



Consolidated Annual Program Evaluation Report

THECB Funded Programs
Fiscal Year 2011

April 2012

Planning and Accountability



Texas Higher Education Coordinating Board

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Mission of the Coordinating Board

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

Philosophy of the Coordinating Board

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

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age, or disability in employment or the provision of services.

Foreword

This is the fourth edition of the Texas Higher Education Coordinating Board's (THECB) *Consolidated Annual Program Evaluation Report*. This report presents information on the THECB funded programs. It is produced on an annual basis, enabling policy makers and higher education leaders to make more informed judgments about the relative costs and benefits of specially funded higher education programs.

The printed version of the report provides an overview and summary of lessons learned in four areas: student participation and persistence, improving professional development, using data strategically to instigate change, and promoting a college-going culture. Its online companion enables anyone who is interested in knowing more about a particular program or specific projects to obtain the full evaluation report at the click of a button. The online report is now available on the THECB's website (www.thecb.state.tx.us) or by going directly to www.thecb.state.tx.us/apps/ape

It is our goal to provide you with the best information possible. To that end, we invite your comments. You can send us your comments via the online site or by e-mailing Robin.Zuniga@thecb.state.tx.us.

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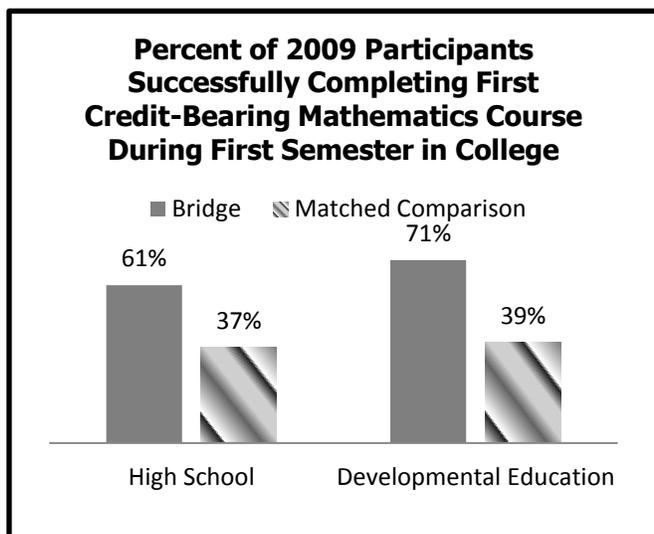
Executive Summary

This report summarizes lessons learned for Texas Higher Education Coordinating Board (THECB) programs for Fiscal Year 2011. Included are programs which provide funds to postsecondary institutions and other organizations in four areas that support the THECB's *Accelerated Plan for Closing the Gaps by 2015*: increasing student participation and success; improving professional development; using data strategically to instigate change; and promoting a college-going culture. For the 2010-2011 biennium, \$46,353,942 from state appropriations was allocated to all THECB programs. An additional \$33,282,707 from the federal government and private foundations was allocated to these efforts for a total of \$79,636,649.

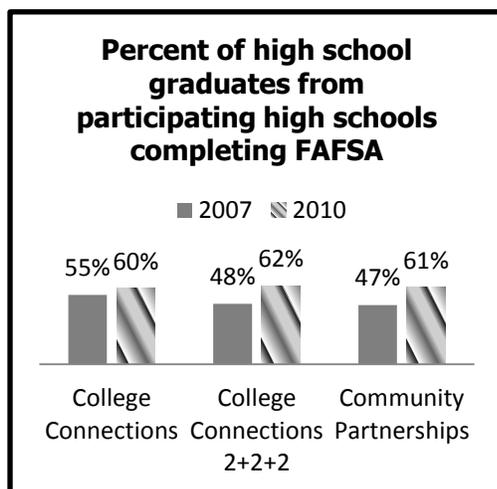
Research into the effectiveness of THECB programs is beginning to yield lessons for future work. This information can help institutions improve their interventions and help the THECB staff design and provide better support for the projects that the THECB funds. Among the lessons learned are:

Bridge programs can increase the college enrollment rate and improve the academic performance of underprepared students. Students who participate in these programs enroll in college and are successful in their first college-level courses faster than a matched comparison group, who did not attend a bridge program.

The internet can be a useful and accessible means of delivering **faculty professional development**. In 2011, four faculty professional development modules were launched on www.txprofdev.org: teaching of critical thinking skills, teaching methods for foreign language, teaching reading comprehension, and teaching online. In the first eight



months after the site launched, 2,039 unique visitors accessed the site.



Outreach and marketing activities can have an impact on the college planning of high school students. Between August 2009 and August 2011, The College Access Challenge Grant (CACG) programs administered by the THECB provided help applying for financial aid to more than 400,000 students and their parents. The Free Application for Federal Student Aid (FAFSA) submission rates for students in high schools served by these CACG programs increased.

Recommendations

Encouraging Student Participation and Persistence in Higher Education

Disseminate Best Practices: Best practices for bridge programs, such as integrating learning strategies with content and designing an innovative curriculum for the target population, should be more widely disseminated through appropriate venues, including statewide meetings, publications, and presentations at professional meetings.

Focus Summer Bridge Programs on Underprepared Students: Underprepared students who participated in summer bridge programs moved into credit-bearing courses, and were successful in their first college-level course, at a higher rate than similarly underprepared students who did not participate in a summer bridge program. Available resources should be used to develop new summer bridge programs in areas of the state where they do not currently exist and increase the capacity of existing programs.

Improving Professional Development

Continue to Support Professional Development: The THECB has an important role in providing professional development for college faculty and teacher educators. Evaluation results indicate instructors are responding favorably to and using the professional development provided.

Using Data Strategically to Instigate Change

Communication and Dissemination: Secondary and postsecondary administrators, who participated in the THECB Data Fellows training and surveyed, suggested that the agency improve the design of its website to make it easier for educators to identify and locate data (e.g., high school to college transitions) that inform the types of decisions they make. Moreover, they agreed that the THECB should communicate regularly with school districts, higher education administrators, and professional associations about the availability of, and updates to, online data and reports.

Data Training: The THECB should leverage existing data training resources and make better use of the data and research expertise within the community of K-12 and higher education instructors involved in vertical alignment discussions and planning.

College and Career Readiness Standards: K-12 and higher education instructors involved in vertical alignment discussions and planning should directly incorporate the Texas College and Career Readiness Standards into efforts that address curricular misalignments between secondary and postsecondary core subject areas.

Promoting a College-Going Culture

Continue Outreach Activities: With federal funding available, the statewide marketing campaign to promote a college-going culture is continuing and engaging the resources of the regional P-16 councils. Efforts to reach adults who have completed a large number of college credits without completing a degree should continue. Such efforts should evolve in light of findings

from on-going evaluation activities, such as the stronger than expected interest in returning to college indicated by adults in their 40s and 50s.

Introduction

This report summarizes findings from evaluations in four areas that support the THECB's *Accelerated Plan for Closing the Gaps by 2015*: encouraging student participation and success in higher education, improving professional development, using data strategically to instigate change, and promoting a college-going culture.

Since 2007, the THECB has operated a number of pilot programs intended to encourage student participation and success in higher education. Results of these pilots at select institutions have provided information that will be helpful to other institutions seeking to design similar programs. This report reviews findings from six bridge programs (five Bridge Programs for at-risk students and the Engineering Summer Programs) and the Texas Governor's Schools.

Second, improving the quality of education through faculty professional development is an important component of the THECB's activities. Many of these programs are still in progress and are making improvements in light of information received from evaluations that are underway.

The THECB supports education policy makers within school districts and institutions of higher education through its reporting of statewide data and the Texas Pathways project. In 2009 and 2010, the THECB also reached out to school district administrators and institutional researchers through the Data Fellows program. Newly released follow-up data from the Pathways and Data Fellows programs are discussed in light of what they can tell us about how the THECB can encourage the use of state data to instigate change in P-12 and higher education policy.

Finally, the THECB has been engaged in outreach to communities and P-12 students for more than a decade. The THECB's *Accelerated Plan for Closing the Gaps by 2015* requires preparing students from the beginning of their educational career to be college-bound. This report reviews the federally funded College Access Challenge Grant programs and two marketing campaigns associated with it. While these efforts are still in progress, there is some evidence that they can make a difference in promoting a college-going culture.

At best, program evaluation not only provides information about the outcomes of programs, but also provides ongoing support and information for program improvement. During fiscal year 2011, the THECB used evaluation data to identify effective practices and inform the higher education community about these practices. For example, a developmental mathematics curriculum found to be very effective when it was piloted as a Developmental Education Summer Bridge program in 2008, is now being replicated with the support of Complete College America at Community Colleges across the state. Moreover, the THECB has been able to foster collaboration among those in higher education who develop and engage in these pilot programs. The summaries that follow provide a synopsis of those efforts.

The programs discussed in this report represent only a sample of programs implemented by the agency to reach its goals. The programs selected for summary were chosen because they provide important information about the effectiveness of strategies employed by the THECB over the past five years. A full list of active programs for fiscal year 2011 is included in Appendix A and detailed reports for these programs are available on the THECB website at www.thecb.state.tx.us/apps/ape.

Encouraging Student Participation and Success in Higher Education

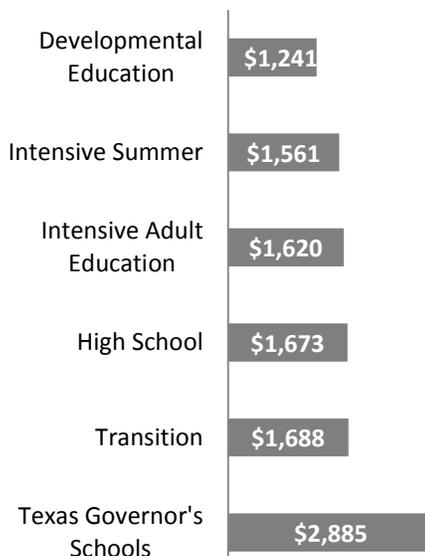
Using *Closing the Gaps by 2015* as a guide, the THECB has developed programs to encourage the participation of Texas' students in higher education and improve their persistence and graduation rates. Results are summarized for seven programs focused on improving student participation, persistence, and success, for which data on program efficacy are available. Of these, six programs concluded in 2011 and one, the Intensive Program for Adult Education Students, is continuing through 2012. Several other programs are just beginning, such as the Comprehensive Student Success Program and the Advancement Via Individual Determination (AVID) Postsecondary Pilot. Results for these programs will be available over the next two years.

Six programs (the five Bridge Programs for at-risk students and the Engineering Summer Programs) are designed to increase the participation and success of Texas students in higher education and/or improve their readiness for college. In addition, the THECB has supported the Texas Governor's Schools, which are part of a national network of programs designed to help gifted students from underrepresented groups become familiar with college life and expectations and the benefits and advantages of in-state institutions.

Bridge Programs. Bridge programs are designed to introduce potential students to higher education by providing short-term programs on college campuses, generally over the summer months. The majority of bridge programs across the country focus on students interested in specific careers or specific colleges. In contrast, the majority of the programs operated by the THECB have taken this established model and applied it to populations at risk of not attending or dropping out of college.

Each of the THECB bridge programs targeted a different population. Only one of the THECB programs was directed at recruiting students into a specific career: the **Engineering Summer Programs**. The **High School Bridge Programs** recruited rising 11th and 12th grade students who were not college-ready. The **Transition Programs** also recruited rising 11th and 12th grade students and experimented with transferring the bridge model to weekends during the school year. The **Developmental Education Bridge Programs** recruited recent high school graduates. The **Intensive Summer Programs** focused on first-time in college students who were identified by the institution as not making satisfactory academic progress. Finally, the

The overall cost per student completing varies by program type*:



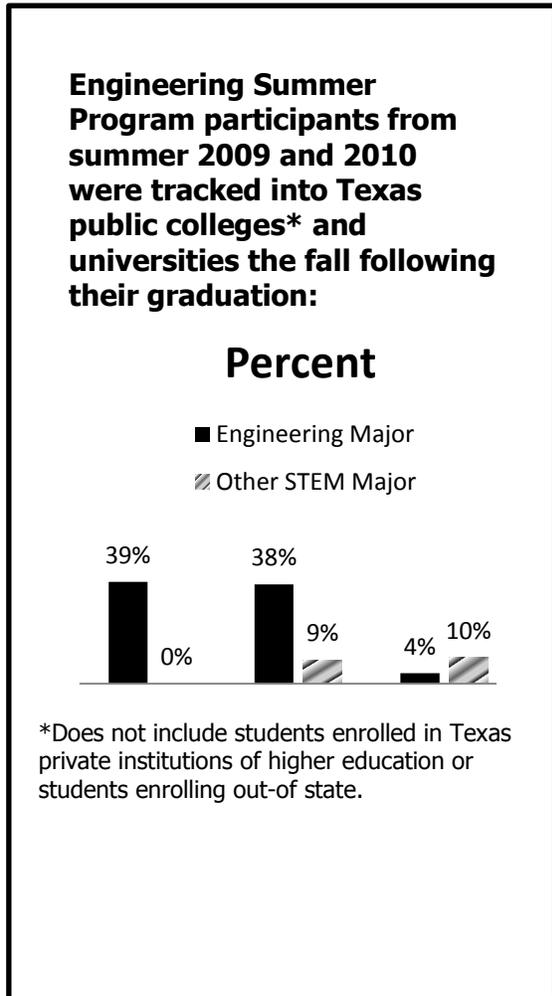
*Texas Governor's Schools were residential programs. No cost data are available for the Engineering Summer Programs.

Intensive Program for Adult Education Students recruited students who received their General Education Diploma (GED) during the past 24 months. At least 50 percent of the students recruited must be over 20 years of age.

Engineering Summer Programs (ESP). The purpose of the Engineering Summer Program is to encourage women and ethnic minorities who are underrepresented in STEM fields to pursue

careers in engineering. The first set of ESPs started in summer 2008, but data collection for evaluation did not begin until 2009. Over the past three years, more than 2,000 students have been served by 65 ESPs, at 26 different institutions of higher education across Texas. The final 25 ESPs were held during summer 2011.

Results: The ESPs have not operated long enough for the first cohort to be in a career; however, based on data collected from participants we learned that:



- ∞ In 2011, 36 percent of participants were female, 38 percent were Hispanic and 12 percent were African-American.

- ∞ In 2011, consistent with earlier years, 97 percent of the students who began the summer program completed it.

- ∞ The vast majority of students who attended the Engineering Summer Program said they were thinking about pursuing an engineering career prior to entering the program: 74 percent in 2011, and 72 percent in 2010. There was no substantial difference between those saying they “plan a career in engineering” before and after participating in the program.

- ∞ Two cohorts of ESP students were eligible to enter college in fall 2010, recent high school

graduates from the summer 2010 program, and rising 12th graders from the summer 2009 program. Of the summer 2010 participants, who were recent high school graduates and enrolled in college in fall 2010, 39 percent had declared a major in engineering and none were majoring in another STEM field. Of the rising 12th graders from the summer 2009 program, who entered college in fall 2010, 38 percent had declared a major in engineering and 9 percent were majoring in another STEM field. In comparison, 4 percent of all first-time-in-college students enrolled in fall 2010 had declared a major in engineering, and 10 percent declared a major in another STEM field.

- ∞ Overall, students participating in the ESPs were satisfied with the experience. Seventy-five percent of the participants in 2011 and 71 percent in 2010 said the program had

“encouraged them to pursue an engineering career”; and 91 percent in 2011 and 83 percent in 2010 said they would “recommend the program to other students.”

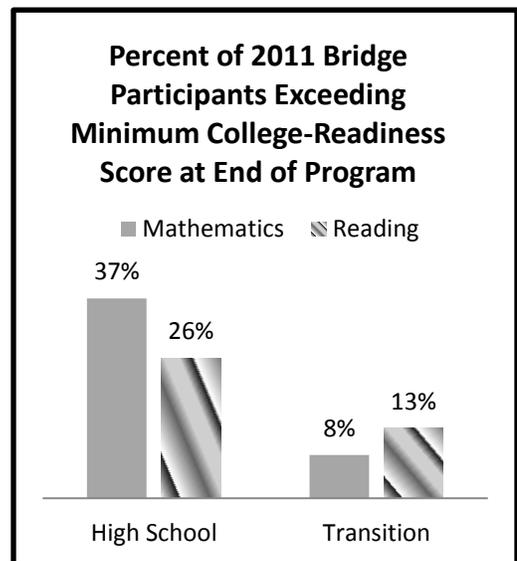
High School Bridge Programs and Transition Programs. The first High School Summer Bridge Programs started in summer 2007. Over the past five years, 2,160 rising 11th and 12th grade students have been served by 39 programs. In 2009, THECB formed the Transition Program to experiment with scheduling bridge programs on successive weekends during the school year. Two hundred fifty-seven (257) students were served by this program at three sites between 2009 and 2011. The pilot phase for both of these programs concluded on August 31, 2011.

High School Summer Bridge Program

Results: The High School Summer Bridge pilot has shown that bridge programs can make a difference in participation and college readiness for underprepared high school students.

- ∞ Eighty-two percent of students who started the High School Summer Bridge Program in 2011 completed the program, compared with 69 percent of the Transition students attending between September 1, 2010 and August 31, 2011.

- ∞ The **average overall cost** of operating a High School Summer Bridge Program in FY 2011 was \$65,262 per program or a total of \$260,988 from all sources (including, institutional, private, and THECB funds). One hundred fifty-six students at five institutions completed the program, with an overall cost per student completing of \$1,673. The cost per student completing ranged from a low of \$1,279 to a high of \$2,564.



- ∞ Scores on the **mathematics** portion of the Texas Higher Education Assessment (THEA) improved. Overall, 37 percent of the 156 students completing the 2011 High School Summer Bridge Program improved enough to surpass the minimum passing score of 230.
- ∞ Scores on the **reading** portion of the THEA for participants in the 2011 High School Summer Bridge Program also improved. Twenty-six percent of the 156 High School Summer Bridge Program participants completing the program improved enough to surpass the state minimum readiness score for reading.
- ∞ High School Summer Bridge Program participants are more likely than a similar group of high school students, who did not attend a bridge program, to **enroll in higher education** the fall after graduation. Sixty-six percent of the 2009 rising 12th grade High School Summer Bridge cohort enrolled in college in fall 2010, compared to 40 percent of a matched comparison group. By fall 2011, one year after their high school graduation, 74 percent of the 2009 rising 12th grade summer bridge participants were enrolled in college compared to only 43 percent of the same matched control group.

- ∞ Of the 62 2009 High School Summer Bridge rising 12th grade cohort, 61 percent **successfully completed their first college-level mathematics** course in fall 2012, compared to 37 percent of a matched comparison group. Of this same cohort, 55 percent **successfully completed their first college-level reading** course in fall 2010, compared to 32 percent of a matched comparison group; and 52 percent **successfully completed their first college-level writing course**, compared to 34 percent of a matched comparison group.
- ∞ Sixty-seven percent of **Hispanic** rising seniors who completed the High School Summer Bridge program in 2009 were enrolled in a Texas higher education institution in fall 2010, compared to 37 percent of a similar group of Hispanic students who did not participate. The size of the African American cohort was too small for comparisons.

Transition Program

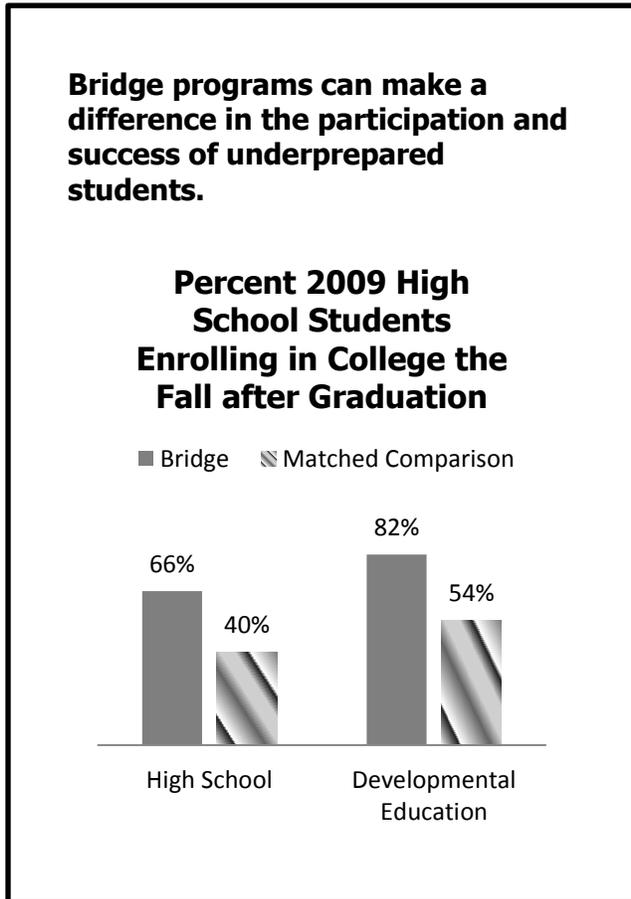
Results: Overall, the Transition model was not as successful as the High School Summer Bridge model. This model was originally proposed as a way to meet the needs of students who could not attend intensive summer programs due to work and personal conflicts. However, the evaluation found that it was actually more difficult to sustain the interest and motivation of high school students in a weekend program during the school year, than in an intensive summer program.

- ∞ The average overall cost of the FY 2011 Transition program was \$43,350 per program or a total of \$129,976 from all sources (including institutional, private, and THECB funds). Seventy-seven students at three sites completed the program, with an overall cost of \$1,688 per student completing. The cost per student completing ranged from \$932 to \$1,693.
- ∞ Only 8 percent of the 77 Transition participants during the 2010-2011 school year, who completed the program, improved their scores on the **mathematics** THEA enough to surpass the state minimum readiness score of 230.
- ∞ Thirteen percent of the 77 participants completing the Transition program in the 2010-2011 academic year improved their **reading** THEA score enough to surpass the state minimum passing score of 230.

Developmental Education Summer Bridge Programs. The first Developmental Education Summer Bridge Programs started in 2007, were suspended in 2008, and began again in 2009. Developmental Summer Bridge programs serve students who have recently graduated from high school and are not college-ready. Over the past five years more than 1,800 recent high school graduates have been served by 25 programs. The pilot phase for this program concluded on August 31, 2011.

Results: The Developmental Education Summer Bridge Programs have made a difference in preparing recent high school graduates who were not college ready. College enrollment and success rates are higher for developmental education bridge program participants than for students who did not participate in a bridge program.

- ∞ Eighty-six percent of students who started the Developmental Education Summer Bridge Program in 2011 completed the program.



- ∞ The average cost of operating a Developmental Education Summer Bridge Program in FY 2011 was \$90,628 per program for a total cost of \$362,512 from all sources (including institutional, private and THECB funds). Overall, 292 students completed the program in 2011 at five institutions, with a cost per student completing for the overall program of \$1,241. The cost per student completing ranged from \$1,051 to \$1,507.

- ∞ Thirty-five percent of the 292 students completing the program in 2011 improved enough on the **mathematics** portion of the THEA to surpass the state minimum college-readiness score of 230.

- ∞ Twenty-seven percent of the 292 students completing the program in 2011 improved enough on the **reading** portion of the THEA to exceed the state minimum college-readiness score of 230 at the end of the program.

- ∞ Developmental Education Summer Bridge students were more likely than a similar group of recent high school

graduates, who did not attend a bridge program, **to enroll in higher education** the fall after graduation. Of the 2009 Developmental Education Summer Bridge cohort, 82 percent were enrolled in college in fall 2009 compared to 54 percent of students in the matched comparison group.

- ∞ Seventy-one percent of the 110 students in the 2009 Developmental Education Summer Bridge program, **successfully completed their first college-level mathematics course**, compared to 39 percent of the matched comparison group, who were not in the bridge program. Moreover, 68 percent of these 110 Developmental Education Summer Bridge students **successfully completed their first college-level reading course** in fall 2009, compared to 36 percent of the matched comparison group; and nearly 70 percent **successfully completed their first college-level writing course** in fall 2009, compared to 40 percent of the matched comparison group.

- ∞ Nearly 82 percent of the 82 **Hispanic** students who completed the Developmental Education Summer Bridge program in 2009 were enrolled in a Texas higher education institution in fall 2009, compared to 50 percent of a matched comparison group of Hispanic students, who did not participate.
- ∞ Eighty percent of the 20 **African American** students who completed the Developmental Education Summer Bridge program in 2009 were enrolled in a Texas higher education institution in fall 2009, compared to 50 percent of a matched comparison group of African American students, who did not participate.
- ∞ These findings are consistent with an independent study conducted by researchers from The National Center for Postsecondary Research (NCPR). In summer 2009, NCPR's researchers studied eight Developmental Education Summer Bridge programs in Texas. Only two of the programs included in the NCPR study (at El Paso Community College and Texas A&M University International) were part of the THECB funded programs from 2009-2011. The NCPR researchers found that approximately 77 percent of students participating in Developmental Education Summer Bridge programs enrolled in college the fall immediately following program completion. This did not vary significantly from an experimental control group. However, similar to our results, students in Developmental Education Summer Bridge programs matriculated into their first college level mathematics course at a significantly higher rate than the control, 15 percent versus 7 percent. Program students also progressed faster in writing than the control group (56 percent versus 48 percent), but not in reading where the difference between the progress of program and control students was not significant.¹

Intensive Summer Program. The first set of Intensive Summer Programs started in summer 2008. Over the past four years, more than 1,380 students, who were at risk of dropping out of college, were served by 30 programs on six college campuses. The final pilot programs were held during summer 2011.

Results: Scores on the mathematics and reading THEA improved substantially for nearly one-third of the students completing the Intensive Summer Programs. The number of Intensive Summer Program students providing THECB with consent to track their educational progress was too small to make comparisons between their college persistence rates and those of a matched comparison group.

- ∞ In 2011, nearly 94 percent of the 220 students enrolling in the Intensive Summer Program completed the program.
- ∞ The overall average cost of operating an Intensive Summer Program in FY2011 was \$53,580, for a total cost of \$321,479 from all sources (including institutional, private, and THECB funds). The cost per student completing the program ranged from a low of \$709 to a high of \$3,847 across the six sites, with an overall program cost per student completing of \$1,561. Due to difficulties recruiting a greater number of students, the

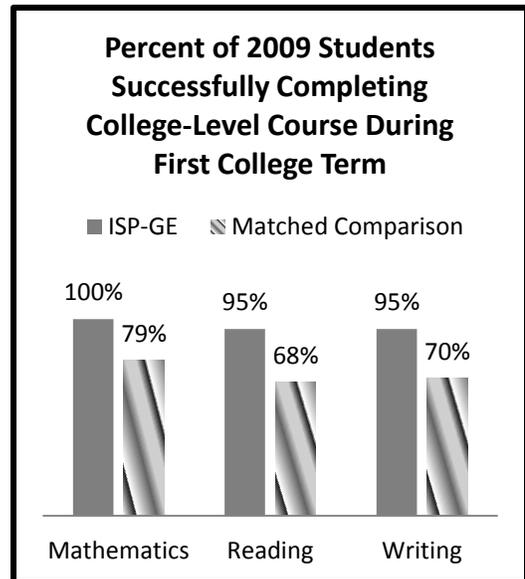
¹ National Center for Postsecondary Research, October 2011, *Getting Ready for College: An Implementation and Early Impacts Study of Eight Texas Developmental Summer Bridge Programs.*

program with the highest per student completing cost actually served the smallest number of students.

- ∞ In 2011, nearly 31 percent of the 206 students completing the program improved enough **mathematics** portion of the THEA to surpass the 230 state minimum college-readiness threshold.
- ∞ Twenty-seven percent of the 206 students completing the program improved their THEA **reading** score enough on the post-test to surpass the state minimum college-readiness threshold.

Intensive Program for Adult Education Students. The first set of Intensive Programs for Adult Education Students was started in summer 2008, under the name of the Intensive Summer Program for General Education (ISP-GE) Students. In 2009, the name was changed to the Intensive Program for Adult Education Students. These programs serve adult students who have earned a GED within 24 months of the start of the program. Over the past three years, more than 1,260 adult students have been served by 35 programs on 16 different college campuses. These programs serve several cohorts of students each year with programs operating both in the summer and during successive weekends during the school year. These programs are continuing through August 31, 2012.

Results: The Intensive Program for Adult Education Students program is still in progress. Preliminary results indicate this program is helping adults, who have earned GEDs, prepare for, enroll in, and succeed in college.



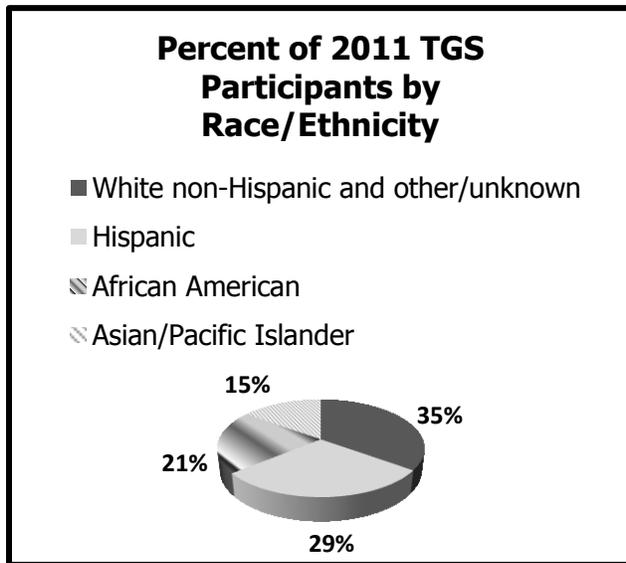
- ∞ In the 2010-2011 school year, 87 percent of the IP-AES participants who enrolled completed the program.
- ∞ Nine of the 12 programs have supplied complete cost information. Based on these data, the average cost of operating an Intensive Summer Program for Adult Education Students in FY 2011 was \$69,316, for a total cost of \$623,846 from all sources (including institutional, private, and THECB funds). The overall cost per student completing the program was \$1,620.
- ∞ Thirty-four percent of the 479 students completing the program improved enough on the **mathematics** portion of the THEA to pass the state minimum college-readiness score of 230.
- ∞ Thirty-seven percent of the 479 students completing the IP-AES improved enough on the **reading** portion of the THEA to pass the state minimum college-readiness score of 230.
- ∞ Students who completed the 2009 Intensive Summer Program for General Education (ISP-GE) Students enrolled in and successfully completed college-level courses faster than a matched comparison group. Of the 81 2009 ISP-GE participants, whom we could

track 53 percent entered college in fall 2009. Of these 43 students, 100 percent **successfully completed their first college-level mathematics course** in fall 2009, compared to 79 percent of a matched comparison group. Moreover, 95 percent of these ISP-GE students **successfully completed their first college-level reading course** in fall 2009, compared to 68 percent of a matched comparison group; and 95 percent **successfully completed their first college-level writing course**, compared to 70 percent of a matched comparison group.

Texas Governor’s Schools. Texas established its first Governor’s School in 1986. As of summer 2011, there were four such programs in the state. In August 2011, these programs completed the third year of a three-year award from the THECB. No further state funding is available for these programs. The programs are located at: Lamar University, Texas A&M University at College Station, Texas A&M University at Corpus Christi, and the University of North Texas.

The Governor’s Schools are summer residential programs designed to provide academically high-achieving students opportunities to develop and enhance their intellectual and creative pursuits at a level not typically available in the high school classroom. The Texas Governor’s

Schools offer students a summer residential experience in which intellectual explorations are blended with practical applications of theory in one or more of the following areas: mathematics and science, humanities, fine arts, or leadership and public policy. The goal of the Governor’s Schools is to provide enrichment to gifted students in school districts with limited resources and encourage gifted students to remain in Texas for college by exposing them to the resources available at Texas public colleges and universities.



Results: In summer 2011, enrollment at the four TGS programs totaled 362 students. After review, the evaluator concluded that all four programs accomplished their goals and

objectives, and met the needs of their students.

- ∞ The Texas Governor’s Schools are residential programs, and are, therefore, more expensive to operate. The average cost of operating a Texas Governor’s School in FY 2011 was \$264,688, for a total cost of over one million dollars from all sources (including institutional, private, and THECB funds). The overall cost per student completing the program was \$2,885.
- ∞ Nearly one-half of the participants were Hispanic or African American (29 percent and 21 percent, respectively); 15 percent were Asian/Pacific Islander and the remaining 36 percent were white or other/unknown. The participants were disproportionately female (61 percent) and over one-half (52 percent) were rising juniors.

- ∞ More than a third (35 percent) of the students were on free/reduced lunch during the regular school year, and 14 percent of the respondents indicated that Spanish was the primary language spoken in their homes.
- ∞ Only 8 percent of the respondents indicated they would be first generation college students. However, nearly a third of the participants did not respond to this item, indicating perhaps they were unsure of, or did not wish to reveal their parents' college experience.
- ∞ Close to all (96 percent) of the participants specified they plan on attending college after high school, and 94 percent of the students indicated that their parents were encouraging them to attend college.
- ∞ A follow-up analysis of the 2009 Texas Governor's School participants found that 57 percent of the 44 rising seniors participating in the Texas Governor's Schools, who could be traced, were enrolled in a Texas public institution of higher education in fall 2010, compared to 50 percent of a matched comparison group of students, who did not participate. Once the participants from the 2010 and 2011 programs are added to the analysis, a better measure of the impact of the TGS on the retention of gifted students in Texas public institutions will be possible.

Encouraging Student Participation and Success in Higher Education

Bridge programs can improve the college-enrollment rate and improve academic performance of underprepared students. Bridge participants move into credit-bearing courses at a higher rate, than their peers who did not attend a bridge program, and were more likely to be successful in their first college-level courses.

Over the past five years we have learned that successful bridge programs for underprepared students share similar features. Successful programs start planning early and include instructors, academic support staff, student services staff, and administrators in the planning process. They focus the program on a discrete population (such as adult students or rising 11th and 12th grade students) and create a curriculum that is designed to meet their needs, rather than relying on existing developmental education curriculum. They integrate the learning and study strategies curriculum with the content curriculum.

STEM-focused bridge programs, such as the Engineering Summer Program, encourage students already interested in STEM careers to pursue them.

Texas Governor's Schools provide enrichment to gifted students in schools with limited resources, and there is some evidence that participants in these three-week, residential programs are more likely than a matched comparison group of students, who didn't participate, to enroll in Texas public institutions.

Recommendations

Disseminate Best Practices: Best practices for bridge programs should be more widely disseminated through appropriate venues including statewide meetings, publications, and presentations at professional meetings. To enable further study and identification of the features that make up a successful program, two bridge model programs are currently being funded (FY 2012 and 2013), one (at The University of Texas at El Paso) serving high school students and one (at Texas A&M International University) serving recent high school graduates, who have been placed in developmental education.

Focus Resources on Underprepared Students: In response to the THECB accelerated action plan for *Closing the Gaps by 2015*, among programs that targeted students who were not college-ready, limited resources should be focused on the most effective programs, especially summer programs for current high school students and recent high school graduates. Weekend programs during the school year do not work as well as other alternatives for students who are still in high school. However, weekend and evening programs, during the school year, do seem to be effective for adult students who have recently earned their General Education Diploma (GED).

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Improving Professional Development

Teacher quality is one of the most important factors in life-long student success. For the past four years the Texas Higher Education Coordinating Board has supported a variety of programs focused on improving instruction in higher education and in the higher education programs that prepare P-12 teachers. These programs include the:

- ***Mathematics, Science, Technology Teacher Preparation Academies***, which promote effective public and higher education teaching 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.
- ***College and Career Readiness Initiatives (CCRI) Faculty Collaboratives***, which provide professional development to faculty who prepare educator candidates through symposia, seminars, task-specific group meetings, and research and development activities focused on implementation of College and Career Readiness Standards (CCRS).
- ***Faculty Professional Development Modules***, which provide faculty with professional development opportunities that are accessible at any time through online delivery.

Other programs directed at improving teaching effectiveness are still in progress, including: the College Readiness Assignment Field Tests (CRAFT), the federally funded Teacher Quality Grants, the Educator Preparation Demonstration Sites, and the Learning Objects Repository program.

Mathematics, Science, and Technology Teacher Preparation Academies (MSTTPAs).

The MSTTPAs began in 2008 with the funding of five program sites across the state. Between 2009 and 2010 grants were awarded to an additional 16 programs, bringing the total number of Academies supported to 21. The primary goals of this program are to: (a) promote effective public and higher education teaching, and (b) increase the percentage of teachers who have advanced training in mathematics, science, and/or technology. This is done by creating learning communities of teachers who can continue to expand their expertise in teaching and learning, while earning additional degrees or credentials.

Results: A report on the first 14 MSTTPA grants found:

- ∞ Up until this point, the MSTTPAs, as a whole, have served approximately 1,090 teachers. The 14 Academies included in the TAMU evaluation had served approximately 649 pre- and in-service teachers through August 2011.
- ∞ A survey of participants in the 14 Academies included in the evaluation found that the majority (82 percent) were in-service teachers, while only 18 percent were pre-service teachers.

- ∞ Of the three types of programs available to participants, more than one-half (55 percent) of participants were enrolled in the master's degree program, 18 percent in the initial certification program alone and 18 percent in the Master Teacher certification program alone. The remaining nine percent of participants were enrolled in more than one program simultaneously.
- ∞ Almost 77 percent of the participants were female, and more than one-half were White non-Hispanics. Just over one-third (34.8 percent) of the participants were Hispanic, and about six percent were African American.
- ∞ Nearly 47 percent of participants indicated they currently teach or intend to teach high school (grades 9-12).
- ∞ As of November 2011 the MSTTPAs had awarded 465 new certificates or degrees to in-service and pre-service teacher participants: 273 Master of Science (M.S.) degrees, 118 Bachelor of Science (B.S) degrees in mathematics, science, or education; and 74 Master Teacher certificates.
- ∞ Participants were asked about the value of the MSTTPAs in several areas. Although there was considerable variation across Academies, participants in the majority of Academies indicated they felt adequately prepared to teach in their subject matter area. Fewer, but still most, of the Academies were seen as preparing teachers to use a variety of pedagogical skills.
- ∞ The evaluators recommended that:
 - The evaluation pinpointed two areas in which the Academies need to work harder: (a) integrating the areas of science, technology and mathematics; and, (b) infusing technology into the curriculum.
 - Academies may consider specializing in a particular grade level and/or subject matter area. Elementary and high school, and mathematics and science teachers each have different professional development needs. If the program is focused in a limited number of areas, limited resources can be used more effectively. However, focusing the programs too narrowly may limit the integration of science, technology and mathematics.
 - It was originally anticipated that the MSTTPA would serve a majority of pre-service teachers. However, in-service teachers were the majority of participants, and many said they couldn't have pursued this type of professional development without the program and the financial support attached to it.

College and Career Readiness Initiatives (CCRI) Faculty Collaboratives. The CCRI Faculty Collaboratives engage educator preparation faculty from Texas institutions of higher education in academic program improvement. There are four THECB sponsored Collaboratives focusing on science (Texas A&M University at Corpus Christi), English language arts (The University of Texas at Austin), mathematics (Texas State University System), and social studies (The University of Texas at Arlington). Each Collaborative is responsible for designing and sponsoring large-scale symposia, smaller-scale seminars, and task-specific group meetings. The Collaboratives support small research and development activities focused on implementation of

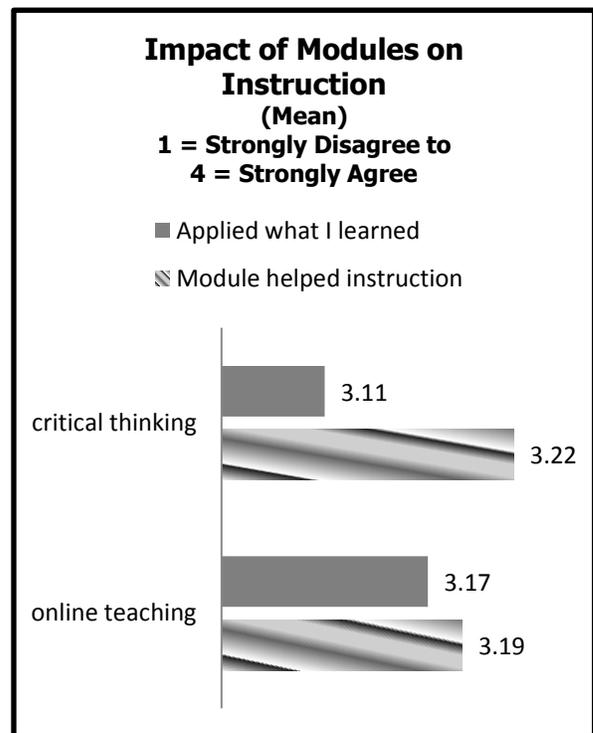
the College and Career Readiness Standards (CCRS), and dissemination of information about the CCRS through the Collaboratives' website.

Results: A report on the impact of the CCRI Faculty Collaboratives in 2011 found:

- ∞ Since 2009, approximately 2,500 higher education faculty have attended one or more seminars hosted by the Collaboratives.
- ∞ Some of the Collaboratives asked participants to submit action plans. One-hundred eight one participants developed and submitted action plans to the evaluation team. Fifty-eight percent of these 181 faculty members said that they planned to align, discuss, and/or implement the CCRS at their institution.
- ∞ The CCRI Faculty Collaboratives provided faculty with "networking opportunities, research-based presentations, and meaningful interactions with leading scholars in their respective fields."
- ∞ The CCRI Faculty Collaboratives could be strengthened by: (a) involving P-12 educators in some activities; (b) designing follow-up activities to ensure that CCRS implementation is proceeding at institutions; (c) placing a stronger emphasis on CCRS implementation in their activities; (d) focusing seminars more on specific content areas; and (e) providing participants with a better understanding of the long-term goals of the Faculty Collaboratives.

Faculty Professional Development Modules.

In 2008, THECB supported the creation of four online professional modules for Texas educators. These modules are now available at the website: <http://www.txprofdev.org>. Each module has a different focus: the teaching of critical thinking skills, teaching methods for foreign language, teaching reading comprehension, and teaching online. All the modules use a non-linear structure that allows users to explore the site and focus on the materials and content that most interest them. Each module includes materials that can be downloaded such as: instruction examples, teaching tips, recommended reading, current pedagogical scholarship, active learning strategies, classroom activities, discussion topics, and assignments. Four new faculty development modules began production in 2011. Two of these modules focus on: (a) helping faculty better understand how to access, interpret, and use educational data; and (b) using and interpreting data and understanding the research and evaluation process. The other two modules focus on two new areas for faculty professional development: (a) writing across the curriculum, and (b) best practices in undergraduate teaching and learning.



Results: Evaluators found high levels of satisfaction with the modules.

- ∞ In the first eight months after its launch, 2,039 unique visitors had accessed the faculty professional development modules website.
- ∞ A survey of visitors to the website revealed repeated use of the modules, high levels of satisfaction with the content of the modules, and the perception that use of the modules had a positive impact on classroom practices.
- ∞ During this same period, 49 percent of visitors to the site, who registered, said they were affiliated with a two-year public or private institution, 44 percent with a four-year public or private institution, and seven percent with a K-12 public school or independent school district.
- ∞ Two-fifths (40 percent) of the survey respondents indicated they had become aware of the modules through E-mail or printed material distributed by THECB. Approximately, 22 percent cited online search engines, and 20 percent cited word-of-mouth from colleagues as the way they heard about the site.
- ∞ Fifty-two percent of website users surveyed had visited the site two or more times.
- ∞ The critical thinking module was the most frequently visited by survey respondents (44 percent), followed by the online teaching modules (42 percent).
- ∞ On average, survey respondents said they would recommend the online teaching, critical thinking and reading comprehension modules to their colleagues. Responses to this item for the foreign language module were too few to be conclusive.
- ∞ For the two modules with applicability to faculty in all disciplines, critical thinking and online teaching, follow-up survey respondents agreed that they “have applied what they learned from the modules to their instruction” and “that the modules have helped them with instruction.”

Improving Professional Development

Most of the participants in the Mathematics, Science, and Technology Teacher Preparation Academies (MSTTPAs) indicate they feel the Academies are adequately preparing them to teach their subject matter and use a variety of pedagogies. To date, the MSSTPAs have awarded 465 certificates or degrees: 275 Master of Science (M.S.) and 118 Bachelor of Science (B.S.) degrees and 74 Master Teacher Certificates.

Four faculty professional development modules were launched on the www.txprofdev.org in 2011: teaching of critical thinking skills, teaching methods for foreign language, teaching reading comprehension, and teaching online. In the first eight months since the site launched, 2,039 unique visitors accessed the site. A survey of users found that they are "using what they learn from the modules in their teaching," and that they "believe the modules have helped them with instruction."

Recommendations

Reexamine program focus: The evaluators recommended that the MSTTPAs recognize that these programs are attractive to in-service and pre-service teachers who are seeking higher credentials. They also suggested focusing individual activities more narrowly on fewer grade levels and/or content areas. In contrast, the evaluators recommended widening the scope of the CCRI Faculty Collaboratives to involve P-12 teachers in, at least some, program activities. It is recognized that the limited funds available to the CCRI Faculty Collaboratives is intended to serve faculty at IHEs, and that other sources of funding (at TEA) exist to support P-12 teachers. Nevertheless, faculty at IHE's may further benefit from collaborating with teachers that serve the P-12 community. Moreover, the evaluation of the faculty development modules suggested that new modules focus on cross-disciplinary skills that most instructors will find useful. Two of the new faculty development modules, writing across the curriculum and best practices for teaching undergraduates, may do that. Working with the Texas Education Agency to promote the faculty development modules to P-12 teachers, also may increase their exposure.

Improve curriculum: Evaluators pinpointed two areas in which the MSTTPAs need to improve. More effort should be made to: (a) integrate science, technology, and mathematics in the curriculum and (b) infuse technology into the curriculum. The Collaboratives should also emphasize strategies for implementing the CCRS within teacher education curricula in their seminars and other activities.

Continue to support professional development: To the extent funding is available, THECB has an important role in providing professional development to college faculty and teacher educators. However, more needs to be done to identify best practices in professional development and measure the impact of professional development on student achievement

Using Data Strategically to Instigate Change

Using data strategically to instigate change in education refers to administrators, advisors, faculty, and program staff at all levels of the education system using various types of data (student performance data and higher education enrollment, persistence, success, and completion data, etc.) to inform policy and program decisions designed to improve the quality of education for students and their college and career outcomes. One of the core functions of THECB is to facilitate the collection, reporting, and use of data to improve the quality and accountability of higher education in Texas. Enabling the effective use of data to instigate change requires that relevant data are available, easy to access and use, and that potential data users know how to access, interpret, and use the data effectively. Over the past four years, THECB staff provided training and guidance on the use of existing online data reports and developed custom data reports in response to specified information needs of secondary and postsecondary administrators and faculty served by two THECB projects: **Data Fellows** and **Texas Pathways**.

Data Fellows. The **Data Fellows** project at THECB was funded during the summers of 2009 and 2010 by the College for All Texans Foundation through a grant from the Bill and Melinda Gates Foundation. Under the project, training on data that follows students from secondary to postsecondary education was provided to four small groups of school district and higher education administrators. Most Data Fellows functioned within their organizations as researchers, program evaluators, and institutional researchers. They used data to: track student performance trends; conduct program evaluation and educational research; make program, curricular, or policy decisions; and inform accountability, P-16 college readiness, and college recruitment and outreach efforts. Thus, Data Fellows were well positioned to help identify reasons for the lack of use of P-20 data, and they suggested that changes be made to facilitate greater knowledge and use of these data to inform policy and practice – a main goal of the project.

Results: The training topics, data tables, and training materials used in 2010 were based on suggestions from the 2009 Data Fellows. Data Fellows' ratings for the usefulness of the 2010 training topics were moderate to high, even when they were asked again six months later.

- ∞ Data Fellows' highest ratings on the usefulness of 2010 training topics concerned data on: (a) high school graduates' college enrollment and persistence rates, their demographic and academic characteristics, and related online queries and other current or proposed THECB data links; (b) college and FAFSA application submissions and the colleges they were submitted to; and (c) dual credit course completions.
- ∞ Within six months following training, Data Fellows had shared training information or materials with other administrators such as: researchers, program evaluators, institutional researchers, superintendents or assistant superintendents, and/or institutional effectiveness staff in their organizations.

Texas Pathways. The **Texas Pathways** project is a regional and local initiative in which public secondary and postsecondary institutions partner to collaborate and share data on students they serve. Faculty vertical teams, within academic subject areas, use analyses of these data to inform local interventions in policy, curriculum alignment, and faculty

development. The goal is to improve success in students' transitions from high school to college and throughout college. Pathways faculty teams are supported by regional coordinators, who also serve as liaisons between THECB and the teams.

In September 2007, start-up efforts for **Texas Pathways** began in the San Antonio area, followed by preliminary coordination efforts in the El Paso area in 2008. State funds partially support regional coordinator salaries in San Antonio and El Paso. Additional funds provided by the Houston Endowment and administered by the Houston Community College System (HCCS) have supported the work of two teams in the Houston area – one at the HCCS and the other within the San Jacinto Community College District (SJCCD). A fifth set of Pathways teams recently began work in the Rio Grande Valley supported by local institutional and other funding sources.

Similar to the **Data Fellows** project, the first goal of **Texas Pathways** is to improve access to, analysis of, and use of data to inform decision-making in the secondary and postsecondary educational sectors. The second goal is to create sustainable, ongoing collaboration among secondary and postsecondary educators within face-to-face, subject-specific, academic vertical teams. The third goal is to expedite successful secondary through postsecondary student educational transitions. And, the fourth goal is to encourage the implementation of the College and Career Readiness Standards at all levels of education. Conducted by THECB staff in 2011, the most recent evaluation of Texas Pathways gathered data from regional coordinators and team leaders and members regarding achievement of the project's goals and adequacy and effectiveness of support to the teams.

Results: Pathways team members voiced strong commitment to the Pathways project and goals, valuing K-12 and postsecondary sector interaction and work on common goals. Many also provided insights about the importance of their task and the value of their findings.

- ∞ Pathways team members frequently noted the need to expand and create mechanisms for communication about their efforts and what they have learned beyond the teams to other stakeholders in the educational process.
- ∞ Regional coordinators and team members expressed concern that resources have not kept pace with project growth.
- ∞ Overall, Pathways teams have progressed towards project goals. Teams are starting to enact data-driven changes, but require continued support as they forge ahead.

Using Data Strategically to Instigate Change

Both the *Data Fellows* and *Texas Pathways* projects were designed to provide data to decision makers that will inform their decisions about how to improve the quality of education for students as they progress through P-12 and postsecondary education. The two projects used many common strategies, providing training on secondary-to-postsecondary data and its potential uses to educators and administrators, but differed somewhat in focus and approach.

The Data Fellows project provided intensive, customized data training across an array of data topics that participants could use and share within their school districts and higher education institutions.

The Texas Pathways project continues convening groups of educators who meet periodically to use data to plan for new educational interventions and policy changes centered on curriculum alignment across the secondary and postsecondary educational sectors. Feedback was gathered from participants in both projects regarding recommendations for improving future outcomes.

Recommendations

Data Accessibility, Needs, and Uses: Data Fellows participants recommended that the THECB improve the design of its website to make it easier for educators to identify and locate data (e.g., high school to college transitions). The THECB should continue identifying common data needs, while developing options for Pathways teams and others to obtain independently needed data reports.

Communication and Dissemination: The THECB should communicate regularly with P-12 district and higher education administrators, partners (e.g., Pathways regional coordinators and faculty teams), and professional associations about the availability of and updates to online data and reports. Further, fostering best practices and providing training in group communication and problem-solving can help Pathways teams work together more effectively to achieve common goals.

Data training: The THECB should leverage data training resources that are currently being developed (e.g., the online data training modules) and/or the make better use of the data and research expertise within the Pathways community. Best practices for data training include allowing ample “hands-on” computer time for locating and working with data tables or reports, time for focused discussion of data and policy questions within small groups, and opportunities to learn from each other.

College and Career Readiness Standards: Pathways teams should directly incorporate the Texas College and Career Readiness Standards into efforts to address curricular misalignments between secondary and postsecondary core subject areas.

Promoting a College-Going Culture

Students and their parents often have misconceptions about how to choose, pay for, and apply for college. If the THECB is to achieve the goals of *Closing the Gaps by 2015*, P-12 students and their parents need accurate information that enables them to plan academically and financially for college. The THECB has engaged in a number of large-scale efforts over the past three years directed at increasing the college-going culture of P-12 schools and the college-knowledge of students and their families.

The College Access Challenge Grant (CACG) is a federally funded program that, since 2009, has been a primary THECB vehicle for informing students and parents about the value of a college education and providing help for applying for college and financial aid. There are three areas in which CACG programs are having a discernible impact: promoting a college-going culture in the schools, encouraging high school seniors to apply for financial aid, and increasing community awareness of the value of a college education.

Promoting a College-Going Culture. The overall goal of THECB's CACG programs is to promote a college-going culture. The College Connections, College Connections 2+2+2, and Community Partnerships each provided sub-grants to locally delivered programs that provided assistance to students and their parents in college selection and planning, admissions preparation, FAFSA submission, financial aid information, and other college enrollment activities. Anecdotal information from site visits suggested that many high school counselors reported tripling and quadrupling the number of college applications from previous years.

- ∞ In 2010, the combined college-going rate for the 548 schools involved in the CACG program (56 percent) was higher than the state college-going rate (51 percent). However, like the state college-going rate, it did not change between 2008 and 2010.

Increasing the Number of Students Applying for Financial Aid. Through the CACG Community Partnership and College Connections programs, financial planning and help applying for financial aid were provided to more than 426,600 students and their parents between August 2009 and August 2011. The CACG High School Counselor's program also prepared counselors at Texas high schools to help students apply for financial aid. More than 2,000 counselors participated in this professional development between August 2009 and August 2010. Indeed, one of the primary measures of success of the CACG programs has been an increase in Texas students applying for financial aid.

- ∞ The FAFSA submission rate for graduates from participating high schools increased between the 2007 baseline year and 2010, for:
 - Community partnerships, from 47 percent to 61 percent
 - College Connections, from 55 percent to 60 percent
 - College Connections 2+2+2, from 48 percent to 62 percent

THECB is currently piloting a tool to provide near-current FAFSA submission data to high school counselors. This tool will enable counselors to monitor student progress and support them throughout the FAFSA submission process.

Marketing the Value of Higher Education. Core to the THECB's mission is providing quality information to the public about the value of higher education. CACG funding has furthered THECB's mission by supporting two separate, but related, marketing campaigns: (a) Generation Texas or GenTX targeting current high school students and recent high school graduates, and (b) GradTX encouraging adults who left college without a degree to return to college.

In 2010, Milkshake Media, an Austin-based marketing firm was hired to create a college-awareness campaign. The result was the **Generation Texas or GenTX** campaign. In 2011, GenTX held events in San Antonio and Houston, reaching more than 284,193 Texas students, and more than 1.5 million people in 74 school districts.

Prior to the GenTX launch, a baseline survey of college-knowledge and attitudes was conducted in spring 2010. More than 510 high school students and 290 parents of high school juniors and seniors across Texas were reached by phone. At that time, more than one-half of the students (54 percent) and parents (53 percent) indicated they were familiar with the FAFSA, but only about 20 percent of students (23 percent) and parents (17 percent) were familiar with the Texas Application for State Financial Aid (TASFA). About three-fourths said they were aware of the benefits of a college education (72 percent of students, and 75 percent of parents), and about one-half were aware of the job opportunities available to college graduates (56 percent of students, and 50 percent of parents). Finally, just over one-half said they were familiar with the steps required for applying to college (57 percent students, and 54 percent parents).

A follow-up survey of Texas students and parents will be conducted in spring 2012. Results of this survey will be compared with the baseline survey conducted in 2010 as a measure of the CACG programs and the Generation Texas (GenTX) campaign's ability to inform Texans about the value of a higher education.

In 2011, the **Adult Degree Completion** marketing effort was undertaken to reach students who had earned a substantial number of college credits but left higher education without a degree. The GradTX website was designed and created to facilitate their completion of a degree by connecting them with information about degree programs specially designed for returning students at eight Texas institutions. The initial launch of GradTX in August 2011 was very successful. There were 3,971 visitors to the website during the first week, with a total of 10,498 unique visitors between August and October 2011.

A survey of visitors to the GradTX website, who registered and gave THECB permission to contact them, was conducted in fall 2011. Men and women were equally represented among the respondents. Moreover, those responding to the survey were typically in their 40s or 50s, most likely to be White or Hispanic, and came from households with annual incomes over \$35,000. For these groups, the GradTX website seems to be having the desired effect. Seventy-three percent of users responding to the survey indicated that they would be more likely to create an application for one of these degree programs as a direct result of the information or tools available through the website, and 62 percent reported they would be more likely to apply for financial aid to go back to college. Eighty percent of those surveyed reported that information contained in the website motivated them to continue taking steps toward completing their degree. Further marketing activities and research on prospective adult degree completers will continue in fiscal year 2012.

Promoting a College-Going Culture

The College Access Challenge Grant (CACG), Community Partnership, College Connections, and College Connections 2+2+2 programs provided college advising, college financial planning, and help applying for financial aid to more than 426,600 students and their parents between August 2009 and August 2011. FAFSA submission rates increased substantially for graduates in high schools served by CACG programs between the 2007 baseline and 2010.

In 2010, an Austin-based marketing firm was hired to create a college-awareness campaign. The result was the **Generation Texas or GenTX** campaign. In 2011, GenTX held events in San Antonio and Houston, reaching more than 284,193 Texas students, and more than 1.5 million people in 74 school districts.

In 2011, the **Adult Degree Completion** marketing effort was undertaken to reach students who had earned a high number of college credits but who left higher education without a bachelor's degree. The initial launch of the GradTX website in August 2011 was very successful. There were 3,971 visitors to the site during the first week, with a total of 10,498 unique visitors between August and October 2011.

Recommendations

Continue Marketing Campaigns: The statewide GenTX marketing campaign is continuing with help and support from P-16 councils across Texas. Efforts to reach adults who have a higher number of college credits but who have not yet completed degrees should continue and evolve in light of findings from the spring surveys and ongoing analysis of the GradTX website.

Continue to Evaluate THECB Outreach: A follow-up survey of high school students and parents regarding college awareness will be conducted in spring 2012. Further, a survey of adult students who have returned to college and another survey of adults who have been identified as potential candidates for returning to college also will be conducted this spring.

Appendix A - THECB Programs Fiscal Year 2011

THECB Programs Fiscal Year 2011						
Program	Type	Total Funding*	Participants ⁺	Source of Funds	Program Ending	
					Month End	Year End
Strategy A - Participation, Success, Excellence and Research						
Bridge and Intensive Programs						
Developmental Education Summer Bridge	Pilot	\$992,385	1,178	State	August	2011
High School Summer Bridge	Pilot	\$1,098,848	594	State	August	2011
Intensive Summer Program	Pilot	\$805,750	730	State	August	2011
Transition Bridge Program	Pilot	\$623,073	319	State	August	2011
Developmental Education Demonstration Projects						
Community Colleges	Pilot	\$7,750,000	5	State	August	2012
Universities	Pilot	\$1,600,000	4	State	August	2012
Avid Postsecondary Project	Pilot	\$2,136,000	In Progress	State	August	2013
College and Career Readiness Initiatives Faculty Collaboratives	Pilot	\$6,220,000	2,500	State	August	2013
College Readiness Assignments: Development, Refinement, and Alignment	Pilot	\$677,763	8,000	State	January	2011
Educator Preparation Demonstration Program	Pilot	\$1,649,000	Statewide	State	December	2012
Engineering Recruitment Program (ERP)	Standing	\$500,000	787	State	August	2011
Intensive Program for Adult Education Students	Pilot	\$1,500,000	534	State	August	2011
Texas Governor's Schools	Pilot	\$2,878,095	1,036	State	August	2011
Strategy B - Health Programs						
Hospital Based Nursing Education Partnerships	Pilot	\$4,750,000	IP	State	August	2012

THECB Programs Fiscal Year 2011						
Program	Type	Total Funding*	Participants ⁺	Source of Funds	Program Ending	
					Month End	Year End
Strategy C - Quality/Participation						
Adult Basic Education-Innovation Grants	Pilot	\$1,500,000	391	State	August	2011
African American Library and Museum	Standing	\$88,954	8	State	November	2011
Faculty Professional Development Modules for Online Learning	Pilot	\$1,238,239	Statewide	State	January	2011
Learning Objects Repository (Phase II)	Pilot	\$450,000	Statewide	State	August	2012
Math, Science, Technology Teacher Preparation Academies	Pilot	\$3,421,000	1,090	State	August	2013
Pre-service Practicum, Induction, and Practice Phase II	Pilot	\$467,000	Statewide	State	February	2011
Regional P-16 Council Enhancement Grants	Standing	\$749,598	243,802	State	August	2011
Texas Pathways	Pilot	\$233,100	63	State	August	2011
Workstudy Mentorship Program	Pilot	\$5,025,137	790	State	August	2011
Strategy D - Federal Grant Programs						
College Access Challenge Grant (CACG)						
College Connections	Pilot	\$449,000	11,087	Federal	August	2011
College Connections 2+2+2	Pilot	\$2,949,567	80,633	Federal	August	2011
Community Partnerships	Pilot	\$1,935,469	344,327	Federal	August	2011
Comprehensive Student Success Program	Pilot	\$1,273,407	3,320	Federal	August	2011
Marketing Campaign -- Generation Texas (Gen TX)	Pilot	\$3,460,000	Statewide	Federal	August	2011
College Access Challenge Grant II (CACG)						
Adult Degree Completion	Pilot	\$500,000	Statewide	Federal	TBD	TBD
Advise Texas	Pilot	\$409,766	120	Federal	August	2011
Web Portal	Pilot	\$820,000	Statewide	Federal	August	2011

THECB Programs Fiscal Year 2011						
Program	Type	Total Funding*	Participants ⁺	Source of Funds	Program Ending	
					Month End	Year End
Strategy D - Federal Grant Programs (continued)						
Statewide Longitudinal Data System (SLDS) Grant	Pilot	\$1,187,029	Statewide	Federal	June	2014
Teacher Quality Grants	Pilot	\$17,227,517	1,098	Federal	April	2012
Strategy E - Tobacco Fund						
Nursing Innovation Program						
Best Practices	Pilot	\$839,089	331	State	August	2012
Breaking the Bottleneck in Clinical Instruction	Pilot	\$724,140	677	State	August	2012
Minority Health Research and Education Grant Program	Pilot	\$1,507,723	Statewide	State	May	2012

Data reported in this table are as of March 29, 2012.

*Total funding reflects the total amount of money allocated from all sources for either a biennium or the entire grant period.

⁺'NR' indicates that the number of participants was not available in time for this publication. 'Statewide' indicates that this program is intended to have a statewide impact. Detailed explanations about the types of participants served are included in the individual program reports available on the THECB website: <http://the.cb.state.tx.us/apps/ape>.

