging from approximately \$10,000 to \$14,000 per resident. The recent reduction in funding will result in a much lower per resident formula of approximately \$4,000 per resident.

**Graduate Medical
Education Program**

In 2007, the 80th Texas Legislature transferred \$3,000,000 of this trusteed fund to support the health-related institutions through a direct appropriation to the state’s health related institutions through the Graduate Medical Education formula funding. The GME formula funding is provided only to health-related institutions. Funding for teaching hospitals with accredited, but unaffiliated with a Texas medical school received funding through this program.

**Statewide
Preceptorships
Program**

The preceptorship program in family practice was established in 1978 and served as a model for the development in 1995 of the preceptorship programs in internal medicine and pediatrics. Since 1981, the THECB has contracted with The University of Texas Health Science Center at Houston to operate the preceptorship program in family practice, and since 1996 the THECB has contracted with two non-profit organizations—the Texas Chapter of the American College of Physicians and the Texas Pediatric Society—to establish and operate the programs in internal medicine and pediatrics, respectively.

Existing statute does not include the Family Medicine Statewide Preceptorship Program, which predated the establishment of the General Internal and General Pediatrics Preceptorship Programs. The Family Practice Statewide Preceptorship Program was previously funded under the Family Practice Residency Program. THECB staff worked with the Legislative Budget Board in the early 2000s to remove the funding from the residency program funding to the preceptorship program. Funding was transferred by the Legislative Budget Board to support the Family Medicine Preceptorship Program in 2001. Funding was transferred from FPRP to Preceptorship Program, specifically for the inclusion of family medicine.

**Primary Care
Residency Program**

Funding for the program fluctuated over the years. The program began in 1997 with an appropriation of \$888,570; funding was increased to \$3,084,730 from FY 1999 through FY 2003. Funding was reduced in FY 2004 and FY 2005 by 15

percent to \$2,626,552 annually. Funding was again reduced by an additional five percent to \$2,495,220 for each year of the FY 2005 and FY 2007 biennium. Funds were reduced again in FY 2010 and FY 2011 by 26.6 percent to \$1,830,000 annually. In FY 2011, the funds provided support for 122 residents in 23 primary care residency programs. Such fluctuations in funding have made the program unsuccessful in fulfilling the directive of increasing the number of primary care physicians trained in Texas.

**Engineering
Recruitment Program**

Encouraging middle and high school students to pursue careers in engineering, may have a positive impact in the next five to seven years. Additional benefits may be improved academic preparation for higher level math courses. However, data on such outcomes is not available. Funding for the two programs supported by the Engineering Recruitment Program was eliminated by the 82nd Texas Legislature, Regular Session.

**Norman Hackerman
Advanced Research
Program**

From 1987 through 2003, the Legislature appropriated approximately \$20 million to the program each biennium. The appropriation included riders that restricted combined funding for The University of Texas System and the Texas A&M University System to a maximum of 70 percent of the appropriation. It also allowed carry-forward of unexpended grant funds into the next biennium.

Initially, proposals were solicited only for traditional basic programs conducted at eligible institutions. From 1998 through 2001, approximately \$300,000 of unexpended funds in expiring grants were reallocated each biennium to provide supplementary teacher grants. These teacher grants provided funding to high school teachers to participate in the approved proposals being conducted by universities and health related institutions.

The disciplines for which grants have been solicited have changed over the years as a result of legislative interest in specific topics. In 1999, the smaller categories of astronomy, atmospheric sciences, and marine sciences were incorporated into the larger categories of physics, earth sciences, and biological sciences, respectively.

In 2003, the Governor vetoed the appropriation for the program. As a result, no new grants were made for the program that biennium. Grants previously made in 2001 remained active through May 2004. The 79th Legislature (2005) reauthorized the program with approximately \$8.3 million dollars. Since the appropriation was reduced compared to previous years, the 2006 competition:

- Limited funding to \$100,000 for each award;
- Required several procedural changes to constrain the number of proposals submitted by each institution and investigator;
- Reduced the amount of allowable expenses;
- Prohibited the inclusion of faculty salaries in order to maximize funding for student education and training;
- Placed emphasis on projects that focused on basic research linked to the state's six targeted cluster areas: Advanced Technologies and Manufacturing, Aerospace and Defense, Biotechnology and Life Sciences, Information Technology and Computer Technology, Energy, and Petroleum Refining and Chemical Products; and
- Eliminated eligibility for Social and Behavior Science research.

The 80th Legislature (2007) increased funding to \$16.4 million, which allowed the awards to be increased to \$150,000 each and removed some of the limitations imposed the previous biennium on the number of proposals submitted. The 81st Legislature (2009) maintained funding at \$16.4 million, however due to statewide budget reductions, program funding was reduced. The program maintained the award level at \$150,000 level. The 82nd Legislature (2011) reduced the funding to \$1,000,000 and awards will decrease to \$80,000 to support “early-career” investigators.

Hospital-Based Nursing Education Partnership Grant Program (HNEP)

The 80th Texas Legislature established the program in 2007 under Texas Education Code, Sections 61.9751 – 61.9759. However, funding was not provided until the 81st Texas Legislature appropriated \$5 million for the 2010-2011 biennium. The program was not funded for the 2012-13 biennium.

Joint Admissions Medical Program (JAMP)

JAMP students are required to maintain high academic standing, pursue a rigorous undergraduate curriculum in preparation for medical school, and attend mentoring and summer intensives on a Texas medical school campus. Access into the program is open to all Texas undergraduate students

attending one of the state’s general academic or independent higher education institutions. Once admitted to the program, JAMP provides its students with educational funding and academic support, and if all requirements are maintained, a guarantee of admission to one of the state’s nine medical schools.

How do JAMP students benefit?

- Scholarship each semester, beginning in the spring semester of the student’s sophomore year;
- Stipend to attend summer internships following the student’s sophomore and junior years;
- Mentoring and academic preparation for medical school while attending college;
- Admission to a Texas medical school if all program requirements are met;
- Scholarship to attend a Texas medical school.

The program was recipient of the 2010 Texas Higher Education Star Award.

E. Describe who or what this program or function affects. List any qualifications or eligibility requirements for persons or entities affected. Provide a statistical breakdown of persons or entities affected.

Carl D. Perkins Basic Grant Program

Eligible applicants include Texas public higher education institutions that offer career and technical education courses leading to technical skill proficiency, an industry-recognized credential, a certificate, or a degree.

Carl D. Perkins Leadership Grant Program

Eligible applicants include Texas public higher education institutions.

Family Practice Residency Program

In order for the Family Practice Residency Programs to participate in the Family Practice Residency Program they must be accredited by the Accreditation Council for Graduate Medical Education (ACGME) or the American Osteopathic

Association (AOA), depending on whether the residency program accepts MD or DO trained physicians.

Graduate Medical Education Program

Participation in the program is limited to residency programs that incur the costs of faculty supervision and education or the stipend costs of resident physicians in accredited clinical residency programs in the state. Teaching hospitals operating unaffiliated independent primary care residency programs were eligible in fiscal year 2010 and 2011, as directed by the Rider 14 in the General Appropriation Act, 81st Texas Legislature.

Statewide Preceptorships Program

Students eligible to participate in the preceptorship programs must be in medical school and have indicated an interest in a primary care career. Medical students typically participate in the preceptorship programs during the summer between their first and second year of medical school. The students work in practicing physicians' offices and experience the daily life and work of primary care physicians.

Primary Care Residency Program

The program funds residency programs that were not funded in the past, as a mechanism to increase the number of primary care physicians trained in the state.

Engineering Recruitment Program

Student admission to the Engineering Summer Program (ESP) is selective and participation reflects the demographic diversity of the state. Student selection for the Merit Scholarship Program (MSP) is based on academic merit.

| Engineering Recruitment Program 2010 | ESP | MSP |
|---|------------|------------|
| Female participation | 40% | n/a |
| White participation | 39% | 54% |
| African-American participation | 15% | 5% |
| Hispanic participation | 38% | 22% |
| Other participation | 8% | 18% |

Norman Hackerman Advanced Research Program

Texas public and independent colleges, universities, and health-related institutions may submit proposals for funding.

Hospital-Based Nursing Education Partnership Grant Program (HNEP)

HNEP funds partnerships between hospitals and nursing education degree programs. The partnership nursing programs enroll applicants seeking a two-year, four-year or masters-level nursing degree. Student selection criteria vary by partnership. However, all students must meet the admissions criteria of the nursing education partner.

Because HNEP is currently in its initial grant cycle, a statistical breakdown of students is not yet available.

**Joint Admissions
Medical Program
(JAMP)**

The table shows the participation by level of education for 2010 and the projected level for 2011.

JAMP Participation

| Participants -- 2010 | | | | | | | |
|---------------------------------------|--------------|--------------|------------------|------------------|------------------|------------------|-------|
| Undergraduate Sophomore | Undergrad JR | Undergrad SR | Medical School 1 | Medical School 2 | Medical School 3 | Medical School 4 | Total |
| 150 | 94 | 64 | 45 | 48 | 39 | 24 | 464 |
| Projected participants -- 2011 | | | | | | | |
| Undergrad Sophomore | Undergrad JR | Undergrad SR | Medical School 1 | Medical School 2 | Medical School 3 | Medical School 4 | Total |
| 150 | 150 | 94 | 64 | 45 | 48 | 39 | 590 |

NOTE: Participation as of May 2010.

F. Describe how your program or function is administered. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. List any field or regional services.

**Carl D. Perkins Basic
Grant Program**

APPLICATION PROCESS

Following the posting of the Request for Applications (RFA), THECB staff email a unique application number and secure password for the online Perkins portal to the Perkins program Point of Contact at each public community and technical college. The application process (for the 2011-2012 grant cycle) is as follows:

- The Applicant must access and complete the Application using the online Perkins portal at: <http://www.thecb.state.tx.us/Perkins/Basic>.
- The Applicant must submit the completed Application online before the close of business, 5:00 p.m. on June 24, 2011.
- In order for the Application to be considered complete, all criteria must be included.
- An Application may be rejected if it fails to meet any requirement of this RFA.
- The THECB Point of Contact may seek clarification from the Applicant at any time.
- An Application may be rejected if an Applicant fails to respond within a reasonable time frame.
- The Applicant must submit a hard copy of the Application Cover Page and the Certification Regarding Lobbying (Appendix L), signed by the appropriate Applicant's representatives.
- Both forms must be mailed (postmarked on or before July 13, 2011) to the THECB Point of Contact for the program.

As part of the application process, each Applicant must submit a local plan that addresses the specific requirements identified in the *Perkins IV Act* and how the identified activities address *Closing the Gaps by 2015*, the state's higher education master plan. The required and permissible use of funds should be taken into consideration in development of the local plan. The local plan must describe how:

- Career and technical education (CTE) programs will be carried out to strengthen the academic and career and technical skills of students, by strengthening the academic and career and technical education components of programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study.
- CTE activities will meet state and local adjusted levels of performance.
- Each Application will:
 - Offer the appropriate courses of not less than one of the career and technical programs of study;
 - Improve the academic and technical skills of students participating in CTE programs through integration;
 - Provide students with strong experience in, and understanding of, all aspects of an industry;
 - Ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and
 - Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.
- Comprehensive professional development (including initial teacher preparation) that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development) will be provided to CTE, academic, counseling and administrative personnel.
- A wide variety of stakeholders will be continuously involved in the development, implementation, and evaluation of CTE programs, and how such individuals and entities are informed about, and assisted in understanding the requirements of Perkins, including CTE programs of study.
- Assurances will be provided that programs are of such size, scope and quality to bring about improvement in the quality of CTE within their regions.
- Milestones will be measured to evaluate and continuously improve performance.
- Applicant will review CTE programs to identify and adopt strategies designed to overcome barriers that result in lower access or success for special populations, will provide programs that enable special populations to meet local performance levels, and will provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
- Applicant will ensure that individuals who are members of special populations will receive fair and equitable treatment including accessibility of facilities and services.
- Funds will be used to promote the creation of programs of study in nontraditional fields.
- Career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.
- Efforts will improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including underrepresented groups; and will foster the transition for teachers from business and industry.
- Provide a description of how the activities in the local plan will meet the goals of *Closing the Gaps by 2015*.

REPORTING

Bi-annual and Final Reports for Basic Grants

All reports must be submitted using the Perkins portal online system. Instructions for completing forms are available on the THECB website at <http://www.thecb.state.tx.us/OS/Grants/Perkins/>.

Failure to submit reports in a timely manner will result in withholding of fiscal reimbursements and will affect consideration for grant continuation in additional years. Continued failure to submit reports and reimbursement requests and failure to meet agreed upon targets can result in the termination of the grant for non-performance.

| Bi-annual Period Ending | Report Due Date |
|-------------------------|--------------------|
| February 28, 2012 | April 1, 2012 |
| August 31, 2012 | September 28, 2012 |

Expenditure Reports

Expenditure Reports are submitted at least quarterly through an electronic on-line system. The awarded Applicant's chief financial officer or chief executive officer or designee submits expenditure reports. A copy of the filed report must be submitted to the designated Perkins Point of Contact for the college. Expenditure reports are processed for reimbursement only after programmatic reports have been electronically submitted and approved. The Final Expenditure Report must be submitted to the THECB by September 30, 2012 and includes actual expenditures for the contract period. The THECB is not liable for any expenditure submitted after October 14, 2012.

| Quarter | Ending Date | Report Due Date |
|---------|-------------------|-----------------------------------|
| First | November 30, 2011 | December 15, 2011 |
| Second | February 28, 2012 | March 15, 2012 |
| Third | May 31, 2012 | June 15, 2012 |
| Fourth | August 31, 2012 | September 30, 2012 (final report) |

End of Year Property/Equipment Inventory and Disposition Reports

An end of grant year property/equipment inventory and disposition report must be mailed to the THECB by September 30, 2012. Property/equipment inventory will include a listing of all property purchased with Perkins funds in their custody, not just equipment purchased with current grant funds. End of grant year property/equipment inventory reports should include all single items with a value of \$5,000 or more and a useful life of greater than one year. Both reports should include:

- Award Number
- Description of Property/Equipment
- Identification Number
- Acquisition Date
- Acquisition Cost

**Carl D. Perkins
Leadership Grant
Program**

APPLICATION PROCESS

Following the posting of the Request for Applications (RFA), THECB staff email a unique application number and secure password for the online Perkins portal to the Perkins program Point of Contact at each public community and technical college. The application process (for the 2011-2012 grant cycle) is as follows:

STEP ONE: Pre-Proposal

The Application process requires successful completion of two separate steps: Step one is the submission of a pre-proposal and Step two is the submission of an Application. Successful Applicants must complete step one by submitting a pre-proposal electronically to the Coordinating Board staff. Instructions for completing a pre-proposal are detailed in Section 5.

Once submitted, the THECB staff will send an electronic notification to the Applicant indicating that the pre-proposal has been received. If notification is not received, it is the submitting party's responsibility to contact the Point of Contact to investigate the submission.

The pre-proposals will be reviewed and evaluated by the THECB staff review team.

The review team will evaluate each pre-proposal for adherence to the established priorities and potential merit. A pre-proposal may be rejected if it fails to meet any requirement of this RFA.

The Point of Contact may seek clarification from the Applicant at any time, and failure to respond within a reasonable time frame is cause for rejection of a pre-proposal. Once the staff evaluation is completed, invitations to submit an Application will be sent electronically on or before April 29, 2011.

Pre-Proposal Application Process

All interested Applicants shall notify the THECB of their intent to respond to the RFA by completing a pre-proposal located at <http://www.thecb.state.tx.us/Perkins/Leadership>, on or before close of business April 15, 2011.

The pre-proposal is a one-time submission and must include the following items:

- Project Title
- Category/Priority Topic
- Eligible Institution Name
- Name of Applicant and Institutional Contact
- Project Summary
- Budget Narrative
- Statewide Dissemination and Implementation Plan

STEP TWO: Application

Applications must be completed and submitted using the online portal utilizing the unique number and secure password provided to each applicant. Applications are due to the THECB on or before the close of business May 27, 2011. All criteria requested must be included in order for the Application to be considered complete. An Application may be rejected if it fails to meet any requirement of the RFA. The THECB staff may seek clarification from the Applicant at any time, and failure to respond within a reasonable time frame is cause for rejection of an Application.

Each submitted Application will be reviewed and evaluated by a THECB staff review team. Submitting an Application does not guarantee the Application will be selected for funding. Perkins State Leadership Grants are awarded through a competitive process. Selection of Application(s) is based on merit and availability of funds.

The Application(s) selected for funding will undergo negotiation to finalize expectations, timelines, and deliverables. Upon completion of successful negotiation, the THECB staff issue a Notice of Grant Award (NOGA) to the Applicant. If a NOGA cannot be successfully negotiated within a reasonable period of time, negotiations will be terminated and negotiations with the next highest ranking Applicant may commence. The THECB staff may proceed with negotiations and NOGAs with more than one Applicant simultaneously.

Application Process

Each Applicant shall:

- 1) Submit a complete Application before close of business, May 27, 2011, using the online Perkins portal at: <http://www.theccb.state.tx.us/Perkins/Leadership>. Entry into the online Perkins portal requires an assigned Application number and secure password. Application numbers and secure passwords will be emailed from the Coordinating Board staff with the invitation to submit an Application.
- 2) Submit a hard copy of the Application Cover Page with original signatures and the Certification Regarding Lobbying (Appendix H). The Application Cover Page must be mailed or hand delivered to the THECB program contact, on or before close of business, May 27, 2011:

Applicants for the 2011-2012 Perkins State Leadership Grants must propose projects that fulfill the goals and objectives of at least one of nine priority topics and demonstrated how the proposed projects will lead to increased and/or enhanced student success through college completion and job placement. It is expected that projects will also incorporate methods to continue to improve processes and offer opportunities to underrepresented groups and special populations. Priority Topics include (not in rank order):

Priority 1: Professional Development Projects

Successful Applicants will consist of comprehensive professional development for career and technical education faculty, administrators, or career guidance and academic counselors at the secondary and postsecondary levels. An example of such a project is the production and dissemination of training modules in the area of dual credit for a) high school counselors, b) college advisors, and c) community college and university faculty teaching dual credit courses.

Priority 2: Improvement of Career Guidance and Academic Counseling

Successful applicants will demonstrate, develop, and/or implement career guidance and/or academic counseling methods or techniques that assist high school and community college students in making informed academic and career and technical education decisions.

Priority 3: Improvement of Academic and Career and Technical Skills

Successful Applicants will demonstrate methods that support the improvement of academic and career and technical skills of students through the development of a rigorous, online academic science or math course. An example of such a project is the development of a peer reviewed online science or math course that provides the foundation for students to be successful in successive courses and could be delivered through the Virtual College of Texas.

The course must be aligned to the Academic Course Guide Manual (ACGM) learning objectives, or high-quality, rigorous learning objectives if not listed in the ACGM. The course must be available to students in career and technical programs, as well as academic programs and meet degree requirements.

Priority 4: Improvement of Student Achievement through Educational Partnerships

Successful Applicants will demonstrate that establishment of partnerships of local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships will improve student achievement.

Priority 5: Alignment of Career and Technical Education Programs

Successful Applicants will demonstrate support of regional and/or statewide alignment of high school and college Career and Technical Education (CTE) curriculum, based on Texas College and Career Readiness Standards (CCRS). An example of such a project would include collaborations between high school and college CTE faculty that align specific CTE curriculum and instruction. The CCRS are available at www.thecb.state.tx.us/collegereadiness/CRS.pdf.

Priority 6: Development, Improvement, or Expansion of Technology

Successful Applicants will demonstrate new and innovative uses of technology, which include training of career and technical education teachers, faculty, career guidance and academic counselors, and administrators to use technology.

Priority 7: Special Populations

Successful Applicants will demonstrate support for programs for special populations. Projects will support special populations in attaining high-skills, high-wage, or high-demand occupations. An example of such a project is an innovative approach to increasing retention of single parents who are enrolled in career and technical education programs.

Priority 8: Nontraditional

Successful Applicants will demonstrate support for student participation or success of underrepresented gender groups in established and emerging professions in high-skills, high-wage CTE programs.

Priority 9: Improvement or Development of New CTE Courses

Successful Applicants will demonstrate support for the improvement of existing and/or the development of new CTE courses to include distance education or career clusters with vertical alignment between high school and community college CTE courses.

REPORTING

Bi-annual and Final Reports for Basic Grants

All reports must be submitted using the *Perkins* portal online system. Instructions for completing forms are available on the THECB website at <http://www.thecb.state.tx.us/Perkins/Portal>.

Failure to submit reports in a timely manner will result in withholding of fiscal reimbursements and will affect consideration for grant continuation in additional years. Continued failure to submit reports and reimbursement requests and failure to meet agreed upon targets can result in the termination of the grant for non-performance.

| Quarter | Quarter Ending | Report Due Date |
|---------------|-------------------|--------------------|
| First | November 30, 2011 | December 15, 2011 |
| Second | February 29, 2012 | March 15, 2012 |
| Third | May 31, 2012 | June 15, 2012 |
| Fourth | August 31, 2012 | September 28, 2012 |

Expenditure Reports

Expenditure Reports are submitted quarterly using an electronic submission system. The awarded Applicant's chief financial officer or chief executive officer submits the on-line expenditure reports. A copy of the filed report must be submitted to the designated Perkins Point of Contact for the college. Expenditure reports are processed for reimbursement only after programmatic reports have been electronically submitted and approved. The Final Expenditure Report must be submitted to the THECB by September 30, 2012 and will include actual expenditures for the contract period. The THECB is not liable for any expenditure submitted after October 14, 2012.

| Quarter | Quarter Ending | Report Due Date |
|---------------|-------------------|-----------------------------------|
| First | November 30, 2011 | December 15, 2011 |
| Second | February 28, 2012 | March 15, 2012 |
| Third | May 31, 2012 | June 15, 2012 |
| Fourth | August 31, 2012 | September 30, 2012 (final report) |

**Family Practice
Residency Program**

The Family Practice Residency Advisory Committee (Advisory Committee) meets in the spring of each year to determine the funding allocation for the Operational Grants, Faculty Development Center, and the Rural and Public

Health Rotations. The recommendation is then forwarded to the Board for consideration at the quarterly meeting in July for consideration and approval.

Operational Grants

APPLICATION PROCESS

In the spring, an Operational Grant Application is sent to all residency programs. The application consists of basic information regarding the program and also requests a statement of support from the CEO, a copy of their most recent accreditation letter, and a budget summary for the following year. After this information is submitted, it is then reviewed by THECB staff. Additionally, each eligible program must submit to the THECB a notarized certificate and roster indicating the number of residents that are present in the program as of September 1 in order to receive funding. After all rosters and certificates are reviewed and certified by THECB staff, and any unexpended funds are accounted for, the total allocation is divided by the number of residents for that fiscal year. Individual contracts for each program are then developed and approved by THECB staff in accordance with the agency's contract approval procedures. After the contract is processed, invoicing is conducted and funds are ultimately released by the Comptroller's office.

REPORTING

On December 31st of each year, each program must submit an annual financial report and an audit. This documentation identifies how the funds were expended and that the programs have abided by the terms in the contract. The annual financial report and audit are then reviewed by THECB staff.

Faculty Development Center

APPLICATION PROCESS

The Advisory Committee recommends and submits funding levels for the Faculty Development Center (FDC) to the Board each year. Upon approval of funding, a contract with the FDC is developed and approved by THECB staff in accordance with the agency's contract approval procedures. After the contract is processed, invoicing is conducted and funds are ultimately released by the Comptroller's office.

REPORTING

On December 31 of each year, the (FDC) submits an annual financial report and an audit. This documentation identifies how the funds were expended and that the FDC has abided by the terms in the contract. The annual financial report and audit are then reviewed by THECB staff.

*Rural and Public Health Rotations***APPLICATION PROCESS**

Rural Rotations are supervised and maintained by the FDC. Residents interested in participating in a rural rotation must submit all documentation to the FDC. The FDC then sends a Request for Funds to THECB staff and payments are released by the Comptroller's Office after the appropriate documentation is processed.

Public Health Rotations are maintained by the THECB staff. When a resident is interested in participating in a public health rotation, documentation must be submitted before the rotation begins. Following the rotation, evaluations and a Request for Funds is submitted to THECB staff for processing. After all documentation has been reviewed payments are released by the Comptroller's Office.

| | |
|---|-----------------------------------|
| Graduate Medical Education Program | <u>APPLICATION PROCESS</u> |
|---|-----------------------------------|

Each year, THECB staff notify eligible programs that a roster indicating the number of residents that are present in the program as of September 1st must be submitted to receive funding. After all rosters are submitted, the total allocation is divided by the number of residents for that fiscal year. Individual contracts for each program are then developed and approved by THECB staff in accordance with the agency's contract approval procedures. After the individual contracts have been approved they are emailed to the programs. After the contract is processed, invoicing is conducted and funds are ultimately released by the Comptroller's office.

REPORTING

On December 31, the programs submit an annual financial report and an audit. This documentation identifies how the funds were expended and that the programs have abided by the terms in the contract. The annual financial report and audit are then reviewed by THECB staff.

| | |
|---|-----------------------------------|
| Statewide Preceptorships Program | <u>APPLICATION PROCESS</u> |
|---|-----------------------------------|

Each year, THECB staff notifies the three eligible organizations that an operational grant application and budget must be submitted to receive funding. After all applications are submitted, the total allocation is divided among the programs. Individual contracts for each program are then developed and approved by THECB staff in accordance with the agency's contract approval procedures. After the contract is processed, invoicing is conducted and funds are ultimately released by the Comptroller's office.

REPORTING

On December 31, the programs submit a final report and an annual financial report. On December 31 of each odd year of the biennium, the programs also submit an audit report.

| | |
|---------------------------------------|-----------------------------------|
| Primary Care Residency Program | <u>APPLICATION PROCESS</u> |
|---------------------------------------|-----------------------------------|

The total appropriation for the *Primary Care Residency Program (PCRP)* is divided by the total number of residents the Primary Care Advisory Committee recommends should be funded each year. Individual contracts for each program are then developed and

approved by THECB staff in accordance with the agency's contract approval procedures. In addition to the contract, each program must submit four exhibits: (1) Roster of Residents to be Funded; (2) Grantee's Request for Funds; (3) Chief Executive Officer Statement of Support; and (4) Certificate. These documents provide assurance that the program will not reduce other funding sources based upon receiving PCRP funds. Additionally, the documentation certifies that the funding received by these programs will be used to support residents in primary care that remain in the state. After the contract is processed and all supporting exhibits received, invoicing is conducted and funds are ultimately released by the Comptroller's office.

REPORTING

On December 31, the programs submit an annual financial report and an audit. This documentation identifies how the funds were expended and that the programs have abided by the terms in the contract. The annual financial report and audit are then reviewed by Coordinating Board staff.

Beginning in 2010, three family practice residency programs previously under the Primary Care Residency Programs were transferred to the program, increasing the number of supported programs from 26 to 29.

Engineering Recruitment Program

The ESP is administered through issuing of a Request for Application, authorized each fiscal year through the Board in January. The program is administered through point-of-contact staff at the Academic Affairs and Research (AAR) division. Longitudinal tracking of student data is administered by staff of the Planning and Accountability division.

The MSP is administered by staff of the Business and Support Services (BSS) division, through fund distribution to the institutions, once every fiscal year, at the beginning of the fall semester.

Staff from the AAR and BSS coordinates expenditures for the two parts of ERP to maximize effectiveness of the appropriated funds.

Norman Hackerman Advanced Research Program

Staff contract with external experts from other states and private industry to serve on review panels and make recommendations of proposals for funding. All information related to current and past awards are accessible on line through the THECB's web site. THECB staff maintains all information related to current

and past grants, including monitoring student support. The competition is held in even fiscal years and awards are for a two year period.

Hospital-Based Nursing Education Partnership Grant Program (HNEP)

APPLICATION PROCESS

After the THECB issued a Request for Applications (RFA) in January 2010, thirty-one partnerships submitted a Notice of Intent to Apply for an HNEP grant. Twenty-three partnerships submitted a completed grant application by the deadline of February 26, 2010.

Following the submission of applications, THECB staff screened each for compliance with RFA requirements. Two applications did not comply with requirements and were removed from further consideration; one application was withdrawn. The remaining 20 applications were sent to a team of six national experts for their review and evaluation. The national expert review panel included representatives from nursing education and hospital nursing practice.

The review panel members scored applications based on criteria established by THECB staff, adhering to the

statutory requirements and RFA specifications. The national reviewers evaluated multiple aspects of each application, including partnership design and budget, program evaluation plan, student success plan, level of partner collaboration, and potential for partnership sustainability and replication. Each application was reviewed and evaluated independently by two reviewers.

A team of six THECB staff also evaluated the applications, giving particular attention to metrics such as allocation of funds, historical graduation and licensure pass rates of the education partner, level of nursing shortage in the applicant service area, and overall value to the state. Each application was reviewed and evaluated independently by two staff members.

Based on the review panel scores and the THECB staff evaluations, eight of the 20 applications were recommended to the Commissioner for funding. Awards ranged from approximately \$100,000 to \$1,000,000 for the two-year grant period.

Subsequent to the negotiation of award budgets and execution of contracts, first installment award payments were disbursed in July-August 2010.

| HNEP Application Timeline | |
|--|-------------------------------|
| Program Milestone | Date |
| Board Approval to Release Request For Applications (RFA) | October 2009 |
| RFA Issued | January 4, 2010 |
| Notice of Intent to Apply Deadline | January 29, 2010 |
| Application Deadline | February 26, 2010 |
| Application Evaluation | March – April 2010 |
| Award Announcement | April 2010 |
| Grant Period | May 2010 – August 2012 |

REPORTING

The HNEP requires each awarded applicant to submit progress reports and financial reports throughout grant period. Additionally, the THECB staff works with each partnership developed through the program to assist them with reporting and monitoring. The overall goal of the program is to increase the number of nurses produced by the partnerships.

| HNEP Reports | |
|---------------------------------|-----------------------|
| Program Milestone | Date |
| Report to the Texas Legislature | December 2010 |
| Annual Progress Report | March 2011 |
| Annual Progress Report | March 2012 |
| Final Report | September 2012 |
| Final Financial Report | October 2012 |
| Report to Texas Legislature | December 2012 |

**Joint Admissions
Medical Program
(JAMP)**

The THECB contracts with The University of Texas System to administer the grant. Funding is provided through an interagency agreement. The program reports on the budget, participation, expenditures, and program outcomes. The JAMP Council provides oversight and serves as the interview committee for the selection of the participants in the program. Agency staff serve as ex-officio members of the Council. The program provides an internal audit biennially.

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. For state funding sources, please specify (e.g., general revenue, appropriations rider, budget strategy, fees/dues).
**Carl D. Perkins Basic
Grant Program**

The Texas Education Agency (TEA) administers a basic formula grant to secondary institutions in Texas. The current formula allocates 70 percent to TEA (for secondary institutions) and 30 percent to the THECB (for postsecondary institutions). This program is appropriated in the THECB's Budget Goal F: Federal Programs, Career and Technical Education Programs.

| FY 10 | FY 11 | Total |
|--------------|--------------|--------------|
| \$36,874,366 | \$36,874,366 | \$73,748,732 |
| FY 12 | FY 13 | Total |
| \$36,874,366 | \$36,874,366 | \$73,748,732 |

Note: The amounts above reflect all Perkins career and technical education federal funds, of which the basic grant is one component.

Formula Methodology

Postsecondary funds are awarded through the annual application process. Eighty-five percent of the Carl D. Perkins Title I funding is allocated to community, state, and technical colleges based on the Technical Pell count.

The following methodology, based on the guidance received from the U.S. Department of Education, was used:

1. Match the Pell recipient social security numbers with those collected on the Financial Aid Database (FAD) to the 001/00A.
2. For all technical majors (including tech-prep and workforce continuing education), calculate the credit hours for all courses (technical courses as well as academic). For continuing education, calculate the contact hours for workforce education courses. Note: type major is reported in item #13C on the CBM001 and the CBM00A.
3. If a student declares a technical major at any point during the year, the student is counted as technical.
4. All included credit hours at a college are added and the respective Full Time Equivalent (FTE) calculated. The same is done for the continuing education contact hours. The FTE is summed for all public two-year institutions (including Texas State Technical College and Lamar). A dollar funding amount for each FTE will be established. Each college will receive the same dollar amount for each FTE based on its credit or contact hours.
5. The hours that are not used in this formula are developmental education courses. All others will contribute to the Pell count.
6. The students who did not declare a technical major or who are classified as type major "academic" are excluded from calculation.

**Carl D. Perkins
Leadership Grant
Program**

See section above related to Carl D. Perkins Basic Grant Program for funding source and amounts.

Methodology

Postsecondary funds are awarded through the annual application process. Eighty-five percent of the Carl D. Perkins Title I funding is allocated to community, state, and technical colleges based on the Technical Pell count. In accordance with the Perkins Act, no more than 10 percent of the state allocation can be used to carry out State Leadership activities.

There is no prescribed award amount. A Texas public postsecondary institution should request an amount that adequately covers the proposed project.

**Family Practice
Residency Program**

This program is funded with general revenue appropriations in the THECB's Budget Goal D: Closing the Gaps—Health Programs. This funding is also guided by Rider 12 (2010-11 General Appropriation Act, 81st Texas Legislature, p. III-53) and Rider 46 (2012-13 General Appropriation Act, 82nd Texas Legislature, p. III-53).

| FY 10 | FY 11 | Total |
|--------------|--------------|--------------|
| \$10,607,155 | \$10,607,155 | \$21,214,310 |
| FY 12 | FY 13 | Total |
| \$2,800,000 | \$2,800,000 | \$5,600,000 |

Graduate Medical Education Program

This program is funded with general revenue appropriations in the THECB's Budget Goal D: Closing the Gaps—Health Programs. This funding is also guided by Rider 14 (2010-11 General Appropriation Act, 81st Texas

Legislature, p. III-53).

| FY 10 | FY 11 | Total |
|--------------|--------------|--------------|
| \$300,000 | \$300,000 | \$600,000 |
| FY 12 | FY 13 | Total |
| \$0 | \$0 | \$0 |

Statewide Preceptorships Program

This program is funded with general revenue appropriations in the THECB's Budget Goal D: Closing the Gaps—Health Programs.

| FY 10 | FY 11 | Total |
|--------------|--------------|--------------|
| \$452,145 | \$452,144 | \$904,289 |
| FY 12 | FY 13 | Total |
| \$0 | \$0 | \$0 |

Primary Care Residency Program

This program is funded with general revenue appropriations in the THECB's Budget Goal D: Closing the Gaps—Health Programs.

| FY 10 | FY 11 | Total |
|--------------|--------------|--------------|
| \$2,495,220 | \$2,495,220 | \$4,990,440 |
| FY 12 | FY 13 | Total |
| \$0 | \$0 | \$0 |

Engineering Recruitment Program

This program is funded with general revenue appropriations in the THECB's Budget Goal B: Closing the Gaps--Affordability.

| FY 10 | FY 11 | Total |
|--------------|--------------|--------------|
| \$1,000,000 | \$1,000,000 | \$2,000,000 |
| FY 12 | FY 13 | Total |
| \$0 | \$0 | \$0 |

**Norman Hackerman
Advanced Research
Program**

This program is funded with general revenue appropriations in the THECB's Budget Goal C: Closing the Gaps--Research. This funding is also guided by Rider 11 (2010-11 General Appropriation Act, 81st Texas Legislature, p. III-53) Rider 45 (2012-13 General Appropriation Act, 82nd Texas Legislature, p.

III-50).

| FY 10 | FY 11 | Total |
|--------------|-------|--------------|
| \$16,723,141 | UB | \$16,723,141 |
| FY 12 | FY 13 | Total |
| \$1,000,000 | UB | \$1,000,000 |

**Hospital-Based
Nursing Education
Partnership Grant
Program (HNEP)**

This program is funded with general revenue appropriations in the THECB's Budget Goal D: Closing the Gaps—Health Programs.

| FY 10 | FY 11 | Total |
|-------------|-------------|-------------|
| \$2,500,000 | \$2,500,000 | \$5,000,000 |
| FY 12 | FY 13 | Total |
| \$0 | \$0 | \$0 |

**Joint Admissions
Medical Program
(JAMP)**

The program is funded with general revenue appropriations in the THECB's Budget Goal D: Closing the Gaps – Health Programs.

| FY 10 | FY 11 | Total |
|--------------|-------|--------------|
| \$10,616,355 | UB | \$10,616,355 |
| FY 12 | FY 13 | Total |
| \$7,006,794 | UB | \$7,006,794 |

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions. Describe the similarities and differences.

**Carl D. Perkins Basic
Grant Program**

The Texas Education Agency uses 70 percent of the state's *Perkins* allocation to fund technical education programs at the secondary (high school) level. While these funds generally support the same goals, the postsecondary allocations to the THECB support adult learners and postsecondary certifications.

**Carl D. Perkins
Leadership Grant
Program**

The Texas Education Agency uses 70 percent of the state's *Perkins* allocation to fund technical education programs at the secondary (high school) level. While these funds generally support the same goals, the postsecondary allocations to the THECB support adult learners and postsecondary certifications.

**Family Practice
Residency Program**

No other state-funded programs provide statewide support for all family practice residency programs.

**Graduate Medical
Education Program**

The Graduate Medical Education program provides funding to three of the same residency programs (John Peter Smith – Obstetrics/Gynecology, Methodist Hospital (Houston) – Internal Medicine and Methodist Hospital (Houston) – Obstetrics/Gynecology) as the Primary Care Residency Program. However, the purpose of the funds is not the same for both these programs. The Primary Care Residency Program provides funds as a mechanism to increase the number of primary care physicians in the state. The purpose of the Graduate Medical Education Program is to support independent residency programs that do not receive formula funding for their residents.

**Statewide
Preceptorships
Program**

No other state-funded programs provide statewide support to medical students to allow them an opportunity to shadow a preceptor.

**Primary Care
Residency Program**

The Graduate Medical Education program provides funding to three of the same residency programs (John Peter Smith – Obstetrics/Gynecology, Methodist Hospital (Houston) – Internal Medicine and Methodist Hospital (Houston) – Obstetrics/Gynecology) as the Primary Care Residency Program. However, the purpose of the funds is not the same for both these programs. The Primary Care Residency Program provides funds as a mechanism to increase the number of primary care physicians in the state. The purpose of the Graduate Medical Education Program is to support independent residency programs that do not receive formula funding for their residents.

**Engineering
Recruitment Program**

No other state-funded programs provide statewide support for engineering outreach and financial aid programs. Institutions may seek external funding to support outreach programs for students or offer targeted financial aid.

**Norman Hackerman
Advanced Research
Program**

No other state-funded programs support research in the same manner as this program. While other competitive grant programs exist, the majority are national in scope, such as the National Science Foundation. NHARP is unique in that it is competition that is available to all Texas higher education institutions.

**Hospital-Based
Nursing Education
Partnership Grant
Program (HNEP)**

No other state-funded programs provide statewide support similar to this program.

**Joint Admissions
Medical Program
(JAMP)**

There is no other state-funded program. The program serves as a national model and has been recognized by the Association of American Medical Colleges as an example other states should explore implementing to increase the number of economically disadvantaged students pursuing medical education as a career path.

- I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency's customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.

Carl D. Perkins Basic Grant Program

Each year, the THECB enters into an MOU with the Texas Workforce Commission (TWC) to reimburse TWC for maintenance and operations of the automated follow up and evaluation system, according to Texas Government Code 2308.151. The code requires all agencies that administer workforce programs to reimburse TWC.

THECB staff and the TEA Perkins State Director meet monthly to discuss current activities and issues affecting the *Perkins* programs

Carl D. Perkins Leadership Grant Program

Each year the THECB enters into an MOU with the Texas Workforce Commission (TWC) to reimburse TWC for maintenance and operations of the automated follow up and evaluation system, according to Texas Government Code 2308.151. The code requires all agencies that administer workforce programs to reimburse TWC.

THECB staff and the TEA Perkins State Director meet monthly to discuss current activities and issues affecting the Perkins programs.

Family Practice Residency Program

The THECB contracts with 29 family practice residency programs around the state. Funding for the program is provided directly to the residency program, allowing funds to be used to support the program. Programs have flexibility to expend funds as needed for their program. Program directors certify that funds will not be used to supplant other program income.

Graduate Medical Education Program

The Graduate Medical Education Program provided funds for faculty and supervision support. The program supports only independent residency programs in primary care. These programs are not eligible for formula funding, as are the medical school affiliated residency programs.

Statewide Preceptorships Program

Since 1981, the THECB has contracted with The University of Texas Health Science Center at Houston to operate the preceptorship program in family practice, and since 1996 the THECB has contracted with two non-profit organizations—the Texas Chapter of the American College of Physicians and the Texas Pediatric Society—to establish and operate the programs in internal medicine and pediatrics, respectively. Each of the programs supports a volunteer faculty.

Primary Care Residency Program

Due to the nature of the Graduate Medical Education Program and the Primary Care Residency Program, these programs do not duplicate or conflict with each other.

**Engineering
Recruitment Program**

Program provides only source of state funds.

**Norman Hackerman
Advanced Research
Program**

private sources.

**Hospital-Based
Nursing Education
Partnership Grant
Program (HNEP)**

The development of the eight new partnerships was unique and aligned the goals and outcomes of nursing programs with local hospitals to reduce duplication and streamline programs.

**Joint Admissions
Medical Program
(JAMP)**

The program serves as a coordination effort among universities and medical schools. The Advisory Council meets regularly and agrees to collaborate to develop a pipeline of qualified medical school applicants statewide.

J. If the program or function works with local, regional, or federal units of government include a brief description of these entities and their relationship to the agency.

**Carl D. Perkins Basic
Grant Program**

Each year, the THECB and TEA submit jointly the Consolidated Annual Report and the State Plan to the U.S. Department of Education, Office of Vocational and Adult Education.

The mission of the Department of Education is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. It engages in four major types of activities:

1. Establishes policies related to federal education funding, administers distribution of funds and monitors their use.
2. Collects data and oversees research on America's schools.
3. Identifies major issues in education and focuses national attention on them.
4. Enforces federal laws prohibiting discrimination in programs that receive federal funds

**Carl D. Perkins
Leadership Grant
Program**

Each year, the THECB and TEA submit jointly the Consolidated Annual Report and the State Plan to the U.S. Department of Education, Office of Vocational and Adult Education

The mission of the Department of Education is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. It engages in four major types of activities:

1. Establishes policies related to federal education funding, administers distribution of funds and monitors their use.

2. Collects data and oversees research on America's schools.
3. Identifies major issues in education and focuses national attention on them.
4. Enforces federal laws prohibiting discrimination in programs that receive federal funds.

| | |
|--|---|
| Family Practice Residency Program | N/A |
| Graduate Medical Education Program | N/A |
| Statewide Preceptorships Program | N/A |
| Primary Care Residency Program | N/A |
| Engineering Recruitment Program | Program leaders of the Engineering Summer Programs coordinate with their local independent school districts to recruit students and utilize science and technology teachers in the program. |
| Norman Hackerman Advanced Research Program | N/A |
| Hospital-Based Nursing Education Partnership Grant Program (HNEP) | N/A |
| Joint Admissions Medical Program (JAMP) | N/A |

K. If contracted expenditures are made through this program please provide:

- the amount of those expenditures in fiscal year 2010;
- the number of contracts accounting for those expenditures;
- a short summary of the general purpose of those contracts overall;
- the methods used to ensure accountability for funding and performance; and
- a short description of any current contracting problems.

Carl D. Perkins Basic Grant Program

Contracts are made with eligible sub-recipients each year who are awarded Title I funds. The list of sub-recipients and amount of funding for 2010-2011 is:

| Institution (sub-recipient) | Allocation FY10 |
|---|-----------------|
| Alamo Community College District | \$1,869,626 |
| Alvin Community College | \$ 106,092 |
| Amarillo College | \$ 532,153 |
| Angelina College | \$ 420,606 |
| Austin Community College | \$ 1,125,273 |
| Blinn College | \$ 261,329 |
| Brazosport College | \$ 57,467 |
| Central Texas College | \$ 409,630 |
| Cisco Community College | \$ 235,340 |
| Clarendon College | \$ 95,507 |
| Coastal Bend College | \$ 242,472 |
| College of the Mainland | \$ 141,526 |
| Collin County Community College District | \$ 208,731 |
| Dallas County Community College District | \$ 1,312,884 |
| Del Mar College | \$ 572,456 |
| El Paso County Community College District | \$ 562,751 |
| Frank Phillips College | \$ 64,632 |
| Galveston College | \$ 78,702 |
| Grayson County College | \$ 391,343 |
| Hill College | \$ 216,955 |
| Houston Community College System | \$ 986,336 |
| Howard County Junior College District | \$ 224,071 |
| Kilgore College | \$ 367,910 |
| Lamar Institute of Technology | \$ 306,828 |
| Lamar State College-Orange | \$ 245,192 |
| Lamar State College-Port Arthur | \$ 117,018 |
| Laredo Community College | \$ 438,828 |
| Lee College | \$ 298,148 |
| Lone Star College System District | \$ 793,026 |
| McLennan Community College | \$ 647,201 |
| Midland College | \$ 182,905 |
| Navarro College | \$ 486,247 |
| North Central Texas Community College | \$ 264,163 |
| Northeast Texas Community College | \$ 198,033 |
| Odessa College | \$ 141,429 |
| Panola College | \$ 145,581 |
| Paris Junior College | \$ 270,107 |
| Ranger College | \$ 50,000 |
| San Jacinto Community College District | \$ 500,105 |
| South Plains College | \$ 365,842 |
| South Texas College | \$ 1,321,808 |
| Southwest Texas Junior College | \$ 285,642 |
| Tarrant County College District | \$ 1,030,597 |
| Temple College | \$ 199,808 |

| Institution (sub-recipient) | Allocation FY10 |
|--|---------------------|
| Texarkana College | \$ 221,384 |
| Texas Southmost College | \$ 331,335 |
| TSTC Harlingen | \$ 567,245 |
| TSTC Marshall | \$ 132,016 |
| TSTC Waco | \$ 1,020,957 |
| TSTC West Texas | \$ 189,288 |
| Trinity Valley Community College | \$ 429,122 |
| Tyler Junior College | \$ 571,561 |
| Vernon College | \$ 145,956 |
| Victoria College, The | \$ 161,556 |
| Weatherford College | \$ 103,584 |
| Western Texas College | \$ 50,000 |
| Wharton County Junior College | \$ 213,079 |
| Total Formula Allocations FY 10 | \$22,909,383 |

Mid-year reallocations are made to eligible institutions. Eligible sub-recipients are required to submit expenditure reports, at least quarterly. The original application and all amendments are carefully reviewed prior to approval to ensure that only allowable costs are included.

| | |
|--|---|
| Carl D. Perkins Leadership Grant Program | Contracts are made with eligible sub-recipients each year who are awarded Title I funds for Leadership Grants. The list of sub-recipients and amount of funding for 2010-2011 is: |
| Program Title | Institution |
| Geared to Promoting Student Success | Collin County Community College District \$ 83,000 |
| CJ Faculty and Veteran/Military Students: A Partnership for Success | Temple College \$ 105,000 |
| Renewable Energy Development Ethanol and Bio-Diesel Technology | Angelina College \$ 124,967 |
| Workforce Education Course Manual | Midland College \$ 196,152 |
| Texas Network for Teaching Excellence | Austin Community College \$ 532,833 |
| College and Career Readiness: Intergrating with Career Clusters | Dallas County Community College District \$ 100,168 |
| Starlink | Dallas County Community College District \$ 151,095 |
| Skills Standards-Based Curriculum Development Project 2010-2011 | Del Mar College \$ 65,000 |
| Expanding Energy Pathways A State Model | Tarrant County College District \$ 99,000 |

| Program Title | Institution | Grant Request |
|--|---|---------------------|
| Smart Grid Training Into Electrical Power Curriculum | TSTC-Waco | \$ 51,828 |
| Career and Technical Education Statewide Marketing Implementation Project | El Paso County Community College District | \$ 750,000 |
| Total Allocations FY 10 | | \$ 2,259,043 |

Eligible sub-recipients are required to submit expenditure reports, at least quarterly. The original application and all amendments are carefully reviewed prior to approval to ensure that only allowable costs are included.

Family Practice Residency Program

For Fiscal Year 2010 there were 29 family practice residency programs that the THECB contracted with for the Operational Grants. In addition, the THECB contracted with the Faculty Development Center. The total expenditures for fiscal year 2010 were \$10,607,155. The purpose of the contracts was to increase the numbers of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas. All contracts require an annual financial report, annual written report, and an audit. All contracts were processed in accordance with the agency's contract approval procedures.

Graduate Medical Education Program

In Fiscal Year 2010 there were 11 contracts for 15 programs for a total of \$285,000. Three institutions (Baylor University Medical Center, Methodist Hospital - Houston, and Methodist Hospital of Dallas) had multiple programs receive funds.

The purpose of the program is to support independent residency training for primary care residency programs. Participation in the program is limited to residency programs that incur the costs of faculty supervision and education or stipend costs of resident physicians in accredited clinical residency programs in the state. All contracts were processed in accordance with the agency's contract approval procedures.

Statewide Preceptorships Program

The THECB contracts with three organizations: The University of Texas Health Science Center at Houston to operate the preceptorship program in family practice; and the Texas Chapter of the American College of Physicians and the Texas Pediatric Society to establish and operate the programs in internal medicine and pediatrics, respectively. The total amount of those contracts for Fiscal Year 2010 was \$452,144. The purpose of those contracts was to provide the organizations with funding to operate the preceptorship programs. Each of the programs submits a report each year and a financial report. On December 31 of each odd year of the biennium an audit is due as well. All contracts were processed in accordance with the agency's contract approval procedures.

Primary Care Residency Program

In Fiscal Year 2010 there were 23 contracts for a total of \$1,830,000. The contracts were to the primary care residency programs that were selected by the Primary Care Advisory Committee and received funding.

The purpose of the contracts was to aid the residency programs in the education and training of primary care physicians and encourage these residents to locate their practices in underserved urban and rural areas of

the state, which may ultimately lead to improved medical care for citizens in underserved areas of the state. All three residency programs that receive funding submit an annual financial report and an audit identifying how funds were expended. All contracts were processed in accordance with the agency's contract approval procedures.

**Engineering
Recruitment Program**

Distribution of funds for the 2010 ESP were contracted through 22 interagency contracts based on a Request for Application (RFA) document. The RFA spelled out the purpose of the program and all terms and grant conditions. Program accountability was ensured through written budget and final financial report, program application and final written report, local evaluation plan and report, student application, student survey, and student consent form. All contracts were processed in accordance with the agency's contract approval procedures.

**Norman Hackerman
Advanced Research
Program**

Funding for the program supported 95 grants, with a maximum grant of \$150,000. The total number of contracts for the program in FY 2010 was 112, which supported 95 projects. The general purpose of the contracts is to support basic research efforts of investigators at Texas higher education institutions, based on a competitive process. To assure accountability and performance, reports are required throughout the contract year and include detailed information about the projects supported. All contracts were processed in accordance with the agency's contract approval procedures.

**Hospital-Based
Nursing Education
Partnership Grant
Program (HNEP)**

In FY 10, a total of \$2,236,557 was disbursed through eight contracts. The contract for distribution of HNEP funds includes by reference the RFA document and provides the terms and conditions for the HNEP grants. Program accountability is ensured via mechanisms described below:

Each grantee partnership is required to submit the following reports to the THECB:

- Annual Progress Report for each year the grant is active
- Final Report 30 days after the end of the grant period
- Final Financial Report 60 days after the end of the grant period
- Auditor's Report 120 days after the end of the grant period

Further, each partnership must:

- Allow the THECB to conduct a site visit to review partnership program operations and accomplishments;
- Participate in the THECB cross-site evaluation; and
- Develop and maintain a system to track each enrolled student from time of first enrollment through graduation and by employer for three years after graduation.

**Joint Admissions
Medical Program
(JAMP)**

The THECB contracts with The University of Texas System Office to administer the funding for the program. JAMP is housed in the office of the Texas Medical and Dental Application Service, which is the one-stop application center for applicants to apply at medical and dental school in Texas.

L. What statutory changes could be made to assist this program in performing its functions? Explain.

Carl D. Perkins Basic Grant Program

The Perkins Act does not prescribe how the state should allocate funding for technical education between public education and higher education. In 2000, officials agreed to allocated 60 percent of the federal funds for Texas to public education, and 40 percent to higher education (community colleges). This allocation was based on program requirements and student enrollment in each sector. While data suggest a 50/50 allocation is justified, at that time it was deemed a fair compromise to distribute the funding 60/40 to support the goals of the program.

In 2007, the State Board of Education unilaterally changed the formula to a 70 percent/30 percent split. This change resulted in significant reductions for community college partners, totaling more than \$7M less funding in FY 11 alone. This change does not accurately reflect the amount of career and technical education occurring on community college campuses throughout Texas and it abandons the previously agreed to compromise for this funding.

The Texas Legislature should consider dictating in statute the 60/40 split from the previous agreement, or establish an equitable process for determining the appropriate allocation between sectors. As this funding was designed to support statewide CTE at both secondary and post-secondary levels, higher education should have a formal role in determining allocation formula.

Carl D. Perkins Leadership Grant Program

N/A

Family Practice Residency Program

The statute should be changed to Family Medicine Residency Program. The profession changed the name, but the statute was never updated to reflect the change.

Graduate Medical Education Program

Revise the statute to clearly indicate that the only institutions eligible to participate are independent residency primary care programs.

Statewide Preceptorships Program

Existing statute does not include the Family Medicine Statewide Preceptorship Program which predated the establishment of the General Internal and General Pediatrics Preceptorship Programs. The Family Practice Statewide Preceptorship Program was previously funded under the Family Practice Residency Program. THECB staff worked with the Legislative Budget Board in the early 2000s to remove the funding from the residency program funding to the preceptorship program. It does exist, but doesn't have anything to do with medical students, which is the focus of the preceptorship program. Funding was transferred by the Legislative Budget Board to support the Family Medicine Preceptorship Program in 2001. Therefore, the statute should be changed to reflect the Family Medicine Statewide Preceptorship Program.

Primary Care Residency Program

Amend Sections 58.007 and 58.008 to change the name of the advisory committee to the Physician Residency Grant Program Advisory Committee to reflect the program more accurately. Add a position for a Psychiatric Physicians representative because Texas faces a critical shortage of these physicians and add support for psychiatry programs. Update names of state agencies that make up the Committee (Texas Department of Rural Affairs

and Department of State Health Services). Add clarifying language related to expansion of existing residency programs.

| | |
|---|--|
| Engineering Recruitment Program | N/A |
| Norman Hackerman Advanced Research Program | N/A |
| Hospital-Based Nursing Education Partnership Grant Program (HNEP) | N/A |
| Joint Admissions Medical Program (JAMP) | N/A |
| M. Provide any additional information needed to gain a preliminary understanding of the program or function. | |
| Carl D. Perkins Basic Grant Program | Carl D. Perkins page on THECB website: http://www.thecb.state.tx.us/index.cfm?objectid=07AC9B31-EAB5-2594-06703F82EC36A36B |
| Carl D. Perkins Leadership Grant Program | Carl D. Perkins page on THECB website: http://www.thecb.state.tx.us/index.cfm?objectid=07AC9B31-EAB5-2594-06703F82EC36A36B |
| Family Practice Residency Program | Family Practice Residency Program page on THECB website: http://www.thecb.state.tx.us/index.cfm?objectid=07B7C1BE-F0F8-826F-0CC53D41B6B11521 |
| Graduate Medical Education Program | Graduate Medical Education Program page on THECB website: http://www.thecb.state.tx.us/index.cfm?objectid=07B7C1DE-9237-DA79-F74F4A37A488C79F |
| Statewide Preceptorships Program | An article titled "Evaluating the Texas Statewide Family Practice Preceptorship" was published in a peer reviewed journal, Academic Medicine, in January 2004, and concludes that students that participated in the Family Practice Preceptorship Program, are associated with a greater |

likelihood of students selecting a family practice residency.

**Primary Care
Residency Program**

Primary Care Residency Program page on THECB website:

<http://www.thecb.state.tx.us/index.cfm?objectid=07B7C1AF-BE79-2ECA-D251AAC3B7CBD79>

**Engineering
Recruitment Program**

Engineering Recruitment Program page on THECB website:

<http://www.thecb.state.tx.us/apps/AAR/ESP/MAP.cfm>

**Norman Hackerman
Advanced Research
Program**

Norman Hackerman Advanced Research Program page on THECB website:

<http://www.thecb.state.tx.us/index.cfm?objectid=E55F9EE7-E488-6873-7D535561D9B426B8>

**Hospital-Based
Nursing Education
Partnership Grant
Program (HNEP)**

HNEP page on THECB website:

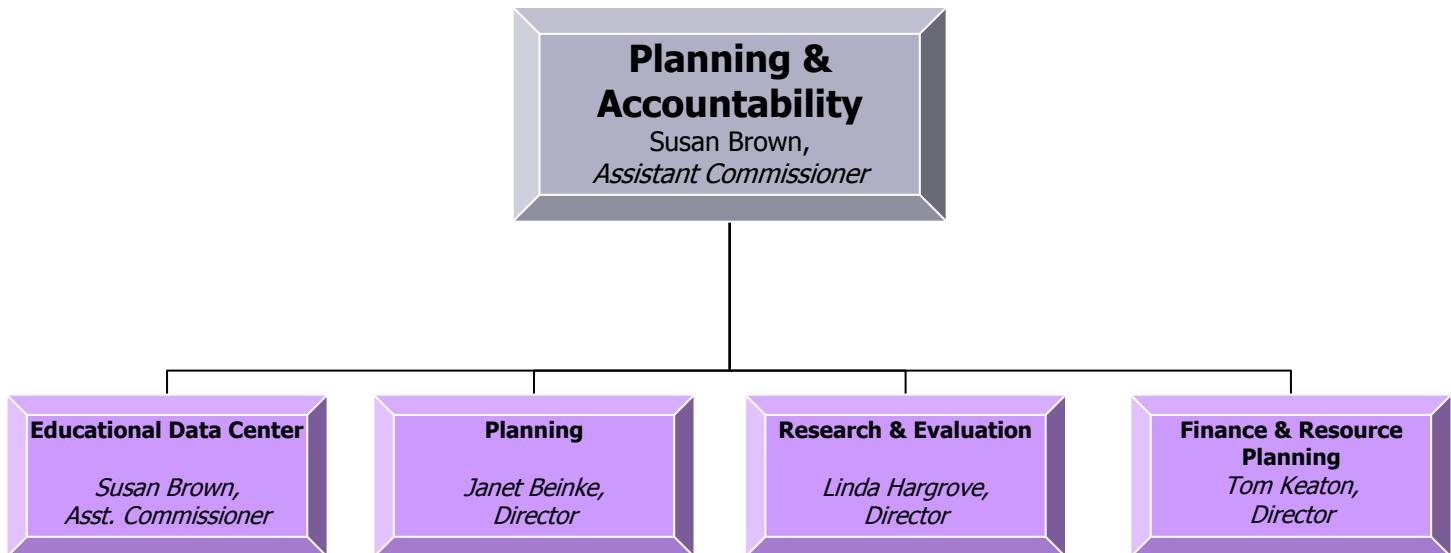
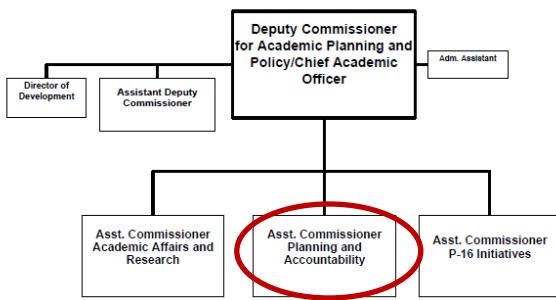
<http://www.thecb.state.tx.us/index.cfm?objectid=7A1024BE-0170-E541-7391CF6ADD64E29>

**Joint Admissions
Medical Program
(JAMP)**

Joint Admissions Medical Program website:

<http://www.utsystem.edu/jamp/whoweare/participating-schools.htm>

An overview of the program was published in 2009 in Academic Medicine



The objective of the Planning and Accountability Department is to provide the THECB with a comprehensive planning capability related to higher education funding and the delivery of higher education; to provide the public with accurate and meaningful information on these topics; and to administer programs effectively and efficiently for the people of Texas.

The Planning and Accountability Department consists of four key functional areas:

- The Education Data Center
- The Office of Planning
- The Office of Research and Evaluation; and
- The Office of Finance and Resource Planning

One of the primary functions of the Department is management of the state's Higher Education Accountability System, which has been recognized as one of the best data systems in the nation.

| |
|--|
| Actual Expenditures, FY 10: \$107,537,166 FTEs, FY 10: 35 |
|--|

A. Provide the following information at the beginning of each program description.

| | |
|-----------------------------|---|
| Name of Program or Function | FUNCTION: Educational Data Center |
| Location/Division | Planning & Accountability Department/ Division of Academic Planning & Policy |
| Contact Name | Susan Brown, Assistant Commissioner |

B. What is the objective of this program or function? Describe the major activities performed under this program.

The Educational Data Center (EDC) supports the THECB mission, objectives, and responsibilities by providing accurate and timely institutional and student-level data to the agency and others for purposes of higher education analysis and reporting. The EDC provides public online access (within federal privacy guidelines) to higher education data and related reporting, with a variety of output format choices. This is accomplished by working closely with the public and private higher education institutions in the state to collect data necessary to support the needs of state policy makers. Additional information is also collected from other sources such as the national testing services (ACT/SAT), public education school districts, and the Integrated Postsecondary Education Data System (IPEDS) via the U.S. Department of Education.

C. What evidence can you provide that shows the effectiveness and efficiency of this program or function? Provide a summary of key statistics and performance measures that best convey the effectiveness and efficiency of this function or program.

- THECB staff access to current and historical THECB data and externally sourced data to produce the multiyear accountability system reports, institutional resumes, graduation rate reports, related financial aid summaries and reports, multiyear longitudinal studies. See the link <http://www.txhigheredata.org/>.
- Software programs in SAS that calculate data to feed the Accountability System are stored in an IT “vault” from which they can be checked out. Copies of the files are kept as changes are made to allow for tracking of methodological changes over time. All Planning and EDC staff members who use the SAS programming language can check programs out of the vault so that portions of programs can be used to complete new data requests.
- Public online access to statewide and institution-level higher education data through THECB website via PREP (Profile Reports Electronically Produced), where users may select reporting period(s), demographics, majors, and other options as applicable depending on data selected, plus a variety of output formats.
- Public online access to multiple years of high school to college reports, including student enrollment, academic performance in higher education, dual credit enrollment and outcomes.
- Public online access to course inventory and current degree program inventories, statewide and by institution.

- If reporting anomalies are identified through various analyses further investigation is done and the office then works with the Planning office and contacts institutions to correct the underlying causes of the errors and thus improve the accuracy of institutional submissions.
- Data collected by the public K-12 entities is collected for the work done in the support of the Pathway's Project which directly supports the K-20 mission of the agency with local vertical alignment.

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent.

The range of higher education data summaries that are publicly accessible expanded in 2007 from “most recent five years of data” to a much longer available timeframe. For example, for degrees awarded the available data now start with the 1989-90 school year and run through 2009-2010 – a period of 21 years. Public university, community and technical college, and health-related enrollment data are available starting with fall 1993 through fall 2010. The significant expansion of available data supports more robust longitudinal analysis and research.

Frequently requested reports relating to topics such as high school graduates who enroll in higher education were created and deployed publicly beginning in 2004. These reports are available at the high school, school district, and statewide level, and show (within federal privacy guidelines) where high school graduates enroll in a Texas institution of higher education. The agency currently maintains nine years of high school to college reports. Additional reports that track high school graduate academic performance in college have been deployed to augment the original high school to college enrollment reports.

E. Describe who or what this program or function affects. List any qualifications or eligibility requirements for persons or entities affected. Provide a statistical breakdown of persons or entities affected.

The functions and work product of the Education Data Center (EDC) have a direct and significant impact. First, the data collected and reported by the EDC are critical for evaluating the oversight function of the THECB as it relates to the higher education master plan—*Closing the Gaps by 2015*. The data are used by agency personnel and the Board to evaluate progress toward the goals outlined in the plan. Additionally, the agency uses data to evaluate new and existing policy initiatives for efficacy, efficiency, and effectiveness.

In addition to internal use, the EDC’s data is used by institutions to evaluate performance on a variety of higher education metrics, not only relative to peer institutions, but also against national peers.

The Texas Legislature and other state policy makers also rely on the EDC to provide data and analysis relative to the performance of the state’s higher education institutions.

Finally, the general public is increasingly using the data and analysis produced by the EDC to evaluate higher education institutions. In recent years, the THECB has developed a variety of formats for reporting and

sharing data that is more accessible to the general public such as online resumes for each institution, the *Texas Public Higher Education Almanac*, and the new *Closing the Gaps* online dashboard.

F. Describe how your program or function is administered. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. List any field or regional services.

There are 10 staff members in the Educational Data Center, including one director, one assistant director, one State Longitudinal Data System (SLDS) project manager, three data specialists, and four data analysts. The director reports to the Assistant Commissioner and Deputy Assistant Commissioner for Planning and Accountability. Data collection is a year-round activity.

| Function/Project | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Collect & Publish Preliminary Fall Headcount | ■ | | | | | | | | | | | |
| University & Health Related (HRI) Student/Credit Class (CBM001/CBM004) | | ■ | | | | ■ | ■ | ■ | | | | ■ |
| Community and Technical College (CTC) Student/Credit Class (CBM001/CBM004) | | ■ | | | | ■ | ■ | ■ | | | ■ | ■ |
| Texas Success Initiative (CBM002) | | ■ | | | | ■ | ■ | ■ | | | ■ | ■ |
| Univ./ICU Degree (CBM009) | | ■ | | | | | | | | | | |
| CTC & HRI Degree/HRI Faculty (CBM009/CBM008) | | ■ | | | | | | | | | | |
| CTC Faculty (CBM008) | | | ■ | | | ■ | ■ | ■ | | | | |
| Univ Faculty (CBM008) | | | ■ | ■ | | | ■ | ■ | | | | |
| CTC & Univ Room Utilization (CBM005) | | | ■ | | ■ | | | | | | | |
| Admissions (CBM00B) | | | ■ | | ■ | | | | | | | |
| CTC C.E. Class & Student (CBM00C/CBM00A) | | | | | | | | | | | | |
| ICU Students (CBM001) | | | | ■ | | ■ | ■ | ■ | | | | |
| CTC Skills Awards (CBM00M) | | | | ■ | | ■ | | | | | | |
| Doctoral Exceptions to Limit (Even years only, CBM00E) | | | | | | ■ | ■ | ■ | | | | |
| University Course Inventory (CBM003) | ■ | | | | ■ | | ■ | ■ | | | ■ | |
| Facilities Inventory (CBM011/CBM014) | | ■ | | | ■ | | ■ | ■ | | | | |

| Function/Project | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Financial Aid Database (FAD001) | | | | | | | | | | | | |
| Establish CBM Status Records | ■ | | | | ■ | ■ | | ■ | | | | |
| Update CB Status Report (daily) | | | | | | | | | | | | |
| Update Data Warehouse with certified CBM data | ■ | | | | ■ | ■ | | | | | | |
| Update Undergraduate Program Limit DB (30/45) | | ■ | | ■ | ■ | | | ■ | | | | |
| Doctoral Student database | | ■ | ■ | | ■ | ■ | | | | | | |
| Update TPEIR at TEA | ■ | | | | ■ | ■ | | | | | | |
| Establish Univ. Course Inventory for new year | | | | | | ■ | ■ | | | | | |
| Activate New Year of CTC Academic Courses | | | | | | | | ■ | ■ | | | |
| Update Country Codes (Use US Dept. of State) | | | | | | | | | ■ | ■ | | |
| Summarize Accountability Measures | | | ■ | | ■ | ■ | | | | | | |
| Track Cohorts for Graduation Rates and Migration | | | | ■ | ■ | ■ | | | | | | |
| List of Untaught Courses past 3 years | | ■ | | | | | | | | | | |
| Educational Opportunities/Program Inventory for web | | ■ | | | ■ | ■ | | ■ | ■ | | | |
| Student Application & Offers including Top 10% | | | | ■ | ■ | ■ | | | | | | |
| Annual TSI Report by High School Attended | | | | | | ■ | ■ | | | | | |
| Summarize Accountability Measures | | | ■ | | ■ | ■ | | | | | | |
| Developmental Ed Completers within 2 years | | | ■ | | ■ | | | | | | | |
| Enrollment/Nursing Growth | | | ■ | | ■ | ■ | | | | | | |
| SREB Data | | | ■ | | ■ | ■ | | | | | | |
| Summarize Hours for Appropriations (odd FY) | | | | ■ | ■ | ■ | | ■ | | | | |
| Certified Class & Student Files to State Auditor (odd FY) | ■ | | | | ■ | ■ | | | | | | |

| Function/Project | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Create LBB Performance Reports for CTC & Univ. | | | | | | | | | | | | |

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. For state funding sources, please specify (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

This function is funded from a combination of federal, state, and private resources. The primary source of funding is general revenue appropriations in the THECB's Budget Goal A: Closing the Gaps—Planning/Info strategy. This function is also supplemented by federal funding allocated to the THECB to administer the higher education portion of the Perkins Grant program for Texas. Finally, from time to time, this function receives additional funding from federal grants (such as the Institute of Education Science, U.S. Department of Education) and private sources (such as the Houston Endowment) for specific project support. General Revenue appropriations dedicated to this function are as follows:

| FY 10 | FY 11 | Total |
|-----------|-----------|-------------|
| \$672,525 | \$689,142 | \$1,361,667 |
| FY 12 | FY 13 | Total |
| \$653,908 | \$653,908 | \$1,307,816 |

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions. Describe the similarities and differences.

The Texas Education Agency (TEA) currently receives person-related public higher education data (enrollment, grads, admissions, and faculty) for the Texas P-16 Public Education Information Resources (TPEIR) project for which there are queries available in the higher education section of the P-16 website maintained at TEA. However, these are data collected and verified through the THECB edit process which are then sent to TEA. Currently, those data are limited to "person-related" records that TEA and THECB could possibly have in common.

- Some of the reports available at THECB have details at the institution level (such as majors) that are more specific to higher education stakeholders.
- High school to college reports are a collaborative effort. The THECB generates various high school to college reports (because of the availability of enrollment data of the independent institutions of higher education), and links to those reports are available at both the THECB and TEA websites.

Currently the data collected for use in the *Pathway's Project* is not collected by TEA. After the implementation of the State Longitudinal Data System (SLDS) joint grant, the THECB will work with TEA to reduce redundant reporting by the ISDs.

The THECB also has workforce data that is used for evaluation purposes that has been collected by the TWC.

I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency's customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.

Communications with TEA is ongoing regarding data exchange, use, and reporting of educational data. A Memorandum of Understanding (MOU) between TEA and the THECB for data sharing and collaboration was executed on June 6, 2000 and remains in effect. The THECB also has a data sharing arrangement with the Texas Workforce Commission (TWC) to receive unemployment insurance data for determining whether higher education graduates and non-completers become employed in the workforce. The TWC MOU is in the process of being renewed at this time.

J. If the program or function works with local, regional, or federal units of government include a brief description of these entities and their relationship to the agency.

The Education Data Center (EDC) is currently receiving federal funds for improvements in the data collections for higher education. These funds are received as a pass-through grant with the TEA. In addition, the EDC is working with the federal agency to receive data collected from the FASFA (the Federal Application for Student Financial Aid) that is used in evaluating programs that link higher education and public K-12.

K. If contracted expenditures are made through this program please provide:

- the amount of those expenditures in fiscal year 2010;
- the number of contracts accounting for those expenditures;
- a short summary of the general purpose of those contracts overall;
- the methods used to ensure accountability for funding and performance; and
- a short description of any current contracting problems.

N/A

L. What statutory changes could be made to assist this program in performing its functions? Explain.

Reporting of Veterans

In recent years, focus on veterans enrolling in higher education has increased substantially. Unfortunately, data collected on veteran status is not very robust. Requiring institutions to collect and report veteran status as part of their admissions application process would assist efforts to reach out to veterans and their families with respect to available services. It would also allow the state to track veterans in higher education more explicitly.

M. Provide any additional information needed to gain a preliminary understanding of the program or function.

The EDC works closely with staff members in other divisions of the THECB because data is essential for program development and analysis. EDC staff are integral members of the agency's internal Data Collection Committee, which reviews all requests for data collection for the agency to guard against duplication and inefficiency in data requests.

A. Provide the following information at the beginning of each program description.

| | |
|-----------------------------|---|
| Name of Program or Function | FUNCTION: Office of Planning |
| Location/Division | Planning & Accountability Department/ Division of Academic Planning & Policy |
| Contact Name | Janet Beinke, Director |

B. What is the objective of this program or function? Describe the major activities performed under this program.

Higher education institutions need relevant data to continue to improve student learning and outcomes, and the THECB must be “data-driven” to inform its efforts to improve the efficiency and effectiveness of higher education. The Office of Planning within the Planning and Accountability Department is responsible for production and analysis of these data. The office responds to the data needs of other divisions of the THECB, higher education institutions, elected officials, P-16 partners, public education, and other interested parties.

The highest profile responsibilities of the Office of Planning concern:

- Tracking of progress toward achievement of the goals and targets of the higher education master plan, *Closing the Gaps by 2015* and creation of the *Accelerated Plan for Closing the Gaps by 2015*;
- Preparation of performance data posted in the Accountability System for Higher Education and management of the Accountability peer group efforts;
- Analysis of data to aid policy decisions;
- Maintenance and updating of the Regional Data Portal and preparation of the statutorily-required Regional Plan;
- Preparation of the agency’s Strategic Plan for the Legislative Budget Board (LBB);
- Preparation of data for the annual *Texas Public Higher Education Almanac* and the statutorily-required Online Institutional Resumes;
- Preparation of the biennial Participation Forecasts;
- Preparation of data for nationwide higher education support groups including, Achieving the Dream, Jobs for the Future, Complete College America, and others;
- Collection and publication of state licensure reporting for two-year colleges;
- Analysis of developmental education (DE) results, improvement of DE reporting, and collaboration with other divisions on how to improve DE;
- Examination of reporting by higher education institutions to the THECB and THECB reporting to other entities to eliminate duplicative and unnecessary reporting;
- Preparation of workforce outcomes data for students in public education, public higher education, institutions regulated by the Texas Workforce Commission, GED programs, independent institutions, career colleges, and other Texas agencies offering training/educational programs;
- Generation of the statutorily-required Automated Student and Adult Learner Follow-up System which follows leavers and graduates who enroll at other higher education institutions and/or find employment;

- Provision of data for academic and technical program reviews for the Academic Affairs and Research Division;
- Calculation of outcomes for Perkins Tech-Prep and State Leadership Grants;
- Preparation of the Online Annual Application for Perkins Basic Grant;
- Completion of mandated federal accountability reporting for Perkins;
- Assisting institutions with the reporting for Gainful Employment requirements;
- Preparing data for “Advancing Texas: Strategic Plan for Texas Workforce System (FY2010-FY2015) and the Evaluation Report; and
- Preparation of responses to a multitude of ad hoc data requests from the Texas Legislature, media, or public.

C. What evidence can you provide that shows the effectiveness and efficiency of this program or function? Provide a summary of key statistics and performance measures that best convey the effectiveness and efficiency of this function or program.

The effectiveness and efficiency of the Office of Planning is evidenced in a number of ways:

- The volume of data made available online continues to increase. When ad hoc data reports are prepared at the request of an institution or other parties, the Office of Planning staff determines whether the data would be useful to other institutions as they evaluate their performance. If it is determined that they would benefit, the data for all affected institutions is posted online at <http://www.txhigheredata.org/>.
- Much of the data produced is undertaken to assist institutions with information that they cannot calculate. Examples include students who transfer from one institution to another, employment statistics on students who graduate, and preparation of numerous LBB performance measures. This process is efficient because institutions save the time that would be required to prepare the reports. It is effective because the same methodology is used for all institutions' results.
- Software programs in SAS that calculate data to feed the Accountability System are stored in an IT “vault” from which can be checked out. Copies of the files are kept as changes are made to allow for tracking of methodological changes over time. All Planning and EDC staff members who use the SAS programming language can check programs out of the vault so that portions of programs can be used to complete new data requests.
- Staff throughout the agency are trained on data tools and resources. Agency staff are able to find answers to their data questions without contacting Office of Planning staff and can direct their contacts to answers as well.
- More than 140 career colleges and universities have started reporting to the THECB in the past few years. Some of this data is collected to assist the Texas Workforce Commission. This additional reporting effort has been undertaken without acquiring additional staff.

- Though most of the data needed to populate the Accountability System is not reported until November, staff are able to update complete data postings by early January.
- Occasionally, analysis and use of the data reported by institutions leads to identification of reporting anomalies. In these cases, the Office of Planning partners with the Education Data Center to contact institutions to correct the underlying causes of the errors and thus improve the accuracy of institutional submissions.

The data collection and collaboration between the THECB and the TWC was recently praised by the U.S. Department of Education—Office of Vocational and Adult Education (OVAE) and offered as a national best practice at conferences.

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent.

The Office of Planning was originally created when the 70th Texas Legislature mandated that the THECB develop a higher education master plan. The Office of Planning was restructured in 2005 to serve as the hub for data production and analysis related to institutional accountability. The primary function is to coordinate and prepare data for the agency and policy makers so that institutional performance measures are calculated uniformly. In recent years, state officials and THECB Board leadership have emphasized that policy decisions must be supported by data. Demand for higher education data and analysis will continue as the focus on outcomes grows.

Statutory Requirements

· Texas Education Code, Sections 61.051(k) and (n)

Collect and analyze data and information.

· 20 USC Chapter 44, Sections 2323 and 2342

Data collection and reporting is necessary for accountability under the Perkins Act.

In an effort to provide consistent and reliable information available to students, parents, legislators, and other policy makers, the 81st Texas Legislature directed the THECB to develop online resumes for each public institution of higher education. Two sets of data are produced, one for parents and students and the other for legislators and other policy makers. Staff worked with policy makers to identify the most important and useful elements of the resume and to ensure that the resume was displayed in an easy to read format. Each year, the in-state data are updated and clarified so that the online resumes continue to be useful.

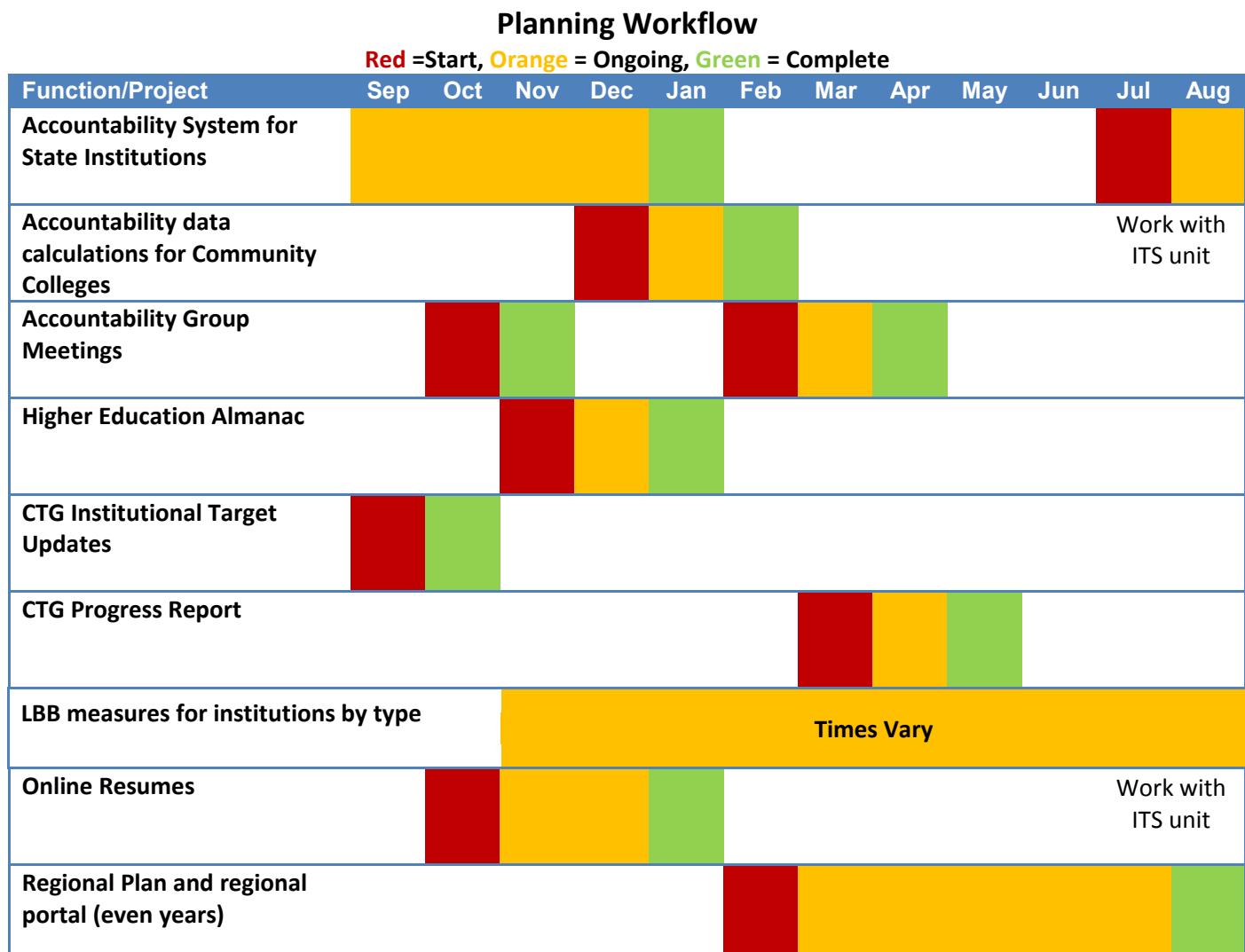
E. Describe who or what this program or function affects. List any qualifications or eligibility requirements for persons or entities affected. Provide a statistical breakdown of persons or entities affected.

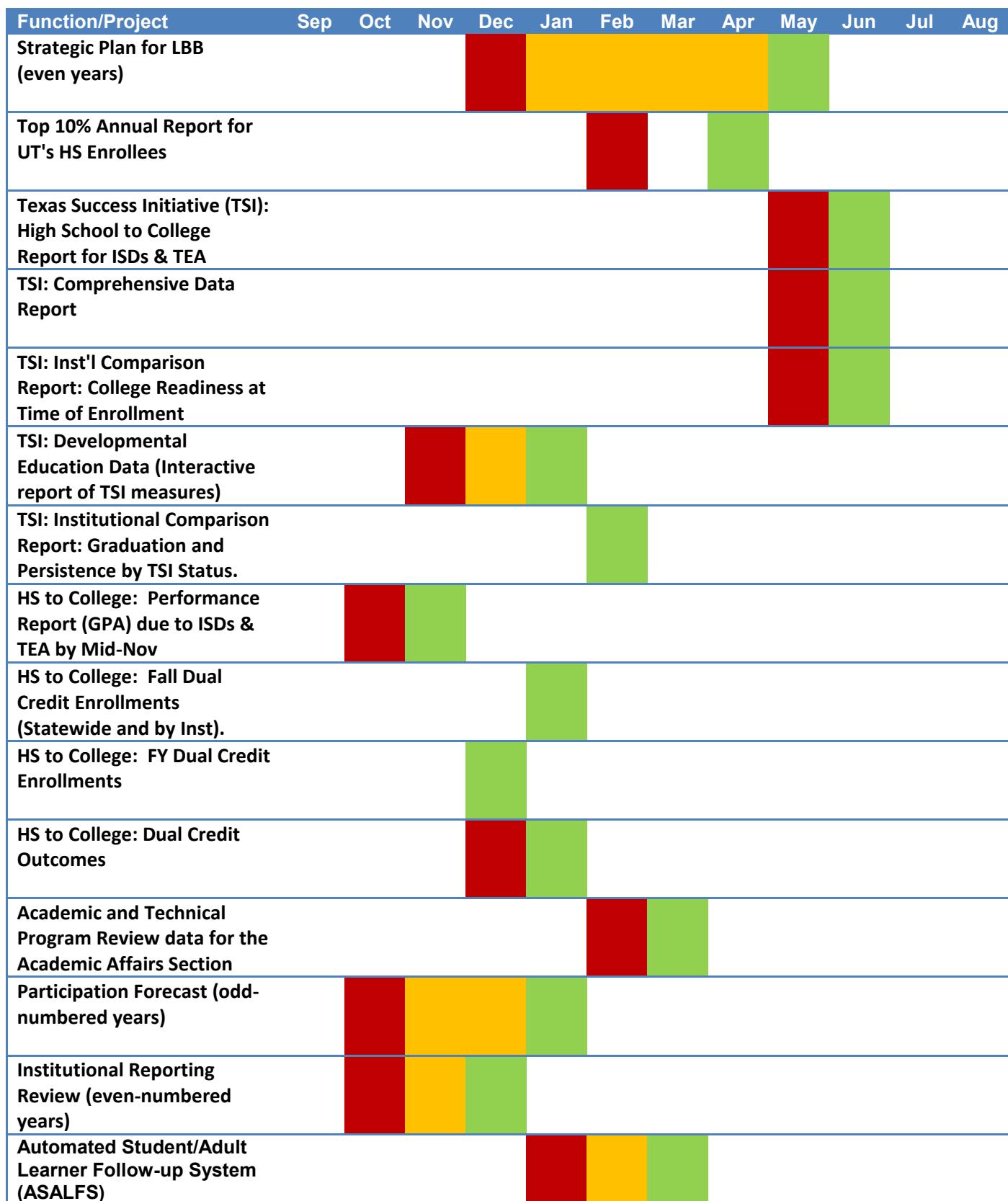
The Office of Planning serves all THECB operational units. Public institutions of higher education are regular users of the data prepared and posted by the Office of Planning. The Legislature, executive offices, P-16 Councils, independent universities, career colleges, and many others use online data and submit ad hoc requests as needed. National organizations concerned about higher education and sections of the U.S. Department of Education utilize data from the THECB and call upon the expertise of staff to advise them.

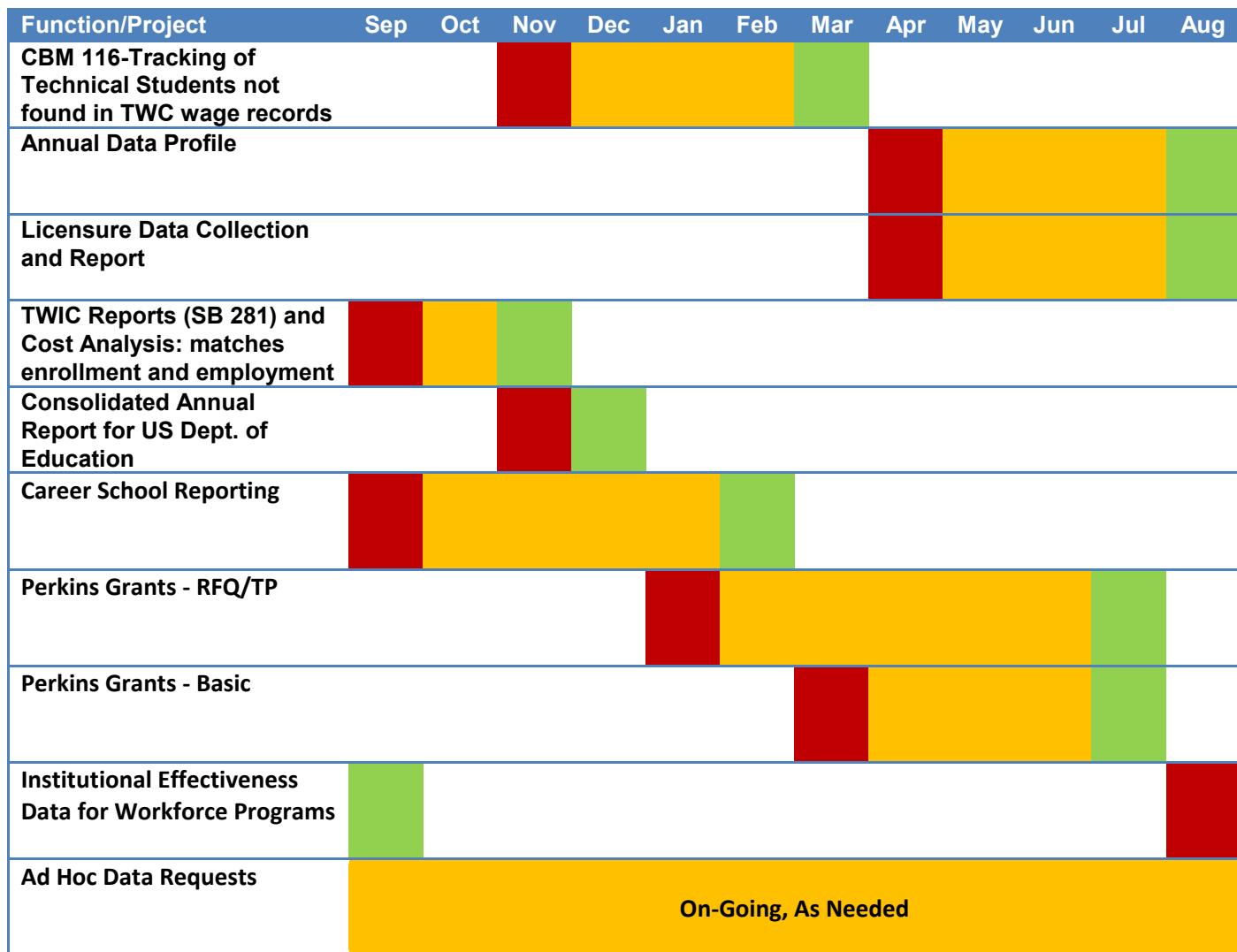
F. Describe how your program or function is administered. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. List any field or regional services.

There are 10 staff members in the Office of Planning, including one director, one senior program director, three program directors, four data specialists, and one administrative assistant. The director reports to the Assistant Commissioner and Deputy Assistant Commissioner for Planning and Accountability. Three staff members regularly perform functions related to the federal Perkins law and have a portion of their salaries paid with federal funds. The eight staff members who write data extraction programs are extensively cross-trained, even though most members have specific topics of concentration or expertise.

The majority of routine data reports prepared by the Planning Office are on an annual cycle. The actual completion of reports depends on the timely receipt of required data. Key milestones are indicated below.







G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. For state funding sources, please specify (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

This function is funded from a combination of federal and state resources. The primary source of funding is from general revenue appropriations from the *Close the Gaps—Planning/Info strategy* within the THECB's Budget Goal A: Close the Gaps in Higher Education. This function is also supplemented by federal funding allocated to the THECB to administer the higher education portion of the Perkins Grant program for Texas. General Revenue appropriations dedicated to this function is as follows:

| FY 10 | FY 11 | Total |
|-----------|-----------|-------------|
| \$505,407 | \$517,895 | \$1,023,302 |
| FY 12 | FY 13 | Total |
| \$491,416 | \$491,416 | \$982,832 |

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions. Describe the similarities and differences.

Staff in the Office of Planning and the Education Data Center work together to produce data and respond to data requests. Although higher education institutions, systems, and districts have institutional research staff that assess data for their respective institutions, there are no other entities in Texas that can provide the same services as the THECB because of the agency's access to data as the state's designated higher education agency. The state needs to evaluate the performance across Texas public institutions of higher education.

The ability of the Office of Planning to track students as they move through an increasingly diverse and fluid education system permits evaluation of critical preparation and transfer functions.

The data and information produced by the Office of Planning enhances the contributions of higher education to a vibrant state economy. The office is the link between higher education and the workforce system. Staff work closely with the Texas Workforce Commission (TWC) to tie employment industries with higher education fields of study, and through the receipt of individuals' wage records, track the employment of current and former students. Entities, such as the Texas Education Agency, Texas Learns, Texas Rehabilitation Commission and the Texas Youth Commission, are similarly served by tracking clients into the workforce and higher education. The THECB is the only state agency that can make the employment and education link.

I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency's customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.

As mentioned above, there are no other organizations that can provide the institutional performance evaluations undertaken by the Office of Planning and the Education Data Center. However, to facilitate more

extensive use of the valuable data collected, the THECB's Planning and Accountability Department provides state higher education data to university system offices and to Education Research Centers.

To ensure that only needed and unduplicated data is collected by the THECB, the agency established the Data Collection Committee to review all internal requests before the collection of new data elements and discusses the analyses to be done. The agency stresses that staff should utilize the services of the Office of Planning for data services.

One example of a THECB MOU that illustrates collaboration and coordination with other agencies to efficiently serve data needs is an agreement with the Texas Workforce Commission (TWC) to share a variety of data:

- Wage data—used for the Accountability System's measures on graduates' status, including employment.
- Exit Cohort Report data—which includes employment data not only for public two-year and four-year institutions, but also for independent and for-profit career institutions.
- Metrics included in the Texas Workforce Development Strategic plan “Advancing Texas”—such as graduates' employment immediately after graduation and employment retention.

The data collected and shared between the THECB and TWC is used for a variety of purposes to include satisfying federal reporting requirements of the Perkins program and Adult Education performance. Many federal grant opportunities for Texas also require such data as part of application and evaluation purposes.

- As required by Texas Labor Code, THECB uses the employment data for fulfilling the requirements of the Automated Student and Adult Learner Follow-Up System (ASALFS) for each agency included in the requirements(<http://www.txhighereddata.org/reports/performance/ctcaslf/ctcasf.cfm>; <http://www.cdr.state.tx.us/researchers/researchers.asp>). The collaboration between the two agencies (THECB and TWC) was praised and offered as example by the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) and mentioned at national conferences.

J. If the program or function works with local, regional, or federal units of government include a brief description of these entities and their relationship to the agency.

The Office of Planning provides data for several national entities:

- The U.S. Department of Education, Office of Vocational and Adult Education(DOE-OVAE), which requires annual reporting of data on career and technical programs;
- National working groups organized by DOE-OVAE: due to expertise in technical education and workforce data, Planning staff was invited to join workgroups to develop much-needed documents, including a dictionary of data that every state should collect, evaluation of program of study, technical skills assessment, and a crosswalk between programs of study and the occupations they lead to;
- Achieving the Dream (AtD): Planning staff was invited to be part of the data team that defined measures for evaluation of the program, as Texas has complete data going back 20 years and has the capability of tracking students through postsecondary education in different types of

institutions. For the second phase of the project, the Office of Planning will produce an AtD report for each community college.

- Complete College America: as Texas joined the initiative, Planning staff produced data to be reported to the national coordinators and was invited to be part of the discussion on the definitions of measures.
- Collaboration with educational research institutes: entities like Pell Institute, Academy for Educational Development (AED), and the Center for Public Policy Priorities request Texas data to include in their studies.

The Office of Planning also provides data to independent school districts by request or in reports posted on the website.

K. If contracted expenditures are made through this program please provide:

- the amount of those expenditures in fiscal year 2010;
- the number of contracts accounting for those expenditures;
- a short summary of the general purpose of those contracts overall;
- the methods used to ensure accountability for funding and performance; and
- a short description of any current contracting problems.

N/A

L. What statutory changes could be made to assist this program in performing its functions? Explain.

N/A

M. Provide any additional information needed to gain a preliminary understanding of the program or function.

Texas Higher Education Accountability System

On January 22, 2004, Governor Perry issued Executive Order RP 31 requiring the THECB to collaborate with institutions and university systems to create an accountability system for Texas public higher education. The system was to provide “the information necessary to determine the effectiveness and quality of the education students receive at individual institutions” and to provide “...the basis to evaluate the institutions’ use of state resources.” The Accountability System has evolved into a robust collection of the most pertinent measures of institutional performance.

The THECB collaborated extensively with public institutions as well as legislative and executive staff on the selection, definition, and calculation of measures for the Accountability System. The System provides data on all 38 public universities, nine health-related institutions, four Texas State Technical Colleges, three two-year Lamar State Colleges, and 50 two-year community colleges and districts.

Closing the Gaps, the statewide plan for higher education, is the structure around which accountability measures are organized. *Closing the Gaps* calls for alignment between racial/ethnic groups in Texas in the

areas of participation, success, excellence, and research. These became the four cornerstones of Accountability, along with institutional efficiency and effectiveness.

One reason often cited for the support of *Closing the Gaps* is the intuitive nature of the plan. It has a limited number of explicit goals and targets. For similar reasons, the Accountability System was designed to have a limited number of key measures in each of the primary areas, plus a more extensive set of contextual measures to inform the data reflected in the key measures. The measures are not static; they can be, and have been, changed as needed when more appropriate measures have been selected.

The data reported in the Accountability System comes primarily from reports that institutions submit to the agency. The use and examination of the institutional data have contributed to reporting improvements. The availability of readily accessible data that can be downloaded has helped the THECB to be a leader in the movement to be “data-driven.”

Because comparisons between institutions are inevitable when data on many institutions are presented, the THECB developed an approach that acknowledges institutional differences but stresses that some institutions are more similar than others. In the Accountability System, institutions have been grouped with in-state and out-of-state peers for “like” comparisons. The groups are *neither permanent nor prescriptive* and are periodically reviewed to reflect institutional changes as well as changing higher education needs.

The university peer groups are Research, Emerging Research, Doctoral, Comprehensive, and Master’s. Placement in these groups is based on general academic mission and certain key indicators, such as size, number of graduate programs, and research expenditures. Community colleges are categorized into four groups, which are based primarily on institution size, called Very Large, Large, Medium, and Small. In addition, health-related institutions form a separate peer group as do state two-year colleges.

Besides being useful for appropriate data comparisons, the peer groups are at the heart of the second major function of the Accountability System: institutional improvement. The accountability process is not used to single out institutions for their performance, but rather it is designed to help institutions share best practices and discuss pertinent issues with their peer groups.

Texas’s Accountability System has received national recognition. In its 2008 publication, *Ready to Assemble: Grading State Higher Education Accountability Systems*, the Education Sector evaluated the states in 21 categories on the collection and use of data to affect improvement. Texas’s System was deemed a “best practice” and was one of three states that earned that label for making its accountability system user-friendly. It was also recognized as an overall national best practice.

<http://www.txhigheredata.org/Interactive/Accountability/>

A. Provide the following information at the beginning of each program description.

| | |
|------------------------------------|---|
| Name of Program or Function | FUNCTION: Office of Research and Evaluation |
| Location/Division | Planning & Accountability Department/ Division of Academic Planning & Policy |
| Contact Name | Linda Hargrove, Director |

B. What is the objective of this program or function? Describe the major activities performed under this program.

The main objective of the Office of Research and Evaluation is to address and support the agency's and public's need for information about the efficacy of major programs, policies, and initiatives relevant to the higher education mission including (a) how they operate, (b) how successful they are, and (c) how they may be improved. This function encompasses a variety of general activities such as:

- Designing and developing research, analysis, and evaluation studies and study methodologies (e.g., cross-site or site-specific studies, program or intervention comparisons of effectiveness, etc.);
- Designing data collection instruments and determining appropriate data collection methods;
- Acquiring and organizing external data files and longitudinal data repositories suitable for research, analysis, and evaluation use;
- Conducting a variety of quantitative and qualitative data analyses by programming and using statistical analysis computer programs and other analysis tools;
- Deriving relevant conclusions/recommendations from research, analysis, and evaluation results;
- Critiquing, managing, and evaluating the research, analysis, and evaluation work proposed or conducted by others inside, outside, or contracted by the agency;
- Developing Requests for Proposals/Applications (RFPs/RFAs), contracts, and grant proposals to conduct research, analysis, and evaluation work; and
- Providing technical assistance and training on research and evaluation data, methods, analyses, results, and findings to internal and external stakeholders.

Primary responsibilities of the Office of Research and Evaluation within the Planning and Accountability Department include:

Education Research Center (ERC) Data and Administrative Support

- Managing, administering, and maintaining the Education Research Center (ERC) data repository, which provides data resources to three university-based ERCs, and others approved to conduct research at the ERCs on approved projects;
- Providing technical support and oversight of the ERCs and their collaborative partners;
- Developing agreements for additional types of data to be included into the ERC data repository (see list in section (C) below); and

- Managing and supporting administrative/policy and oversight work conducted by the Joint Advisory Board (JAB) which reviews ERC operations and approves research proposals submitted by researchers through a sponsoring ERC.

Research and Evaluation Management, Oversight, and Support

- Managing and monitoring secure, online and streamlined methods (e.g., via SharePoint, Survey Monkey, agency-developed applications) for collecting program- and site-specific data from postsecondary and secondary institutions and non-governmental entities served by state, federal, and private grant-funded programs (see list of examples under C below).
- Managing and reviewing research and evaluation services contract work in major program areas such as: the Pathways Project, which focuses on curricular alignment and coordination with leadership within the four geographic regions of school districts and higher education partnerships on Pathways data reports, data-sharing agreements, and team activities; initiatives to develop innovative curricular materials and teaching/learning strategies; developmental education; summer, intensive, STEM, and other transitional types of college preparation bridging programs; nursing education, educator preparation, and P-16 faculty professional development; local, regional, and state secondary and postsecondary partnerships to improve college participation and success (see list of contracts under K).
- Conducting and/or summarizing findings from various annual reports:
 - Developmental Education Program Survey (2010);
 - College and Career Readiness Standards Faculty Survey (2009);
 - Baseline telephone survey of college-going awareness (2009);
 - Data Fellows pre- and post-training surveys (2010), among others.
- Conducting and summarizing findings from several site visits pertaining to College Access Challenge Grant (CACG) and other programs to probe for successes, challenges, lessons learned, and other outcomes.

Research and Evaluation Technical Assistance and Reporting

- Providing and presenting customized reports of data analyses specific to four sets of Pathways secondary and two-year and four-year postsecondary institutional partners on a scheduled basis, which includes training on the data and how to develop “data-driven” questions regarding educational policies, programs, and practices.
- Compiling and preparing the *[Consolidated Annual Program Evaluation Report](#)*, which provides summaries, results, and lessons learned from THECB direct service and administrative programs or commissioned reports on related programs.
- Providing grant-funded *Data Fellows* training to administrators from a small set of school districts and two- and four-year postsecondary institutions on data that follow students from high school graduation through postsecondary or beyond.
- Providing technical assistance to institutional project coordinators of THECB grant-funded projects on the design and implementation of program evaluation methods, data collection, and analyses.
- Researching and preparing data customized for specific research, evaluation, and program implementation and support uses by others including:
 - Appropriate assessment data for measuring program outcomes.
 - Datasets for the Rider 60 study of academic, demographic, and financial aid variables related to college persistence and graduation.

- Free Application for Federal Student Aid (FAFSA) data to use in reporting the rates that high school graduates served in federally funded College Access Challenge Grant (CACG) programs submit FAFSAs.
- Pathways data files to conduct data analyses for each of four subject area faculty vertical alignment teams in each of four Pathways regions (San Antonio, Houston, El Paso, and the Rio Grande Valley); and
- Data files specific to student participants in a number of state, federal, and other externally funded programs tracking their college-going, persistence, and degree/certificate completion rates (e.g., various bridging programs, CACG grant programs, Pathways, etc.).

C. What evidence can you provide that shows the effectiveness and efficiency of this program or function? Provide a summary of key statistics and performance measures that best convey the effectiveness and efficiency of this function or program.

The Office of Research and Evaluation supports the development of data sources and information specific to research and evaluation related to agency-funded pilot and standing programs and higher education policies, practices, and initiatives. The effectiveness and efficiency of the unit is evidenced by the following relative to key responsibilities:

ERC Data and Administrative Support

- The ERC data repository provides researchers working through an ERC a single, secure, and legally compliant (i.e., protecting private information of students and parents under the Family Educational Rights and Privacy Act, or FERPA) resource for researchers to access a wide variety of P-16 longitudinal data for research that benefits education in Texas. This eliminates the need for researchers to enter into multiple agreements to access data through multiple school districts, higher education institutions, state agencies, or other entities and saves time at these organizations because ERC sites can efficiently handle the administration of these data for research use.
- Since the 2006 legislation establishing the ERC mechanism was passed, the data repository has been constructed and currently includes the following types of yearly files, many dating to the 1990's:
 - Texas Education Agency (financial – 4 types; organizational – 4; student demographic, academic, and testing – 26; school district staff – 5; code tables – 99).
 - State Board of Educator Certification (3 types).
 - Texas Higher Education Coordinating Board (student/class – 16 types; faculty – 2; facilities/room/building inventory – 5; financial aid – 1).
 - Texas Workforce Commission (wage reports – 1 type).
- Agreements have also been pursued to add data from the:
 - Independent Colleges and Universities.
 - Texas Workforce Commission.
 - College Board and ACT, Inc. testing organizations.

Research and Evaluation Management, Oversight, and Support

- Research and Evaluation staff manage and monitor mechanisms for collecting non-routine evaluation and other program data specifically required of THECB funded sites. This allows for secure and easy, FERPA-compliant data submissions responsive to short-term program evaluation needs without the need for high-level training or complex software from staff at multiple organizations. As a result, the use of appropriate metrics for measuring program impact, accurate and secure data collection and analyses, and consistent

and substantive communication and reporting across THECB's programs is ensured. Examples of program areas with specific data collections include:

- CACG Community Partnerships and three types of College Connections programs.
 - Course Redesign and Faculty Professional Development projects.
 - Development Education Summer, Intensive Summer, High School Summer, and College Transitional types of bridging programs.
 - Engineering Recruitment and Engineering Summer programs.
 - Hospital-based Nursing Education Partnership, Minority Health and Research Grant Program, and Nursing Innovation Grants.
 - Texas Governor's Schools and Work Study Mentorship programs.
- Given the number (46) of direct service or administrative programs and commissioned reports under THECB supervision in FY 2010 (see latest [Consolidated Annual Evaluation Report](#)), contracting research and evaluation work allows the agency to maintain efficient and stable FTE staffing of the this function, as the number of programs and sites served varies with changes in funding.

Research and Evaluation Technical Assistance and Reporting

- Providing technical assistance and reporting in a variety of venues and formats reduces the need for key stakeholders internal and external to THECB to spend staff time and resources doing what THECB Research and Evaluation can do more efficiently and consistently across multiple sectors and constituencies. For example:
 - Pathways partner institutions provide data to THECB and designate THECB to run research analyses for them rather than exchanging data with each other and running analyses that may be duplicative if done by each.
 - Consolidating descriptions of THECB programs, evaluation results, and lessons learned into one report (*Consolidated Annual Program Evaluation Report*) saves time and provides a starting reference to these programs for THECB leadership, board members, program directors and participants, and other stakeholders.
 - Training and reporting to others on the uses of P-16 research and evaluation data and results can help lead to improvements in educational programs, policies, and practices and selection of best programs and practices at the local, regional, state, and national levels.

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent.

During the Third Called Session of the 79th Texas Legislature, the Educational Research Centers (ERC) were established to make de-identified student data available to researchers. The THECB worked with the Texas Education Agency to make that possible. The model developed to establish these Centers has been used as an example of the best method of data sharing by the U.S. Department of Education. It does however require a time commitment by the agencies to prepare the data for the researchers, review the applications for research, and monitor the security issues at each ERC site.

The Office of Research and Evaluation within the Planning and Accountability Department began in 2006 with the acceptance of three proposals to operate an Education Research Center (ERC) and the approval of the initial group of research topics. Also in 2006, a Research Specialist was hired to design and construct the

ERC data repository and to provide administrative and policy support to contracted ERCs and the Joint Advisory Board in overseeing ERC operations. A few months later, a Senior Program Evaluator position was filled so program evaluation and research work with a number of newly funded P-16 and other new agency programs and initiatives could be planned and implemented. As more programs and initiatives were implemented in 2007, one Senior Research Specialist and another Research Specialist were hired, followed by another Research Specialist in 2008 and a temporary Program Evaluator, funded by the federal CACG grant, in 2009. A full-time director was hired in the fall of 2010. A part-time Intern position has been filled periodically as additional staffing has been required and suitable candidates were available. The function has not changed from the original intent.

E. Describe who or what this program or function affects. List any qualifications or eligibility requirements for persons or entities affected. Provide a statistical breakdown of persons or entities affected.

THECB administration and provision of ERC data has led to the consideration of about 100 proposals submitted to the Joint Advisory Board (JAB), a special committee comprised of researchers, the Commissioner of Education, and the Commissioner of Higher Education. Proposals must be reviewed and sponsored by one of the three ERCs prior to JAB review and approval/rejection. Research proposals must address how findings may benefit education in Texas, among other review criteria used by the JAB. Research has the potential for broad-scale impact on education in the state, due to the uniquely comprehensive data on students from prekindergarten through postsecondary education and work.

In addition, Research and Evaluation staff members manage, oversee, and support the evaluation of an average of 30 to 40 programs each year. About half of the evaluation work is contracted externally but supervised by Research and Evaluation staff. Primary users of evaluation findings are the THECB program directors, who use the information to modify the THECB's grant-funded programs, make educated funding decisions, and communicate information about best practices to institutional program coordinators. The THECB programs and initiatives potentially affect not only the students, parents, educators, faculty, and institutions served, but research and evaluation findings help inform agency and state leaders, the public, and other policy makers.

The Office of Research and Evaluation also manages, provides instructions to, and monitors data collected from hundreds of individuals situated in a variety of institutions and organizations. Directors at the THECB program sites must submit lists of authorized personnel who will make the data submissions to a secure site for approval by THECB staff. Research and data analyses are also provided upon request to four sets of Pathways regional partners in the San Antonio, Houston, El Paso, and Rio Grande Valley areas for use in developing innovations to improve P-12 to postsecondary curricular alignments and, hence, students' readiness for college. Each semester, up to two types of data analysis reports are run for each of the existing subject area vertical teams (at least four in each region) specific to each region overall, as well as summary reports specific to each school district (about 50 total) and each two-year (four plus two community college districts) and four-year postsecondary (11) partner. Planning and Accountability and P-16 staff members assist the regional coordinators and/or vertical teams in formulating these data report requests and provide training on how to interpret and use the reports.

The Office of Research and Evaluation also provides a considerable amount technical assistance so others can be trained on data, research, and evaluation activities, as well as providing presentations and reports on data, research, and evaluation findings. Recipients of technical assistance and communications have

included: secondary and postsecondary personnel at the Pathways sites, P-16 councils, specific program conferences and trainings, THECB board and staff, legislative leaders and staff, students, parents, and the public at large.

F. Describe how your program or function is administered. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. List any field or regional services.

There are six Research and Evaluation staff members including: one director, one senior research specialist, one research specialist, one senior program evaluator, one program evaluator (temporary), and one half-time Intern (temporary). Division administrative and support staff also support the function. The director reports to the Assistant Commissioner and Deputy Assistant Commissioner for Planning and Accountability. The program evaluator position is funded by a combination of state and College Access Challenge Grant federal funds, while the research specialist position devoted to the ERC data responsibilities is funded by a private grant. Other staff positions are supported with state funds. While staff members are familiar with work done by their coworkers, each staff member has extensive responsibilities within their own work assignments, ongoing work volumes, and areas of specialized expertise.

Yearly additions of data files to the ERC data repository and to the Pathways partner school districts and two- and four-year institutional databases occur on annual cycles. Program evaluation and other research study ad hoc data collections and compilations may occur on annual basis or over the defined cycle of the study, program, or initiative. Actual completion depends on timely receipt of necessary data. Compilation of the necessary information and data for the *Consolidated Annual Program Evaluation Report* requires extensive coordination with a number of agency program coordinators and other internal staff and contract evaluators.

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. For state funding sources, please specify (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

This function is funded from a combination of federal, state, and private resources. The primary source of funding is from general revenue appropriations from a combination of the Close the Gaps—Planning/Info strategy and the Close the Gaps—College Readiness strategies within the THECB’s Budget Goal A: Close the Gaps in Higher Education. This function is also supplemented by federal funding allocated to the THECB to support program evaluation. Finally, funds from private sources, including the Houston Endowment and the Bill and Melinda Gates Foundation, support evaluation and oversight functions of the unit.

| FY 10 | FY 11 | Total |
|--------------|--------------|--------------|
| \$385,082 | \$394,597 | \$779,679 |
| FY 12 | FY 13 | Total |
| \$374,422 | \$374,422 | \$748,844 |

In FY10, the U.S. Department of Education support for evaluation was \$53,628, private funds from the Houston Endowment for support of the *Pathways Project* was \$55,112, and private funds from the Gates Foundation to support the ERC oversight was \$37,420.

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions. Describe the similarities and differences.

A number of state agencies, higher education institutions, and school districts have research and evaluation functions; however, the scope and types of stakeholders served, as well as the THECB's mission, varies from the other agencies and institutions. By statute, the THECB was directed to administer and maintain the ERC data repository, as it is charged with funding, administering, researching, and evaluating the effectiveness of specifically targeted higher education program, initiatives, policies, and practices. Only the THECB has the unique legal authority to easily access and collect the data required to address and report consistently on its specific research and evaluation needs.

I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency's customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.

The types of responsibilities and authority of the THECB, the Texas Education Agency (TEA), the ERCs, and the JAB are specifically outlined in statute, administrative rules, policies, and contracts, as is the case for the THECB's customers affected by the programs and initiatives that are addressed by the research and evaluation function. For example, duplication of effort or conflict with other entities or customers is avoided through use of:

- Contracts with/among:
 - ERCs and their collaborative partners.
 - External researchers and evaluators.
- MOUs with/among:
 - TEA concerning ERC data.
 - Higher education institutions concerning data.
 - Pathways partners concerning data sharing. (Currently, there data sharing agreements that involve about 50 school districts, four two-year institutions, two community college districts, and 11 four-year institutions.)
- Regularly scheduled meetings and communications with:
 - JAB and/or ERCs concerning charge, agenda, and policies.
 - External researchers and evaluators concerning schedule and statement of contract work.
 - THECB program and other relevant staff to distinguish program administration from research and evaluation tasks, etc.

J. If the program or function works with local, regional, or federal units of government include a brief description of these entities and their relationship to the agency.

The Office of Research and Evaluation works with a variety of local, regional, and federal units of government including:

- JAB, ERCs, and TEA in its work with ERC data and administration (relationships specified via statute, MOUs, and contracts).

- Directives to each of the three ERCs and collaborative institutional partners to provide contracted research or evaluation work to THECB on specified projects (THECB has some state governance authority over the institutions housing the ERCs, as well as statutory authority to require research-related work via directive).
- Contracts with researchers at various higher education institutions to conduct research and evaluation work (THECB has state governance and contractual authority with these institutions).
- Pathways partner school districts and postsecondary institutions in the San Antonio, Houston, El Paso, and Rio Grande Valley area (THECB has some state governance authority over the higher education institutions, but no authority over the K-12 school districts except via MOUs or contracts).
- Houston Endowment sub grant via Houston Community College District (HCCD) to partially fund THECB Research and Evaluation contract work for HCCD on the Pathways project in the Houston area (THECB has some state governance authority over HCCD).
- US Department of Education regarding acquisition of FAFSA data (many federal statutes, regulations, and funding from the Department affect THECB).

K. If contracted expenditures are made through this program please provide:

- the amount of those expenditures in fiscal year 2010;
- the number of contracts accounting for those expenditures;
- a short summary of the general purpose of those contracts overall;
- the methods used to ensure accountability for funding and performance; and
- a short description of any current contracting problems.

The Office of Research and Evaluation works with a variety of public and private institutions to perform evaluation of College Readiness Programs funded by the agency. Funding is both from State, Federal and Private Sources.

In FY 2010, \$317,367 was expended on eight external evaluators. The purpose of the evaluation was to report on multi-site programs. Payment for the services contracted was based on submittal of deliverables on an agreed upon timeline. Final payments were contingent on the satisfactory completion of contract requirements.

The only contracting difficulty that has occurred in the past is related to the timing of evaluations which often extends beyond the program/funding year.

In FY 2010, \$120,300 was expended to support the creation of Pathways models in the Alamo Community College (\$37,662) and El Paso Community College (\$82,638) service areas. Each area was required to hire a coordinator to work with area school districts and universities to create vertical curriculum teams to align instruction in the next level.

L. What statutory changes could be made to assist this program in performing its functions? Explain.

N/A

M. Provide any additional information needed to gain a preliminary understanding of the program or function.

The Texas Pathways Project

The *Texas Pathways Project* is a project of curriculum-centered regional partnerships between secondary and postsecondary institutions designed to improve data sharing and identify local curricular and policy improvements to smooth student transitions between high school and college. At the heart of these regional partnerships are subject-specific vertical teams in English, math, science and social studies, comprised of high school teachers, community college instructors, university faculty members and institutional leaders. Using the Texas Career and College Readiness Standards (CCRS), collected data provided by the THECB, and guidance from regional coordinators, these multi-level vertical teams identify successful course-taking patterns, implement vertical curricular alignment, and develop solutions to address local barriers impeding high school to college transition.

Texas Pathways are currently in the Houston, El Paso, Rio Grande Valley and San Antonio areas including Independent School Districts (ISDs), community colleges, a state technical college, and public, four-year universities. Institutions in Texas Pathways have agreed to or have transmitted seven years of student level enrollment, course, and graduation data and authorized faculty and other staff to participate in the Texas Pathways program.

The *Texas Pathways Project* has five primary goals:

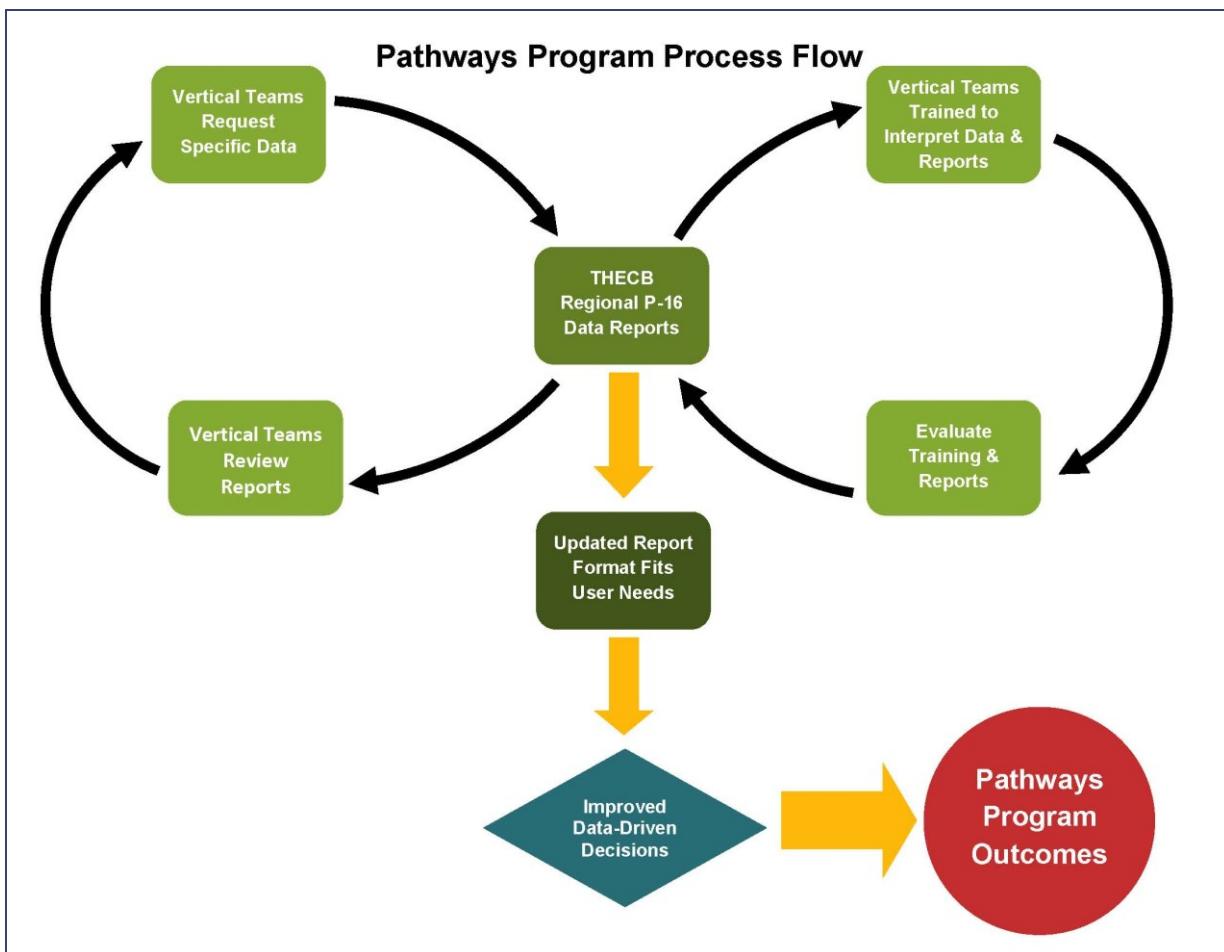
- 1) Align core subject curriculum (English, math, science and social studies) through multi-level, subject-specific vertical teams;
- 2) Improve access to, analysis of, and use of data to enable decision-making;
- 3) Increase student success by expediting the transition from secondary to postsecondary institutions through locally determined curricular and policy changes;
- 4) Create a replicable program model for use in other regions within the state and nationally; and
- 5) Institutionalize program elements and processes so they become an everyday part of curricular planning and educational policy development at both secondary and postsecondary institutions.

In order to achieve these goals the program uses three strategies:

- 1) **Form a Regional Partnership:** Based upon regional secondary to postsecondary feeder patterns, create a formal partnership educational institutions and the THECB, using Memorandums of Understanding (MOUs), that allows all entities to share student-level enrollment, course, and graduation data and the THECB to produce FERPA-compliant, region-and school-specific reports for use by vertical teams. Formation of the regional partnership also includes a commitment from subject-area instructors and their leadership to participate in the vertical teams. Partnership agreements will be designed to continue after the grant period.
- 2) **Increase Data Access:** By partner institutions agreeing to share data, the THECB is able to produce region- and school-specific reports that track individual students from secondary to postsecondary institutions including previously unavailable data such as course grades. Combined with subject area curriculum information for each institution, local educators are able to determine how various secondary courses impact student success in the same-subject gateway courses at different postsecondary institutions in the region. Because teams are comprised of local instructors and leaders, they are able to quickly implement curricular and policy interventions that can directly impact student success (e.g. increase course completion, increase degree completion)

by reducing the need for remediation and thereby decreasing time-to-degree and improving persistence.

- 3) **Increase Understanding of Data:** THECB program staff members, in collaboration with regional areas' leadership, provide professional development to educate vertical teams on how to request, understand, and use their shared data to identify and resolve local barriers to successful high school-to-college transition. The THECB trained staff also evaluate the effectiveness of locally made changes and recommend improvements. This program process creates an ongoing cycle of data generation, intervention, review, and improvement designed to better academically prepare students and eliminate transitional barriers between secondary and postsecondary educational levels. It also creates a sustainable knowledge base, instructional materials, and curriculum and policy development process that is easy to integrate into existing institutional processes. The figure below illustrates the Texas Pathways program process flow.



Vertical Team Structure

The *Texas Pathways Project*'s most valuable asset will be the subject-area vertical teams (VT's). The VT's are designed and formed based on the best practices from similar curricular alignment projects in Texas (Texas Education Agency 2010; Texas Higher Education Coordinating Board, 2009) and other states (Cal-Pass 2011) as well as the Common Core State Standards (National Governors Association Center for Best Practices & The Council of Chief State School Officers, 2010). Like many vertical alignment programs, Texas Pathways recruits public education high school teachers and postsecondary faculty from two-year and four-year institutions to serve on the vertical teams. However, the Pathways model is innovative in that it recruits secondary and postsecondary administrators (e.g., curriculum specialists, chairs of postsecondary content area departments, college deans, and state agency staff members). The addition of administrators in many Texas Pathways teams has proved useful because these educational leaders have the ability to make systemic policy changes or have direct contact with those individuals who can.

In order to foster equality across secondary and postsecondary institutions, vertical team (VT) membership is equally composed of both secondary and postsecondary representatives and a representative from each postsecondary institution and independent school district in the local feeder pattern. Vertical team members are educated about their role and responsibilities which include attending meeting, completing assigned tasks developed by the team, and communicating findings to other staff at their home institutions.

VT's are structured with two forms of leadership. The first form of leadership is the Regional Coordinator. The Regional Coordinator leads all vertical teams in a region, provides material support, helps organize team meetings, trains and supports co-chairs and VT members, helps VT's with understanding P-16 data, and serves as the primary contact between the teams and regional and state leadership. The main responsibility of Texas Pathways Regional Coordinators is to ensure the VT's are able to focus on curriculum alignment issues and successful student transition to higher education without being burdened by administrative issues.

The second form of Texas Pathways leadership in vertical teams is the VT Co-chairs. Each VT elects two co-chairs, one from a secondary and one from a postsecondary institution, to help ensure equality between educational levels. Vertical Teams Co-chairs have more responsibilities than other VT members including making and maintaining contact with potential and current faculty team participants in the region, arranging meeting logistics, attending and facilitating all VT meetings, maintaining regular communication between and among participants, and working with their Regional Coordinator to report and document VT activities.

These two forms of leadership promote sustainability of Texas Pathways regional teams. The Regional Coordinators and Co-chairs will act in concert and the VT Co-chairs, after initial training, can provide leadership if either is temporarily absent. This type of sustainability was identified in the San Antonio Pathways pilot project.

Data Access and Understanding

For *Texas Pathways Project*, the THECB has signed data sharing agreements with all partner institutions in the project. Both secondary and postsecondary institutions have agreed to transmit five to seven years of student-level enrollment, course, and graduation data. This data collection allows VT's and Texas Pathways partner institutions to track students from secondary to postsecondary institutions; determine the correlation between secondary course grades and postsecondary success; and determine how various secondary course taking patterns impact postsecondary success and degree completion.

The THECB has developed standardized reports that track student paths from their high school courses into their first-year postsecondary courses and report their outcomes for those courses (e.g. success and completion). As part of the *Texas Pathways Project*, VT's are trained on how to read, understand, and make data driven decisions using these standardized reports. These reports and VT members' own experience help them to identify problems in local alignment and institution-specific secondary-to-postsecondary policy barriers to transition. Once teams identify areas of concern, they will collaborate with THECB to generate specialized data reports to further elucidate the identified problems. As part of their training, VT members are trained and encouraged to make report and data requests to THECB research staff when new questions arise.

To support the sustainability of Texas Pathways and replicate the model statewide, the THECB is working toward development of online data report systems that would allow regional partnerships and their VT's to access data and create any needed report without direct intervention from THECB researchers. Once the online reporting system is publically available, the THECB could focus its researchers, methodological experts, and evaluators on more complex interventions and research questions.

Professional Development

Texas Pathways training has three professional development components critical to maximizing VT efforts.

Team Effectiveness Training

During the first three to four meetings, the Texas Pathways VT's will undergo team effectiveness training. During these meetings, the responsibilities of team members, co-chairs, regional coordinators, and THECB researchers are presented. Each team works collaboratively on establishing team norms, rules, and goals. In addition, VT's review literature, videos, and examples of best practices of Texas Pathways vertical teams.

Secondary and Postsecondary System Training

Most vertical team members are highly knowledgeable about their own subject area and educational level (secondary or postsecondary) but only limited familiarity with areas and levels outside of their professional experience. During the first six months of the VT meetings, all team members are exposed to the system, terminology, and culture of other educational levels. The teams review the Texas College and Career Readiness Standards (CCRS) and the Texas Essential Knowledge and Skills (TEKS), take a college readiness assessment required by Texas postsecondary institutions (THEA, Compass, ASSET or ACCUPLACER), and visit each other's classrooms to understand the different educational environments. In addition, facilitated VT discussions of the differences and similarities between the secondary and postsecondary levels help to educate all team members.

Future Data and Data Decision Making Training

As part of their work, VT members receive regional and institutional data reports that include research methodologies such as cohort and predictive modeling in which they may be unfamiliar or need review. The THECB has identified the need for two training modules to assist those using educational data to inform curricular and policy decisions. With a state-funded infrastructure investment of \$300,000, the THECB will build two online training modules to assist VT members and other P-16 policy groups to understand P-16 data and how to use it to make data-driven decisions. The P-16 data training modules will include information such as understanding cohorts, basic interpretation of statistical information, and how metrics

like graduation rates and persistence rates are computed. The data-driven decision making modules will include topics like building project logic models, basic evaluation techniques, and how to move from data to action. The Texas Pathways VT's will serve a critical role in the development of these training modules. With completion expected prior to the beginning of the second grant year (summer 2012), these modules will be designed for use in the expansion of Rio Grande Valley Pathways to other subject areas (e.g. math and science) and become part of the Pathways model as it expands to other regions in Texas and nationally.

Evaluation

As a program focused on making data-driven decisions, Texas Pathways is structured to provide multiple, embedded opportunities for both formative and summative evaluation. The Texas Pathways project is designed to undergo constant evaluation to improve the project.

Online data reporting manuals for the Pathways sites:

<http://www.txhigheredata.org/ReportingManuals.cfm>

Online description of ERCs:

<http://ritter.tea.state.tx.us/erc/>

Online link to the latest *Consolidated Annual Evaluation Report*:

<http://www.thecb.state.tx.us/Reports/PDF/2130.PDF?CFID=97171&CFTOKEN=99417359>

A. Provide the following information at the beginning of each program description.

| | |
|------------------------------------|---|
| Name of Program or Function | FUNCTION: Office of Finance & Resource Planning |
| Location/Division | Planning & Accountability Department/ Division of Academic Planning & Policy |
| Contact Name | Tom Keaton, Director |

B. What is the objective of this program or function? Describe the major activities performed under this program.

The Office of Finance and Resource Planning is responsible for a wide range of duties such as routinely collaborating with institutions of higher education, convening working and advisory groups to coordinate the activities of 97 public entities across the state, and working with other agencies to ensure functional and operational alignment without unnecessary duplication of effort.

Finance function

The THECB is statutorily required to review all institutions of higher education (as defined by 61.003 TEC). The finance function of the Finance and Resource Planning unit is principally responsible:

- Collection of data related to funding formulas and pertaining to the financial condition of the institutions of higher education;
- Analysis of financial and other information related to institutions of higher education;
- Preparing and publishing reports that represent the financial conditions in higher education; and
- Performing as a clearing house for data and information for the Texas Legislature, other agencies, and stakeholders.

Additionally, the finance staff serves as the committee staff for the Formula Advisory Committees which are critical to informing the appropriations process in the Texas Legislature.

To these ends, finance personnel perform the following studies and produce the following reports on a recurring basis:

- Cost studies
- Faculty Salary Report
- Expenditure Studies
- Formula Funding Recommendations
- Report of Fundable Operating Expenses
- Sources and Uses of Funds
- Nursing Shortage Reduction Program
- Surveys (SHEEO, Grapevine, SREB, ICUT)
- Statistical reports
- Overview of legislative appropriations
- Ad hoc reports as requested

Resource Planning function

Resource Planning staff coordinate the various aspects of facilities in regards to master planning, project approvals, Tuition Revenue Bond (TRB) application and analysis, qualitative and quantitative assessments, annual reports, facilities condition, facilities inventory, and associated audit functions. These duties are critical for the decision making process which results in over \$3.7 billion in capital expenditures per year. In coordinating the project approval process, the Resource Planning staff process applications on a near daily basis.

In order to appropriately serve its coordinating and informational role, the Resource Planning staff produces the following studies and reports on an annual basis:

- Capital Expenditure Plan
- Campus Condition Index
- Space Projection Model
- Space Usage Efficiency
- Housing Report
- Capital Project Status Tracking
- Facilities Inventory

C. What evidence can you provide that shows the effectiveness and efficiency of this program or function? Provide a summary of key statistics and performance measures that best convey the effectiveness and efficiency of this function or program.

The efficiency and effectiveness of Office of Finance and Resource Planning is evidenced by the quantity of quality work performed by an extremely small staff. In the finance arena, one staff member is principally responsible for all studies, reports, and responses (to legislative, institutional, media, and other requesters) as they pertain to each of the higher education sectors (i.e. General Academic, Health-related, and community/two-year colleges). Additionally, these Program Directors routinely lead groups in their assigned areas to coordinate activities and collaborate on key issues as well as serving as the committee staff for formula advisory committees.

The resource planning sector is very similar in regards to the quantity of quality work performed. In the last year, resource planning staff have processed 119 capital projects totaling over \$3.7 billion. Additionally, the leadership of the facility inventory effort and the associated audit function helps ensure the appropriate accountability of over \$33.7 billion in E&G capital assets. This function, as well as the research and production of the reports, are performed by two staff members.

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent.

During an agency-wide realignment in 2005, the campus planning and formula funding functions were consolidated under a single director to coordinate all aspects of institutional resource management.

During the 78th Legislative Session, the THECB was tasked with developing a cost-based matrix to use as a basis for the General Academic Institution Instructional and Operations formula funding model. In cooperation with the institutions, a methodology was developed and the THECB recommended a cost-based methodology to the 79th Legislature, which was adopted. The agency also recommended that the new methodology be phased-in over three biennium so that no institution would be unduly harmed. Full implementation of the cost-based methodology occurred in the 2010-2011 biennium. The cost-based methodology requires staff to conduct a cost study each year.

During the Third Called Session of the 79th Legislature, the THECB was asked to perform a review of the institutional requests for Tuition Revenue Bonds (TRB) for facilities and capital projects. Staff developed objective criteria for the review, which grouped projects into highly recommended, recommended and lesser priority status. This evaluation was submitted to the Legislature. Since that time, the Legislature has requested the THECB review of all TRB projects. In the 82nd Legislative Session, there were 74 projects reviewed.

During the 81st Legislative Session, the threshold for requiring THECB approval was changed from \$1 million to \$4 million upon the agency's recommendation to streamline the process.

E. Describe who or what this program or function affects. List any qualifications or eligibility requirements for persons or entities affected. Provide a statistical breakdown of persons or entities affected.

The roles and responsibilities of the Office of Finance and Resource Planning effect all public institutions of higher education as defined by 61.003 TEC. The production of the information and the coordination of reports directly inform legislators and the legislative processes as well as serve as a strategic and operational facilitative function at the institutional level. The legislature uses the data produced by this office in allocating funds for the institutional funding formulas and the review of Tuition Revenue Bond requests.

F. Describe how your program or function is administered. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. List any field or regional services.

The Office of Finance and Resource Planning workflow and key responsibilities are provided below.

| Project/Function | Timeline | |
|---|----------|---------|
| | START | END |
| Preparation of Quarterly Board and Standing Committee Agenda Material | BRD Cal | BRD Cal |
| Baylor COM Contract | JUN 15 | AUG 15 |
| Statistical Report (web) | TBD | TBD |
| Files Project | TBD | TBD |

| Project/Function | Timeline | |
|--|--------------|-----------------|
| | START | END |
| Receipt and Distribution of Universities, HRI, and CTC Budgets to applicable State Agencies | NOV 1 | DEC 1 |
| Verify Disbursements of Trusteed Funds | | |
| Sources and Uses Report | OCT 15 | JAN 1 |
| Formula Run HRI | SAA | SAA |
| Baylor 8 pay schedule | AUG 1 | SEP 1 |
| Baylor COM Cost of Med Ed | JUN 15 | AUG 1 |
| Baylor COM Tobacco Contract | JUN 15 | AUG 15 |
| Baylor COM Tobacco Funds Disbursement | Quarterly | Quarterly |
| Baylor COM GME funding | AUG 1 | SEP 1 |
| Nursing Shortage Reduction Program - HRI, Univ, CTC | AUG 1 | NOV 1 |
| Overview of Appropriations Act / includes Special Item Rpt | JUL 15 | SEP 15 |
| Receipt of Universities and HRI AFR | NOV 1 | DEC 1 |
| TEG - Cost of Education Calculation | OCT 1 (even) | DEC 1(even) |
| All Formula Advisory Committee (FAC) Appointments | APR 1 (odd) | March 31 (even) |
| University FAC, full committee | APR 1 (odd) | March 31 (even) |
| University FAC, Instruction and Operation (I&O) | APR 1 (odd) | March 31 (even) |
| Community & Technical College FAC | APR 1 (odd) | March 31 (even) |
| Health-Related Institution FAC | APR 1 (odd) | March 31 (even) |
| APC TASSCUBO | TBD | TBD |
| Adoption by Board of formula, sent to LBB and Governor | FEB 1 | JUN 1 (even) |
| Allocation of New Campus Funding | SEP 15 | MAR 1 |
| Agency LAR Performance Measures Worksheets | JUN 1 (even) | JUL 15 (even) |
| Agency LAR Performance Measures report | DEC 1 | JAN 1 |
| MP-1 | APR 15 | JUL 31 |
| MP-2/4 | AUG 15 | NOV 15 |
| Authorized TRB-funded Project Evaluation | TBD | TBD |
| Facilities Inventory | SEP 1 | NOV 1 |
| Space Model Report on Allocation and Use of Space | NOV 1 | JAN 1 |
| Governing Board approved projects | SEP 1 | NOV 2 |
| Average Faculty Salaries Univ. | DEC 15 | JAN 31 |
| Average Faculty Salaries CTC | DEC 15 | JAN 31 |
| Survey - SHEEO Survey | JUL 15 | OCT 31 |

| Project/Function | Timeline | |
|---|---------------|-----------------|
| | START | END |
| Survey - SREB Survey | FEB 1 | APR 1 |
| Survey: Grapevine Survey | JUN 15 | AUG 1 |
| Formula Run, Community & Technical Colleges | SAA | SAA |
| Community College All Funds Expenditure Survey (RFOE) | DEC 1 | JAN 1 |
| Community College 10 pay schedule | JUN 15 | JUL 1 |
| Community College Financial Reporting/GASB 34/35 (AFR Manual) | MAR 15 | JUN 15 |
| Community College Enrollment Audit Adjustments | JUN 15 (even) | JUL 1 (even) |
| CARAT system | MAY 1 | SEP 1 |
| Review of Community College Annual Financial Reports (AFR) | JAN 1 | APR 1 |
| SCRECNA Recap (Formerly Exhibit C) - CTC [CC] | JAN 1 | APR 1 |
| Developmental Education Performance measures | DEC 1 | JAN 1 |
| Audit Confirmations for Community Colleges | OCT 15 | DEC 15 |
| Allocation of Dramatic Enrollment Growth | MAR 1 | APR 1 |
| SCRECNA Recap (Formerly Exhibit C) - CC | JAN 1 | MAR 15 |
| Receipt and Distribution of Community College AFRs | NOV 1 | DEC 1 |
| Survey - ICUT Survey | JAN 1 | FEB 1 |
| Public Funds Investment Act Contract (UNT contract) | SEP 1 | AUG 15 |
| Housing Survey | FEB 1 | JUN 1 |
| Project status tracking | SEP 1 | NOV 1 |
| University FAC, Infrastructure | APR 1 (odd) | March 31 (even) |
| Average Faculty SAL AAUP | DEC 15 | JAN 31 |
| Formula Run General Academics | SAA | SAA |
| Cost Study | NOV 1 | FEB 15 |
| Average Cost of Construction | AUG 1 | OCT 1 |
| Space Usage Efficiency (SUE) | DEC 15 | JAN 30 |
| Deferred Maintenance: Replacement Cost | NOV 1 | JAN 15 |
| IFRS Reconciliation | DEC 15 | APR 30 |
| Attend budget hearings of LARs for Universities, HRI and CTC | TBD | TBD |
| Rules Research & Change | TBD | TBD |
| Finance Department Procedures Manual | MAY 1 | SEP 1 |
| Fiscal Notes including TRB Request | Session | Session |

| Project/Function | Timeline | |
|---|-------------|-------------|
| | START | END |
| Legislative Requests (i.e.; riders, special requests, and data reports) | Session | Session |
| Tuition Revenue Bond Evaluations | JAN 1 (odd) | JUN 1 (odd) |
| Scheduled Audits | Ongoing | Ongoing |

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. For state funding sources, please specify (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

The primary source of funding is from general revenue appropriations from the Close the Gaps—Planning/Info strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education.

| FY 10 | FY 11 | Total |
|-----------|-----------|-----------|
| \$470,323 | \$481,944 | \$952,267 |
| FY 12 | FY 13 | Total |
| \$457,303 | \$457,303 | \$914,607 |

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions. Describe the similarities and differences.

No other programs provide identical services or functions. Similar functions are performed by other entities, but there are important distinctions between higher education and other state agencies. Institutions of higher education are, to a large part, self sufficient with separate Boards of Regents that have a legitimate authority and responsibility to oversee and administer the activities of the institutions. In specified cases, the THECB must, based on statute, provide review and approval of functions. It is the distributed oversight that does not permit comparative analysis of other functions.

For example, the Texas Facilities Commission governs the facilities development and management process for state agencies. In higher education, institutions have the authority to develop (based on the oversight provided by the regents) the physical plant as long as the project does not reach a given threshold in cost. Above this cost, the THECB is responsible to provide review and approval of these capital projects. To ensure effectiveness and efficiency of the usage of these facilities, the F&RP staff conducts studies and analysis that are unique to higher education. A prime example is the Space Usage Efficiency (SUE) analysis, which analyzes the usage of classrooms and class laboratories; this is obviously a unique function of higher education.

Great care is taken to coordinate finance activities with other agencies such as the Legislative Budget Board, Bond Review Board, Comptroller's Office, and other agencies that deal with state finance. This permits a focus on the issues of higher education.

I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency's customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.

Given the focus of activities is higher education, the delineation of authority rests in the entity serviced. Statutorily, the responsibility and authority is fairly well outlined. Therefore, conflicts are few and those that exist are routinely resolved. When issues arise, routine staff coordination mitigates the conflict and changes to rules are made to provide continuity of resolution.

J. If the program or function works with local, regional, or federal units of government include a brief description of these entities and their relationship to the agency.

The Finance section collects financial information from local community colleges and prepares reports for use by stakeholders. In addition, the Profession Nursing Shortage Reduction Program that is administered by this section includes both public and private institutions.

K. If contracted expenditures are made through this program please provide:

- the amount of those expenditures in fiscal year 2010;
- the number of contracts accounting for those expenditures;
- a short summary of the general purpose of those contracts overall;
- the methods used to ensure accountability for funding and performance; and
- a short description of any current contracting problems.

One contract to perform a study regarding the Return Value Funding model for the Texas State Technical College System was done in FY 2010 in the amount of \$14,500. The contract focused on the feasibility of a funding model based on “returned value” to be used in calculating formula funding for the Texas State Technical Colleges. The study was conducted in consultation with the Office of the Comptroller, the Texas Workforce Commission, and the Texas State Technical College System.

L. What statutory changes could be made to assist this program in performing its functions? Explain.

The passage of SB 5, 82nd Texas Legislature, Regular Session, included the repeal of section 61.0582 of the Texas Education Code. That repeal will remove reporting requirements for deferred maintenance master plans that the Universities, Health-Related Institutions, Technical College and State Colleges currently submit. Elimination of this data reporting will hamper the Resource Planning unit to report the campus condition of state owned buildings and the review of Tuition Revenue Bond Projects.

M. Provide any additional information needed to gain a preliminary understanding of the program or function.

General information regarding the Office of Finance and Resource Planning can be found at:

<http://www.thecb.state.tx.us>

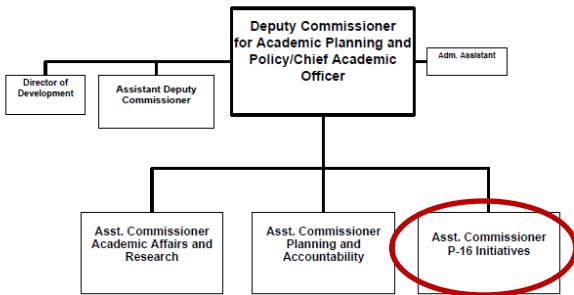
More specific information regarding the significant effort directed at providing necessary information for the coordination and oversight of higher education is at the following locations:

Finance function resources:

- **Cost studies**
<http://www.thecb.state.tx.us/index.cfm?objectid=50067F8C-D180-18DE-B88C060BCE74E409>
- **Sources and Uses of Funds**
<http://www.thecb.state.tx.us/index.cfm?objectid=5026C14D-FD20-B6E6-9AA684EC8FFB08D8>
- **Formula Recommendations**
<http://www.thecb.state.tx.us/index.cfm?objectid=4EA741D3-C76D-FBC5-04F664C233E8802B>
- **Community College Annual Reporting and Analysis Tool (CARAT)**
<https://www1.thecb.state.tx.us/apps/CARAT/>
- **Nursing Shortage Reduction Program**
<http://www.thecb.state.tx.us/index.cfm?objectid=A9D6964F-9224-04C9-D9AF929787E4B982>
- **Overview of Biennial Funding**
<http://www.thecb.state.tx.us/index.cfm?objectid=503AE0CA-E26B-77E7-989C9C76FB7AC934>

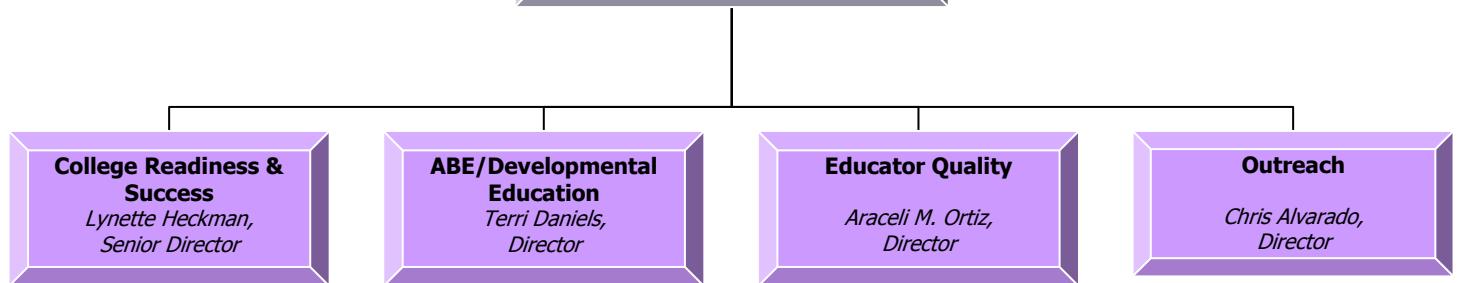
Resource Planning function resources:

- **Campus Condition Index**
<http://www.thecb.state.tx.us/index.cfm?objectid=508F4EAE-B22A-6198-79D3AAA984B728CD>
- **Capital Expenditure Plan**
<http://www.thecb.state.tx.us/index.cfm?objectid=5097A042-B164-7AF2-914CECDB730608FB>
- **Facilities Inventory**
<http://www.thecb.state.tx.us/index.cfm?objectid=505B0629-0677-C9BE-38BE1B6930CFCC4A>
- **Facilities Audits**
<http://www.thecb.state.tx.us/index.cfm?objectid=507E3695-B842-1775-604E9B86F192B162>
- **Space Projection Model**
<http://www.thecb.state.tx.us/index.cfm?objectid=50871843-A0AE-4FFF-252C6ADAE5C6BF86>
- **Space Usage Efficiency (SUE)**
<http://www.thecb.state.tx.us/index.cfm?objectid=50913C17-D521-8809-1F974A13C037FC1F>
- **Student Housing Survey**
<http://www.thecb.state.tx.us/index.cfm?objectid=50997C36-B8CE-D2DB-310431A6E4ED823B>



P-16 Initiatives

Judy Loredo, Asst. Commissioner



The mission of the P-16 Initiatives Department is to create a college-going culture, promote college and career readiness for all Texans, and identify and implement best practices to facilitate the successful transition between high school and college that results in postsecondary completion. These efforts are conducted in close collaboration with public schools, institutions of higher education, and other community partners. The P-16 Initiatives Department manages the development and implementation of programmatic initiatives designed to meet the goals of *Closing the Gaps*, with special emphasis on the development and implementation of the College and Career Readiness Standards. The oversight function includes both budgeting and evaluation for all programmatic activities. P-16 Initiatives staff are involved in the following ongoing activities described in general below:

- Provide analysis and strategic planning for issues related to Closing the Gaps/College Readiness;
- Collaborate with partner agencies, such as the Texas Education Agency;
- Program-level budget oversight and planning;
- Program-level contract and payment management;
- Rule development based on legislative mandate;
- Prepare special reports to the Legislature, the Board, and other agencies; and
- Provide presentations and outreach to education stakeholders, including community-based partners, on P-16 initiatives.

The Assistant Commissioner for P-16 Initiatives serves on the Executive Leadership Team of the THECB. Some of the duties assigned to the Assistant Commissioner include but are not limited to:

- Presentations to Legislative Committees on matters related to P-16 initiatives;
- Preparation and presentation of all material(s) related to the Closing the Gaps Committee of the Board;
- Oversight of all legislative mandates related to P-16 initiatives including Developmental Education and Adult-Basic Education and Educator Quality;
- Serve on external advisory boards to advance P-16 initiatives;
- Represent the THECB at meetings of other state agencies in matters related to P-16 initiatives; and
- Oversight of all grants external to state funding awarded to the P-16 Initiatives unit.

**Actual Expenditures, FY 10:
\$40,165,914
FTEs, FY 10: 27**

A. Provide the following information at the beginning of each program description.

| | |
|------------------------------------|--|
| Name of Program or Function | FUNCTION: Office of College Readiness & Success Initiatives |
| Location/Division | P-16 Initiatives Department/ Division of Academic Planning & Policy |
| Contact Name | Lynette Heckmann, Director |

The Office of College Readiness and Success Initiatives is guided by the P-16 College-Readiness and Success Strategic Action Plan. This strategic action plan was designed to implement and advance legislative mandates outlined in House Bill 1 (79th Texas Legislature, Third Called Session) and integrate appropriate roles and responsibilities of collaborating agencies (such as the Texas Education Agency, the Texas Workforce Commission, and the Department of Assistive and Rehabilitative Services). Adopted by the state's P-16 Council and the THECB, this Plan is the guide for all that Texas does to ensure students are prepared for college and the skilled workplace.

The state's effort to build a strong P-16 foundation has focused primarily on the development of college and career readiness standards. The purpose of these standards is to establish a seamless body of knowledge and skills that sufficiently prepare students and act as an indicator of readiness to progress to the next level of a unified system of public education. College and career readiness standards indicate what students need to know and be able to do to be successful in either entry-level college courses or the skilled workplace. In 2008, the THECB and Commissioner of Education adopted the Texas College and Career Readiness Standards (CCRS). The CCRS were created by statewide vertical teams of public education and higher education faculty with expertise in the four foundation areas of the public school curriculum: English/language arts, the social sciences, mathematics, and science. In addition to the four content areas, the teams developed cross-disciplinary standards that underlie and connect the four content areas.

Since the adoption of the CCRS, the State Board of Education has incorporated the standards into the Texas Essential Knowledge and Skills—the K-12 curriculum for Texas public schools. Additionally, the CCRS are the basis for two of the 12 new end-of-course assessments enacted by the 80th Texas Legislature (2007) under Senate Bill 1031 and further refined by the 81st Texas Legislature (2009) under House Bill 3. English III and Algebra II assessments will include a college readiness component and performance expectations that must be used by Texas public higher education institutions as the measure of eligibility for entry-level college courses.

In addition to work related to the CCRS, the Office of College Readiness and Success Initiatives launched a number of innovative initiatives that challenge Texas colleges and universities to make systemic changes designed to facilitate the transition from high school to college, and support postsecondary completion. Descriptions of these various initiatives can be found in the sections below:

| |
|---|
| AVID Texas Postsecondary Project |
| Vertical Alignment Projects |
| College Readiness Special Advisors |
| Course Redesign |
| Comprehensive Student Success Program |
| Higher Education Bridging Programs |
| Online Professional Development Modules |
| Texas Governor's Schools |
| Texas Learning Objects Repository |

B. What is the objective of this program or function? Describe the major activities performed under this program.

**AVID Texas
Postsecondary
Project**

AVID – Advancement Via Individual Determination – is a national college-preparatory program targeting first-generation, college-going students and students in the academic middle of their classes (meaning students earning B, C, and even D class grades). The purpose of this project is to bring AVID's proven, 30-year track record for improving college-going rates in secondary education into the postsecondary environment to test whether the same methods can improve retention rates at institutions of higher education (IHEs). The project provides funding to AVID: (1) for the development of AVID Postsecondary Project components; (2) for the development of criteria for piloting the AVID Project at nineteen Texas community colleges and universities; (3) to assist in the selection of pilot campuses; and (4) to collaborate with the THECB on developmental research studies designed to determine the impact of AVID services on underprepared and low-performing students. By the conclusion of the project, it is anticipated that no fewer than 20,000 students would be involved in the AVID developed *Freshman Experiences*.

Funding for the program supports both AVID for the management, oversight, and evaluation of the program, as well as the institutions of higher education selected to participate in the program.

Institutions were selected to participate in the *AVID Texas Postsecondary Project* through a competitive review process. In April 2010, eight institutions across the state were selected to participate in the project. Three additional institutions were added in June, 2010. Funding has been provided for the first two years of the project. Support for succeeding years of the project will be at the sole discretion of THECB, based on evaluation of the progress made on implementing the *AVID Texas Postsecondary Project* and on availability of funds.

After a rigorous application process in fall 2010, eleven institutions of higher education were selected to participate in the project. These institutions include:

- Central Texas College
- Huston-Tillotson University
- Southwest Texas Junior College
- Texas A&M University-Commerce

- Texas A&M University-Kingsville
- Texas College
- Texas State Technical College-Harlingen
- The University of Texas at Permian Basin
- The University of Texas-Pan American
- University of Houston-Downtown
- Wiley College

Due to widespread interest by Texas institutions to participate in the project, the program was expanded in spring 2011. The following institutions have begun their planning year and will begin serving students in fall 2012:

- Amarillo College
- Jarvis Christian College
- Odessa College
- Texas A&M University-Central Texas
- Texas A&M-Corpus Christi Texas
- Texas Southern University
- Texas Tech University
- Texas Woman's University

AVID collaborates with institutions of higher education to systemically address the goals of increased learning, persistence, completion, and success beyond college. AVID supports students in their efforts to earn a college degree and/or certificate by developing and strengthening academic skills and personal development. AVID assists postsecondary professionals in analyzing existing student support initiatives and data, identifying barriers and needs, and establishing student learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the behaviors and expectations of postsecondary students, faculty, and administrators through thoughtful and ongoing professional development.

Institutions selected to participate in AVID Postsecondary commit to the Five Essentials- critical components of the program necessary for implementation:

Essential 1 – Administrative Leadership and Support

The campus administrative leadership actively supports and participates in the implementation of AVID Postsecondary.

Essential 2 – The AVID Campus Team: Campus-Wide Collaboration

The AVID Campus Team works collaboratively to develop, implement, and sustain a multi-year campus plan and to sustain AVID Postsecondary.

Essential 3 – Faculty and Staff Professional Development

The Campus Plan includes on-campus and off-campus AVID Postsecondary professional development experiences for faculty, staff, and peer tutors/mentors.

Essential 4 – AVID Experience: First Year through Completion

AVID Postsecondary students receive learning and advising support through the AVID First-Year Seminar and other experiences that continue through program completion.

Essential 5 – Assessment and Research

AVID Postsecondary campuses participate in assessment, research, and the tracking of students through graduation or program completion.

**College & Career Readiness Standards-
Development & Implementation**

The purpose of the *College and Career Readiness Standards, Development and Implementation*, is to ensure Texas public high school graduates are appropriately prepared to be successful in entry-level college courses. Under House Bill 1 of the 79th Texas Legislature, Third Called Session, several provisions were added to the Texas Education Code giving the THECB with authority to implement strategies to increase college readiness and success among both high school and college students.

Texas Education Code, Section 28.008 (Advancement of College Readiness in Curriculum) was added to provide collaboration between the THECB and the Texas Education Agency in developing College [and Career] Readiness Standards (CCRS) for incorporation by the State Board of Education into the Texas Essential Knowledge and Skills, Texas' public school curriculum. In addition, Texas Education Code, Section 61.0762 (Programs to Enhance Student Success) was added to provide the THECB with authority to implement other initiatives to decrease the need for developmental education and increase student success. Various validation studies were conducted by the THECB under a professional services contract to ensure the CCRS are appropriate for higher education.

Development of the College and Career Readiness Standards (CCRS)

As required under TEC, Section 28.008, vertical teams (VTs) were formed in early 2007 to develop Texas' college and career readiness standards specifying the knowledge and skills necessary to succeed in entry-level courses (i.e., non-remedial, prerequisite courses into which entering freshmen are typically placed) at Texas institutions of higher education. VTs were comprised of secondary and postsecondary instructors in four subject areas: English/language arts, mathematics, science, and social studies. The THECB adopted the Texas CCRS in January 2008, and the CCRS were sent to the Commissioner of Education and State Board of Education for incorporation into the Texas Essential Knowledge and Skills (TEKS) in April 2008.

Validation Study I: Alignment of the Texas College and Career Readiness Standards with Entry-Level General Education Courses at Texas Postsecondary Institutions

This study explored the degree of consistency between the CCRS and current practices in entry-level general education courses in Texas. The study established whether and to what degree the CCRS are a valid representation of the knowledge and skills necessary to be ready to succeed in general education courses at Texas postsecondary institutions.

Validation Study II: Alignment of the Texas College and Career Readiness Standards with Entry-Level Career and Technical Education College Courses at Texas Postsecondary Institutions

This study replicated Validation Study I by exploring the relationship between the CCRS cross-disciplinary standards and Career and Technical Education (CTE) courses to establish the validity of the standards as an accurate representation of the key knowledge and skills necessary for college and career readiness and success.

Validation Study III: Alignment of the Texas College and Career Readiness Standards with Courses in Two Career Pathways

This study analyzed the alignment between all of the CCRS (English, mathematics, science, social studies, and cross-disciplinary standards) and two specific CTE course pathways—nursing and computer programming. In particular, this study analyzed the CCRS in relation to the level of preparation necessary for entire CTE career pathways beyond entry-level courses in all five CCRS subject areas.

Reference Course Profiles

The Reference Course Profiles (RCPs) were developed from the documentation collected during Validation Study 1 and include detail student expectations and learning outcomes for key entry-level credit-bearing courses as well as examples of the CCRS addressed. RCPs will be used as a model for vertical curriculum alignment activities across the state, beginning in the Rio Grande Valley, Northwest, and Central Texas higher education regions. To ensure the RCPs are appropriate for students attending top-tier universities, a second refinement by research university faculty of Math and English was undertaken. Through the input of a research institution, the ultimate products will be sure to represent more completely the expectations for college readiness in the state of Texas, providing more explicit and transparent targets for the education of K12 students.

College Readiness Assignments

The College Readiness Assignments (CRA) are designed to assist secondary teachers in preparing students for success in entry-level college courses in English, mathematics, science, and social studies/sciences. The CRAs are project-based in-class assignments mapped to both the subject-area and the cross-disciplinary CCRS, thus requiring students to engage key cognitive and foundational skills in addition to content knowledge. The purposes of the CRAs are (1) to better prepare students for success in credit-bearing college courses, and (2) to improve the alignment between secondary and postsecondary educational systems by increasing transparency between the two systems. Task-specific scoring guides allow instructors to provide students with feedback about their progress toward college readiness related to specific cross-disciplinary standards. A field test of the CRAs will be conducted in 2011-2012 to determine their effectiveness with training and statewide dissemination of those determined effective provided in 2013.

Vertical Alignment Projects

The purpose of the *Vertical Alignment* program is to: (1) initiate and pilot secondary to postsecondary alignment; (2) host workshops and collaborative meetings for secondary and postsecondary faculty to build vertical alignment; (3) design a vertical alignment process based on the tools and lessons learned from the various alignment projects undertaken by the THECB and institutions across the state to date; and (4) provide vertical alignment models for P-16 conversations and partnerships.

College Readiness Special Advisors

This program was established to assist the THECB in implementing its College Readiness Initiatives as designated under: a) Texas Education Code Section 28.008, Advancement of College Readiness in Curriculum; and b) Texas

Education Code Section 61.0762, Student Success Initiatives. The purpose of the program was to provide support for these P-16 college readiness initiatives, specifically the development, refinement, dissemination, and implementation of the College and Career Readiness Standards that were ultimately adopted by the THECB in January 2008 and integrated into the Texas Essential Knowledge and Skills by the State Board of Education. These initiatives are designed to enhance the success of students in higher education and reduce the number of students enrolling in developmental education.

The 120 College Readiness Special Advisors (CRSAs) at 114 public and private institutions, including colleges, universities, and university system offices, were staff that reported to the Chief Academic Officer at their institutions, functioning as institutionally appointed liaisons between THECB staff and their institutions. Private institutions received no funding. Two public institutions chose not to designate a CSA and thus also did not receive funding: Sul Ross State-Rio Grande College and Southwest Collegiate Institute for the Deaf.

The primary objectives of the CRSAs were to increase awareness of the CCRS and related college readiness initiatives and to engage their faculty and administration in the refinement of the CCRS. CRSAs were required to attend semi-annual meetings that addressed CCRS-related initiatives, provided information about entry-level courses, coordinated and reported on institutional college readiness initiatives, coordinated college readiness meetings of faculty at their institutions, and provided and encouraged faculty feedback to THECB on initiatives regarding the development, refinement, dissemination, and implementation of College and Career Readiness Standards.

Each of the five participating postsecondary systems received \$15,000, having joined the network in FY 09. All other public institutions, irrespective of the number of CRSAs, received a total of \$30,000, expended by the grantee between FY2007 and FY2010, to cover the costs of: staffing; participation in College and Career Readiness Standards (CCRS) related meetings organized by the THECB or its vendor, and, eventually, by Regional CRSAs; CCRS-related materials to be disseminated to their communities; and other CCRS-related programming organized by the CRSAs, the THECB, or its vendor.

Beginning in FY2010, the CSA program was expanded to include a regional level of organization. CRSAs from 10 higher education regions across the state were identified to serve as Regional College Readiness Special Advisors.

Currently there are 10 Advisors: eight from institutions of higher education and two from educational service centers. RCRSAs are executive-level staff from institutions of higher education and educational service centers that liaise with the THECB, their college readiness colleagues at other institutions in their region, ESC representatives, P-16 Councils, school districts, and other education stakeholders to coordinate and collaborate on strategies to strengthen P-16 alignment and the successful implementation of the CCRS.

RCRSAs assist individual stakeholders but also help coordinate activities, increasing the use of best practices and improving cost efficiencies by avoiding redundancies. RCRSAs convene monthly with THECB staff through face-to-face meetings, teleconference calls or webinar meetings to share information on local and regional initiatives and provide feedback on statewide initiatives. RCRSAs have face-to-face meetings at least quarterly.

RCRSA build partnerships across institutions and among regional secondary educators and stakeholders, coordinating regional P-16 work with state initiatives, while articulating and supporting a vision specific to the region's needs. Projects vary by region, from initiating Pathways Projects to coordinating the work of multiple P-16 Councils. Operations focus on communication, collaboration, and coordination both regionally and statewide.

Each RCRSA received an average of \$240,000 (depending on the population and size of the region) to coordinate or facilitate CCRS-related activities through FY2012. Additionally, six RCRSA received up to \$75,000 for proposed regional and statewide projects to be completed by FY2013.

Regional College Readiness Special Advisors:

| | |
|-------------------------------------|------------------------------------|
| Amarillo College | Stephen F. Austin State University |
| Austin Community College | Texas A&M International University |
| Cisco College | Texas Woman's University |
| Education Service Center, Region XX | University of Houston |
| Education Service Center, Region IX | University of Texas-Pan American |

Texas Course Redesign Project

Section 61.0763 of the Texas Education Code requires the THECB to “implement a project under which institutions of higher education selected by the Board will review and revise entry-level lower division academic courses to improve student learning and reduce the cost of course delivery through the use of information technology.” The goal of the *Texas Course Redesign Project* (TCRP) is to have widespread adoption of course designs that increase success in student learning, while simultaneously reducing delivery costs of courses.

Comprehensive Student Success Program

The *Comprehensive Student Success Program* (CSSP) is a part of the THECB’s College Access Challenge Grant (CACG) funding by the United States Department of Education. The purpose of the CSSP is to improve student success in postsecondary institutions by providing a comprehensive program of interventions that increase completion of either a diploma or certification program. The target student populations are first-generation college students, with an emphasis on under-represented student groups such as African American and Hispanic, or economically disadvantaged students. CSSP major activities include faculty professional development, course redesign, tutoring and supplemental instruction, learning communities, early warning systems, intrusive advising, counseling services, and child care assistance.

| CSSP Grantees |
|--------------------------------|
| Austin Community College |
| North Central Texas College |
| Central Texas College |
| Houston Community College |
| University of Houston-Downtown |

CSSP grantees completed a Student Success Survey, identifying entry-level courses with high rates of drop, failure, or withdrawal. Grantees will integrate research-based practices into these courses and into the institution to increase student success. In FY 2011-2012, grantees will:

- Evaluate and modify existing policies and practices that may serve as barriers to student engagement and success;
- Increase faculty involvement in and incentives for supporting student success through careful review of academic progress;

- Communicate with students who are struggling with their academic programs as early in the term as possible;
- Connect identified students to college resources that are designed to address their academic issues;
- Assist students in maintaining or improving their GPAs; and
- Improve student completion rates by expanding both community and academic services that support increased student engagement.

CSSP grantees will receive additional technical assistance and support to ensure project success. The THECB will leverage resources and national expertise of current and ongoing student success projects to administer and coordinate technical assistance and support for CSSP grantees.

An external evaluator attached to the project will provide technical assistance to the CSSP institutions, as well as formative and summative evaluation. The University of Houston is the grantee for the CSSP Technical Assistance. The CSSP Technical Assistance grantee will be responsible for:

- Administration of technical assistance to CSSP grantee institutions through two two-day workshops in Fall 2011 and Spring 2012 to be conducted by a national expert in the field of student success with prior written approval from THECB;
- Survey and assessment of technical assistance and support needs and satisfaction of CSSP grantee institutions prior to and after delivery of technical assistance and support workshops and services;
- Facilitation of continued work of CSSP grantee institutions to identify challenges to implementation, strategies for mitigation, and essential best practices in student success initiatives and activities;
- Coordination of workshop and technical assistance activities, participant lodging, and meeting and logistics; and
- Development of workshop and technical assistance objectives with input from CSSP grantee institutions and THECB staff.

Higher Education Bridging and Intensive Programs

The THECB directly administers appropriated funding for the purpose of establishing *Higher Education Bridging and Intensive Programs* (Texas Education Code, Section 61.0762(a)(1)(3)). The goal of the Bridging Programs is to decrease the need for developmental education and increase student

persistence and success. Eligible student participants receive rigorous academic instruction in the subject areas of English/Language Arts, mathematics, and/or science during the summer, weekends, or in before or after school timeframes. Selected programs address at least one of four programmatic components.

Types of Programs:

- High School Bridge (HS) – for 11th and 12th graders not college ready
- First Year Persistence (FYP ISP) – for first year students at risk of dropping out of college
- Developmental Education Bridge (DE) – for recent high school graduates not college ready.

Awarded grantees host Higher Education Bridging or Intensive Programs on their campus and have the option to operate as a residential program.

Four required program components:

- Provide no less than eighty (80) hours of instruction and academic support in the summer in no less than a four (4) week period or during the fall and/or spring semester on weekends or after school.
- The instruction is to be provided in English/Language Arts (reading/writing) or mathematics.
- Of the eighty (80) hours, a minimum of ten (10) and no more than twenty (20) hours must include college going and success information and activities, within or in addition to a learning frameworks curriculum.
- Awarded Applicants will offer promising alternatives to traditional developmental education offered during a summer, after-school (afternoon or evening), or weekend timeframe. The Texas College and Career Readiness Standards must be incorporated into the curriculum and instruction for all categories of a Summer Bridge or Transition Program.

Texas Professional Development Modules

Section 61.0762(a)(4) of the Texas Education Code charges the THECB to develop “professional development programs for faculty of institutions of higher education on College and Career Readiness Standards and the implications of such standards” as well as “other programs as determined by the Board that support participation and success goals in *Closing the Gaps*, the state’s master plan for higher education.” The goal of the *Faculty Professional Development Modules* project is to create readily available, online professional development opportunities for faculty to learn the most effective strategies and best practices for improving teaching and student learning. The project has awarded five grants that target the following areas: critical thinking, reading comprehension, foreign language instruction, and college mathematics instruction.

In the first phase of the project, The University of North Texas' College of Mathematics was funded as a part of Phase III Course Redesign grant. A subsequent RFP focusing exclusively on professional development for second language instruction, reading comprehension, and critical thinking was issued in spring 2008. The THECB staff reviewed grant proposals and awarded three grants to the following institutions: The University of Texas at El Paso for reading comprehension, The University of Texas at Austin for second language instruction, and The University of Texas at Austin for critical thinking. An additional module for on-line learning was approved for Lonestar College in February 2009. THECB staff are also soliciting proposals for two final sets of modules: writing across the curriculum and best practices in undergraduate teaching and pedagogy.

Texas Governor's Schools

In accordance with Section 61.0762 of the Texas Education Code, the THECB is authorized to establish *Texas Governor's Schools* for high-achieving high school students in a summer residential setting on a public university campus for a minimum of three (3) weeks. With appropriated funds, participating Texas public universities offer accelerated instruction to eligible students in any or all of the following educational curricula:

- mathematics and science;
- humanities;
- fine arts; or
- leadership and public policy

Awarded grantees host Texas Governor's Schools Programs on their Campus. Required program components include:

- A TGS must be provided on a public university campus and must be a residential program of at least three (3) weeks in length for a minimum of five (5) hours of instruction per weekday.
- A TGS must serve a minimum of one hundred (100) Eligible Students each year.
- A TGS shall reflect the same percentage of rising 11th and/or rising 12th grade students as are attending public high schools in each of the twenty (20) regional Educational Service Centers.
- A TGS may **NOT** award high school credit. The home high school of a participating student in an approved TGS may award high school credit to a student who successfully completes a TGS (See Appendix C, Section 5.95).
- A TGS may offer college credit courses as part of its program

Texas Learning Objects Repository

Section 61.0763 of the Texas Education Code requires the THECB to "implement a project under which institutions of higher education selected by the Board will review, revise entry-level lower division academic courses to improve student learning, and reduce the cost of course delivery through the use of information technology." The goal of this program is to demonstrate the capability of a learning object repository to leverage redesigned course content for reuse and repurposing, while at the same time developing the technological workflows and policies associated with such a repository. The use of online resources in teaching opens the possibility of sharing learning resources/objects. Higher education faculty needs a low-cost accessible means through which to share resources. *The Learning Objects Repository (LOR)* is being developed to respond to that need. By seeding the LOR with materials from Texas Course Redesign grants, the LOR will also act as the primary dissemination tool for course redesign. The program has two phases. In Phase I, the contractor at the University of North Texas provided research and development of the feasibility of creating a statewide digital learning objects repository. The University of North Texas tested an open source software platform on which the learning objects repository could operate, disaggregated materials created for THECB funded course redesign projects for inclusion in the repository and began research on various legal and technical issues such as copyright, metadata tagging, and learning management system requirements. The University of North Texas transmitted learning objects and other digital content and relevant technical and policy documents to the contractor for Phase II, The University of Texas Telecampus. The University of Texas Telecampus was closed by The University of Texas system in the summer of 2010 and the project was transferred to The University of Texas at San Antonio.

C. What evidence can you provide that shows the effectiveness and efficiency of this program or function? Provide a summary of key statistics and performance measures that best convey the effectiveness and efficiency of this function or program.

AVID Texas Postsecondary Project

AVID staff conducted a mid-year progress survey in October 2010 and provided a formal progress report to the THECB in December 2010. The report summarized the first-year progress of eleven colleges and universities engaged in the planning phases of the implementation of Postsecondary AVID. Progress was measured against the five Postsecondary Essentials – critical components of the program necessary for successful implementation - using a self-reported survey and onsite observations conducted by AVID staff. In

addition, presentation of the number and type of trainings, number of faculty trained, and next steps are provided.

Summary of Essentials (see section B)

Nine of eleven campuses reported clear evidence of successful implementation of four of the five Essentials. Campuses were most successful in implementing Essentials three and four, indicating clear plans for ongoing faculty training and continued academic and advisory support for AVID Postsecondary students through graduation.

AVID Postsecondary Training

As of spring 2011, AVID has provided orientation, training, and coaching to more than 800 faculty and 600 tutors with additional training scheduled through the summer semester. By the end of August 2013, the initial cohort of piloting institutions will have served more than 10,000 students through the required AVID First Year Experience courses. And by the end of August 2014, the second cohort of participating institutions will have served an additional 10,000 students.

Program Implementation Progress

Each of the eleven participating colleges and universities reported significant progress in preparation for full implementation of Postsecondary AVID in fall 2011. Progress was measured against the five Postsecondary AVID Essentials (see section B) using a self-reported survey and onsite visits by AVID staff.

Additionally, AVID conducted an end of year survey in May 2011 collecting data from participating institutions through a spring progress report questionnaire. Information from the surveys is primarily qualitative data since most of the institutions will begin serving students in fall 2011.

A comprehensive summary of results will be provided to the THECB by fall 2011.

| |
|---|
| College & Career Readiness Standards- Development & Implementation |
|---|

Development of the College and Career Readiness Standards (CCRS)

The CCRS have been incorporated into the Texas Essential Knowledge and Skills (TEKS) by the State Board of Education. For Texas public high school students, the effectiveness of the CCRS in preparing students for success in entry-level college courses will be determined by the 12 new State of Texas Assessment of Academic Skills (STAAR) End-of-Course assessments beginning with students entering the ninth grade in 2011-2012. For most students graduating under the new standards, the impact of the standards will be for those students entering Texas institutions of higher education in fall 2015.

Validation Study I: Alignment of the Texas College and Career Readiness Standards with Entry-Level General Education Courses at Texas Postsecondary Institutions

Results from the analysis indicate that the CCRS are highly aligned with entry-level college courses in Texas. Rates of alignment by subject area for all standards were 99 percent in social studies, 97 percent in English/language arts, 87 percent in mathematics, and 86 percent in science. For the cross-disciplinary standards, 100 percent are aligned across the four subject areas (90 percent are aligned within each of the four subject areas individually). Whereas all of the CCRS may not be aligned in any single course, an examination across all courses within a given subject area reveals the high degree of alignment between the CCRS and all entry-level courses in that subject.

Validation Study II: Alignment of the Texas College and Career Readiness Standards with Entry-Level Career and Technical Education College Courses at Texas Postsecondary Institutions

Overall, the findings from this study indicate that every CCRS cross-disciplinary standard is aligned with at least one of the nine CTE courses analyzed. The level of alignment (including standards deemed either necessary for preparation or covered in the course) between the full set of cross-disciplinary standards and the nine CTE course titles analyzed ranged from 100 percent to 66 percent. While the level of alignment of the cross-disciplinary CCRS and any single course included varies, an examination across all CTE courses studied reveals high alignment between the cross-disciplinary skills across a range of typical entry-level CTE coursework.

Validation Study III: Alignment of the Texas College and Career Readiness Standards with Courses in Two Career Pathways

The results of this study indicate that the CCRS are strongly related to what students are expected to know, or will learn how to do, in two common career pathways. The results of the faculty ratings indicate that the CCRS are considered to be “necessary” or “taught” at a rate of 100 percent in at least one course in all subject areas (English, mathematics, social studies, and cross-disciplinary standards), except for 87 percent of the science standards. Stated another way, every CCRS except 13 percent in science, are either necessary for successful preparation or included in at least one course within these two common CTE pathways. The findings offer empirical evidence from current practice that the CCRS are a valid representation of career readiness, as indicated by the percentage of alignment between the CCRS and the knowledge students are expected to know or will learn as they progress through common career pathways. Rates of alignment were higher in nursing than in computer programming.

Reference Course Profiles

Because the RCPs are not a stand-alone project but will be used in upcoming vertical alignment projects, the effectiveness of these products will be determined in conjunction with those projects. See Vertical Alignment projects.

College Readiness Assignments

The results of the CRA Field Test will not be available until 2012, with statewide implementation of effective CRAs scheduled for 2013.

Vertical Alignment Projects

The effectiveness and efficiency of this program is evidenced by the number of collaborating partners in this program. To date, 144 partnerships have been formed between school districts, education service centers, colleges, universities, and community organizations. School districts, education service centers, colleges, universities, and educational organizations are involved in vertical alignment. Grantees monitor participation in professional development workshops and conduct workshop exit surveys at the conclusion of each workshop.

Additionally, grantees have produced reference course profiles for high enrollment entry-level credit-bearing college courses. Individual course profiles are developed in tandem by participating higher education partners, resulting in one agreed-upon profile, affecting horizontal curricular alignment among the participating institutions, thus making student expectations more transparent and consistent for the region’s public school teachers and students. It is anticipated that this will lead to smoother transitions

for students into postsecondary education, improving success rates over time.

**College Readiness
Special Advisors**

The effectiveness and efficiency of this program was evidenced by the growing and collaborating network of higher education institutions and their school district partners, resulting in increased awareness of the College and Career Readiness Standards and increased engagement with college readiness and CCRS-related activities, such as local and regional vertical alignment.

CRSAs were instrumental in engaging higher education faculty in the refinement of the CCRS and in the development of materials to be used in the implementation of the CCRS. Statewide materials and CCRS dissemination practices include but are not limited to the following: College Readiness Assignments, Reference Course Profiles, Validation Studies of the CCRS, CCRI Faculty Collaboratives, Regional CCRS meetings, TEKS-CCRS Gap Analysis conducted by TEA, CCRS materials development by TEA, end-of-course test items refinement conducted by TEA, etc.

In 2010, the THECB administered a survey to higher education faculty at public institutions about their knowledge of the CCRS. Forty-five percent of those contacted responded (or 3,336 out of a total of 7,430 valid emails). The faculty surveyed were those who taught entry-level core courses and/or general education courses.

Most respondents, 70 percent, had at least heard of the CCRS, while roughly 20 percent of the respondents had a copy of the CCRS. Almost half of the responding faculty indicated that they were at least somewhat engaged with the CCRS. Faculty at two-year institutions were shown to be more involved with CCRS efforts than those at four-year institutions.

Forty-eight percent of respondents indicated that they had not been affected professionally by the CCRS. However, almost 14 percent of responding faculty at two-year institutions had used the Standards to revise what they were teaching in entry-level courses. Less than three percent of respondents at four-year institutions had done so.

Twenty percent of responding faculty at two-year institutions were talking more to their colleagues about how to align college courses across the discipline, while 14 percent of four-year respondents were doing so. Twelve percent of the two-year respondents were talking more to instructors at other levels of education about how to align their courses (e.g., from grades K through 20), while nine percent of four-year respondents reported doing so.

At public institutions of higher education, CRSAs were the primary conduits of information about the College and Career Readiness Standards and thus had a strong role in contributing to the faculty knowledge of and engagement with the CCRS indicated through the survey. However, the work of the CRSAs was complimented by other CCRS-related initiatives, such as the CCRI Faculty Collaboratives, which focuses on Arts and Sciences and education faculty involved in pre-service teacher education (not surveyed here), and state-sponsored regional meetings, so it is likely that there was some degree of influence from factors outside the CRSA program.

RCRSAs have been an effective means to improve and deepen collaboration on regional and local initiatives and to increase awareness of and input into new initiatives related to College and Career Readiness

Standards, P-16 Regional Councils, and the College and Career Readiness Marketing Campaign, and emerging student success initiatives. Building from the work of the initial CRSA and stakeholder networks, Regional CRSAs have assisted the currently unfunded CRSAs in continuing local projects as well as by maintaining communication networks and professional development opportunities.

Surveys of educators participating in the varied local and regional projects indicate high-levels of satisfaction and utilization of shared materials and practices. Interim and final reports submitted to the THECB by RCRSAs and CRSAs indicated that circa 13,000 educators in FY 2010 and 17,000 educators in FY 2011 in the state of Texas have received varying degrees of professional development (from CCRS awareness to STAAR preparation to postsecondary curriculum and assessment alignment practices). CCRS-based assignments, syllabi, lesson plans, and learning objectives have been developed by at least eight different partnerships, engaging about 40 different IHEs and LEAs, among them a service center that provides curriculum to all participating ISDs. As a result of the curricular work, circa 6000 Texas students were indirectly impacted in FY 2010 and 7000 in FY 2011.

**Texas Course
Redesign Project**

The *Texas Course Redesign Project* has provided Texas faculty from public institutions of higher education with a variety of redesign methods and related products. Although the lack of longitudinal data for many of the projects prevents a complete analysis at this time, it is clear that as with any project of this scale, some redesign projects experienced greater success than others. Successful redesigns shared key characteristics: committed faculty, institutional readiness, administrative support, adequate technological and human resources, and enough time for both faculty and students in redesigned courses to adjust to the sometimes large shifts in roles and expectations. This latter characteristic, faculty and student readjustment, speaks to the necessity of making sure that faculty receive appropriate professional development opportunities to assist them in learning how to teach the redesigned course. It also speaks to the necessity of making sure that students enrolled in redesigned courses understand that they are expected to be more active participants who take a greater responsibility for their learning.

Many redesigns did not see immediate cost savings. This was due to the often large upfront costs for technology and staff and faculty time for course development. It is possible that institutions might expect to see the recovery of these costs over time as faculty time traditionally spent on instructional design, grading, or other instructional activities can be diverted to other courses or institutional activities. Additional cost savings could also be realized if small sections are consolidated into larger sections and the number of instructors needed decreases. However, if there are not adequate technologies and facilities in place to support the redesign, cost efficiencies will not be realized in the short- or mid- term. This is especially a problem for those redesigns that depend upon large computer or language labs such as the emporium models.

There are a number of challenges inherent in course redesign, however. Chief among those is the need to redesign all sections of large, introductory level courses in order to realize those savings that are associated with economies of scale as well as to develop course consistency. Also, universities that have traditionally relied upon using adjunct positions to provide financial aid for graduate students may see that source of funding diminish as the need for adjuncts also decreases. Furthermore, successful redesigns often involve the standardization of syllabi and course materials. Such standardization continues to be viewed negatively by some university faculty who value their teaching autonomy. Finally, the heavy reliance upon technology in

course redesign programs also requires that institutions have robust technological and human infrastructures in place to deal with the changing demands of faculty and students.

In essence, the institutionalization of course redesign changes takes time, patience, cooperation, and encouragement. However, for those institutions that are ready to embrace course redesign the benefits for students, faculty, the institution, and the state can be substantial.

**Comprehensive
Student Success
Program**

CSSP grantee activities began in April 2011 with services to students to begin in August 2011. Evidence of the effectiveness and efficiency of grantee activities will be available in January 2012 for the fall 2011 semester. It is anticipated that the CSSPs will achieve the following short-term and long-term outcomes:

- Increased student completion in those courses indicated in the Student Success Survey that serve as barriers to student success and continued college participation;
- Increased completion of degrees or certification by student populations that are targeted by this application;
- Increased faculty involvement in student success initiatives;
- Increased student participation in institutional activities and events; and
- Policies and procedures that serve to encourage student success and completion.

Evaluation of the CSSP will be conducted by an external evaluator (Texas State University-San Marcos) under contract with the THECB.

The CSSP Evaluation grantee will:

- Develop process evaluation including at least two site visits to all sites;
- Develop site visit protocol(s) in conjunction with the THECB evaluation staff;
- Create a rubric to identify interventions used by the institutions;
- Collect and verify baseline data for the target courses at each of the participating institutions;
- Guide institutions in drawing an appropriate random sample of to complete a measure (to be selected by THECB) of strategic learning skills prior to the beginning of the interventions and again at the completion of the interventions;
- Provide institutions ongoing formative data to assist in improving program implementation;
- Collect and verify outcomes data, such as grades and withdrawal rates, for the intervention courses from each participating institutions' Institutional Research or other appropriate office;
- Report on short-term attainable outcomes from semester to semester each year and year to year if the program continues; and
- Provide a preliminary and final report on the CSSP Evaluation.

**Higher Education
Bridging and
Intensive Programs**

From September 1, 2009, through August 31, 2010, 869 students participated at one of 19 project sites. Intermediate measures of outcomes include: pre- and post-testing of student content knowledge in mathematics, reading, and writing on the Texas Higher Education Assessment (THEA); and changes in student motivation and self-regulation skills measured by pre- and post-testing on the Learning and Study Strategies Inventory (LASSI). In FY 2010, 47 percent of the programs with mathematics content exhibited statistically significant increases pre- and post- on the THEA mathematics scores. Twenty-five percent of those with

English Language Arts (ELA) content had statistically significant increases in THEA Reading scores, and 82 percent had increases on one or more of the 10 LASSI subscales.

Another way of looking at these results is to consider the percentage of students who increased their THEA score by 10 points or more (a 10 point increase suggests meaningful progress). Forty-eight percent of the High School Summer Bridge participants, 22 percent in the Transition, 58 percent in the Developmental Education, and 55 percent in the Intensive Summer Programs increased their scores by 10 points or more in mathematics. Moreover, 47 percent of the High School Summer Bridge participants, 43 percent in the Transition program, 32 percent in the Developmental Education, and 20 percent in the Intensive Summer Programs increased their scores by 10 points or more in reading.

Preliminary results from the process evaluation indicate that bridge and intensive programs can make a difference for students who are not college-ready. Successful programs involve faculty early in the development of the curriculum and create an intensive curriculum tailored for the population being served. They integrate instruction on learning and study skills into the content curriculum and provide a wide range of appropriate academic and social support services. Tutoring and mentoring are a required part of the overall curriculum. Using technology to differentiate instruction, particularly in mathematics has been successful at many sites.

Texas Professional Development Modules

The University of Texas at Dallas' Educational Research Center is currently evaluating faculty use of the modules. Evaluation measures include ease of use of the Texas Professional Development Modules website and the impact of the modules on college and university faculty. Evaluation of the modules will be ongoing as they are distributed through the THECB's Texas Professional Development Modules website, the Texas Digital Learning Objects Repository, and other channels.

Texas Governor's Schools

A total of 353 high achieving students from across the state attended a Texas Governor's School in the summer 2010. One of the program goals is to connect gifted students from across the state to each other and to the institutions that host them. The majority of students who responded to the end-of-program survey "agree" or "strongly agree" that the TGS helped them to:

- Develop a positive personal relationship with at least one classmate who shares similar interests (94 percent);
- Develop a positive personal relationship with at least one adult in the summer program (81 percent); and
- Get ready for college (79 percent).

This program gives gifted students from schools with few resources access to experienced faculty employing project-based teaching methods. As one student said: "at my high school, if someone asks a higher level" question, the teacher will say, "you will learn that next year." Here, no teacher would ever say that. He would address the question."

Texas Learning Objects Repository

Phase I of this project was completed on April 1, 2010. During this phase, the contractor at The University of North Texas demonstrated that: a) the

development of such a repository was possible; b) such a repository could be created in a user friendly way that would provide easy searching for objects; c) metadata tagging systems could be created that would allow end user ease of search and could be at least partially automated to facilitate tagging; and d) basic research on copyright issues involving digital materials was conducted. Phase II of this project is scheduled to end in spring 2012. During the first two years of this phase of the project, the following items were completed: establishment of the TxLOR Advisory Commission, approval of a Statement of General Principles, establishment of work groups (technical, metadata, work flow, peer review, policy and governance), creation of metadata standards, development of a partnership with the Texas Digital Library for hosting and DSpace platform development, and beta testing of the TxLOR site.

Progress during year two was impacted by the closure of The University of Texas TeleCampus, the original contractor for Phase II. The project was moved to The University of Texas at San Antonio in August and work has resumed.

Now that the LOR is approaching its roll out phase, The University of Texas at Dallas/ Educational Research Center has been employed to conduct a program evaluation. It will be focusing on the usefulness of the content to educators.

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent.

**AVID Texas
Postsecondary
Project**

AVID, Inc. has a demonstrated track record of administering programs that increase the college readiness of first generation college students. Its curriculum has content that is appropriate for underrepresented and at-risk first time in college students. The curriculum being developed during its contract term with the THECB will be used to support funded initiatives targeting Hispanic students under the THECB's *Accelerated Action Plan 2010-2015, Hispanic Participation*.

AVID has post-secondary projects in two other states piloting AVID-like classes as the college and university level to help students succeed through their first year and beyond. When the Texas Association of Developing Colleges was awarded a contract from the THECB in August 2009 to collaborate with its member institutions to develop and pilot a student engagement and success program to serve at-risk, first-time-in-college minority students, it used AVID, Inc. curriculum to support its students. The THECB formalized the partnership by contracting with AVID to work directly with the TADC institutions and to pilot the development of a postsecondary AVID model.

As AVID's 2009 planning grant showed promise, the THECB contracted with AVID to scale up the project to fully develop and implement an AVID postsecondary model that extended beyond a curriculum for a first-year course to include a comprehensive student support system at ten to twelve institutions of higher education over a two-year period.

The AVID Postsecondary Project focuses on meeting a primary goal articulated in the *Accelerated Action Plan for Closing the Gaps by 2015*, to focus on strategies that support increased persistence and completion of African American and Hispanic students. As stated therein, the THECB would "accelerate the implementation of comprehensive student support systems in institutions with high Hispanic and African American

enrollment,” by providing “grant funding that stimulates institutional investment in comprehensive support systems.”

| | |
|---|--|
| College & Career Readiness Standards- Development & Implementation | N/A |
| Vertical Alignment Projects | N/A |
| College Readiness Special Advisors | <p>Originally, the contracted funds were intended to be used to cover salary costs for CRSAs assistance in recruiting faculty to provide assistance in the development and refinement of the CCRS. As few participating institutions used funds in this manner, the charge was expanded to provide additional outreach and training of faculty in the newly adopted CCRS, as well as coordination of and communication regarding college readiness initiatives. CRSAs became a very useful conduit for communicating with the state’s institutions of higher education regarding college readiness and success initiatives and were subsequently used by multiple divisions at the THECB and by TEA to communicate needs, announcements, and solicit feedback for various projects.</p> <p>It was deemed necessary to expand the network to include Regional CRSAs to assist the 120 CRSAs representing the 114 institutions, to better coordinate activities between and among institutions. As Regional CRSAs were chosen according to their knowledge of their regions, participation in established regional partnerships, and expertise in college readiness, the RCRSAs were able to provide additional expertise and technical support to the existing network. With a small group coordinating and supporting the CCRS work across the state, the Special Advisor work became more efficient and coordinated. With the expiration of funds used to support the large CRSA group, Regional CRSAs used their funding to assist work implemented through cross-institutional partnerships, better coordinating the CCRS-related work across the region and across the state, leading to better sharing of best practices and materials, to less redundancy, and to greater cost-efficiencies.</p> |
| Texas Course Redesign Project | N/A |
| Comprehensive Student Success Program | N/A |
| Higher Education Bridging and Intensive Programs | N/A |

| | |
|---|-----|
| Texas Professional Development Modules | N/A |
| Texas Governor's Schools | N/A |
| Texas Learning Objects Repository | N/A |
| E. Describe who or what this program or function affects. List any qualifications or eligibility requirements for persons or entities affected. Provide a statistical breakdown of persons or entities affected. | |

| | |
|----------------------------------|--|
| AVID Texas Postsecondary Project | Institutions were selected to participate in the AVID Texas Postsecondary Project through a competitive review process. In April 2010, eight institutions across the state were selected to participate in the project. Three additional institutions were added in June 2010. |
|----------------------------------|--|

As of spring 2011, a total of 19 institutions have been selected to participate in the Texas pilot, with 11 institutions having begun in fall 2010 and an additional eight (8) institutions being added in spring 2011. Participating institutions represent the various geographic regions of the state, serve a broad range of student populations, and include HBCUs, HSIs, regional universities, aspiring research institutions, as well as community and technical colleges.

The four-year project provides a full range of services for first-time, underprepared college students. These services begin with faculty development and program planning, implementation of the AVID First Year Experience course and student counseling intended to lead to higher persistence and completion rates for participating students. This project is in its early pilot stages and students will not be formally served in an AVID Postsecondary cohort until fall 2011. Each institution will identify and recruit students who meet criteria developed by the Campus Team for voluntary participation in the AVID cohort as outlined in the AVID Essentials. There are no student participant descriptive statistics available at this time.

| | |
|---|---|
| College & Career Readiness Standards-Development & Implementation | Because the <i>College and Career Readiness Standards</i> are incorporated into the Texas Essential Knowledge and Skills, Texas' public school curriculum, and the related student assessments, <u>all</u> students attending Texas public high schools are affected. While implementation of these standards into the TEKS by the State Board of Education (SBOE) occurs over a period of time, all public high school students graduating in 2015 will be impacted by the CCRS. |
|---|---|

The related activities (validation studies, development of Reference Course Profiles and College Readiness Assignments) will impact both secondary and post-secondary faculty and students. While the impact of

these initiatives will be ongoing, the current impact of the related activities is estimated at 10,000 students and 1,800 faculty in FY 2012-2013.

Vertical Alignment Projects

This program affects faculty and administrators from high schools and colleges and universities statewide and ultimately the students.

Texas Education Code - Section 61.0762 entitled “Programs to Enhance Student Success” requires THECB to implement the college-readiness and success strategic action plan adopted under Section 61.0761 and to enhance the success of students at institutions of higher education.

College Readiness Special Advisors

All public and private (non-medical center) institutions of higher education (IHEs) were invited to appoint a CRSA, with public IHEs receiving funding. All public IHEs, with the exception of two, elected to participate. Thirteen private IHEs elected to participate. Primarily this program worked with individuals who reported to the Chief Academic Officer at all Texas IHEs to solicit feedback on the CCRS from higher education faculty who taught entry-level credit-bearing courses. Regional CRSAs were appointed based on the history of their work on the CCRS initiative and their level of expertise and degree of partnership with regional institutions and with statewide work groups. All public higher education institutions and LEAs (inclusive of their faculty and administrative personnel) as well as P-16 Councils in the state of Texas are eligible to participate in activities coordinated or organized by RCRSAs.

Texas Course Redesign Project

The *Texas Course Redesign Grant Program* directly impacted faculty teaching introductory level developmental education and introductory college-level courses as well as their students at participating Texas public universities and community colleges. Participating institutions were selected through a competitive RFP process. Materials developed during these grants is being included in the *Texas Learning Objects Repository* and will be available to all public community college and university faculty as well as all public elementary and secondary education faculty and staff. It is estimated that 4,000 students were impacted by the pilots of the course redesign projects.

Comprehensive Student Success Program

Texas public and private institutions of higher education, as defined under Texas Education Code Section 61.003, were eligible to submit an Application for a CSSP grant.

The CSSP will affect students in identified entry-level courses with high rates of drop, failure, or withdrawal as well as first-generation college students and underrepresented student groups such as African American and Hispanic, or economically disadvantaged students. The CSSP also affects faculty and administrators from grantee institutions.

Higher Education Bridging and Intensive Programs

This program affects rising 11th grade or rising 12th grade high school students, or recent high school graduates who are not college ready as determined by a score of at least 2000 in English/Language Arts and/or mathematics on the 10th or 11th grade Texas Assessment of Knowledge and Skills (TAKS), but whose college readiness scores are below the required standard of 2200 in English/Language Arts (ELA) with a writing sub-score of 3 and/or a 2200 in mathematics.

Texas institutions of higher education were eligible to apply for funding in collaboration with school district partners. An Intensive Program Grant may be awarded to a Texas public IHE if at least 50 percent of the students served in the program:

- have a score on the Scholastic Assessment Test (SAT) or American College Test (ACT) that is less than the national mean score for that test;
- have been awarded a grant under the Federal Pell Grant Program;
- are at least 20 years of age on the date the student enrolls as a first-time freshman in the institution of higher education;
- have enrolled or will initially enroll as a part-time student; or
- meet any other requirements established by the board.

Texas Professional Development Modules

The *Texas Professional Development Modules* directly impacts faculty teaching developmental education and introductory college-level courses as well as their students at participating Texas public universities and community colleges. Materials developed during these grants are available through the agency's www.txprofdev.org site and will also be included in the *Texas Learning Objects Repository* and will be available to all public community college and university faculty as well as all public elementary and secondary education faculty and staff.

Texas Governor's Schools

The program affects gifted and talented 11th and 12th grade students at high schools across the State of Texas. Texas institutions of higher education were eligible to apply for funding in collaboration with school district partners. Texas Governor's Schools (TGS) applicants are required to:

- Assure that the TGS student population will reflect the ethnic and racial composition of the demographics of the student population of the State of Texas as well as the geographical region to be served;
- Assure that at the time of application, students are high-achieving public, private, or home-schooled students enrolled in the 10th or 11th grade, and are legal residents or citizens of Texas;
- Establish multiple criteria by which students will be selected to participate in the TGS. These criteria must include grade point average, academic standing, and extracurricular activities;
- Assure that students meet the requirement to remain in residence for the duration of the program; and
- Establish procedures to communicate with selected students and their parents, informing them of rules and regulations, etc.

Texas Learning Objects Repository

The *Texas Learning Objects Repository* directly impacts faculty teaching developmental education and introductory college-level courses as well as their students at participating Texas public universities and community colleges.

In an effort to better utilize the final materials developed from the course redesign grants, a decision was made to fund the development of a digital learning objects repository. This repository will allow each course redesign project to be broken into discrete digital learning objects that will be searchable using a highly structured backend metadata tagging system.

According to Robert J. Beck, digital learning objects include these key characteristics:

- Learning objects represent smaller “chunks” of learning than traditional content.
- Learning objects are self-contained and can be used independently of others.
- Learning objects are reusable and may be adapted for use in numerous contexts.
- Learning objects can be grouped into larger content collections, including entire courses.
- Learning objects contain metadata tags that include descriptive information that can easily be searched by users.¹

By transforming course redesign material into digital learning objects, faculty will be able to more creatively utilize the material. Faculty who wish to adopt an entire course will be able to do so. However, faculty who wish to design their own courses will be able to mix and match learning objects to develop course content. THECB staff anticipate that this will result in a wider use of the course redesign materials by a larger group of faculty since the repository will be available for the free use of all Texas public higher education and secondary education faculty.

F. Describe how your program or function is administered. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. List any field or regional services.

AVID Texas
Postsecondary
Project

AVID Postsecondary Project is administered through the P-16 Division - College Readiness and Success Initiatives unit. The diagram below demonstrates the workflow between the THECB, AVID, and participating institutions.

¹ Beck, Robert J., "[What Are Learning Objects?](#)", *Learning Objects*, Center for International Education, University of Wisconsin-Milwaukee, http://www4.uwm.edu/cie/learning_objects.cfm?gid=56, accessed October 11, 2010.

| AVID Postsecondary Work Flow | | | |
|------------------------------|--|--|--|
| | Institution | THECB | AVID |
| Inquiry/Request | 1. Submits request for information to THECB/AVID | 1. Receives inquiry/request and assigns it to respective staff. 2. Capture contact information from institution. | |
| Inform | | 1. Set up meetings (institutional and regional) to inform institutions about AVID Postsecondary. 2. Provide AVID Description and Purpose, Five Essentials, Implementation Budget 3. Set-up conference calls and follow-up calls with potential sites | |
| Apply | 1. Work with AVID to complete application. 2. Submit application to AVID Center and copy THECB staff | 1. Send AVID application and supporting resource material to institutions interested in AVID Postsecondary | |
| Qualify | 1. Establish AVID Liaison 2. Establish 8 Member Leadership Team 3. Commit to implementing Five AVID Essentials | 1. Review AVID application with AVID staff | 1. Review application with THECB staff for essential components |
| Notify | | 1. Once selected, THECB staff gather contract information from institution 2. THECB staff draft and route contract for program operating funds for agency approval. 3. THECB will send contract to IHE for signature. 4. Provide assistance on Next Steps for program implementation. | 1. Once selected, AVID staff will send a request for contract information 1. Generate an AVID contract to establish services. Contract period after Feb 15 th . 2. Send institution contract for signature 3. Step up Next Steps meeting with institution to provide information regarding summer institute, planning days, professional development |
| Implementation Year 1 | 1. Identify AVID Liaison and 8 member team 2. Set and participate in site visits and professional development days conducted by AVID staff 3. Attend Summer Institute 4. Attend Liaison Meetings 5. Meets with THECB regarding fiscal responsibility 6. Establish AVID Center | 1. THECB staff plans site visits with AVID staff 2. Monitors fiscal responsibility 3. Ensures compliance of program implementation 4. Works collaboratively with AVID staff and provides guidance and assistance on program implementation. | 1. Host Summer Institute training 2. Calendars site visits and professional development days 3. Conduct visits and professional development days 4. Conduct Fall and Spring Meeting with Liaisons 5. Conducts Mid-Year and End of Year Evaluation |
| Implementation Year 2 | 1. Implement First Year Seminar with AVID strategies. 2. Infuse AVID strategies within courses throughout campus. 3. | 1. THECB staff plans site visits with AVID staff 2. Monitors fiscal responsibility 3. Ensures compliance of program implementation 4. Works collaboratively with AVID staff and provides guidance and assistance on program implementation. | 1. Host Summer Institute training 2. Calendars site visits and professional development days for new and current sites. 3. Conduct visits and professional development days 4. Conduct Fall and Spring Meeting with Liaisons 5. Conducts Mid-Year and End of Year Evaluation |

THECB staff provide oversight of both the AVID Center and participating AVID Postsecondary institutions.

Generally, the process management is broken up into four categories.

1. Recruitment and Request for Applications;
2. General Program Oversight;
3. Planning and Technical Support; and
4. Evaluation and Reporting

Recruitment and Request for Applications:

THECB staff works closely with AVID staff in the recruitment and selection of AVID Postsecondary sites. THECB provides information to institutions interested in becoming an AVID Postsecondary site. Each institution is asked to fill out an AVID application/questionnaire and return it to AVID staff for review.

General Program Oversight:

Once selected by AVID and THECB staff, applicants are recommended for funding, following appropriate review and approvals. THECB gathers contract information from the institution to generate a contract to establish funds to support the initial program implementation costs of the AVID Postsecondary project. THECB and AVID staff work together to ensure contracts are received and executed. Existing programs are monitored on a continuous basis via telephone conference, email, or onsite visits.

Planning and Technical Support:

The program director provides technical assistance and guidance to AVID staff and participating institutions. Throughout the year, THECB staff conducts site visits and observe AVID conducted trainings at all 19 participating sites. A fall and spring meeting is hosted in Austin or Dallas for AVID Liaisons to review progress and receive additional training and guidance for program implementation from AVID and THECB staff.

Evaluation and Reporting:

Finally, progress report surveys are conducted by AVID Evaluation staff at the end of the fall and spring semester. Each institution provides a self –reported survey to provide the progress of program implementation. AVID provides a report of all findings to THECB for review and presentation to the board.

**College & Career
Readiness Standards–
Development &
Implementation**

Because of the comprehensive nature of this project, several staff in the office of College Readiness Initiatives have overseen this project. As shown below, this program is comprised of five major categories of process management:

1. Strategic Planning
2. Request for Proposal
3. Fiscal Management (Contract Management & Payment Oversight)
4. Program Oversight
5. Evaluation and Report Review

In early 2006, staff from the office of College Readiness Initiatives met with agency leadership on implementation strategies for the facilitation and development of the College and Career Readiness Strategies. As a result of the staff strategic planning efforts, a Request for Proposals was developed and

issued in April 2007 to include the facilitation of the vertical teams to develop the CCRS, the validation studies necessary to ensure the efficacy of the CCRS for higher education, and the development of ancillary materials. The sole qualified proposal was received from the Educational Policy Improvement Center (EPIC), Dr. David Conley, Executive Director, and professor at the University of Oregon. EPIC was approved by the THECB in July 2007 with contracts on a year by year basis contingent on available funding and the receipt of all deliverables and appropriate outcomes each year.

The project has been monitored on a continuous basis, including weekly telephone calls with EPIC staff, emails as needed, monitoring of deliverables and other work products per contract terms, and the receipt and review of final reports at the end of each phase of the project. Several visits were scheduled with Dr. David Conley, Executive Director of EPIC, during the four-year project period to make adjustments to the project expectations as necessary and to ensure the project continued on task and on target. A final presentation by Dr. Conley will be given to the THECB at its October 2011 quarterly meeting outlining the results of the four-year project.

Vertical Alignment Projects

The program is housed in the office of College Readiness Initiatives and is managed by THECB Program Directors. Below is a timeline of various program milestones.

| Model Vertical Alignment | |
|---------------------------------|--|
| September 2009 | Start of contract |
| August 31, 2010 | Interim program report and expenditure report due |
| August 31, 2011 | End of contract, final program and expenditure reports due |

| Vertical Alignment DVD/ Video Production | |
|---|--|
| September 2009 | Start of contract |
| December 2009 | Vertical alignment video #1 produced and DVD distributed |
| February 2011 | Vertical alignment video #2 produced and distributed |
| July 2011 | Vertical alignment video #3 produced and distributed |
| August 31, 2011 | End of contract, final expenditure reports due |

| Vertical Alignment Training | |
|------------------------------------|---|
| July 2011 | Start of contract |
| August 2011 | December 2011 Phase 1 Development of Vertical Alignment Process |
| January 2012 | May 2012 Phase 2 Development of Training |

| Vertical Alignment Training | |
|------------------------------------|---|
| | Component for Vertical Alignment (pilots remain active throughout project) |
| June 2012 | August 2013 Phase 3 Deliver up to twelve (12) workshops across the State of Texas using a Training of Trainers (TOT) format |
| July 15, 2012 | Interim program report due |
| August 31, 2013 | End of contract |
| September 2013 | Final program report due |

**College Readiness
Special Advisors**

As shown below, this program is comprised of five major categories of process management, as managed by one lead person in the office of College Readiness Initiatives at the THECB:

1. Planning
2. Contract Management & Payment Oversight
3. General Program Oversight
4. Biannual and Quarterly Conference Planning and Technical Support
5. Monthly teleconference and/or web-based meetings
6. Participant Surveys
7. Report Review

As shown below, this program is also administered in the field by individuals appointed by the participating institutions. These individuals (CRSAs) manage local programming as follows:

1. Monthly Planning and Reporting with THECB Staff
2. Grant Management
3. Local Program Development (including campus meetings, regional IHE-ISD meetings, local vertical alignment projects)
4. Participant Surveys
5. Annual Reporting to the THECB

Between fall 2008 and summer 2010, CRSAs met with THECB staff twice a year to be updated on statewide initiatives (those developed or implemented by the TEA or the THECB) pertaining to the development, refinement, dissemination, and implementation of the CCRS. Interim updates and calls for participation of postsecondary faculty and administrators were managed through email and/or a program listserv. CRSAs in turn provided updates on CCRS-related initiatives and legislation to their campuses and developed and implemented trainings on the CCRS for their faculty and/or local secondary-postsecondary educator groups. CRSAs were also responsible for soliciting and collecting information from campus constituents that was necessary for the full development, refinement, and implementation of the CCRS. CRSAs completed annual reports that were submitted to the THECB, which were used to inform program planning in subsequent years.

and to establish the efficiency of the CRSA outreach efforts. Final program and financial reports were submitted to the THECB at the close of FY 2010.

Currently, RCRSAs convene monthly through face-to-face meetings, teleconference calls or webinar meetings to share information on local and regional initiatives and provide feedback on statewide initiatives.

Texas Course Redesign Project

The *Texas Course Redesign Grant Program* was administered by staff in the Division of Academic Affairs and Research. However, funding came from the P-16 initiatives unit. Staff reviewed applications, interim progress reports, conducted site visits, and reviewed final evaluation reports. Additional evaluation oversight was the responsibility of the agency's Planning and Assessment division. Projects that were a part of the Phase III grants also provided reports to the National Center for Academic Transformation who provided technical assistance to those programs as well as providing an assessment report to the agency on those programs.

Comprehensive Student Success Program

The program is housed in the office of College Readiness Initiatives and is managed by THECB staff. Below is a timeline of various program milestones.

| Comprehensive Student Success Program Timeline | |
|---|--|
| April 2011 | Start of Grant |
| July 2011 | CSSP Interventions and Services to Students Begin |
| August 2011 | CSSP Interim Program Reports and Baseline Data Report Due |
| September 2011 | CSSP Technical Assistance Workshop 1 |
| December 2011 | CSSP Interim Program Reports Due |
| April 2011 | CSSP Interim Program Reports Due |
| Spring 2012 | CSSP Technical Assistance Workshop 2 |
| January 2012 | Preliminary Evaluation Report Due |
| August 2012 | End of CSSP Grant, Final Program, Expenditure and Evaluation Reports Due |

Higher Education Bridging and Intensive Programs

The *Higher Education Bridging Program and Intensive Programs* are administered by the THECB. Upon authority from the Texas Legislature, THECB issued a Request for Applications (RFA), where upon Texas institutions of higher education are eligible to apply for grant funds through a competitive process.

Applications are screened through a review and approval process. Awarded programs are monitored on a regular basis by the respective THECB Program Staff.

The THECB Program Director is responsible for overseeing the facilitation of the Program as it relates to:

- Strategic Planning
- Request for Applications (RFA)
- Review and Approval Process for the RFA

- General Program Oversight
- Program Technical Support
- Professional Development Planning and Execution
- Evaluation and Report Review

Texas Professional Development Modules

The *Texas Professional Development Modules* are administered by staff in the Division of Academic Affairs and Research. Staff reviewed applications, interim progress reports, conducted site visits, and reviewed final evaluation reports. Additional evaluation oversight was the responsibility of the agency's Planning and Assessment division as well as an external reviewer.

Texas Governor's Schools

The *Texas Governor's School Program* is administered by the THECB. Upon authority from the Texas Legislature, THECB issued a Request for Applications (RFA) where upon Texas institutions of higher education are eligible to apply for grant funds through a competitive process. Applications are screened through a review and approval process. Awarded programs are monitored on a regular basis by the respective THECB Program Staff.

The THECB Program Director is responsible for overseeing the facilitation of the Program as it relates to:

- Strategic Planning
- Request for Applications (RFA)
- Review and Approval Process for the RFA
- General Program Oversight
- Program Technical Support
- Professional Development Planning and Execution
- Evaluation and Report Review

Texas Learning Objects Repository

The *Texas Learning Objects Repository* is administered by staff in the Division of Academic Affairs and Research. Additional evaluation oversight is the responsibility of the agency's Planning and Assessment division as well as an external reviewer.

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. For state funding sources, please specify (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

**AVID Texas
Postsecondary
Project**

This program is partly funded with general revenue appropriations from two funding strategies within the THECB's Budget Goal A: Close the Gaps in Higher Education.

Source: Strategy A.1.3, College Readiness Initiatives

| Funding | Purpose |
|-----------|---|
| \$916,000 | AVID Center |
| \$860,000 | Institutions of Higher Education |
| | Amarillo College Central Texas College Odessa College Southwest Texas Junior College Texas A&M University-Commerce Texas A&M University-Central Texas (via Tarleton State University) Texas A&M-Corpus Christi Texas Texas A&M University-Kingsville Texas State Technical College-Harlingen Texas Southern University Texas Tech University Texas Woman's University The University of Texas at Permian Basin The University of Texas-Pan American University of Houston-Downtown University of Texas Arlington (College of Education) |

Source: Strategy A.1.1., Promote Participation and Success

| Funding | Purpose |
|-----------|---|
| \$126,000 | Texas Association of Developing Colleges |
| | Huston-Tillotson University Texas College Wiley College Jarvis Christian College |

In addition to general revenue appropriations, the program is also supported by federal funding via the College Access Challenge Grant (CFDA #84.378). The THECB used \$222,000 of this grant to support the AVID Center. The 82nd Texas Legislature did not appropriate funding for College Readiness Initiatives for the 2012-2013 biennium

**College & Career Readiness Standards-
Development & Implementation**

This program is funded from general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education and guided by Rider 37 (2010-11 General Appropriations Act, 81st Texas Legislature, p. III-59). Funding spanned fiscal years 2007 through 2011 for a total project cost of \$2.866 million with \$200,000 funded from FY10 appropriations. The 82nd Texas Legislature did not appropriate funding for College Readiness Initiatives for the 2012-2013 biennium.

Vertical Alignment Projects

This program is funded from general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education and guided by Rider 37 (2010-11 General Appropriations Act, 81st Texas Legislature, p. III-59).

| Project | Funding |
|---|-----------|
| Model Vertical Alignment Projects | \$300,000 |
| Vertical Alignment DVD and Video Production | \$40,000 |
| Vertical Alignment Training | \$400,000 |
| Total | \$740,000 |

The 82nd Texas Legislature did not appropriate funding for College Readiness Initiatives the 2012-2013 biennium.

College Readiness Special Advisors

This program is funded from general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education guided by Rider 37 (2010-11 General Appropriations Act, 81st Texas Legislature, p. III-59).

| Program | Term | Funding |
|----------------|--------------|-------------|
| Regional CRSAs | FY 2009-2012 | \$2,580,000 |
| CRSAs | FY 2007-2010 | \$2,995,000 |

The 82nd Texas Legislature did not appropriate funding for College Readiness Initiatives the 2012-2013 biennium.

Texas Course Redesign Project

This program is funded from general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education and guided by Rider 37 (2010-11 General Appropriations Act, 81st Texas Legislature, p. III-59). Funding spanned fiscal years 2007 through 2009 for a total project cost of \$5.071 million with \$0 funded from FY10 appropriations.

Comprehensive Student Success Program

This program is partly funded with general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education and guided by Rider 37 (2010-11 General Appropriations Act, 81st Texas Legislature, p. III-59). The program is also funded in part by the federal College Access Challenge Grant.

Source: College Access Challenge Grant (CFDA 84.378A)

| CSSP Grantee | Amount |
|--------------------------------|-----------|
| Austin Community College | \$234,000 |
| North Central Texas College | \$259,989 |
| Central Texas College | \$260,000 |
| Houston Community College | \$260,000 |
| University of Houston-Downtown | \$259,418 |

**Source: THECB Budget Goal A: Close the Gaps in Higher Education
(College Readiness Initiatives)**

| CSSP Technical Assistance Grantee | Amount |
|-----------------------------------|----------|
| University of Houston | \$70,000 |

**Source: THECB Budget Goal A: Close the Gaps in Higher Education
(College Readiness Initiatives)**

| CSSP Evaluation Grantee | Amount |
|-------------------------------------|-----------|
| Texas State University – San Marcos | \$302,304 |

The 82nd Texas Legislature did not appropriate funding for College Readiness Initiatives the 2012-2013 biennium.

**Higher Education
Bridging and
Intensive Programs**

This program is funded from general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education and guided by Rider 37 (2010-11 General Appropriations Act, 81st Texas Legislature, p. III-59), and Texas Education Agency's Rider 51, Strategy A.2.1., Statewide Educational Programs through a Memorandum of Understanding and transfer of funds into the THECB College Readiness Initiatives strategy. Funding spanned fiscal years 2007 through 2011 for a total project cost of \$10.665 million with \$850,000 funded from FY10 appropriations.

**Online Professional
Development
Modules**

This program is funded from general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education and guided by Rider 37 (2010-11 General Appropriations Act, 81st Texas Legislature, p. III-59). Funding spanned fiscal years 2008 through 2009 for a total project cost of \$1.028 million with \$0 funded from FY10 appropriations.

**Texas Governor's
Schools**

This program is funded from general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education and guided by Rider 37 (2010-11 General Appropriations Act, 81st Texas Legislature, p. III-59). Funding spanned fiscal years 2007 through 2011 for a total project cost of \$3.385 million with \$759,365 funded from FY10 appropriations.

**Texas Learning
Objects Repository**

This program is funded from general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education and guided by Rider 37 (2010-11 General Appropriations Act, 81st Texas Legislature, p. III-59). Funding spanned fiscal years 2007 through 2009 for a total project cost of \$707,603 with \$0 funded from FY10 appropriations.

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions. Describe the similarities and differences.

**AVID Texas
Postsecondary
Project**

N/A

**College & Career
Readiness Standards-
Development &
Implementation**

Under Texas Education Code Section 39.025(b-2), TEA and the THECB collaborated in the development of an English III and an Algebra II College Preparatory Course (CPC) for use by public school districts with students who do not meet the college readiness performance measure on the English III reading, English writing, and/or Algebra II End-of-Course assessments. The difference between the two College Preparatory Courses and the approximately 50 college readiness assignments (CRAs) includes the following:

- CRAs are project-based in-class assignments that supplement what high school and higher education faculty have available in terms of curriculum and instruction – the CPCs are complete courses that must have an end-of-course assessment option;
- CRAs address all four content areas with 10-12 assignments per content area and address specific standards within the CCRS – the two CPCs address only English III and Algebra II and are focused specifically on the Texas Essential Knowledge and Skills;
- CRAs include scoring rubrics and instructional supports (“scaffolding”) to assist faculty with students at all levels of achievement – the CPCs do not include scoring rubrics or instructional supports for faculty; and
- CRAs will be available for faculty who teach developmental education and entry-level college courses – CPCs will only be available to public school districts for use by high school teachers.

**Vertical Alignment
Projects**

N/A

**College Readiness
Special Advisors**

N/A

**Texas Course
Redesign Project**

N/A

| | |
|---|--|
| Comprehensive Student Success Program | N/A |
| Higher Education Bridging and Intensive Programs | <p>Federal TRIO Programs (TRIO) are outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO Programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.</p> |
| | <p>This program is similar to the <i>Higher Education Bridging and Intensive Programs</i> in that it assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. It also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or re-enter and complete postsecondary education. The goal of TRIO Programs is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.</p> |
| | <p>The <i>Higher Education Bridging and Intensive Program</i> is different in that it specifically targets rising 11th or 12th grade students or recent high school graduates who are not college ready. In addition, the eligibility requirements for the program are more stringent and focused on accelerated learning in order to decrease the need for developmental education for program participants.</p> |
| Online Professional Development Modules | N/A |
| Texas Governor's Schools | <p>The Texas Education Agency offers Gifted and Talented Programs at public schools across the State of Texas throughout the academic year. The program is similar to the TGS Program in that it serves the gifted and talented student population by providing challenging activities that are integrated within the academic school day. However, the TGS Program is different because it is an accelerated program that focuses on giving 11th and 12th grade participants project-based learning opportunities in which they can achieve a higher level of thinking while exploring possible majors/careers. For example, the TGS Program at Texas A&M Corpus Christi implements a "Kids College" in which, students are able to explore teaching careers and participate in hands on teaching activities.</p> |
| Texas Learning Objects Repository | <p>The University of Texas Health Sciences Centers are providing matching funding in the development of the Texas Learning Objects Repository (TxLOR). TxLOR will house at least two repositories of digital learning objects—a general education repository that will be available to all Texas public faculty and a health science repository that will be available only to the University of Texas Health Science Centers. Both repositories will use the same infrastructure but there will not be overlap between the materials housed in the two repositories.</p> |

- I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency's customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.**

| | |
|--|---|
| AVID Texas Postsecondary Project | N/A |
| College & Career Readiness Standards- <i>Development & Implementation</i> | The THECB staff has coordinated its activities with the Texas Education Agency as required for the establishment of the vertical teams required under TEC, Section 28.008, for development of the CCRS. Rules were adopted by the Commissioner of Education and the THECB with agreement reached on the content of the rules before publication and adoption. |
| Vertical Alignment Projects | N/A |
| College Readiness Special Advisors | N/A |
| Texas Course Redesign Project | N/A |
| Comprehensive Student Success Program | N/A |
| Higher Education Bridging Programs | N/A |
| Online Professional Development Modules | N/A |

Texas Governor's Schools

A Request for Applications was issued in October of 2008 outlining the program expectations. In addition, awarded grantees have submitted Annual Performance Reports throughout the 2009-2011 Grant Cycle and have participated in Professional Development Workshops/ Webinars in an effort to stay informed of current projects.

Texas Learning Objects Repository

The Health Sciences Center portion of the repository will focus on upper division health related courses whereas the rest of the repository will focus on general education courses.

J. If the program or function works with local, regional, or federal units of government include a brief description of these entities and their relationship to the agency.

AVID Texas Postsecondary Project

N/A

**College & Career Readiness Standards-
Development & Implementation**

In establishing the vertical teams for development of the CCRS, the THECB requested nominations in December 2006 from Texas postsecondary institutions. Through an internal review process using staff from across the agency, staff recommended to the Commissioner the names of appropriate higher education faculty to serve on each of the discipline-specific vertical teams.

For the validation studies, College Readiness Special Advisors (see Subsection F) solicited volunteer faculty teaching entry-level college courses on their respective campuses to submit appropriate syllabi and supporting documentation.

For development of the reference course profiles (RCPs), an informal process to engage public school and higher education faculty in some refinement of the profiles was utilized and conducted at the staff level. In addition, a contract was executed with The University of Texas for review and refinement of the RCPs for use by a top-tier research university.

In establishing the vertical teams for development of the college readiness assignments (CRAs), a less formal selection process was engaged with selection of vertical team members accomplished at the staff level since the development of the CRAs was not a statutorily-required function.

Vertical Alignment Projects

THECB works with colleges/universities who in turn work with independent school districts (ISDs) and Regional Education Service Center (ESCs) in Texas.

The educational entities contracted to manage the Vertical Alignment projects establish working relationships with ISDs, ESCs and colleges and universities. These relationships facilitate the professional development and support of faculty and administrators from high schools and colleges/universities selected as participants.

**College Readiness
Special Advisors**

For this program, the THECB worked with Universities, University Systems, Community College Districts, and Community and Technical Colleges, which in turn might have worked with one or more independent school districts (ISDs) and Regional Education Service Centers (ESCs) in Texas.

The public institutions of higher education with which the THECB contracted often established working relationships with select ISDs and/or ESCs and in some cases, with individual high schools. These relationships facilitated communication about the CCRS, vertical alignment activities, and other college readiness and CCRS-related initiatives.

**Texas Course
Redesign Project**

N/A

**Comprehensive
Student Success
Program**

The CSSP is a part of the THECB College Access Challenge Grant (CACG) funding by the United States Department of Education. For CSSP federal funds, THECB acts as a pass-through entity and reports to the United States Department of Education biannually.

**Higher Education
Bridging Programs**

For the purpose of the *Higher Education Bridging Program*, THECB works specifically with Texas institutions of higher education. Awarded grantees in turn work with school district partners, regional education Service centers and community-based organizations for the purpose of implementing the grant.

**Online Professional
Development
Modules**

N/A

**Texas Governor's
Schools**

For the purpose of the *Texas Governor's School Program*, THECB works specifically with Texas institutions of higher education. Awarded grantees in turn work with school district partners, regional education service centers and community-based organizations, and corporate sponsors for the purpose of implementing the grant.

**Texas Learning
Objects Repository**

N/A

K. If contracted expenditures are made through this program please provide:

- the amount of those expenditures in fiscal year 2010;
- the number of contracts accounting for those expenditures;
- a short summary of the general purpose of those contracts overall;
- the methods used to ensure accountability for funding and performance; and
- a short description of any current contracting problems.

**AVID Texas
Postsecondary
Project**
***AVID Center* - \$453,000 expended FY10 (1 contract)**

The purpose of the contract is for the implementation of the *AVID Texas Postsecondary Project*. This contract covers the two-year Project, to the extent funding is available. Succeeding years of the Project will be at the sole discretion of THECB based on evaluation of the progress made on implementing the AVID Texas Postsecondary Project and on availability of funds. As part of the contract, AVID Center submits invoices for payment which are reviewed and approved by THECB staff and submitted for payment. Additionally, AVID Center provides monthly expenditure reports as well as fall and spring progress reports to assess performance.

There are no contracting problems.

***Institutions of Higher Education*- \$160,000 expended in FY10 (8 contracts)**

The purpose of the contract is to provide funding to the selected institutions, which have committed to the implementation of the *AVID Postsecondary Project*. The contract provides the institution with funds to cover a portion of the implementation costs for Year One: Spring 2010-Spring 2011 and Year Two: Summer 2011-Summer 2012. The institution is expected to cover at least half of the total project implementation costs for the first two years and the entire program expenses after that date.

As outlined in the contract, institutions shall in a good and satisfactory manner carry out the services as called for in the contract. Submission of an invoice constitutes the institution's certification that the services have been performed in accordance with the contract. Institutions submit itemized monthly invoices to the Coordinating Board for payment of performed Services.

There are no contracting problems.

***Texas Association of Developing Colleges*-\$30,000 expended in FY10 (1 contract)**

The purpose of the contract is to provide Texas Association of Developing Colleges (TADC) funding in collaboration with its member institutions to participate in the *AVID Postsecondary Project*. Huston-Tillotson, Texas College and Wiley College committed to the implementation of the AVID Postsecondary project. TADC serves as administrator of the AVID Project for its institutions.

As outlined in the contract, TADC shall provide a detailed expense report to THECB demonstrating that they received only those funds necessary to reimburse its total costs. TADC shall submit quarterly reports to the THECB Program Manager that details progress of student success curriculum development. Additionally, TADC will submit a final report that includes a complete AVID Postsecondary College Plan for each institution by August 1, 2011.

There are no contracting problems.

| |
|---|
| College & Career Readiness Standards- Development & Implementation |
|---|

Educational Policy Improvement Center (EPIC), The University of Oregon:
\$100,000 expended in FY 10.

FY2010 represented the third year of a four-year contract executed with EPIC to facilitate the development of the CCRS, to conduct the validation studies, to develop the reference course profiles (RCPs), and to develop the college readiness assignments (CRAs). A Request for Proposals was issued in April 2007 for the facilitation and development of the CCRS and related activities. The sole qualified proposal was received from the Educational Policy Improvement Center (EPIC), Dr. David Conley, Executive Director, and professor at the University of Oregon. Payment of invoices occurred on no less than a monthly basis and was contingent on timely receipt of deliverables and based on the quality of those deliverables. Staff conducted weekly conference calls with the vendor to ensure activities, reporting, and invoices were addressing the requirements of the project as outlined in the RFP and contract.

UT-Austin: \$90,000 expended in FY 10.

A contract was executed with The University of Texas at Austin to review and refine the RCPs for use by a top-tier university.

| |
|------------------------------------|
| Vertical Alignment Projects |
|------------------------------------|

The THECB awarded five contracts, totaling \$740,000, to two colleges, two universities, and one education service center to support vertical alignment work. The individual contract awards ranged from \$40,000-\$400,000. The contracts consisted of the following three grants:

Model Vertical Alignment Grant (FY 2010-2011)

The purpose of Model Vertical Alignment grants is to introduce CCRS framework into classroom curricula, which will help prepare students for CCRS-aligned End-of-Course exams, encourage success in higher education, and ensure that students will not require developmental education courses in college. Grantees will plan and design vertical alignment activities and partner with public institutions of higher education and public education institutions (school districts and/or education service centers). Grantees activities support the infusion of the Texas College and Career Readiness Standards (CCRS) into high school curricula. Through Model Vertical Alignment grants, each institution provides teacher development workshops to key representatives from neighboring partner school districts and convenes postsecondary and secondary educators and subject matter experts to revise course syllabi. Workshops and course syllabi address English/Language Arts, Social Studies, Science, and Mathematics curriculum.

| Model Vertical Alignment Grantees | FY 10 Expenditures |
|--|---------------------------|
| Austin Community College | \$50,000 |
| Cisco College | \$50,000 |
| The University of Texas-Pan American | \$50,000 |
| TOTAL | \$150,000 |

Vertical Alignment DVD and Video Production Grants (FY 2010-2013)

The THECB awarded two grants, totaling \$40,000, to Region 20 Education Service Center for FY2010 – FY2013. The grantee will provide development, production, and duplication service to create DVDs on the topic of vertical alignment between secondary and postsecondary curricula and videos for P-16, Student Success, and College and Career Readiness events and initiatives.

| Vertical Alignment DVD/ Video Production Grantee | FY 10 Expenditures |
|---|---------------------------|
| Region 20 Education Service Center | \$4,690 |

Vertical Alignment Training Grant (FY 2011-2013)

Through a competitive process, the THECB awarded one grant to the University of North Texas in the amount of \$400,000 to support vertical alignment training in FY2011-2013. The grantee will plan and design the vertical alignment training, will partner with public institutions of higher education and public education institutions (school districts and/or education service centers), will deliver professional development for the implementation of vertical alignment, and will follow up with workshop participants and technically assist them in their subsequent alignment activities. In phase two, regional partnerships will represent three diverse Texas Education Service Center regions (ESC 7, ESC 10, and ESC 11). From each region, high school and higher education faculty and administrators will be involved. In phase three, training will be statewide. Teams of faculty and administrators from high school and higher education from all 20 Education Service Centers and 40 P-16 Regional Councils will be invited to participate.

Grantees provide expenditure reports or invoices. Upon delivery of each report, THECB staff approves or rejects each report and notifies grantee in writing of any deficiencies in the reports and allows a reasonable period of time in which to correct said deficiencies. If the report is acceptable, expenditures are approved for payment up to the contract amount.

Grantees provide an interim program report and a final program report at the end of contract. Upon delivery of each report, THECB staff approves or rejects each report and notifies grantee in writing of any deficiencies in the reports and allows a reasonable period of time in which to correct said deficiencies.

There are no contracting issues.

College Readiness Special Advisors

By 2010, 114 public and private institutions of higher education had appointed a CRSA to act as a liaison with the THECB. Of the total participating institutions, 101 public institutions were under contract with the THECB and received funding. In FY 2010, participating public institutions continued expending grant funds allocated in previous fiscal years. No additional funds were granted for CRSA in FY 2010.

In FY2010, nine institutions of higher education and one educational service center were contracted for the RCRSA program for a total of \$600,000.

Contracts with 101 public institutions of higher education (including colleges, universities, and university system offices) required the participating institution to appoint a College Readiness Special Advisor (CRSA) who reported to the Chief Academic Officer. The CRSAs acted as liaisons between THECB staff and their

institutions, and were required to attend semi-annual meetings that addressed CCRS-related initiatives. The primary objectives of the CRSA were to increase awareness of the CCRS and related college readiness initiatives and to engage their faculty and administration in the development and refinement of the CCRS. CRSAs provided information about entry-level courses, coordinated and reported on institutional college readiness initiatives, coordinated college readiness meetings of faculty at their institution, and provided and encouraged faculty feedback to THECB on initiatives regarding the development, refinement, dissemination, and implementation of College and Career Readiness Standards.

The THECB requires grantees to submit interim and final program and financial reports to the THECB, which include materials developed as a result of funded activities. Careful review of funding and performance is conducted quarterly and grantees are asked to address and improve elements necessary to improve performance when required and to ensure accountability. Surveys of higher education faculty were conducted to measure the degree of awareness and engagement of faculty in CCRS-related initiatives. Surveys of participating educators regarding satisfaction and utilization of materials and practices continue throughout the grant period.

There are no contracting problems.

**Texas Course
Redesign Project**

Contracts for the fourth and final phase of the Course Redesign Grant Program were executed in 2008 as two year contracts with funding provided to the institutions in 2008. As a result, there were no contracts drawn up in 2010 and no funds expended in 2010.

**Comprehensive
Student Success
Program**

There were no expenditures in FY2010. There are no contracting problems. The five CSSP grantees will provide four program reports and monthly expenditure reports that will be reviewed by THECB staff to ensure accountability for funding and performance. Program reports will address progress achieved in:

- Student completion rates in identified course;
- Completion of degrees or certification by targeted student populations;
- Faculty involvement in student success initiatives;
- Student participation in institutional activities and events; and
- Policies and procedures that encourage student success and completion.

The CSSP Technical Assistance grantee will provide survey and assessment data from technical assistance workshops and activities and monthly expenditure reports that will be reviewed by THECB staff to ensure accountability for funding and performance.

The CSSP Evaluation grantee will provide an evaluation rubric, site visit protocols, a baseline data report, a short-term outcomes report, a preliminary and final evaluation program report, and monthly expenditure reports that will be reviewed by THECB staff to ensure accountability for funding and performance.

**Higher Education
Bridging Programs**

In March 2009, 19 Texas public colleges and universities were selected via a competitive review process to offer *Higher Education Bridging Programs* in 2009, 2010, and 2011. The contracts required selected institutions to establish

and implement programs to provide intensive academic instruction during the summer or during the school year in other timeframes (weekday mornings, weekday evenings, weekends) in ELA or mathematics, the two academic areas deemed essential to be successful in college, to address the needs of students at risk of dropping out of college, thereby decreasing the need for developmental education. From 2009-2010, the 19 Contracts generated \$2,266,099 of expenditures as listed below:

| Institution | Amount |
|--|------------|
| Austin Community College – FYP ISP | \$ 37,500 |
| Cedar Valley College – FYP ISP | \$ 60,000 |
| El Paso Community College – DE | \$ 189,206 |
| Houston Community College – HS | \$ 101,594 |
| Houston Community College – HS Transition¹ | \$ 149,204 |
| Lamar University – DE | \$ 101,576 |
| Lamar University – FYP ISP | \$ 75,000 |
| Palo Alto College – FYP ISP | \$ 75,000 |
| Richland College – FYP ISP | \$ 90,000 |
| San Antonio College – HS | \$ 126,652 |
| San Antonio College – HS Transition¹ | \$ 143,330 |
| Sul Ross State University – HS | \$ 104,340 |
| Sul Ross State University – HS Transition¹ | \$ 102,890 |
| Texas A&M International University – DE | \$ 173,324 |
| Trinity Valley Community College – FYP ISP | \$ 75,000 |
| University of Texas at Arlington – HS | \$ 202,900 |
| University of Texas at El Paso – HS | \$ 199,980 |
| University of Texas at El Paso – HS/FYP ISP | \$ 75,000 |
| West Texas A&M University – DE | \$ 197,484 |

NOTE 1: "Transition" refers to High School programs delivered in timeframes other than summer (i.e., weekends, before or after school).

NOTE 2: Of the 19 Programs, 17 continued into FY2011

Texas Professional Development Modules

Contracts for the professional development modules were executed in 2008 and 2009 as two year contracts with funding provided to the institutions in 2008 and 2009. As a result, there were no contracts drawn up in 2010 and no funds expended in 2010.

Texas Governor's Schools

The purpose of the *Texas Governor's School* is to establish programs for high-achieving high school students in a summer residential setting on a public university campus for a minimum of three (3) weeks. With appropriated funds, participating Texas public universities offer accelerated instruction to eligible students.

Grantees were selected through a competitive review process in the fall of 2008 with the most highly ranked

and recommended projects being selected for funding. In March 2009, 4 Texas public universities were selected to offer *Texas Governor's Schools Programs* in 2009, 2010, and 2011. From 2009-2010, the 4 Contracts generated \$1,918,730 of expenditures as listed below:

| Institution | Amount |
|---|-----------|
| The Texas Governor's Academy for Teaching Excellence At Texas A&M University Corpus Christi | \$418,878 |
| The Texas Governor's School in Arts and Humanities for Urban Leadership at Texas A&M University | \$500,000 |
| The Texas Governor's School in Mathematics and Science at The University of North Texas | \$499,852 |
| The Texas Governor's School for Leadership Development at Lamar University | \$500,000 |

Texas Learning Objects Repository

A three year contract for TxLOR development began in 2008 with three annual payments. The final payment was made in spring 2011.

L. What statutory changes could be made to assist this program in performing its functions? Explain.

AVID Texas Postsecondary Project

Exempt first-year experience courses from the 120-Hour statute (Texas Education Code, § 61.0515) to encourage institutions to offer and fund these courses without infringing on the 120-credit hour limit for baccalaureate degrees imposed on students.

College & Career Readiness Standards-Development & Implementation

Currently, TEC 28.008 provides no periodic review of the CCRS to ensure they remain current as the needs and requirements of higher education and workforce continue to change requiring higher and higher skill levels. Inclusion of a periodic review process would be appropriate.

Vertical Alignment Projects

N/A

College Readiness Special Advisors

N/A

Texas Course Redesign Project

N/A

Comprehensive Student Success Program

N/A

| | |
|---|-----|
| Higher Education Bridging Programs | N/A |
| Texas Governor's Schools | N/A |
| Texas Learning Objects Repository | N/A |
| M. Provide any additional information needed to gain a preliminary understanding of the program or function. | |

Texas Course Redesign Project In 2006, the 79th Texas Legislature, during the Third Called Session, passed HB 1, a bill that was in part shaped by recommendations made by the THECB, to enhance student learning through the development and funding of course redesign projects at public Texas community colleges and universities. This bill was signed into law by Governor Rick Perry on May 31, 2006. As a result, Section 61.0763 of the Texas Education Code was amended to direct the THECB to "implement a project under which institutions of higher education selected by the Coordinating Board will review and revise entry-level lower-division academic courses... to improve student learning and reduce the cost of course delivery though the use of information technology."

Towards that end, the THECB funded a number of course redesign and related projects. In 2006-2007, Phase I of the *Texas Course Redesign Project* was implemented. This was followed by Phase II in 2007, Phase III in 2007-2009, and Phase IV in 2008-2010. Additionally, the Texas Learning Objects Repository is under development to serve as the primary dissemination tool for the course redesigns. Where possible, information regarding known student outcomes and cost efficiencies have been included. One of the challenges of providing assessment of course redesigns is the need for longitudinal data. Because of the radical nature of many redesigns, faculty must learn new pedagogical strategies. Additionally, all course redesigns involve active learning strategies that necessitate greater student involvement and responsibility. It is not unusual for it to take more than one or two semesters for both faculty and students to adjust to these changing roles and expectations. During that adjustment it is possible to see reductions in student learning outcomes that could be temporary. However, without longitudinal data it is difficult to assess the long term impact that some redesigns may have on student learning.

The *Texas Course Redesign Project* has provided Texas faculty from public institutions of higher education with a variety of redesign methods and related products. Although the lack of longitudinal data for many of the projects prevents a complete analysis at this time, it is clear that as with any project of this scale, some redesign projects experienced greater success than others. Successful redesigns shared key characteristics: committed faculty, institutional readiness, administrative support, adequate technological and human resources, and enough time for both faculty and students in redesigned courses to adjust to the sometimes large shifts in roles and expectations. This latter characteristic, faculty and student readjustment, speaks to the necessity of making sure that faculty receive appropriate professional development opportunities to

assist them in learning how to teach the redesigned course. It also speaks to the necessity of making sure that students enrolled in redesigned courses understand that they are expected to be more active participants who take a greater responsibility for their learning.

Many redesigns did not see immediate cost savings. This was due to the often large upfront costs for technology and staff and faculty time for course development. It is possible that institutions might expect to see the recovery of these costs over time as faculty time traditionally spent on instructional design, grading, or other instructional activities can be diverted to other courses or institutional activities. Additional cost savings could also be realized if small sections are consolidated into larger sections and the number of instructors needed decreases. However, if there are not adequate technologies and facilities in place to support the redesign, cost efficiencies will not be realized in the short- or mid- term. This is especially a problem for those redesigns that depend upon large computer or language labs such as the emporium models.

There are a number of challenges inherent in course redesign, however. Chief among those is the need to redesign all sections of large, introductory level courses in order to realize those savings that are associated with economies of scale as well as to develop course consistency. Also, successful redesigns often involve the standardization of syllabi and course materials. Such standardization continues to be viewed negatively by some university faculty who value their teaching autonomy. Finally, the heavy reliance upon technology in course redesign programs also requires that institutions have robust technological and human infrastructures in place to deal with the changing demands of faculty and students.

In essence, the institutionalization of course redesign changes takes time, patience, cooperation, and encouragement. However, for those institutions that are ready to embrace course redesign the benefits for students, faculty, the institution, and the state can be substantial.

**Higher Education
Bridging Programs**

College Readiness Initiatives are no longer supported by the Texas Legislature for future funding. However, some programs may continue to support the Higher Education Bridge Programs with institutional or corporate funding.

**Texas Governor's
Schools**

College Readiness Initiatives are no longer supported by the Texas Legislature for future funding. However, some programs may continue to support the Texas Governor's School Program with institutional or corporate funding.

A. Provide the following information at the beginning of each program description.

| | |
|------------------------------------|---|
| Name of Program or Function | FUNCTION: Office of Adult Basic Education/Developmental Education |
| Location/Division | P-16 Initiatives Department/ Division of Academic Planning & Policy |
| Contact Name | Terri Daniels, Program Director, <i>Developmental Education</i> Linda Munoz, Senior Education Specialist, <i>Adult and Developmental Education</i> |

The Adult Basic Education/Developmental Education group works with the state's public colleges and universities to help ensure that Texas students are academically prepared to succeed in higher education. The purpose of the Adult Basic Education efforts is to increase participation and success of adult basic education students in workforce training programs at community colleges and public technical institutions

The THECB received \$5 million dollars appropriated by the 81st Texas Legislature, and an additional \$4.1 million (\$1.1m-FY09 and \$3m-FY10) from the College Readiness Initiative strategy, to fund systemically-driven developmental education (DE) strategies. In addition, the 81st Texas Legislature appropriated to the THECB, ABE Community College Grants, \$5,000,000 in general revenue for Fiscal Year 2010 and \$5,000,000 in general revenue for Fiscal Year 2011 to be used for the purpose of awarding competitive grants to community colleges and public technical institutions to increase participation in adult basic education (ABE). Because the Texas Legislature is committed to improving postsecondary opportunities for all students, the state has a unique opportunity to retool services to students in developmental education, and to align services to students seeking adult basic education services.

To this end, the Adult and Developmental Education group, housed within the P-16 initiatives Department, works to implement programs that promote seamless services to effectively meet the needs of all incoming students. These programs are designed to create systemic change within institutions of higher education and statewide ABE programs (federally and non-federally funded) by building strong connections between credit level coursework, developmental education, and adult basic education (ABE). The goal in this alignment is not to see adult basic education as a pathway into development education coursework, but to see ABE as a parallel path toward technical certificate or credential completion. An important way to do this is to identify and advise basic skills students placed in lower level DE programs to consider alternate routes to completion. Students at the lower levels of DE who may require more than two years to become college and career ready will be advised of targeted contextualized DE courses (e.g. readings in the health professions) or alternate career pathways through Continuing Education.

Descriptions of these various initiatives can be found in the sections below.

B. What is the objective of this program or function? Describe the major activities performed under this program.

ADULT BASIC EDUCATION INITIATIVES

**Adult Basic Education
Innovation Grants**

The *Adult Basic Education Innovation Grant* (ABEIG) pilot programs are designed to establish career pathways for adult basic education (ABE) students who score at the high-intermediate ESL level (literacy/reading) or low-intermediate basic education level (reading).² Adult education students take career/technical training courses concurrently with adult basic education support classes which are contextualized to the training course (e.g. Math for CNC machinists). The support classes are taught by adult basic education faculty, by developmental education faculty, or by the certificate instructor AND an ABE or DE faculty member.

Eight ABEIG pilot projects are currently funded. Five projects are connected with Developmental Education Demonstration Projects (DEDPs) while three are stand alone projects. Six additional pilot projects are expected to be funded by August 31, 2011. Contracts for these projects have not yet been awarded. The expected contract amount for each of the six schools to implement career pathways at their institutions across the next two years is \$500,000.

ABE and DEDPs

The five DEDPs and integrated ABEIG programs are charged to work to “align” ABEIG with DEDPs. The goal is not to see ABEIG as a pathway into Developmental Education, but to have the two programs work together to identify the similarities of the student populations in both programs, and to begin to move those ABE level students found in DE courses into adult education programs (on the campus) or into a career pathway in continuing education.

Delivery Methods

The eight institutions currently funded are delivering integrated programs under the Continuing Education areas of their campuses. Some of the programs offer the classes for credit; however, the majority of the certificate programs that these ABE students are going through are non-credit. Upon completion of these training certificate programs, the participants work with career counselors for job search and placement (through the college or the Workforce Solutions area) or with college advisors for continuation of their certificate or college coursework.

Program Elements

Apart from the orientation programs and the college and career exploration courses offered at each of the eight campuses, institutions are using grant funds to provide support for ABE students to study in certificate programs in the following areas:

2 ESL and ABE levels used are determined reported on the National Reporting System (NRS) Test Benchmarks for Educational Functioning Levels (2010).

| Institution | Programs |
|---|--|
| Tarrant Co College (South) | CNC Machinist, Professional Office Assistant, Cell Phone Repair, and Transportation and Logistics |
| Alamo CCD | Community Health Worker, Certified Nurse Aides, Green Construction |
| El Paso CC | IT Certification (24 credit hours in 9 months), Certified Nurse Aides |
| San Jacinto CC (North) | Certified Nurse Aides, Welding |
| Lone Star College | Certified Nurse Aides, Welding |
| Montgomery (Conroe Center) | |
| Houston CC | Health Information Specialists, Heating, Ventilation, and Air Conditioning (HVAC), Welding, PC Repair |
| Texas State Tech College-Harlingen | Phlebotomy, EMT |
| Austin CC | Contextualized GED programs in Electrical and Automotive systems and Health Professions (Non-certificate Fall 2011 – PC Technician Certificate will be offered.) |
| South Texas College | Health professions; extensive PD for certificate faculty in identifying and working with ABE populations |
| Wharton College | Medical Coding and Billing, Office administration |
| Hill College | Office administration, industrial maintenance and repair |
| Amarillo College | Machinist, certified nurse aide, certified medication aide (tentative) |
| Dallas CCCD | Focused on contextualization of basic skills curriculum and pathway models around 5 industry clusters |

Adult Transition Research Project

The Adult Education Transition Research Project is a three phase program at Texas State University-San Marcos designed to improve the transition from adult education into postsecondary education and training programs.

Phase 1

This phase focused on identifying promising and emerging practices for adult education transition to postsecondary training programs. The *Adult Education and Family Literacy Act* (AEFLA), enacted as Title II of the *Workforce Investment Act* (WIA) of 1998, is the principal source of federal support for adult basic and literacy education programs for adults who lack basic skills, a high school diploma, or proficiency in English. The THECB Transition Project hosted a statewide summit in Round Rock, Texas in May 2009 where AEFLA-funded project directors discussed the future direction of adult education transition and shared effective strategies for the successful transition of adult students to post-secondary programs. The result of this summit was a published action plan for the transition of adult education students into postsecondary education and training programs. The action plan identified specific goals and a scope of work for the program, to include:

- Convene an advisory committee made up of representatives from adult basic education and higher education to advise and recommend strategies for gathering data on programs and gathering information about best practices;
- Conduct a literature review of best practices in the transition of adult education (ABE), English as a Second Language (ESL) and adult secondary education (ASE) students into postsecondary education;
- Conduct a summit of all adult education providers in Texas to discuss the access and barriers to assisting ABE, ESL, and ASE students in making the transition to postsecondary programs;

- Examine the transfer data collected by adult education providers to determine the number of ABE, ESL, and ASE students who transition into postsecondary education;
- Examine existing THECB data to determine the numbers of ABE, ESL, and ASE students who enter postsecondary programs, as reported by postsecondary institutions; and
- Begin the process of collecting data from adult education programs on current state best practices in the transition of ABE, ESL, and ASE students into postsecondary programs.

The plan also identified specific work products to be delivered including:

- Minutes and notes from advisory committee meetings and communications;
- Literature review of best practices in the transition of ABE, ESL, and ASE students who enter postsecondary education;
- Draft of a report on access and barriers to transitioning ABE, ESL, and ASE students into postsecondary as perceived by adult education providers;
- Report of transfer data as reported by adult basic education providers;
- Report of transfer data as reported to THECB by postsecondary institutions; and
- Outline of a best practices document as reported and implemented by adult education providers in Texas.

Phase 2

This phase was a two-year project and expanded the scope of the program to include a pilot study based on the *Texas College and Career Readiness Standards* with an emphasis on integrating the Cross Disciplinary Standards into adult education transition programs. The pilot study was based on the need for standards-based professional development for adult teachers which was a primary finding in the first phase of the project. This professional development was designed to assist teachers in integrating the *Texas College and Career Readiness Standards* into classroom instruction in order to prepare their students for postsecondary education and the workforce.

Year one of Phase 2 included the following milestones:

- Reconvene the Advisory Committee from Phase 1 to review our objectives and request their advice on working with the 55 adult basic education program providers. Products: Meeting minutes and recommendations from Advisory Committee on Phase 2 activities.
- Draft a report for submission to THECB on best practices in transition of ABE, ESL, and ASE students into postsecondary programs. The report will address institutional strategies regarding such components as recruitment, advising, student perceptions of access and barriers, and potential for persistence in postsecondary programs. Product: Best Practices Policy Report.
- Conduct a 4-site pilot of best practices based on components (recruitment & orientation, academic advising, academic support, counseling, and other) as evidences in models identified in Phase 1 to determine what works in helping adult students representing these populations as they transition into postsecondary and what works to enhance retention in the postsecondary programs in which they enroll. The proposed process is as follows:
 1. Convene a working group of practitioners from adult education programs in community colleges, Education Service Centers (ESC), independent school districts (ISDs), and community based organizations (CBOs) to develop a minimum of two models to pilot in two types of program settings, community colleges and ISD/ESCs. The goal of the pilot is to initiate empirical research to determine what works in community college, CBO, ISD and ESC adult education

- provider settings with ABE, ESL & ASE populations in representative geographic regions of Texas (urban, suburban, rural, and border) as they move into postsecondary academic and vocational/technical programs (see figure attached).
2. Solicit mini-proposals from community college/community based organizations and school district/Education Service Center adult education providers to participate in the pilot.
 3. Conduct the pilot study at 4 chosen sites for a two semester (9 month) period
 4. Analyze the preliminary data from the pilot sites.
 5. Formal report to THECB on results of pilot study.

The final work product from year one of Phase 2 was a preliminary report to THECB with recommendations for wider implementation.

Year two of Phase 2 included the following milestones:

- Continue work from Phase 2, year 1 including drafting a report for submission to THECB on the impact of professional development on current and best practices in transition of ABE, ESL, and ASE students into postsecondary programs. The report will address the outcomes of the pilot project implemented in 3 community colleges and one independent school district, institutional strategies regarding such components as recruitment, advising, student perceptions of access and barriers, and potential for persistence in postsecondary programs. Product: Transition Practices in Adult Education Policy Report.
- Conduct technical assistance to adult education programs currently under THECB's transition initiatives Intensive Programs and Demonstration Grants. Technical assistance will include professional development to program sites based on the Texas College & Career Readiness Standards, specifically the Cross Disciplinary Standards.
- Convene a DE Fellows group from doctoral and master's programs (in Texas and out of state) to begin working next year to pilot evaluation procedures.
- Continued analysis of data from pilot study and develop a report from year one. The report will indicate what works in various provider settings with ABE, ESL & ASE populations.
- Develop protocols for technical assistance to transition programs for adult education students entering postsecondary settings.
- Conduct a gap analysis comparing the Texas College & Career Readiness Standards to the Texas Adult Education Content Standards
- Co-host, with 3 GREAT Centers, a regional transitions conference at the Round Rock Higher Education Center. THECB Transitions pilot participants will be a featured panel at the conference.
- Disseminate findings/ reports as appropriate

Phase 3

The final phase of the project will provide technical assistance to faculty and staff of grantees under the Intensive Programs - Adult Education Students described below. The focus of the assistance will be on facilitating the design of a curriculum framework that effectively transitions adult education students to college and career readiness with limited to no need for developmental education. This phase is ongoing.

| |
|--|
| Intensive Programs - Adult Education Students |
|--|

The purpose of the *Intensive Programs - Adult Education Students* (IP-AES) is to determine if short-term and accelerated academic instruction and support can positively affect transition to college, college persistence, and success for adult education students who are underrepresented in college enrollment rates and

at-risk of dropping out in college. A successful IP-AES will provide academically at-risk students opportunities to gain skills associated with college persistence and success in first and second-year college courses.

In the summer of 2009 (FY2009), THECB allocated approximately \$350,000 for the IP-AES programs. Ten adult education providers (eight colleges and two school districts) delivered a college preparatory model designed to promote the successful transition of recent GED graduates into college. The programs provided a minimum of 80 hours of instruction in academically focused reading and writing or math with the Texas College and Career Readiness Standards incorporated into the curriculum. Additionally, the programs included study skills, self-management skills, an orientation to college culture, and other college success strategies.

In FY2010, THECB expanded the IP-AES program and institutions offered 5-8 week sessions with 120 hours of instruction throughout the year. The FY2010 program significantly expanded the amount of funding available for grants. Eligible applicants included Texas public community/technical colleges, Texas public school districts, regional education service centers, and community-based organizations. Partnerships were required between Texas public higher education institutions and non-profit 501(c)(3) organizations. A 501(c)(3) organization in partnership with an institution of higher education may serve as a fiscal agent. THECB awarded up to \$1,500,000 in grants for FY2010-FY2011 to 12 providers. The minimum grant award was \$62,500 and the maximum grant award was \$125,000.

In 2011, the IP-AES programs were awarded continuation funding for FY2012 based on preliminary evaluation data for their first year. The fiscal agent for programs held under community-based organizations, education service centers, and school districts changed to their partner colleges. Expected awards for FY2012 for 11 programs will be up to \$1,375,000.

In FY2010/FY2011, 12 IP-AES programs operated across the state. Programs are briefly described below:

| Affiliation Institution | Focus of Intensive Instruction |
|------------------------------------|---|
| Austin CC | READING, WRITING, MATH, College Success (CS) |
| Richland C | READING, WRITING, CS |
| South Texas C | READING, WRITING, MATH, CS |
| Kilgore C | READING, WRITING, MATH, CS |
| Texarkana C | READING, WRITING, MATH, CS |
| Lone Star CS | READING, WRITING, MATH, CS |
| Midland C | READING, WRITING, MATH, CS |
| ESC XX ACCD | READING, WRITING, MATH, CS |
| ESC VI Blinn C | READING, WRITING, MATH, CS |
| North side ISD NW Vista C | READING, WRITING, MATH, Int Eng Pro (ESL), CS |
| Lit. Co of Tyler Tyler JC | READING, WRITING, MATH, CS |
| San Angelo P-16 In. HC | MATH, CS |

DEVELOPMENTAL EDUCATION INITIATIVES

Accelerated Developmental Education Project

The objective of the *Accelerated Developmental Education Project* is to improve and enhance the developmental education program by identifying effective modular curricula that will reduce the time a student spends in the developmental education sequence.

Awarded institutions of higher education (IHEs) develop an accelerated program curriculum for developmental education students in at least one of the following areas: math or reading. After developing the curriculum, awarded IHEs pilot the curriculum on their campus and collect data to evaluate the effectiveness, scalability, and potential for replication of the curriculum.

Developmental Education Demonstration Projects

The purpose of the *Developmental Education Demonstration Projects* is to identify, test, and scale best practices in the delivery of developmental education to improve success rates in higher education among under-prepared students. The DEDP consists of three components:

Developmental Education Demonstration Project - Community Colleges (DEDP-CC)

The objective of the Developmental Education Demonstration Project - Community Colleges is to develop a comprehensive model of developmental education for use in Texas public two year colleges. Currently, institutions around the state are implementing small-scale pilots using various innovative strategies to improve student outcomes and accelerate students through the developmental education sequence. The project will implement the most effective components from successful small-scale pilot projects that already exist in some programs across the State, by funding large-scale initiatives that bring all of the key program elements together on one campus. Bringing these elements together utilizing a student centered model will greatly enhance student success.

Developmental Education Demonstration Project - Universities (DEDP-Univ)

The objective of the Developmental Education Demonstration Project - Universities is to improve the delivery system of developmental education in Texas public universities. The project will address gaps and weaknesses in academic programs and services with the goal of improving student outcomes. A solid body of literature is emerging regarding the effectiveness of various innovative strategies to improve student outcomes and accelerate students through the developmental education sequence. The project must integrate research-based practices in developmental education and organizational development for higher education. The public universities were included because the state has several public four year institutions with large enrollments for developmental education.

The information from both programs will be used to create a comprehensive model of developmental education to be implemented around the state.

The specific program elements to be implemented by the programs are:

- **Assessment and Placement** - DEDP sites will focus on accurate assessment and placement of underprepared students to address the student's unique needs. The DEDP sites will also investigate the use of a single diagnostic assessment instrument that most closely aligns with the Texas College and Career Readiness Standards.

- **Academic advising** - DEDP sites will implement a support system that follows students from entry into college through to certificate/degree completion.
- **Differentiated instruction** - DEDP sites will implement comprehensive professional development programs to ensure that faculty members are confident in their ability to differentiate instruction based on the diverse learning needs of the students entering their classrooms each semester.
- **Faculty development** - DEDP sites will focus on ensuring that all developmental education faculty are trained using the most recent evidence-based instructional strategies and receive technical assistance to implement them in the classroom.
- **Program evaluation** - DEDP sites will focus on creating a continuous feedback loop to evaluate the success of program components and to identify promising practices. Through technical assistance from national experts in developmental education, DEDP sites will implement rigorous evaluation models to determine the effectiveness and scalability of program strategies.
- **Developmental and Adult Basic Education Alignment** - DEDP sites will create a plan to align Developmental Education and Adult Basic Education. The plan should identify ways to serve students who are not within 2 years of college and career readiness.

Math Improvement Project

The objective of the Math Improvement Project is to provide collaborative professional development and technical assistance related to the delivery of developmental mathematics. The project is included within the DEDP to support the implementation efforts of the community colleges. The project will enable the respective developmental education faculty to increase the number and percentage of developmental mathematics students who successfully complete college-level mathematics courses in 24 months or less.

| |
|---|
| Community College Developmental Education Initiative Project |
|---|

The *Community College Developmental Education Initiative Program (CCDEIP)* is a state initiative funded from AY2009 appropriations, College Readiness Initiatives strategy, that provided competitive programmatic grants to support developmental education at Texas public two-year institutions. The grants were designed to improve services in developmental education by addressing the performance outcomes identified by THECB staff. El Paso Community College (EPCC) served as the fiscal agent and manager for the CCDEIP. EPCC awarded competitive programmatic grants in consultation with the Developmental Education Policy Team (DEPT) led by the Texas Association of Community Colleges (TACC). The DEPT includes the following members:

The programmatic grants addressed one or more of the following areas:

1. Innovative Developmental Education - Projects funded under this area focused on implementing evidence-based strategies for developmental education students that lead to improvement in student achievement and persistence. Activities under this focus area could include non-course based remediation strategies.

2. Accelerated Developmental Education Options - Projects funded under this area focused on providing developmental education students in need of limited remediation the opportunity to complete remediation in less than 12 months. Accelerated learning options could include course-based and non-course based options taking into account work-life needs and that would remediate students as quickly as possible providing students with the best opportunity for student success.
3. Student Support Services - Projects funded under this area focused on adding or expanding student support services to developmental education students. Types of support services include: academic advising, counseling services, career counseling, and other wrap-around that will increase the likelihood of student success and persistence. Services were to include support services after students satisfied Texas Success Initiative (TSI) requirements and registered for college level courses. Services were to be available to working students in the evenings and weekends.
4. Professional Development - Projects funded under this area focused on providing comprehensive, sustained professional development for faculty and staff providing direct services to developmental education students. Professional development opportunities for faculty were to focus on strengthening instructional delivery using innovative developmental education strategies (i.e. learning communities, modular curricula, and integrated reading and writing) to differentiate instruction based upon student placement needs. Training content was to be based on the most recent evidence-based instructional strategies. Activities were to include an opportunity for follow-up activities and technical assistance where applicable.

C. What evidence can you provide that shows the effectiveness and efficiency of this program or function? Provide a summary of key statistics and performance measures that best convey the effectiveness and efficiency of this function or program.

ADULT BASIC EDUCATION INITIATIVES

**Adult Basic Education
Innovation Grants**

Formal evaluation of these programs begins fall 2011.

**Adult Transition
Research Project**

An action plan on transitions of adult learners from GED to college and career was submitted for Phase I in August 2010. A report for Phase II will be submitted in August 2011. Awarded applicants are required to submit quarterly program reports and budgets and a comprehensive year-end report and budget. The first report was submitted in October 2010 and one each quarter thereafter. The applicants submitted the year-end report in July 2011. Applicants will continue to follow this reporting protocol for the second year of the program.

**Intensive Programs -
Adult Education
Students**

The 12 programs funded under the first year of the IP-AES program will continue to serve students through August 31, 2011. Between June 1, 2010 and May 15, 2011 three hundred fifteen (315) adult students had been served by these programs. The final evaluation report on the first year of these programs will be available in October 2011. Both short and long-term indicators of success are being collected. Short-

term indicators include: 1) Improvement in mathematics and English language arts skills and knowledge as measured by the pre- and post-administration of the Texas Higher Education Assessment (THEA). Preliminary results analyzed by site as of May 15, 2011 suggest the programs are having a positive effect on students THEA scores: nine (9) of the programs had a medium to large effect on the improvement of mathematics scores, five (5) had a medium to large effect on improving reading scores; and six (6) had a medium to large effect on the improvement of writing scores. 2) Improvement in learning and study strategies, metacognition and self-regulation skills as indicated by the pre- and post-administration of the Learning and Study Strategies Inventory (LASSI). Preliminary results analyzed by site as of April 2011 suggest the programs had a positive effect on students learning skills. Five sites had a medium-to-large effect on all ten areas measured by the LASSI. 3) Student satisfaction with the program as measured by an end-of-program survey administered at the end of each program session; and 4) Qualitative data about the implementation processes and features at each funded site were collected by trained site evaluators using a pre-designed rubric. Recruitment and retention of students in the programs appears to be one of the most significant challenges these programs face. Strong institutional support of the program and solid partnerships with both education and community partners were both important to overall program success.

DEVELOPMENTAL EDUCATION INITIATIVES

**Accelerated
Developmental
Education Project**

The effectiveness and efficiency of this program is evidenced by an increase in the student completion rate of the developmental math and reading sequence. Specific outcome measures focus on the percentage of students that complete and achieve college readiness in developmental math and reading within one year. In addition, the success of the program will be based on the following deliverables:

- A copy of the accelerated reading curriculum;
- A faculty instruction guide on using the curriculum and a detailed description of the appropriate student population for the designed curriculum; and
- Report on the pilot project results in a format outlined by THECB

**Developmental
Education
Demonstration
Projects**

Developmental Education Demonstration Project - Community Colleges

The effectiveness and efficiency of all program components is evidenced by the creation and/or expansion of services available to students, creation and/or expansion of course-based and non course-based developmental education programs, and creation and/or expansion of dedicated leadership assignments to support and oversee developmental education programs at the applicant institution.

Developmental Education Demonstration Project - Universities

The effectiveness and efficiency of the program will be higher student course completion rates, higher levels of student achievement, and accelerated completion of the developmental education sequence.

The aforementioned structural and curricular changes have been implemented in the DEDP-CC and DEDP-Univ. program. Texas A & M University's Public Policy Research Institute is the external evaluation contractor and will develop the protocols for identifying best practices and measuring the effectiveness of program components utilizing the performance measures shown below.

Math Improvement Project

The effectiveness and efficiency of the program will be evident in the increase the number and percentage of developmental mathematics students who successfully complete college-level mathematics courses in 24 months or less.

Performance Measures for DEDP

| | Objectives | Performance Measures | Data Grantee Provides |
|---------------------|---|--|--|
| Success | Improve student success by <u>decreasing</u> the number of program participants that withdraw from developmental education coursework | Percent <u>decrease</u> in student course withdrawals | Number of students enrolled in course Number of students that complete course |
| | Improve student success by increasing the number of program participants that complete 80 percent of enrolled credit hours each semester | Percent increase in student credit hour completions | Number of enrolled credit hours per student Number of enrolled credit hours completed per student |
| | Improve student success by <u>increasing</u> the number of program participants that complete developmental education coursework with a "C" or better | Percent <u>increase</u> in student course completions with a grade of "A", "B", and "C" | Number of students enrolled in course Number of students that complete course with a grade of "A" Number of students that complete course with a grade of "B" or better Number of students that complete course with a grade of "C" or better |
| | Demonstrate student success by the number of program participants that satisfy TSI requirements in reading, writing or math by passing a state approved TSI assessment test | Percent of students that satisfy TSI requirements in reading, writing, or math by passing a state approved TSI assessment test | Number of students that satisfied TSI requirements in reading, writing or math by passing a state approved TSI assessment test <u>prior</u> to program implementation Number of students that satisfied TSI requirements in reading, writing, or math by passing a state approved TSI assessment test <u>after</u> program implementation |
| Acceleration | Improve the rate that participants satisfy TSI requirements in reading, writing, or math in 12 months | Percent increase in the number of participants that satisfy TSI requirements in reading, writing, or math in less than 12 months | Number of students that satisfy TSI requirements in 12 months <u>prior</u> to program implementation Number of students that satisfy TSI requirements <u>after</u> program implementation |
| | Improve the rate that participants satisfy TSI requirements in reading, | Percent increase in the number of participants that satisfy TSI | Number of students that satisfy TSI requirements in reading, writing, or math in 12-24 |

| | Objectives | Performance Measures | Data Grantee Provides |
|---------------------------------|---|--|---|
| | writing, or math in 12-24 months | requirements in reading, writing, or math in 12-24 months | months prior to program implementation Number of students that satisfy TSI requirements in reading, writing, or math in 12-24 months after program implementation |
| Support | Build organizational capacity by adding or enhancing the structured activities or opportunities for participant to receive advising, counseling, or mentoring services | Percent of structured activities or opportunities for participants to receive advising, counseling or mentoring services Percent increase in participant contact with advisor, counselor, or mentoring services | Number of structured activities or opportunities for advising, counseling, or mentor services prior to program implementation Number of structured activities or opportunities for advising, counseling or mentor services after program implementation Number of participant contacts with advisor, counselor or mentor prior to program implementation Number of participant contacts with advisor, counselor, or mentor after implementation of the program |
| Professional Development | Build organizational capacity by implementing or enhancing the on-going training and support available to developmental education faculty, counselors, advisors, or mentors | Percent of staff completing training Percent of trained staff with increased knowledge of the program area | Number of staff eligible for training Number of staff receiving training prior to program implementation Number of staff successfully completing training after program implementation Number of trained staff demonstrating increased knowledge of the program area |

Awarded applicants are required to submit quarterly program reports and budgets and a comprehensive year-end report and budget. The first report was submitted in October 2010 and one each quarter thereafter. The applicants submitted the year-end report in July 2011. Applicants will continue to follow this reporting protocol for the second year of the program.

**Community College
Developmental
Education Initiative
Project**

The effectiveness and efficiency of the CCDEIP will be higher student course completion rates, higher levels of student achievement, and accelerated completion of the developmental education sequence. Awarded applicant submitted the first comprehensive report and budget in July 2010. Thereafter, the applicant submitted quarterly reports, one in November 2010, and one in March

2011. The final program report was submitted in July 2011.

Performance Measures for the Community College Developmental Education Initiative Program

| | Objectives | Performance Measures | Data Grantee Provides |
|---------------------|---|--|--|
| Success | Improve student success by <u>decreasing</u> the number of program participants that withdraw from developmental education coursework | Percent <u>decrease</u> in student course withdrawals | Number of students enrolled in course Number of students that complete course |
| | Improve student success by <u>increasing</u> the number of program participants that complete developmental education coursework with a "C" or better | Percent <u>increase</u> in student course completions with a grade of "C" or better | Number of students enrolled in course Number of students that complete course with a grade of "C" or better |
| | Demonstrate student success by the number of program participants that satisfy TSI requirements in reading, writing or math by passing a state approved TSI assessment test | Percent of students that satisfy TSI requirements in reading, writing, or math by passing a state approved TSI assessment test | Number of students that satisfied TSI requirements in reading, writing or math by passing a state approved TSI assessment test <u>prior</u> to program implementation Number of students that satisfied TSI requirements in reading, writing, or math by passing a state approved TSI assessment test <u>after</u> program implementation |
| Acceleration | Improve the rate that participants satisfy TSI requirements in reading, writing, or math in 12 months | Percent increase in the number of participants that satisfy TSI requirements in reading, writing, or math in less than 12 months | Number of students that satisfy TSI requirements in 12 months <u>prior</u> to program implementation Number of students that satisfy TSI requirements <u>after</u> program implementation |
| | Improve the rate that participants satisfy TSI requirements in reading, | Percent increase in the number of participants that satisfy TSI | Number of students that satisfy TSI requirements in reading, writing, or math in 12-24 |

| | | | |
|---------------------------------|---|--|---|
| | writing, or math in 12-24 months | requirements in reading, writing, or math in 12-24 months | months prior to program implementation Number of students that satisfy TSI requirements in reading, writing, or math in 12-24 months after program implementation |
| Support | Build organizational capacity by adding or enhancing the structured activities or opportunities for participant to receive advising, counseling, or mentoring services | Percent of structured activities or opportunities for participants to receive advising, counseling or mentoring services Percent increase in participant contact with advisor, counselor, or mentoring services | Number of structured activities or opportunities for advising, counseling, or mentor services prior to program implementation Number of structured activities or opportunities for advising, counseling or mentor services after program implementation Number of participant contacts with advisor, counselor or mentor prior to program implementation Number of participant contacts with advisor, counselor, or mentor after implementation of the program |
| Professional Development | Build organizational capacity by implementing or enhancing the on-going training and support available to developmental education faculty, counselors, advisors, or mentors | Percent of staff completing training Percent of trained staff with increased knowledge of the program area | Number of staff eligible for training Number of staff receiving training prior to program implementation Number of staff successfully completing training after program implementation Number of trained staff demonstrating increased knowledge of the program area |

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent.

Accelerated Developmental Education Project

The THECB issued contracts for three accelerated developmental education projects during FY 2010-2011. Two of the contracts were related to accelerated math (Tarrant County College and Amarillo College) and one contract was related to reading (Austin Community College). All Phase 1 contracts expired on October 31, 2010. Phase 1 results for the math projects showed that students enrolled in these accelerated remediation options demonstrated mastery of the developmental education curriculum learning outcomes equivalent to as many as three developmental education math courses in one semester.

In addition to improved student outcomes, students in the accelerated remediation courses demonstrated a higher rate of completion. Based on the promising results from the Phase 1 Accelerated Developmental Education Math Projects, THECB staff recommends issuing Phase 2 contracts to Tarrant County College and Amarillo College for \$75,000 each for 12 months. The Phase 2 contracts will focus on portability of the curriculum using computer-based software programs, and providing technical assistance and peer mentoring support to institutions interested in replicating the program.

ADULT BASIC EDUCATION INITIATIVES

Adult Basic Education Innovation Grants

N/A

Adult Transition Research Project

N/A

Intensive Programs - Adult Education Students

Originally, these were summer bridge programs for recent GED recipients; however, in the course of the pilot during summer 2009, program managers and evaluators determined that (1) 80 hours across 8 weeks was not intensive enough and did not provide a rigorous opportunity to bridge these adults into college, (2) adult education GED programs were not tied to college semesters, so summer only programs were not necessary; programs offered throughout the year would provide opportunities to serve more adult learners finishing their GEDs throughout the year, and (3) because many of the GED recipients were being served by community programs and not CTC, these programs could apply for funding under the competition for FY10/FY11.

DEVELOPMENTAL EDUCATION INITIATIVES

Accelerated Developmental Education Project

The THECB issued contracts for three accelerated developmental education projects during FY2010 and FY2011. Two of the contracts were related to accelerated math (Tarrant County College and Amarillo College) and one contract was related to reading (Austin Community College). All Phase 1 contracts expired on October 31, 2010. Phase 1 results for the math projects showed that students enrolled

in these accelerated remediation options demonstrated mastery of the developmental education curriculum learning outcomes equivalent to as many as three developmental education math courses in one semester.

In addition to improved student outcomes, students in the accelerated remediation courses demonstrated a higher rate of completion. Based on the promising results from the Phase 1 Accelerated Developmental Education Math Projects, THECB staff issued Phase 2 contracts to Tarrant County College and Amarillo College for \$75,000 each from AY11 funds with the grant period expiring July 31, 2012. The Phase 2 contracts will focus on portability of the curriculum using computer-based software programs, and providing technical assistance and peer mentoring support to institutions interested in replicating the program.

| | |
|---|---|
| Developmental Education Demonstration Projects | <u>Developmental Education Demonstration Project - Community Colleges (DEDP-CC)</u> N/A |
|---|---|

Developmental Education Demonstration Project - Universities

Rider 50, Appropriations Act, 81st Texas Legislature, appropriated funds to the THECB for innovative projects in developmental education. The rider requires that all funds are awarded to public community and technical colleges only. However, because the state has several public four year institutions with large enrollments for developmental education, an RFA was issued to award funds from the College Readiness Initiatives strategy to public four year institutions for comprehensive demonstration projects for FY2010-2011.

Math Improvement Project

N/A

| | |
|---|-----|
| Community College Developmental Education Initiative Project | N/A |
|---|-----|

- E. Describe who or what this program or function affects. List any qualifications or eligibility requirements for persons or entities affected. Provide a statistical breakdown of persons or entities affected.**

ADULT BASIC EDUCATION INITIATIVES

| | |
|--|--|
| Adult Basic Education Innovation Grants | According to the American Communities Survey, just under 24 percent of the population in Texas (3,871,173 individuals) qualified for adult basic education services either because they were not fluent in English or because they were without a high school diploma or GED (Texas Workforce Investment Council, 2010). |
|--|--|

The Adult Basic Education Innovation grant program directly targets adults who have left high school prior to graduation, who have not yet earned a GED, but who are interested in a technical or career field but are underprepared academically to succeed. It also affects underprepared adults who may have graduated from

high school three or more years prior to enrollment in the program but who test into basic skills levels (below 7.5 grade level).

Profile of Texas ABE Students

- Most Adult Basic Education (ABE) students are in low intermediate (grades 4-6.9 education level).
- Most Adult Secondary Education (ASE) students were at the low education level (grades 9-10.9).
- Most English as a Second Language (ESL) students were at the beginning level, meaning little or no literacy in English.
- 54 percent of Adult Education students are in ESL (2009-2010).
- 75 percent are Hispanic.

Adult Transition Research Project

According to the American Communities Survey, just over 15 percent of the population in Texas (or 3,871,173 individuals) qualified for adult basic education services either because they were not fluent in English or because they were without a high school diploma or GED (Texas Workforce Investment Council, 2010).

The Transitions Project provides professional development support for both federally funded and non-federally funded transitions programs in understanding and using the Texas College and Career Readiness programs in curriculum design and/or revision. It supports the THECB in disseminating information about the Texas College and Career Readiness Standards (CCRS) to adult basic education faculty who are unfamiliar with the standards.

Ultimately, the efforts of the Transitions Project will lead to a comprehensive gap analysis of the Texas Adult Education Standards and the CCRS. Using this analysis along with the information from the syllabi provided by programs and the evaluation reports created by UT Arlington on the effectiveness of the programs, they will work with ABE/ESL faculty, professors in AE, and consultants who developed the CCRS to create an effective 8-week curriculum for a Transition Program for Adult Learners. This will be shared with federally funded and non-federally funded adult basic education programs in the state.

Intensive Programs - Adult Education Students

According to the American Communities Survey, just over 15 percent of the population in Texas (or 3,871,173 individuals) qualified for adult basic education services either because they were not fluent in English or because they were without a high school diploma or GED (Texas Workforce Investment Council, 2010).

The Intensive Programs - Adult Education Students (IP-AES) directly targets adults who have left high school prior to graduation and who have recently earned a GED. It also targets adults over the age of 20 who received their GED or high school diploma three or more years prior to enrollment. It also affects underprepared adults who may have graduated from high school three or more years prior to enrollment in the program and place into the lowest level of developmental education courses in two or more areas.

Profile of Texas ABE Students

- Most Adult Basic Education (ABE) students are in low intermediate (grades 4-6.9 education level).
- Most Adult Secondary Education (ASE) students were at the low education level (grades 9-10.9).
- Most English as a Second Language (ESL) students were at the beginning level, meaning little or no literacy in English.

- 54 percent of Adult Education students are in ESL (2009-2010).
- 75 percent are Hispanic.

DEVELOPMENTAL EDUCATION INITIATIVES

**Accelerated
Developmental
Education Project**

This program affects all students entering the selected institutions of higher education who enroll in the accelerated courses. The program also has the potential to effect students at other institutions as the success of the project is disseminated. The institutions were selected based on their previous work with accelerated developmental coursework.

In fall 2010, 26.9 percent of the students attending Texas community colleges enrolled in at least one developmental education course. Of those students, 21.4 percent were white, 33.7 percent were African American, and 32 percent were Hispanic. 33.8 percent of these students were under the age of 22.

**Developmental
Education
Demonstration
Projects**

The DEDP-CC, DEDP-Univ., and the Math Improvement Project programs affect all students entering institutions of higher education who are required to enroll in developmental coursework, higher and public education faculty, staff and administration, and public high school students.

In fall 2010, 26.9 percent of the students attending Texas community colleges enrolled in at least one developmental education course. Of those students, 21.4 percent were white, 33.7 percent were African American, and 32 percent were Hispanic. 33.8 percent of these students were under the age of 22.

Below are the qualification requirements of the grant applicants for Texas public community colleges and universities, respectively:

Developmental Education Demonstration Project - Community Colleges (DEDP-CC)

A Texas community college district or public technical institution of higher education is eligible to submit an Application for a DEDP.

Developmental Education Demonstration Project - Universities

All Texas public universities are eligible to submit an Application for a DEDP.

**Community College
Developmental
Education Initiative
Project**

El Paso Community College served as the fiscal agent and manager for the CCDEIP. The CCDEIP affects all students entering the participating institutions of higher education who are required to enroll in developmental coursework, higher and public education faculty, staff and administration, and public high school students.

In fall 2010, 26.9 percent of the students attending Texas community colleges enrolled in at least one developmental education course. Of those students, 21.4 percent were white, 33.7 percent were African American, and 32 percent were Hispanic. 33.8 percent of these students were under the age of 22.

The follow summarizes (from the program Interagency Contract) the qualification requirements of the grant applicant:

II. PURPOSE

- C. All community colleges, except EPCC, are eligible to apply for funding. Participation in “Achieving the Dream” is not a prerequisite for grant award. All sub-grantee projects must include provisions to increase Hispanic student success through funded project activities. Sub-grantees must set enrollment targets for Hispanic student participation in non course-based developmental education programs.

F. Describe how your program or function is administered. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. List any field or regional services.

ADULT BASIC EDUCATION INITIATIVES

Adult Basic Education Innovation Grants

This program is comprised of five major categories of process management, as managed by the Senior Education Specialist, Adult and Developmental Education, who reports to the Director, Adult and Developmental Education.

The program management process is as follows:

1. Strategic Planning
2. Request for Applications, Contract Management & Payment Oversight
3. General Program Oversight
4. Annual Conference Planning and Technical Support, and
5. Evaluation and Report Review

Adult Transition Research Project

This program is comprised of five major categories of process management, as managed by the Senior Education Specialist, Adult and Developmental Education who reports to the Director, Adult and Developmental Education. The program management process is as follows:

1. Strategic Planning – Phase I of the Transitions Project was a research study. There was a need to discover what type of transitions programs existed not only in Texas but nationally. A review of research and best practices in Transitions of Adult Basic Education students from GED attainment to College and Career readiness was outlined in the first report: An Action Plan for Transitions
2. Request for Applications, Contract Management & Payment Oversight – An Interagency Contract was prepared with The Education Institute at Texas State University-San Marcos to develop and lead the statewide efforts at researching and disseminating information on Transition programs in the country and in the state.
3. General Program Oversight – Representatives from the Transitions Project and program manager (Senior Program Director in Developmental and Adult Education) have monthly phone meetings to share program updates, planning.

4. Annual Conference Planning and Technical Support – The Transition Project provides technical assistance and support to the THECB in planning the ABEIG and IPAES summer institutes. The Transition Project disseminates information about the project during the Institute and throughout the year at various adult education practitioner and research conferences.
5. Evaluation and Report Review – The reports provided annually by the Transitions Project serve as program evaluations as they provide research in local and national transitions efforts, results from their professional development activities in demonstrating the use of the Texas CCRS particularly the Cross-Disciplinary Standards in Adult Basic Education and ESL classrooms.

**Intensive Programs -
Adult Education
Students**

This program is comprised of five major categories of process management, as managed by the Senior Education Specialist, Adult and Developmental Education, who reports to the Director, Adult and Developmental Education. The program management process is as follows:

1. Strategic Planning – Pilot transitions program initiated in summer 2009; results led to changes in the program, and a Request for Application process began.
2. Request for Applications, Contract Management & Payment Oversight – Proposals were submitted, reviewed by internal and external professionals in the field of adult literacy education, contracts were negotiated, signed, and initial payments were distributed upon receipt of signed notification of grant award (NOGA).
3. General Program Oversight – Programs were visited beginning in Summer 2010 by the program manager. By December 2010, 11 programs had been visited; the 12th program had recruiting problems and was not visited until summer 2011 by the program manager and an external evaluator. In the majority of cases, the program manager visited the programs prior to the visit by the external evaluator in order to review program documentation, advise program staff and faculty on what to prepare for the evaluator visit, provide technical assistance in curriculum review, textbook selection, and instructor qualifications, and review budgets and spending.
4. Annual Conference Planning and Technical Support – Programs were invited to participate as a panel in the Texas Association of Literacy and Adult Education conference in Austin in winter 2011; 6 of the 11 programs participated in the panel. The THECB held a three day summer meeting for the grantees in June 2011 where they received technical support on the internal evaluation and action plans for future program improvement, contextualization of curriculum, individual program curriculum review (aligned to Texas College and Career Readiness Standards) by researchers and professors in developmental education, and preliminary results on program success (based on pre/post assessment scores).
5. Evaluation and Report Review – The evaluation report for the summer 2010 and FY2011 programs is expected in Fall 2011.

DEVELOPMENTAL EDUCATION INITIATIVES

**Accelerated
Developmental
Education Project**

The *Accelerated Developmental Education Project* is the responsibility of the Program Director, Adult and Developmental Education, who reports to the Director, Adult and Developmental Education. A Temporary Research Specialist supports their efforts.

To ensure the success of the program, the Developmental Education Department engages in program management activities. These activities include:

- Conducting thorough on-site review of programs, spending time with students, faculty and staff to evaluate the effectiveness of the program;
- Requiring quarterly program and budget reports from program grantees to monitor program milestones and expenditures; and
- Providing technical assistance and arranging professional development to address gaps and weakness within the program structure and the faculty/staff knowledge.

**Developmental
Education
Demonstration
Projects**

The DEDP-CC, DEDP-Univ., and the Math Improvement Project programs are the responsibility of the Program Director, Adult and Developmental Education, who reports to the Director, Adult and Developmental Education. A Temporary Research Specialist supports their efforts

Rider 50, Appropriations Act, 81st Texas Legislature, requires the THECB to use the funds for pilot programs at Texas public community and technical colleges. The Developmental Education Department engages in a number of activities to satisfy this requirement. These activities include:

- Conducting thorough on-site review of programs, spending time with students, faculty and staff to evaluate the effectiveness of the program.
- Conducting monthly meetings with program grantees to discuss program status, and to address issues and concerns of program grantees.
- Requiring quarterly program and budget reports from program grantees to monitor program milestones and expenditures.

Providing technical assistance and arranging professional development to address gaps and weakness within the program structure and the faculty/staff knowledge.

**Community College
Developmental
Education Initiative
Project**

The CCDEIP is the responsibility of the Program Director, Adult and Developmental Education, who reports to the Director, Adult and Developmental Education. A Temporary Research Specialist supports their efforts.

As the fiscal agent and manager for the CCDEIP, El Paso Community College was required to perform the following services:

1. Prepare a Request for Application (“RFA”) that may follow the format shown at Example A “Possible RFA Components.”
2. Facilitate, in consultation with the DEPT, the peer review process for applications received;
3. Award sub-contracts to successful applicants;
4. Submit quarterly reports of project activities and progress to THECB; and

5. Synthesize evaluation data from awarded projects/sub-grantees/sub-contracts and prepare and deliver to THECB a final evaluation report on all projects awarded according to performance measures provided by the THECB.

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. For state funding sources, please specify (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

ADULT BASIC EDUCATION INITIATIVES

Adult Basic Education Innovation Grants

This program is funded from general revenue appropriations from the ABE Community College Grants strategy within the THECB's Budget Goal E: Quality/Participation. Rider 56 (2010-11 General Appropriation Act, 81st Texas Legislature, p. III-63), and Rider 40 (2012-13 General Appropriation Act, 82nd Texas Legislature, p.III-50), appropriate funding as follows:

| FY 10 | FY 11 | Total |
|-------------|-------------|--------------|
| \$5,000,000 | \$5,000,000 | \$10,000,000 |
| FY 12 | FY 13 | Total |
| \$2,000,000 | \$2,000,000 | \$4,000,000 |

Adult Transition Research Project

This program was funded from general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education and the ABE Community College Grants strategy within the THECB's Budget Goal E: Quality/Participation. The 82nd Texas Legislature did not appropriate funding for College Readiness Initiatives for the 2012-2013 biennium.

Intensive Programs - Adult Education Students

This program was funded under a Memorandum of Understanding between the THECB and the Texas Education Agency as required under Rider 51, General Appropriations Act (III-19), 81st Texas Legislature out of funds appropriated to TEA under its Statewide Educational Program strategy. The funds were transferred to the THECB into the College Readiness Initiatives strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education.

DEVELOPMENTAL EDUCATION INITIATIVES

Accelerated Developmental Education Project

This program was funded from general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education.

Developmental Education Demonstration Projects

Developmental Education Demonstration Project - Community Colleges (DEDP-CC)

This DE component of the program is funded from general revenue appropriations from the Developmental Education Program strategy within the

THECB's Budget Goal E: Quality/Participation. Rider 50 (2010-11, General Appropriation Act, 81st Texas Legislature, p. III-62), and Rider 52 (2012-13 General Appropriation Act, 82nd Texas Legislature, p. III-51) appropriates funding to pilot programs at Texas public community and technical colleges as follows:

| FY 10 | FY 11 | Total |
|-------------|-------------|-------------|
| \$2,500,000 | \$2,500,000 | \$5,000,000 |
| FY 12 | FY 13 | Total |
| \$2,000,000 | \$2,000,000 | \$4,000,000 |

Developmental Education Demonstration Project - Universities

This component of the program is funded from general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Closing the Gaps in Higher Education.

Math Improvement Project

This component of the program is funded from general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Closing the Gaps in Higher Education.

**Community College
Developmental
Education Initiative
Project**

This program was funded from general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Closing the Gaps in Higher Education.

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions. Describe the similarities and differences.

ADULT BASIC EDUCATION INITIATIVES

**Adult Basic Education
Innovation Grants**

In Texas, no other programs provide identical or similar services or functions of this approach to integrated basic education and skills training. Federal grants (e.g. DOL Pathways) and foundation grants (e.g. Completion by Design) have started to initiate career pathway funding for colleges in Texas to change how adult basic education students transition into and succeed in higher education.

Under the *Breaking Through* initiative with *Jobs for the Future*, South Texas College implemented an I-BEST like approach to working with adult English language learners using a dual language model focused on professional English and professional Spanish in the Health Professions. The Integrated Basic Education and Skills Training (I-BEST) model was created by Washington State Board for Community and Technical College to address the state's large number of working adults who do not have a high school diploma and the adults who lack education beyond high school. The model pairs workforce training and ABE or ESL so students learn literacy and workplace skills at the same time. Adult literacy and vocational instructors work together to develop and deliver instruction. Colleges provide higher levels of support and student services to address the needs of non-traditional students. Currently, none of the eight (8) schools participating in the Texas Adult Basic Education Innovation grant program are implementing a dual language model; however, all the schools are utilizing strategies proven successful under the Breaking Through initiative

| | |
|---|---|
| Adult Transition Research Project | N/A |
| Intensive Programs - Adult Education Students | <p>In Texas, no other entities/agencies funded by state or federal funds provide intensive college readiness programs for transitioning adult basic education students to college while bypassing levels of developmental education. Colleges that offer college preparation programs (e.g. EPCC's PREP program) are non-intensive and self-paced. Their effectiveness has not yet been established.</p> <p>In Texas, there are several intensive college readiness programs funded by private foundations and managed by non-profits such as Capital IDEA (Austin, TX) and Project VIDA (McAllen, TX). The 55 adult basic education and ESL programs funded federally (with state matching funds) by Title II of the Workforce Investment Act and managed by the Texas Education Agency with technical support/assistance from Texas LEARNS have transitions advisors to support adult learners as they move from GED to college; however, not all the programs have advisors and the services that the advisors give are not consistent across programs. The effectiveness of these advisors has not been evaluated.</p> <p>The Intensive College Readiness Programs for Adult Education students are the only programs that focus on transitioning recent GED graduates to college. These programs are evaluated using a rigorous evaluation protocol and the technical assistance to the programs focuses on the findings from the evaluation coupled with the needs of program administrators and faculty.</p> |
| DEVELOPMENTAL EDUCATION INITIATIVES | |
| Accelerated Developmental Education Project | N/A |
| Developmental Education Demonstration Projects | <p><u>Developmental Education Demonstration Project - Community Colleges (DEDP-CC)</u></p> <p>Achieving the Dream, Inc.: DEVELOPMENTAL EDUCATION INITIATIVE (DEI) (funded by the Bill and Melinda Gates Foundation and Lumina Foundation for Education) aims to expand groundbreaking remedial education programs that experts say are key to dramatically boosting the college completion rates of low-income students and students of color. The innovations developed by the colleges and states participating in the Developmental Education Initiative will help community colleges understand what programs are effective in helping students needing developmental education succeed and how to deliver these results to even more students. There are four Texas institutions of higher education participating in the initiatives.</p> <p>This program is similar in that it focuses on identifying effective practices in developmental education that can be scaled up to impact a greater number of students. It is different in that it focuses on community colleges only, is not as prescriptive as the DEDP program, does not include the adult basic education and</p> |

postsecondary alignment and does not require the level of intrusive technical assistance that has proven to be essential to the success of the DEDP. It is also unknown if the DEI will continue to receive funding

**Community College
Developmental
Education Initiative
Project**

N/A

- I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency's customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.**

ADULT BASIC EDUCATION INITIATIVES

**Adult Basic Education
Innovation Grants**

N/A

**Adult Transition
Research Project**

N/A

**Intensive Programs -
Adult Education
Students**

N/A

DEVELOPMENTAL EDUCATION INITIATIVES

**Developmental
Education
Demonstration
Projects**

Care has been taken in coordinating periodic face-to-face communication with the program management between the DEDP and DEI. Program staff from both agencies work together to represent the state in a number state and national projects and often co-present at events.

**Community College
Developmental
Education Initiative
Project**

N/A

**Intensive Program
Adult Education
Students**

N/A

- J. If the program or function works with local, regional, or federal units of government include a brief description of these entities and their relationship to the agency.**

ADULT BASIC EDUCATION INITIATIVES

Adult Basic Education Innovation Grants

THECB works with Texas public community and technical colleges (commonly the Continuing Education area of the college) who in turn work with their own ESL, GED programs and/or an off-campus adult basic education provider such as school districts (ISDs) Regional Education Service Center (ESCs), or community based organization to recruit students, teach basic skills component of the contextualized certificate curriculum, develop curriculum for career exploration/college exploration classes in collaboration with certificate training instructor(s), and through participation in the adult basic education advisory council on the college or in the community.

Adult Transition Research Project

The *Adult Transitions Project* is housed in the Education Institution, College of Education at Texas State University-San Marcos, which is also home to the Central Region GREAT Center. In Texas, 8 GREAT centers throughout the state provide professional development to instructors and administrators in the 55 federally funded adult education programs.

Intensive Programs - Adult Education Students

The IP-AES programs are required to partner with a community based organization, or federally funded ABE/ESL provider, for recruitment and to support the transition of adult learners. If the IP-AES program is a community based organization, ISD, or regional service center, the program must partner with the local community/technical college or university to use their testing center, and identify and partner with registration, advising and financial aid offices to support student transition.

THECB works with both federally funded and non-federally funded ABE/ESL programs to promote the IP-AES.

DEVELOPMENTAL EDUCATION INITIATIVES

Developmental Education Demonstration Projects

N/A

Community College Developmental Education Initiative Project

N/A

K. If contracted expenditures are made through this program please provide:

- the amount of those expenditures in fiscal year 2010;
- the number of contracts accounting for those expenditures;
- a short summary of the general purpose of those contracts overall;
- the methods used to ensure accountability for funding and performance; and
- a short description of any current contracting problems.

ADULT BASIC EDUCATION INITIATIVES**Adult Basic Education
Innovation Grants**

Eight selected Texas public community and technical college applicants were provided a contract termed “Notice of Grant Award (NOGA)” to support this program. The NOGA incorporates how and when the programs will be funded, the RFA, and the program proposal.

The eight institutions are delivering integrated programs under the Continuing Education areas of their campuses. Some of the programs offer the classes for credit; however, the majority of the certificate programs that these ABE students are going through are non-credit. Upon completion of these training certificate programs, the participants work with career counselors for job search and placement (through the college or the Workforce Solutions area) or with college advisors for continuation of their certificate or college coursework.

Five (5) contracts for ABEIG programs were awarded in FY 2010 and nine (9) in FY2011. Three (3) of the ABEIG programs linked with DEDP programs were awarded funding for a third year to support their efforts in developing and implementing a variety of career pathways.

| Institution | Original Award | Continuation |
|--|----------------|--|
| Alamo CCD* | \$500,000 | --- |
| El Paso CC | \$500,000 | \$300,000 |
| Lone Star College System | \$500,000 | \$300,000 |
| San Jacinto College | \$500,000 | --- |
| Tarrant County College | \$500,000 | \$300,000 |
| Austin CC | \$500,000 | \$250,000 |
| Houston CC | \$500,000 | \$250,000 |
| TSTC-Harlingen | \$500,000 | \$250,000 |
| Institution expected to be awarded in August 2011 | | Expected Amount of Contract for two years |
| Alamo CCD | | \$550,000 |
| Amarillo College | | \$500,000 |

| | |
|------------------------------|-----------|
| South Texas College | \$550,000 |
| Wharton College | \$500,000 |
| Hill College | \$500,000 |
| Dallas CCCD El Centro | \$600,000 |

As outlined in the process section (K), the program manager communicates often with grantees and grantees submit quarterly and final program and financial reports to the external evaluator and to THECB. Careful review of funding and performance is conducted and grantees are asked to address and improve elements necessary to improve performance when required and to ensure accountability.

There are no contracting problems.

**Adult Transition
Research Project**

The Adult Education Transition Research Project is a three phase program at Texas State University-San Marcos designed to improve the transition from adult education into postsecondary education and training programs. Three Interagency contracts were signed for three fiscal years to complete Phases I and II of the Transitions Projects work between FY 2009 and FY 2011 describe in section (B)

| FY 2009 | FY 2010 | FY 2011 |
|----------|-----------|-----------|
| \$98,887 | \$250,000 | \$258,000 |

Accountability on the terms of the contract is enforced regularly by staff and reporting requirements are included in contract.

There are no contracting problems.

**Intensive Programs -
Adult Education
Students**

Selected Texas public community and technical college applicants were provided a contract termed “Notice of Grant Award (NOGA)” to support this program. The NOGA incorporates how and when the programs will be funded, the RFA, and the program proposal. The programs entered into the agreement in May 2010; the majority of programs began summer programs in summer 2010 and then established cohorts in fall 2010, spring 2011, and summer 2011.

There are twelve (12) programs currently delivering intensive college readiness services to up to 550 students. Seven (7) of the programs are housed at community colleges where the college is the fiscal agent while two (2) are housed at community-based organizations, two (2) at education services centers, and one (1) at independent school district.

| Affiliation CTC | Original Grant Amount | Expenditures FY 2010 | Expenditures FY 2011 |
|------------------------------------|-----------------------|----------------------|----------------------|
| Austin Community College | \$125,000 | \$31, 250 | \$93,750 |
| Richland College | \$125,000 | \$31, 250 | \$93,750 |
| South Texas College | \$125,000 | \$31, 250 | \$93,750 |
| Kilgore College | \$100,000 | \$25,000 | \$75,000 |
| Texarkana College | \$125,000 | \$31, 250 | \$93,750 |
| Lone Star College System | \$125,000 | \$31, 250 | \$93,750 |
| Midland College | \$125,000 | \$31, 250 | \$93,750 |
| ESC XX Alamo CCD | \$125,000 | \$31, 250 | \$93,750 |
| ESC VI Blinn College | \$62,5000 | \$21,875 | \$87,500 |
| North side ISD NW Vista C | \$67,5000 | \$21,875 | \$87,500 |
| Lit. Co of Tyler Tyler JC | \$125,000 | \$31, 250 | \$93,750 |
| San Angelo P-16 Howard C | \$125,000 | \$31, 250 | \$93,750 |

NOTE: Twelve (12) contracts were awarded in FY2010 that carried over into FY2011.

As outlined in the process section (K), the program manager communicates often with grantees (scheduled monthly meetings with grantees, responses to quarterly reports), and grantees submit quarterly and final program and financial reports to the external evaluator and to THECB.

Careful review of funding and performance is conducted and grantees are asked to address and improve elements necessary to improve performance when required and to ensure accountability.

There are no contracting problems.

DEVELOPMENTAL EDUCATION INITIATIVES

Accelerated Developmental Education Project

Selected Texas public institutions of higher education applicants for the Accelerated project were provided an interagency contract to support this program in two unique phases.

Phase 1

The general purpose of the Phase 1 Accelerated contracts was to: Fulfill the proposal submitted by the grantee regarding the implementation of the Accelerated Developmental Education Project at their institution. The following is the Statement of Work found in the contract for Phase 1:

- Develop an accelerated curriculum for high-level developmental reading students.
- Identify the corresponding THEA and Compass placement cut-score for the curriculum
- Conduct a pilot of the curriculum during the spring and/or summer 2010 semesters.
- Report the pre and post scores to THECB
- Submit data as necessary to evaluate the effectiveness of the project
- Facilitate at least two project disseminate activities regarding the development of the curriculum and the pilot results; and
- Attend meetings with THECB as necessary regarding project progress

Three community colleges received funding to implement Phase I of the Accelerated Developmental Education Project: Austin Community College, Amarillo College, and Tarrant County College.

Phase 2:

The following is the Statement of Work found in the contract for Phase 2:

- Prepare and disseminate to other colleges and universities throughout Texas copies of information developed and published in Phase I of the Project, including curriculum, assessments, and reports of the project's progress, outcomes, and recommendations;
- Host, plan, and coordinate at least one (1) convening of Developmental Education math faculty and administrators to present project and project results and provide relevant follow-up activities;
- Provide technical assistance to other colleges and universities throughout Texas that plan to implement the program;
- Present project and project results to other state, regional and national agencies, organizations, and associations;
- Attend one contractor meeting at a mutually agreed upon time and location with THECB staff during the CASP 2011 conference in Austin, Texas scheduled for October 23-25, 2011;
- Collect and submit evaluation data to THECB on student progression through accelerated developmental coursework and subsequent credit bearing courses; and
- Submit a final project report to THECB no later than 07/1/2012.

Two community colleges received funding to implement Phase I of the Accelerated Developmental Education Project: Amarillo College and Tarrant County College

In FY10, three contracts generated **\$225,000.00** of expenditures as listed below:

| Institution | Expenses FY2010: |
|--------------------------|---------------------|
| Austin Community College | \$75,000 |
| Amarillo College | \$75,000 |
| Tarrant County College | \$75,000 |
| TOTAL | \$225,000.00 |

As outlined in the section (K), the program manager communicates often with the project director. In addition, two site visits were conducted with each grantee during FY2010. Grantees are required submit quarterly program reports and budgets. Program staff provides written feedback to grantees and arrange conference calls to address any issues or concerns.

There are no contracting problems.

**Developmental
Education
Demonstration
Projects**

Selected applicants for the DEDP were provided a contract termed "Notice of Grant Award (NOGA)" to support this program. The general purpose of these DEDP contracts is to: Fulfill the proposal submitted by the grantee regarding the

implementation of a Developmental Education Demonstration Project at their institution.

Developmental Education Demonstration Project - Community Colleges

The following is the Statement of Work included with the NOGA:

1. Must align adult basic education and developmental education as outlined in the application submitted to THECB beginning no later than the spring 2011 semester.
2. Must pilot combined reading and writing developmental education courses beginning no later than the spring 2011 semester.
3. Must participate in developmental education math improvement project funded through the EPIC Center with the Texas State University System with professional development services to begin no later than October 15, 2010.
4. Must participate in the pilot of the computer-based THEA test administered by Pearson Evaluation Systems.
5. Must contract with DTI Associates for the STAR Reading Project for reading (English Language Arts) professional development services to begin no later than October 15, 2010.
6. Must attend required program meetings and technical assistance sessions in Austin as scheduled by THECB staff.
7. Must participate in monthly Developmental Education Demonstration Project (DEDP) conference calls with THECB staff beginning in July 2010.
8. Must submit quarterly program reports using templates provided by THECB staff using SharePoint or other electronic formats.
9. Must submit required data reports for cross-site evaluation using templates provided by THECB staff using SharePoint or other electronic formats.
10. Must administer research instruments/surveys to support research studies and cross-site evaluation protocols as required by THECB staff.
11. Must assign experienced and highly rated faculty (according to effectiveness measures outlined in application) to teach developmental education classes and programs related to all project activities.
12. Must implement innovative curricular options as approved by THECB staff and outlined in the application submitted to THECB no later than January 2011.
13. Must implement a faculty advising or cohort advising program as approved by THECB and outlined in the application submitted to THECB no later than January 2011.
14. Must disseminate project results and outcomes as approved by THECB staff and stated in application submitted to THECB.
15. Require DEDP Project Director (or designee approved by THECB) to co-present with THECB Director of Developmental and Adult Education at the CASP 2010 Conference in El Paso, Texas October 11-15, 2010.
- 16.

Developmental Education Demonstration Project - Universities

The following is the Statement of Work included with the NOGA:

1. Must participate in monthly Developmental Education Demonstration Project conference calls with THECB staff.
2. Must submit quarterly program reports using templates provided by THECB staff using SharePoint or other electronic formats.

3. Must submit required data reports for cross-site evaluation using templates provided by THECB staff using SharePoint or other electronic formats.
4. Must administer research instruments/surveys to support research studies and cross-site evaluation protocols as required by THECB staff.
5. Must attend required program meetings and technical assistance sessions in Austin as scheduled by THECB staff.
6. Must disseminate project results and outcomes as approved by THECB staff and outlined in the project application submitted to the THECB.

In FY2010, five (5) community college districts and four (4) universities received funding to implement the DEDP. The contracts are organized below by institution type. One contract was also awarded to Texas State University System to provide professional development and technical assistance to the five community college grantees in the area of mathematics.

Community College Districts:

- Alamo Community College District
- El Paso Community College District
- Lone Star College District - Montgomery Campus
- San Jacinto College
- Tarrant County College

Universities:

- Texas State University-San Marcos
- Texas A&M University-Commerce
- University of Texas at Austin
- University of Texas - Pan American

Math Improvement Project:

- Texas State University System

| Institution | Expenses FY2010: |
|--|------------------|
| Alamo Community College District | \$600,000 |
| El Paso Community College District | \$600,000 |
| Lone Star College District - Montgomery Campus | \$600,000 |
| San Jacinto College | \$600,000 |
| Tarrant County College | \$600,000 |
| | |
| Texas State University-San Marcos | \$150,000 |
| Texas A&M University-Commerce | \$150,000 |

| Institution | Expenses FY2010: |
|------------------------------------|-----------------------|
| University of Texas at Austin | \$150,000 |
| University of Texas - Pan American | \$150,000 |
| | |
| Texas State University System | \$62,500 |
| TOTAL | \$3,662,500.00 |

As outlined in the section (K), the program manager communicates often with the project director. In addition, two site visits were conducted with each grantee during FY2010. Program staff also met with the grantees as a group at the 2010 College Academic Support Programs (CASP) Conference in El Paso, Texas. Grantees are required to participate in monthly conference calls and must submit quarterly program reports and budgets. Program staff provides written feedback to grantees and arrange conference calls to address any issues or concerns.

There are no contracting problems.

**Community College
Developmental
Education Initiative
Project**

The general purpose of these contracts is to allow El Paso Community College to serve as fiscal agent to award competitive grants to public two-year institutions across the state. The grantee shall prepare a Request for Application; facilitate application review; award sub-contracts and oversee program activities designed to improve services in developmental education.

Fiscal Agent: El Paso Community College

Sub-Contracts (awarded by EPCC):

Alamo Community College District
Central Texas College District
Laredo Community College
North Central Texas College
San Jacinto College

South Texas College
Tarrant County College District
South Texas College
UT Brownsville/Southmost Texas College
Western Texas College

| Institution | Expenses FY2010: |
|----------------------------------|------------------|
| El Paso Community College | \$100,000 |
| | |
| Alamo Community College District | \$75,000 |
| Central Texas College District | \$75,000 |
| Laredo Community College | \$75,000 |
| North Central Texas College | \$75,000 |
| San Jacinto College | \$75,000 |

| Institution | Expenses FY2010: |
|---|---------------------|
| South Texas College | \$75,000 |
| Tarrant County College | \$75,000 |
| South Texas College | \$75,000 |
| UT Brownsville/ Southmost Texas College | \$75,000 |
| Western Texas College | \$75,000 |
| TOTAL | \$850,000.00 |

Methods used to ensure accountability for funding and performance:

Program staff met with the grantees as a group at the 2010 College Academic Support Programs (CASP) Conference in El Paso, Texas. In addition, EPCC is required to quarterly program reports and budgets for each sub-contract. Program staff provides written feedback to grantees and arrange conference calls to address any issues or concerns.

There are no contracting problems.

L. What statutory changes could be made to assist this program in performing its functions? Explain.**ADULT BASIC EDUCATION INITIATIVES**

| | |
|---|-----|
| Adult Basic Education Innovation Grants | N/A |
| Adult Transition Research Project | N/A |
| Intensive Program Adult Education Students | N/A |

DEVELOPMENTAL EDUCATION INITIATIVES

| | |
|---|-----|
| Accelerated Developmental Education Project | N/A |
| Developmental Education Demonstration Projects | N/A |

| | |
|---|-----|
| Community College Developmental Education Initiative Project | N/A |
| M. Provide any additional information needed to gain a preliminary understanding of the program or function. | |

ADULT BASIC EDUCATION INITIATIVES

Building Bridges to Success: An Action Plan to Transition Adult Basic Education Students Into Postsecondary Education and Training found at www.theccb.state.tx.us/index.cfm?objectid=19FEA330-FF0D-28B5-E55045EA9FD923E2&format=pdf

DEVELOPMENTAL EDUCATION INITIATIVES

Texas has become a national leader in identifying and implementing innovating strategies in developmental education reform. These efforts have been a true collaboration between and among the THECB, the Texas Association of Community Colleges and their member institutions, universities, and a number of national education foundations such as the Bill and Melinda Gates Foundation.

Inside Higher Education reports that only one Ed.D. program in the nation is focused on theory and practice related to remediating college students at a time when almost one in every three students in the country require at least one remedial course when they enroll. Earlier this year, the THECB authorized two such programs, as well as approved the creation of the first-ever Ph.D. program in developmental education at Texas State University—San Marcos. The purpose of these programs is to not only produce graduates who are equipped to effectively teach developmental education and achieve better results, but also to develop and refine research that will spur innovation and best practices. These three programs, which will begin accepting students this year, immediately thrust Texas into a national leadership role in developmental education delivery and theory.

Complete College America, a national nonprofit focused on dramatically increasing the nation's college completion rate through state policy change, recently awarded Texas \$1M to help transform developmental education in Texas. Texas was awarded the funding in recognition of an innovative strategy to deliver math remediation developed on the campus of Texas State University-San Marcos. The award will help Texas scale the new model to fifteen community colleges that largely serve students most at-risk of not completing a college degree.

Institutions throughout Texas are incubators for innovation related to developmental education. The THECB has partnered with the Texas Association of Community Colleges to facilitate the Developmental Education Initiative. The privately-funded initiative builds on previous work at various community colleges throughout the state designed to improve student outcomes. The focus of this effort is to identify and scale best

practices designed to increase academic success in developmental education. More information is available on the TACC website at: <http://www.tacc.org/dev-math.htm>

The intense focus by national foundations, and other organizations committed to reforming developmental education, on Texas and its institutions, is clear evidence that the state is on the cutting-edge of significant reform in an area of national importance.

A. Provide the following information at the beginning of each program description.

| | |
|------------------------------------|--|
| Name of Program or Function | FUNCTION: Office of Educator Quality |
| Location/Division | P-16 Initiatives Department/ Division of Academic Planning & Policy |
| Contact Name | Araceli M. Ortiz, Director |

The Office of Educator Quality is responsible for initiatives that focus on the recruitment, preparation and retention of Texas Educators and for overseeing various federal and state funded grants aimed at improving the preparation and quality of our Texas Educator workforce.

The group's mission is guided by the THECB's Higher Education Plan, *Closing the Gaps by 2015* Goal 1: Close the Gaps in Participation, and Goal 2: Close the Gaps in Success- directly supporting objective 6 of the P-16 College & Career Readiness and Success Strategic Action Plan:

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

The programs that are led by this group include both federal and state programs. Three of the programs are major comprehensive efforts that involve multiple program implementation efforts at many universities across Texas. The Teacher Quality Grants Program manages awards to over 40 faculty primary investigators; the Math Science & Technology Teacher Preparation Academies includes grants to over 21 university programs, and the CCRI Faculty Collaboratives program involves the coordination of four university leadership teams dedicated to developing professional development events and resources that support faculty at more than 45 universities to improve in their preparation of teachers across the state.

Descriptions of these and other related initiatives can be found in the sub-reports below.

B. What is the objective of this program or function? Describe the major activities performed under this program.

| | |
|--------------------------------------|--|
| Centers for Teacher Education | <p>The 74th Texas Legislature (1995) established the Centers for Teacher Education Program. The purpose of the Centers for Teacher Education is to assist the five private, 4-year Historically Black Colleges and Universities (HBCUs) in Texas to:</p> <ul style="list-style-type: none"> • Recruit, prepare, retain, and place highly qualified and fully certified minorities in the teaching profession; • Integrate technology into the colleges' teacher preparation programs; and • Provide and participate in coursework delivery via distance education technologies. |
|--------------------------------------|--|

The participating institutions collectively form the Texas Association of Developing Colleges (TADC) and include:

- Huston-Tillotson University in Austin
- Jarvis Christian College in Hawkins
- Paul Quinn College in Dallas
- Texas College in Tyler
- Wiley College in Marshall

The THECB was given the assignment of managing the program and was provided trustee funds to support the programs at these historically black independent institutions.

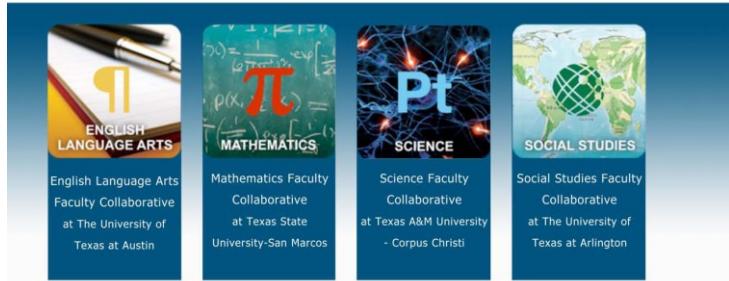
**College & Career
Readiness Initiatives-
Faculty Collaboratives**

a P-16 initiative that seeks to engage faculty members from Texas institutions of higher education associated with the delivery of educator preparation programs to become more aware of the College and Career Readiness Standards (CCRS).

The mission of the *Faculty Collaboratives* project is to support university-based Mathematics, Science, English Language Arts and Social Science educators (faculty) in their efforts to ensure that teacher candidates develop the content knowledge and teaching skills needed to enable students to master the College & Career Readiness Standards.

Texas Education Code 61.0762(4), added by the 76th Texas Legislature, requires the THECB to develop professional development programs for higher education faculty on college readiness standards and the implication of such standards to instruction. The *College and Career Readiness Initiative Faculty Collaboratives* is

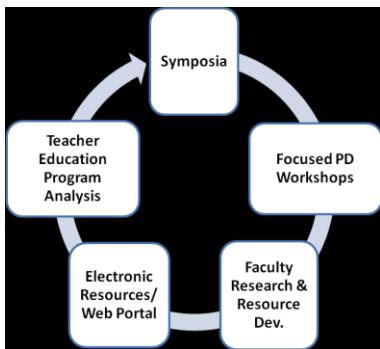
**THE TEXAS FACULTY COLLABORATIVES
COLLEGE AND CAREER READINESS INITIATIVE**



Four *Faculty Collaboratives* were organized and funded, each at a leading public university in Texas. Each is chaired by a small leadership team at the designated institution of higher education. These leadership teams provide ongoing coordination and implementation of focused activities and initiatives. Participating faculty membership in each collaborative is voluntary and open to all faculty interested in participating.

Four Faculty Collaboratives (Grant Awardees):

MATHEMATICS - Texas State, Education Policy Implementation Center
 ENGLISH LANGUAGE ARTS- University of Texas at Austin, Meadows Center
 SCIENCE- Texas A&M Corpus Christi
 SOCIAL STUDIES- University of Texas at Arlington



The CCRI Faculty Collaboratives serve Faculty by:

- Disseminating general and subject area CCRS information via symposia and workshops.
- Providing Professional development for faculty involved in teacher preparation.
- Sharing new research and CCRS focused resources for the preparation of teachers in each content area.
- Providing electronic resources & leadership opportunities for faculty in CCRS via a virtual community web portal.
- Facilitating opportunities for university faculty to analyze, discuss and develop action plans towards improving their own teacher education programs.

A web portal serves to organize and disseminate the *Faculty Collaboratives'* goals, initiatives and events across Texas: WWW.TXFACULTYCOLLABORATIVES.COM

**Math, Science, &
Technology Teacher
Preparation
Academies**

Section 21.462 of the Texas Education Code, entitled "Mathematics, Science, and Technology Teacher Preparation Academies", was created by the 80th Texas Legislature. According to the statute, the THECB shall establish teacher preparation academies at institutions of higher education to improve the instructional skills of certified teachers and to train students enrolled in a teacher preparation program.

The purpose of the *Math, Science & Technology Teacher Preparation (MSTTP) Academies* is to improve the instructional skills of certified teachers and to train students enrolled in undergraduate and master's degree teacher preparation programs to perform at the highest levels in mathematics, science, and technology. The THECB cannot meet its *Closing the Gaps by 2015* objective to "recruit, prepare and retain additional well-qualified educators for elementary and secondary schools" without focusing efforts on effective teaching and learning in the area of mathematics and science. In 2006, almost 60 percent of the entering freshman class required developmental education in mathematics. The academies address this priority by increasing the percentage of teachers who have advanced training in mathematics, science, and/or technology and by creating learning communities of these teachers so they can continue to expand their expertise in teaching and learning. The immediate outcome of the Academies will be increased numbers of Master Teachers and those with Master's degrees in the fields of mathematics, science, and technology

Awarded institutions of higher education (IHEs) host a MSTTP Academy on their campus and develop appropriate programming and coordinate the provision of tuition support for qualifying coursework to serve pre-service and in-service teachers in mathematics, science and technology.

Each academy program must:

- (1) offer a masters-level degree as part of the program on a schedule that allows a teacher participant to complete the program and degree while employed as a teacher;

- (2) coordinate with the mathematics, science, and technology departments of the institution of higher education operating the program to facilitate the ability of:
 - (A) academy participants to take advanced courses and qualify for degrees; and
 - (B) teacher preparation program candidates pursuing mathematics, science, or technology degrees to participate in academy programs;
- (3) integrate advanced subject-matter coursework with instructional methodology and curriculum delivery; and
- (4) focus on strengthening instructional skills.

Each academy program may:

- (1) provide financial assistance for the purpose of allowing participants to complete the program and obtain a master teacher certificate under Section 21.0482, 21.0483, or 21.0484;
- (2) include programs in leadership skills to develop training, mentoring, and coaching skills;
- (3) deliver coursework electronically for some or all of the program; and
- (4) provide for ongoing professional development and coordination with specific public school instructional programs.

**Pre-Service,
Practicum, Inductions
& Practice Project**

Section 61.0672 of the Texas Education Code authorizes the THECB to implement programs that "enhance the success of students at institutions of higher education" by funding "professional development programs for faculty of institutions of higher education on college readiness standards and the implications of such standards on instruction; and other programs as determined by the board that support the participation and success goals in "Closing the Gaps," the state's master plan for higher education."

The purpose of the *Pre-Service, Practicum, Induction, and Practice* (PPIP) project was to (1) test the use of online instructional support tools previously used by *in-service* high school teachers of mathematics and science with up to two public institutions of higher education to better prepare *pre-service* high school teachers of mathematics and science, and (2) identify and share successful components of online instructional support tools across various software platforms with Colleges of Education and Arts/Sciences across the state.

**Teacher Quality
Grants Program**

The goal of the *Teacher Quality Grants Program* is to promote improved student achievement in mathematics and science by providing professional development for teachers so they become more effective. The program is defined and funded via the federal *No Child Left Behind Act*.

Federal statutory requirements for the program include:

- Applicants may be Institution of higher education (IHE) faculty (in Arts & Sciences and Education departments), partnering with at least one high-need Local Education Agency (LEA);
- Long-term, sustained professional development;
- In Texas, focus on providing in-depth conceptual knowledge & training in high-yield instructional strategies ;
- Content addressed must be related to core courses (according to the Texas state plan the areas of greatest need for in-service teacher professional development are math & science);

- Professional development must be tied to state-standards (Texas Essential Knowledge and Skills S & College and Career Readiness Standards);
- Projects must be geographically distributed across the state; and
- TQGP coordinates with TEA to ensure that funded activities address greatest state need.

Project directors are required to primarily recruit teachers who are teaching math and science and were not trained in these disciplines. The goal of the sustained professional development is to help them become effective at increasing student achievement. We do not have final data for active projects, but in 2008-2009 77.6 percent of participants were lacking expertise in either content or pedagogy according to baseline measures (college hours, state certification). Project directors document teacher need beyond this baseline measure in their grant applications and interim and final reports.

Specific Information about TQGP

- Projects are awarded for a 26 month period and most were given continuations extending the award period to 36 months.
- The instructional timeline for the teacher professional development typically includes a summer intensive focusing on building depth of content knowledge. Academic year sessions usually focus on discipline-related instructional skills.
- Awards vary depending on capacity of institution, length of project and number of participants.
- Support for the participants may include tuition, books, travel, stipends, conference attendance (Conference for the Advancement of Mathematics Teaching [CMAT] and Conference for the Advancement of Science Teaching [CAST]), and materials that support effective classroom instruction.

| |
|---|
| Texas Educator Preparation Demonstration Sites |
|---|

Texas Education Code 61.0762(4), added by the 76th Texas Legislature, requires the THECB to develop professional development programs on the college readiness standards and their implications to instruction for faculty at institutions of higher education.

This initiative serves as an important component of a cohesive set of strategies led by the THECB that are focused on improving teacher education preparation across Texas. Such support is imperative as it directly enhances high school students' educational experiences as guided by the Texas CCRS.

Research and benchmark studies of excellence in teacher preparation point to: 1) early pre-service field experiences with partner schools 2) guided career initiation experiences and 3) situated learning professional development as high on the list of variables for success; in addition, to further support student preparation, it is imperative to demonstrate the use and effect of the College and Career Readiness Standards in the real-world learning environment.

To support enhanced teacher preparation programs at institutions of higher education (IHEs), the *Educator Preparation Demonstration Program* is designed to be an ongoing mechanism to bridge educator preparation theory and practice in a manner that allows the thoughtful demonstration of teaching in action, particularly to answer the need for current and future teachers to be prepared to deliver the content and teach the thinking skills embodied in the College & Career Readiness Standards (CCRS).

The CCR Standards-based *Texas Educator Preparation Demonstration Sites* is founded on a conceptual model for the future establishment of networks of cooperating P-16 education organizations that will support

enhanced teacher preparation programs at institutions of higher education (IHEs). The demonstration site network will serve as an ongoing mechanism to bridge educator preparation theory and practice in a manner that allows the thoughtful demonstration of teaching in action, particularly to answer the need for current and future teachers to be prepared to deliver the content and teach the thinking skills embodied in the College and Career Readiness Standards (CCRS).

Through this program, the grantee agrees to: 1) develop an educator preparation framework (curriculum and pedagogy content as well as professional development), 2) develop a self-assessment tool to allow for the evaluation of quality and effectiveness of educator preparation programs and their alignment to the CCRS, 3) establish a preliminary network of partners to form a Demonstration Site Pilot network, 4) produce a documentary video-case study of sample coursework, professional development, and/or field trials, and 5) submit a report on the pilot data collected using the developed Educator Preparation Program Self-Assessment Tool.



Texas Fund for Geography Education

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 THECB to enter into an agreement with the National Geographic Society (NGS) 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 fund was initially endowed at \$1 million. The THECB staff prepares and distributes the request for applications each year in consultation with the advisory committee established in statute, manages the committee's review process, and forwards committee recommendations for grant awards to the NGS. The NGS manages the fund, awards the grants, executes contracts, and disperses payments. Each year the NGS reports on the anticipated earnings of the fund so that new RFAs can be developed and awarded for the next year. For calendar year 2010, approximately \$74,000 was available for grants.

C. What evidence can you provide that shows the effectiveness and efficiency of this program or function? Provide a summary of key statistics and performance measures that best convey the effectiveness and efficiency of this function or program.

Centers for Teacher Education

The effectiveness of this program is evidenced by the continued growth in collaborations among the participating institutions. The five private institutions of higher education that make up the Texas Association of Developing Colleges (TADC) enrolled 1,265 minority students into their respective Teacher Education Preparatory Programs (EPPs) in 2010 and graduated 355 students during the same period. All five EPPs had 100 percent pass rates for students taking the state certification exam. While the actual teacher certification number is relatively low compared to other state-approved EPPs, it is important to note that Historically Black Colleges and Universities (HBCUs) still graduate more than half of all African American teachers in the state who remain in the field for five years or longer.

Beginning in 2010, the TADC began utilizing an outside evaluation team administered by the United Negro College Fund (UNCF) for the expressed purpose of dramatically increasing year-to-year outcomes. The initial assessment report and implementation plan are due August 2011. The report will identify strengths and weakness and will serve as the blueprint for the consortium to improve online course alignment and sharing, to reinforce early intervention and support initiatives and to benchmark best practices for continuous assessment and improvement.

**College & Career Readiness Initiatives-
Faculty Collaboratives**

The definition of success for this program is “the successful completion of well developed events and the production of shared faculty resources.” Outreach measures of impact and faculty involvement are also considered.

More than 2500 faculty attendees from over 140 institutions have participated in one or more Faculty Collaborative events. The Texas A&M University’s Educational Research Center has been contracted as an external evaluator to evaluate this program. Thus far, evaluation data collected for each event have been positive and faculty participants support the continuation of similar activities, including expanded use of the Faculty Collaboratives’ web portal.

The Faculty Collaboratives’ symposia and professional development activities have included direct participation from faculty representing more than 140 public and private universities as well as community colleges.

The Faculty Collaboratives have compiled a substantial portfolio of resource products such as:

- A collection of video excerpts from the various symposia,
- A collection of Power Point presentations featuring highlights of teacher preparation programs,
- A set of detailed teacher prep program analyses documents
- Research and resources from over 30 faculty mini-grants awarded.

Interim reports from the external evaluator summarize the following:

- The Faculty Collaboratives appear to be promoting the understanding of CCRI and CCRS, the integration of CCRS into college coursework, and have provided for Texas universities, a sustainable faculty learning community focused on CCRS.

**Math, Science, &
Technology Teacher
Preparation
Academies**

The effectiveness and efficiency of this program is evidenced by the growing and collaborating network of academies, school district partners and pre-service and in-service teacher cohorts that have been established in eighteen universities. Over 50 school districts have pledged support for more than 1,000 student/teacher participants. More than 90 faculty members are involved.

Texas A&M University's Educational Research Center is the external evaluation contractor. They have developed surveys and observation protocols for identifying best practices and measuring the impact of the MSTTP Academies on participating educators. They report that the MSTTPAs are meeting their stated objectives and are making great strides in implementing sustainable change to their teacher preparation programs. The first cohorts of graduates are expected in 2011/2012.

**Pre-Service,
Practicum, Inductions
& Practice Project**

Because the project was limited in its ability to attract more than one institutional participant (The University of Texas at Brownsville), the THECB staff recommended termination of the project effective February 28, 2011. An ongoing attempt was made through fall 2010 to involve Texas A&M University-Corpus Christi, with some early interest. However, TAMU-CC declined to participate fairly late in the contract period and as a result, measurable outcomes of the project were limited.

**Teacher Quality
Grants Program**

Approximately 1,100 teachers had participated in research-based, intensive, long-term professional development at the end of the second year of the 2009-2012 projects. Most of these participants have been actively involved in the professional development programs since summer 2009. Teacher participants break down by grade-level as follows:

| Teacher Grade-Level | Participants |
|---|--------------|
| Elementary School (mostly grades 3-5): | 293 |
| Middle School (grades 6-8): | 428 |
| High School (grades 9-12): | 379 |

Of these teachers, 479 represent minority groups (African American, Latino, other). This is approximately 44% of all teachers participating in TQ grants across the state.

Project reports submitted in spring, 2011 indicated that participants receiving this training teach a total of 102,751 K-12 students. Of these students, 73 percent represent minority groups, 66 percent are economically disadvantaged and 30 percent have limited English proficiency.

As part of the application and award process, each project submits a comprehensive evaluation plan

including the minimum of a content pre- and post-test and classroom observation. Each grant application includes a set of clearly defined measurable objectives and the evaluation documents progress towards meeting these objectives.

Teachers demonstrate growth in content knowledge based on pre- and post test scores, and classroom observations indicate that they are implementing the effective, inquiry-based instructional approaches in their classrooms. Project directors report and document increased academic achievement among K-12 students taught by participating teachers, within the limitations of the privacy laws (FERPA).

Teachers who participate in Texas TQ grants remain teaching in their field and in the workforce at much higher rates than the teacher population in general. Final reports for projects awarded in 2009 are not due, but data for period 2008-2009 indicates that approximately 95 percent of teachers participating in this period planned to continue teaching in mathematics and science fields in the 2009-2010 school year.

In addition to focusing on content and instructional skills, project directors include strategies that research shows are effective in increasing the likelihood that teachers will implement high-yield instructional approaches in their classrooms. Examples include reflective journaling, teacher participation in communities of practice, and recruiting teams of teachers from campuses. Some projects include components to prepare principals as instructional leaders in mathematics and science.

**Texas Educator
Preparation
Demonstration Sites**

For this first phase of the program, the evidence of effectiveness and efficiency is demonstrated in the number and quality of meetings that have been held with each of the network partners. All have been of very good quality.

Kickoff planning meetings were held in fall 2009 and spring 2010. Summer programs with pre-service teachers and partnering institutions were held in summer 2010. The University of Texas at Austin's Educational Research Center has been contracted to conduct the program evaluation. Preliminary deliverables were due in December 2010. Work on the project deliverables is being reviewed with the grantees and the external evaluation group on an ongoing basis. The final program evaluation report will be available in September, 2011.

Lessons Learned: In 2011, THECB staff will continue evaluating deliverables, establish an expert panel to provide additional input, and seek additional funding based on internal and external evaluation results. At this stage, the definition of success for the program is the extent to which deliverables are complete and of a high quality.

**Texas Fund for
Geography Education**

Each year, recipients submit reports describing program activities, primarily numbers of teachers and students served. Although not required, IHE grant recipients typically provide matching funds to extend program activities and services. For 2010 grants, a total of 68 teachers and 54 students participated in summer training programs. Pre- and post-participation surveys are administered. Results of these and other longer-term evaluation efforts are posted on the websites for the Texas Alliance the Geographic Education (<http://www.geo.txstate.edu/tage/>) and the Grosvenor Center for Geographic Education (<http://www.geo.txstate.edu/grosvenor/>).

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent.

| | |
|--|-----|
| Centers for Teacher Education | N/A |
| College & Career Readiness Initiatives- <i>Faculty Collaboratives</i> | N/A |
| Math, Science, & Technology Teacher Preparation Academies | N/A |
| Pre-Service, Practicum, Inductions & Practice Project | N/A |
| Teacher Quality Grants Program | N/A |
| Texas Educator Preparation Demonstration Sites | N/A |
| Texas Fund for Geography Education | N/A |

E. Describe who or what this program or function affects. List any qualifications or eligibility requirements for persons or entities affected. Provide a statistical breakdown of persons or entities affected.

| | |
|-------------------------------|--|
| Centers for Teacher Education | This program affects students from the institutions that collectively form the Texas Association of Developing Colleges (TADC). These include: |
|-------------------------------|--|

- Huston-Tillotson University in Austin
- Jarvis Christian College in Hawkins
- Paul Quinn College in Dallas
- Texas College in Tyler
- Wiley College in Marshall

The students must be enrolled college juniors and seniors who desire to become certified teachers in Texas.

In general, there are five basic requirements for college students who are interested in becoming a certified teacher. The five basic requirements are: 1). Obtain a Bachelor's degree from an accredited 4-year institution of higher education with a graduating GPA of 2.5 or higher on a 4.0 scale 2). Complete a state-approved Educator Preparation Program 3). Pass the appropriate certification exam(s) 4). Submit a state application and 5). Successfully pass a background check requiring finger printing.

**College & Career
Readiness Initiatives-
Faculty Collaboratives**

This program affects the professional development of higher education faculty. The *College and Career Readiness Initiatives (CCRI) Faculty Collaboratives* are active communities of faculty organized around the four college and career readiness content standards. In the last two years, over 2500 faculty from universities and colleges in the areas of education, sciences, mathematics, English language arts and social sciences have been directly affected by this program.

The following tables describe the faculty participants in general. This data is based on a surveyed sample of 510 respondents:

Seminar Participant Demographics (n=510)

| Sex | |
|--|-------|
| Female | 61.6% |
| Male | 38.0% |
| Ethnicity | |
| Caucasian | 75.9% |
| Hispanic/Latino(a) | 9.6% |
| African American | 5.9% |
| Asian | 5.3% |
| Other | 2.7% |
| American Indian/Alaskan Native | 0.6% |
| Highest Degree Earned | |
| Ed.D./Ph.D. | 66.9% |
| MA./MEd./MS. | 21.3% |
| MA./MEd./MS. and working towards doctorate | 10.2% |
| B.A./B.S. | 1.6% |
| Years of K-12 Teaching Experience | |
| None | 24.1% |
| 1-3 | 22.4% |
| 6-10 | 21.2% |
| 4-5 | 11.0% |
| 11-15 | 8.2% |
| 21+ | 7.8% |
| 16-20 | 5.3% |
| Years of Higher Education Experience | |
| 6-10 | 23.1% |
| 21+ | 23.1% |
| 11-15 | 20.6% |
| 16-20 | 12.9% |
| 4-5 | 10.4% |
| 1-3 | 8.0% |
| None | 1.8% |

| Seminar Participant Position and Roles at College/University (n=510) | | |
|---|-------|--|
| Position at College/University | | |
| Tenure-track faculty | 44.5% | |
| Other | 19.0% | |
| Dean, associate dean, or department head | 16.1% | |
| Instructor | 17.1% | |
| Clinical faculty member | 3.3% | |
| Role at College/University | | |
| Other | 20.4% | |
| Mathematics faculty member | 16.1% | |
| Science faculty member | 12.9% | |
| Education faculty member – English/Language Arts | 11.6% | |
| Education faculty member – Science | 10.0% | |
| Education faculty member – Social Studies | 8.4% | |
| Education faculty member – Mathematics | 8.0% | |
| Social Studies faculty member | 7.5% | |
| English/Language Arts faculty member | 5.1% | |

| Number of Participants' by Content Area of Seminar Attended (n=510) | | |
|--|------------|------------|
| Content Area | n | % |
| Attended Multiple seminars in different content areas | 124 | 24.3% |
| Mathematics | 115 | 22.5% |
| Science | 91 | 17.8% |
| Social Studies | 91 | 17.8% |
| English/Language Arts | 89 | 17.5% |
| All Content Areas | 510 | 100 |

**Math, Science, &
Technology Teacher
Preparation
Academies**

This program affects teachers that are already in the profession (in-service) as well as college students that intend to pursue a teaching career (pre-service). According to statutory requirements, participants in the academies must be: an experienced teacher who is recommended by a school district and has at least two years experience teaching mathematics, science, or technology in assignments for which the teacher met all certification requirements; or a teacher preparation program candidate who has or will graduate with a degree in mathematics, science, or technology.

For an institution of higher education to qualify for a grant from the program it must have a teacher preparation program that offers a master's degree program approved by the SBEC, or be affiliated with a program approved by the SBEC. From 2009- 2011, fifteen (15) institutions have been awarded MSTTPA grants to establish academies on their campuses. There are multiple academies on some campuses (e.g. Science Academy vs. Mathematics Academy). These eighteen academies serve over 900 participants. Although complete information for all participants is not yet available, a survey sample that included 369 participants serves to describe the demographics of the group:

Academy Participant Demographics (n=369)

Sex

| | |
|--------------------------------|-------|
| Female | 76.7% |
| Male | 23.3% |
| Ethnicity | |
| Caucasian | 53.5% |
| Hispanic/Latino(a) | 34.8% |
| African American | 6.0% |
| Asian | 3.8% |
| Other | 1.4% |
| American Indian/Alaskan Native | 0.5% |

Academy's offer programs that lead to teacher initial certification, master teacher certification, or masters' degrees in mathematics, science, technology or education. Sample participation below shows that the majority of participants choose to pursue a master's degree.

| Participants' Program by Academy (n=369) | | | | | |
|--|-----------|-----------|-----------|-------------|-------------|
| Institution | Program A | Program B | Program C | Program A&C | Program B&C |
| A | 0 | 14 | 8 | 0 | 9 |
| B | 15 | 0 | 4 | 0 | 0 |
| C | 5 | 0 | 26 | 0 | 3 |
| D | 0 | 1 | 19 | 4 | 1 |
| E | 0 | 6 | 8 | 0 | 6 |
| F | 11 | 0 | 4 | 2 | 5 |
| G | 6 | 2 | 27 | 0 | 0 |
| H | 0 | 2 | 20 | 0 | 0 |
| I | 0 | 16 | 13 | 0 | 8 |
| J | 4 | 0 | 15 | 1 | 0 |
| K | 1 | 13 | 3 | 0 | 18 |
| L | 8 | 3 | 10 | 0 | 1 |
| M | 2 | 5 | 9 | 0 | 0 |
| N | 9 | 0 | 20 | 0 | 2 |
| All Academies | 61 | 62 | 186 | 7 | 53 |

Note: Program A=Initial Certification. Program B=Master Teacher Certification. Program C=Master's Programs.

This same survey reveals the area of study of the academy participants, as shown below:

| Content Focus of Participants by Academy (n=369) | | | | | | | |
|--|------|---------|-------|----------------|------------------------|--------------|-----------------|
| Institution | Math | Science | Tech. | Math & Science | Math, Science, & Tech. | Math & Tech. | Science & Tech. |
| A | 6 | 24 | 0 | 1 | 0 | 0 | 0 |
| B | 9 | 6 | 0 | 0 | 2 | 1 | 1 |
| C | 15 | 3 | 0 | 12 | 3 | 1 | 0 |
| D | 6 | 12 | 0 | 2 | 2 | 0 | 3 |
| E | 14 | 0 | 0 | 1 | 4 | 0 | 1 |
| F | 10 | 0 | 0 | 5 | 5 | 2 | 0 |
| G | 33 | 1 | 0 | 1 | 0 | 0 | 0 |
| H | 3 | 15 | 0 | 2 | 1 | 0 | 1 |
| I | 0 | 17 | 0 | 1 | 5 | 0 | 14 |
| J | 1 | 17 | 0 | 0 | 1 | 0 | 1 |
| K | 8 | 14 | 12 | 0 | 1 | 0 | 0 |
| L | 9 | 5 | 0 | 6 | 2 | 0 | 0 |
| M | 13 | 1 | 1 | 0 | 1 | 0 | 0 |
| N | 12 | 10 | 0 | 2 | 3 | 1 | 3 |
| All Academies | 139 | 125 | 13 | 33 | 30 | 5 | 24 |

And the majority of participants teach or will teach in the grades of 6-12 as shown below:

| Institution | K-2 | 3-5 | 6-8 | 9-12 | Other |
|---------------|-----|-----|-----|------|-------|
| A | 0 | 0 | 6 | 24 | 1 |
| B | 0 | 2 | 0 | 16 | 1 |
| C | 1 | 8 | 15 | 7 | 3 |
| D | 0 | 5 | 7 | 10 | 3 |
| E | 3 | 12 | 0 | 0 | 5 |
| F | 1 | 1 | 5 | 13 | 2 |
| G | 0 | 2 | 10 | 15 | 8 |
| H | 0 | 1 | 6 | 14 | 1 |
| I | 7 | 6 | 14 | 9 | 1 |
| J | 0 | 1 | 4 | 15 | 0 |
| K | 2 | 9 | 12 | 11 | 1 |
| L | 1 | 0 | 6 | 13 | 2 |
| M | 1 | 0 | 4 | 11 | 0 |
| N | 1 | 5 | 11 | 14 | 0 |
| All Academies | 17 | 52 | 100 | 172 | 28 |

**Pre-Service,
Practicum, Inductions
& Practice Project**

The impact of the PPIP project prior to termination was the involvement of 223 students and faculty. No additional descriptive data is available at this time.

**Teacher Quality
Grants Program**

This program affects teachers and program grants must be awarded to institutions of higher education (IHE) faculty partners in Arts & Sciences and Education departments, who in turn are required to partner with at least one high-need Local Education Agency (LEA) partner as defined in the Title IIA statute. A LEA can refer to a public school district or a body that oversees multiple schools.

Eligible program participants are either:

- in-service Texas teachers of record who are required to teach mathematics or science for at least one period per day; or
- principals with responsibility for instructional leadership

| | |
|---|-----------|
| Total Program Awards | 42 |
| Content Area | |
| Science | 21 |
| Math | 17 |
| Integrated Math & Science | 4 |
| IHE Faculty Participants | 73 |
| Institutions of Higher Education | 29 |
| Hispanic-Serving IHEs | 8 |
| Community College | 1 |

Historically Black College

1

Seventy-three faculty members in departments of mathematics, sciences and education at 29 public and private IHEs were awarded 42 program grants in 2009. Refer to section (C) for detailed participant and student information. During the biennium the THECB made final payments on 75 2008-2009 projects. In addition to making payments on the 42 projects that were funded in the 2009-2011 round, the agency also made final or correcting payments on 4 2006-2007 projects that were either extended or submitted revised financial reports.

Of these teachers, 479 represent minority groups (African American, Latino, other). This is approximately 44% of all teachers participating in TQ grants across the state. Total participating teachers equal 1,100. Project reports submitted in spring, 2011 indicated that participants receiving this training teach a total of 102,751 K-12 students. Of these students, 73 percent represent minority groups (75,507 students), 66 percent (67,432) are economically disadvantaged and 30 percent (19,844) have limited English proficiency.

**Texas Educator
Preparation
Demonstration Sites**

This program will affect participating university teacher preparation programs, in-service teachers, pre-service teachers, community college partners, education service partners, and high school students. Each of the grantees has agreed to research and develop a pilot framework and develop a set of tools to model these practices and enable their replication at other institutions. A Request for Applications (RFA) was issued; All Texas public institutions of higher education were eligible to apply. A rubric was used to evaluate all applicants and one applicant was selected in 2009 and another in 2010 –Texas A&M University and Stephen F. Austin State University.

**Texas Fund for
Geography Education**

This program primarily serves secondary geography teachers. Public and private IHEs as defined in TEC Section 61.003 are eligible for grants and must establish partnerships with a K-12 partner, including, but not limited to, school districts, individual schools/teachers, regional educational service centers, or public or private entities.

F. Describe how your program or function is administered. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. List any field or regional services.
**Centers for Teacher
Education**

As shown below, this program is managed by a process made up of four major components, as managed by a THECB lead person (Director of Diversity, Inclusion & Community Engagement):

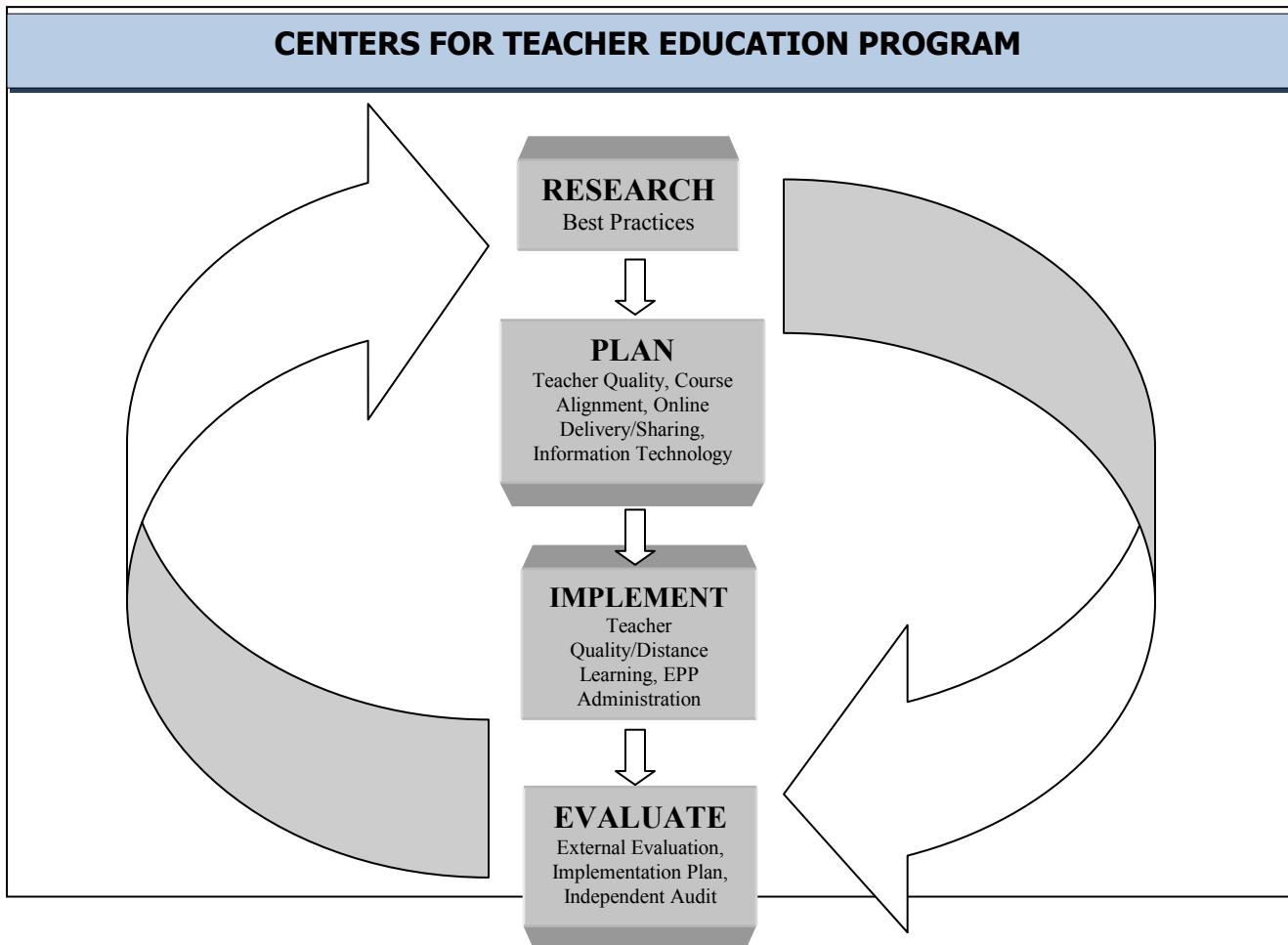
1. Research
2. Plan
3. Implement
4. Evaluate

Every year during the fall semester, the five private institutions of higher education (IHEs) who participate in the TADC collectively undertake a strategic planning process. Each Educator Preparation Program is monitored on a continuous basis, with face-to-face contact at least once quarterly during meetings or for

onsite visits. The Director of Diversity and Inclusion works closely with the Director of Educator Quality to ensure each institution in the consortium remains current on state requirements.

Grantees are awarded payments that coincide with these quarterly interactions. Detailed reports must be reviewed and approved by THECB staff to ensure contract compliance prior to release of any funds. Project management reports are documented and shared with local management on an ongoing basis. An annual report is due in October of each year and must include independent audit certification attesting to appropriate use of state funds.

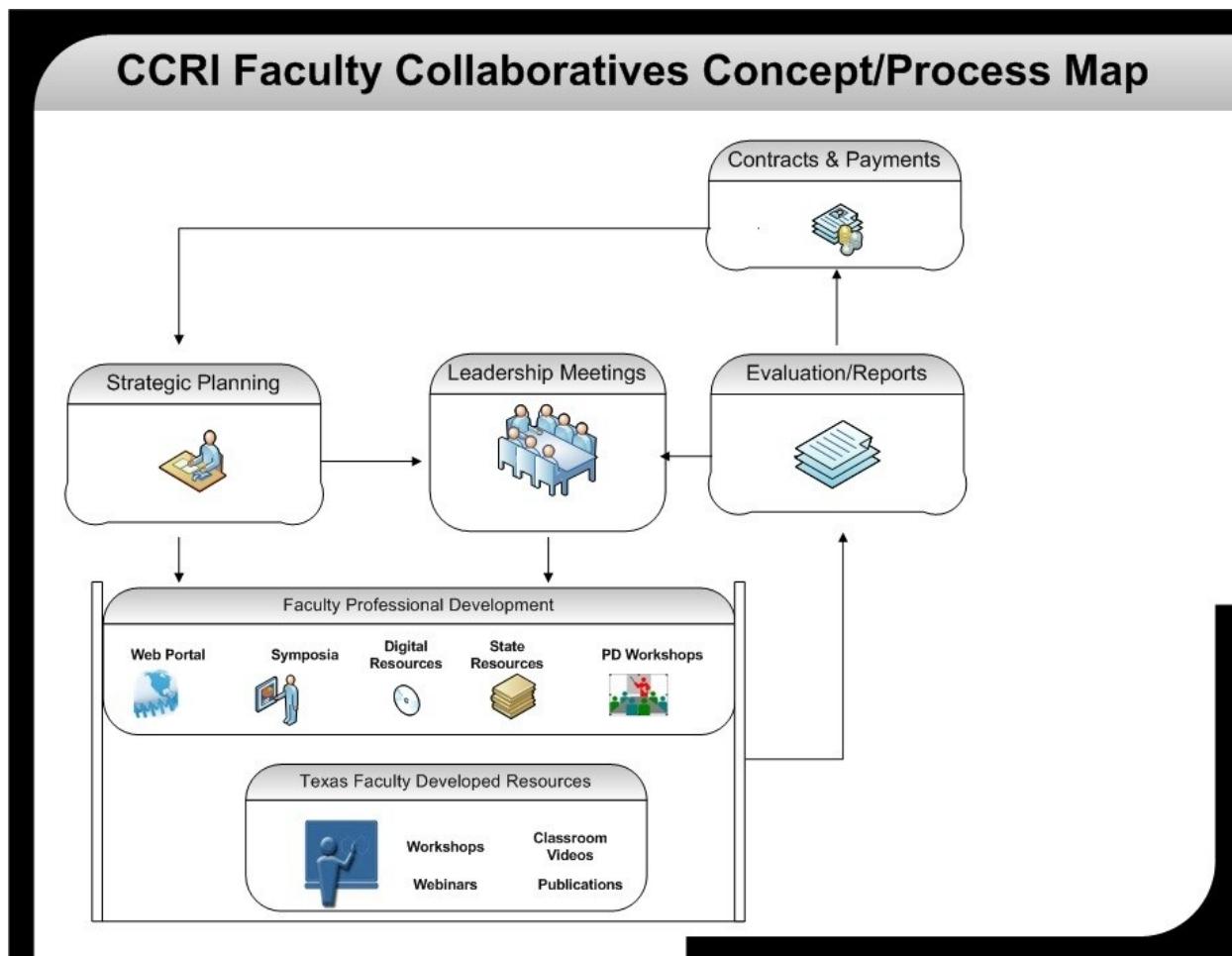
The Centers for Teacher Education Program (CTEP) utilizes a continuous improvement cycle that focuses on administrative and programmatic strategic planning processes that ensures increased successful outcomes for the students served:



**College & Career
Readiness Initiatives**
Faculty Collaboratives

As shown below, this program is comprised of five major categories of process management, as managed by one lead person (Director of Educator Quality):

1. Strategic Planning
2. Contract Management & Payment Oversight
3. Quarterly Leadership Planning & Reporting Meetings
4. General Program Oversight and Presentation at CCRI Faculty Collaborative Events
5. Evaluation and Report Review



Every year, between September and December, a strategic planning process is undertaken to review past year evaluation reports, and data regarding Texas faculty professional development in regards to teacher preparation and the College and Career Readiness Standards. Funding availability and other inputs and THECB -identified challenges and needs are also considered.

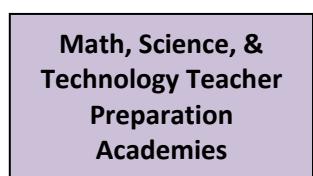
A substantial effort is employed in the drafting, amending, reviewing, and managing of contracts and payments for these interagency contractors. If there is funding and need for additional programming, the four collaboratives are requested to submit proposals describing expanded/new program offerings.

Proposals are received, reviewed and re-organized if appropriate. Selected actions are recommended for approval and funding, following appropriate agency dictated review and approval procedures.

The work of the *Faculty Collaboratives* (events and resource coordination) is monitored on a continuous basis via formal quarterly leadership planning and reporting meetings held in a central location. These are full day meetings that include status updates, review of collaborative activities, and professional development on new policies, practices or resources.

General program oversight and technical support is provided by direct contact with the leadership of each Faculty Collaborative via on-site team meetings, telephone conference calls and email. In addition, this program requires the direct involvement of THECB Educator Quality staff in many of the professional development events for faculty. The Senior Director and Director of Educator Quality are often asked to serve as speakers at Faculty Collaborative events and to comment and provide guidance on content and programming topics. In addition, support is provided in planning and communicating the major conferences and symposia. The sharing and implementation of best practices and common and efficient procedures are encouraged across events.

Finally, reports are requested twice per fiscal year from each academy. Evaluation reports for all academies from the external evaluators are also received and reviewed at least once per year. Project management reports are documented and shared with local management on an ongoing basis.

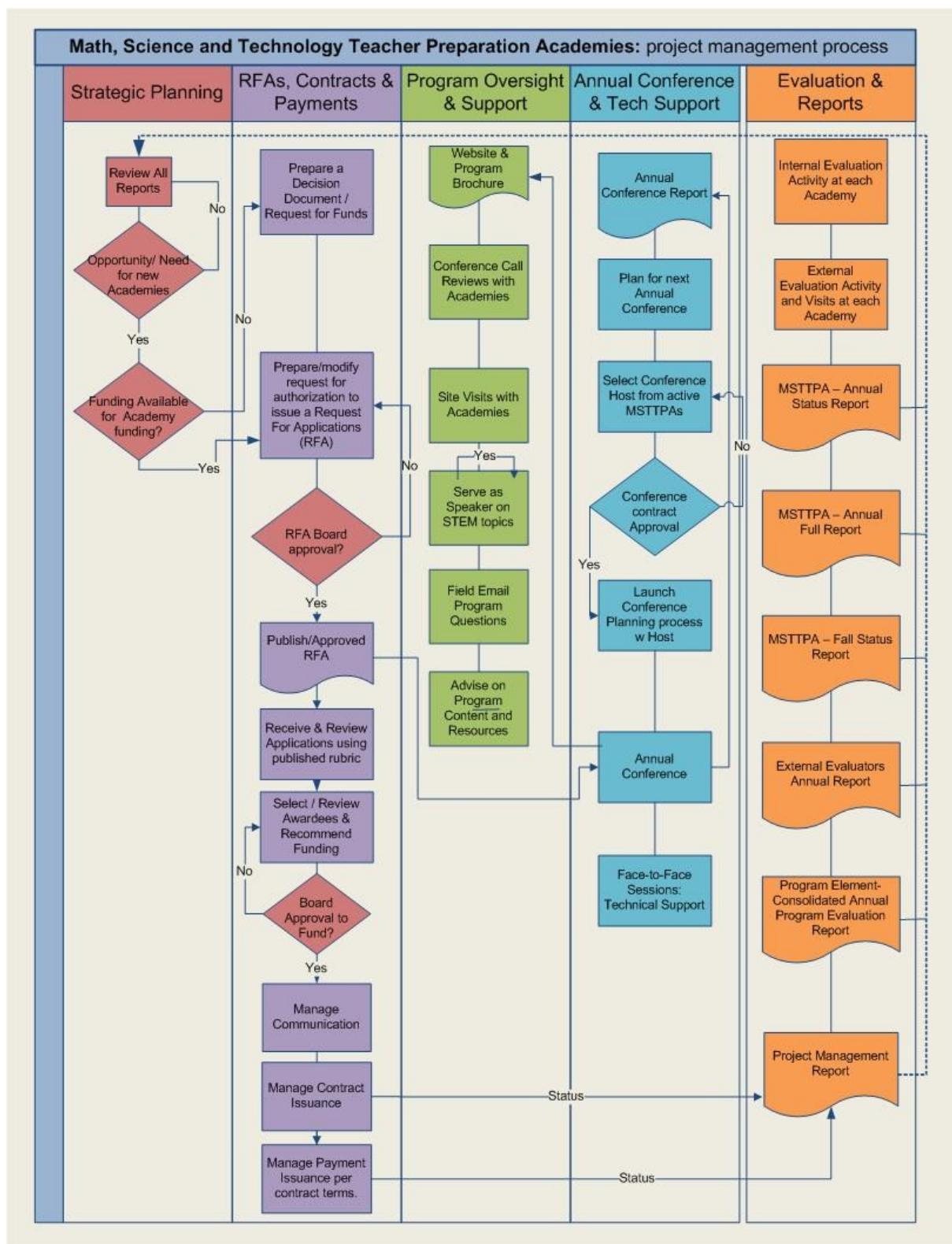


As shown below, this program is comprised of five major categories of process management, as managed by one lead person (Director of Educator Quality):

1. Strategic Planning
2. Request for Applications, Contract Management & Payment Oversight
3. General Program Oversight
4. Annual Conference Planning and Technical Support and
5. Evaluation and Report Review

Every year, between September and December, a strategic planning process is undertaken to review past year evaluation reports, data regarding teacher preparation, funding available and other inputs and Board identified challenges and needs. If there is funding and need for a new MSTTPA, then a request for application is drafted, approved, & communicated. Applications are received, reviewed and scored. Selected applicants are recommended for funding, following appropriate agency dictated review and approval procedures. Existing programs are monitored on a continuous basis, with at least quarterly contact via telephone conference, email, or onsite visits. The director of Educator Quality is often asked to serve as a speaker at university MSTTPA events, and to comment and advise on content and programming topics. In addition, a major conference is planned every year to support collaborative efforts of the MSTTPAs, including highly focused topics of relevance to the managing faculty teams at each Academy.

Finally, reports are requested twice per fiscal year from each academy. The summer report is usually followed up by a two hour conference call or visit to review each academy's progress. Summative reports for all academies from the external evaluators are also received and reviewed at least once per year. Project management reports are documented and shared with local management on an ongoing basis.



**Pre-Service,
Practicum, Inductions
& Practice Project**

The Director, College Readiness Initiatives, managed the project. To assist faculty in the Colleges of Education and Arts/Sciences in preparing pre-service teachers for the rigors of the College and Career Readiness Standards, the THECB contracted with The Charles A. Dana Center, The University of Texas at Austin, to test research-based online instructional support tools for mathematics and science previously used by K-12 teachers with pre-service teachers in up to two institutions of higher education. Because the Dana Center is considered an expert in the field of research and professional development for K-12 mathematics and science teachers, a 23-month contract for the period 10.01.09 through 08.31.11 was executed to manage and implement the project. The Dana Center subcontracted with Agile Minds, Inc., to provide the online instructional support tools for mathematics and science. A project manager was identified by the Dana Center to oversee the project and Agile Minds dedicated a staff member to work with the Dana Center and the institutional participants.

**Teacher Quality
Grants Program**

THECB staff hold regularly scheduled planning sessions for each area of management responsibility to ensure effective grant management for this program. The staff have established processes for all major areas of responsibility, and have identified criteria for all decision processes.

RFA Development, proposal review and grant awards:

- RFA developed in collaboration with TEA Title IIA staff;
- RFA developed to promote effective professional development based on current research in the field of effective teaching and effective professional development; and
- External review of grant applications includes panels with expertise in content area, high-yield instructional strategies and federal program requirements.

Project Monitoring and Evaluation:

During Award process

Following recommendation for funding, THECB staff hold a negotiation phone conference with each project director to verify compliance with federal and state regulations, to discuss reviewer recommendations, and to review the evaluation plan to ensure project outcomes are documented.

Desk Review

For current 3-year projects, directors are required to submit six sets of technical and financial reports throughout the grant period. These reports require information about recruitment and participant selection procedures, participant eligibility, expenditures, project activities, and progress toward meeting project objectives. The final report also includes an external evaluator's report that includes an analysis of pre- and post-test scores and classroom observations. The evaluator's report also includes an assessment of how well the project met its goals.

State agencies for higher education (e.g. THECB) staff review these reports to confirm compliance with federal regulations, to identify any irregularities in expenditures, and to identify projects that need follow-up calls or on-site visits. THECB staff track issues that arise to ensure that all questions/concerns have been addressed.

Phone and web conferences

THECB staff schedule phone and web-conferences as needed throughout the grant period. These are most often in response to concerns found during desk reviews, project director questions, or reallocation requests. THECB Staff track responses, and schedule on-site visits if concerns or questions are not resolved adequately.

On-Site Monitoring

THECB staff review geographic distribution of projects with the goal of visiting each project at least once during the award period. Each visit varies slightly, but THECB staff try to meet with the project director, other project professional staff, and teacher participants. On some visits, THECB staff also meet with ISD administrators or project evaluators. The visit is guided by questions from the on-site monitoring protocol, but staff also try to allow time for informal conversations, which often provide helpful information about how the project is progressing. For large projects, or projects where concerns have come up, staff try to visit more often. Because of geographic distances in Texas, staff often conduct several site visits while visiting a geographic area, for instance, Brownsville.

Information and Support to Project Directors:

THECB staff have multiple opportunities throughout the grant year to discuss projects with the project directors. THECB staff organize two technical assistance meetings each grant year and make an effort to spend time with each director attending. In addition, THECB staff provide regular updates on grant-related topics including agency, state and federal regulations.

**Texas Educator
Preparation
Demonstration Sites**

Grantees have: a) established teams of researchers and partners in the field of teacher preparation; b) defined pilot participants; and c) begun to collect baseline data. Each higher education team meets with THECB on a periodic basis to report on the status of the research-based elements. Input is provided

and active participation in professional development workshops with pre-service teachers and with partners has taken place. Grantees have begun to share their research and development ideas with each other and colleagues across the state.

**Texas Fund for
Geography Education**

Each spring the THECB staff arranges for the advisory committee for the Texas Fund for Geography Education to review a draft RFA and makes revisions as needed. In the fall, THECB staff manages the receipt and distribution of proposals for the committee review process and forwards the committee's recommendations to the National Geographic Society (NGS). Both the NGS and THECB staffs receive copies of interim and final reports. The NGS awards the grants each December, executes contracts each January, and disperses payments per its schedule. Each spring the NGS informs THECB staff how much is available for the next award cycle.

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. For state funding sources, please specify (e.g., general revenue, appropriations rider, budget strategy, fees/dues).
**Centers for Teacher
Education**

This program is funded from general revenue appropriations from the Teacher Education strategy within the THECB's Budget Goal E: Close the Gaps—Quality/Participation and guided by Rider 17 (2010-11 General Appropriation Act, 81st Texas Legislature, p. III-54).

In 2009-2010, The Centers for Teacher Education Programs received \$3,155,742 that was distributed equally to the five participating colleges over the biennium in three quarterly payments each year (\$631,148.40/year per institution).

College & Career Readiness Initiatives- Faculty Collaboratives

This program is funded from general revenue appropriations from the College Readiness Initiative strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education. The 82nd Texas Legislature did not appropriate funding for College Readiness Initiatives in the 2012-2013 biennium.

Math, Science, & Technology Teacher Preparation Academies

This program is funded from general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education and guided by Rider 37 (2010-11 General Appropriation Act, 81st Texas Legislature, p. III-59), and Texas Education Agency's Rider 51, Strategy A.2.1., Statewide Educational Programs through a Memorandum of

Understanding and transfer of funds into the THECB College Readiness Initiatives budget strategy.

Pre-Service, Practicum, Inductions & Practice Project

This program was funded from general revenue appropriations from the College Readiness Initiatives strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education and guided by Rider 37 (2010-11 General Appropriation Act, 81st Texas Legislature, p. III-59). The 82nd Texas Legislature did not appropriate funding for College Readiness Initiatives in the 2012-2013 biennium. Additionally, this program was terminated.

Teacher Quality Grants Program

This program is funded from federal sources via Title II, Part A of the *No Child Left Behind Act* (Public Law 107-110). The funds come directly to the THECB and can be used to support higher education faculty efforts to provide long-term intensive training in content and pedagogy for teachers in high-need districts.

Title II of this federal legislation has four parts focused on teacher and professional training, but Part A is the only section with provisions for funds to the State Agency for Higher Education (SAHE)—THECB for Texas. These funds are restricted to awards for higher education faculty to provide delivery of high quality professional development in core courses to help teachers become more effective to increase student achievement. The state of Texas received a total of approximately \$240 million for each year of the biennium. Of this total, 95 percent of the funds are distributed to Local Education Agencies based on Texas Education Agency (TEA) formula funding criteria. The remaining 5 percent is provided directly to the TEA and the THECB for state-level activities. The statute allows the TEA much more flexibility in funding different types of activities (about 18 activities); the State Agency for Higher Education (SAHE) – the THECB – is permitted to fund professional development projects, and even that is restricted to ensure effectiveness.

Teacher Quality Grants for the period 2009-2011 are funded from federal fiscal year 2008 and 2009.

| Program Activity | FFY 2009 Amount |
|--------------------------|-----------------|
| Title IIA TX allocation | \$248,187,105 |
| TEA LEA formula funding | \$233,419,972 |
| TEA statewide activities | \$6,142,631 |

| Program Activity | FFY 2009 Amount |
|----------------------|-----------------|
| SAHE sub-grant funds | \$6,142,631 |
| SAHE admin | \$307,132 |

| Program Activity | FFY08 Amount |
|--------------------------|---------------|
| Title IIA TX allocation | \$247,415,976 |
| TEA LEA formula funding | \$232,694,727 |
| TEA statewide activities | \$6,123,545 |
| SAHE sub-grant funds | \$6,123,545 |
| SAHE admin | \$306,177 |

**Texas Educator
Preparation
Demonstration Sites**

This program is funded from general revenue appropriations from the College Readiness Initiative strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education. The 82nd Texas Legislature did not appropriate funding for College Readiness Initiatives in the 2012-2013 biennium.

**Texas Fund for
Geography Education**

The THECB was authorized to enter into an agreement, executed in November 2001, with the National Geographic Society (NGS) of Washington, D.C., to operate an endowment fund. The fund was initially endowed at \$1 million: \$500,000 from the NGS and \$500,000 from state funds. Only the earnings from the \$1M endowment are available for award each year as determined by the National Geographic Society.

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions. Describe the similarities and differences.

**Centers for Teacher
Education**

The Centers for Teacher Education Program (CTEP) is unique in its scope and structure. The grant that supports the CTEP focuses exclusively on the Educator Preparatory Programs administered by the five participating private, 4-year Historically Black Colleges and Universities that comprise the Texas Association of Developing Colleges.

**College & Career
Readiness Initiatives
*Faculty Collaboratives***

N/A

**Math, Science, &
Technology Teacher
Preparation
Academies**

The Texas Education Agency (TEA) is authorized to operate the T-STEM Pre-Service Teacher Preparation program. The purpose of this program is to improve secondary school student performance outcomes statewide in math and science through an increase in highly-qualified math and science teachers certified and placed in secondary schools serving low-income students.

The TEA program is similar to the MSTTPAs in that it supports math and science teacher certification. It is different in that it focuses on participants at the undergraduate level only – using one established model (the UTeach model).

| | |
|--|-----|
| Pre-Service, Practicum, Inductions & Practice Project | N/A |
| Teacher Quality Grants Program | N/A |
| Texas Educator Preparation Demonstration Sites | N/A |
| Texas Fund for Geography Education | N/A |
| <p>I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency's customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.</p> | |

| | |
|---|--|
| Centers for Teacher Education | Because the Centers for Teacher Education Program is unique in its scope and structure, there are currently no duplicative efforts underway around the state. |
| College & Career Readiness Initiatives- Faculty Collaboratives | THECB staff take great care to coordinate periodic face-to-face communication over the program years with program management across the agencies [TEA/ Workforce Commission] to share program implementation and reporting details. A website of the Faculty Collaboratives is updated often and this resource is promoted across the state. |
| Math, Science, & Technology Teacher Preparation Academies | THECB staff take great care to coordinate periodic face-to-face communication over the program years with program management across the agencies to share program implementation and reporting details. A HB 2237 collaborative report had been generated every year, ending in 2010. A memorandum of understanding (contract #2440) between the Texas Education Agency and the THECB was signed in 2009. This MOU defines the funding amount to be transferred by TEA to THECB to establish Mathematics, Science and Technology Teacher Preparation programs. |
| Pre-Service, Practicum, Inductions & Practice Project | N/A |

Teacher Quality Grants Program

The THECB works with the Title IIA counterpart at TEA to ensure that TQGP projects address greatest need as defined in the *No Child Left Behind Act* (NCLB) state plan submitted to the US Department of Education.

Coordinating with the TEA and developing the state plan ensures that there is no duplication of effort. The TQGP works with faculty at institutions of higher education who in turn partner with LEAs (what is this). The TQGP does not work directly with LEAs.

Texas Educator Preparation Demonstration Sites

N/A

Texas Fund for Geography Education

N/A

J. If the program or function works with local, regional, or federal units of government include a brief description of these entities and their relationship to the agency.

Centers for Teacher Education

THECB works with the five member-institutions of the Texas Association of Developing Colleges who in turn may work with one or more independent school districts (ISDs) and Regional Education Service Center (ESCs) in their area.

College & Career Readiness Initiatives- Faculty Collaboratives

N/A

Math, Science, & Technology Teacher Preparation Academies

THECB works with universities who in turn may work with one or more independent school districts (ISDs) and Regional Education Service Center (ESCs) in Texas.

The universities contracted to manage the MSTTPAs establish working relationships with select ISDs and or ESCs and in some cases, with individual schools. These relationships facilitate the professional development and support of teachers selected as participants of the MSTTPAs.

Pre-Service, Practicum, Inductions & Practice Project

THECB works with universities who in turn may work with other units of government, including other Texas public colleges and universities. The THECB contracted with The Charles A. Dana Center, The University of Texas, which in turn contracted with The University of Texas at Brownsville, the sole institutional participant to carry out the project goals.

Teacher Quality Grants Program

The THECB works with the Title IIA counterpart at the Texas Education Agency to ensure adequate coordination.

**Texas Educator
Preparation
Demonstration Sites**

THECB works with universities who in turn may work with one or more independent school districts (ISDs) and Regional Education Service Center (ESCs) in Texas.

The universities establish networks of partners involved in teacher preparation including working relationships with other universities, community colleges, select ISDs and or ESCs and in some cases, with individual public schools. These relationships facilitate the cross-network event participation, professional development and development and testing of survey instruments.

**Texas Fund for
Geography Education**

N/A

K. If contracted expenditures are made through this program please provide:

- **the amount of those expenditures in fiscal year 2010;**
- **the number of contracts accounting for those expenditures;**
- **a short summary of the general purpose of those contracts overall;**
- **the methods used to ensure accountability for funding and performance; and**
- **a short description of any current contracting problems.**

**Centers for Teacher
Education**

The five participating private colleges of the Texas Association of Developing Colleges (TADC) were provided a two-year contract to support funding for the Centers for Teacher Education Program (CTEP).

The general purpose of these contracts is to provide funding to support a teacher education center at each participating college. The grantees shall use the funds to pay the costs of educational and general functions of the CTEP, and all expenditures of the funds shall benefit the teacher preparation program. These funds may be used to enhance library resources , computers, Information Technology, mathematics and science laboratories.

One contract was awarded to each of the five participating colleges in the TADC consortium. The total amount of the award for Fiscal Year 2010 was \$3,155,742. Those funds were distributed equally among the five institutions in three quarterly payments totaling \$631,148.40 per IHE. One contract for \$70,000 funded the services of a planner for the biennium.

As outlined in the process section (K), the program manager communicates often with grantees and grantees submit interim and final program and financial reports to the external evaluator and to THECB. Careful review of funding and performance is conducted and grantees are asked to address and improve elements necessary to improve performance when required and to ensure accountability.

There are no contracting problems.

**College & Career
Readiness Initiatives-
Faculty Collaboratives**

The College & Career Readiness Initiative Faculty Collaboratives (CCRIFC) Project is a P-16 Educator Quality initiative that seeks to engage faculty members from Texas institutions of higher education associated with the delivery of educator programs and courses related to the preparation of future teachers. Selected universities were provided an interagency contract termed to support this program.

The general purpose of the contracts for this program is to assign leadership coordination responsibilities for the establishment of four College & Career Readiness Initiative Faculty Collaboratives.

- The Faculty Collaborative in each content area will support invitational teams of faculty from colleges of education and from institutional departments representing the content areas of the College & Career Readiness Standards (CCRS).
- The Faculty Collaborative in each content area will review both the CCRS for their assigned content area and the cross-disciplinary standards and develop products to ensure that prospective teachers are receiving an education that is closely aligned to the CCRS. It is anticipated that prospective teachers will then be better able to prepare their own future students to be college ready in the four core academic areas and in the cross disciplinary-standards.
- The Faculty Collaborative in each content area will also conduct seminars, provide avenues of dissemination of developed products, and provide technical assistance to faculty teams. Quality and participation metrics for each major service element shall include participation reports, evaluation surveys, sample qualitative data from participants and inputs to any external evaluation requirements coordinated by the THECB.

Four contracts generated \$867,000 of expenditures in fiscal year 2010 as listed below:

| Institution of Higher Education | Total Contract 2009-2011 | FY10 Expenditures |
|--|-----------------------------|----------------------|
| Texas A&M University-Corpus Christi | \$1.265M | \$214,500.00 |
| Texas State University-San Marcos | \$1.975M | \$223,500.00 |
| University of Texas-Arlington | \$1.215M | \$214,500.00 |
| University of Texas-Austin | \$1.765M | \$214,500.00 |
| Total | \$6.220M | \$867,000.00 |

In 2011, contracts for each Faculty Collaborative were reviewed and all were recommended for amendments to allow additional time and additional funding. These totals are included in the total contract amount column.

As outlined in the process section (F), the program manager communicates often with the leadership teams of each Faculty Collaborative, in addition, each team submits interim and final program and financial reports to the external evaluator and to THECB on an annual basis.

Careful review of funding and performance is conducted by THECB program manager and Faculty Collaboratives are asked to address elements necessary to improve performance when required and to ensure accountability.

There are no contracting problems.

| | |
|--|---|
| Math, Science, & Technology Teacher Preparation Academies | <p>Selected university applicants were provided a contract termed “Notice of Grant Award (NOGA)” to support this program. The general purpose of these contracts is to fulfill the proposal submitted by the grantee regarding the establishment of a Mathematics, Science, and Technology Teacher Preparation Academy at their institution to serve an agreed upon number of participants (between 25 -75). The grantee shall coordinate the payment of qualified course tuition for participants and offer academic services and relevant activities that improve the quality of instruction received by academy participants to facilitate performance at the highest levels in mathematics, science, and/or technology and that lead to an advanced certification or degree for the academy participants.</p> |
|--|---|

Contracted services in fiscal year 2010:

In 2010, fourteen (14) universities continued expending funds via these contracts, and four (4) new awards were initiated. These contracts are organized below by Cycle of Award. Only Cycle #2, Cycle#3 and Cycle#4A incurred fiscal year 2010 expenses:

Cycle#2 awards (continued)

Stephen F. Austin University
Texas A&M University Corpus Christi
Texas State University-San Marcos

The University of Texas at Arlington

The University of Texas at El Paso

Cycle #3 awards (continued)

Texas A&M University – Commerce
Texas A&M International University
Texas State University – San Marcos

The University of Texas at Arlington

The University of Texas at Brownsville
The University of Texas at Dallas
The University of Texas at El Paso
The University of Texas Pan American
The University of Texas at Tyler

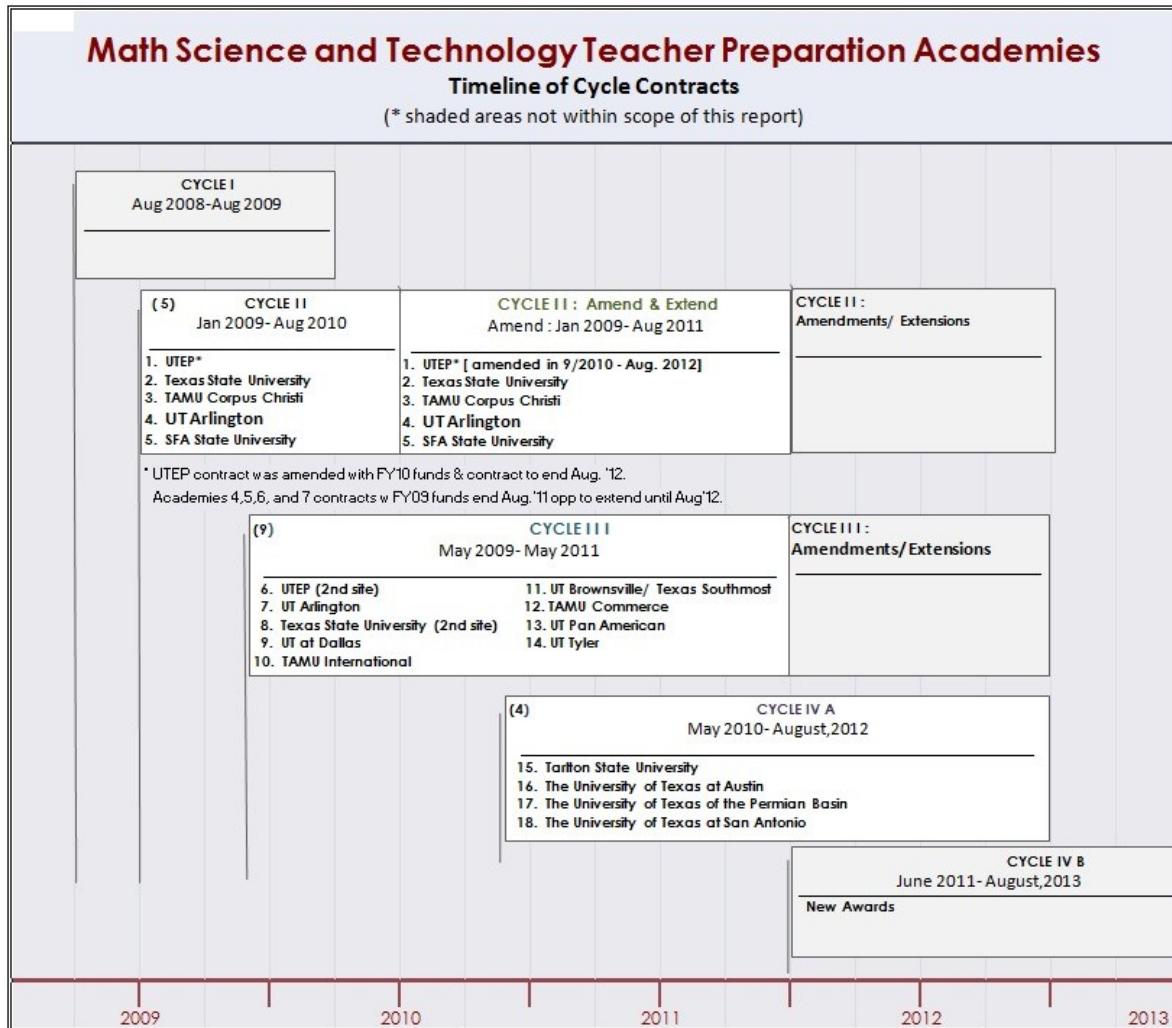
Cycle #4 awards (continued)

Tarleton State University
The University of Texas at Austin
The University of Texas of the Permian Basin
The University of Texas at San Antonio

Eighteen contracts generated \$3,421,188.15 of expenditures in fiscal year 2010 as listed below:

| Institution of Higher Education | FY 10 Expenditures |
|--|--------------------|
| CYCLE #2 | |
| University of El Paso-1 | \$174,500.00 |
| Texas State University -1 | \$174,868.00 |
| SFA State University | \$174,610.50 |
| Texas A&M University-Corpus | \$119,420.15 |

| Institution of Higher Education | FY 10 Expenditures |
|--|-----------------------|
| University of Texas- Arlington-1 | \$175,000.00 |
| CYCLE #3 | |
| Texas A&M University-Commerce | \$171,250.00 |
| Texas A&M University-International | \$158,973.75 |
| Texas State University- 2 | \$174,737.50 |
| University of Texas-Arlington-2 | \$175,000.00 |
| University of Texas at Brownsville/ Texas Southmost College | \$175,000.00 |
| University of Texas- Dallas | \$174,915.75 |
| University of Texas- EL Paso-2 | \$173,011.50 |
| University of Texas-Pan American | \$175,000.00 |
| University of Texas-Tyler | \$175,000.00 |
| CYCLE #4A | |
| Tarleton State University | \$347,075.50 |
| University of Texas at Austin | \$349,901.00 |
| University of Texas at Permian Basin | \$350,000.00 |
| University of Texas- San Antonio | \$350,000.00 |
| Total | \$3,421,188.15 |



In 2011, contracts from Cycles 2 and 3 were reviewed and some were recommended for amendments. In addition, a new RFA was communicated, resulting in three new contract awards being made as part of Cycle 4B.

Cycle #4B awards (new):

University of Brownsville
University of Texas at Dallas
Texas A&M -College Station

As outlined in the process section (K), the program manager communicates often with grantees and grantees submit interim and final program and financial reports to the external evaluator and to THECB. Careful review of funding and performance is conducted and grantees are asked to address and improve elements necessary to improve performance when required and to ensure accountability.

There are no contracting problems.

**Pre-Service,
Practicum, Inductions
& Practice Project**

FY2010 was the first year of a two-year contract executed with The Charles A. Dana Center, The University of Texas at Austin, to manage the project and work with up to two institutions of higher education in carrying out the project purpose. The FY2010 expenditures under this contract were \$466,999.31.

Payment of invoices occurred on no less than a monthly basis and was contingent on timely receipt of deliverables and based on the quality of those deliverables. Staff conducted periodic phone calls with the vendor's project manager to ensure activities, reporting, and invoices were addressing the requirements of the project as outlined in the contract. But as indicated previously, the project was not producing desired results and was terminated effective February 28, 2011.

**Teacher Quality
Grants Program**

TQ projects grants were awarded on a competitive basis to faculty at institutions of higher education serving Local Education Agencies in all regions of the state. The needs of the large urban districts, such as Houston, San Antonio and the Dallas/Fort Worth Metroplex are addressed by large, multiple-component projects in those areas while the needs of small rural districts, such as Giddings, Canutillo, Wharton and El Campo are addressed by single projects working in those areas.

In FY 2010, the TQ program disbursed \$7,257,387 in sub-grant funds for 121 unique grant projects spanning three grant periods (2007-2008, 2008-2009 and 2009-2011). Five professional consultants working on evaluation projects were paid \$28,951. Contracted expenditures related to our temporary administrative employee were \$35,713 for FY 10. Due to the legislative cap on the number of FTEs at the THECB, the TQGP is required to contract administrative support through a temporary agency.

Evaluation consultants advise the THECB staff regarding supplemental, cross-project evaluations. These duties include, but are not limited to, developing evaluation instruments, advising staff on evaluation design, and identifying and providing research material. We require consultants to submit deliverables or demonstrate completion of contractually required activities before releasing funds.

Sub-grant funds are disbursed according to the grant agreement signed by the institutions of higher education and the THECB. Agreements specify that payments for actual, allowable costs incurred by the grantee under this are disbursed upon receipt, review, and approval of the grantee's technical and fiscal reports and, at the close of the project this includes the external evaluator's report.

**Texas Educator
Preparation
Demonstration Sites**

The grantees have agreed to outline a curriculum framework based on their teacher preparation program and enhanced by incorporating the CCRS and other research-based best practices. This framework will be coupled with a process description of the ongoing mechanisms to bridge educator preparation theory and practice in the demonstration site. The demonstration site will allow the modeling of teaching in action, particularly in answer to the need for current and future teachers to be prepared to deliver the content and teach the thinking skills embodied in the College & Career Readiness Standards (CCRS). In addition, an assessment tool will be developed that will serve other educator preparation programs to self assess the quality of their programs.

Through this program, the grantees agree to:

- develop an educator preparation framework (curriculum & pedagogy content as well as professional development);
- develop a self-assessment tool to allow for the evaluation of quality and effectiveness of educator preparation programs and their alignment to the CCRS;
- establish a preliminary network of partners to form a Demonstration Site Pilot network
- produce a documentary video-case study of sample coursework, professional development, and/or field trials, and;
- submit a report on the pilot data collected using the developed Educator Preparation Program Self-Assessment Tool.

Two contracts generated \$276,920.00 of expenditures in fiscal year 2010 as listed below:

| Institution of Higher Education | Total contract 2009-2011 | FY10 Expenditures |
|---------------------------------|-----------------------------|---------------------|
| SFA State University | \$825,000.00 | \$27,051.53 |
| Texas A&M University | \$824,738.00 | \$249,869.00 |
| Total | \$1,649,738.00 | \$276,920.53 |

The total contract amount listed above includes additional amended funding increases awarded in FY 2011 based on progress and need for additional support to complete and expand deliverables.

As outlined in the process section (f), the program manager communicates often with the leadership teams of each grantee. In addition, each team submits interim and final program and financial reports to the external evaluator and to THECB on an annual basis.

Careful review of funding and performance is conducted by the THECB program manager and grantees are asked to address elements necessary to improve performance when required and to ensure accountability.

There are no contracting problems.

**Texas Fund for
Geography Education**

Because funds for this program reside with the NGS, no funds were expended by the THECB.

For 2010, two grants were awarded:

| Grantee | FY 10 Expenditure |
|---|-------------------|
| Grosvenor Center for Geographic Education at Texas State University—San Marcos | \$32,050 |
| Texas Alliance for Geographic Education at Texas State University—San Marcos | \$41,188 |

The purpose of the fund is to provide funding to eligible IHEs to support geography education within the state and to improve geography literacy in the K-12 environment. All funds reside with the NGS that reports

each year on the earnings of the endowment fund. Grantees submit interim and final program and financial reports to the NGS and THECB.

There are no contracting problems. The NGS awards grants and issues and manages the contracts and payments.

L. What statutory changes could be made to assist this program in performing its functions? Explain.

Centers for Teacher Education

N/A

**College & Career Readiness Initiatives-
Faculty Collaboratives**

N/A

Math, Science, & Technology Teacher Preparation Academies

The 81st Texas Legislature, through SB 2262 and SB 2258, moved the statutory responsibility for Mathematics, Science, Technology Teacher Preparatory Academies (MSTA) and the Intensive Summer Programs (ISP), respectively, from the Texas Education Agency (TEA) to the THECB, but did not appropriate funding to the THECB. During the 2010-2011 biennium the TEA provided the THECB with funding through a Memorandum of Understanding (MOU). No funding was appropriated to either agency for the 2012-2013 biennium. If funding is restored, the THECB will require a rider in the General Appropriations Act to facilitate the funding for this statutory responsibility.

**Pre-Service,
Practicum, Inductions
& Practice Project**

N/A

Teacher Quality Grants Program

N/A

Texas Educator Preparation Demonstration Sites

N/A

Texas Fund for Geography Education

N/A

M. Provide any additional information needed to gain a preliminary understanding of the program or function.

N/A.

A. Provide the following information at the beginning of each program description.

| | |
|------------------------------------|--|
| Name of Program or Function | FUNCTION: Office of Outreach |
| Location/Division | P-16 Initiatives Department/ Division of Academic Planning & Policy |
| Contact Name | Chris Alvarado, Director |

The goals of Participation and Success included in *Closing the Gaps by 2015* are directed toward increasing the number of students who enroll in college and graduate with a postsecondary credential. Through the Office of P-16 Outreach, the THECB is focusing its efforts to support innovative programs and initiatives that have demonstrated success in decreasing the number of students who leave the education system before completing high school and/or college.

One such initiative involves strengthening and building P-16 pathways. The Office of Outreach is focused on addressing misalignments along the P-16 education continuum. These efforts include addressing gaps in student preparation, successful transition to higher education, completion of a degree or certificate.

Outreach initiatives involve various partnerships at the local and statewide level and are largely supported through grants provided by state and federal government. In addition to coordination efforts, the success of these initiatives is contingent upon the agency's ability to garner and maintain local collaboration, support, and ownership of those activities that have shown the highest probability for successful replication around the state.

The Office of Diversity, Inclusion and Community Engagement (a unit within the Office of Outreach) was created to enhance outreach efforts to external stakeholders to ensure diverse populations have the opportunity to participate in discussions surrounding higher education policy. Special emphasis is placed on building and maintaining positive relationships with communities of color and other underrepresented groups. The Office of Diversity, Inclusion and Community Engagement also works closely with institutions of higher education to assist in the creation and/or implementation of mentorship programs that positively impact the success of students who are at-risk of dropping out of college.

Descriptions of these various initiatives can be found in the sections below.

B. What is the objective of this program or function? Describe the major activities performed under this program.
**AmeriCorps
Collegiate G-Force
Program**

The THECB received American Recovery and Reinvestment Act (ARRA) funding to be used in partnership with AmeriCorps*State and Work-Study Student Mentorship Program funds. The one-year pilot program provided additional funding to ten Work-Study Student Mentorship Program recipients to further efforts to create a college-going culture among targeted student populations. Regional targeted areas included: Central Texas, South Texas, Metroplex, Gulf Coast, and Upper Rio Grande.

Ten (10) institutions of higher education (IHE) awarded Work-Study Mentorship funding were selected to receive AmeriCorps*Texas ARRA funding.

1. Austin Community College
2. El Centro College - DCCCD
3. Texas State Technical College – Harlingen
4. Texas A&M University – Corpus Christi
5. Texas A&M University – Kingsville
6. Texas State University – San Marcos
7. University of North Texas
8. The University of Texas at Arlington
9. The University of Texas at El Paso
10. The University of Texas at San Antonio

Each institution received an additional \$68,000 to supplement the Work-Study Mentorship funding by providing program operating costs for staff support, travel reimbursement, training and supplies. Additionally, AmeriCorps*State funding gave institutions the opportunity to hire an AmeriCorps Coordinator dedicated to oversee the Work-Study Student Mentorship Program.

The major activities performed under this program were to provide services related to tutoring and literacy. Members provided 1:1 assistance in college applications and FAFSA completion.

**AmeriCorps*VISTA/
Gates GO Center
Project**

The AmeriCorps*VISTA (Volunteer in Service to America) program began in 2007 with a pilot program in San Antonio, Texas. The goal of this program was to reach the goals outlined in the state's higher education master plan, *Closing the Gaps by 2015*. In 2002, the THECB launched *College for All Texans*, a marketing campaign with the slogan "Education. Go Get It." Part of the campaign strategy was to reach students by building strong partnerships in communities across the state through the establishment of GO Centers.

GO Centers (typically located on high school campuses) were established in communities across the state to help recruit students into higher education and serve as a point of coordination between students and institutions of higher education. At the GO Center, students are exposed to a variety of resources to help them better prepare and plan for college. High school and college volunteers assist students in finding information and exploring options.

The College for All Texans Foundation (CFAT), non-profit partner of the THECB, was the fiscal agent for this program, receiving funding from the Corporation for National and Community Service (CNCS) to support the placement of VISTA Members in targeted secondary schools. AmeriCorps*VISTA is a national service program of the CNCS designed specifically to fight poverty. A community partnership was developed with Communities in Schools of San Antonio to host VISTA members on targeted secondary school campuses. Twelve (12) secondary school campuses were provided with a full-time VISTA member to promote a college-going culture by establishing sustainable programs for students, their families, and the surrounding community.

In coordination with a grant CFAT received from the Bill and Melinda Foundation, the VISTA program expanded to Houston ISD with 22 members serving 8 high schools and their 14 middle school feeder schools.

CFAT received grants from CNCS and the Bill and Melinda Gates Foundation to administer this program. THECB provided program oversight.

The program goals were to:

- Increase college-going rates at partnering secondary schools
 - Recruit and train community volunteers to provide 1:1 direct services to students and parents on college access
- Increase the number of college applications and FAFSAs completed at partnering schools
 - Increase the number of students utilizing the GO Center by 30 percent on each campus
 - Increase awareness and positive attitudes about higher education from students and parents by 40 percent
- Develop sustainable GO Centers supported by the campus and community
 - Create and implement a campus plan and asset map for each campus
 - Implement local Advisory Councils including school administration, university and college personnel, parents, students and community members to oversee GO Centers
 - Establish Collegiate G-Force partners with local universities and colleges
 - Increase community awareness and support for the GO Centers

**College Access
Challenge Grant**

The College Access Challenge Grant (CACG) Program is a formula grant program that is designed to foster partnerships among federal, state and local government entities and philanthropic organizations to significantly

increase the number of underrepresented students who enter and successfully complete postsecondary education. The following activities are included in the CACG:

- Web Portal development/improvement
- Generation Texas public awareness campaign (*GenTX*)
- Advise Texas College Advising Corps (*AdviseTX*)
- Need-based Grants
- Adult Degree Completion Project (*GradTX*)



**College Access
Challenge Grant
Community Partnerships**

The *College Access Challenge Grant (CACG) -- Community Partnership* program is a two-year (FY 2009 and FY 2010) federally-funded grant program to (1) provide information to students and families on postsecondary education benefits, opportunities, planning, and career preparation; (2) provide information on financing options, including activities that promote financial literacy and debt management among students and families; (3) conduct outreach activities for students who may be at risk of not enrolling in or completing college; and (4) assist students in completing the Free Application for Federal Student Financial Aid (FAFSA) and Texas Application for Student Financial Aid (TASFA).

Entities funded include non-profit organizations and institutions of higher education (IHEs). Through memorandums of understanding (MOUs), community-based partnerships are formed among representatives of local P-16 councils, community colleges, institutions of higher education, independent school districts, education service centers, local workforce development boards, community development organizations,

faith-based organizations, and other parties.

Activities funded include (1) organizing college workshops; (2) providing support to new and existing, college-promoting GO Centers in high schools; (3) establishing new satellite and mobile GO Centers in the metropolitan and rural areas; (4) organizing SAT or ACT preparation workshops; (5) organizing college informative sessions; (6) one-on-one mentoring and counseling sessions; (7) financial aid workshops; (8) college tours; and other events.

As noted on the U.S. Department of Education website, the CACG also supports professional development for guidance counselors at middle and secondary schools, financial aid administrators, and college admissions counselors. And the program offers student loan cancellation, repayment, or interest rate reductions for borrowers who are employed in a high-need geographical area or a high need profession.

**College Access
Challenge Grant
*H.S. Counselors***

The goal of the *High School Counselors* program is to increase the ability of guidance counselors at middle and secondary schools to help parents and students with preparation for college and the college application process. The Texas Counseling Association (TCA) created a professional development session for middle and high school counselors, teachers, and administrators on developing a college and career ready culture in Texas schools. The THECB contracted with the Education Service Centers (ESCs) to conduct at least four sessions of this training in each region of the state.

**College Connections/
College Connection 2+2+2**

The purpose of a *College Connection Program* is to provide advising and counseling services to graduating high school seniors free of charge including, at a minimum, assistance with admissions applications (to the college of their choice), financial aid application (Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA)) completion, and college readiness assessment (as needed). The student receives guaranteed admission to the partner college and an acceptance letter at graduation.

The purpose of the *College Connection (2+2+2) Program* is to encourage transfer between the community college and four-year institution by providing advising and counseling services to graduating high school seniors and community college students free of charge including, at a minimum, assistance with admissions applications financial aid application (Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA)) completion, and college readiness assessment (as needed). This newly developed model will encourage students who are at risk of ending their postsecondary educations without credential completion to continue work towards a baccalaureate degrees. The primary purpose of both programs is to help students explore higher education opportunities, not to serve as a recruiting tool for one institution.

Institutions selected for this program:

Blinn Community College
Odessa College
Tyler Junior College
University of North Texas*
Cedar Valley Community College

Austin Community College*
College of the Mainland
South Texas College
Cisco College*
Del Mar College

| | |
|---|-----------------------------------|
| Palo Alto College | Texas Southmost College |
| Weatherford College | Lamar State College* |
| The University of Texas at San Antonio* | Laredo Community College |
| Central Texas College | Victoria College |
| North Central Texas College | University of Houston Clear Lake* |

*Institutions selected for the College Connection/College Connection 2+2+2 program but not included in FY10 funding.

Work-Study Mentorship Program

Senate Bill 1050, passed by the 80th Texas Legislature, provided \$5 million for the biennium for the development of Work-Study Mentorship Programs. Eligible college students work as Collegiate G-Force members in GO Centers, community centers, high schools, and institutions of higher education (IHEs). The statutory authority is section 56.079 of the Texas Education Code. The goal of this program is two-fold. First, the program accelerates progress towards *Closing the Gaps by 2015* by helping create a college-going culture in targeted high schools while providing mentoring and tutoring to high school and college students. Second, it is designed to increase the persistence and completion rates of under-represented college students by engaging them as mentors. The majority of Collegiate G-Force members (about 61 percent in FY 09) were minority students serving in high schools with a large population of other minority students. Each IHE is required to recruit college students as mentors who demonstrate financial need. IHEs interested in funding must submit an application. Once approved, they are expected to fund Collegiate G-Force mentors each year of the program. By law, they are required to provide a 10 percent match, establish additional “GO Centers or similar high-school based recruiting centers designed to improve student access in higher education,” report data on mentors and mentees, and are not allowed to apply any of the funds to program administration. The majority of IHEs choose to serve high schools, but some do serve college students. The majority of IHEs serve high schools with low college-going rates.

Minority Male Retention & Support Program

In an effort to accelerate meeting the goals of *Closing the Gaps by 2015*, the THECB has identified several programs that have demonstrated an ability to positively impact the success of minority students.

Institutions of higher education (IHEs) were invited to submit project proposals for funding that outlined mentoring, academic support, and other services aimed at minority students currently in the higher education pipeline. The goal of such programs was to increase student retention and degree completion among the target population. The selected programs fell within two categories:

Minority Male Retention Programs

- *The Lone Star Colleges System’s Minority Male Initiative*

Program targeted up to 30 African American and Latino men attending a Lone Star Community College (LSCC) during academic year 2010-2011. This program is designed to provide role models and mentoring support for participants. Students are required to maintain a minimum of a 2.0 grade-point average, and are encouraged to transfer to a four-year institution after completing 60 hours at LSCC. The program provides a means to extend specialized services to a group of first-time-in-college African American and Hispanic male students in an effort to meet the challenges of their circumstances. A unique aspect of the program is to face head-on challenges of recruitment and retention of FTIC males students of color by creating and implementing innovative mentoring strategies that meet the

individual needs of that population.

- *Sam Houston State University's ELITE Program*

The Establishing Leadership In and Through Education (ELITE) Program will assist up to 30 African American and Latino male freshmen with mentoring support. The program was established to provide resources and a network of support to minority men at SHSU, to promote academic development, as well as promote and encourage civic engagement. The program ultimately serves to increase the rate at which SHSU retains and graduates men of color.

- *Dallas County Community College District – African American Male Retention Initiative*

The aim of the AAMI is to achieve greater retention and graduation rates for African American males. The goal is to close the achievement gap that continues to separate African American and Hispanic males from other student populations.

First Year Experience (FYE) Calling Program

- *San Jacinto Community College and Texas Southern University*

This initiative was designed to increase student retention through a series of phone calls to all first time in college (FTIC) students enrolled at the campuses served by the program. Through funds provided by the grant, student were recruited, trained and worked with FYE Student Leaders to make these phone calls to these students. First time students were provided with campus resources regarding advisement, tutoring, mentorship, and other services critical for the successful matriculation of a new student. FYE Student Leaders receive continuous and extensive training and hold a broad knowledge about the support services provided by the college.

**NPHC African
American Male
Mentorship Pilot
Program**

The THECB in partnership with Big Brothers, Big Sisters, and the National Pan-Hellenic Council (NPHC) has awarded seed grants to eight public institutions of higher education (IHEs) to design and implement mentorship programs for African American men in their freshman and/or sophomore year of college.

Each IHE participating in the program receives a one-time, \$5,000 seed grant to assist in the new mentorship initiative. The purpose of these programs is to increase the retention and graduation rates for African American males who may be in need of extra tutoring or peer mentoring support. The primary goal is to ensure these students, who currently suffer the highest dropout rate of all college students, improve their GPAs and persist in their studies through the initial 60 semester credit hour threshold.

The eight public IHEs selected are: University of Texas at Arlington, Texas A&M at Commerce, Stephen F. Austin State University, University of North Texas, University of Houston, University of Houston – Downtown, Lamar University and Texas Southern University.

The eight public IHEs were selected based on African American male enrollment rates, African American male retention and graduation rates, National Pan-Hellenic Council activity on each campus, and active alumni chapters of NPHC in the area.

**P-16 Regional
Councils**

P-16 Regional Councils are very significant civic structures that exist to meet the goal of the state's higher education plan, *Closing the Gaps* by 2015. The Texas

goal of enrolling 630,000 more students in postsecondary education by 2015 requires instilling a state-nurtured, community-embraced focus on improving college and career readiness, participation, and degree completion in higher education.

P-16 Regional Councils were created under the authority of section 61.0762 of the Education Code, which authorizes the THECB to develop programs to meet its goals for participation and success in the state's higher education plan, *Closing the Gaps* by 2015. P-16 Regional Councils' membership include: leaders from regional education service centers, public school districts, community colleges, and at least one public or private four-year institution of higher education; community business representatives who are members of local workforce boards or chambers of commerce; and representatives from civic and/or community organizations.

The THECB recognizes and encourages P-16 Regional Councils to:

- Advance regional efforts to target, design and implement systemic actions to establish college-going habits and traditions in middle and high schools, particularly to increase Hispanic college participation and completion rates; improve parental outreach; and increase awareness of College and Career Readiness Standards;
- Ensure the work will be carefully managed and monitored;
- Engage systems, institutions, civic and business leaders and build region-wide ownership; and
- Communicate with its various partners in clear and regular ways so as to remain focused on the work.

C. What evidence can you provide that shows the effectiveness and efficiency of this program or function? Provide a summary of key statistics and performance measures that best convey the effectiveness and efficiency of this function or program.

**AmeriCorps
Collegiate G-Force
Program**

It was suggested that the addition of the AmeriCorps component would improve the programmatic oversight at the local level, leading to improved outcomes for a greater number of students. Specifically, the improved oversight (addition of coordinators at each institution) and training of mentors would result in better reporting and improved program fidelity.

In previous years, Work-study mentors worked an average of 300 hours per year, less than half of what is required of AmeriCorps members. This rate translates to about 8 hours per week, which is inadequate for reliable, consistent student support. A mentor who is working 20 hours per week is more available to students and more likely to implement the program as designed than 2 to three mentors working a combined total of 20 hours of service. Thus, increasing the hours served per mentor should translate to improved program fidelity and better outcomes for high school students.

In FY 2010, ten of the institutions funded by the Work Study Mentorship program received American Recovery and Reinvestment Act (ARRA) funding from the OneStar Foundation. The ten ARRA grantees reported 98,569 mentoring and tutoring hours provided by 225 AmeriCorps mentors. The AmeriCorps mentors served 93,367 individuals over the grant period.

Based on the THECB Consolidated Annual Program Evaluation report, the pilot project highlighted some elements of a good Work-study Mentorship Program:

1. a dedicated program coordinator to provide ongoing training to the mentors; and
2. mentors served their designated schools and students for more hours per week (students get to know and trust their mentors for support)

**AmeriCorps*VISTA/
Gates GO Center
Project**

The State of Texas Education Research Center (ERC) at Texas A&M University was contracted to conduct an evaluation of this program and submitted *Evaluation of the Gate GO Partnership Project Final Report* in September 2010.

The evaluation matched the eight intervention schools with eight Houston ISD campuses not receiving the intervention. Intervention schools were also grouped from high to low based on the degree to which the program features were fully implemented. Some findings include:

- Students in the treatment schools had a more positive attitude toward GO Centers than students in the comparison schools.
- Students in treatment schools with higher implementation profiles reported lower perceived barriers to college-going than students in lower implementation schools.
- All treatment and comparison schools increased their FAFSA submission rates over the past three years, but there were no statistically significant differences between the treatment and comparison schools.
- All treatment and comparison schools increased their college-going rates over the past four years, and the comparison schools had slightly higher increases in college-going rates over this period.

The final report also quantified GO Centers at intervention schools based on 4 major themes and 12 salient characteristics of the GO Centers. Characteristics were measured on a five-point scale, with 1 representing *Significant Problems*, 2 representing *A Few Problems*, 3 representing *Adequate/Average Practices*, 4 representing *Positive Practices*, and 5 representing *Exemplary Practices*. Overall, most of the schools exhibited practices that were *adequate to exemplary* on most of the characteristics.

| Mid-Year Ratings of Characteristics of HISD Gates GO Centers | | | | | | | | |
|--|---------|---|---|---|---|---|---|---|
| A = Worthing; B = Reagan; C = Wheatley; D = Jones; E = Austin; F = Furr; G = Sharpstown; H = Scarborough | | | | | | | | |
| Salient Characteristics of HISD Gates GO Centers | Schools | | | | | | | |
| | A | B | C | D | E | F | G | H |
| School Support | | | | | | | | |
| Physical environment | 5 | 5 | 3 | 3 | 4 | 1 | 4 | 3 |
| School leadership support | 4 | 3 | 3 | 3 | 3 | 5 | 3 | 3 |
| Teacher support | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| Multiple programs for college readiness | 4 | 4 | 4 | 3 | 3 | 5 | 3 | 3 |
| Student Involvement | | | | | | | | |
| Student involvement/engagement in center | 4 | 3 | 4 | 3 | 3 | 5 | 3 | 3 |
| Student G-Force | 2 | 4 | 2 | 2 | 3 | 4 | 3 | 4 |
| Community Involvement | | | | | | | | |
| Advisory council/parent & community involvement | 2 | 4 | 2 | 2 | 2 | 3 | 2 | 2 |
| VISTA/AmeriCorps | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 3 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Collegiate G-Force | 3 | 3 | 2 | 4 | 4 | 3 | 3 | 3 |
| Center's Attributes | | | | | | | | |
| Outcome-oriented/data-driven focus | 5 | 2 | 2 | 2 | 2 | 5 | 3 | 3 |
| High expectations for <i>all</i> students | 4 | 3 | 3 | 3 | 3 | 5 | 3 | 3 |
| Collaboration among staff | 5 | 3 | 4 | 1 | 3 | 5 | 2 | 3 |

This table is from Table 21 in *Evaluation of the Gate GO Partnership Project Report* by State of Texas Education Research Center at Texas A&M University

The evaluation team identified four things that characterize effective high school GO centers. The most effective centers have a:

- *"Hands-on" orientation.* Center personnel actively reach out to students and develop activities and events to attract students to the center.
- *High degree of collaboration.* There is collaboration and communication among all staff in the center and the school.
- *Culture of teacher support.* Teachers are actively involved in supporting the work of the center and in mentoring students.
- *Data-driven/outcomes focus.* The center's staff uses data pertaining to student outcomes to improve services.

**College Access
Challenge Grant**

Per federal reporting guidelines, the CACG program will be measured against the following performance measures:

- For states offering scholarship programs, the percentage increase in the proportion of high school seniors offered CACG grants who enroll in college within a year after graduation;
- For the portion of state projects offering services directly to secondary schools, the percentage increase in the proportion of high school senior program participants who complete a Free Application for Federal Student Aid (FAFSA); and
- The decrease in the gap between the cost of the scholarship program per high school senior offered a CACG grant and the cost per high school senior offered a CACG scholarship and enrolling in college within a year after graduation.

While the aforementioned performance metrics are reported, each program funded by the CACG have specific evaluation criteria that will be tracked as well:

Web Portal development/improvement:

The *OnTrack for College Readiness* modules and the work related to the mobile accessibility and additional sectors related to Transfer, Adult Learners, and Military will not be complete until the end of summer 2011.

GenTX public awareness campaign:

In only its first year of implementation, a baseline survey has been conducted to gather initial data points related to awareness of the brand and the messaging.

AdviseTX College Advising Corps:

The THECB is tracking a variety of key performance measures related to the *AdviseTX* program, including the below:

| Performance Metric | |
|--|--------|
| Advising Services | |
| <i>1-on-1 Student Services</i> | 30,973 |
| <i>Classroom Visits</i> | 2,031 |
| <i>Assembly Presentations</i> | 155 |
| College-related Applications | |
| <i>Apply TX completions (admissions)</i> | 10,817 |
| <i>FAFSA completions (financial aid)</i> | 4,094 |
| <i>SAT/ACT registrations (admission exams)</i> | 10,049 |

Verified output data from ApplyTexas.com report that over 2009-2010, college applications were increased by 16 percent in early June. Verified enrollment information will not be available from the state until spring 2012, but productivity numbers indicate the advisers are reaching many more students than had been previously served. An evaluation team from Stanford University, with support from THECB and input from the program, will perform the external evaluation on the *AdviseTX* 2010-2011 pilot year and the expansion of the program. As the program expands to approximately 120 advisers in 2011-2012, the Stanford team will perform a rigorous longitudinal study of the program running through 2016.

Need-based Grants:

In FY2010, \$1,248,786 was awarded to students in the form of need-based grant funds. In FY2011, \$4,000,000 has been dedicated to need-based grant aid targeting currently enrolled students with more than 60 credit hours, with half of the funding being directed to eligible STEM students. The award for each student will be \$1000 to allow for 2000 awards to be made.

Adult Degree Completion Project (*Grad TX*):

The program launches in August 2011. Preliminary work has been on the development of the web tool for degree audits and the marketing components.



The *CACG – Community Partnerships* program has been highly effective. The expected outcomes of the two-year grant were to increase the number of FAFSA or TASFA forms completed and financial awards made to students by 10 percent as indicated by an analysis of the U.S. Department of Education FAFSA database and the THECB Financial Aid database.

Evaluation of the FAFSA rate measured change in those students graduating from high schools targeted by the grant. Among students enrolled in high schools served by *CACG – Community Partnerships*, who graduated, and can be tracked, the 2010 FAFSA rate is 61.2 percent compared to 48.2 percent in FY 2008.

The second outcome ensures that students and parents in the communities served are more aware of postsecondary educational benefits, opportunities, planning for college, career preparation, and financing options. This outcome is being measured through pre- and post-surveys of select populations of students and parents. Shortly after the grant started, a telephone survey was conducted with students and parents in regions served by the CACG and select regions not directly served by the CACG. This survey provides the THECB with a baseline reading of students' and parents' awareness of the activities and information targeted by the CACG. The post-survey, measuring gains in students' and parents' awareness, will be conducted in March of 2012. Results from that survey will be available July 2012.

**College Access
Challenge Grant**
H.S. Counselors

The *High School Counselors* program trained 2,125 counselors across the state between August 2009 and 2010. The THECB evaluation staff contracted with an independent contractor to design a follow-up survey. The THECB staff then created and disseminated the follow-up survey electronically to all those who were trained. The survey focuses on how they have used what they learned in the training. The follow-up survey is in progress.

The most successful CACG outreach programs:

- had a program coordinator who had a similar background, brought insights from their own life to the job, and could serve as a role model;
- provided students examples of successful persons who came from a similar background;
- gave students information about career opportunities (or going to work sites to speak to people employed in that field);
- taught financial literacy;
- taught about financial aid;
- kept track of the submissions needed (like college applications, FAFSA forms, campus housing) and their deadlines;
- showed them where to look and how to apply for scholarships;
- exposed students to what it is like in college (such as campus tours); and
- taught students crucial college survival skills and information (such as study skills and how to work with professors).

Clearly, to do all of this with students on a personal level is very time consuming. Most high school counselors are overwhelmed with their high-priority responsibilities: enrollment, class scheduling, and students' personal issues. Frequently there is little time left for college-going activities with students other than those who proactively seek a counselor's assistance. Students who do not know, or believe that they can go to college, typically fall off the postsecondary education path at this point. This intensive work provides the cultural shift needed for first-generation, historically under-represented, and low income students to see the possibility of going to college. It is for this reason that people who work intensively with college-going activities are so valuable in Texas *Closing the Gaps* initiatives.

**College Connections/
College Connection 2+2+2**

To date, the program has served over 14,500 regular status students and 80,000 transfer students. Transfer student are those students who have completed hours at a community college and who transfer into a baccalaureate granting institution. These students are tracked by unique student ID number (unduplicated), but students are encouraged to seek as much support as needed and many do return for

additional services. When counting student visits with counselors in this way, over 130,000 student visits have been recorded (duplicated).

| Students (Regular) | Transfer Students | Student Visits | FAFSA Completion Rate |
|--------------------|-------------------|----------------|-----------------------|
| 14,503 | 80.038 | 129,763 | 61.8% |

It is too early to report statistical data of college enrollment for students served. This data will be available fall 2012.

**Work-Study
Mentorship Program**

The *Work-Study Mentorship Program* funded programs at 32 institutions of higher education, which accounted for hiring 408 individual mentors in FY 10. The institutions participating in the program are:

| | |
|-------------------------------|------------------------------------|
| Austin Community College | Texas A&M Univ. - Corpus Christi |
| Brazosport College | Texas A&M Univ. - Kingsville |
| Cedar Valley College (DCCCD) | Texas Christian University |
| Central Texas College | TSTC-Harlingen |
| Eastfield College (DCCCD) | Texas State Univ.- San Marcos |
| El Centro College (DCCCD) | Texas Wesleyan University |
| Houston CC System | Texas Woman's University |
| Laredo Junior College | University of North Texas |
| North Central Texas | University of North Texas-Dallas |
| North Lake College (DCCCD) | University of Texas - Arlington |
| Northeast Texas | University of Texas - Brownsville |
| South Texas | University of Texas - Dallas |
| St. Edward's University | University of Texas - El Paso |
| St. Philip's College | University of Texas - Pan American |
| Tarleton State University | University of Texas - San Antonio |
| Texas A&M International Univ. | West Texas A&M University |

Of the 408 mentors hired in FY10, the demographics include:

| Gender | | |
|---|-----|--|
| <i>Male</i> | 70% | |
| <i>Female</i> | 30% | |
| Race/Ethnicity | | |
| <i>Hispanic</i> | 64% | |
| <i>African American</i> | 17% | |
| Other | | |
| <i>First-Generation College Student</i> | 74% | |

Key performance measures for the program in FY 10 include:

| | Work-Study Mentor Schools | Statewide Average |
|----------------------------------|--------------------------------------|------------------------------|
| College Going Rate | 57.6% | 56.3% |
| FAFSA Completion Rate | 62.9% | 56.2% |
| Total Mentor Hours Worked | | 99,120 |

The pilot project highlighted some elements of a good *Work-Study Mentorship Program*:

1. A dedicated program coordinator to provide ongoing training to the mentors; and
2. Mentors served their designated schools and students for more hours per week (students get to know and trust their mentors for support)

All of the 32 funded IHEs are providing mentoring to students and for the two-year program are projected to serve over 100,000 students. This increase in outreach efforts, dissemination of information, and financial aid counseling to high school students, focusing on Hispanic and African American populations, aligns with the THECB *Accelerated Plan for Closing the Gaps by 2015*.

| | |
|--|---|
| Minority Male Retention & Support Program | The effectiveness of the program(s) is shown by increased GPA and retention rates of African American male students that participated in the minority male retention programs versus non-participants in the various programs. Between 50 to 70 percent of students engaged in the programs had a GPA rate >2.0, with retention rates in the range of 80 to 100 percent. |
|--|---|

Institutions have implemented these initiatives by expanding and identifying the essential social (both financial and human) resources and services needed for successful programs. All intuitions have reported increased rates of student success with GPA and retention rates compared with non-participating students. Below represents one-year results after implementation in FY 10. These programs are ongoing and more data will be available soon to evaluate long-term effectiveness.

| Institution/Program | Participants FY 10 | Performance Metric 1 | Performance Metric 2 |
|---|-------------------------------|--|--|
| Sam Houston State Univ. <i>ELITE Program</i> | 30 | Retention rate Participants: 96% Non-Participants: 89% | GPA Participants: 2.76 Non-Participants: 2.45 |
| Lone Star College <i>M.A.L.E Program</i> | 88 | Retention rate Participants: 70% Non-Participants: 50% | GPA Participants: 69% had GPA > 2.0 |
| San Jacinto College <i>FYE-Calling Program</i> | 5,280 | Retention rate¹ Post-Program Year ² : 77% Pre-Program Year ³ : 72% | |

| | Participants FY 10 | Performance | Performance |
|--|-----------------------|--|-------------|
| | | Metric 1 | Metric 2 |
| Texas Southern Univ. <i>FYE-Calling Program</i> | 1,188 | Retention rate¹ Post-Program Year ² : 82% Pre-Program Year ³ : 61% | |

1. Retention rates reflect the rate at which participants/students re-enrolled in the institution the year following initial enrollment.
2. Post-Program Year reflects the one-year retention rate after FY 10 program implementation.
3. Pre-Program Year reflects the one-year retention rate before FY 10 program implementation

Dallas County Community College District (African American Male Initiative) (2009-2010)

Participants in the program were 24 percent more likely to pass their required Human Development courses compared to the comparison group and 4 percent more likely to pass their Developmental Education Math courses compared to the comparison group.

NPHC African American Male Mentorship Pilot Program

Project timeline began in early November 2010 when program proposals were submitted. THECB approval for the eight institutions' project plans were granted in January 2011 at the beginning of the spring semester. The program will run through the end of the fall 2011 semester. Each institution will be required to submit an end-of-year report to the THECB by December 2011.

Initial reports for the pilot program have been positive, with seven of the eight IHEs reporting an increase in retention rates for those students participating in the program compared to similarly situated students who did not participate. Participating institutions are required to submit a one-year evaluation report on September 1, 2011. Therefore, no data is available at this time.

During the pilot period, institutions are required to report data that identifies at-risk students currently enrolled in their freshman or sophomore year of college, GPAs for all Greek-letter fraternity and/or sorority members and mentees, as well as a detailed list of other support services currently being offered to mentees.

After each mentorship activity, the participating IHEs must document students' satisfaction with the experience. The institutions must be able to show how many students retained from semester to semester and provide a written description of any curriculum developed for the program.

P-16 Regional Councils

The effectiveness and efficiency of this program is evidenced by the robust collaboration among all partners in this program. Partnerships have been formed between school districts, education service centers, colleges, universities, businesses, and community organizations. Preliminary results indicate that more than 250,000 individuals have been impacted, which includes public education, higher education, community, businesses/workforce, parents and students.

The University of Texas at Austin's Educational Research Center was contracted to conduct an evaluation of this program. A preliminary evaluation report was submitted in September 2010. The P-16 Regional Councils used funds to support extant programs that align with THECB-identified goals.

Although not required to address all five goal areas, 15 of the 18 regional councils receiving funds identified

programs in all five goal areas. Across goal areas, the most commonly cited activity was coordinating meetings between diverse stakeholders. This activity aligns with the central purpose of P-16 Regional Councils, which is to coordinate with educational institutions, community, and business interests to integrate efforts to improve college and career readiness, improve teacher effectiveness, and facilitate stronger connections among parents, families, and education institutions, and developing educational resources among others.

This report also identified several promising initiatives, although data do not support an in-depth discussion of the successes and challenges of these initiatives. This level of description is provided in a companion report, describing the work of three exemplary P-16 Regional Councils as case studies.

Report concludes that all three of these councils were collecting (from local, state, and national sources) and using data effectively to focus educators (from P -20) on the Closing the Gaps targets and trends for their region. Moreover, all three of the Regional P-16 Councils studied have “shown compelling work in reaching out to parents” through programs such as:

- *Abriendo Puertas*: a parent leadership training program for Latino parents with children 0-5 years of age, which draw on the real life experiences and cultural strengths of its participants.
- *Café con Leche*: a program consisting of open forums in schools across the state, aimed to educate Hispanic students and their parents about applying to college and obtaining financial aid.
- *Feria Para Aprender*: a learning fair organized for Spanish-only speaking parents. It is designed to:
 - Provide parents with the information needed for their child’s academic success;
 - Create a long-lasting college-going culture;
 - Mobilize non-profit educational organizations to serve 21st century communities facing major demographic changes; and
 - Develop a bilingually educated workforce that provides the region with a global competitive advantage.
- *Educational Roadmap*: a document outlining educational benchmarks high school students should meet to be ready to attend higher education

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent.

**AmeriCorps
Collegiate G-Force
Program**

In the summer of 2007, the THECB and the College for All Texans Foundation (CFAT) received a grant from the Corporation for National and Community Service via the OneStar Foundation to add new GO Centers supported by half-time AmeriCorps* State members. From 2007-2009, we placed 80 members in

33 schools in 19 school districts across the Central Texas Region (Waco, Austin, and San Antonio). Our AmeriCorps*State members provided individual and/or small group academic advising and college preparation to diverse student populations. They also planned, organized, and implemented college prep activities and events including college admission, financial aid, ACT/SAT test prep, and career exploration with students in grades 9-12.

In FY10, the THECB received AmeriCorps*Texas American Recovery and Reinvestment Act (ARRA) funding. The management of the AmeriCorps members shifted from the THECB to institutions. The one-year funding was used to supplement the Work-Study Student Mentorship Program by providing operating costs including

staff support, travel reimbursement, training and supplies to ten (10) institutions of higher education (IHE) awarded Work-Study Mentorship funds for FY 2010. This funding allowed each IHE to recruit a maximum of 20 mentors for a total of 200 mentors statewide. Each mentor was required to serve 675 hours over a nine-month period and students received \$10 per hour. In addition to the \$10 per hour in Work-Study wages, each mentor received an education award in the amount of \$1,800 upon completing the required hours.

The chart below demonstrates the changes of the program from its original intent.

| College for All Texans AmeriCorps Program FY08-FY09 | Collegiate G-Force ARRA AmeriCorps Program FY10 |
|--|--|
| 2-year funding | 1-Year funding |
| Grant awarded to the College for All Texas Foundation, non-profit arm of THECB | Grant awarded directly to the THECB |
| 33-40 members per year | 200 members |
| Members placed in Central and South Texas Regions | Members placed in Central, South, Metro, Upper Rio Grande Regions |
| THECB program director provided direct oversight of the project and worked directly with independent school districts | THECB program director worked directly with 10 coordinators at each institution |
| Mentor recruitment, training, and member oversight provided by THECB program coordinator | Mentor recruitment, training, and member oversight provided by coordinator at each institution |

**AmeriCorps*VISTA/
Gates GO Center
Project**

The Gates Foundation initially expressed interest in the VISTA GO Center program in San Antonio. THECB staff worked closely with Communities In Schools (CIS), Texas Counseling Association (TCA), and Houston ISD (HISD) staff to submit a proposal that would expand the VISTA program into HISD Go Centers. The grant proposal from the College For All Texans Foundation (CFAT) requested funds from the Bill and Melinda Gates Foundation to help THECB expand and enhance program designed to increase the low college-going rates in eight Houston high schools during the next two academic years.

The final proposal was submitted in August 2008, and CFAT was notified of the award in November 2008. The Bill and Melinda Gates Foundation made an award to CFAT in support of a two-year project to create partnerships between eight HISD high schools and three Houston area institutions of higher education. This program had two specific goals in line with the THECB overall goal of *Closing the Gaps by 2015*: a) to increase the baseline college-going rates of the class of 2007 high school graduates from participating schools by 20 percent; and b) to create a college-going culture that will influence graduating classes and those beyond 2009-2010.

HISD operated GO Centers based on the THECB GO Center and VISTA model in all targeted HISD schools beginning in the 2008-09 school year. The Gates Foundation provided funding to augment the staffing and services provided in these targeted HISD high schools and middle schools. In addition, the Gates Foundation funded an evaluation study to determine best practices in developing a college-going culture and assisting high school students to make the transition to college. The proposed GO Center Partnership project would

facilitate the development of a college-going culture in identified HISD high schools by beginning in the middle schools that prepare their students. Full-time AmeriCorps*VISTA members would assist in development of activities to inspire career aspirations and ensure that the students know what steps must be taken academically in high school to realize their dreams.

| | |
|--|--|
| College Access Challenge Grant <i>Community Partnerships</i> | The first two years of this project focused primarily on access (FY2009-10). For FY2011, the focus shifted to success/completion. During FY2011, the Department of Education indicated that the program focus would be shifting to success in FY2012, so our efforts would primarily be continuation efforts. |
| College Access Challenge Grant <i>Counselors</i> | N/A |
| College Connections/ College Connection 2+2+2 | This program is one of many funded by the College Access Challenge Grant designed to provide students with information on postsecondary financing options and postsecondary education benefits, as well as professional development activities for guidance counselors to better assist their students in gaining admission to postsecondary institutions. |
| Work-Study Mentorship Program | N/A |
| Minority Male Retention & Support Program | N/A |
| NPHC African American Male Mentorship Pilot Program | N/A |
| P-16 Regional Councils | N/A |

E. Describe who or what this program or function affects. List any qualifications or eligibility requirements for persons or entities affected. Provide a statistical breakdown of persons or entities affected.

**AmeriCorps
Collegiate G-Force
Program**

The program affected both institutions of higher education and college students.

Institution Eligibility Requirements

For FY09-FY10, the THECB issued the Work Study Mentorship Program request for applications for a two-year grant cycle. The request for application included qualifications and eligibility requirements for institutions interested the AmeriCorps*State funding.

Applicants seeking the additional AmeriCorps*State funding were required to meet additional eligibility requirements including:

- Sign a partnership agreement with the THECB outlining the terms and conditions of the AmeriCorps grant;
- Commit to recruiting 20 Work-Study mentors. Mentors will be required to work between 18 – 20 hours a week and total 675 hours over a nine month contract beginning approximately September 15, 2009 and ending June 15, 2010;
- Work closely with the THECB in the recruitment and application process of interested Work-Study mentors/AmeriCorps members. Eligible students must apply for these positions using an online application called my.americorps.gov;
- Attend an AmeriCorps*State orientation and training on September 10-11, 2009 in Austin;
- Participate in regional quarterly meetings;
- Commit to hiring a part-time AmeriCorps Coordinator no later than September 10, 2009;
- Post positions on WorkinTexas.com; and
- Coordinate member participation in two volunteer service projects during the year (January 2009 and May 2009).

The Work-Study Mentorship applications were evaluated and scored by internal and external reviewers. In addition to the Work-Study Mentorship evaluation form, the following selection criteria were used in determining grantees for AmeriCorps*State funding:

- Is the applicant serving high need areas?
- Has the program submitted documentation of partnership agreements with schools/school districts?
- Does the applicant's overall project design meet the required 20 mentors assisting high school students with college admission and financial aid processes in GO Centers as proposed in the AmeriCorps Recovery Act grant?
- Does the program focus on serving multiple high schools with high minority and economically disadvantaged populations? Is applicant serving high Latino populations?
- Does the program demonstrate/describe a quality management plan between fiscal staff and program staff to ensure timely reporting?

- Does the applicant have prior experience with other similar programs?
- Has this applicant received Work-Study funding from THECB? Is the applicant in good standing with THECB? Has applicant submitted all reports in a timely manner?

Student Eligibility Requirements:

AmeriCorps members were recruited from universities in target service areas including Texas A&M University College Station, Houston Community College, the University of Houston, the University of North Texas, the University of North Texas Dallas, Mountain View College, Texas A&M University-Corpus Christi, The University of Texas-Brownsville, The University of Texas-Pan American, and The University of Texas-El Paso. The institution's coordinator initiated recruitment on campus by contacting the college and career offices and various college department offices to post AmeriCorps service opportunities. Additionally, coordinators would outreach to Financial Aid, Student Support Services, Multicultural Student Affairs, and other campus organizations to recruit a diverse population of members.

Potential applicants must demonstrate financial need and eligibility to receive work-study funds. Applicants from minority groups and/or first generation students were given preference for selection in order to diversify the AmeriCorps team and reflect the population of students to be served.

**AmeriCorps*VISTA/
Gates GO Center
Project**

This program affected students, faculty, and staff in targeted secondary schools in San Antonio and Houston, including potential first-generation college students and underrepresented student groups such as African American and Hispanic or economically disadvantaged students.

This program also affected faculty and administrators at partnering postsecondary institutions and colleges and universities across the country where students applied and enrolled in a postsecondary educational opportunity.

In FY 2010, the VISTA program reached 88 percent of its target to recruit, train, and place community volunteers. VISTA members recruited, trained, and placed 443 volunteers in GO Centers, 12 percent below the target of 500 volunteers. Overall, the project served 20,968 students. ApplyTexas data show that 7.9 percent of the 21,554 high school students from targeted campuses applied to college in 2007-2008 and 11.4 percent of 20,933 high school students from targeted campuses applied to college in 2008-2009, an increase of 3.54 percent. 2009-2010 Apply Texas data shows that 16.3 percent of the 20,933 high school students from targeted campuses applied to college. This is an increase of 8.4 percent over 2007. (Consolidated Annual Program Evaluation Report FY10 available at:

<http://www.thecb.state.tx.us/Reports/PDF/2130.PDF?CFID=17536762&CFTOKEN=69591997>)

In FY 2009 the project reached 72 percent of its target to recruit, train and place community volunteers in targeted GO Centers to provide college access services to students and their parents. VISTA members recruited, trained and placed 608 volunteers in GO Centers, 28 percent below the target of 840 volunteers. The project met and exceeded its target of reaching 30 percent of the total student population at the targeted intervention campuses. Forty-five percent (16,437 unduplicated student counts out of 36,774 total student population) utilized the College Access Center or GO Center at least once. The project also met and exceeded its target of increasing the percent of completed college applications at targeted GO Center campuses. Sixty-eight percent (2,600 seniors out of 3,824 total 12th grade population) of high school seniors

at targeted GO Center campuses in San Antonio and Houston completed and submitted an Apply Texas application.

Consolidated Annual Program Evaluation Report FY09 available at

<http://www.thecb.state.tx.us/reports/PDF/2007.PDF?CFID=17536762&CFTOKEN=69591997>

**College Access
Challenge Grant**

The primary target for the CACG program is (1) low-income students and (2) their families. Sub-grants to non-profit organizations or partnerships are allowable only if (1) the entity was in existence prior to September 27, 2007 and (2) the entity was participating in activities and services related to increasing access to higher education. The CACG funds can be only be used for the following services and activities per statute:

- Information for students and families regarding:
 - the benefits of a postsecondary education;
 - postsecondary education opportunities;
 - planning for postsecondary education; and
 - career preparation.
- Information on financing options for postsecondary education and activities that promote financial literacy and debt management among students and families.
- Outreach activities for students who may be at risk of not enrolling in or completing postsecondary education.
- Assistance in completion of the Free Application for Federal Student Aid or other common financial reporting form under section 483(a) of the Higher Education Act of 1965.
- Need-based grant aid for students.
- Professional development for guidance counselors at middle schools and secondary schools, and financial aid administrators and college admissions counselors at institutions of higher education, to improve such individuals' capacity to assist students and parents with
 - understanding entrance requirements for admission to institutions of higher education and state eligibility requirements for Academic Competitiveness Grants or National SMART Grants under section 401A, and other financial assistance that is dependent upon a student's coursework;
 - applying to institutions of higher education;
 - applying for Federal student financial assistance and other State, local, and private student financial assistance and scholarships;
 - activities that increase students' ability to successfully complete the coursework required for a postsecondary degree, including activities such as tutoring or mentoring; and
 - activities to improve secondary school students' preparedness for postsecondary entrance examinations.
- Student loan cancellation or repayment (as applicable), or interest rate reductions, for borrowers who are employed in a high-need geographical area or a high need profession in the state, as determined by the state.

**College Access
Challenge Grant
*Community Partnerships***

The purpose of the College Access Challenge Grant (CACG) - Community Partnership program is to increase the number of low-income students who are prepared to enter and succeed in postsecondary education regardless of

academic interest. As of July 2011, approximately 123,284 students had been served with this program as follows:

| Performance Measure | FY09 | FY10 | FY11 | Total |
|--|--------|--------|--------|----------------|
| Number of High School Students (TOTAL) | 18,364 | 64,112 | 40,808 | 123,284 |
| Number of High School (Seniors only) | 8,328 | 22,976 | 18,414 | 49,718 |
| Free Application for Federal Student Aid (FAFSAs) (Initiated) | -- | 14,400 | 5,859 | 20,259 |

*Numbers are not duplicated; data reported as of July 11, 2011.

Grant recipients were also required to collect information from students attending face-to-face meetings with counselors. As of July 2011, 13,608 surveys, or student intake data forms, had been collected as follows.

| FY09 | FY10 | FY11 | Total |
|-------|-------|-------|---------------|
| 2,351 | 5,969 | 5,288 | 13,608 |

The survey provides a demographic profile of students seeking out college-counseling services. Student identifiers on the survey (social security numbers) are key to determining whether these students actually applied for financial aid and attended college.

The demographic profile of students attending college-going services:

- 48.5% are Hispanic.
- 13.7% are African American.
- 33.4% are White, non-Hispanic.
- 81.2% speak English as a primary language at home.
- 49.3% of students are on free lunch, 50.7% did not know if they are on or are not on free lunch.
- 23.2% of mothers compared to 23.1% of fathers of these students did not complete high school.
- 45.7% of mothers compared to 25.6% of fathers of these students had only a high school degree or less.
- 67.4% of students planned to go to college.
- 65.5% of students said that their parents are encouraging them to go to college.

**College Access
Challenge Grant
Counselors**

Texas secondary counselors/administrators/teachers have received specialized professional development focused on college and career readiness and creating a college-going culture. These sessions, hosted by 20 Education Service Centers (ESCs) in Texas, provided training for 2,125 counselors across the state between August 2009 and 2010. Schools within all 20 Education Service Centers across Texas were served.

**College Connections/
College Connection 2+2+2**

This program aims to support underserved students and their parents/caregivers. Underserved students are considered those at risk of not completing their education.

An example of descriptive data of students served by one program institution is shown below:

- 68% Students Identified as Low-income at Select High Schools Served
- 59% Students Identified as First Generation College Going
- 90% Students Served Plan to Attend College
- 44% of Parents Participated in Services Provided to Students
- 55% Transfer Rate of Students Receiving Services

**Work-Study
Mentorship Program**

The program goal is to assist in generating a college-going culture among high school students and provide financial support needed to be successful in post-secondary education. Work-study funds are used to provide wages to college students employed on a part-time basis as part of a Collegiate G-Force. Eligible college students work at participating eligible institutions to mentor high school students to help create a college-going culture.

Work-Study Student Mentorship Programs recruit and pay wages to eligible college students employed on a part-time basis. Eligible students work in GO Centers at participating high schools or other eligible organizations to provide high school students with college-going information and assistance. Activities include:

- Providing information to high school students about higher education, including the college selection process, the application process and the financial aid options;
- Assisting students in finding and utilizing appropriate resources such as the College for All Texans Website;
- Assisting students in completing the FAFSA; and
- Assisting in special outreach events such as College Nights or FAFSA Saturdays.

Student mentor eligibility requirements include:

All student mentors must be able to demonstrate financial need as determined by the institution of higher education. In addition, to be eligible for employment a student shall:

- Be a Texas resident determined in accordance with §§21.727 - 21.736 of the THECB Rules (relating to Determining Residence Status);
- Be enrolled for at least one-half of a full course load in a program of study;
- Establish financial need; and
- Not receive an athletic scholarship or not be enrolled in a seminary or other program leading to ordination or licensure to preach for a religious sect or to be a member of a religious order.

Institution eligibility requirements include:

Institutions of higher education (IHEs), including private, public, and technical schools as defined by Section 61.003 and Section 61.003(15) of the Texas Education Code, other than a private or independent institution of higher education offering only professional or graduate degrees.

Other eligible partners:

Senate Bill 1050 also authorizes non-profit organizations to partner with institutions of higher education to pursue the objectives of the program. A participating entity is an eligible school district, or a non-profit organization that has filed a memorandum of understanding (MOU) with the successful applicant to participate in the Work-Study Student Mentorship Program. Both entities must create and sign an MOU outlining each partner's roles and responsibilities (Appendix F). Middle school and elementary school students are not eligible to receive services under the terms of this Program.

| | |
|--|---|
| Minority Male Retention & Support Program | <p>Programs must be geared to increasing the participation and success of African American males in postsecondary education that have been identified as being at-risk of failing or dropping out of college. The purpose is to identify and promote, through collaborative partnerships, effective educational policy and programs that empower African-American males to achieve in institutions of higher education by alleviating inequalities of economics, education, and other societal barriers.</p> |
| NPHC African American Male Mentorship Pilot Program | <p>This program affects enrolled college freshman and sophomore students who have been identified as being at-risk of failing or dropping out of college.</p> <p>In general, there are four basic requirements for college students who are interested in participating in the mentorship program. The four basic requirements are: 1) Be a student currently enrolled in the freshman or sophomore year; 2) Be identified as being at-risk at the institution of attendance; 3) Have a GPA at or below 2.0 on a 4.0 scale; 4) Be an African American male, although IHEs were given the latitude to accept other at-risk students on a case-by-case basis.</p> |
| P-16 Regional Councils | <p>This program affects community leaders, parents, students, schools, and businesses and engages systems, institutions, civic and business leaders and builds region-wide ownership statewide.</p> |

| P-12 | Higher Education | Community | Business/ Workforce | Parents | Students | Total |
|--------|---------------------|-----------|------------------------|---------|----------|----------------|
| 46,065 | 30,942 | 9,318 | 10,700 | 45,897 | 108,408 | 251,330 |

Sources: Final program report, September 2010 and Interim program reports, March 2011

Texas Education Code - Section 61.0762 entitled "Programs to Enhance Student Success" requires THECB to implement the college-readiness and success strategic action plan adopted under Section 61.0761 and to enhance the success of students at institutions of higher education, by rule to develop certain programs.

The following summarizes the eligibility requirements of grant applicant from the request for applications:

A Texas public institution of higher education and/or non-profit organizations registered as a 501 (c)(3) entity in the state of Texas are eligible to submit an Application for a P-16 Regional Councils Grant. An institution of higher education may partner with a non-profit organization registered as a 501(c)(3) entity in the state of Texas.

F. Describe how your program or function is administered. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. List any field or regional services.

**AmeriCorps
Collegiate G-Force
Program**

The AmeriCorps*State ARRA Collegiate G-Force Program was administered through the Outreach Unit of the P-16 Initiatives Division. Generally, the process management is broken up into four categories.

1. Recruitment and Request for Applications
2. Training and Technical Assistance
3. Program Oversight and Compliance
4. Evaluation and Reporting

Recruitment and Request for Applications:

THECB staff established an RFA incorporating both the Work Study Mentorship program and the AmeriCorps*State ARRA Collegiate G-Force. THECB program directors reviewed and approved the RFAs.

Training:

The program director provided technical assistance and guidance to AmeriCorps coordinators throughout the grant year. The program director provided on-going training which included orientation and training in AmeriCorps rules and regulations, AmeriCorps and the College for All Texans program implementation, and member management. Quarterly meeting included training components as well as planning and reflection.

Program Oversight and Compliance:

The program provided a multi-layer system of supervision and monitoring to ensure AmeriCorps coordinators and members received adequate support and guidance. AmeriCorps coordinators received weekly updates from the THECB program director, attended quarterly meetings held in Austin, TX and participated in a fall and spring semester site visits to ensure adequate program implementation and member compliance.

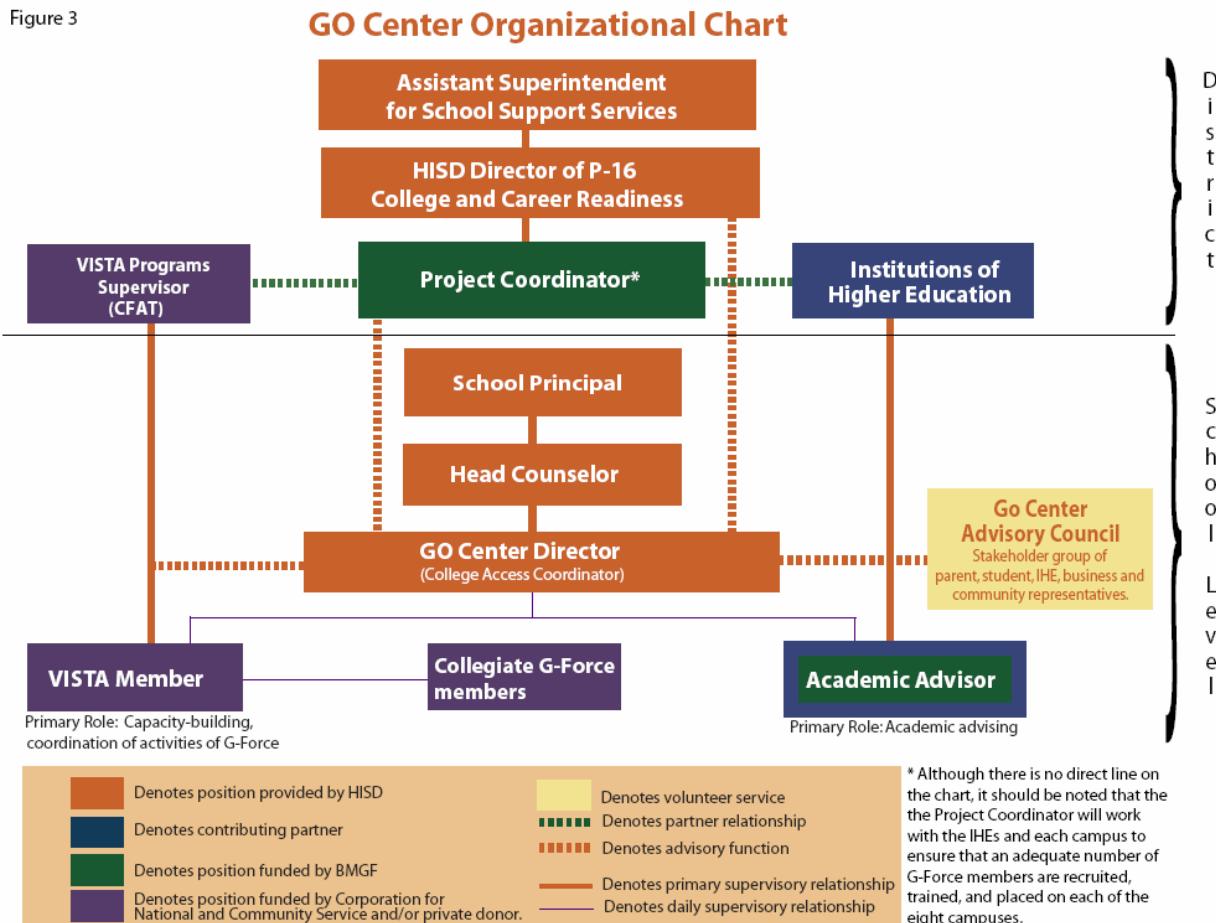
Evaluation and Reporting:

THECB staff collected data on students served through monthly progress reports. Institutions also submitted monthly expenditure reports for review. Upon approval, institutions were reimbursed for allowable expenditures. Evaluation of the program was conducted by the program director during site visits.

**AmeriCorps*VISTA/
Gates GO Center
Project**

THECB and CFAT collaboratively managed this grant. Because CFAT is primarily a solicitor of, and conduit for, directing private funds to THECB operations in support of *Closing the Gaps* goals, it operates with a small staff, including the director, a part-time secretary, and a VISTA supervisor. The foundation depended on the THECB Director of Outreach for programmatic oversight and required approval of the THECB Assistant Commissioner for Outreach and Success to expend funds. The illustration below details the organization and administration of the VISTA Go Center Project in HISD.

Figure 3



College Access Challenge Grant

P-16 Outreach and College Readiness Initiatives are departments within the Division of P-16 Initiatives, THECB. Most of the program directors for the CACG grant are in the P-16 Division with one staffer in the Academic Affairs and Research Division and another formerly housed in External Relations. The program evaluator is housed in the Division for Planning and Accountability. Two FTEs, with the possibility of a third, who worked on FY2010 projects will be ending their work on August 13, 2011.

College Access Challenge Grant Community Partnerships

The *CACG – Community Partnerships* program is administered by the P-16 Outreach, College and Career Readiness division. It was staffed by a program director with oversight from a senior program administrator and executive staff.

Applicants attended an informational broadcast and submitted an “Intent to Apply” to the THECB on October 2008. Final proposals were submitted final proposals in November 2008. Thirty-two letters of intent and twenty proposals were received. Twelve proposals were selected for awards in February 2009 and two more were awarded following negotiation and technical assistance to applicants. Among grant recipients, four sub-grants were awarded to community-based non-profits; ten sub-grants were awarded to institutions of higher education.

An FTE program director was added to the P-16 Outreach staff to oversee CACG outreach components and a CACG Program Evaluator started. The FTE program director is in the department of P-16 Outreach and College Readiness Initiatives within the Division of P-16 Initiatives. The program evaluator is housed in the Division of Planning and Accountability.

Community Partnership grant programs are monitored regularly through expenditure reports, activity reports, time and effort reports, regular email contact, and personal meetings. Staff also monitors grant recipients through site visits.

On a monthly basis, grant recipients report, at a minimum, to the program director the number and type of activities or events held, the number of students served, and the number of parents served. Funds were distributed on a monthly reimbursement basis, upon receipt of all required reports and reviewed and approved by THECB staff.

Community Partnerships grant recipients received written guidelines on how to report and document services to students and families, expenditures, expenditure processes, allowable costs, and program administration. Written guidelines on allowable costs reference EDGAR; U.S. Office of Management and Budget (OMB) Circulars A-87, A-122, or A-21; and State of Texas policies for grant management. In addition to written guidelines, sub-grantees were provided templates on how to submit an expenditure report form, an activities log, and a mileage form.

THECB hosted a webinar to inform sub grantees of the pre- and post-assessment requirements of the grant, and have made numerous site visits. THECB also established an online data collection site in SharePoint Server 2007 to gather outcomes evaluation data essential to the survey.

Grant recipients submit an annual performance review which describes successful strategies, suggestions for improvements, and the number and type of activities or events held, the number of students served, and the number of parents served.

Grant programs were funded for a second year, contingent on their demonstration of progress and available agency administrative funds.

**College Access
Challenge Grant
*Counselors***

Funds were awarded via contract to the 20 Education Service Centers to train counselors/administrators/teachers. The ESCs sent the THECB Evaluation Team lists of participants trained. Monthly expenditure and training sign-in logs were required as a condition of the contract.

**College Connections/
College Connection 2+2+**

The College Connection programs were executed via a competitive bid process and provided oversight by the THECB. The programs require monthly reporting to include a listing of monthly services to students such as the financial literacy workshops offered, the number of students served (such as FAFSA assistance) and other narratives of the activities that took place during the month. Financial reimbursement requests must with supporting financial documentation are also part of the monthly reporting package. To ensure these monthly elements are received at the appointed time, daily telephone conversations, emails, and occasional site visits are

conducted.

THECB staff also host quarterly regional meetings to facilitate interaction and collaboration between institutions that have received grants. Bi-annually, the THECB hosts statewide meetings so that the College Connection and College Connection 2+2+2 programs can collaborate with their statewide partners as well as P16 Councils. The purpose is to foster the sharing of best practices and identify possible programmatic synergies. Most recently, these programs met to learn about the THECB's GenTX initiative and how it may be incorporated into the College Connection efforts.

Regular program evaluation is conducted by THECB to review both programmatic activities and financial expenditures. Site reviews are conducted by an external evaluator as a means to incorporate an independent assessment of the programs. Finally, each year a performance review is submitted by each program consisting of their program highlights, challenges and changes that lie ahead.

Work-Study Mentorship Program

Funds were awarded to institutions of higher education via a two-year grant to pay wages to college student mentors who serve high school and college students. THECB provided the funds on a cost-reimbursement basis for hours served by the mentors. THECB collected the information via monthly financial and activity reports. THECB evaluation staff collected demographic information on the mentors for evaluation purposes. The timeline of major milestones for this program are below:

PROJECT PERIOD: September 1, 2009 through August 31, 2011

NOTICE OF INTENT DEADLINE: August 5, 2009

WEBINAR: August 3, 2009

APPLICATION DEADLINE: August 14, 2009

AWARD NOTIFICATION: Decision letters to Applicants by August 31, 2009.

Monthly financial and activity reports are required as a condition of the funding. IHEs must allow submit mentor demographic information for evaluation purposes.

Minority Male Retention & Support Program

The Minority Male Initiative program is administered by the P-16 Initiative/Outreach and the Office of Diversity, Inclusion, and Community Engagement. Program accountability is monitored regularly through expenditure reports, activity reports, regular email contact, and site visits.

Institutions transmit their reports to the THECB quarterly as per contract. Reports are reviewed for program progress to include GPA, retention rates, activity reports, and the number of participants in the program compared to those not in the program. These programs are overseen by a Program Director in the division of P-16 Initiatives and the Director of the Office of Diversity, Inclusion, and Community Engagement.

Upon receipt quarterly expenditure report are reviewed for compliance with contract terms and funds reimbursed or paid as stipulated by the contract.

NPHC African American Male Mentorship Pilot Program

September 2011

As shown below, this program is comprised of five major categories of process management, as managed by one lead person (Director of Diversity, Inclusion & Community Engagement):

1. Strategic Planning
2. General Program Oversight
3. Site Visits
4. Evaluation and Report Review

Each selected IHE was asked to submit a detailed implementation plan to the THECB in November 2010. Once reviewed and approved, the Office of Diversity and Inclusion awarded the first installment of allocated seed funding \$1,250 that allowed the institutions to gear up their program in time for the spring 2011 semester.

Since that time, the Office of Diversity has remained in close contact with each of the IHEs' Office of Greek Life to ensure programmatic completion. Site visits were conducted at each of the institutions in April and May 2011. During that time, program administrators were able to address any issues or concerns they had regarding state requirements for the programs.

Quarterly reports are required under the existing contract so that the THECB may assess what is working well at each institution in the hopes of identifying ways to replicate the most successful of the programs around the state.

P-16 Regional Councils

The program is housed in the College Readiness Initiatives Unit and is managed by a THECB Program Director, who also oversees the coordination of the higher education responsibilities related to the State P-16 Council and serves as a liaison between the THECB and other Council member agencies.

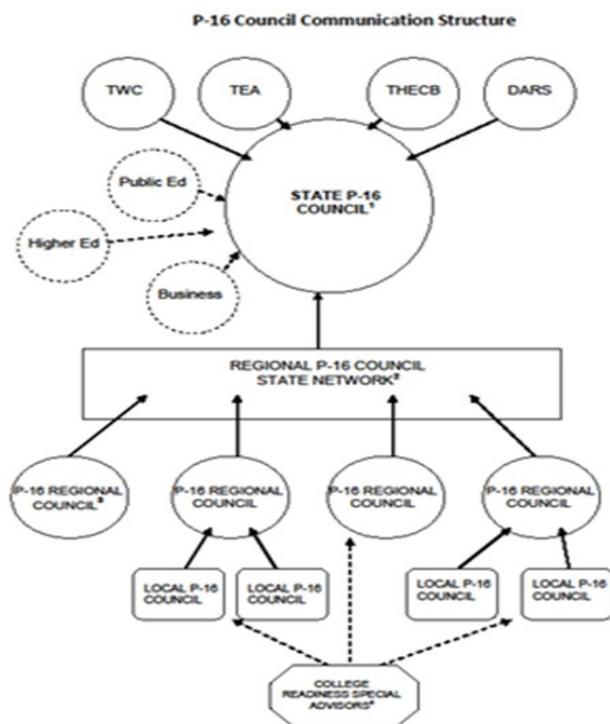
Contracts begin September 1. Grantees are required to submit month expenditure reports as well as a mid-year program report in March. Contracts end at the end of the fiscal year (August 31). Final program reports are due by September 30 and a final expenditure report is due by October 29. In January, a consolidated annual program evaluation report is published by the THECB.

State P-16 Council:

The P-16 Council, authorized in 2003 under Texas Education Code §61.076, is responsible for ensuring that long-range plans and educational programs for the state complement the functioning of the entire system of public education, extending from early childhood education through postgraduate study.

Statutory Mandated Members

- THECB Commissioner, Dr. Raymund Paredes (Chair)



- TEA Commissioner, Robert Scott
- DARS Commissioner, Debra Wanser
- TWC, Executive Director, Larry Temple

Non-Statutory Members

- Pharr San Juan Alamo ISD Superintendent, Dr. Daniel King
- Odessa College President, Dr. Greg Williams
- San Marcos Area Chamber of Commerce President, Phyllis Snodgrass
- Texas High School Project Executive Director, John Fitzpatrick
- University of Houston-Downtown President, Dr. William Flores
- Texas Department of Health Services Commissioner, Dr. David Lakey

P-16 Regional Council State Network is comprised of representatives from the recognized P-16 Regional Councils in Texas. The main role of the Network is to serve as the voice for P-16 Regional Councils to communicate their issues, updates, and concerns with the State P-16 Council.

P-16 Regional Councils: The P-16 Regional Councils' membership includes local and regional K-12, higher education, and business leaders. P-16 Regional Councils work to address the complex issues in their local education systems, while promoting a college-going culture. P-16 Regional Councils serve the important purpose of strengthening the states' progress towards the goals of Closing the Gaps. For THECB P-16 Councils list, visit www.p16texas.org.

College Readiness Special Advisors are institutional liaisons working with THECB staff on College Readiness Initiatives (academic-focused). The current group of College Readiness Special Advisors is comprised of all public colleges and universities and independent institutions in the state.

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. For state funding sources, please specify (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

AmeriCorps
Collegiate G-Force
Program

This program was funded via a federal ARRA grant from the Corporation for National and Community Service via the OneStar Foundation totaling \$725,031. This amount includes a match of \$271,950 from the THECB.

AmeriCorps*VISTA/
Gates GO Center
Project

This program was funded via a federal grant from the Corporation for National and Community Service. VISTA has no state matching requirement. Project sponsors are not required to provide a financial match but must be able to direct the project, supervise the members, and provide necessary administrative support to complete the goals and objectives of the project. CFAT did move to a cost share agreement with CNCS as the VISTA program expanded. CNCS Grant funds supporting this program were not all necessarily cash resources. CNCS funding covered costs associated with support of VISTA Members, including living allowances, education awards and post-service stipends, and healthcare. Cash resources received from CNCS by CFAT provided reimbursement for additional program personnel.

FY 2010

| Total Amount | CNCS Share | CFAT Share |
|--------------|------------|------------|
|--------------|------------|------------|

| | | |
|-----------|-----------|-----------|
| \$562,454 | \$453,869 | \$108,585 |
|-----------|-----------|-----------|

*Member Support is not necessarily cash resources.

Corporation for National and Community Service (Federal) – CFDA 94.013
College for All Texans Foundation (Private)

**College Access
Challenge Grant**

CACG is a formula-based, federally-funded program (CFDA Number 84.378A). The formula is based on the following parameters:

- (A) 50 percent of the amount appropriated for the fiscal year as the number of residents in the State aged 5 through 17 who are living below the poverty line applicable to the resident's family size (as determined under section 673(2) of the Community Service Block Grant Act) bears to the total number of such residents in all States; and
- (B) 50 percent of the amount appropriated for the fiscal year as the number of residents in the State aged 15 through 44 who are living below the poverty line applicable to the individual's family size (as determined under section 673(2) of the Community Service Block Grant Act) bears to the total number of such residents in all States.

Federal funds may be used to pay for up to two thirds (2/3) of the cost of the activities and services provided as part of a CACG grant. States are required to provide non-Federal funds equal to one third (1/3) of the costs of authorized activities and services. This non-Federal match may be met through cash or in-kind contributions and cannot be waived. Matching contributions may be provided from State resources, contributions from private organizations, or both.

**College Access
Challenge Grant**
Community Partnerships

The CACG – Community Partnerships program was financed by the U.S. Department of Education and authorized by Section 801 of The College Cost Reduction Access Act of 2007 (HR 2669), entitled —*College Access Challenge Grants*, signed into federal law by President Bush on September 27, 2007. The section amends the Higher Education Act of 1965 (HEA).

Governor Perry authorized the THECB to serve as the pass-through authority for CACG funds to higher education institutions and non-profit organizations.

In FY 2010 the THECB received an award of \$6,209,305.00 for CACG. The total amount of CACG – Community Partnerships federal grant contracts during FY 2010 equaled \$2,033,469.00.

**College Access
Challenge Grant**
Counselors

College Access Challenge Grant, CFDA 84.378

**College Connections/
College Connection 2+2+**

This program is funded under the U.S. Department of Education College Access Challenge Grant Program (CACGP) PR Award Number: P378A080023. Public Law

110-315 authorized the *Higher Education Opportunity Act* enacted on August 14, 2008. This law reauthorizes and extends the Higher Education Act of 1965, as amended. The Higher Education Act (HEA) provides the statutory authority for the College Access Challenge Grant Program administered by the U.S. Department of Education's Office of Postsecondary Education (OPE), as well as for the Federal Student Aid Programs. The College Access Challenge Grant Program (CACG) is a federal formula grant program. The legislative authority is Title VII, Part E of the Higher Education Act of 1965, as amended, 20 U.S.C., Section 1141. Under this grant THECB operated four programs targeted at *Closing the Gaps by 2015*.

**Work-Study
Mentorship Program**

This program is funded from general revenue appropriations from the Student Financial Aid strategy within the THECB's Budget Goal B: Close the Gaps – Affordability and guided by contingency rider in General Appropriations Act 80th

Texas Legislature....\$2.5/year...

Grantees must provide a 10 percent match for the funds awarded. Matching funds can include funds for work-study mentor travel, administrative costs, and training for mentors and staff. The matching requirement may be waived for institutions serving low-income/disadvantaged students. A Federal waiver from the Department of Education may serve as documentation. Grantees shall set aside a portion of the institution's Texas college work-study program funds to pay for the state's contribution toward the costs of the program.

**Minority Male
Retention & Support
Program**

This program is funded from general revenue appropriations from the College Readiness Initiative strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education.

**NPHC African
American Male
Mentorship Pilot
Program**

This program is funded from general revenue appropriations from the College Readiness Initiative strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education.

**P-16 Regional
Councils**

This program is funded from general revenue appropriations from the College Readiness Initiative strategy within the THECB's Budget Goal A: Close the Gaps in Higher Education. Total Project Cost: \$1,575,812. Individual Project Cost: \$25,000-\$50,000

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions. Describe the similarities and differences.

Federal TRIO Programs (TRIO) are outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO is not an acronym, it is the program name that refers to a number (originally three, now eight) of U.S federal programs included.

**AmeriCorps
Collegiate G-Force
Program**

TRIO Programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.

TRIO programs, Advancement Via Individual Determination (AVID), and the College Forward program provided similar services to students. However, these programs require an application and/or interview process before they are enrolled in the program and can begin receiving services. The AmeriCorps*State ARRA Collegiate G-Force program provided services to any student who utilized the Go Center and requested college preparation and readiness assistance.

**AmeriCorps*VISTA/
Gates GO Center
Project**

N/A

**College Access
Challenge Grant**

While there are other college access programs, many are cohort-based. The CACG funded efforts are focused on addressing the needs of as many students as needed to provide them the information and motivation needed to successfully matriculate into their postsecondary careers.

**College Access
Challenge Grant
*Community Partnerships***

Similar assistance is provided to low-income populations under the Federal TRIO Programs (TRIO) which are outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.

In contrast CACG-Community Partnerships involves students not involved in TRIO activities and expands such efforts to include area nonprofits, such as P-16 Councils, in the promotion of college-going activities in high schools.

State-run programs that assist students in preparing for and graduating from postsecondary education include those associated with the College Readiness Standards initiative, Regional P-16 Councils, AmeriCorps*VISTA and State, Collegiate G-Force, and other outreach activities. All of these activities are coordinated through the P-16 Initiatives Division of the THECB.

Staff has coordinated CACGP sub-grantee activities with the initiatives of the Regional P-16 Councils, the GO Centers of Texas, and the College Readiness Standards. The majority of CACG sub-grantee activities are aligned with those of the local university or community college networks and the Regional P-16 Councils to facilitate access, participation, and success in educational opportunities primarily through GO Centers. The GO Centers of Texas represent a grassroots network of community-managed prospective college student centers located in middle schools, high schools, and community schools. Satellite GO Centers are located at other community locations (i.e., workforce centers, Boys and Girls Clubs, public libraries, community centers, etc). In all cases a full-time staffer (counselor or paraprofessional) serves as the GO Center sponsor.

**College Access
Challenge Grant
*Counselors***

N/A

**College Connections/
College Connection 2+2+2**

This is a unique program that directly builds collaboration between school districts, community colleges and baccalaureate granting institutions, they work as a three way team constantly communicating to serve a cohort of graduating high school seniors.

**Work-Study
Mentorship Program**

School districts and non-profit organizations provide similar services as it relates to providing students college-going information.

**Minority Male
Retention & Support
Program**

Institutions of higher education provide resources and services to all students. They are made aware of these resources through common voluntary methods of distribution (brochures, pamphlets, electronic media, institution catalogs, student orientation, etc).

Students participating in the minority male initiative are made aware of programs, resources and services through more direct methods of communications. Phone calls are made directly to students identified as freshman or first-time in college. Students who have been identified as being "at-risk" receive direct contact information about programs, resources, etc. that directly relate to the student needs. (i.e. low GPA scores).

**NPHC African
American Male
Mentorship Pilot
Program**

The National Pan-Hellenic Council African American Male Mentorship Pilot Program is unique in its scope and structure. The outcomes provided by the participating institutions at the end of the fall 2011 semester will help determine which of the programs may warrant additional funding and possible replication at other institutions around the state.

**P-16 Regional
Councils**

N/A

- I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency's customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.**

**AmeriCorps
Collegiate G-Force
Program**

In many cases, mentors would work collaboratively with above programs outlined in section (H) to ensure students received the assistance they needed.

**AmeriCorps*VISTA/
Gates GO Center
Project**

GO Centers staff and VISTA Members partnered with various college access and student success programs operating at targeted secondary schools to collaborate and avoid duplication of services. Programs included Communities in Schools, AVID, TRiO, Project GRAD, 21st Century Community Learning Centers,

and Kids2College. Programmatic activities were coordinated with the GO Center as a hub for dissemination of college access information and referral to all students at targeted secondary schools.

**College Access
Challenge Grant**

In FY2011, the Texas College Access and Success Stakeholder Advisory Committee (CASSAC) was formed to meet quarterly to uphold the charge of the group:

- share information about college access and success program activities and best practices;
- identify and take advantage of opportunities for collaboration; and
- maximize the effective use of public and private resources to achieve the goals of *Closing the Gaps*.

The membership of CASSAC consists primarily of the following organizations: THECB; Texas Education Agency (TEA); National College Advising Corps (NCAC); College for All Texans Foundation (CFAT); Advancement Via Individual Determination (AVID) Center; Texas GEAR UP; State TRiO Association; Greater Texas Foundation; Bank of America Foundation; Texas Pioneer Foundation; AT&T Foundation; and Texas High School Project.

**College Access
Challenge Grant**
Community Partnerships

Grant recipients were required to submit memorandums of understanding (MOUs) with one or more independent school districts, Regional Education Service Centers, community college districts, and other community or public organizations while demonstrating in their applications how they plan to ensure that activities provided with CACG funds are coordinated with existing services and activities. These relationships facilitate the college-going activities taking place and avoid duplication or conflict with other programs.

**College Access
Challenge Grant**
Counselors

N/A

**College Connections/
College Connection 2+2+2**

N/A

**Work-Study
Mentorship Program**

A participating entity is an eligible school district, or a non-profit organization that has filed a memorandum of understanding (MOU) with the successful applicant IHE to participate in the Work-Study Student Mentorship Program.

Both entities must create and sign an MOU outlining each partner's roles and responsibilities.

**Minority Male
Retention & Support
Program**

The initiative is unique in targeting the minority male population identified as at-risk of failing or dropping out of school.

**NPHC African
American Male
Mentorship Pilot
Program**

Because the National Pan-Hellenic Council African American Male Mentorship Pilot Program is unique in its scope and structure, there are currently no duplicative efforts underway around the state.

| | |
|---|---|
| P-16 Regional Councils | N/A |
| J. If the program or function works with local, regional, or federal units of government include a brief description of these entities and their relationship to the agency. | |
| AmeriCorps Collegiate G-Force Program | N/A |
| AmeriCorps*VISTA/ Gates GO Center Project | The program partners with Corporation for National and Community Service (CNCS). The CNCS is a federal agency that engages more than five million Americans in service through Senior Corps, AmeriCorps, and Learn and Serve America, and leads President Obama's national call to service initiative, United We Serve. |

CNCS primary responsibilities include:

- Acts as a catalyst by providing strategic critical support to volunteer organizations that, in turn, deliver much-needed services to communities throughout the country.
- Promotes a healthy, vibrant non-profit volunteer sector that can deliver community services efficiently and effectively.
- Builds character and creates career and educational opportunities through the volunteer experience.
- Develops and cultivates knowledge that will enhance the overall success of volunteer and service programs.
- Cultivates the growth of a culture of citizenship and service in which contributing to your community becomes commonplace.

To accomplish these goals, the CNCS provides grants and training and technical assistance to developing and expanding volunteer organizations. CNCS provided federal funding to support the placement of VISTA members in targeted secondary schools in this program.

The VISTA Go Center program also established partnerships with ISDs, colleges and universities. These relationships facilitated the identification of targeted schools to create and develop GO Centers and college access programmatic activities.

| | |
|--------------------------------|---|
| College Access Challenge Grant | The U.S. Department of Education is the CACG administrator. THECB staff works closely with the federal Program Officer and participate in conference calls, project director meetings, and communicate questions or concerns with the Program Officer on a regular basis. |
|--------------------------------|---|

| | |
|--|--|
| College Access Challenge Grant <i>Community Partnerships</i> | Grant recipients are required to submit memorandums of understanding (MOUs) with one or more independent school districts, Regional Education Service Centers, and community college districts |
| College Access Challenge Grant <i>Counselors</i> | Education Service Centers (ESCs) were responsible for training counselors and administrators. THECB contracted with the ESCs to provide the counselor training. |
| College Connections/ College Connection 2+2+2 | N/A |
| Work-Study Mentorship Program | N/A |
| Minority Male Retention & Support Program | N/A |
| NPHC African American Male Mentorship Pilot Program | THECB works with the eight participating institutions of higher education in the program. These institutions are in turn working directly with the National Pan-Hellenic Council that oversees the African American fraternities and sororities on the respective campuses. The NPHC is working directly with the Big Brothers, Big Sisters to gain training for the Greek-letter fraternity and/or sorority members who have agreed to serve as college mentors to their peers. |
| P-16 Regional Councils | THECB works with colleges/universities and educational non-profit organizations who in turn work with leaders from education service centers (ESCs), public school districts, community colleges, public or private four-year institutions of higher education; and city and county leaders in Texas. |
| <p>The educational entity contracted to manage the program establish working relationships with their colleges/universities, school districts, ESCs, cities, and counties. These relationships facilitate the work of the P-16 Regional Councils</p> <p>K. If contracted expenditures are made through this program please provide:</p> <ul style="list-style-type: none"> ● the amount of those expenditures in fiscal year 2010; ● the number of contracts accounting for those expenditures; ● a short summary of the general purpose of those contracts overall; ● the methods used to ensure accountability for funding and performance; and | |

- a short description of any current contracting problems.

**AmeriCorps
Collegiate G-Force
Program**

The purpose of the contracts awarded for this program was to provide \$68,000 to each grantee to supplement the Work-Study Mentorship funding by providing program operating costs for staff support, travel reimbursement, training and supplies. Funding was disbursed on a monthly cost reimbursement basis and upon receipt of a fiscal report reviewed and approved by THECB staff.

Ten (10) contracts were awarded to institutions for AmeriCorps*State ARRA Collegiate G-Force

| Institution of Higher Education | FY10 Budget | FY 10 Expenditures |
|--|---------------------|---------------------|
| Austin Community College | 68,000.00 | 72,148.79 |
| El Centro College (DCCCD) | 68,000.00 | 36,195.82 |
| Texas A&M University - Corpus Christi | 68,000.00 | 62,021.62 |
| Texas A&M University - Kingsville | 68,000.00 | 61,708.34 |
| Texas State Technical College-Harlingen | 68,000.00 | 32,578.24 |
| Texas State University - San Marcos | 68,000.00 | 76,560.36 |
| University of North Texas | 68,000.00 | 60,167.20 |
| University of Texas - Arlington | 68,000.00 | 58,480.02 |
| University of Texas - El Paso | 68,000.00 | 67,543.86 |
| University of Texas - San Antonio | 68,000.00 | 26,024.75 |
| TOTAL | \$553,429.00 | \$553,429.00 |

To ensure fiscal responsibility, each institution set up a separate account as required in a partnership agreement with the THECB to track Recovery Act funding at their institution. The Business Services office at the THECB created an account to process all expenditures from each institution. Institutions submitted monthly expenditure reports to the THECB to be reviewed by the Program Director (PD). Once the PD approved the expenses, an expense report was submitted to the Fiscal Manager for payment and tracking. Business Services processed and coded the payments in the designated account. The THECB used policies and procedures set forth by current federally-funded programs managed by the agency. Matching funds were captured in a special administrative account.

To insure program accountability, monthly activity and financial reports were required as a condition of Work Study Mentorship funding. Additionally, institutions were monitored through campus site visits each semester. Site visits included member file reviews, a meeting with fiscal manager assigned to the project and interviews with AmeriCorps members and on-site supervisors to observe program implementation. Mid-term and end-of-term evaluations were conducted with the AmeriCorps members and site supervisors to evaluate member performance and personal development. Evaluation and monitoring results indicated that all sites met federal compliance standards, served the targeted populations, and provided students with mentoring which correlated with increased rates of college application and FAFSA completion.

**AmeriCorps*VISTA/
Gates GO Center
Project**

No contracted expenditures were made by THECB under this program in FY2010. The College for All Texans Foundation received grants and managed contracts from CNCS and the Bill and Melinda Gates Foundation to administer this program. THECB provided program oversight only.

**College Access
Challenge Grant**

The purpose of contacts executed for this program and its various components are to target services and information to low-income students and their parents to increase college-going rates among first-generation students in Texas.

Web Portal development/improvement:

1. *OnTrack for College Readiness Modules*

The THECB contracted with The University of Texas at Austin's Institute of Public School Initiatives for development of this work. The work was slightly delayed due to the dissolution of the UTTelecampus who had agreed to facilitate the development of the programming. Since then, a new vendor, Go9 Media has been hired to complete the work. THECB Web Portal committee has reviewed the preliminary mock-up of the site and is completely satisfied with the product. Contract management was handled by THECB staff and funds were disbursed based on approved deliverables per the contract. For FY2010, \$50,000 was expended.

2. *Mobile Accessibility/New Sectors*

Contracted expenses did not occur before FY 2011

GenTX public awareness campaign:

Milkshake Media LP was the selected vendor for implementing a statewide public awareness campaign that facilitated a college and career ready culture. THECB staff coordinated the receipt and approval of all invoices from the vendor. For FY2010, \$1,500,000 was expended for this vendor.

Advise TX College Advising Corps:

Contracted expenses did not incur before FY 2011.

Adult Degree Completion Project (Grad TX):

Contracted expenses did not incur before FY 2011.

**College Access
Challenge Grant
Community Partnerships**

The purpose of the College Access Challenge Grant (CAGC) - Community Partnership program is to increase the number of low-income students who are prepared to enter and succeed in postsecondary education and sign-up for Free

Application for Federal Student Aid (FAFSA). All contracts supported this goal.

The total amount of actual expenditures during FY 2010 equaled \$724,363.18, representing about 80 percent of the total funding encumbered (\$904,619.00). If any FY10 funds were unspent by August 31, 2010, they were made available to grant recipients in FY11. Ten (10) out of fourteen (14) grant recipients received additional funding from FY10 administrative savings during FY11 because of need and previous performance.

Grants were awarded to 14 organizations/institutions across the state during FY09-FY10.

| Grant Recipient | FY10 Budget | FY 10 Expenditures | Percent Expended |
|---|----------------------|----------------------|------------------|
| AB Christian Learning Center | \$ 47,839.00 | \$ 28,167.83 | 58.9 |
| Austin Chamber of Commerce | \$ 67,500.00 | \$ 59,640.95 | 88.4 |
| Cisco College | \$ 54,996.00 | \$ 40,194.73 | 73.1 |
| College Forward | \$ 50,000.00 | \$ 40,612.67 | 81.2 |
| Concho Valley Partnership | \$ 57,210.00 | \$ 57,605.97 | 100.7 |
| Howard College | \$ 55,295.00 | \$ 31,913.57 | 57.7 |
| Midwestern State University | \$ 98,000.00 | \$ 99,423.84 | 101.5 |
| Northeast Texas Community College | \$ 50,000.00 | \$ 42,088.65 | 84.2 |
| Texas State University | \$ 82,102.00 | \$ 44,299.74 | 54.0 |
| Texas Tech University | \$ 49,915.00 | \$ 6,033.48 | 12.1 |
| Texas Woman's University | \$ 70,772.00 | \$ 92,368.68 | 130.5 |
| University of Texas at Dallas | \$ 71,102.00 | \$ 67,246.66 | 94.6 |
| University of Texas - Pan American | \$ 50,000.00 | \$ 39,820.43 | 79.6 |
| West Texas A&M | \$ 99,888.00 | \$ 74,945.98 | 75.0 |
| Total | \$ 904,619.00 | \$ 724,363.18 | 80.1 |

Grant contracts are monitored by the P-16 Program Director and Business Services Office on a regular basis for compliance with state and federal regulations regarding expenditures.

There are no current contracting problems.

**College Access
Challenge Grant
Counselors**

The purpose of the contract was to provide funding to the ESC to implement the portion of the College Access College Grant that calls for professional development on college and career readiness, which was conducted by the staff of the regional Education Service Centers. Contracts were executed with 20 ESCs at a total of \$991,000.

ESCs received funding based on the population of the region with awards as shown below:

| Regional ESC | FY 10 Expenditure |
|-----------------------|----------------------|
| Region I ESC | 62,000.00 |
| Region II ESC | 41,000.00 |
| Region III ESC | 38,000.00 |

| | |
|-------------------------|-----------|
| Region IV ESC | 95,000.00 |
| Region V ESC | 41,000.00 |
| Region VI ESC | 53,000.00 |
| Region VII ESC | 47,000.00 |
| Region VIII ESC | 41,000.00 |
| Region IX ESC | 38,000.00 |
| Region X ESC | 77,000.00 |
| Region XI ESC | 65,000.00 |
| Region XII ESC | 44,000.00 |
| Region XIII ESC | 47,000.00 |
| Region XIV ESC | 38,000.00 |
| Region XV ESC | 38,000.00 |
| Region XVI ESC | 41,000.00 |
| Region XVII ESC | 41,000.00 |
| Region XVIII ESC | 41,000.00 |
| Region XIX ESC | 47,000.00 |
| Region XX ESC | 56,000.00 |

THECB required monthly activity and expenditure reports as a condition of the contacts.

There are no contracting problems.

**College Connections/
College Connection 2+2+2**

Contracts for the College Connection Program component are designed to support program goal of providing advising and counseling services, by community college academic advisors, to graduating high school seniors free of charge. Contracts for the College Connection (2+2+2) Program component are designed to support program goal of encouraging transfer between community colleges and four-year universities by providing advising and counseling services to graduating high school seniors and community college students free of charge. During the biennium, 23 contracts with various institutions have been managed. The FY 10 expenditures for each is shown in table below:

| Institution | FY 10 Expenditures |
|-----------------------------------|--------------------|
| Austin Community College | 199,998 |
| Cisco College | 159,450 |
| Lamar State- Orange | 114,500 |
| North Central Texas College | 116,906 |
| University of Houston Clear Lake | 114,600 |
| University of North Texas-Denton | 397,000 |
| University of Texas - San Antonio | 130,000 |
| Institution | FY 10 Expenditures |
| Blinn College (2+2+2) | 277,197 |

| | |
|--|--------------------|
| Cedar Valley College (2+2+2) | 120,000 |
| Central Texas College (2+2+2) | 170,000 |
| College of the Mainland | 59,006 |
| Del Mar College (2+2+2) | 180,000 |
| Laredo Community College | 100,000 |
| North Central Texas College | 100,000 |
| Odessa College (2+2+2) | 75,000 |
| Palo Alto College (2+2+2) | 94,000 |
| South Texas College (2+2+2) | 86,000 |
| St. Phillip's College (2+2+2) | 66,256 |
| Texas Southmost College | 100,000 |
| The Victoria College | 90,000 |
| Tyler Junior College (2+2+2) | 153,733 |
| University of Texas-El Paso (2+2+2) | 180,000 |
| Weatherford College (2+2+2) | 115,965 |
| Total | \$3,085,111 |

In order to assure accountability and contract performance, THECB staff conducted an initial webinar for selected RFA's, required monthly student reporting, travel logs, program narratives with successes and barriers, financial requests for reimbursement. Additionally, THECB staff conducted an initial site visit to make sure program set up is acceptable to meet goals of program. THECB staff conducted ongoing oversight via regular correspondence for technical and program support, additional site visits as warranted by program progress or lack thereof. Finally, the THECB contract requires an external site review and written annual performance review.

There are no contracting problems to report at this time.

**Work-Study
Mentorship Program**

The purpose of the contracts executed for this program is to support eligible college students who work as Collegiate G-Force members in GO Centers, community centers, high schools, and institutions of higher education (IHEs).

In FY10, \$2.5 million was expended on 32 grantee contacts at institutions of higher education.

| Institution | FY 10 Expenditure |
|---|----------------------|
| Austin Community College | 135,000 |
| Brazosport College | 30,000.00 |
| Cedar Valley College (DCCCD) | 40,000.00 |
| Central Texas College | 42,500 |
| Eastfield College (DCCCD) | 40,000 |
| El Centro College (DCCCD) | 135,000 |
| Houston Community College System | 30,000 |

| Institution | FY 10 Expenditure |
|---|----------------------|
| Laredo Junior College | 80,000 |
| North Central Texas | 30,000 |
| North Lake College (DCCCD) | 42,500 |
| Northeast Texas | 40,000 |
| South Texas | 40,000 |
| St. Edward's University | 15,000 |
| St. Philip's College | 40,000 |
| Tarleton State University | 35,000 |
| Texas A&M International University | 42,500 |
| Texas A&M University - Corpus Christi | 135,000 |
| Texas A&M University - Kingsville | 135,000 |
| Texas Christian University | 15,000 |
| Texas State Technical College-Harlingen | 135,000 |
| Texas State University - San Marcos | 135,000 |
| Texas Wesleyan University | 42,500 |
| Texas Woman's University | 150,000 |
| University of North Texas | 155,000 |
| University of North Texas-Dallas | 20,000 |
| University of Texas - Arlington | 135,000 |
| University of Texas - Brownsville | 65,000 |
| University of Texas - Dallas | 50,000 |
| University of Texas - El Paso | 135,000 |
| University of Texas - Pan American | 140,000 |
| University of Texas - San Antonio | 135,000 |
| West Texas A&M University | 100,000 |
| TOTAL | 2,500,000 |

THECB staff monitored contract performance via monthly activity and financial reports as a condition of funding. Reallocations are performed annually to ensure all funding is spent in a timely fashion.

There were no contracting problems.

**Minority Male
Retention & Support
Program**

The general purpose of these contracts is to provide funding to support institutions seeking to increase the retention and graduation rates for African American males who may be in need of extra tutoring or peer mentoring support. The primary goal is to ensure these students, who currently suffer the highest dropout rate of all college students, improve their GPAs and persist in their studies through the initial 60 semester hour threshold.

In FY 10, three contracts were executed to support the Minority Male Retention & Support Program:

| Institution | FY 10 Expenditure |
|--|-------------------|
| San Jacinto Community College | \$60,000 |
| Texas Southern University | \$50,000 |
| Dallas County Community College District | \$70,000 |

As outlined in the process section (F), the program manager communicates often with grantees. Each institution is required by contract to report quarterly on the effectiveness of the program by compiling data elements to include the student's overall GPA, successful completion in individual courses, retention, persistence and any other data requested by the THECB staff. Each institution is required to submit an end-of-year report no less than 30 days from the end date of the contract. Careful review of funding and performance is conducted and grantees are asked to address and improve elements necessary to improve performance when required and to ensure accountability.

There are no contracting problems.

**NPHC African
American Male
Mentorship Pilot
Program**

The general purpose of these contracts is to provide funding to support institutions seeking to increase the retention and graduation rates for African American males who may be in need of extra tutoring or peer mentoring support. The primary goal is to ensure these students, who currently suffer the highest dropout rate of all college students, improve their GPAs and persist in their studies through the initial 60 semester hour threshold.

The eight participating institutions were each awarded a one-time seed grant of \$5k. Funds were not disbursed until Fiscal Year 2011.

As outlined in the process section (K), the program manager communicates often with grantees and grantees submit interim and final program and financial reports to the program manager at the THECB. Careful review of funding and performance is conducted and grantees are asked to address and improve elements necessary to improve performance when required and to ensure accountability.

There are no contracting problems.

**P-16 Regional
Councils**

Through a competitive process, the THECB awarded 36 contracts, totaling \$1,575,812 to support P-16 councils. The contract awards ranged from \$25,000-\$50,000. The contracts consisted of the following three grants:

P-16 Regional Councils Grant (FY 2010)

The purpose of the P-16 Regional Councils Grants was to further the development of the P-16 Regional Councils with a focus on: 1) using data to drive initiatives; 2) increasing Hispanic college participation and completion rate; 3) improving parental outreach; and 4) increasing awareness of the College and Career Readiness Standards.

| Fiscal Agent | Council | FY 10 Expenditures |
|---|---|-----------------------|
| Central Texas College | Centroplex Regional P-20 Council | \$42,602.18 |
| Cisco College | Abilene Regional P-16 Council | \$49,173.44 |
| Citizens for Educational Excellence, Inc. | Coastal Bend Partners for College and Career Readiness | \$50,000.00 |
| E3 Alliance 501 c(3) | E3 Alliance | \$50,000.00 |
| Howard College-San Angelo Campus | San Angelo P-16+ Education Partnership | \$45,700.00 |
| Midwestern State University | Region 9 P-16 Council | \$47,668.00 |
| Southeast Texas P-16 Council 501 c(3) | Southeast Texas P-16 Council | \$41,826.90 |
| Stephen F. Austin State University | Deep East Texas P-16 Council | \$35,328.86 |
| Texas A&M International University | Council for Educational Excellence | \$23,707.95 |
| Texas State Technical College-Harlingen | Lower Rio Grande P-16 Council | \$49,999.89 |
| Texas Tech University | South Plains Closing the Gaps P-20 Council | \$50,000.00 |
| The University of Texas at Arlington | The University of Texas at Arlington P-20 Metroplex Council | \$44,644.07 |
| The University of Texas at Brownsville and Texas Southmost College | UTB/TSC Lower Rio Grande Valley P16 Council | \$35,108.98 |
| The University of Texas of the Permian Basin | West Texas P-16 Council | \$45,983.28 |
| University of Houston | Greater Houston P-16+ Regional Council | \$49,998.67 |
| University of North Texas | North Texas Regional P-16 Council | \$46,000.00 |
| Weatherford College | Western Metroplex P-16 Council | \$9,220.58 |
| West Texas A&M University | Panhandle P-16 Council | \$26,923.63 |
| TOTAL | \$743,886.43 | |

New P-16 Regional Councils Grant (FY 2011)

The purpose of the New P-16 Regional Councils Grants is to assist new P-16 Regional Councils in achieving recognized status and aid the state in achieving the *Closing the Gaps by 2015* goals in participation and success.

| Fiscal Agent | Council |
|---|---|
| Citizens for Educational Excellence | Coastal Bend Partners for College & Career Readiness |
| Texas State Technical College Marshall | East Texas College Readiness Executive Council |
| The University of Texas at El Paso | El Paso Community College-The University of Texas at El Paso College Readiness Consortium |
| University of Houston-Downtown | P-16 West Houston Council |
| University of North Texas | Southern Dallas County P-16 Council |
| University of Texas at Tyler | Tyler Area P-16 Council |

Regional P-16 College and Career Readiness Marketing Projects Grant (FY 2011)

The purpose of the Regional P-16 College and Career Readiness Marketing Projects Grants is to provide support for capacity building activities of Recognized P-16 Regional Councils that will assist them in inventorying regional stakeholders and resources, and in developing a regionally appropriate plan to maximize the impact of the THECB's Statewide Generation TX Marketing and Awareness Campaign in their respective regions.

| Fiscal Agent | Council |
|--|--|
| Cisco College | Abilene Regional P-16 Council |
| E3 Alliance 501 c(3) | E3 Alliance |
| P16Plus Council of Greater Bexar County 501c(3) | P16Plus Council of Greater Bexar County |
| Southeast Texas P-16 Council 501 c(3) | Southeast Texas P-16 Council |
| Stephen F. Austin State University | Deep East Texas P-16 Council |
| Texas A&M International University | Council for Educational Excellence |
| Texas State Technical College-Harlingen | Lower Rio Grande P-16 Council |
| Texas Tech University | South Plains Closing the Gaps P-20 Council |
| The University of Texas of the Permian Basin | West Texas P-16 Council |
| The University of Texas-Pan American | Upper Rio Grande Valley P-16 Council |
| University of Houston | Greater Houston P-16+ Regional Council |
| University of North Texas | North Texas Regional P-16 Council |

Grantees provided monthly expenditure reports on the 17th of each month. Upon delivery of each report, THECB Program Director approved or rejected each report and notified Awarded Applicant in writing of any

deficiencies in the reports and allowed a reasonable period of time in which to correct said deficiencies. If the report was acceptable, expenditures were approved for payment up to the Contract amount.

Grantees provided interim program report and will provide a final program report at the end of contract. Professional Development was offered to P-16 Council teams at P-16 Institutes in the fall, spring, and summer.

There were no contracting issues.

L. What statutory changes could be made to assist this program in performing its functions? Explain.

| | |
|--|-----|
| AmeriCorps Collegiate G-Force Program | N/A |
| AmeriCorps*VISTA/ Gates GO Center Project | N/A |
| College Access Challenge Grant | N/A |
| College Access Challenge Grant <i>Community Partnerships</i> | N/A |
| College Access Challenge Grant <i>H.S. Counselors</i> | N/A |
| College Connections/ College Connection 2+2+2 | N/A |
| Work-Study Mentorship Program | N/A |
| Minority Male Retention & Support Program | N/A |
| NPHC African American Male Mentorship Pilot Program | N/A |

P-16 Regional Councils

Augment the role and responsibility of the State P-16 and increase its relationship with Regional P-16 Councils.

In its current format, the State Council is limited in what it can do to support *Closing the Gaps by 2015*. The real work will be done at the community level by entities like the Regional P-16 Councils who represent various local interests.

In this recommendation, augment means to include the Regional P-16 Councils in statute:

§ 61.076. P-16 COUNCIL. (a) It is the policy of the State of Texas that the entire system of education supported with public funds be coordinated to provide the citizens with efficient, effective, and high quality educational services and activities. The P-16 Council, in conjunction with other agencies as may be appropriate and Regional P-16 Councils, shall ensure that long-range plans and educational programs for the state complement the functioning of the entire system of public education, extending from early childhood education through postgraduate study.

Secondly, according to the THECB Accelerated Plan for *Closing the Plan by 2015*, both the State and Regional P-16 Councils will play a significant role. This can be accomplished by following the recommendation noted above for inclusion of the Regional P-16 Councils into statute.

M. Provide any additional information needed to gain a preliminary understanding of the program or function.

College Access Challenge Grant

This federal project requires “Maintenance of Effort” which mandates the state fund education at established thresholds or risk losing future grant funding. This provision requires states to expend amounts that are equal to or greater than:

- 1) the average amount provided for non-capital and non-direct research and development expenses or costs by the State to the public institutions during the five most recent academic years for which satisfactory data are available; and
- 2) the average amount provided for student financial aid for paying postsecondary education costs by the State to private institutions during the most recent academic years for which satisfactory data are available.

A significant portion of the state matching funds were previously provided by activities funded from College and Career Readiness Initiatives; however, as a result of the 82nd Legislature, funding for college and career readiness projects has been zeroed out. No funding has been allocated for FY2012-FY2013.

College Access Challenge Grant
Community Partnerships

The program has been very successful and has promoted college-going activities. Examples of activities and partnerships are:

- University of Texas Pan American (UTPA) GO Centers at Premier Charter Schools and regional high schools throughout South Texas.
- A partnership between Texas Tech University (TTU) and Learn Inc. (a TRIO program) at Estacado High School's GO Center in Lubbock, Texas.
- The activities of West Texas A&M University (WTAMU) college mentors at Tulia High School's GO Center.
- The Northeast Texas Community College's hosting Cafés con Leche (an Hispanic outreach workshop) and student workshops.
- Howard College's Mobile GO Center which serves 20 counties and high schools in the West Texas area.
- San Angelo's Concho Valley Partnership and P-16 Council which hosts a legislative workshop for students and high school events.
- The partnership between UT Dallas and Dallas Central Ministries to host a college workshop and GO Center in a housing project.
- Austin Chamber's Financial Aid Saturdays at Austin high schools.
- Midwestern State University's program Million Dollar Conversation and Camp Beyond where students from TRIO programs and CACG programs converge.
- Abilene's P-16 Council's activities in high schools.
- A.B. Christian Learning Center and the University of North Texas Health Science Center joint partnership to host several student events.
- A.B. Christian Learning Center, the Ft. Worth Independent School District, and the Ft. Worth Chamber of Commerce to host College 101 classes about how to attend college and GO Centers in community centers.
- College Forward's activities in Austin, which work with students from high school to college.
- Texas Woman's University's activities with Upward Bound (a TRIO program) and Mountain View Community College (Dallas County Community College District).

**College Connections/
College Connection 2+2+2**

Comments from the external evaluator:

The College Connections programs have been wildly successful by hand-holding students through the college-going process. Hand-holding is crucial in efforts to enroll and increase the persistence of low income, first generation, underrepresented high school students. Students with any of these characteristics need a lot of hand-holding to navigate the enrolling and persistence processes that are required to complete a postsecondary degree or certificate. Unless someone like the folks in College Connections programs works with them, most do not know that they can go to college. Going to college is far beyond most of their imaginations. Hand-holding for these students means:

- Showing them examples of how a similarly situated person has been successful in completing a college degree;
- Telling them about career opportunities (or better yet, going to work sites to speak to workers in that field);
- Teaching them financial literacy;

- Teaching them about financial aid;
- Keeping track of the submissions needed (like applications, FAFSA, campus housing);
- Reminding them about the deadlines for the submissions;
- Showing them where to look and how to apply for scholarships;
- Telling/showing them what it is like in college (campus tours are extremely valuable for this); and
- Giving them crucial college survival information- such as study skills, how to work with professors, etc.

If we could put people who were themselves low income, first generation, underrepresented high school students in each of the high schools that need to increase their college-going and persistence rate, Texas would move even more quickly towards closing the college-going gap with these students. The first generation Hispanic women who have graduated from college who work with students in the College Connections programs have had phenomenal success in influencing similar students with college-going choices.

Clearly, to do all of this with students on a personal level is very time consuming. Most high school counselors are overwhelmed with their high priority responsibilities- enrollment, class scheduling, and personal students' issues. Typically there is very little, if any, time left for college going activities with students other than those who proactively seek a counselor's advice and help.

Students who do not know or believe that they can go to college usually fall off the postsecondary education path at this point. This work (hand-holding) provides the cultural shift to see the possibility of going to college for first generation, historically under-represented, and low income students. It is for this reason that people who do this work in the College Connections programs are so valuable in Texas' Closing the Gap initiatives.

Hand-holding is the thing that has **the most impact** on college-going for students who are any combination of first generation, underrepresented population, and low income. This is borne out through interviews with counselors and by the data reports collected about the increase in the number of College Connections served students who fill out applications, fill out FAFSA or TASFA, and apply for scholarships as compared to the time before the College Connections program.

Work-Study Mentorship Program

Lessons Learned: THECB should consider requiring mentors to work 15 hours per week to improve quality. The mentors will be more available to students and more likely to implement the program as designed. The THECB should also

consider moving additional funds from the Texas College Work-Study funds that are allocated to IHEs by our Grants and Special Programs Department so that we can fund internships for work study mentors in the STEM fields. A previous evaluation by THECB evaluators found that THECB should provide additional training materials to IHEs. Based on that recommendation, THECB staff will upload training materials for use by all IHEs to the THECB website.

NPHC African American Male Mentorship Pilot Program

Initial reports from the participating institutions for this program have been very favorable. The THECB has identified four of the eight IHEs for additional funding at the end of the pilot program which will each receive \$10k to support the program into its second year. The institutions receiving additional funding are: Lamar University, Texas Southern University, Texas A&M University – Commerce and the University of Houston.



Section VIII. Statutory Authority and Recent Legislation

A. Fill in the following chart, listing citations for all state and federal statutes that grant authority to or otherwise significantly impact your agency. Do not include general state statutes that apply to all agencies, such as the Public Information Act, the Open Meetings Act, or the Administrative Procedure Act. Provide information on Attorney General opinions from FY 2007 – 2011, or earlier significant Attorney General opinions, that affect your agency's operations.

| Texas Higher Education Coordinating Board Exhibit 13: Statutes/Attorney General Opinions | |
|--|--|
| Statutes | |
| Citation/Title | Authority/Impact on Agency (e.g., Aprovides authority to license and regulate nursing home administrators@) |
| Texas Education Code, Chapter 61, Subchapter A General Provisions | <p>Designates Chapter 61 as The Higher Education Coordinating Act of 1965.</p> <p>Establishes the purpose of the THECB to provide leadership and coordination for the Texas higher education system to achieve excellence for the college education of Texas students through the efficient and effective utilization and concentration of available resources and the elimination of costly duplication in program offerings, faculties and physical plants.</p> <p>Directs the THECB to advocate for the provision of adequate resources and sufficient authority to institutions of higher education so that institutions may realize their full potential to the benefit of students and citizens.</p> |
| Texas Education Code, Chapter 61, Subchapter B Administrative Provisions | Establishes the THECB, including the composition of the Board, designation of the Commissioner of Higher Education, meetings, and qualifications of Board members. |
| Texas Education Code, Chapter 61, Subchapter C, §61.051 Coordination of Institutions of Public Higher Education | Specific subsections of Texas Education Code, Subchapter C, §61.051, are described below. |
| §61.051(a) | Represent the highest authority in the state in matters of public higher education. Charged with the duty to take an active part in promoting quality education in the various regions of the state. |

| | |
|------------|--|
| | <p>Responsible for assuring that there is no discrimination in the distribution of programs and resources throughout the state on the basis of race, national origin, or gender.</p> <p>Develop a five-year master plan for higher education in Texas and update the plan annually. Report annually to the Legislature in January of each year on the state of higher education in Texas.</p> <p>Inform the Legislature on matters pertaining to higher education, including the state's activities.</p> |
| §61.051(b) | Define a technical college, junior college, senior college, university, or university system, with the restriction that the Board cannot establish or alter any technical institute system or university system which exists by virtue of statute or the constitution. |
| §61.051(c) | Develop and publish criteria to be used in determining the need to change the classification of an institution or the need to establish a new institution. |
| §61.051(d) | Develop the role and mission for each public institution of higher education. Approve changes to the role and mission statements. Adopt rules for the criteria to be used in reviewing role and mission statements. May prescribe by rule maximum enrollment limits for any public institution of higher education after a public hearing and direct consultation with the governing board of the institution. |
| §61.051(e) | <p>Review periodically (at least every 4 years), the role and mission statements, the table of programs, and all degree and certificate programs offered by institutions to assure that they meet the present and future needs of the state and the counties in which they are located.</p> <p>Order the initiation, consolidation or elimination of degree or certificate programs when that action is in the best interest of the institution, the general requirements of the state or the counties in which they are located, or when that action offers hope of achieving excellence by a concentration of available resources.</p> <p>Approve or disapprove the addition of any department, school, degree program, or certificate program proposed by an institution of higher education.</p> |

| | |
|------------|--|
| §61.051(f) | <p>Encourage and develop new certificate programs in technical and vocational education in Texas public technical institutes and community colleges as the needs of technology and industry may demand and recommend the elimination of certificate programs for which a need no longer exists.</p> <p>Review all certificate programs offered by technical and community colleges at least every four years and terminate programs that do not meet performance review standards and other criteria established by the board.</p> <p>Assume the leadership role and administrative responsibilities for state level administration of postsecondary technical-vocational education programs at Texas public technical and community colleges and other eligible postsecondary institutions.</p> <p>Ensure that standardized minimum technical and skill specific competency and performance standards for each workforce education program are used in the Board's review and approval or disapproval of vocational and technical programs financed by state and federal funds.</p> |
| §61.051(g) | <p>Develop and promulgate a basic core of general academic courses that will be freely transferable among all public institutions of higher education in Texas.</p> <p>Develop and implement policies to provide for the free transferability of lower division course credit among institutions of higher education.</p> |
| §61.051(h) | <p>Make continuing studies of needs of the state for research and designate institutions to perform research as needed. Maintain an inventory of all institutional and programmatic research being conducted by the various institutions, whether state-financed or not.</p> |
| §61.051(i) | <p>Develop and periodically revise a long-range statewide plan to provide information and guidance to policy makers to ensure that institutions of higher education meet the current and future needs of each region of this state for higher education services and that adequate higher education services at all levels are reasonably and equally available to the residents of each region of this state.</p> <p>Identify programs or fields of study for which an area</p> |

| | |
|------------|--|
| | <p>has or is projected to have a significant unmet need for services.</p> <p>The board shall include in the plan specific recommendations, for administrative or legislative action to address an area's unmet need for higher educational services as efficiently as possible.</p> <p>Not later than November 1 of each even-numbered year, the board shall deliver to the governor, lieutenant governor, and legislature a report of the current long-range plan developed under this section</p> |
| §61.051(j) | <p>Approve in advance any for-credit course that is offered off-campus (out-of-district) by a public college or university.</p> <p>Encourage collaborative efforts between institutions to make the benefits of computer access to educational opportunities widely available.</p> <p>Maintain a central informational resource accessible to the general public, called Texas Colleges On-Line, on which institutions can place information relating to all computer-accessible distance learning courses offered for credit by institutions.</p> <p>Establish regulations for the coordination of credit activities of adult and continuing education by public colleges and universities.</p> |
| §61.051(k) | Establish and maintain a management information system that includes the presentation of uniform statistical information that is appropriate to planning, financing and decision-making rather than regulation |
| §61.051(l) | Advise and offer technical assistance on the request of any institution or system administration. |
| §61.051(m) | Publish and distribute materials on admission policies, transferable courses among institutions, financial assistance programs, and other matters of interest to persons enrolling in an institution. Materials should be designed to promote and encourage students to complete high school coursework and aspire to their highest potential by obtaining a degree from a higher education institution. |
| §61.051(n) | Develop guidelines for the institutional reporting of student performance. |

| | |
|---|--|
| §61.051(o) | Encourage cooperative programs and agreements among institutions, particularly relating to degree offerings, research activities, and library and computer sharing. |
| §61.051(p) | Administer trustee funds, grant programs, research competition awards, and other funds and programs as directed by the Legislature. |
| Texas Education Code, Subchapter C §§61.0514-61.910 | Described below are key provisions of the remaining sections of Texas Education Code, Chapter 61, Subchapter C. |
| §61.0514 Integrated Coursework | Adopt educator preparation coursework guidelines that promote, to the greatest extent practicable, the integration of subject matter knowledge with classroom teaching strategies and techniques to maximize the effectiveness and efficiency of coursework required for educator certification. |
| §61.0515 Semester Credit Hours Required for Baccalaureate Degree | Limit semester credit hours at a general academic teaching institution for a baccalaureate degree to no more than hours required for the degree by the Southern Association of Colleges and Schools or its successor unless the institution determines that there is a compelling academic reason. Board may review one or more of an institution's baccalaureate degree programs to ensure compliance. |
| §61.0515 Electronic System to Monitor Tuition Exemptions for Veterans and Dependents | The board shall develop a system to electronically monitor the use of tuition exemptions under Section 54.203. |
| §61.056 Review of Legislation Establishing Additional Institutions | Review any proposed statute which would establish an additional institution of higher education to determine the state's need for the institution. Report the Board's findings and make recommendations to the Legislature and the Governor. |
| §61.057 Promotion of Teaching Excellence | Develop and recommend minimum faculty compensation plans, basic increment programs, and incentive salary increases. Develop and recommend minimum standards for faculty appointment, advancement, promotion, and retirement. Develop and recommend general policies for faculty teaching loads, and division of faculty time between teaching, research, administrative duties, and special assignments. Develop and recommend faculty improvement programs, including a plan for sabbatical leaves, appropriate for the junior and senior colleges and |

| | |
|--|---|
| | <p>universities, respectively.</p> <p>Develop and recommend minimum standards for academic freedom, tenure, and responsibility. Pursue vigorously and continuously a goal of having all academic classes taught by persons holding the minimum of an earned master's degree or its equivalent.</p> <p>Conduct, and encourage institutions to conduct, research into new methods, materials, and techniques for improving the quality of instruction and for the maximum utilization of all available teaching techniques, devices, and resources.</p> <p>Assume initiative and leadership in providing through the institutions in the state those programs and offerings which will achieve the objectives set out in Section 61.002</p> |
| <p>§§61.0572, 61.058, and 61.0582 Construction Funds and Development of Physical Plants; New Construction and Repair and Rehabilitation Projects; Campus Master Plan; Deferred Maintenance</p> | <p>Recommend policies regarding the efficient use of construction funds and the orderly development of physical plants to accommodate projected college student enrollments.</p> <p>Develop space standards for new construction or other capital improvement projects at public universities and medical and dental units that address the differences in space requirements in teaching, research, and public service activities.</p> <p>Review and approve as an addition to an institution's educational and general buildings and facilities inventory any improved real property acquired by gifts or lease-purchase if the institution requests to place the property on its inventory and the value is more than \$300,000.</p> <p>Approve or disapprove all new buildings and facilities construction (costing more than \$4,000,000) and major repair and rehabilitation (costing more than \$4,000,000) at institutions of higher education financed from any source, other than junior colleges.</p> <p>Review all real property to be financed by tuition revenue bonds to determine whether the property meets the standards adopted by the board for cost, efficiency, and space use. Notify the Governor, Lt.</p> |

| | |
|---------------------------------|--|
| | <p>Governor, Speaker of the House of Representatives and the Legislative Budget</p> <p>Collect campus master plans from public universities, medical and dental units, and technical colleges. Assess the deferred maintenance needs of public universities, technical colleges, medical and dental units and other agencies of higher education. Specify the information concerning deferred maintenance that each institution must report in its campus master plan.</p> |
| §61.0583 Audit of Facilities | <p>Conduct periodically a comprehensive audit of all educational and general facilities on the campuses of public universities and technical colleges to verify the accuracy of the facilities inventory for each institution.</p> |
| §61.059 (a-d) Appropriations | <p>Devise, establish, and periodically review and revise formulas for the use of the Governor and Legislative Budget Board in making appropriations recommendations to the Legislature for all institutions of higher education. Conduct studies of the formula system and recommend changes in funding formulas based on the role and mission statements of the institutions of higher education. Recommend formulas to the Governor, Legislative Budget Board, and governing boards and chief administrative officers of the institutions of higher education by June 1 of every even-numbered calendar year.</p> <p>Certify to the Governor and Legislative Budget Board that institutional appropriations requests have been prepared in accordance with the formula system and the uniform system of reporting.</p> |
| §61.059 (e) Appropriations | <p>Present to the Governor and to each Legislature a comprehensive summary and analysis of institutional appropriation requests. Recommend to the Governor and Legislative Budget Board supplemental contingent appropriations to provide for increases in enrollments at the institutions.</p> |
| §61.059 (f) Appropriations | <p>Recommend to the governor and the Legislative Budget Board supplemental contingent appropriations to provide for increases in enrollment at the institutions of higher education</p> |
| §61.059 (g) Appropriations | <p>Recommend to the Governor, Legislative Budget Board and the institutions tuition policies for all public institutions.</p> |
| §61.059 (h) | <p>Distribute funds appropriated to the Board for specified purposes. Make continuing studies of the financial</p> |

| | |
|--|--|
| Appropriations | needs of public higher education and all services and activities of the institutions and issue reports to the Governor and the Legislative Budget Board summarizing the results. Approve or reject formula funding for doctoral hours (in excess of 100 and less than 130) for a doctoral student if the institution provides sufficient evidence that the particular field of study or the student's program or research requires a higher number of hours. |
| §61.059 (i) Appropriations | Make continuing studies of the financial needs of public higher education and all services and activities of the institutions of higher education and issue reports to the governor and the Legislative Budget Board that result from its studies. |
| §61.059 (o) Appropriations | Determine the amount that the board considers appropriate for purposes of providing funding under Section 61.0596 in the following state fiscal biennium to carry out the purposes of that section and shall make recommendations to the governor and the Legislative Budget Board for funding those programs in that biennium. |
| §61.0591 Incentive and Special Initiative Funding | NOT FUNDED. Allocate incentive and special initiative funding (equal to not less than 10 percent of the total appropriations for base funding of general academic teaching institutions) provided by the Legislature to institutions achieving goals set out in the statute. |
| §61.0592 Funding for Courses Provided During Off-Peak Hours at Certain Institutions | Include in the formulas established under Section 61.059 funding in amounts sufficient to cover the institution's revenue loss resulting from any reduction in tuition rates under Section 54.061. The Board may include additional funding that represents a portion of savings to the state resulting from efficient use of resources. Only UT-Austin, Texas A&M University, and Texas Tech are eligible. |
| §61.0594 Coordinated Funding of Graduate Medical Education | Administer a program to support graduate medical education programs in this state consistent with the needs of this state for graduate medical education and the training of resident physicians in accredited residency programs in appropriate fields and specialties. |
| §61.0595 Funding for Certain Excess Undergraduate Credit Hours | Exclude funding for semester credit hours earned by a resident undergraduate student who has attempted a number of hours that exceeds by at least 30 hours the number of hours required for completion of the degree program in which the student is enrolled. |

| | |
|---|--|
| | |
| §61.0596 University Funding for Excellence in Specific Programs and Fields; Incentive Grants | Program to encourage general academic teaching institutions (excluding research or emerging research universities) to develop and maintain programs or fields of study of the highest national rank or recognition for that type of program or field. Board shall establish a series of benchmarks and award incentive grants to institutional programs that meet benchmarks and demonstrate greatest commitment to purpose of section. |
| §§61.060-61.063, 130.001, and 130.013 Control of Public Junior Colleges; Policies, Rules, and Regulations Respecting Junior Colleges; Powers Respecting Junior Colleges; Listing and Certification of Junior Colleges | Exercise, under the acts of the Legislature, general control of the public community colleges in the state. Adopt policies, enact regulations, and establish general rules necessary to carry out its duties with respect to public community colleges. Adopt standards for the operation of public community colleges and prescribe rules and regulations for them. Authorize the creation of public community college districts. Dissolve any public community college district that has failed to establish and maintain a community college in the district within three years from the date of its authorization. File with the State Auditor and the State Comptroller on or before October 1 of each year a list of the public community colleges in the state and certify the colleges that have complied with the standards, rules and regulations prescribed by the Board. |
| §61.0631 Teacher Training Programs for Teachers of Disadvantaged Students | NOT FUNDED. Plan, initiate and finance teacher training programs for the teaching of educationally, economically, socially, and culturally disadvantaged students in community colleges, to be provided at selected institutions in the state, including summer institutes and in-service training workshops. Serve as a central information clearinghouse on remedial-compensatory education courses and programs for all community colleges to provide a statewide coordinated effort in the development of these courses and programs. |
| §61.064 Cooperative Undertakings With Private Colleges and Universities | Encourage cooperation between public and private institutions; enlist private sector cooperation in statewide planning; consider the availability of certificate and degree programs in private colleges in |

| | |
|---|--|
| | determining programs for public institutions. |
| §61.065 Reporting; Accounting | The Comptroller and Board shall prescribe and periodically update a uniform system of financial accounting and reporting for institutions of higher education, including definitions of the elements of cost on the basis of which appropriations shall be made and financial records shall be maintained Evaluate annually the informational requirements of the state for purposes of simplifying institutional reports of every kind. |
| §61.0651 Management Policies | Adopt and recommend management policies (human resources and physical plant) applicable to institutions designed to streamline operations, improve accountability, and improve productivity. |
| §61.066 Studies and Recommendations; Reports | Conduct studies and make recommendations directed toward the achievement of excellence or toward improved effectiveness and efficiency in any area of higher education. Report the results and recommendations to the Governor and Legislature. Prepare biennial reports to the Legislature on new programs and restructuring of existing programs to meet the changing needs of the populace of the state, including projected enrollments at the various institutions, the areas of study into which these students will enter, and the projected demand for the various professional activities. Make specific recommendations regarding the physical needs at each campus. Conduct biennial study to determine the total cost of attending each institution of higher education and the resources used by students to cover that cost. |
| §61.068 Gifts, Grants, Donations | The board may accept gifts, grants, or donations of personal property from any individual, group, association, or corporation, or the United States, subject to such limitations or conditions as may be provided by law |
| §61.069 Board Report | File annually with the Governor, the Lt. Governor, and the Speaker of the House of Representatives a detailed written report accounting for all funds received and disbursed by the Board during the preceding fiscal year. |
| §61.070 | Establish a pilot project under which each institution of higher education participating in the project awards |

| | |
|--|--|
| Pilot Project to Award Incentives to Students Contracting to Graduate in a Timely Manner | <p>incentives to students who contract to graduate from the institution in a timely manner and fulfill all other terms of the contract.</p> <p>Not later than December 31 of each year the board shall submit a report to the legislature on the level of participation in the pilot project the effectiveness of project contracts in encouraging students to graduate in a timely manner.</p> <p>Section expires August 31, 2014.</p> |
| §61.071 Student Representatives on Certain Advisory Committees | Board shall appoint a total of not fewer than four student representatives to designated advisory committees of the board, including the Common Application Advisory Committee, the Distance Education Advisory Committee, the Financial Aid Advisory Committee, the Undergraduate Education Advisory Committee, the Transfer Issues Advisory Committee, or any other advisory committee created to address the needs of higher education, including committees addressing financial aid, student services, and undergraduate education needs. |
| §61.073 Allocation of Funds for Tuition and Fee Exemptions | Allocate appropriated funds to each college and university in an amount equal to the total of all tuition and laboratory fees foregone each semester as a result of the tuition and laboratory fee exemptions provided in statute (in practice, this only applies to non-general revenue funds). |
| §61.074 Official Grade Point Average | Establish a mandatory uniform method of calculating the grade point average for students enrolled in or seeking admission to graduate or professional schools. |
| §61.075 Courses Benefiting Military Installations | Adopt rules providing for the offering of courses and degree programs on military installations. |
| §61.076 P-16 Council | Establish state P-16 council co-chaired by the Commissioner of Education and Commissioner of Higher Education. Members include Executive Director of Texas Workforce Commission, and the Executive Director of the State Board of Educator Certification. Council to examine and make recommendations regarding the alignment of secondary and postsecondary education. |
| §61.0761 P-16 College Readiness and Success Strategic Action Plan | P-16 Council shall recommend to Commissioner of Education and the THECB a college readiness and success strategic action plan to increase student success and decrease number of students in developmental education. |

| | |
|--|---|
| §61.0762 Programs to Enhance Student Success | The Board by rule shall develop higher education bridge programs, develop incentive programs that implement innovative developmental education initiatives, develop professional development programs for faculty, and other programs that support participation and success. |
| §61.07621 Texas Governor's Schools | The Board may approve and administer programs at institution of higher education for high-achieving high school students. |
| §61.07622 Higher Education Assistance Plan | The Board shall develop a plan under which each public high school in this state that is substantially below the state average in the number of graduates who attend public or private or independent institutions of higher education is required to: (1) provide to prospective students information related to enrollment in public or private or independent institutions of higher education, including admissions and financial aid information; and (2) assist those prospective students in completing applications related to enrollment in those institutions, including admissions and financial aid applications. |
| Texas Education Code, §61.0766 Mathematics, Science and Technology Teacher Preparation Academies | The Board shall establish academies at institutions of higher education to improve the instructional skills of teachers certified and train students enrolled in a teacher preparation program to perform at the highest levels in mathematics, science, and technology. |
| Texas Education Code, §61.0766 Distance Learning Master Plan | The Board, in cooperation with institutions of higher education, shall develop a master plan for the development of distance learning and other applications of instructional electronic technology by institutions of higher education and as necessary may revise the plan. |
| Texas Education Code, §61.0776 Center for Financial Aid Information | Develop a Center for Financial Aid Information to disseminate information about financial aid opportunities and procedures as well as information about the Teach for Texas Conditional Grant program and the importance of teaching as a profession. |
| Texas Education Code, §61.078 Public Senior College or University Cooperative Education Program | NOT FUNDED. May establish and coordinate a cooperative program with one or more public senior colleges or universities under which undergraduate or graduate students enrolled in those colleges or universities may be employed by the board to work at the LBJ Space Center on a part-time or full-time basis. |

| | |
|---|---|
| Texas Education Code, §61.079 Waste Management Degree Programs and Research | Initiate and encourage the development of and by rule adopt standards for the approval of elective courses in waste management and waste management degree programs. |
| Texas Education Code, §61.080 Continuing Study of Minority Participation in Higher Education | Collect data and maintain a database relating to the participation of members of racial and ethnic minority groups in public higher education, including data relating to minority applications, recruitment, admissions, retention, graduation and professional licensing at both the undergraduate and graduate levels. Maintain a continuous study of the data and of factors affecting the data. |
| Texas Education Code, §61.080 Report on Higher Education Employees Serving as Expert Witnesses in Certain Suits | Each year the board shall submit a written report regarding compensated service by members of the faculty or professional staff of institutions of higher education as consulting or testifying expert witnesses in suits in which the state is a party during the preceding state fiscal year. |
| Texas Education Code, §61.081 Report on Accountant Scholarship Program | Report to the Legislature concerning the Fifth Year Accounting Scholarship Program by January 15 of each odd-numbered year. |
| Texas Education Code, §61.0815 Report on Higher Education Employees Serving as Expert Witnesses in Certain Suits | Submit a report each year regarding compensated service by members of the faculty or professional staff of institutions as consulting or testifying expert witnesses in suits in which the state is a party during the preceding fiscal year. |
| Texas Education Code, §61.0817 Individual Development Account Information Program | The board shall establish and administer a program to provide student financial aid offices at public junior colleges with information and other assistance to enable those offices to provide appropriate students of those colleges with information and referrals regarding the availability of and services offered by individual development account programs. |
| Texas Education Code, §61.082 Research | Encourage institutions to conduct HIV-related research. Recognize achievements in basic and applied HIV related research. |
| Texas Education Code, §61.0821 Research on Border Region Environmental Issues | Encourage institutions of higher education and other entities using state research or technology funds to apply those funds to environmental issues in the border region to the extent consistent with the authorized use of those funds. |

| | |
|--|---|
| Texas Education Code, §61.084 Training for Members of Governing Boards | Conduct a training program for members of the governing boards of public universities, including such topics as ethics, auditing procedures, and the role of governing boards. |
| Texas Education Code, §61.085 On-Line Surplus Property Resource | Establish and maintain an Internet site accessible to school districts to allow an institution of higher education to provide notice to school districts of any available surplus or salvage property consisting of instructional materials or that may be used for instruction. |
| Texas Education Code, §61.086 Uniform Recruitment and Retention Strategy | The board shall develop and annually update a uniform strategy to identify, attract, retain, and enroll students that reflect the population of this state. |
| Texas Education Code, §61.087 Matching Scholarships to Retain Students in Texas | Adopt rules allowing a public or private or independent institution of higher education to use any funds appropriated by the institution (or that the institution may use for the award of scholarships or grants) to match any non-athletic scholarship or grant offer received by a Texas high school graduate from an out-of-state institution. |
| Texas Education Code, §61.088 Higher Education Enrollment Assistance Program | The Board shall administer the Higher Education Enrollment Assistance Program. Under the program, the board shall: <ol style="list-style-type: none"> (1) provide information related to enrollment in institutions of higher education, including admissions and financial aid information, to prospective students in three areas of this state identified by the board as having a significant number of students who graduate from high school and do not attend an institution of higher education; and (2) assist those prospective students in completing applications related to enrollment in those institutions, including admissions and financial aid applications. |
| Texas Education Code, §61.089 State Science and Engineering Fairs | The Board shall conduct an annual state science and engineering fair as part of an outreach program for middle school, junior high school, and high school students. |
| Texas Education Code, §61.0901 Incentives to Promote Retention and Graduation of Nursing Students | The Board shall develop methods to promote the retention and graduation of students enrolled in a professional nursing program, including recommendations on financial aid. |

| | |
|---|--|
| Texas Education Code, §61.0902 Publication of Performance Data of General Academic Teaching Institutions | The Board shall administer a program to publish performance data provided by general academic teaching institutions and post on the THECB website. |
| Texas Education Code, §61.0904 Review of Institutional Groupings | At least once every 10 years, the Board shall conduct a review of the institutional groupings under the board's accountability system. |
| Texas Education Code, Chapter 61, Subchapter D, §61.091, <i>et seq.</i> Contracts With Baylor College of Medicine | Contract with Baylor College of Medicine for education, training, preparation or instruction of Texas resident medical students; ensure that BCOM administers tobacco funds in same manner as other eligible institutions. |
| Texas Education Code, Chapter 61, Subchapter F, §61.221, <i>et seq.</i> Tuition Equalization Grants | Administer the Tuition Equalization Grant Program. The CB shall include in its annual report a breakdown by ethnicity indicating the percentage of each ethnic group that received a grant at each institution. |
| Texas Education Code, Chapter 61, Subchapter G, §61.301, <i>et seq.</i> Regulation of Private Postsecondary Educational Institutions | Regulate the granting or awarding of degrees by private postsecondary educational institutions. |
| Texas Education Code, Chapter 61, Subchapter H, §61.401, <i>et seq.</i> Regulation of Out-of-State Public Institutions | Approve the offering of course or groupings of courses in the state of Texas by out-of-state public institutions. |
| Texas Education Code, Chapter 61, Subchapter I, §61.501, <i>et seq.</i> Contracts for Medical Residency Programs | Contract with medical schools, licensed hospitals, or nonprofit corporations to establish and operate Family Practice Residency Training Programs. Provide staff support for the Family Practice Residency Advisory Committee. Establish 3-5 family practice residency pilot programs. |
| Texas Education Code, Chapter 61, Subchapter J, §61.531, <i>et seq.</i> Repayments of Certain Physician Education Loans | Administer the Physician Education Loan Repayment Program. |
| Texas Education Code, Chapter 61, Subchapter K, §61.601, <i>et seq.</i> Repayment of Certain Physical Therapist Education Loans | NOT FUNDED. May provide, using funds appropriated for that purpose, assistance in repayment of student loans for physical therapists who apply and qualify for the assistance. |
| Texas Education Code, Chapter 61, Subchapter L, §61.651, <i>et seq.</i> Financial Aid for Professional Nursing and Vocational Nursing Students | Administer the financial aid programs for professional nursing students and licensed vocational nursing students. |
| Texas Education Code, Chapter 61, Subchapter M, §61.701, <i>et seq.</i> Repayment of Certain Teacher and Faculty Education Loans | Administer the Border Faculty Loan Repayment Program and the Teacher Education Loan Repayment Program. |

| | |
|--|---|
| Texas Education Code, Chapter 61, Subchapter N, §61.751, <i>et seq.</i> Scholarships for Fifth-Year Accounting Students | Administer the Fifth-Year Accounting Scholarship Program. |
| Texas Education Code, Chapter 61, Subchapter O, §61.771, <i>et seq.</i> Contracts With Texas Chiropractic College and Parker College of Chiropractic | Contract with Texas Chiropractic College and Parker College of Chiropractic for the preparation or instruction of Texas resident undergraduate chiropractic students as doctors of chiropractic. |
| Texas Education Code, Chapter 61, Subchapter P, §61.781, <i>et seq.</i> Texas Academy of Foreign Languages and Culture | NOT FUNDED. Administer the Texas Academy of Foreign Languages and Culture. |
| Texas Education Code, Chapter 61, Subchapter P, §61.801, <i>et seq.</i> Texas Partnership and Scholarship Program | NOT FUNDED. Administer the Texas Partnership and Scholarship Program. |
| Texas Education Code, Chapter 61, Subchapter Q, §61.791, <i>et seq.</i> Engineering Recruitment Programs | The Board shall establish and administer a one-week summer program to take place on the campus of each institution of higher education that offers a engineering degree program. The Board shall also establish and administer scholarships for students pursuing a degree in engineering. |
| Texas Education Code, Chapter 61, Subchapter S, §61.821, <i>et seq.</i> Core Curriculum; Field of Study Curriculum; Transfer Practices of Institutions; Dispute Concerning Transfers | Develop a recommended core curriculum of at least 42 hours. Develop field of study curricula. Develop criteria to evaluate the transfer practices of each institution and evaluate the transfer practices of each institution based on those criteria. Adopt rules providing for the procedures by which institutions may resolve disputes concerning the transfer of credit. |
| Texas Education Code, Chapter 61, Subchapter T, §61.851, <i>et seq.</i> Graduate Pharmacy Education Programs | Administer the Roberta High Memorial Pharmacy Residency Program to support graduate pharmacy education programs in the state. |
| Texas Education Code, Chapter 61, Subchapter T, §61.851, <i>et seq.</i> Tech-Prep Education | Administer the Tech-Prep Education Program. |
| Texas Education Code, Chapter 61, Subchapter U, §61.871, <i>et seq.</i> Early Childhood Child-care Worker Student Loan Repayment Program | NOT FUNDED. Administer the Early Childhood Child-care Worker Student Loan Repayment Program. |
| Texas Education Code, Chapter 61, Subchapter T, §61.901, <i>et seq.</i> Repayment of Certain Dental Education Loans | Administer the Dentist Loan Repayment Program. |
| Texas Education Code, Chapter 61, Subchapter X, §61.951, <i>et seq.</i> Repayment of Certain Law School Education Loans: Attorney of Non-Profit Organization Serving | Administer a loan repayment program for attorneys serving indigent persons. |

| | |
|---|---|
| Indigent Persons | |
| Texas Education Code, Chapter 61, Subchapter Y, §61.9601, <i>et seq.</i> Repayment of Certain Law School Education Loans: Assistant District or County Attorney | Administer a loan repayment program for attorneys serving as district or county attorneys. |
| Texas Education Code, Chapter 61, Subchapter Z, §61.9621, <i>et seq.</i> Professional Nursing Shortage Reduction Program | The Board shall administer the professional nursing shortage reduction program to make grants to professional nursing programs in the preparation of students for initial licensure as registered nurses. |
| Texas Education Code, Chapter 61, Subchapter AA, §61.9651, <i>et seq.</i> Dental Hygienists Student Loan Repayment Program | Administer a loan repayment program for dental hygienists. |
| Texas Education Code, Chapter 61, Subchapter BB, §61.9681, <i>et seq.</i> Texas Fund for Geography Education | Administer an endowment partnership between state and National Geographic Society to support geography education at institutions of higher education. |
| Texas Education Code, Chapter 61, Subchapter CC, §61.9701, <i>et seq.</i> Public Awareness Campaign Promoting Higher Education | The Board shall establish a statewide public awareness campaign to promote the value and availability of higher education. |
| Texas Education Code, Chapter 61, Subchapter DD, §61.9701, <i>et seq.</i> Repayment of Certain Law School Education Loans by Certain State Attorneys | NOT FUNDED. Administer a loan repayment program for attorneys serving as attorney in OAG's office. |
| Texas Education Code, Chapter 61, Subchapter EE, §61.9751, <i>et seq.</i> Texas Hospital-Based Nursing Education Partnership Grant Program | The Board shall administer a program to make grants to hospital-based nursing education partnerships to assist those partnerships to meet the state's needs for registered nurses. |
| Texas Education Code, Chapter 61, Subchapter FF, §61.9771, <i>et seq.</i> Texas Armed Services Scholarship Program | The Board shall administer a program to make scholarship awards to persons nominated by Texas Legislator or Governor and agree to serve in branch of U.S. military. |
| Texas Education Code, §21.004 Teacher Recruitment Program | Work with Texas Education Agency and SBEC to develop and implement programs to identify talented students and recruit those students as well as other persons, such as mid-career and retired professionals, honorably discharged and retired military personnel, and members of underrepresented gender and ethnic groups, into the teaching profession. |
| Texas Education Code, §51.005 Form of reports required of governing boards | Approve, with the Comptroller, the form of the report governing boards are required to submit to the Legislature on the funds they collect, their expenditures, and their remaining balances. The requirement for the approved form must be designed to reduce paperwork and duplicate reports. |

| | |
|--|--|
| Texas Education Code, §51.009 Defining and Accounting for Certain Income | The Comptroller and the THECB must approve the manner of accounting for local and institutional funds by institutions. |
| Texas Education Code, §51.108 Regulations Concerning Absence of Faculty Members | Each governing board shall file with the THECB a copy of its regulations concerning the authorized and unauthorized absence from duty of faculty members, including teaching and research assistants. In addition, governing boards are to file any amendments to these regulations within 30 days of their effective date. |
| Texas Education Code, §51.1521 Interagency Contracts for Networks | Review interagency contracts between institutions of higher education for establishing and operating a telecommunications network. |
| Texas Education Code, §51.216 Crime Statistics Reports | On request of the Board, an institution shall make available to the Board the information required to be reported by the federal Student Right-to-Know and Campus Security Act for the previous year. The Coordinating Board may adopt reasonable rules to administer this section. |
| Texas Education Code, §51.3062 Success Initiative | Each institution of higher education shall assess the academic skills of each entering undergraduate student using an instrument designated by the THECB. Each institution of higher education shall establish a program to advise students regarding coursework necessary to achieve college readiness and develop a plan to assist student. |
| Texas Education Code, §51.358 Long-Term Strategic Plan for Research University or Emerging Research University | Require institutions designated as research or emerging research under the THECB's accountability system to submit a strategic plan on how to achieve recognition as a research university or enhance reputation as a research university, as applicable. |
| Texas Education Code, Chapter 51, Subchapter H, §51.401, <i>et seq.</i> Guidelines for Academic Reports | In cooperation with governing boards, institutional officials, and faculty representatives, develop and recommend general policies and standard reports for academic faculty workloads and services. Receive reports from institutions on their rules and regulations concerning faculty academic workloads. Establish guidelines for the offering of small classes and receive small class reports from the institutions. Establish guidelines, with the State Board of Education, for postsecondary institutions to report student performance during the first year of enrollment after graduation from high school to the high school or junior college last attended. Each institution shall submit all reports required by Subchapter H to the Coordinating Board. The Coordinating Board shall furnish such |

| | |
|---|---|
| | summaries of these reports as the Governor's Budget Office and Legislative Budget Board may request. Inform the Governor's Budget Office, the Legislative Budget Board and the Chairs of the House and Senate Appropriations Committees of any institution that fails to comply with the Board's adopted rules and regulations. |
| Texas Education Code, §51.501, <i>et seq.</i> Engineering Excellence Fund | NOT FUNDED. Administer the Engineering Excellence Fund, including adopting rules to administer the engineering excellence matching money program. |
| Texas Education Code, §51.601, <i>et seq.</i> Engineering and Science Recruitment Fund | NOT FUNDED. Determine on an annual basis which minority groups, considering their percentage of the state population, are under-represented in engineering and applied science programs, thereby making them eligible to participate in the Engineering and Science Recruitment Fund. |
| Texas Education Code, §51.662 Partnership Agreements | Approve partnership agreements between a public community college and an upper-level university or center that are located in the same state uniform service region (as adopted by the Board). |
| Texas Education Code, §51.680 Intellectual Property Policies | Maintain a file of each institution's current intellectual property policies and establish procedures to monitor this policy. |
| Texas Education Code, §51.714 MedPREP Program | NOT FUNDED. Administer the MedPREP program to assist minority students in preparing for a medical or health care profession and to disseminate information concerning medical and health care career opportunities. |
| Texas Education Code, §51.762 Common Admission Application Form | Adopt a common admission application form for use by students seeking admission as a freshman student to a general academic teaching institution. |
| Texas Education Code, §§51.803, 51.807 Top 10 Percent Automatic Admission | Adopt rules to implement the provisions of the statute granting automatic admission to the state's universities to any student who graduates in the top 10 percent of his/her graduating class. |
| Texas Education Code, Chapter 51, Subchapter X, §51.851, <i>et seq.</i> Technology Workforce Development | Legislature may appropriate funding to establish programs to increase number of engineering and computer science graduates via collaboration between universities and private companies. The Board may use competitive review process to award grants for this purpose. |
| Texas Education Code, Chapter 51, Subchapter Y, §51.871, <i>et seq.</i> Women's Athletic Development Fund | The Board shall allocate money in the fund to institutions of higher education to support women's athletic development programs that are operated by the institution on a collaborative basis with one or |

| | |
|--|---|
| | more public high schools in this state. |
| Texas Education Code, §51.907 Limitations on Number of Courses That May Be Dropped Under Certain Circumstances | Limits the number of dropped undergraduate courses to no more than 6 courses. The THECB shall adopt rules for this provision. |
| Texas Education Code, §51.908 Faculty Compensation Policies | Include in the master plan and appropriate reports to the Legislature information related to the national average of salaries and benefits for faculty and correlate that information to Texas schools having a similar role and mission. |
| Texas Education Code, §51.9095 Student Compliance with Selective Service Registration | Adopt rules to implement the provision requiring that all students receiving financial aid must file a statement of the individual's selective service status. |
| Texas Education Code, §51.911 Religious Holy Days | Adopt rules implementing the provision that allows a student who is absent from classes to observe a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. |
| Texas Education Code, §51.9111 Excused Absence for Active Military Service | Adopt rules to implement provision that allows for students enrolled in higher education who fail to attend class for purpose of active military service to be excused. |
| Texas Education Code, §51.915 Academies of Mathematics and Science | Approve proposals for establishing academies of math and science at public senior colleges and universities. |
| Texas Education Code, §51.916 Grants for Teaching and Education Research | NOT FUNDED. Make competitive grants to support research in teaching, primary/secondary curricula, learning and early childhood education. Through the grants, encourage the development of research centers at participating institutions after considering recommendations of the State Board of Education and the Commissioner of Education. |
| Texas Education Code, §51.917 Faculty Members, Use of English | Each institution shall submit to the Coordinating Board a description of its program or short course to assist faculty members whose primary language is not English to become proficient in the use of English and to ensure that courses are taught in English. The Coordinating Board shall approve and monitor these programs. |
| Texas Education Code, §51.918 Rural Preceptorship Program and Rural and Public Health Family Practice Residency Rotations | Encourage and coordinate the creation or expansion of a rural preceptorship program among medical schools, teaching hospitals, nursing schools, and schools of allied health. Require the Family Practice Residency Program to provide one-month rotations in rural and public health settings. |

| | |
|--|--|
| Texas Education Code, §51.9192 Bacterial Meningitis Vaccination Required for Certain Students | The Board in consultation with institutions of higher education shall adopt rules for provision requiring some undergraduate students to receive a bacterial meningitis vaccination. |
| Texas Education Code, §51.927 Energy Conservation Measures | Establish guidelines and an approval process for energy conservation contracts by institutions. |
| Texas Education Code, §51.930 National Student Exchange Program | Adopt rules relating to the participation of institutions and students in the national student exchange program. |
| Texas Education Code, §51.969 Eligibility for Scholarships, Statement Required | The Board shall adopt rules for provisions establishing eligibility guidelines for institutional scholarships. |
| Texas Education Code, §51.970 Instructional Material for Blind and Visually Impaired Students and Students with Dyslexia | The Board shall adopt rules, including penalty provisions and procedures, related to statutory provisions requiring publishers to offer electronic format of instructional materials to assist visually impaired and dyslexic students and their needs. |
| Texas Education Code, §51.975 Sharing of Underused Classrooms | The Board shall establish rates for reimbursement of utility and other costs for implementing provisions of statute. |
| Texas Education Code, Chapter 52 Hinson-Hazlewood College Student Loan Program | Administer the Hinson-Hazlewood College Student Loan Program pursuant to Article III, Sections 50b, 50b1, 50b-2, and 50b-3 of the Texas Constitution. |
| Texas Education Code, §54.0065 Tuition Rebate for Certain Undergraduates | Adopt rules for the administration of the \$1,000 tuition rebate for undergraduate students who graduate and have attempted no more than three hours in excess of the minimum number of hours required to complete the degree. |
| Texas Education Code, §54.051 Tuition Rates | Calculate and set the nonresident tuition rate and report it to institutions by January 1 each year. |
| Texas Education Code, §54.0515 Legislative Oversight Committee on Higher Education | A committee composed of 12 members (6 from Senate, 6 from House) shall review policy and impact of tuition deregulation (TEC 54.0513). THECB shall provide reports and information as necessary to support committee. |
| Texas Education Code, §54.052 Residents; Nonresidents; General Rules | Adopt rules allowing a homeless individual who resides in Texas for a 12-month period to be classified as a resident for purposes of vocational education courses at a public junior college. |
| Texas Education Code, §54.053 Rules and Regulations for Determining Residency | Establish rules, regulations, and interpretations for determining residence status of students enrolled in institutions of higher education. |
| Texas Education Code, §54.060 Resident of Bordering State or Nation or Participant in Student Exchange Program: Tuition | Adopt rules determining the financial need of students eligible to participate in the foreign student tuition reduction program. Adopt rules governing pilot projects at general academic teaching institutions in counties that are not immediately adjacent to the nation in |

| | |
|---|---|
| | which the foreign student resides. Establish a program with Mexico and Canada for the exchange of students. Adopt rules to determine the number of students who may participate in the Texas-Mexico Reciprocal Exchange Program. |
| Texas Education Code, §54.0601 Nonresident Tuition Rates at Certain Institutions | Set lower nonresident tuition rates, upon request of the institution, for institutions located within 100 miles of the border of another state. |
| Texas Education Code, §54.064 Student Scholarship Committees | Approve the scholarship committees at institutions awarding scholarships for which nonresident tuition fees are waived and develop criteria to be used by the subcommittees in making the awards. |
| Texas Education Code, §54.066 Economic Development and Diversification | Allows persons to achieve resident status for in-state tuition if person is in state related to employment of business that established in state due to state economic development and diversification authorized by state law; THECB in consultation with Texas Economic Development and Tourism Office shall establish procedures for identifying business that qualify for this provision. |
| Texas Education Code, §54.203 Veterans, Dependents, Etc. | Board shall adopt rules and procedures to implement exemption from tuition for veterans and dependents as applicable. |
| Texas Education Code, §54.204 Children of Disabled Firemen and Peace Officers | Certify eligibility for the waiver of tuition and fees for children of disabled fire fighters and peace officers. |
| Texas Education Code, §54.205 Blind, Deaf Students | Coordinating Board may develop, in cooperation with the Texas Rehabilitation Commission, the Texas Commission for the Blind and the Texas Commission for the Deaf and Hard of Hearing, rules and regulations for the exemption of blind and deaf students from tuition payments. |
| Texas Education Code, §54.207 Students from Other Nations of the American Hemisphere | Administer the Good Neighbor Scholarship Program. |
| Texas Education Code, §54.208 Firefighters Enrolled in Fire Science Courses | The Board shall adopt rules governing the granting or denial of an exemption under this section uniform and a listing of degree programs covered by the exemption. |
| Texas Education Code, §54.209 Firefighters and Peace Officers Enrolled in Fire Science Courses | The Board shall adopt rules governing the granting or denial of an exemption under this section uniform and a listing of degree programs covered by the exemption. |
| Texas Education Code, §§54.211, 54.2111 Exemptions for Students in Foster or Other Residential Care | The Board in coordination with the Texas Education Agency shall develop outreach programs to ensure that students in the conservatorship of the Department of Family and Protective Services and in grades 9-12 are |

| | |
|--|--|
| | aware of the availability of the exemption from the payment of tuition and fees. |
| Texas Education Code, §54.212 One-Year Exemption for Certain AFDC Students | Administer the exemption program for students who, during their last year of public high school, were receiving Aid to Families with Dependent Children (now called TANF – Texas Assistance for Needy Families). |
| Texas Education Code, §54.214 Educational Aides | Administer the exemption program for educational aides seeking to become certified teachers. |
| Texas Education Code, §54.5021 Student Deposit Fund | Institution's that have an unexpended balance in the fund that exceeds 150 percent shall remit to the Board the excess and the Board shall reallocate to other institutions for purpose of grants authorized under TEC Subchapter M, Chapter 56. |
| Texas Education Code, §56.013 Information Regarding Financial Assistance Funded from Designated Tuition | The Board shall disseminate information regarding financial assistance available via tuition set asides established in TEC 56.011 and TEC 56.012. |
| Texas Education Code, §56.034 Guidelines for Determining Eligibility and Awarding Grants | Review guidelines for determining eligibility for awarding Texas Public Education Grants, which must be submitted by institutions to the Coordinating Board. The Board is authorized to reject guidelines it determines to be contrary to the purposes of the section. |
| Texas Education Code, §§56.036 & 56.039 Transfer of Grant Funds for Use as Matching Funds | Administer the Texas Public Educational - State Student Incentive Grant Program. |
| Texas Education Code, §56.055 Deferred Repayment | Establish rules for deferred repayment of emergency student loans. |
| Texas Education Code, Subchapter E, §56.071, <i>et seq.</i> Texas College Work-Study Program | Administer the Texas College Work-Study Program. |
| Texas Education Code, Subchapter F, §56.071, <i>et seq.</i> Doctoral Incentive Loan Repayment Program | Administer the Doctoral Incentive Loan Repayment Program. |
| Texas Education Code, §56.121, <i>et seq.</i> Student Loan Revenue Bond Fund | Administer the Student Loan Revenue Bond Fund. |
| Texas Education Code, Subchapter J, §56.161, <i>et seq.</i> Minority Doctoral Incentive Program | Administer the Minority Doctoral Incentive Program. |
| Texas Education Code, Subchapter K, §56.201, <i>et seq.</i> Early High School Graduation Scholarship Program | Administer the Early High School Graduation Scholarship Program. |
| Texas Education Code, Subchapter M, §56.301, <i>et seq.</i> Toward EXcellence, Access, & Success (TEXAS) Grant Program | Administer the TEXAS Grant Program. |
| Texas Education Code, Subchapter O, | Administer the Teach for Texas Loan Repayment |

| | |
|---|--|
| §56.351, <i>et seq.</i> Teach for Texas Loan Repayment Assistance Program | Assistance Program. |
| Texas Education Code, Subchapter P, §56.401, <i>et seq.</i> Texas Educational Opportunity Grant Program | Administer the Texas Educational Opportunity Grant Program. |
| Texas Education Code, Subchapter Q, §56.451, <i>et seq.</i> Texas B-On-Time Loan Program | Administer the Texas B-On-Time Loan Program. |
| Texas Education Code, Subchapter R, §56.481, <i>et seq.</i> Scholarships for Students Graduating in the Top 10 Percent of High School Class | Administer the Top 10 Percent Scholarship Program. |
| Texas Education Code, Chapter 58, §§58.006-58.010 Compensation of Resident Physicians; Statewide Preceptorship Programs; Primary Care Advisory Committee; Primary Care Residency Program; Statewide Preceptorship Program in Public Health; Faculty Enhancement Fund for Generalist Physicians | Administer the statewide preceptorship programs in general pediatrics and general internal medicine. Administer the Primary Care Residency Program. Provide staff support for the Primary Care Residency Advisory Committee. NOT FUNDED. Contract with one or more organizations to operate a statewide preceptorship program in a public health setting for Texas medical school students. NOT FUNDED. Administer the Faculty Enhancement Fund for Generalist Physicians. |
| Texas Education Code, §62.022 Higher Education Assistance Fund | Conduct a study and present recommendations, every 5 years, to the Legislature and Legislative Budget Board for the equitable allocation of the Higher Education Assistance Fund. |
| Texas Education Code, §63.201, <i>et seq.</i> Tobacco Settlement Funds | Administer the Permanent Fund for Higher Education Nursing, Allied Health, and other Health-Related Programs (tobacco settlement funds) through a competitive grant program. |
| Texas Education Code, §63.301, <i>et seq.</i> Tobacco Settlement Funds | Administer the Permanent Fund for Minority Health Research and Education (tobacco settlement funds) through a competitive grant program. |
| Texas Education Code, §§130.0036, 130.006, 130.008, 130.009, 130.013, 130.036, 130.086, 130.087 Provisions Relating to Community Colleges Report on Student Enrollment Status; Out-of District Courses; Dual Enrollment; Uniform Dates for Adding or Dropping Course; Establishment of Community College District; Branch Campuses; Branch Campus Maintenance Tax | Establish the form, manner, and time for community colleges to report on the enrollment status of their students. Approve out-of-district courses for community college districts. With the Commissioner of Education, jointly develop a mechanism to identify and eliminate duplicate funding of dual enrollment courses. Establish uniform final dates for adding and dropping a course conducted by a public community college. Determine whether or not the conditions have been met to establish a proposed community college district. Review community college out-of-district branch campuses, |

| | |
|---|---|
| | centers or extension facilities to determine their feasibility and desirability with respect to the community college and the population of the geographical area served by the branch campus, center or facility. Determine whether the applicable requirements have been met for the establishment of a branch campus maintenance tax and authorize or deny the establishment of the tax. |
| Texas Education Code, §§130.0012, Baccalaureate Degree Programs | The Board shall authorize public junior colleges to offer baccalaureate degree programs in fields of applied science and applied technology. |
| Texas Education Code, §§135.02, 135.04 TSTC – Extension Centers; Approval of Land or Facilities; Approval of Programs | Approve the establishment of new extension centers by Texas State Technical College (TSTC). Review and approve the acceptance or acquisition by Texas State Technical College of any land or facilities, if TSTC requests that the property be added to the educational and general buildings and facilities inventory and the value exceeds \$300,000. Approve technical and vocational programs and academic programs offered by the Texas State Technical College. |
| Texas Education Code, Chapter 141 Research Enhancement Program | Develop a formula (based on number of full-time equivalent faculty members) for the Legislature to use in appropriating dollars directly to public institutions of higher education for the Research Enhancement Program. Appoint a committee to evaluate the effectiveness of the program each biennium. |
| Texas Education Code, Chapter 142 Advanced Research Program | Administer the Advanced Research Program (basic research) using peer review of proposals. |
| Texas Education Code, Chapter 143 Advanced Technology Program | Administer the Advanced Technology Program (applied research) using peer review of proposals. |
| Texas Education Code, Chapter 144 Research Assessment Program | Review research programs biennially in public institutions of higher education on a schedule determined by the Legislative Budget Board. |
| Texas Education Code, Chapter 147 Texas-Mexico Education | NOT FUNDED. Administer the Texas-Mexico Education Development Program. |
| Texas Education Code, Chapter 148 Texas-International Educational Development Fund | NOT FUNDED. Administer the Texas-International Educational Development Fund. |
| Texas Education Code, Chapter 151 High Priority Program Fund | NOT FUNDED. Administer the High Priority Program Fund for community and technical colleges. |
| Texas Education Code, §160.07 Regional Education Compact | Administer Texas participation in the "Academic Common Market" of the Southern Regional Education Board. |
| Article 6675a-5j, V.A.T.S. | Administer the License Plate Scholarship Program. |
| Government Code, §431.090 Tuition Assistance Program | Determine guidelines for the Tuition Assistance Program for Military Personnel and distribute funding. |

| Government Code, §2056.011 Community College Strategic Plan | Develop a consolidated public community college strategic plan, in conjunction with the community colleges. |
|---|---|
| Government Code, §2256.007 Public Funds Investment Policies | Conduct a training program in investment policies for members of the governing boards of public universities and community and technical colleges and for their respective financial officers. |
| Human Resources Code, §31.045 Parents as Scholars | Assist the Department of Human Services in implementing the Parents as Scholars Pilot Program. |
| Insurance Code, Article 3.50-3 Uniform Insurance Benefits Act | Administer the Texas State College and University Employees Uniform Insurance Benefits Act. |
| Attorney General Opinions | |
| Attorney General Opinion No. | Impact on Agency |
| OAG No. RQ-0982-GA (2011) | On June 24, 2011, THECB requested a legal Opinion from the OAG regarding the THECB's authority to establish a state higher education complaint procedure in order to comply with the U.S. Department of Education's Program Integrity Regulations. Specifically, THECB seeks the OAG's guidance in interpreting Section 61.031 of the Texas Education Code and <i>HEB Ministries v THECB</i> , 235 SW3d 627 (Tex. 2007). |
| Op. Tex. Att'y Gen. No. GA-0829 (2010) | The Governor may appoint members to the THECB as provided by Senate Bill 286 of the 78th Legislature, Regular Session. He need not appoint an additional member to serve from September 1, 2011 to August 31, 2013. |
| Op. Tex. Att'y Gen. No. GA-0655 (2008) | Texas Education Code § 51.807 provides that the THECB shall adopt rules establishing a standard method for computing a student's high school grade point average, and such method must be used to calculate the grade point average of a student applying as a first-time freshman for admission to a general academic teaching institution beginning with admission for the 2009 fall semester. The standard method established by the THECB must be used to calculate a student's grade point average for purposes of determining eligibility for university admission under subchapter U, chapter 51, regardless of whether the TEA Commissioner has developed a standard method as permitted under section 28.0252(a) of the Texas Education Code. The THECB's standard method should be applied on a prospective basis only. <i>Please note, however, that</i> |

| | |
|---------------------------------------|--|
| | <i>Texas Education Code § 51.807 was subsequently reenacted in the 2009 Legislative session with substantially different statutory language.</i> |
| Op. Tx. Att'y Gen. No. GA-0395 (2006) | Texas Education Code § 61.222 does <u>not</u> authorize THECB to approve for participation in the TEG program a private or independent college or university that does not have the same accreditation as public institutions of higher education. A college that is accredited by an entity that does not accredit public institutions of higher education does not meet the same accreditation as public institutions of higher education and THECB is not authorized to approve such a college to participate in the program. |
| Op. Tx. Att'y Gen. No. GA-0144 (2004) | Schools of acupuncture are subject to regulation by the THECB. |
| Op. Tx. Att'y Gen. No. GA-0021 (2003) | The THECB is not “required by this constitution” for purposes of section 30a of article XVI of the Texas Constitution and the legislature must either increase or decrease the number of members of THECB to comply with section 30a. |
| Op. Tex. Att'y Gen. No. DM-481 (1998) | Texas Education Code § 51.306, which requires basic skills test for students at public universities, may be applied to students at proprietary schools. |
| Op. Tex. Att'y Gen. No. DM-468 (1998) | Examined the constitutionality of Texas Education Code § 54.203(a), which exempts from the payment of tuition all honorably discharged, resident veterans who were Texas citizens at the time they enlisted. <i>Please note, however, that Texas Education Code § 54.203 has been amended numerous times since this OAG decision.</i> |

B. Provide a summary of recent legislation regarding your agency by filling in the chart below or attaching information already available in an agency-developed format. Briefly summarize the key provisions. For bills that did not pass, briefly explain the key provisions and issues that resulted in failure of the bill to pass (e.g., opposition to a new fee, or high cost of implementation).

| Texas Higher Education Coordinating Board Exhibit 14: 82nd Legislative Session Chart | | |
|---|--------|---------------------------|
| Legislation Enacted – 82nd Legislative Session | | |
| Bill Number | Author | Summary of Key Provisions |
| | | |

| | | |
|---------|--------|--|
| HB 9 | Branch | HB 9 amends requirements in TEC 61.059 for the THECB to develop funding recommendations for public institutions of higher education to the Texas Legislature each biennium. HB 9 requires the THECB to consider and recommend student success-based funding policies that emphasize alignment with the state's higher education master plan, promote postsecondary educational success based on objective indicators of relative performance, such as degree completion rates, and help Texas maintain its competitiveness in the national and global economy. |
| HB 1244 | Castro | HB 1244 implements reforms relating to the Texas Success Initiative and developmental education programs. Specifically, the legislation makes substantial changes to assessment and components of developmental education. The THECB is rule and policy making authority is expanded or enhanced in effort to scale best practices in developmental education. |
| HB 2631 | Branch | HB 2631 officially renamed the Advanced Research Program to the Norman Hackerman Advanced Research Program to honor contributions of Dr. Hackerman to research at Texas universities. |
| HB 2909 | Branch | HB 2909 amends existing statute by replacing references to the <i>Education: Go Get It</i> higher education campaign designed to increase participation in postsecondary education with the recently launched <i>GenTX</i> (pronounced Generation Texas) campaign. HB 2909 also expands the State P-16 Council membership by allowing the co-chairs, the Commissioner of Education and Commissioner of Higher Education, to add up to six (instead of three) additional members to the Council |
| HB 2937 | Lewis | HB 2937 grants the THECB the same authority of other state agencies to conduct criminal history background checks for employees that may serve in sensitive areas. |
| HB 2910 | Branch | HB 2910 authorizes the THECB, in partnership with institutions of higher education, to enter into an agreement with non-profit organizations to assist the Board in identifying and implementing effective methods for increasing degree completion rates. HB 2910 also establishes the Texas Science, Technology, Engineering, and Mathematics (T-STEM) Challenge Scholarship Program. |
| HB 3025 | Branch | HB 3025 requires students enrolled in an Associate or Bachelor's degree program at a public institution of higher education to file a degree plan within various timeframes stipulated in statute. The legislation also establishes a reverse |

| | | |
|---------|--------------|--|
| | | articulation program that alerts students who transfer to a university from a community college when they have earned enough credit to earn an Associate's degree. |
| HB 3577 | L. Gonzales | HB 3577 amends the statute for the Texas Educational Opportunity Grant (financial aid for community college students) to change a provision that previously restricted students from receiving an award if they also qualified for a TEXAS Grant. This was an unnecessary burden that precluded many students from eligibility unintentionally. |
| HB 3578 | L. Gonzales | HB 3578 clarifies existing statute related to emergency loan programs at institutions of higher education to make clear that funds can be used for books and supplies as intended. |
| HB 3579 | L. Gonzales | HB 3579 clarifies existing statute related to the Physician Education Loan Program to clarify that state payments to eligible student loans do not need to be applied only to principal. The existing provision conflicted with common industry practices that apply payments to both interest and principal. |
| SB 5 | Zaffirini | SB 5 eliminates, consolidates, and requires review of various reporting requirements of the THECB and institutions of higher education. SB 5 also makes various statutory changes designed to improve administrative efficiencies at institutions of higher education. |
| SB 28 | Zaffirini | SB 28 amends TEXAS Grant program to add a series of academic thresholds required of students to attain priority status for awards at Texas public universities beginning in academic year 2013. |
| SB 32 | Zaffirini | SB 32 amends existing statute for the states tuition and exemption programs by consolidating all such programs into a single subchapter of state code for ease of implementation and future revision. |
| SB 639 | Van De Putte | SB 639 clarifies provisions for the Hinson Hazlewood Veterans Program to include: 1) clearly defining limitations of definition for a "child" as it relates to implementation; and 2) authorize a surviving parent or guardian to designate a child for recipient of Legacy benefits. The legislation also requires institutions of higher education to exempt tuition for any student whose parents are serving overseas in combat. |
| SB 851 | Zaffirini | SB 851 authorizes the THECB to establish a single, uniform priority deadline for financial aid application at Texas public universities. |

| | | |
|---------|-----------|---|
| SB 1726 | Zaffirini | SB 1726 requires all institutions of higher education to identify, adopt and make available measurable learning outcomes for each undergraduate course offered to facilitate the universal articulation of undergraduate courses. |
| SB 1799 | West | SB 1799 increases the THECB's statutory limit on bond authority for the Hinson Hazlewood Student Loan Program to \$350M each fiscal year. Additionally, it increases the total bonding authority for the THECB (subject to voter approval in November 2011) to no more than all previously authorized amounts (approx. \$1.3B). |
| SJR 50 | West | SJR 50 calls for constitutional amendment election in November 2011 to increase the total bonding authority for the THECB's Hinson Hazlewood Student Loan Program to no more than all previously authorized amounts (approx. \$1.3B). |

Legislation Not Passed – 82nd Legislative Session

| Bill Number | Author | Summary of Key Provisions/Reason the Bill Did Not Pass |
|--------------------------------------|------------------|--|
| HB 1—Rider on Outcomes Based Funding | Pitts | This rider would have implemented outcomes-based formula funding for public general academic institutions and community and technical colleges in Texas. The rider would have allocated 90 percent of formula funding to institutions based on enrollments and 10 percent based on student outcomes (such as degrees and educational milestones achieved). The primary argument against implementation was the current fiscal environment that is straining institutional budgets. Institutions claimed that this fiscal environment was not right for changing the funding mechanism. |
| HB 3025 (part) | Branch | HB 3025 did pass, however major provisions in the legislation were stripped at end of session to include: 1) creating a statewide standard for limit on hours required for an Associate's degree; 2) creating statutory framework for statewide transfer compacts between institutions; and 3) direct THECB to develop a course-specific core curriculum to facilitate the transfer more major-related coursework. The primary argument for scaling back the legislation was that the Senate members did not have enough time to deliberate on such comprehensive legislation. |
| HB 3631/ SB 1724 | Branch/Zaffirini | This legislation would have instituted satisfactory academic progress requirements for the state's tuition exemption and waiver programs. Such requirements include minimum GPA requirements and completion of most classes enrolled in order |

| | | |
|---------------------|----------------|--|
| | | to continue receiving the tuition benefit in subsequent years./Some proponents of various exemption and waiver programs argued that these are entitlement programs based on special student circumstances (e.g. Veterans) which were never intended to have such provisions. The resistance from these groups stopped the legislation. |
| HB 1497 | Howard | This legislation would have created a statutory framework for how the state allocates federal Perkins funding used for career and technical education. Currently, the SBOE decides how the money is allocated between public and higher education. Historically, the split was 60/40 for public education vs. higher education. The SBOE changed the allocation to 70/30 in favor of public education over objections from higher education institutions. This legislation would have restored the historical framework and set in statute so it could not be changed arbitrarily. Opponents of the legislation argued that changing the funding now would exacerbate the public education funding crisis. |
| HB 1460/ SB 1396 | Branch/Patrick | This legislation would have implemented a series of legislative recommendations borne from the THECB's cost efficiency report to include: 1) establishing statutory goals from faculty productivity improvements; 2) establishing statutory threshold for the amount of institutional coursework to be offered online or in non-tradition, cost-efficient manner; 3) require students to file a degree plan after 30 SCH; and 4) eliminate duplicative and unnecessary reporting. NOTE: reporting and requirements for degree plan were included in other legislation that did pass. Many of these legislative provisions are being implemented administratively at the institutional/system level and statutory authority not required to achieve goals of legislation. |



Section IX. Policy Issues

As the end of *Closing the Gaps* approaches, the agency's top priority has become to improve student success. The targets and goals of *Closing the Gaps* were designed to make Texas competitive among peer states. However, given the intensifying national interest in postsecondary completion and alignment of higher education with workforce development, Texas must now begin laying the foundation for these efforts beyond 2015.

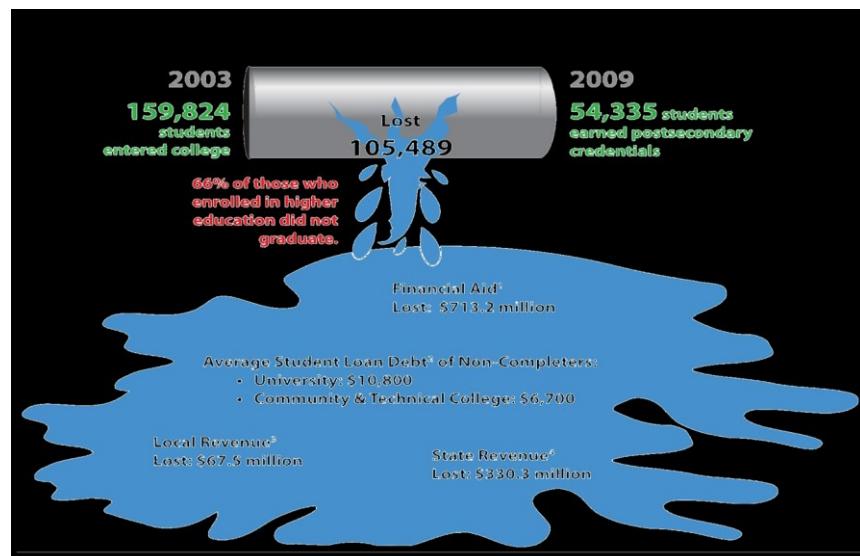
The policy issues outlined in this section are designed to make Texas a national leader in educational attainment and more competitive in the global marketplace. The challenge is significant as the demographic trends in Texas are evolving rapidly. The agency is responding by mobilizing resources and identifying strategies geared toward making sure all Texas students have an opportunity to complete a college degree.

Outcomes-Based Funding for Public Higher Education

A. Brief Description of Issue

Now, more than ever, productivity in higher education is front and center on the national stage. Participation in Texas higher education has improved dramatically as enrollments continue to break records. Unfortunately, the rate at which our Texas institutions are graduating students is not commensurate with the increasing need for an educated workforce that will help Texas to become globally competitive. A 2010 study by the National Center for Higher Education Management Systems (NCHEMS) suggests that Texas must produce 640,000 more degrees by 2020 to help the United States meet the educational attainment goals necessary to compete with other industrialized nations. Unfortunately, Texas is not graduating enough students to meet this goal. Today, only 56 percent of public university students earn a degree within six years of enrolling and less than 13 percent of students enrolled at two-year institutions graduate within three years. The success rates among Hispanics and African Americans lag significantly behind those of their white peers. State data demonstrate that only 39 percent of Hispanics and 37 percent of African Americans who initially enrolled full-time at a Texas public university earned a degree within six years. In stark contrast, 67 percent of White students earned a degree within the same timeframe.

The diagram at right illustrates the challenge facing the Texas higher education system. Of the approximately 160,000 students who entered a college or university in 2003, 66 percent did not graduate six years later. The state, higher education institutions, and, most importantly, students and their families, lose significant resources when a student enrolls in postsecondary education but doesn't complete a degree.



B. Discussion

This year, the 82nd Texas Legislature passed House Bill 9, the Higher Education Outcomes-Based Funding Act. This legislation represents a clear, unmistakable mandate from the state's leadership that more must be done to help higher education achieve better results—namely, to increase the number of credentialed individuals who graduate from high-quality programs ready to contribute to the state economy. The purpose of the Act is made clear in the new Section 61.0953(a) of the Texas Education Code:

The legislature finds that it is in the state's highest public interest to evaluate student achievement at institutions of higher education and to develop higher education funding policy based on that evaluation. Funding policies that promote postsecondary educational success based on objective indicators of relative performance, such as degree completion rates, are

critical to maintaining the state's competitiveness in the national and global economy and supporting the general welfare of this state.

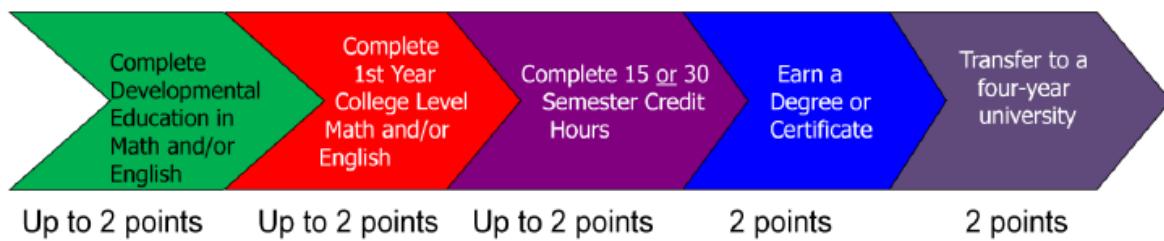
Through House Bill 9, the Legislature directed the THECB to propose a new methodology for funding institutions of higher education to achieve the purpose and goals defined above. Currently, state funding is allocated among institutions only on the basis of student enrollment trends. This model promotes increasing access to higher education, but it does not account for an institution's efforts at helping students earn their certificates/degrees or achieve other educational goals.

Under this legislative directive, the THECB will develop and propose a funding model that allocates resources to institutions based on both enrollment trends and student outcomes. The formula will adopt specific measures of "student success" such as graduating at-risk students, awarding degrees or other credentials, transferring students to a 4-year university, and other student outcomes that support the goals of *Closing the Gaps*. Ultimately, the Texas Legislature has the authority to accept, reject, or amend the THECB's recommendations.

C. Possible Solutions and Impact

Including student success measures in the formulas will further spur institutions to be innovative in developing and strengthening support services such as counseling, tutoring, and degree planning, which have a demonstrated positive impact in helping students achieve their educational goals. Implementing an outcomes-based funding model would show that higher education is an accountable, efficient and innovative steward of public funds. Texas would take a key national leadership role in reinventing higher education in ways that meet the specific needs of students and the state's economy. During the 82nd Texas Legislature, the THECB recommended the following model for implementing outcomes-based funding.

Two-Year Institutions – Implement a Momentum Points Model for two-year institutions by allocating 90 percent of formula funding based on enrollments on the 12th class day and 10 percent of base formula funding for earned credit hours at community and technical colleges on the basis of student achievement of the following milestones.



The Model measures performance in a way that provides incentives to community and technical colleges to strengthen their efforts to improve student career and academic readiness, and increase progress and achievement of milestones by all students.

Milestones are measurable attainments correlated with a student's progress through a program. By measuring them, an accurate gauge of an institution's progress in helping students succeed can be obtained.

Each of these metrics is directly aligned with the core mission of community and technical colleges in Texas and encourages institutions to help all students – from the least-prepared to the most college-ready – progress toward their educational and career goals.

Four-Year Institutions – Align state resources with better student outcomes that will drive the future Texas economy. Specifically, the proposed methodology would allocate 10 percent of base formula funding for undergraduates based on metrics of bachelor's degrees awarded. The methodology would use the following weighted factors to determine a university's share of the 10 percent allocation:

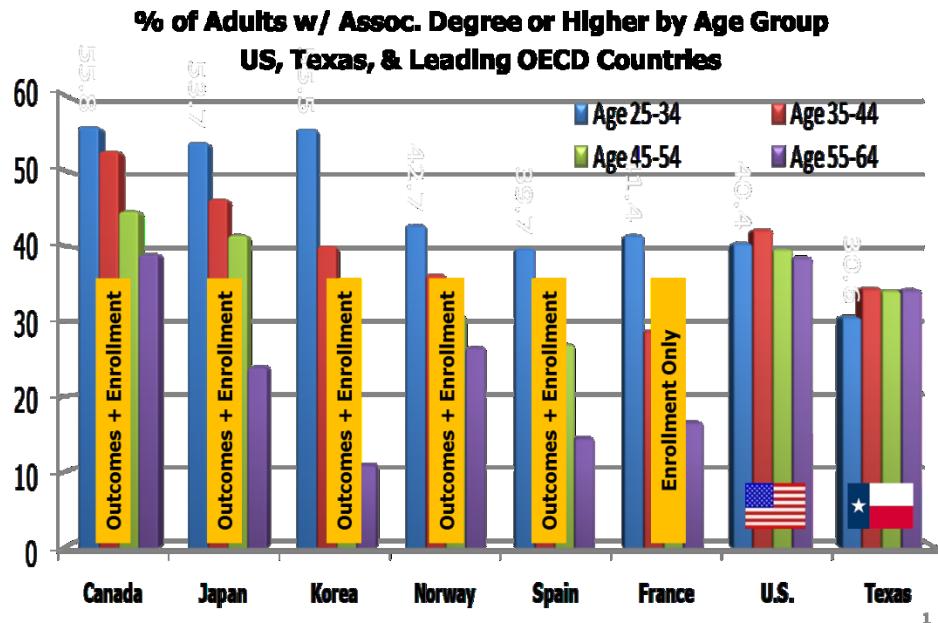
| Outcomes Metric | Formula Weight |
|---------------------------------------|----------------|
| Total Bachelor's Degrees | x 1 |
| Bachelor's Degrees in Critical Fields | x 2 |
| Bachelor's Degrees to At-Risk | x 1 |
| Predicted Graduation Factor | x 1 |

The Lumina Foundation for Education, a national organization focused on improving participation and success rates, conducted a study of outcomes-based funding policies implemented around the nation. They identified a series of “lessons-learned” for policymakers to consider when implementing the proposal. In many ways, the THECB proposals address these recommendations:

| Lumina Foundation “Lessons-Learned” | THECB Proposal |
|--|---|
| Take differences into account <ul style="list-style-type: none"> ▪ Account for institutional mission and demographics when developing metrics ▪ Include metrics that will provide incentive for enrolling and graduating ethnic minorities, low-income, and first-generation students | <ul style="list-style-type: none"> ▪ Focus on degrees for universities and Momentum Points for CTCs. ▪ Extra points for graduating at-risk students ▪ Use Predicted Graduation Rate for universities to account for underprepared and low-income students |
| Give institutions flexibility <ul style="list-style-type: none"> ▪ Give institutions autonomy on how to meet performance goals | <ul style="list-style-type: none"> ▪ Set goals only, do not dictate how to achieve. ▪ Provide multiple goals for institutions to develop strategies to achieve. |
| Use a simple approach <ul style="list-style-type: none"> ▪ Focus on a few indicators/metrics ▪ Strong emphasis on completion | <ul style="list-style-type: none"> ▪ 4 metrics for Universities ▪ 5 metrics for CTCs ▪ All directly aligned with student completion |
| Begin with a state goal <ul style="list-style-type: none"> ▪ Metrics should be meaningful | <ul style="list-style-type: none"> ▪ 90% of funding emphasizes state <u>Participation</u> goal ▪ 10% of funding emphasizes state <u>Success</u> goal ▪ Outcome metrics focused on other goals: graduating at-risk students; more STEM graduates; improving developmental education; increasing transfers |

Outcomes-based funding is finding widespread favor across the nation and abroad. In Quebec, Canada, funding levels are determined by the number of degrees awarded. In Norway, research indicators and the number of credit hours accumulated by students are factored into funding formulas. Portugal

considers time-to-degree factors. In fact, of nations that lead the U.S. and Texas in educational attainment among 25- to 34-year-olds, all but one include some form of an outcomes-plus-enrollment model for funding higher education.



Sources: OECD, *Education at a Glance*,
 2009, Governor's Business Council

The THECB is working closely with representatives of institutions to build consensus for an outcomes-based funding model for Texas. Several states, including Ohio, Washington, Tennessee, and South Carolina, have adopted outcomes-based approaches to higher education funding that may provide models for Texas to consider in creating its own. In a recent report by the National Governor's Association entitled, ["From Information to Action: Revamping Higher Education Accountability Systems,"](#) the nation's governors recommended that states adopt meaningful performance measures for higher education to use in driving policy decisions, including funding policy.

Statewide Transfer Compacts

A. Brief Description of Issue

Texas has experienced record-breaking enrollment over the last two years, driven largely by the state's public community colleges. Today, more than 53 percent of students enrolled in higher education in Texas attend public two-year institutions. Statewide data show the transfer rate to a four-year institution for the 2004 cohort of first-time entering students enrolled at a two-year public institution through FY 2010 (six years later) was only 28 percent. (Note: This rate excludes students who indicated at the time of registration they sought job skills or enrichment only). Meanwhile, tuition and fees at Texas universities have increased 80 percent since 2003. Building an effective and efficient transfer pathway to a baccalaureate degree is critical for increasing the number of students earning postsecondary credentials. More importantly, it will provide an affordable alternative pathway to a Bachelor's degree.

B. Discussion

There is strong consensus among higher education, business, and community stakeholders that transfer pathways must be improved to help students meet their educational and career goals. According to the Center for American Progress, the average community college student earns 140 credits while pursuing a bachelor's degree, even though only 120 credits are typically required. These additional credits increase the cost of higher education not only for tuition-payers but also taxpayers. According to the *National Center for Public Policy and Higher Education*, while community colleges are more critical than ever, "transfer policies that enable students to move from two-year colleges to baccalaureate-granting institutions are not keeping pace with current needs."

Today, the state mandates the full transferability of the common core between community colleges and universities. However, there exists a significant gap in the transferability of major-related, lower-division coursework that a student may accumulate at a community college but that may not be accepted as credit at a university. While some institutions have attempted to mitigate this problem via articulation agreements, this has resulted in a highly decentralized web of agreements that often create inconsistency and result in confusion for students. The net effect of the current system is that transferring credits between colleges is neither reliable nor effective. And the existing system complicates further the great challenge for Texas to provide multiple pathways for students to achieve their educational goals, including pathways that are affordable.

A more efficient, comprehensive transfer pathway can help Texas better utilize its great community college systems, which are among the most affordable in the nation. Texas could create such a pathway by implementing a true 2+2 system, effectively aligning community colleges and universities at a statewide level to guarantee the transfer of the common core and facilitate the articulation of major-related coursework. Creating such a pathway would be more cost-effective for the state and for students and their parents than the current method of transferring credits.

C. Possible Solutions and Impact

During the 82nd Legislative Session, the THECB proposed a variety of mechanisms to develop an efficient transfer pathway to maximize students' mobility within the public higher education system. The most important element of this strategy is to authorize the creation of statewide transfer compacts among institutions, rather than rely on individual articulation agreements established at the local level.

The THECB, utilizing funding from the Lumina Foundation for Education, created a comprehensive process to begin developing such compacts. This process began in the field of Mechanical Engineering and utilized faculty experts from universities and community colleges to identify appropriate lower-division learning objectives and coursework for this degree field. This allowed both universities and community colleges to agree upon the range of major-related coursework completed at a community college that should be fully accepted into a university program. By setting this process in statute, the THECB can expand this effort and create an environment in which universities and community colleges can work collaboratively to ensure more student coursework transfers freely between institutions.

An additional element of an effective transfer pathway is to provide consistency and predictability for students. Today, state statute limits the total number of semester credit hours required for a Bachelor's degree, but no such limit exists for an Associate's degree. According to THECB data, an Associate's degree in Paralegal Studies ranges from 62 semester credit hours (SCHs) to 72 SCHs, depending on the institution. Similarly, an Associate's degree in Business Administration ranges from 68 SCHs to 60 SCHs. The THECB asserts that students should not be required to complete more than the minimum number of SCHs required for the degree by the institution's accrediting agency. Nor should a program at one community college require a different number of courses than the same program at another community college. State statute limiting bachelor's degrees should also be extended to Associate's degrees.

By establishing the process for developing statewide compacts and by providing tools for the THECB to improve academic consistency and predictability, the agency can help Texas move toward a formalized 2+2 transfer system that creates an affordable pathway from an Associate's degree to a Bachelor's degree.

Restructuring Financial Aid

A. Brief Description of Issue

Chapter 56 of the Education Code outlines most of the state financial aid programs that have been established since 1975 with passage of the Student Financial Assistance Act. As the number of programs, funding levels, enrollments, and statutory complexity have all increased significantly, it is important to review how the state structures and administers these programs. This review should occur within the context of the state's higher education goals and the ability in the short term and the long term to support these efforts with state resources. This review should result in a comprehensive financial aid system in Texas that is administratively efficient and cost-effective, closely aligned with the state's education and workforce development goals, and designed to effectively serve the growing population of needy students in Texas.

Below are a series of questions that should drive this comprehensive review of state financial aid policy.

B. Discussion

Policy Question #1: How can the process of allocating TEXAS Grants and TEOG be made less cumbersome?

Annually, the THECB allocates TEXAS Grant and TEOG funding to the state's universities and community colleges. The agency has established a methodology to determine this allocation in a fair and equitable manner. However, it is a cumbersome process that inhibits efficient and timely delivery of awards to students.

The state should explore the feasibility of distributing allocations of TEXAS Grant and TEOG allocations in other ways. The programs should still be administered according to THECB rules, with regular reporting requirements and audit oversight remaining at the THECB.

Policy Question #2: Is the TEXAS Grant program the best solution for community colleges?

The eligibility requirements of the TEXAS Grant program are more practically suited to university students than to those attending two-year public institutions. First, the TEXAS Grant program requires students to enroll within 16 months of high school graduation and to complete the recommended high school curriculum. Second, the program requires students to take at least three-quarters of a full course load and to complete at least 24 hours per year. These requirements are difficult for community colleges and their students to comply with because community college admissions procedures are different from those of a university and many community college students do not accumulate as much credit as they would if they were enrolled in a four-year university program.

Given the administrative challenges and the unique student populations at Texas public two-year institutions, the state should evaluate the feasibility of eliminating two-year institutions from TEXAS Grant

eligibility and shifting the appropriations to the TEOG program. The TEOG program was specifically designed to serve community and technical college students and has programmatic flexibility to adapt to the students' needs, unlike the TEXAS Grant program. This would also strengthen the TEOG program, which has been woefully underfunded since its inception.

Policy Question #3: Are transfer students effectively served by existing state financial aid programs?

Today, more than 60 percent of enrollment growth is occurring at our state two-year institutions. Unfortunately, the TEXAS Grant program does not currently provide a reliable pathway for students who transfer from a community college to a public university to access this aid. This creates a significant barrier in the postsecondary pipeline and potentially discourages needy students by denying them an affordable pathway to a Bachelor's degree.

Today, a transfer student can only obtain/maintain TEXAS Grant eligibility at a university if he or she previously received the award at the community college level or completed an Associate's degree. Unfortunately, TEXAS Grant awards at community colleges are limited and a significant number of students transfer without receiving an Associate's degree. Furthermore, the student is not guaranteed an award even if he or she obtains an Associate's degree. Rather, the student must compete for limited funds with entering freshmen at the university. The effect of these limitations is that transfer students are placed at a considerable disadvantage for financial aid if their goal is to pursue a Bachelor's degree after accumulating credits at a two-year institution.

The eligibility requirements for financial aid should be better aligned with the characteristics of most community college students who choose to transfer. The state should evaluate the feasibility of adding credit accumulation thresholds to the eligibility criteria in addition to the Associate's degree threshold that currently exists for a TEXAS Grant. For example, a transfer student can gain TEXAS Grant eligibility if he or she accumulates 30 or 60 semester credit hours prior to transferring. Additionally, the state may consider adding transfer students to the renewal pool for TEXAS Grants (which are guaranteed awards, assuming other academic eligibility requirements are maintained). The state may use some configuration of these strategies to encourage accumulation of college credit at two-year colleges at less expense to the state and student than four-five years enrollment at universities. For example, a student who accumulates 60 or more semester credit hours or obtains an Associate's degree could be guaranteed a renewal TEXAS Grant award. In contrast, transfer students who achieved fewer hours than this threshold could be offered only initial award eligibility and thus have to compete for awards with their first-year university peers. Another option may include allowing transfer students under certain conditions to continue receiving a TEOG award while attending a university if they received such awards initially in community college.

The purpose of all these potential strategies is to facilitate financial aid for community college transfers and offer students to a more cost-effective pathway to a Bachelor's degree.

Policy Question #4: Should the TEXAS Grant program be reconfigured to accommodate more students?

The TEXAS Grant program is the state's primary financial aid program for students at public institutions. Since inception of the program, the state has significantly increased appropriations each biennium, until the 2011 session. Last biennium, the state hit a high-water mark by serving about 70 percent of eligible needy students. With the reductions in the 2012-2013 budget, the THECB projects that the state will only serve about 1 in 3 eligible needy students. The long-term outlook for this program is complicated by two primary

factors: 1) the number of needy eligible students is expected to climb even higher; and 2) tuition/fees (on which the award amounts for the program are based) have increased 80 percent since 2003, and are expected to accelerate at many campuses, going forward. For the program to operate under its current configuration and continue to serve a sizeable percentage of eligible students, Texas would have to significantly increase appropriations to the program to keep up with these trends. Unfortunately, given current and future economic and fiscal challenges, this is not likely.

Today, one barrier in cycling more resources between renewal students and new students is that students maintain eligibility for a TEXAS Grant award for up to five years, as long as they complete 24 credit hours each year and maintain a certain grade point average. Additionally, all financial aid is indexed and packaged relative to the cost of attendance at an institution. The cost of attendance includes not only tuition and required fees, but also an estimate for books, housing, transportation, and other living expenses. In many cases, between state and federal financial aid, students are receiving grant aid in excess of actual tuition and fees.

One way to stretch limited funding to more students would be to recycle funding more quickly between renewals and new students. By limiting eligibility to 4 years (rather than 5 years) and increasing the minimum credit hours per year to no fewer than 30, recipients will be encouraged to graduate earlier, and those who do not succeed in doing so will release funds for new students entering the pipeline.

Additionally, the practice of limiting a TEXAS grant award as part of a total financial aid package to no more than tuition and fees will help reallocate funding to other students. For example, a student who receives a full Pell grant would likely receive only a partial TEXAS Grant award (in lieu of the current \$7,100 award) up to the full cost of tuition and required fees. The rest of the student's cost of attendance could be fulfilled by other federal or institutional grants or loans. Such a practice would more efficiently leverage federal aid with state aid and guarantee that a higher number of needy students would have their tuition and fee needs met by the state.

The purpose of these strategies is to stretch increasingly limited TEXAS Grant resources to more students. The overall goal for the state should be to serve the tuition and fee requirements of at least 50 percent of eligible needy students.

C. Possible Solutions and Impact

See detailed solutions and impacts above.

During the interim, the THECB will pose these questions to financial aid directors and institutional representatives, the Texas Legislature, and other higher education stakeholders. The goal is to develop consensus around a set of strategies designed to improve the delivery and effectiveness of financial aid in Texas within the context of limited resources and the state's higher education goals, to improve access and student success.

Maintaining Momentum for Texas College & Career Readiness Standards

A. Brief Description of Issue

Far too many students graduating from Texas public schools are ill-prepared for the rigors of entry-level college coursework or the skilled workplace. Almost 1 in 2 community college students in Texas do not meet state-mandated college readiness thresholds. Texas is not alone in facing this challenge. According to ACT data, only 25 percent of 2011 ACT-tested graduates nationwide met all four of the test's college readiness benchmarks. Perhaps more troubling is that 28 percent met none of the benchmarks.

Recognizing the challenges facing Texas and the importance of college and career readiness for the economic health of the state, the 79th Texas Legislature (3rd Called Session) enacted legislation in 2006 that placed Texas at the forefront of the nation in advancing college and career readiness. Through [House Bill 1](#), Texas put in place the mechanism for developing a single, comprehensive system that enables students to progress from one sector of education to another, prekindergarten through college.

With the recession in 2008 and the budget challenges addressed by the 82nd Texas Legislature, financial support for the state's college and career readiness policy agenda was impacted significantly. The College Readiness Initiatives strategy in the THECB's budget was left unfunded for the next two years. Many of the college and career readiness initiatives developed in the four years between 2007 and 2011 (see Section VII of this report for full descriptions) are not sustainable without the infrastructure created via House Bill 1 (79th Texas Legislature, Third Called Session) and associated financial support provided during those four years.

B. Discussion

The cornerstone for Texas' comprehensive system of education was the development and adoption of the Texas College and Career Readiness Standards (CCRS) (Texas Education Code Section 28.008). As required by TEC Section 28.008, the CCRS were integrated by the State Board of Education into the public school curriculum, the Texas Essential Knowledge and Skills. Subsequent legislation in both the 80th Texas Legislature ([House Bill 2237](#), [Senate Bill 1031](#)) and 81st Texas Legislature ([House Bill 3](#)) provided additional support for the college and career readiness policy agenda and the momentum created by House Bill 1 in 2006. A critical component of this effort was the requirement that the new End of Course assessments in English III and Algebra II include a college readiness performance measure that students will be required to achieve in order to enroll in entry-level college courses in all Texas public colleges and universities. Why is this important? The college and career readiness agenda plays a critical role in achieving the goals of *Closing the Gaps by 2015*, the state's higher education plan. Much of the work begun in 2006 and supported through 2011 is important for maintaining momentum and in some cases accelerating success toward

Closing the Gaps. The basis for student success in higher education and the skilled workplace is built on a strong academic foundation in high school and now grounded in the CCRS. The initiatives funded under the THECB's College Readiness Initiative have promoted the CCRS and ensure that K-12 teachers and higher education faculty are working collaboratively to align and fully integrate the CCRS in the TEKS and instruction itself. In addition, teachers need the support and professional development to understand the higher expectations of the CCRS-integrated TEKS and the End of Course assessments so that they are fully prepared to teach at higher levels of rigor.

C. Possible Solutions and Impact

In order to maintain the momentum started in 2006 to ensure Texas students graduate from public high schools college- and career-ready, the state must identify adequate support to replicate or sustain college and career readiness initiatives at the state, regional, and local level. Leveraging current funding strategies, which include federal and private resources, may require sustained support from the state. Providing incentives for public school districts and institutions of higher education to continue this work at the regional or local level may require mutual support from the Texas Education Agency and the THECB. This could be accomplished through cooperative undertakings between the two agencies and/or by strengthening the enabling statutes for both the TEA and the THECB to accomplish the following:

1. Guarantee mutual support of the state's current higher education plan;
2. Advance a joint public-higher education plan that moves Texas beyond the current higher education plan;
3. Advance the comprehensive system of education and the college and career-readiness policy agenda created under House Bill 1; and
4. Ensure that K-12 teachers and higher education faculty work together to align high school and college curriculum and instruction.

The impact of these recommendations would be both policy-specific and fiscal in nature. While the staffs of both the TEA and the THECB work collaboratively on various initiatives to support college and career readiness, strengthening the statutes that guide both public and higher education policy would impact both staffs already strained by the reduction in force each faced in summer 2011. And with the projected fiscal challenges facing Texas beyond the 2012-2013 biennium, fiscal support of a public-higher education state plan, the college and career readiness agenda, and the comprehensive system of education could be daunting. But by placing both educational systems on the same trajectory with a mutual set of goals and objectives, the benefits outweigh the challenges such a change would engender.

Aligning Adult Basic Education with Postsecondary Training Programs

A. Brief Description of Issue

Section 29 (page III-47) of the General Appropriations Act (House Bill 1) of the 82nd Texas Legislature requires the THECB to collaborate with the Texas Education Agency (TEA) to develop and implement a coordinated long-range action plan to align Adult Basic Education (ABE) and postsecondary education. The purpose of the action plan is to significantly increase the number of students that enroll and persist to completion in postsecondary education and training programs. The required action plan builds on Section 50 (page III-57) for higher education and Section 77 (page III-22) for public education from the General Appropriations Act (House Bill 1) from the 80th Texas Legislature.

The U.S. Department of Education, through the *Workforce Investment Act, Title II – Adult Education and Family Literacy Act* (AEFLA), provided the majority of FY2008 funds (\$52,332,469) for adult education in Texas, and the state provided the 25 percent of required matching funds. Additional funds for Temporary Assistance for Needy Families and Even Start Family Literacy Programs are not included in this total. The Texas Education Agency (TEA) has federal and state fiduciary responsibility for adult basic education (ABE) in Texas. Currently TEA reports that 55 fiscal agents throughout the state serve just over 100,000 students. Because these 55 fiscal agents are awarded federal funds through AEFLA, tracking and accountability measures are required to be reported to TEA via the Texas Educating Adult Management System. Non-AEFLA funded providers also provide adult basic education (ABE) services to adults in the state; however, these providers are not required to report student profile data and performance outcomes to the state. Therefore, the true number of adult education providers in the state as well as the number of adults served is not known.

B. Discussion

Texas faces serious challenges in developing the human capital of the least educated Texas citizens. First and foremost, Texas providers use a linear education model in adult education which lengthens the amount of time an adult learner must remain in basic skills classes before enrolling in postsecondary education and training programs. Many students lose their motivation to persist or struggle to manage work and family commitments for the extended periods required under this model. The linear education model is time consuming and ineffective in terms of promoting a more educated and better trained workforce. Currently, weak partnerships exist between community-based and faith-based adult education programs and higher education to promote transition to postsecondary education. Many community-based providers hold classes in their communities to mitigate barriers (e.g. transportation) to participation in adult education programs. However, for adult learners, this separation between the

ABE programs and the postsecondary education or training programs at a community college is often viewed as a sea too untenable to navigate, if viewed at all.

The result of this leads to the second challenge, which is that adult learners in Texas ABE programs are not well-informed of the career pathways open to them after postsecondary education or training. This is not the fault of the providers as much as the lack of funding available to hire the support staff necessary to establish outreach and counseling programs, and to promote bridging opportunities to ABE students.

Third, the state has a dual provider system defined by funding source (AEFLA or non-AEFLA). When looking at both systems, non-AEFLA funded providers lack the resources to build capacity to serve adult students on a wider scale. Non-AEFLA funded providers are not supported by the same professional development centers as AEFLA funded providers and, as such, do not receive the degree of curricular and technical support for administrators and teachers as AEFLA funded providers can offer.

Finally, the dual provider system in Texas does not supply an accurate count of the number of providers in the state or the number of adults served by these providers. Adult education transition to postsecondary is an economic issue for the state of Texas. The earning potential of adults with low literacy skills or with less than a high school diploma or GED is significantly lower than adults with some postsecondary education (U.S. Department of Education, 2007).

C. Possible Solutions and Impact

The state can help mitigate the challenges described above and yield better results from our ABE system by providing coordinated and expanded delivery of adult education services into every public community college district and technical institution in the state. This would increase the number of adult education students successfully transitioning into postsecondary education and completing degree or certificate programs.

The key to increasing adult education alignment to postsecondary training programs is to ensure that adult education programs with an emphasis on transition services are available at every public community college district and technical institution. By providing funds to these institutions and a focus on community partnerships, adult education cooperatives and other community-based service providers can connect adult students to postsecondary institutions from the outset. Adult students enrolled in ABE classes at a community college have an opportunity to better establish long-term educative goals, while gaining familiarity with learning in a postsecondary environment. Institutions have greater access to students to promote postsecondary training programs and can leverage resources to provide advising, intensive English for academic purposes, intensive bridge programs, dual-enrollment programs, and other critical support services to students enrolled in adult education programs.

The funds for expansion of services should be tied to broadening partnerships (including establishing outreach programs) with community-based and faith-based organizations providing services to adults in the community. Currently, 24 community college districts serve as fiscal agents for AEFLA funds. An additional six community college districts serve as AEFLA-affiliate providers or subcontractors. Funds should also be made available to:

- Integrate adult education delivery into workforce training such as vocational certificate programs, continuing education training programs, and customized training programs

requested by employers.

- Coordinate outreach and marketing campaigns to inform, educate, and encourage adult students to transition into postsecondary education and training programs.

The scope of Adult Basic Education in Texas is significant. According to TEA, in 2009 more than 3.5M Texans qualified for adult education services. The solutions described above are not designed to supplant or replace existing services offered via TEA, but rather enhance and extend these services, with an emphasis on postsecondary workforce training and education.

Eliminating Unfunded Programs

A. Brief Description of Issue

The Texas Education Code has expanded significantly since the THECB's last sunset review, with a significant expansion of the roles and responsibilities for the agency. However, there are a number of statutory requirements that have been added but never executed due to lack of funding.

B. Discussion

New initiatives and programs are often created with the full intention of implementation. However, for whatever reasons these programs are never funded and are statutorily dormant. Below is a list of such statutory requirements that have never received funding since their inclusion in code, or have been unfunded for a significant period of time. It is reasonable to assume that these programs may never receive funding or have funding restored, particularly in light of recent budget decisions. In some cases, some of the purposes outlined in these programs have been subsumed in other existing programs.

This list does not include programs that were active prior to the 82nd Texas Legislature, but had funding eliminated in the 2012-2013 budget cycle, as funding could be restored next legislative session.

| | |
|---|--|
| TEC §61.0591 Incentive and Special Initiative Funding | TEC §61.0631 Teacher Training Programs for Teachers of Disadvantaged Students |
| TEC §61.078 Public Senior College or University Cooperative Education Program | TEC Chapter 61, Subchapter K, §61.601, et seq. Repayment of Certain Physical Therapist Education Loans |
| TEC, Chapter 61, Subchapter P, §61.781, et seq. Texas Academy of Foreign Languages and Culture | TEC, Chapter 61, Subchapter P, §61.801, et seq. Texas Partnership and Scholarship Program |
| TEC, Chapter 61, Subchapter U, §61.871, et seq. Early Childhood Child-care Worker Student Loan Repayment Program | TEC, §51.501, et seq. Engineering Excellence Fund |

| | |
|--|--|
| TEC §51.601, et seq. Engineering and Science Recruitment Fund | TEC §51.714 MedPREP Program |
| TEC §51.916 Grants for Teaching and Education Research | TEC Chapter 147 Texas-Mexico Education |
| TEC Chapter 148 Texas-International Educational Development Fund | TEC Chapter 151 High Priority Program Fund |
| TEC Chapter 61, Subchapter L Financial Aid For Professional Nursing Students and Vocation Nursing Students and Loan Repayment Program for Certain Nurses | |

NOTE: Full descriptions of these statutory/program requirements are outlined in Section VIII of this report.

C. Possible Solutions and Impact

Programs that have been unfunded for a significant period of time, or have never been funded since inclusion in code should be repealed. Keeping these programs outlined in code is unnecessary and creates confusion.



Section X. Other Contacts

A. Fill in the following chart with updated information on people with an interest in your agency, and be sure to include the most recent e-mail address.

| Texas Higher Education Coordinating Board Exhibit 15: Contacts | | | |
|--|--|--------------------------|--|
| INTEREST GROUPS (groups affected by agency actions or that represent others served by or affected by agency actions) | | | |
| Group or Association Name/ Contact Person | Address | Telephone | E-mail Address |
| Career Colleges and Schools of Texas Jerry Valdez | P.O. Box 12031 Austin, TX 78711 | (512) 477-1117 | valdez@thevaldezcompany.com |
| Center for Public Policy Priorities F. Scott McCowan, Executive Director | 900 Lydia Street Austin, TX 78702 | (512) 320-0222 | mccown@cppp.org |
| Community College Association of Texas Trustees Lisa Barsumian, Executive Director | 1304 San Antonio, Suite 201 Austin, TX 78701 | (512) 476- 2572 x211 | lisa@texastrustees.org |
| Council of Public University Chief Academic Officers Steve Doblin, President | Lamar University P.O. Box 10002 Beaumont, TX 77710 | (409) 880-8398 | steve.doblin@lamar.edu |
| Council of Public University Presidents and Chancellors/Rissa Potter | 1103 W 24th St, 113-B Austin, TX 78705 | (512) 923-8517 | rpotter@cpupc.org |
| Greater Austin Chamber of Commerce Drew Scheberle | 210 Barton Springs Rd Austin, TX 78704 | (512) 322-5628 | dscheberle@austinchamber.com |
| Independent Colleges and Universities of Texas, Inc. Carol McDonald, President | P.O. Box 13105 Austin, TX 78711 | (512) 472-9522 | carolmcd@texas.net |
| Mexican American Legal Defense Fund Luis Figueroa | 110 Broadway, Ste. 300 San Antonio, TX 78205 | (210) 224-5476 X 212 | LFigueroa@maldef.org |
| Texas Academy of Family Physicians Tom Banning, Executive Director | 12012 Technology Blvd., Ste. 200 Austin, TX 78746-8001 | (512) 329-8666 Ext 22 | tbanning@tafp.org |
| Texas Administrators of Community College Continuing Education Kathi Ashworth, President | 1201 Kitty Hawk Universal City, TX 78148 | (210) 486-5308 | kashworth@alamo.edu |
| Texas Association of Black Personnel in Higher Education Felicia J. Scott, Ph.D., State President | 401 Congress Ave., Ste. 1540 Austin, TX 78701 | (512) 852-4344 | Info@tabphe.org |

| | | | |
|---|---|----------------|--|
| Texas Association of Business Bill Hammond, President and CEO | 1209 Nueces Street Austin, TX 78701-1209 | (512) 477-6721 | bhammond@txbiz.org |
| Texas Association of Chicanos in Higher Education Dr. Criselda Leal, President | Del Mar College 101 Baldwin Blvd Corpus Christi, TX 78404 | (361) 698-2238 | cleal@delmar.edu |
| Texas Association of Collegiate Registrars and Admissions Officers Trey Hattaway | 1110 Broadway Kilgore, TX 75662 | (903) 983-8218 | thattaway@kilgore.edu |
| Texas Association of Community Colleges Rey Garcia, Executive Director | 1101 Trinity, Suite 200 Austin, TX 78701 | (512) 476-2572 | rgarcia@tacc.org |
| Texas Association of School Boards Jackie Lain | 12007 Research Blvd. Austin, TX 78759 | (512) 467-0222 | Jackie.lain@tasb.org |
| Texas Association of State Senior Colleges and Universities Business Officers B.J. Cain, Chief Business Officer Texas A&M University System | 200 Technology Way AMSB 2014 College Station, TX 77845 | (979) 458-6100 | chief-business-officer@tamus.edu |
| Texas Association of Student Financial Aid Administrators Joe Pettibon, President | 1248 TAMU College Station, TX 77842-1248 | (979) 845-4016 | jpp2@tamu.edu |
| Texas Business and Education Council Ken Zornes, Executive Director | 400 West 15th Street, Suite 404 Austin, TX 78701 | (512) 480-8232 | ken@tbec.org |
| Texas Community College Instructional Administration Association Jeremy McMillan, President | Trinity Valley Community College 100 Cardinal Drive Athens, TX 75751 | (903) 675-6371 | jmcmillen@tvcc.edu |
| Texas Community College Teachers Association Richard Moore, Director | 910 South Mopac Bldg. 1, Suite 14 Austin, TX 78746-5791 | (512) 328-2044 | rmoore@tccta.org |
| Texas Faculty Association Charles Zucker, Executive Director | 316 W. 12 th St. Austin, TX 78701 | (512) 482-8452 | charlesz@tsta.org |
| Texas Nurses Association Claire Jordan, Executive Director | 7600 Burnet Road, Suite 440 Austin, TX 78757 | (512) 452-0645 | cjordan@texasnurses.org |
| Texas Osteopathic Medical Association Sam Tessen, Executive Dir. | 1415 Lavaca Austin, TX 78701 | (512) 708-8662 | sam@txosteо.org |
| Texas Pediatric Society Mary Green, Executive Dir. | 401 W. 15 th Street Austin, TX 78701 | (512) 370-1506 | tpsmgreenе@aol.com |
| Texas Physical Therapy Association Paul Hardin, Executive Director | 900 Congress Avenue, Suite 410 Austin, Texas 78701 | (512) 477-1818 | paul@ptta.org |
| Texas Public Policy Foundation Brook Rollins, President and CEO | 900 Congress Ave., Ste. 400 Austin, TX 78701 | (512) 472-2700 | brollins@texaspolicy.com |

| Texas Retailers Association Ronnie Volkening | 504 West 12th Street Austin, TX 78701 | (512) 472-8261 | RVolkening@txretailers.org |
|--|---|----------------|--|
| INTERAGENCY, STATE, OR NATIONAL ASSOCIATIONS (that serve as an information clearinghouse or regularly interact with your agency) | | | |
| Group or Association Name/ Contact Person | Address | Telephone | E-mail Address |
| Texas High School Project John Fitzpatrick | 5500 Caruth Haven Lane Dallas, TX 75225 | (214) 750-4109 | jfitz@cftexas.org |
| Accreditation Board for Engineering and Technology Michael Milligan, President | 111 Market Place, Suite 1050 Baltimore, MD 21202- 4012 | (410) 347-7700 | executive-director@abet.org |
| ACT, Inc. Karen Pennell, Assistant Vice President and Regional Manager | Southwest Regional Office 8701 N. MoPac, Suite 200 Austin, TX 78759 | (512) 320-1850 | karen.pennell@act.org |
| American Association of State Colleges and Universities Muriel A. Howard, President | 1307 New York Avenue, N.W. 5 th Floor, Washington, D.C. | (202) 478-4647 | howardm@aascu.org |
| Association of American Medical Colleges Darrell G. Kirch, M.D., President and CEO | 2450 N. Street, NW Washington, D.C. 20037- 1127 | (202) 828-0600 | amcas@aamc.org |
| Education Commission of the States Roger Sampson, President | 700 Broadway, #810, Denver, CO 80203-3442 | (303) 299-3600 | ecs@ecs.org |
| National Association of State Student Grant and Aid Programs Vicki Merkel, President | 919 Lakeridge Way Olympia, Washington 98504 | (360) 753-7853 | VickiM@hecb.wa.gov |
| National Association of Student Financial Aid Administrators Justin Draeger, President | 1101 Connecticut Avenue NW, Suite 1100 Washington, D.C. 20036- 4303 | (202) 785-0453 | draegerj@nasfaa.org |
| National Council of Higher Education Loan Programs, Inc. Shelly Repp, President | 1100 Connecticut Avenue, NW, 12th Floor Washington, D.C. 20036 | (202) 822-2106 | shelly_repp@nchelp.org |
| Southern Regional Educational Board Dave Spence, President | 592 10th St. N.W. Atlanta, GA 30318 | (404) 875-9211 | dave.spence@sreb.org |
| State Higher Education Executive Officers/Paul Lingenfelter | 707 Seventeenth Street, Suite 2700, Denver, CO 80202-3427 | (303) 299-3685 | sheeo@sheeo.org |

| | | | |
|--|--|----------------|--|
| Texas Association for Institutional Researchers Darline Morris, President | Morris-Baldwin Post-secondary Consultant 113 Par Drive Whitney, TX 76692 | (254) 694-2267 | dbaldwin@hillsboro.net |
| The College Board Richard Middleton, Regional Executive Director | Southwestern Regional Office 4330 S. MoPac, Suite 200 Austin, TX 78735 | (512) 891-8400 | swro@collegeboard.org |

LIAISONS AT OTHER STATE AGENCIES

(with which your agency maintains an ongoing relationship, e.g., the agency's assigned analyst at the Legislative Budget Board, or attorney at the Attorney General's office)

| Agency Name/Relationship/ Contact Person | Address | Telephone | E-mail Address |
|---|--|-----------------|--|
| Attorney General's Office Daniel T. Hodge, First Assistant Attorney General | 209 W. 14 th Street Austin, TX 78701 | (512) 463-2191 | daniel.hodge@oag.state.tx.us |
| Attorney General's Office Daniel T. Hodge, First Assistant Attorney General | 209 W. 14 th Street Austin, TX 78701 | (512) 463-2191 | daniel.hodge@oag.state.tx.us |
| Black Legislative Caucus Murry Matthews | P.O. Box 2910 Austin, TX 78768 | (512) 463-0554 | murry.matthews@house.state.tx.us |
| Comptroller of Public Accounts Susan Combs, Comptroller | P. O. Box 13528 Austin, TX 78711 | (512) 463-4000 | wosg@cpa.state.tx.us |
| Comptroller of Public Accounts Susan Combs, Comptroller | P. O. Box 13528 Austin, TX 78711 | (512) 463-4000 | wosg@cpa.state.tx.us |
| Governor's Office Kate McGrath, Higher Education Policy Analyst | P.O. Box 12428 Austin, TX 78711 | (512) 463-0298 | kate.mcgrath@governor.state.tx.us |
| House Committee on Appropriations Hunter Thompson, Education Policy Analyst | P.O. Box 2910 Austin, TX 78768-2910 | (512) 463-1091 | hunter.thompson_hc@house.state.tx.us |
| House Committee on Higher Education Dustin Meador, Chief Committee Clerk | P.O. Box 2910 Austin, TX 78768-2910 | (512) 463-0782 | Dustin.meador_hc@house.state.tx.us |
| Legislative Budget Board Greg Owens, Analyst, THECB | P.O. Box 12666 Austin, TX 78711-2666 | (512) 463-1200 | greg.owens@lbb.state.tx.us |
| Lt. Governor's Office John Opperman, Director of Budget | P.O. Box 12068 Austin, TX 78711-2068 | (512) 463-00010 | john.opperman@ltgov.state.tx.us |
| Mexican American Legislative Caucus Emmanual Garcia, M.A., Policy Coordinator | 202 W. 13 th Street Austin, TX 78701 | (512) 236-8419 | egarcia@malc.org |
| Secretary of State's Office Alejandro Garcia, Border Affairs Coordinator | P.O. Box 12697 Austin, TX 78711 | (512) 463- 5994 | agarcia@sos.state.tx.us |

| | | | |
|---|---|----------------|--|
| Senate Finance Committee Daniel Harper, Budget Analyst, Education | P.O. Box 12068 Austin, TX 78711-2068 | (512) 463-0370 | daniel.harper_sc@house.state.tx.us |
| Senate Higher Education Committee Mark Kavanaugh, Senior Policy Analyst | P.O. Box 12068 Austin, TX 78711-2068 | (512) 463-0355 | mark.kavanaugh_sc@senate.state.tx.us |
| Speaker's Office Andrea Sheridan, Special Assistant for Education | P.O. Box 2910 Austin, TX 78768-2910 | (512) 463-4527 | andrea.sheridan@speaker.state.tx.us |
| State Auditor's Office Verma Elliott | 1501 N. Congress, Austin, TX 78701 | (512) 936-9611 | VElliott@sao.state.tx.us |
| State Board for Educator Certification Janice Lopez | 1700 North Congress Ave Austin, TX 78701 | (512) 936-8226 | janice.lopez@tea.state.tx.us |
| Texas Board of Nurse Examiners Katherine Thomas, MN, RN | 333 Guadalupe, # 3-400 Austin, TX 78701-3942 | (512) 305-8100 | kathy.thomas@bon.state.tx.us |
| Texas Board of Nurse Examiners Katherine Thomas, MN, RN | 333 Guadalupe, # 3-400 Austin, TX 78701-3942 | (512) 305-8100 | kathy.thomas@bon.state.tx.us |
| Texas Board of Professional Engineers Lance Kinney, P.E., Executive Director | 1917 IH-35 South Austin, TX 78741 | (512) 440-7723 | lance.kinney@tbpe.state.tx.us |
| Texas Bond Review Board Bob Kline, Executive Director | 300 W. 15 th Street, Ste. 409 Austin, TX 78701 | (512) 463-1741 | kline@brb.state.tx.us |
| Texas Commission on Fire Protection Gary Warren, Executive Director | 1701 N Congress Avenue Austin, TX 78701 | (512) 936-3812 | gary.warren@tcfp.texas.gov |
| Texas Commission on Law Enforcement Officer Standards and Education Tim Braaten, Executive Director | 6330 US Hwy 290 East Austin, TX 78723 | (512) 936-7700 | timothyb@tcleose.state.tx.us |
| Texas Council on Workforce Education and Economic Competitiveness (Office of the Governor) Cheryl Fuller, Executive Director | 1100 San Jacinto, Suite 100 Austin, TX 787 | (512) 936-8101 | cfuller@governor.state.tx.us |
| Texas Department of Health David Lakey, M.D. | 1100 W. 49th Street Austin, TX 78756 | (512) 776-7375 | david.lakey@dshs.state.tx.us |
| Texas Department of Information Resources Karen Robinson, Executive Director | P. O. Box 13564 Austin, TX 78711-3564 | (512) 475-4720 | karen.robinson@dir.texas.gov |
| Texas Education Agency Robert Scott, Commissioner | 1701 Congress Avenue Austin, TX 78701-1494 | (512) 463-9682 | robert.scott@tea.state.tx.us |
| Texas Guaranteed Student Loan Corporation George Torres, Director of Governmental Affairs | 13809 Research Blvd. Austin, TX 78750-1240 | (512) 219-4503 | george.torres@tgslc.org |

| | | | |
|--|---|----------------|--|
| Texas State Board of Medical Examiners Frank Langley, DVM, MD | 333 Guadalupe, Tower 3, Ste. 610 Austin, TX 78701 | (512) 305-7016 | verifcic@tsbme.state.tx.us |
| Texas State Board of Pharmacy Gay Dodson, Executive Director | 333 Guadalupe, Suite 3- 600 Austin, TX 78701-3942 | (512) 305-8026 | geninfo@tsbp.state.tx.us |
| Texas Workforce Commission Larry Temple, Executive Director | 101 E. 15 th Street Austin, TX 78778 | (512) 463-0735 | larry.temple@twc.state.tx.us |



Section XI. Additional Information

- A. Fill in the following chart detailing information on complaints regarding your agency. Do not include complaints received against people or entities you regulate. The chart headings may be changed if needed to better reflect your agency's practices.

| Texas Higher Education Coordinating Board Exhibit 16: Complaints Against the Agency Fiscal Years 2009 and 2010 | | |
|---|----------------|----------------|
| | FY 2009 | FY 2010 |
| Number of complaints received | 4 | 2 |
| Number of complaints resolved | 4 | 2 |
| Number of complaints dropped/found to be without merit | 0 | 0 |
| Number of complaints pending from prior years | 0 | 0 |
| Average time period for resolution of a complaint | 7 days | 7 days |

- B. Fill in the following chart detailing your agency's Historically Underutilized Business (HUB) purchases.

| Texas Higher Education Coordinating Board Exhibit 17: Purchases from HUBs | | | | |
|--|-----------------------|---------------------------|----------------|-----------------------|
| FISCAL YEAR 2008 | | | | |
| Category | Total \$ Spent | Total HUB \$ Spent | Percent | Statewide Goal |
| Heavy Construction | N/A | N/A | N/A | 11.9% |
| Building Construction | N/A | N/A | N/A | 26.1% |
| Special Trade | 95,107 | 1,170 | 1.23% | 57.2% |
| Professional Services | 303,215 | 82,175 | 27.1% | 20.0% |
| Other Services | 2,831,721 | 342,084 | 12% | 33.0% |
| Commodities | 1,055,140 | 308,913 | 29.2% | 12.6% |
| TOTAL | \$4,285,184 | \$734,343 | 17.1% | |

| FISCAL YEAR 2009 | | | | |
|------------------------------|-----------------------|---------------------------|----------------|-----------------------|
| Category | Total \$ Spent | Total HUB \$ Spent | Percent | Statewide Goal |
| Heavy Construction | N/A | N/A | N/A | 11.9% |
| Building Construction | N/A | N/A | N/A | 26.1% |
| Special Trade | 6,017 | 0 | 0 | 57.2% |
| Professional Services | 147,445 | 4,032 | 2.7% | 20.0% |
| Other Services | 2,837,391 | 556,144 | 19.6% | 33.0% |
| Commodities | 1,181,923 | 381,207 | 32.2% | 12.6% |
| TOTAL | \$4,172,776 | \$941,384 | 22.5% | |
| FISCAL YEAR 2010 | | | | |
| Category | Total \$ Spent | Total HUB \$ Spent | Percent | Statewide Goal |
| Heavy Construction | N/A | N/A | N/A | 11.9% |
| Building Construction | N/A | N/A | N/A | 26.1% |
| Special Trade | 7,595 | 0 | 0 | 57.2% |
| Professional Services | 189,242 | 41,678 | 22% | 20.0% |
| Other Services | 4,170,888 | 2,187,348 | 52.4% | 33.0% |
| Commodities | 1,081,018 | 290,210 | 26.6% | 12.6% |
| TOTAL | \$5,458,744 | \$2,519,237 | 46.1% | |

C. Does your agency have a HUB policy? How does your agency address performance shortfalls related to the policy? (Texas Government Code, Sec. 2161.003; TAC Title 34, Part 1, rule 20.15b)

Yes. Performance shortfalls are reviewed by the Deputy Commissioner for Business and Finance. The Deputy Commissioner considers performance in the various categories and discusses strategy changes with divisional staff to address the shortfalls.

D. For agencies with contracts valued at \$100,000 or more: Does your agency follow a HUB subcontracting plan to solicit bids, proposals, offers, or other applicable expressions of interest for subcontracting opportunities available for contracts of \$100,000 or more? (Texas Government Code, Sec. 2161.252; TAC Title 34, Part 1, rule 20.14)

Yes, HUB subcontracting plans are required on all purchases of \$50,000 or more. HUB subcontracting plans are reviewed in the purchasing department for compliance.

E. For agencies with biennial appropriations exceeding \$10 million, answer the following HUB questions.

| | | Response / Agency Contact |
|---|--|----------------------------------|
| 1. Do you have a HUB coordinator? (Texas Government Code, Sec. 2161.062; TAC Title 34, Part 1, rule 20.26) | | Yes / Arturo Alonzo, Jr. |
| 2. Has your agency designed a program of HUB forums in which businesses are invited to deliver presentations that demonstrate their capability to do business with your agency? (Texas Government Code, Sec. 2161.066; TAC Title 34, Part 1, rule 20.27) | | Yes / Arturo Alonzo, Jr. |
| 3. Has your agency developed a mentor-protégé program to foster long-term relationships between prime contractors and HUBs and to increase the ability of HUBs to contract with the state or to receive subcontracts under a state contract? (Texas Government Code, Sec. 2161.065; TAC Title 34, Part 1, rule 20.28) | | Yes / Arturo Alonzo, Jr. |

F. Fill in the chart below detailing your agency's Equal Employment Opportunity (EEO) statistics.³

| Texas Higher Education Coordinating Board Exhibit 18: Equal Employment Opportunity Statistics | | | | | | | |
|--|-----------------|--------------------------------|------------------------|----------|------------------------|--------|------------------------|
| FISCAL YEAR 2008 | | | | | | | |
| Job Category | Total Positions | Minority Workforce Percentages | | | | | |
| | | Black | | Hispanic | | Female | |
| | | Agency | Civilian Labor Force % | Agency | Civilian Labor Force % | Agency | Civilian Labor Force % |
| Officials/Administration | 11 | 9.0% | 6.6% | 27.3% | 14.2% | 54.5% | 37.3% |
| Professional | 184 | 10.9% | 8.3% | 17.40% | 13.4% | 59.8% | 53.2% |
| Technical | - | - | 12.4% | - | 20.2% | - | 53.8% |
| Administrative Support | 16 | 50% | 11.2% | 25% | 24.1% | 87.5% | 64.7% |
| Service Maintenance | 58 | 32.8% | 13.8% | 37.9% | 40.7% | 70.7% | 39.0% |
| Skilled Craft | - | - | 6.0% | - | 37.5% | - | 4.8% |

³ The Service/Maintenance category includes three distinct occupational categories: Service/Maintenance, Para-Professionals, and Protective Services. Protective Service Workers and Para-Professionals are no longer reported as separate groups. Please submit the combined Service/Maintenance category totals, if available.

| FISCAL YEAR 2009 | | | | | | | |
|--------------------------|-----------------|--------------------------------|------------------------|----------|------------------------|--------|------------------------|
| Job Category | Total Positions | Minority Workforce Percentages | | | | | |
| | | Black | | Hispanic | | Female | |
| | | Agency | Civilian Labor Force % | Agency | Civilian Labor Force % | Agency | Civilian Labor Force % |
| Officials/Administration | 11 | 9.0% | 9.0% | 36.4% | 23.7% | 45.5% | 38.8% |
| Professional | 207 | 9.7% | 11.7% | 17.4% | 19.9% | 63.3% | 54.5% |
| Technical | - | - | 17.0% | - | 27.0% | - | 55.6% |
| Administrative Support | 13 | 53.8% | 13.2% | 23.1% | 31.9% | 92.3% | 66.2% |
| Service/Maintenance | 62 | 30.6% | 12.8% | 37.1% | 44.8% | 72.6% | 39.7% |
| Skilled Craft | - | - | 5.1% | - | 46.9% | - | 5.1% |
| FISCAL YEAR 2010 | | | | | | | |
| Job Category | Total Positions | Minority Workforce Percentages | | | | | |
| | | Black | | Hispanic | | Female | |
| | | Agency | Civilian Labor Force % | Agency | Civilian Labor Force % | Agency | Civilian Labor Force % |
| Officials/Administration | 10 | 10.0% | 7.5% | 40.0% | 21.17% | 30.0% | 37.5% |
| Professional | 112 | 8.0% | 9.7% | 19.6% | 18.8% | 62.5% | 53.3% |
| Technical | 30 | 0 | 13.9% | 3.3% | 27.1% | 36.7% | 53.9% |
| Administrative Support | 81 | 29.6% | 12.7% | 32.1% | 31.9% | 79.0% | 67.1% |
| Service/Maintenance | 44 | 22.7% | 14.4% | 27.3% | 49.9% | 72.7% | 39.1% |
| Skilled Craft | - | - | 6.6% | - | 46.3% | - | 6.0% |

G. Does your agency have an equal employment opportunity policy? How does your agency address performance shortfalls related to the policy?

Yes. The THECB addresses underrepresentation of minority workforce categories by focusing recruitment efforts on inclusion of diverse sources to reach minority applicants and expand the minority applicant pool. The agency participates in recruitment fairs at universities with predominately black, Hispanic, and female populations. Information on vacant positions is mailed to all Texas Colleges and Universities with predominately minority student populations including Texas Woman's University. In addition, vacant positions are posted on available websites that may attract minority job seekers.

The THECB has offered paid internships to a diversified group of minority students to assist with career opportunities. The agency has, in the last several years, filled seasonal positions with 15 paid Interns, two were African American females, one African American male, two Hispanic females, two Hispanic males, one Asian female, one Asian male, and four Caucasian female and two Caucasian males. Through the agency's college internship program, at least two regular positions have been filled by one Hispanic

male and one Caucasian female.

The agency must continue to focus on increasing the applicant pool with qualified Hispanic and African American candidates in order to close the gap of underrepresented EEO categories so that the agency's workforce will, at least, reflect the civilian workforce. The agency will continue to seek expansion of minority recruitment sources, engage in college recruitment fairs and other activities to reach and attract minority applicants. In addition, the agency must seek methods to encourage retention of minority employees and enhance opportunities for internal career paths. The Coordinating Board is committed to seeking methods of improving the minority representation in our workforce.



Section XII. Agency Comments

Aligning THECB Organizational Structure with Goals

The agency's leadership continuously evaluates the structure of the organization and makes adjustments as needed to effectively and efficiently align the organization with its mission, objectives, and statewide goals. The last major reorganization occurred in 2005 when the Commissioner aligned the units more closely with the goals of *Closing the Gaps*. In 2010, the agency retained FSG Social Impact Advisors (FSG), an external consultant, to evaluate the effectiveness of the agency's operations, with an emphasis on executing its key functions and mission related to *Closing the Gaps* and the *Accelerated Action Plan*. FSG worked with the Commissioner and senior staff to identify organizational enhancements that would better align the THECB's activities, culture, skills, and structure with the strategies it set out to implement in the *Accelerated Action Plan*. FSG's analysis was organized by establishing major messages/themes, recommendations within each message/theme, and a series of specific activities to fulfill the recommendations.

Message:

Focus on the agency's highest priorities by creating processes, tools, and resources to improve workload management.

| Recommendations | Specific Activities |
|---|---|
| Improve Efficiency/ Prioritize Activities | Hire productivity consultant. Develop knowledge management system. |
| | Differentiate timelines/resources based on relevance to priorities. Expand LEAN processes throughout agency. |
| Eliminate reports that do not advance agency goals | Eliminate publication of reports and data collection that do not contribute to agency goals/strategies. |
| Streamline approval process to speed decision-making | Define types of decisions and their level of approval authority. |
| Cross-train staff to support resource-constrained teams | Identify staff that can support other functions during "down times". |
| Fully utilize tools developed by Business Support Services | Catalog standard tools (e.g. contract templates) and use across agency. |

Agency Actions:

- ✓ LEAN process is being implemented in Information Technology and Human Resources Department with the assistance of an external consultant. Future expansion will be considered upon evaluating results.
- ✓ Information Technology Services has established the ITS Steering Committee composed of Executive Officers to establish timelines and prioritize ITS projects requested by staff throughout the agency.
- ✓ The agency continues to explore and invest in technology tools that will streamline processes. Initiatives under review include Cloud Computing for email services, use of INOTAS as a project management tool, use of SharePoint as an information management tool, and further refinement of the Business Management System (BMS) as a contract management tool.
- ✓ THECB recommended the elimination of four major reports to the Texas Legislature, and the agency is reviewing similar reporting requirements for potential consolidation/elimination during the interim.
- ✓ The Planning and Accountability Division has streamlined its approval process for construction projects, established a Consent Calendar so that institutions are not required to attend Board committee and quarterly meetings if their projects meet certain conditions, and made changes to its rules to expedite the project approval process by eliminating Board approval as long as certain certifications are met (in response to Senate Bill 5, 82nd Texas Legislature, Regular Session).
- ✓ The agency has consolidated a number of positions, mostly in response to budget reductions, reductions in force, and to increase efficiencies.

Message:

Refine structure and more effectively use available resources to strengthen key areas of expertise in order to successfully pursue the strategies in the Accelerated Plan.

| Recommendations | Specific Activities |
|--|---|
| Deploy resources to bring greater strategic focus to partnering with the workforce. | Appoint an Asst. Commissioner for strategic oversight with entire workforce. Use External Relations to manage senior-level relationships and messaging with workforce and business community |
| Strengthen alignment of work for teacher effectiveness. | Move Educator Quality staff to Academic Affairs and Research Department. |
| Combine student outreach efforts. | Move select staff from student services (financial aid) to P-16 Initiatives Department to facilitate integration of financial aid into outreach efforts. |
| Increase intra-agency communication | Establish a “war room” for Commissioner and senior staff to ensure cross-department initiatives have cross- |

| | | |
|--|---|---|
| | receive real-time updates on <i>Closing the Gaps and Accelerated Plan.</i> | department teams focused on planning and communication. |
| Improve ability of HEPI and division leads to develop policy recommendations | Enable HEPI to execute role as “thought provoker” providing cutting-edge policy recommendations. | Emphasize responsibility of division leads to be thought leaders on policy issues and push development of policy recommendations. |
| Strengthen skill set of staff into actionable information | Promote strategic use and communication via professional development. Fill positions in Planning & Accountability with staff skilled in translating data into information. | Focus on proactive and impactful data analysis and communication. |
| Create a community college inter-agency team | Communicate more effectively with community college stakeholders. | Improve outreach to community colleges. |
| Ensure staff with relevant community college experience work with that sector | Staff some agency positions with staff with field experience in community colleges. | Advocate for board members with community college experience. |
| Strengthen the developmental education team | Pursue philanthropic support for 1-2 positions dedicated to developmental education. | |

Agency Actions:

- ✓ External Relations has been tasked with coordinating outreach with the business community to include the Texas Association of Business, the Texas Business Leadership Council, and various Chambers of Commerce throughout Texas.
- ✓ Commissioner designated an intra-agency team focused on community college issues.
- ✓ Planning & Accountability works closely with External Relations to identify more impactful ways to communicate data and information, such as use of the “Leaky Higher Education Pipeline” diagram to convey key data points via a compelling narrative.
- ✓ Commissioner has established a standing agenda item at the bi-weekly Executive Officers meeting to receive direct reports from each Assistant Commissioner on activities they are engaged in related to the Accelerated Action Plan, including a report from the agency’s Director of Diversity.

Message:

The THECB will heighten its leadership role, working in close collaboration with partners, pushing innovative reform, and using data to champion change.

| Recommendations | Specific Activities | |
|--|---|---|
| Promote a culture of bold, fresh ideas and being proactive | Promote action-oriented behavior through professional development process. | Include action-oriented leadership in performance reviews. |
| | Empower staff to be proactive in developing innovative ideas. | |
| Use data more aggressively to motivate greater change | Emphasize more accessible and transparent communication of data. | Use data to incentivize greater behavior change. |
| Foster greater collaboration with external partners | Create a stakeholder engagement plan. | Include key stakeholders in development of policy recommendations. |
| | Align incentives and awards to promote greater external collaboration | When developing grant proposals, set aside budget for building relationships. |
| Ensure Board and staff support each other to carry out priorities | Ensure Board is focused on guiding development of statewide strategic plan and building support for it. | Ensure staff is focused on surfacing and implementing strategies related to statewide strategic plan and providing updates/information to the Board regarding the strategies. |

Agency Actions:

- ✓ External Relations has created and executed an aggressive stakeholder engagement plan that included organizing regional meetings throughout state, small group discussions with legislative staff, and meetings with groups such as the Mexican American Legal Defense Fund, the NAACP, and other interested parties. This outreach is now a fundamental part of External Relations' activity.
- ✓ The agency released its first annual Texas Public Higher Education Almanac designed to extend reach of key data related to higher education in Texas and create awareness of strengths and weaknesses of state and institutions.
- ✓ The THECB works closely with legislative and executive offices in shaping higher education policy.

American Recovery and Reinvestment Act (ARRA)

The THECB has been designated with the administrative responsibility to manage the American Recovery and Reinvestment Act (ARRA) Government Services Fund (GSF). The GSF award to the State of Texas by the Department of Education totals \$723,165,683. These federal funds were appropriated by the Texas Legislature in Art. XII of SB1, the GAA for the 2010-2011 biennium.

The THECB is designated the prime recipient for the ARRA GSF, and as such is the sole reporting entity to register with FederalReporting.gov in compliance with Section 1512 quarterly reporting requirements. All sub-recipients of ARRA GSFs must report required information directly to the THECB, which combines all 1512 data and reports cumulative statewide results for these funds.

In order to comply with all state and federal guidelines and to collect required extensive 1512 reporting data from all GSF sub-recipients in a timely and accurate manner, the THECB developed application documents, procedures, instructions, and guidelines.

The THECB performed desk reviews and fiscal on-site monitoring of sub recipients as part of a comprehensive risk management plan. The on-site monitoring plan was subcontracted to the firm of Clifton Gunderson, a firm with audit experience. Additionally, the ARRA funds are subject to audit under the Single Audit Act (A-133 audit). The A-133 audit for FY 10 was conducted by the firm of KPMG, LLC, under contract to the State Auditor's Office. The audit for FY 10 contained no major findings, with only two minor observations at two of the institutions. Both findings have been resolved satisfactorily. The FY 11 A-133 audit is currently being conducted by KPMG. In July 2011, the U.S. Department of Education conducted a comprehensive review of the ARRA funds awarded to Texas. While the report has not been issued, information provided at the exit conference indicated that the THECB will have no findings and that the review will be a clean report.

ARRA funds appropriated under Article XII of the General Appropriation Act (Senate Bill 1, 80th Texas Legislature) is as follows:

| Purpose | Amount |
|--|----------------------|
| Community colleges (formula funding): | \$15,000,000 |
| TEA Textbooks: | \$361,592,500 |
| Gen. Academics (formula): | \$81,000,000 |
| Health Related (formula): | \$51,000,000 |
| Texas Emission Reduction Program (TCEQ): | \$13,165,683 |
| Admin. cost (Gov. Office, TEA, CPA & CB): | \$10,000,000 |
| Special Projects (Section 25) | \$111,407,500 |
| General Academics (incentive funds): | \$80,000,000 |
| Total: | \$723,165,683 |

This funding supported 115 sub-recipients with 221 separate program awards. The ARRA program concludes on Sept. 30, 2011. A final report to the U.S. Department of Education is due Oct. 10, 2011.

Reinventing Higher Education

As the state approaches the end of *Closing the Gaps by 2015*, the agency is focused intently on those areas of the plan for which we must accelerate progress. In addition, the THECB is beginning to identify the strategic framework needed to position Texas as a national leader and global competitor beyond 2015. Unfortunately, both of these tasks come at a time of significant economic and fiscal challenges. Within this environment and facing these challenges, the THECB has embraced a guiding principle as it fulfills its role and mission for Texas:

In order for universities and colleges to adapt to a rapidly evolving world and a changing student population, we must embrace a vision of making Texas a national leader and global competitor by renewing a systemic commitment to a culture of innovation and accountability.

The world is rapidly changing and Texas must adapt. Since 2007, Texas has increased enrollments by 250,000 students. These students are increasingly first-generation college students of color, and many face financial barriers. Recent THECB data show that 61 percent of the students enrolling in higher education required some form of need-based financial assistance. The cost for attending a Texas university has increased by more than 80 percent since 2003. And because of ongoing, national economic turmoil, state funding for higher education was reduced by \$1.2B for the 2012-2013 biennium. In short, Texas is living up to its promise to help more students attend college, but resources are now limited significantly with little relief in sight.

While the scenario above would provide every reason to retreat from our state goals, the facts are Texas must redouble its efforts to produce more postsecondary graduates, more quickly. The *Center on Education and the Workforce* reports that the U.S. must add 20 million postsecondary educated workers by 2025 to be economically competitive in the global economy. A 2010 study by the National Center for Higher Education Management Systems (NCHEMS) suggests that Texas must produce 640,000 more degrees in this same timeframe to assure the nation achieves educational parity with other industrialized nations. Today, Texas ranks only 26th nationally for percentage of population with a Bachelor's degree. And 17 of the state's 38 public universities have a six-year graduation rate below 50 percent. If Texas seeks to be a national leader, and compete head-to-head with other nations in the global marketplace, we must produce better outcomes

in postsecondary education.

New ideas and new strategies to meet these challenges are not the domain of the THECB, institutions, or the Legislature alone. Continuous improvement and innovation must permeate higher education at all levels—from Boards of Regents to faculty. While the agency's role is to establish the strategic framework for higher education, the agency recognizes a need to resist “one-size fits-all” solutions and instead embrace “locally tailored” strategies that produce better, more cost effective outcomes for students. To accomplish this, business, public education and higher education must collaborate to strengthen the P-16 to workforce pipeline and assure a close alignment between education and the workforce.

The THECB is focused on a number of policy initiatives over the interim and is working closely with stakeholders to identify best practices and achieve consensus. Initiatives include:

- Adopt outcomes-based funding to encourage local innovation designed to accelerate progress on key outcomes and align higher education with future workforce demands;
- Develop a comprehensive 2+2 system to facilitate transfer between community colleges and universities;
- Establish low-cost, accelerated pathways to postsecondary degrees; and
- Create a statewide council of business leaders and higher education officials to identify and scale best innovative practices for improving productivity, quality, and cost-efficiency.

National leadership and global competitiveness for Texas requires quality research, exceptional academic programs, great teaching, and high levels of student achievement. Over the next few years, Texas will join the national conversation under way about how to make higher education more cost-effective, how to align it strategically with economic development needs, and how to produce better outcomes for students. Even in a short time period, the conversation in Texas has changed dramatically and for the better.