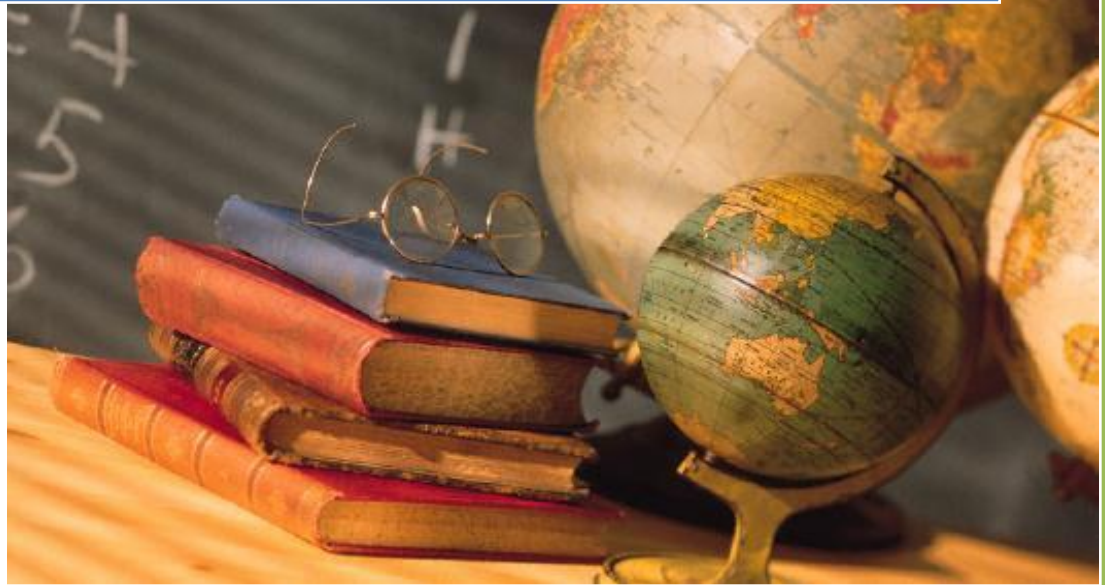


December 1, 2010

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



*A Report to the 82<sup>nd</sup> Texas Legislature*

*Submitted by:*

*Texas Education Agency*

*Texas Higher Education Coordinating Board*

# **Progress Report on P-16 College Readiness and Success Strategic Plan**

Submitted to the 82<sup>nd</sup> Texas Legislature, Legislative Budget Board,  
and Governor's Office

In compliance with Texas Education Code, Section 61.0761(d)  
Texas Education Agency and Texas Higher Education Coordinating Board

December 1, 2010

## Table of Contents

<b>Overview</b>	1
<b>Highlights</b>	1
<b>Objective 1</b> – Define standards and expectations for college readiness for the state that address what students must know and be able to do to succeed in entry-level college/university courses and the skilled workforce.	2
<b>Objective 2</b> – Align exit-level assessments of public education with entry-level expectations of higher education and the skilled workforce.	3
<b>Objective 3</b> – Infuse prekindergarten, elementary, middle, and high school curricula with appropriate rigor to academically prepare students, including those with special needs, for success in college/university courses and career pursuits.	3
<b>Objective 4</b> – Establish sound accountability measures for college readiness in public education and for persistence and timely graduation in higher education.	5
<b>Objective 5</b> – Create a college going culture in every public prekindergarten, elementary, middle and high school in Texas.	5
<b>Objective 6</b> - Prepare education professionals in public and higher education, from P through 16, to assist students, including those with special needs, in meeting college readiness and skilled workforce expectations and standards.	6
<b>Objective 7</b> – Coordinate college readiness and success plan objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board’s <i>Closing the Gaps</i> plan.	7
<b>Objective 8</b> - Provide greater access to student academic preparation programs, including challenging advanced academic courses and programs, in all public high schools in Texas.	8
<b>Future Directions</b>	8
<b>Appendix A</b> - P-16 College Readiness and Success Strategic Action Plan: A-1	
<b>Appendix B</b> - P-16 College Readiness Plan Work Status Document: B-1	



**PROGRESS REPORT**  
**P-16 College Readiness and Success Strategic Action Plan**  
**December 1, 2010**

**Overview**

Texas Education Code (TEC) §61.0761 (House Bill 1, 79th Texas Legislature, Third Called Session), requires that the state P-16 Council recommend to the Commissioner of Education and the Texas Higher Education Coordinating Board (THECB) a College Readiness and Success Strategic Action Plan (referred to hereafter as “the Plan”) with the goal of increasing student success and decreasing the number of students enrolling in developmental course work in institutions of higher education. Additionally, the statute requires that an update of progress toward meeting the plan’s goal be provided to the Texas Legislature and the Office of the Governor by December 1 of every even-numbered year. In December 2006, a baseline report was issued to the Texas Legislature that provided the goal and objectives recommended by the P-16 Council and adopted by the Commissioner of Education and THECB. In December 2008, an update on the status of work related to implementation of the Plan was adopted by the P-16 Council and THECB and provided to the Texas Legislature.

As in past reports, the 2010 update describes progress made on the eight objectives shown in Appendix A. Appendix B contains the original action items that staff from the four participating agencies (Texas Department of Rehabilitative Services, Texas Education Agency, Texas Higher Education Coordinating Board, and Texas Workforce Commission) represented on the P-16 Council presented as necessary to implement the objectives. It also includes new activities that have been added since 2006. However, the action items were not adopted as part of the Plan because it was understood that some activities would be completed, others added as new legislation and information became available, and some omitted as unnecessary due to unforeseen circumstances. Rather than requiring staff to return to the Council for approval of each change, Council members agreed that staff could adapt action items as needed to address the goal and objectives. Appendix B also provides an update of progress, both in addressing the overarching objectives as well as individual action items. The following narrative provides a brief summary of objective highlights and future directions.

**Highlights**

The 81st Texas Legislature expanded the role of college readiness in the Texas education system with the adoption of House Bill 3. For the first time, college readiness performance standards will be integrated into the K-12 accountability system requiring public schools to increase the number of students performing at the college readiness level to attain an academic distinction rating. House Bill 3 also establishes a college readiness performance standard on the

English III and Algebra II End-of-Course (EOC) assessments and guarantees students who meet this standard will be placed in entry-level, credit-bearing college courses in Texas public colleges and universities.

The 81st Texas Legislature also focused its efforts on higher education and college readiness. Through innovation and specifically targeted funding, these efforts seek to improve developmental and adult basic education ensuring entering college students who are not college ready have the instruction, curriculum, and support necessary to achieve college readiness in the shortest timeframe possible.

Staff from the Texas Education Agency (TEA) and the THECB have continued to work together since the 2008 report to incorporate various measures passed by the 81st Texas Legislature. The following section describes substantive progress made on the Plan's eight measures.

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

With the adoption of the Texas College and Career Readiness Standards (CCRS) by the Commissioner of Education and the THECB in 2008, the State Board of Education (SBOE) has incorporated the CCRS into the Texas Essential Knowledge and Skills (TEKS). In addition, TEA staff have engaged public and higher education faculty and other experts in the development of professional development materials to support teachers who are responsible for teaching the more rigorous TEKS. This effort has resulted in an initiative that blends face-to-face and online professional development known as Project Share. As part of Project Share, a College Readiness Educator Support Web Portal is being created to serve as a single focal point for communicating CCRS instructional strategies, professional development for educators, and student support materials (Action Item 1.11).

Along with integration of college readiness into the public school assessment and accountability system, TEA also has engaged educators and assessment experts in the development of Texas' new STAAR assessments, which include 12 EOC assessments. Initially, college readiness performance standards will be set on the Algebra II and English III EOC assessments, with research conducted in science and social studies to determine whether it is appropriate to set separate college readiness performance standards in these two content areas as well (Action Items 2.4 and 2.5).

To ensure the CCRS are integrated into developmental education and entry-level college courses, the THECB staff have engaged vertical teams of high school/college faculty to develop model College Readiness Assignments (CRA) with scoring rubrics to determine student college readiness. A comprehensive field test of the CRAs will be conducted in FY2011. In addition, the THECB is funding various Regional Vertical Alignment Projects, also known as the Texas Pathways Project. Through these alignment activities, public secondary and postsecondary institutions collaborate to share student-level data and, through the work of faculty vertical teams, use these data to inform interventions in policy, curriculum, and faculty development to improve students' transitions from secondary to postsecondary education (Action Item 1.11.1).

## **Objective 2 – Align exit-level assessments of public education with entry-level expectations of higher education and the skilled workforce.**

In 2008, TEA, in collaboration with the THECB, developed a plan to provide a framework for the implementation of the college-readiness and advanced-course readiness components within the EOC assessment program. The plan was developed after convening a panel of nationally recognized college-readiness experts to review critical issues associated with assessing and promoting college readiness within the program. The plan was updated in summer 2010 to reflect changes resulting from revisions made during the TEKS revision process, including incorporation of the CCRS in all four core content subject areas (English language arts, mathematics, science and social studies). House Bill 3 clarified requirements for setting college-readiness performance standards on assessments (Action Items 2.4 and 2.5).

In addition to the collaborative work with TEA on EOC assessments, the THECB staff are working to align college readiness assessments used by public institutions of higher education under Texas Education Code §51.3062, Texas Success Initiative, with the College and Career Readiness Standards (CCRS). As a first step, the THECB commissioned a 2009 study of the THECB-recognized college readiness assessments to determine the degree to which the various tests assess the CCRS by examining depth of knowledge, content coverage, rigor and cognitive demand. Key findings of the study determined that the CCRS performance expectations are, on average, more cognitively demanding and more rigorous than the 2,500 test items provided by the testing companies for analysis in the study (Action Item 2.2). See Future Direction, Objective 2, for next steps concerning higher education college readiness assessments.

## **Objective 3 – Infuse prekindergarten, elementary, middle, and high school curricula with appropriate rigor to academically prepare students, including those with special needs, for success in college/university courses and career pursuits.**

The goals of Objective 3 support statewide efforts to maintain a P-16 education system that focuses on getting students off to a good start, raising academic standards, improving teacher quality and smoothing transitions from one level of learning to the next. These goals not only focus on helping all students meet the levels needed to excel at the next education level, but also to succeed in the workforce.

The State Center for Early Childhood Development at the University of Texas Health Science Center in Houston developed and adopted the School Readiness Certification System (SRCS) to certify early childhood education programs that demonstrate a record of cognitive, social and emotional development of young children. The SRCS is available for use in certifying the effectiveness of prekindergarten, Head Start and Early Head Start, and government-subsidized child care programs. The certification system was completed and operational beginning in 2007 ([www.texaschoolready.org](http://www.texaschoolready.org)). Certifications were issued to 2,084 programs for the 2008-2009 academic year. During the 2009-2010 school year 5,778 classrooms were using the system, representing 83,925 students.

The Prekindergarten Early Start grant program implements a teacher training program using research-based, state-approved curriculum, and implements a quality rating system to certify early childhood education programs are getting children ready for formal schooling. Any state-

approved curricula, selected locally, must all be aligned to the 2008 Texas Prekindergarten Guidelines, which in turn is vertically aligned with the kindergarten TEKS. Approved curriculum is infused with age-appropriate rigor to prepare students academically for elementary school. The guidelines also incorporate strategies for effective instruction for students who are English language learners throughout each domain.

In November 2006, the SBOE adopted the “4x4” curriculum for the Recommended High School and Distinguished Achievement Programs. Students who entered the 9th grade in academic year 2007-2008 will be the first graduating class in 2011 required to take four credits of mathematics, science, social studies and English/language arts (Action Item 3.2). Requirements that all school districts offer a minimum of 12 semester credit hours of college credit through dual credit courses, Advanced Placement, and/or International Baccalaureate courses went into effect during the 2008-2009 academic year. These requirements continue to support vertical alignment collaborations between public and higher education faculty throughout the state (Action Item 3.1). In addition, TEA has enhanced professional development and instructional support to educators for preparing all students to succeed under increasingly rigorous academic requirements (Action Item 1.11).

In recognition of the key role Algebra plays in preparing students to successfully complete high school and transition to college, TEA has created an Algebra Readiness grant program designed to increase the readiness of middle school students to meet the standards and pass state assessments in Algebra I. Funds support strategies to increase teachers’ mathematic content knowledge, equip school leaders to support and facilitate teachers’ efforts to increase student achievement in mathematics, and provide targeted intervention services for middle school students at risk of failing to meet the required standards. Other grant programs supported by House Bill 2237, 80<sup>th</sup> Texas Legislature, including Texas Science, Technology, Engineering, and Mathematics academies and Early College High Schools, are designed to ensure that high school students are well equipped to move seamlessly into a rigorous college environment.

House Bill 2237 also created and continued a number of grant programs, including Texas Science, Technology, Engineering, and Science Academies, Early College High Schools, and Dropout Recovery programs that support the goals of Objective 3.

The THECB has continued to fund higher education intensive and bridging programs to determine whether early intervention and support programs offered in intensive summer, or before/after school or weekend timeframes can increase student performance for a variety of high school and underprepared college students. The THECB’s *Accelerated Action Plan for Closing the Gaps by 2015*, places emphasis on funding effective bridge programs at institutions with high numbers of underprepared Hispanic and African American students who meet high school graduation standards, have strong academic records, but do not meet college readiness performance standards under the Texas Success Initiative. The THECB will consider competitive awards to institutions to address the goals of the *Accelerated Action Plan* by incorporating all lessons learned from previous programs to ensure more effective program outcomes (Action Item 3.3).



**Objective 4 – Establish sound accountability measures for college readiness in public education and for persistence and timely graduation in higher education.**

Since 2006, TEA's Academic Excellence Indicator System (AEIS) report has included college readiness indicators. These indicators, which consider advanced course enrollment, completion and test results, provide a picture of college preparedness at a given high school, and can be used by educators as they work to ensure that students are able to perform college-level course work at institutions of higher education. In 2007, a new College-Ready Graduate indicator was added to measure the progress toward preparation for postsecondary success. To be considered college-ready as defined by this indicator, a graduate must have met or exceeded established college-ready criteria in English language arts and mathematics on the TAKS exit-level test, the SAT or ACT test. This indicator provides an overall measure of both subjects combined and is tied to the campus and district where the student graduated (Action Items 4.1 and 4.2).

The THECB has enhanced its data collection, analysis, and reporting to provide better information on the college readiness of students who have entered higher education. For instance, the THECB's high school developmental education report has been redesigned to provide information to high schools in a more useful format. The THECB now publishes a report on the GPA of recent high school graduates during their first year in higher education. There are ongoing discussions with the Texas Education Agency, the Texas Association of School Administrators, and the Texas Association of School Boards to continue enhancements of data reporting of higher education metrics important to public education (Action Item 4.3).

**Objective 5 – Create a college going culture in every public prekindergarten, elementary, middle and high school in Texas.**

Objective 5 emphasizes the need for coordinated outreach strategies between public education, higher education, and the workforce for students and parents across the state (Action Item 5.1). A number of public education initiatives, including Texas Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) and the Texas 21<sup>st</sup> Century Community Learning Centers (CCLC) program, provide coordinated outreach strategies for fostering a college-going culture. These programs have netted positive outcomes for providing resources to educators, students and parents to enhance the early postsecondary awareness, access and success of secondary students. Available resources include video and print materials that are housed at [www.TexasGearUp.com](http://www.TexasGearUp.com) and [wwwOwnYourOwnFuture.com](http://wwwOwnYourOwnFuture.com). The GEAR UP program is also working to incorporate its resources into a new Online College Preparation System (Action Item 5.1.2) that was piloted by TEA in partnership with THECB during spring 2010. The pilot program provides a personalized online tool to assist secondary students with college and career planning and preparation.

Public schools throughout the state continue to foster a college-going culture through various means. During "*Education: Go Get It Week*" (Action Item 5.1.2), districts are required by statute (TEC §29.911) to designate one week during the school year to provide college and career information. During the designated week, each campus serving middle and high school students must provide comprehensive grade-appropriate information regarding the importance of higher education and sponsor at least one public speaker as part of its activities. In addition,

many districts and campuses are now able to sponsor college tours, cover tuition fees for dual credit and advanced courses and exams, and implement other college-readiness and awareness activities through the use of High School Allotment funds (Action Item 5.2). The High School Allotment program, created by the 79<sup>th</sup> Legislature, provided \$327 million during the 2008-2009 school year, and \$336 million during the 2009-2010 school year to aid school districts in implementing strategies and activities to help underachieving students between grades 6 and 12 become college ready.

TEA's recently developed College Readiness Initiative for Middle School Students was designed to close achievement gaps at campuses with disproportionately high numbers of students who have been identified as unlikely to achieve college readiness standards by the end of the 11<sup>th</sup> grade. The program prepares 7<sup>th</sup> and 8<sup>th</sup> grade middle school students to be successful on the Algebra I and English I End Of Course exams, provides middle school mathematics and English teachers with increased content knowledge and instructional strategies to increase college readiness for all students, and enables middle schools to foster a college-going culture to prepare students for rigorous high school and postsecondary studies. (Action Item 5.2)

The Early College High School (ECHS) program is another successful initiative that promotes a college-going culture (Action Item 5.2). The program provides students who would not otherwise consider attending college an opportunity to simultaneously earn a high school diploma and an Associate's Degree or up to 60 college credit hours for free. The ECHS model emphasizes increasing academic rigor and immersing students in a college-going culture while providing academic and social support structures that enable students to increase their college readiness. In 2010, eleven of the state's 41 early college programs graduated seniors, with the students earning scholarships totaling more than \$5.6 million. Six of these schools also offer an associate of arts (AA) degree and 308 of the graduating seniors enrolled in these six programs earned an AA degree in addition to earning a high school diploma. In all, more than 900 students graduated from early college high schools in May 2010.

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

Objective 6 has been strengthened to include educator faculty professional development on the CCRS. In 2008, the THECB funded four Faculty Collaboratives representing the four content areas of the public education curriculum. These Collaboratives include faculty from both colleges of education and the colleges of arts and sciences who work together to assure that pre-service educator preparation programs support new teachers on the implementation of the CCRS (Action Item 6.3). Funded in 2009, the College and Career Readiness Initiative Educator Preparation Demonstration Site project is designed to establish networks of cooperating P-16 education organizations that will support enhanced teacher preparation programs at institutions of higher education. 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 CCRS (Action Item 6.1).

House Bill 2237 also has had an impact on activities related to professional development. This legislation established several programs including the mathematics instructional coaches program, reading academies for middle school teachers, and math/science/technology teacher preparation academies now established by the THECB at 16 institutions of higher education involving participants committed to serving high-need school districts (Action Item 6.2).

Additionally, TEA's Curriculum Division has developed teacher training and resources to ensure that teachers understand the skills and college readiness expectations in the new state standards and how to prepare students for the new more rigorous end-of-course assessments. The agency developed and began delivery of training in science, mathematics, and English language arts in the summer of 2010. Training included strategies for assisting English language learners and strategies to improve reading among secondary school students. Professional development in mathematics focused on key skills students need to know to be successful in Algebra I, one of the first end-of-course exams students must master. Moreover, in continued efforts to align curricula with the CCRS, the agency's Division of Educator Standards has worked closely with the Curriculum Division to revise certification examinations and inform programs how to prepare pre-service teachers to teach college readiness skills. As described under Objective 1, ongoing professional development is being made available both face-to-face and online through the Project Share initiative. With the delivery of these training modules and their focus on college readiness, critical steps are being taken toward preparing Texas students to become college ready (Action Items 1.11 and 6.1).

**Objective 7 – Coordinate college readiness and success plan objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's *Closing the Gaps* plan.**

The THECB implemented a number of activities to address both the goal of the Plan to decrease the number of students enrolling in developmental education and the participation and success goals of the higher education plan, *Closing the Gaps by 2015*. Higher education intensive and bridging programs were implemented in 2007 and annually through 2011 that provide short-term academic instruction and support to high school juniors and seniors, recent high school graduates, first year college students at risk of dropping out of college, and adult GED recipients not ready for entry-level college courses (Action Item 7.2). Outcomes from the 2007, 2008, and 2009 intensive and bridging programs indicate that some initiatives are effective in boosting student achievement in short-term programs. At the conclusion of the 2011 program evaluation cycle, the THECB will identify elements of effective intensive and bridging programs to disseminate to all Texas public institutions of higher education for replication

The THECB began implementation of the Texas Course Redesign Project in 2007. Eighteen of 25 entry-level courses and several developmental education courses have been redesigned and are in varying degrees of implementation. The goal of the redesign of these courses is to improve student learning and reduce the cost of course delivery through the effective use of technology. In addition to the redesign of various courses, several related grants were made to support this work, including the development of the Texas Learning Objects Repository and online faculty professional development modules in college mathematics, reading comprehension, critical thinking, foreign language instruction, and online/hybrid education. A

final report of the Texas Course Redesign Project will be submitted to the Texas Legislature in January 2011 (Action Item 7.1).

**Objective 8 - Provide greater access to student academic preparation programs, including challenging advanced academic courses and programs, in all public high schools in Texas.**

Innovative school models such as Early College High Schools and college readiness initiatives made possible through the High School Allotment program have provided greater access to student academic preparation programs across the state. In addition, the Texas Virtual School Network, created by the 80th Texas Legislature, began providing electronic courses for grades 9 through 12 in the spring semester of the 2008-2009 school year and dual credit courses in the Fall of 2009. Through an ongoing competitive process, a list of professional development providers and options are available to offer teachers the training required prior to teaching an electronic course offered through the network. Additional information about course offerings, approved professional development providers, and participation in the TxVSN is available at <http://www.txvsn.org/>. While the state has increasingly provided greater access to academic preparation programs both in the classroom and electronically, more improvements are sought. TEA and THECB staff are currently identifying and seeking solutions to barriers that may be preventing larger numbers of students from taking advantage of opportunities under the College Credit Program (TEC, §28.009). Information regarding future work in this area is provided under Objective 8 in the Future Directions section below.

### **Future Directions**

**Future Directions.** As state policymakers, educators, and other stakeholders work together to increase the preparedness of students graduating from Texas public schools and those entering Texas colleges and universities, the Plan will continue to be an important instrument for achieving the Plan objectives. Future initiatives will focus on five specific Plan objectives.

**Objective 2 - Align exit-level assessments of public education with entry-level expectations of higher education and the skilled workforce.**

Senate Bill 1031 of the 80th Texas Legislature required that EOC assessments be “developed in a manner that measures a student’s performance under the college readiness standards” adopted by the THECB and the Commissioner of Education. Implementation of EOC assessments will begin in ninth grade in the 2011-2012 academic year. As described earlier, TEA in collaboration with THECB, developed a plan to provide a framework for the implementation of the college-readiness and advanced-course readiness components within the EOC assessment program. The work, to date, as well as the implementation plans underway will produce measures of college readiness in English III and Algebra II when these assessments are used for graduation assessment requirements starting in the 2011-2012 school year. Collaborations between the two agencies will also produce advanced-course readiness indicators in Algebra I, English I and English II. Furthermore, if research studies indicate the feasibility for measuring college readiness in science and social studies, TEA and THECB will

collaborate to produce measures of college readiness in EOC assessments for those content areas.

With the addition of the college readiness performance measures on EOC assessments, it is appropriate that the Texas higher education community consider its current college readiness assessments as required under Texas Education Code §51.3062, Texas Success Initiative. Texas institutions have encouraged the THECB to consider reducing the number of THECB-recognized assessments. As a result, the THECB will be issuing a request for proposals to develop a college readiness assessment system that will include diagnostic and placement capabilities for piloting with nine colleges and universities in a four-year developmental education pilot project. If the outcome of the pilot results in a statistically reliable and valid instrument that measures college readiness and assists institutions in properly placing students in developmental education or college credit courses, the THECB will implement the college readiness assessment system statewide (Action Item 2.2).

**Objective 4 – Establish sound accountability measures for college readiness in public education and for persistence and timely graduation in higher education.**

In addition to TEA's efforts to ensure sound accountability measures, the agency is currently working to launch a new statewide data system. The Texas Student Data System (TSDS) is the agency's vision for an enhanced statewide longitudinal data system that will streamline the district data collection and submission process; equip educators with historical, timely, and actionable student data to drive classroom and student success; and integrate data along the P-20 continuum for improved decision making. The deployment of the new system is expected to launch in approximately five years.

**Objective 5 – Create a college-going culture in every public prekindergarten, elementary, middle and high school in Texas.**

In a joint effort, the TEA and THECB are developing an Online College Preparation Assistance Pilot Program that will provide a personalized online tool to assist Texas secondary students with college and career planning and preparation, including the ability to research and match colleges and universities and careers, match available scholarships on an individualized basis, and apply to colleges online. The online system will also provide a means for high school counselors to electronically track their students' progress in achieving college readiness. The TEA and THECB will also develop a workable plan to unify the numerous online resources currently operated by Texas state agencies into an integrated website with the potential to become a single online service through which the State of Texas advances college and career readiness. The pilot program is set to serve over 35,000 Texas high school students in all 20 Education Service Center regions in Texas beginning in August 2010 and ending August 31, 2011 (Action Item 5.1.2).

The THECB's Campaign to Develop a College-Going Culture in Texas is in development with launch scheduled for fall 2010. The major objectives of the Generation Texas, or GenTex campaign are to increase awareness and build support for the CCRS. Available resources include video and print materials housed at [www.TexasGearUp.com](http://www.TexasGearUp.com) and [wwwOwnYourOwnFuture.com](http://wwwOwnYourOwnFuture.com). In addition, GEAR UP resources will be incorporated into the

Online College Preparation System (mentioned under Action Item 5.1.2) for use in college initiatives across the state.

**Objective 7 – Coordinate college readiness and success plan objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board’s *Closing the Gaps* plan.**

In 2009, the THECB adopted Texas’ first Statewide Developmental Education Plan. As a dynamic strategic plan for developmental education, many of the initiatives implemented at the statewide level are positioned to address the goals of the plan. Six goals for the plan include the following:

**Goal 1**—Identify and fund innovative projects to improve the access, acceleration, and success of students who need developmental education to achieve college readiness, with a specific emphasis on non-course based remediation efforts;

**Goal 2**—Improve the availability and quality of academic advising and counseling services for developmental education students;

**Goal 3**— Increase the preparedness of developmental educators;

**Goal 4**—Improve the quality and effectiveness of developmental education programs in the state of Texas;

**Goal 5**—Improve the assessment and placement of first-time-in-college (FTIC) students into developmental education; and

**Goal 6**—Improve alignment of adult basic education with community colleges and career technical education.

Several Model Projects on Developmental and Adult Basic Education have been funded to address these goals with initial outcomes expected in 2012. These projects include The Community College Developmental Education Initiative, Accelerated Developmental Education, The Community College and University Developmental Education Demonstration Project, The Developmental Education Math Improvement Center, Adult Basic Education Transitions Project, and Adult Basic Education Community College Grants. (See Action Item 7.2 for more detailed information on each project.)

Ensuring that students entering Texas public institutions of higher education are given every opportunity to succeed and graduate, institutions are increasingly aware that they must provide additional support for students at all levels of college preparation. As a result the THECB is working with AVID (Advancement Via Individual Determination) to develop a postsecondary curriculum as an extension of the K-12 AVID curriculum and support system. The AVID Postsecondary Pilot Project is a four-year pilot providing funding to support selected institutions that agree to provide AVID curricular and support services for first year college students. Institutions will establish an institution-wide advisory committee to plan and coordinate services that include a yearlong Freshmen Experience course, content-area tutors for participating students, and development of an AVID Center (Action Item 7.2).

**Objective 8 - Provide greater access to student academic preparation programs, including challenging advanced academic courses and programs, in all public high schools in Texas.**

With the implementation of the College Credit Program (TEC §28.009), public high school students must be provided an opportunity to enroll in up to 12 semester credit hours of college-level coursework through Advanced Placement, International Baccalaureate, and/or dual credit courses. Currently, TEA and THECB are studying the issues around dual credit funding to determine the costs to the state, school districts, institutions of higher education, and students and parents. The report will include recommendations on how the state could provide all students with opportunities to earn 12 semester hours of college credit before graduating from high school, how to ensure efficient use of state resources regarding dual credit programs, and how to promote the ability of students to access high quality dual-credit college courses. This study, mandated by House Bill 3646 (81st Texas Legislature), is being conducted by the Texas A&M University Education Research Center and is due to TEA by January 1, 2011. The State Auditor's Office is conducting both onsite and remote audits of the state's dual credit programs in order to identify issues that may need to be addressed in order to improve the program. The audits include selected community colleges and the local school districts that are associated with that particular college.

In addition to the College Credit Program, TEA and THECB will continue efforts to provide access to academic preparation programs. These will include Early College High Schools, Texas Science, Technology, Engineering, and Science academies, and summer bridge and other transition programs.

## **APPENDIX A**

### **P-16 COLLEGE READINESS AND SUCCESS STRATEGIC ACTION PLAN**



## **APPENDIX A**

### **P-16 COLLEGE READINESS AND SUCCESS STRATEGIC ACTION PLAN**

#### **GOAL**

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

#### **OBJECTIVES**

Texas leaders recognize that over 90 percent of new jobs that will be available to students in the 21st century require some postsecondary education<sup>1</sup> and we cannot afford to have any student unprepared for this reality. The following objectives are aimed at ensuring that all students are academically prepared for postsecondary opportunities in the new millennium. It is imperative that stakeholders from all levels of education and the workforce collaborate to address the challenges that exist in public and higher education in Texas, so that all students are ready for college and ready for work, ensuring their readiness for life.

#### **OBJECTIVE 1**

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

#### **OBJECTIVE 2**

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

#### **OBJECTIVE 3**

Infuse prekindergarten, elementary, middle and high school curricula with appropriate rigor to academically prepare students, including those with special needs, for success in college/university courses and career pursuits.

#### **OBJECTIVE 4**

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

#### **OBJECTIVE 5**

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

#### **OBJECTIVE 6**

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

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

## **APPENDIX A**

### **OBJECTIVE 7**

Coordinate college readiness and success plan objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan.

### **OBJECTIVE 8**

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

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

## **APPENDIX B**

### **P-16 COLLEGE READINESS PLAN WORK STATUS DOCUMENT**

## APPENDIX B

# P-16 College Readiness Plan Work Status Document

## Objective 1

<b>OBJECTIVE 1</b>	<b>Define standards and expectations for college readiness for the state that address what students must know and be able to do to succeed in entry-level college/ university courses and the skilled workforce.</b>		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Kerry Ballast, Curriculum Division (463-9581) Lynette Heckmann, THECB P-16/College Readiness Initiatives (427-6120)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
<b>Action Item 1.1:</b> Select college/university and secondary public education faculty to serve on review committees that recommend college readiness standards and expectations in the areas of writing, critical thinking, reading, and mathematics, initially, and subsequently in science and social studies.	Appointments to be made in January 2007	<b>TEA and THECB: COMPLETE</b>	VT appointments completed in February 2007.
<b>Action Item 1.2:</b> Arrange meetings for faculty committees from higher and public education to discuss and recommend College and Career Readiness Standards and	Three face-to-face meetings to be held between February and August 2007	<b>TEA and THECB: COMPLETE</b>	VT meetings held according to original timeline and draft College and Career Readiness Standards (CCRS) provided to Coordinating Board and Commissioner of Education August 2007.

## APPENDIX B

<b>OBJECTIVE 1</b>	<b>Define standards and expectations for college readiness for the state that address what students must know and be able to do to succeed in entry-level college/ university courses and the skilled workforce.</b>		
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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
expectations. <b>Action Item 1.2.1.</b> Prepare informal gap analysis of draft CCRS and TEKS to inform consideration by commissioner of education, SBOE, and commissioner of higher education and THECB. (Phase I).	February 2008	<b>TEA: COMPLETE</b>	
<b>Action Item 1.3:</b> Present expectations for statewide review and comment by faculty, business, public and other stakeholders, including the SBOE and other state and local policymakers.	Commission for College Ready Texas (CCRT), entity to receive input from business, public, and other stakeholders – March through November 2007.  CCRS issued for formal public comment	<b>TEA and THECB: COMPLETE</b>          <b>TEA and THECB: COMPLETE</b>	CCRT received input according to timeline and provided comment to Commissioner of Education and Coordinating Board in August and September 2007.          Public comment received according to timeline and appropriate changes made to CCRS by VTs.

## APPENDIX B

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Lead Staff Assigned to Objectives	Kerry Ballast, Curriculum Division (463-9581) Lynette Heckmann, THECB P-16/College Readiness Initiatives (427-6120)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
	– 10.26.07 through 12.10.07		
<b>Action Item 1.4:</b> Present standards to appropriate THECB subcommittees, Commissioner of Education advisory committees, and representatives of the Texas Industry Clusters Initiative for discussion.	<b>NOTE: Accomplished through work of the CCRT</b>	<b>TEA and THECB: COMPLETE</b>	<i>NOTE: See Outcomes on Action Item 1.3 re: CCRT above.</i>
<b>Action Item 1.5:</b> Present CCR standards to THECB and Commissioner of Education for adoption.	<b>Public Education</b> Final CCRS submitted to and approval by Commissioner of Education by January 2008  <b>Higher Education</b> Draft CRS submitted to/approved by THECB –	<b>TEA:</b> The Commissioner of Education approved the CCRS with the provision that they will be reviewed externally. After which the THECB-approved standards and any proposed revisions will be sent to the State Board of Education for review during the revision process for the TEKS.  <b>THECB: COMPLETE</b>	Final CCRS adopted by THECB according to timeline.

## APPENDIX B

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Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Kerry Ballast, Curriculum Division (463-9581) Lynette Heckmann, THECB P-16/College Readiness Initiatives (427-6120)		
Action Items	Timelines	Work Status	Outcomes
	October 2007 Final CCRS submitted to/approved by THECB – January 2008		
<b>Action Item 1.6:</b> Hold statewide forums that include workforce and industry representatives to discuss implications surrounding implementation of the CCRS.	CCRS issued for formal public comment – 10.26.07 through 12.10.07 Commission for College Ready Texas, entity to receive input from business, public, and other stakeholders – March through November 2007.	<b>TEA:</b> COMPLETE  <b>THECB:</b> COMPLETE	

## APPENDIX B

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Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Kerry Ballast, Curriculum Division (463-9581) Lynette Heckmann, THECB P-16/College Readiness Initiatives (427-6120)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
<b>Action Item 1.7</b> Obtain endorsement of college and career readiness standards and expectations by State P-16 Council	Presentation to P-16 Council – May or June 2008 with updates provided every even numbered year.	<b>TEA and THECB: COMPLETE</b>	Presented jointly by TEA and THECB staff to P16 Council May 2008 and received endorsement.
<b>Action Item 1.8</b> Evaluate whether high school Texas Essential Knowledge and Skills (TEKS) prepare students for college- level course work and CCRS incorporated into the TEKS by SBOE (Phase II) *Notwithstanding any other provision of this section, the SBOE retains its authority under Section 28.002 concerning the required curriculum.	Recommend how the TEKS can be aligned to CCRS – Gap Analysis – July – October 2008	<b>TEA and THECB: COMPLETE</b> Phase II, which required a gap analysis, is complete. The primary purpose of the gap analysis is to identify the gaps between the CCRS and the TEKS. The first team to conduct a gap analysis was the reconstituted mathematics vertical team. Then English language arts, science, and social studies gap analyses were completed as the TEKS review and revision was conducted for each subject. The new science TEKS were adopted by the SBOE in March 2009, and the new social studies TEKS were adopted by the SBOE in May 2010.	Complete.



## APPENDIX B

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>	
<b>Action Item 1.9</b> Conduct gap analysis of CCRS with reference to entry-level college courses.	Stage II of the EPIC contract – June through December 2008	<b>THECB: COMPLETE</b> Gap analysis of 18 entry level college courses and the CCRS completed and reported to Coordinating Board on October 23, 2008.	<b>Subject area</b>	<b>% of standards aligned</b>
			ENGLISH (120 standards)	97%
			MATHEMATICS (169 standards)	87%
			SCIENCE (137 standards)	86%
			SOCIAL STUDIES (127 standards)	99%
			CROSS-DISCIPLINE (58 standards)	100%
<b>Action Item 1.10</b> Determine common (modal) practices in entry-level courses that address CCRS and present findings to THECB.	Stage II of EPIC contract – June 2008 through December 2010	<b>THECB:</b> Modal “reference course profiles” based on gap analysis will be included as appendices to the CCRS-Higher Education Validation Study report . and will include syllabi, student assignments, and assessments.	In Progress	
<b>Action Item 1.11</b> Develop instructional strategies to help prepare	<b>Public Education:</b> ELA standards	<b>TEA:</b> Ongoing	TEA is creating a College Readiness Educator Support Web Portal to serve as a single focal point for communicating CCRS instructional strategies, professional development for educators, and online	

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
<p>students for college level work (Phase III)</p> <p><b>Action Item 1.11.1:</b> Develop or establish minimum standards for curricula, professional development materials, online support materials for students who need additional assistance in both public and higher education (Phase III).</p>	<p>and materials approved by SBOE no later than June 2009</p> <p>Curriculum materials available for classroom use no later than fall semester: ELA of 2009 Math 2010 Science 2011 Soc Studies 2012</p> <p><b>Higher Education:</b> (1) Stage III of EPIC contract – April 2009 thru Jan 2011 to</p>	<p><b>TEA:</b> In progress</p> <p><b>THECB:</b> (1) College Readiness Assignments: Vertical teams of high school/college faculty have developed model College Readiness Assignments with scoring rubrics to determine student college readiness. A comprehensive field test of the CRAs will be conducted in FY2011.</p>	<p>student support materials.</p> <p>ELA support materials are currently available on a CCRS website. Other ELA materials are currently under review for additional submissions in fall 2010.</p> <p>Online math support materials are being developed and will be made available on the state's digital platform (Epsilen) beginning fall semester 2010. Online science support materials are also under development and will be made available in spring 2011. Development of online social studies support materials will begin in fall 2010 and will be made available in 2011. All math, science, and social studies modules will be made available through the state's digital platform.</p> <p>(1) A comprehensive field test of the CRAs and scoring rubrics will be conducted in FY2011 with evaluation to determine effectiveness in preparing students for college level work.</p>

## APPENDIX B

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Lead Staff Assigned to Objectives	Kerry Ballast, Curriculum Division (463-9581) Lynette Heckmann, THECB P-16/College Readiness Initiatives (427-6120)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
	<p>develop CRAs and scoring rubrics. Field testing to be completed under contract to be awarded under a separate competitive process in FY2011.</p> <p>(2) 2008-2012</p>	<p>(2) Regional Vertical Alignment Projects , also known as the Texas Pathways Project: Public secondary and postsecondary institutions collaborate to share student-level data and through the work of faculty vertical teams to use these data to inform interventions in policy, curriculum, and faculty development to improve students' transitions from secondary to postsecondary education. Regions currently participating in or developing Pathways partnerships are: San Antonio, Houston, El Paso, Rio Grande Valley.</p>	<p>(2) Data available from the San Antonio Pathways Project show that successful completion of Algebra II is currently not a predictor of college readiness; over 80% of students entering regional postsecondary institutions whose terminal secondary math course is Algebra II are placed in developmental coursework. Upon review, faculty found that college placement tests are not aligned to mathematics expectations in either secondary or postsecondary education. Faculty teams are recommending math coursework for students in their senior year and revisions to current college placement tests.</p>
<b>Action Item 1.12</b> Develop components of a		<b>TEA:</b> Pending	N/A

## APPENDIX B

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Lead Staff Assigned to Objectives	Kerry Ballast, Curriculum Division (463-9581) Lynette Heckmann, THECB P-16/College Readiness Initiatives (427-6120)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
<p>P-16 individualized graduation plan sufficient to prepare students for college success (Phase III)</p> <p><b>Action Item 1.12.1:</b> Develop college preparation courses and end-of-course assessments in mathematics, science, and English language arts for those students who do not pass end-of-course assessments in courses that are part of the RHSP (HB 2237, Section 8: Section 28.014) (Phase III)</p>		<p><b>TEA and THECB:</b> Funding for the development of college preparation courses was not allocated. For status of work on end-of-course assessments, please see <i>Objective 2, Action Item 2.4</i></p>	N/A
<p><b>Action Item 1.13</b> Hold series of regional meetings to begin vertical alignment of public/higher education courses.</p>	<p>October - November 2008 and October-November 2009</p>	<p><b>THECB:</b> COMPLETE. During October and November 2008 and 2009, CB conducted regional meetings for P-16 Regional Councils and CR Special Advisors to build awareness of CCRS and to assist in development of vertical alignment in the four foundation areas of the curriculum. The 2009 meetings also</p>	<p>1,275 participants in 2008 and 1621 in 2009 representing secondary and postsecondary education, business, community, and parent organizations attended meetings held 2008 and 2009 in each of the ten Higher Education Regions. Educators developed local, cross-institutional action</p>

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
		provided opportunity to provide a legislative update from actions of the 81st Texas Legislature, especially end-of-course assessments, the accountability system, and additional support for college and career readiness,	plans for first steps in CCRS implementation, which included, among others, plans for data sharing, for shared professional development, and for making the senior year more rigorous.

## APPENDIX B

# P-16 College Readiness Plan Work Status Document

## Objective 2

<b>OBJECTIVE 2</b>	<b>Align exit-level assessments of public education with entry-level expectations of higher education and the skilled workforce.</b>		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Criss Cloudt (Gloria Zyskowski), TEA Accountability and Student Assessment (463-9701) Evie Hiatt, THECB P-16/College Readiness Initiatives (427-6106)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
<b>Action Item 2.1:</b> Review public education exit-level assessments and higher education and skilled workforce entry-level expectations for gaps in knowledge and skills.	July 2008	<b>TEA:</b> Staff to reassess - Need clarification as to how requirements of Senate Bill 1031 supplement or supplant this requirement.	N/A
<b>Action Item 2.2:</b> Evaluate the need for and the use of multiple placement assessments.	TSI Test Alignment to CCRS – Phase I, February through August 2008; Phase II, TBD	<b>THECB:</b> COMPLETE. Phase I, Test Alignment Study: A 2009 study of current college readiness assessments under the Texas Success Initiative (TEC 51.3062) was conducted by Educational Policy Improvement Center through a competitively awarded contract to determine whether current assessments are aligned to the CCRS . Phase II, Test Development or Realignment: Yet to be determined, the Coordinating Board will either contract through a competitive process with an agent to develop a new assessment to measure the CCRS for students other than those assessed for college readiness under the end-of-course assessments OR work	Study determined that the CCRS performance expectations are, on average, more rigorous and cognitively demanding than the 2500 test items provided by the testing companies for analysis in the study. All tests measured some portion of the CCRS with the Texas Higher Education Assessment aligned most closely with the CCRS.

## APPENDIX B

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Lead Staff Assigned to Objectives	Criss Cloudt (Gloria Zyskowski), TEA Accountability and Student Assessment (463-9701) Evie Hiatt, THECB P-16/College Readiness Initiatives (427-6106)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
		with current testing companies with Board recognized TSI assessments to realign their tests to measure the CCRS.	
<b>Action Item 2.3:</b> Require students to achieve college-readiness benchmarks on the SAT or ACT or to complete the RHSP or DAP to be eligible to apply to a general academic teaching institution in Texas. <i>(HB 3826, 80th Leg.)</i>	Requirement for admission to GATI (public universities) – admission for 2008-09 academic year	<b>THECB: COMPLETE.</b> TEC §51.803-51.809 (HB 3826, 80th Leg.) requires all students applying to general academic teaching institutions, other than those with open admissions policies, to complete the recommended or advanced curriculum <b>or</b> to have satisfied ACT's College Readiness Benchmarks, or 1500 on the SAT.	All general academic teaching institutions, other than those with open admissions policies, have implemented HB3826.
<b>Action Item 2.4:</b> Require end-of-course assessments to include a separate series of special purpose questions to measure college readiness and the need for developmental education <i>(SB 1031, 80th Leg.)</i>	Finalize College Readiness Assessment Plan by December 5, 2008	<b>TEA and THECB:</b> TEA, in collaboration with THECB, sponsored a National Advisory Panel meeting regarding assessing college readiness for the EOC assessment program on September 10, 2008. The panel of nationally recognized experts shared research and discussed critical issues related to assessing college readiness. The national advisory panel discussion provided guidance to TEA in the design of the college-readiness assessment strategy for the EOC program. This discussion also serves as the basis for the development of a <i>College Readiness End-of-Course Assessment Plan</i> . TEA and THECB met on November 17, 2008, to review the draft <i>College Readiness End-of-Course</i>	In progress.

## APPENDIX B

<b>OBJECTIVE 2</b>	<b>Align exit-level assessments of public education with entry-level expectations of higher education and the skilled workforce.</b>		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Criss Cloudt (Gloria Zyskowski), TEA Accountability and Student Assessment (463-9701) Evie Hiatt, THECB P-16/College Readiness Initiatives (427-6106)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
	Summer 2010	<p><i>Assessment Plan.</i> Received input from legislative staff and revisions to be made before plan finalized Dec 5.</p> <p>Plan was updated in June 2010 to reflect activities that had been completed after the plan was adopted. THECB and TEA staff have reviewed the revised plan and provided additional edits. Final version of the revised plan to be posted to the TEA website in late summer 2010.</p>	
<b>Action Item 2.5:</b> Require end-of-course assessments to measure a student's performance on college readiness standards and be validated by national post-secondary education experts for college readiness content and performance standards (SB 1031, 80 <sup>th</sup> Legislature)	Begin rule making in November 2011 to establish performance levels on assessment instruments to indicate college-readiness. Effective date May 2012	<b>TEA and THECB:</b> TEA, in collaboration with THECB, sponsored a National Advisory Panel meeting regarding assessing college readiness for the EOC assessment program on September 10, 2008. The panel of nationally recognized experts shared research and discussed critical issues related to assessing college readiness. The national advisory panel discussion provided guidance to TEA in the design of the college-readiness assessment strategy for the EOC program. This discussion also serves as the basis for the development of a <i>College Readiness End-of-Course Assessment Plan</i> . TEA and THECB	In progress.



## APPENDIX B

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Lead Staff Assigned to Objectives	Criss Cloudt (Gloria Zyskowski), TEA Accountability and Student Assessment (463-9701) Evie Hiatt, THECB P-16/College Readiness Initiatives (427-6106)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
		<p>met on November 17, 2008, to review the draft <i>College Readiness End-of-Course Assessment Plan</i>. Received input from legislative staff and revisions to be made before plan finalized Dec 5.</p> <p>Plan was updated in June 2010 to reflect activities that had been completed after the plan was adopted. THECB and TEA staff have reviewed the revised plan and provided additional edits. Final version of the revised plan to be posted to the TEA website in late summer 2010.</p>	

## APPENDIX B

# P-16 College Readiness Plan Work Status Document

## Objective 3

<b>OBJECTIVE 3</b>	<b>Infuse PK, elementary, middle and high school curricula with appropriate rigor to academically prepare students, including those with special needs, for success in college/university courses and career pursuits.</b>		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	<p style="text-align: center;">Kerry Ballast, TEA, Curriculum (463-9581)</p> <p>Joseph Kulhanek, TEA, State Initiatives, <i>formerly in Curriculum</i> Division (463-4989)  Lynette Heckmann, THECB P-16/College Readiness Initiatives (427-6120)</p>		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
<b>Action Item 3.1:</b> Develop strategies and parameters for the alignment of P-12 curriculum and higher education curriculum in core subjects.	Vertical teams start Phase II – July 2008 – 2009	<b>TEA and THECB: COMPLETE</b>	Phase I VTs created draft CCRS for the core areas (English, mathematics, science, social studies) which were adopted by THECB in January 2008. Phase II, which requires a gap analysis, is complete. The primary purpose of the gap analysis is to identify the gaps between the CRS and the TEKS. ELA, Math, and Science and Social Studies VTs have conducted gap analysis and presented report to TEA and THECB staff. Social studies to be conducted in Spring 2009.
<b>Action Item 3.2:</b> Consult with the SBOE about increasing the rigor of the high school curriculum by requiring 4x4x4x4 (English/Language Arts, Math, Science, Social Studies).	SBOE 4X4 rules went into effect November 2006 and apply to all students entering high school as 9 <sup>th</sup> graders in 2007-2008.	<b>TEA: COMPLETE</b>	

## APPENDIX B

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Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	<p style="text-align: center;">Kerry Ballast, TEA, Curriculum (463-9581)</p> <p>Joseph Kulhanek, TEA, State Initiatives, <i>formerly in Curriculum Division</i> (463-4989)  Lynette Heckmann, THECB P-16/College Readiness Initiatives (427-6120)</p>		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
<b>Action Item 3.3:</b> Jointly develop strategies to decrease the number of students entering developmental education programs at institutions of higher education (IHEs).	<p>Phase III: Develop instructional strategies to help prepare students for college-level work (professional development and online support materials) – start date: April 2008</p> <p><b>Higher Education</b> Annually, each summer</p>	<p><b>TEA:</b> Ongoing</p> <p><b>THECB:</b> Higher Education Intensive and Bridge Programs have been implemented beginning summer 2007. Their purpose is to determine if early intervention and support programs offered in intensive summer, or before/after school or weekend timeframes can increase student performance (1) for high school students so they are college ready by the time they graduate from high school, (2) for first year college students who are at risk of dropping out of college, or (3) for adult students who have received a GED but are not college ready. Awards have been made through FY2011. The THECB's Accelerated Action Plan for Closing the Gaps, places emphasis on funding effective bridge programs at institutions</p>	<p>TEA created a College Readiness Educator Support web portal to serve as a resource for communicating CCRS instructional strategies, professional development for educators, and online student support materials.</p> <p>Between 2007 and 2009, nearly 2500 students have been provided college-readiness instruction and support at institutions. Outcomes include: 1) Some programs have been successful for improving the college readiness of participants in mathematics. 2) Some programs have been successful in improving participant awareness about and use of learning and study strategies related to skill, will and self-regulation components of strategic learning. Recommendations for improving these programs include: 1) All programs in collaboration with their institutional faculty redesign their curriculum and instruction, so that it is not the traditional developmental or dual enrollment</p>

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Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	<p style="text-align: center;">Kerry Ballast, TEA, Curriculum (463-9581)</p> <p>Joseph Kulhanek, TEA, State Initiatives, <i>formerly in Curriculum Division</i> (463-4989)  Lynette Heckmann, THECB P-16/College Readiness Initiatives (427-6120)</p>		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
		with high numbers of underprepared Hispanic and African American students who meet high school graduation standards, have strong academic records, but do not meet TSI standards. THECB staff will issue subsequent RFAs to (1) address the goals of the Accelerated Action Plan , (2) to incorporate all lessons learned from previous programs to ensure more effective program outcomes, and (3) to expand programs to include middle schools students to as early intervention opportunities.	<p>curriculum offered by the college; 2) Learning frameworks be integrated into the English Language Arts and Math curriculum; and 3) All program administrators evaluate the effectiveness of the new curriculum design and report the results to THECB.</p> <p>To support the colleges in their efforts to improve the curriculum and instruction design, THECB has provided a Professional Development Training in the spring of 2010. Training included instruction and guidance from faculty experts in the fields of Mathematics, English Language Arts, and Learning Frameworks. Attendance at the Professional Development Training was mandatory. Followup by curriculum experts and site visits by THECB staff and evaluation consultants will monitor how well faculty and project staff have implemented recommendations from the spring training.</p> <p>In progress.</p>

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Lead Staff Assigned to Objectives	<p style="text-align: center;">Kerry Ballast, TEA, Curriculum (463-9581)</p> <p>Joseph Kulhanek, TEA, State Initiatives, <i>formerly in Curriculum Division</i> (463-4989)  Lynette Heckmann, THECB P-16/College Readiness Initiatives (427-6120)</p>		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
<b>Action Item 3.3.1:</b> Establish guidelines for delineating between the need for remediation courses and the need for refresher courses.	Effective fall 2010	<b>THECB:</b> Non-Semester-Length Developmental Education Interventions: To provide institutions with the flexibility to offer instruction for students not college ready but for whom short term, targeted instruction is needed, institutions will be allowed to claim formula funding beginning fall 2010 for approved non-semester-length developmental education interventions.	
<b>Action Item 3.4:</b> Provide grants for volunteers to teach classroom or after-school programs to enhance college readiness, workforce readiness, dropout prevention, or personal financial literacy. [HB 2237 Section 29.917, 80 <sup>th</sup> Legislature]	Year 1 of the program operated June 1, 2008 through May 31, 2009. Year 2 operated June 1, 2009 through May 31, 2010. Year 3 will cover August 1, 2010 through July 31, 2011.	<b>TEA:</b> In progress Note: TEC §29.917 (HB 2237, 80th Leg.) allows the commissioner of education to grant awards to organizations that provide volunteers to teach classroom or after-school programs to enhance college readiness, workforce readiness, dropout prevention, or personal financial literacy.  In 2008, funding was awarded through a competitive process to the Association of Junior Achievement Areas of Texas (JA).	The SERVE grant currently operates in 184 Texas high schools and in 1,195 classrooms. Over 21,000 students have been served to date, with over 1,000 volunteers serving in classrooms as mentors. In addition, JA sponsors a College Scholarship program for students who have participated in their SERVE JA high school programs. The SERVE grant operates in the following JA regions: <div style="text-align: center;">Austin Houston</div>

## APPENDIX B

<b>OBJECTIVE 3</b>	<b>Infuse PK, elementary, middle and high school curricula with appropriate rigor to academically prepare students, including those with special needs, for success in college/university courses and career pursuits.</b>		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	<p style="text-align: center;">Kerry Ballast, TEA, Curriculum (463-9581)</p> <p>Joseph Kulhanek, TEA, State Initiatives, <i>formerly in Curriculum</i> Division (463-4989)  Lynette Heckmann, THECB P-16/College Readiness Initiatives (427-6120)</p>		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
			Fort Worth Brazoria City Dallas El Paso Longview Midland San Antonio

## APPENDIX B

# P-16 College Readiness Plan Work Status Document

## Objective 4

<b>OBJECTIVE 4</b>	<b>Establish sound accountability measures for college readiness in public education and for persistence and timely graduation in higher education.</b>		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Criss Cloudt (Shannon Housson), TEA Accountability and Student Assessment (463-9701) Susan Brown, THECB Planning and Accountability (427-6153)		
Action Items	Timelines	Work Status	Outcomes
<b>Action Item 4.1:</b> Consider requirement for an annual joint accountability report reflecting college readiness of P-12 system and “student readiness” of higher education.	Tentative Completion Date: Originally September 2007 (key staff will revisit)	<p><b>TEA :</b> TEA added measures on College Readiness.</p> <p>THECB: Higher education accountability measures reflect the readiness of all students entering higher education. Readiness is shown separately for students meeting all the Texas Success Initiative or TSI (see TEC §51.3062 at <a href="http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm#51.3062">http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm#51.3062</a>) standards and for those who did not meet the standards in math, reading, and writing. Students who are below TSI standards in all areas are identified separately. The minimum passing standards, set out in state statutes and THECB rules 4.51-4.60 are:</p> <p>(1) ASSET: Reading Skills - 41; Elementary Algebra - 38; Writing Skills (objective) - 40; and Written Essay - 6.</p> <p>(2) COMPASS: Reading Skills - 81; Algebra - 39; Writing Skills (objective) - 59; and Written Essay - 6.</p>	Because of the nature of the accountability systems for public education and higher education, development of a joint accountability report is not feasible at this time since it would require significant changes to one or the other or both systems.

## APPENDIX B

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Lead Staff Assigned to Objectives	Criss Cloudt (Shannon Housson), TEA Accountability and Student Assessment (463-9701) Susan Brown, THECB Planning and Accountability (427-6153)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
		<p>(3) ACCUPLACER: Reading Comprehension - 78; Elementary Algebra - 63; Sentence Skills - 80; and Written Essay - 6.</p> <p>(4) THEA: Reading - 230; Mathematics - 230; Writing - 220.</p> <p>(b) The minimum passing standard for the written essay portion of all tests is a score of 6. However, an essay with a score of 5 will meet this standard if the student meets the objective writing test standard.</p> <p>(NOTE: See THECB rules, Exemptions/Exceptions at <a href="http://info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&amp;app=9&amp;p_dir=&amp;p_rloc=&amp;p_tloc=&amp;p_ploc=&amp;pg=1&amp;p_tac=&amp;ti=19&amp;pt=1&amp;ch=4&amp;rl=54">http://info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&amp;app=9&amp;p_dir=&amp;p_rloc=&amp;p_tloc=&amp;p_ploc=&amp;pg=1&amp;p_tac=&amp;ti=19&amp;pt=1&amp;ch=4&amp;rl=54</a>, for classes of students exempt from TSI requirements)</p>	
<b>Action Item 4.2:</b> TEA will report a series of college readiness measures by school district on an annual basis.	<p>College Readiness Indicators – effective beginning with the 2006 AEIS Reports</p> <p>College-Ready Graduates Indicator – effective beginning with the 2007 AEIS Reports</p>	<p><b>TEA: College Readiness Indicators:</b> Beginning with the 2006 Academic Excellence Indicator System (AEIS) reports, the Performance section of the AEIS report was restructured to group certain indicators under this heading. These indicators help provide a picture of college preparedness at a given high school, and can be used by educators as they work to ensure that students are able</p>	



## APPENDIX B

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Lead Staff Assigned to Objectives	Criss Cloudt (Shannon Housson), TEA Accountability and Student Assessment (463-9701) Susan Brown, THECB Planning and Accountability (427-6153)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
		<p>to perform college-level course work at institutions of higher education.</p> <p>The indicators include:</p> <ul style="list-style-type: none"> <li>• Advanced Course/Dual Enrollment Completion;</li> <li>• Recommended High School Program/Distinguished Achievement Program Graduates;</li> <li>• AP/IB Results;</li> <li>• Texas Success Initiative (TSI) Higher Education Readiness Component;</li> <li>• SAT/ACT Results; and</li> <li>• College-Ready Graduates</li> </ul> <p><b>College-Ready Graduates:</b> Beginning with the 2007 AEIS reports, a new indicator of college readiness was shown on the AEIS reports in response to TEC §39.051(b)(13) that requires establishing an indicator of "... the measure of progress toward preparation for postsecondary success." To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. The criteria for each</p>	

## APPENDIX B

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Lead Staff Assigned to Objectives	Criss Cloudt (Shannon Housson), TEA Accountability and Student Assessment (463-9701) Susan Brown, THECB Planning and Accountability (427-6153)		
Action Items	Timelines	Work Status	Outcomes
		<p>is:</p> <p><u>Subject</u></p> <p><u>ELA</u></p> <p><b>Exit-level TAKS:</b>            &gt;= 2200 scale score on ELA test            AND            a “3” or higher on essay            OR</p> <p><b>SAT:</b>            &gt;=500 on Critical Reading <u>and</u>            &gt;=1070 Total            OR</p> <p><b>ACT:</b>            &gt;= 19 on English <u>and</u>            &gt;= 23 Composite</p> <p><u>MATH</u></p> <p><b>Exit-level TAKS:</b>            &gt;= 2200 scale score on math test            OR            &gt;=500 on Math <u>and</u>            &gt;=1070 Total            OR            &gt;= 19 on Math <u>and</u>            &gt;= 23 Composite</p> <p>Three values are calculated for this indicator:</p> <p><b>(1) Eng Lang Arts.</b> This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT English language arts tests.</p> <p>number of graduates who scored at or above the <i>College-Ready</i> criterion for ELA</p>	

## APPENDIX B

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Action Items	Timelines	Work Status	Outcomes
		<p><i>divided by</i> number of graduates (class of 2006) with ELA results to evaluate</p> <p><b>(2) Mathematics.</b> This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT mathematics tests.</p> <p>number of graduates who scored at or above the <i>College-Ready</i> criterion for mathematics <i>divided by</i> number of graduates (class of 2006) with mathematics results to evaluate</p> <p><b>(3) Both Subjects.</b> This shows the percent of graduates who scored at or above the criterion score on both the TAKS, SAT, or ACT ELA and mathematics tests.</p> <p>number of graduates who scored at or above the <i>College-Ready</i> criteria on <i>both</i> ELA &amp; mathematics <i>divided by</i> number of graduates (class of 2006) with results in both subjects to evaluate</p> <p>This indicator differs from the TSI - Higher Education Readiness Component, in several ways:</p> <ul style="list-style-type: none"> <li>• it includes performance on the</li> </ul>	

## APPENDIX B

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Lead Staff Assigned to Objectives	Criss Cloudt (Shannon Housson), TEA Accountability and Student Assessment (463-9701) Susan Brown, THECB Planning and Accountability (427-6153)		
Action Items	Timelines	Work Status	Outcomes
		<p>SAT and ACT;</p> <ul style="list-style-type: none"> <li>• it is based on prior year graduates rather than current year 11th graders;</li> <li>• it provides an overall measure of both subjects combined; and</li> <li>• performance is tied to the campus and district where the student graduated, while the TSI indicator uses the campus and district where the TAKS tests were administered.</li> </ul> <p><i>(Sources: TEA Student Assessment Division, The College Board, Aug. 2006, ACT, Inc. Oct. 2006; and PEIMS, Oct. 2006)</i></p>	
<b>Action Item 4.3:</b> TEA and THECB will review the current method that school districts use to publish college remediation rates and other college-related data for students as provided by THECB.		<b>THECB:</b> The THECB high school developmental education report has been rebuilt to provide information to high schools in a useful format. THECB also publishes a report on the GPA of recent high school graduates during their first year in higher education.	
<b>Action Item 4.4:</b> THECB will develop P16 accountability measures for IHEs in Texas.		<b>THECB:</b> The community college accountability site has been modified to include a comparison of the population ethnicity in a college's service areas to	

## APPENDIX B

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Lead Staff Assigned to Objectives	Criss Cloudt (Shannon Housson), TEA Accountability and Student Assessment (463-9701) Susan Brown, THECB Planning and Accountability (427-6153)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
		the enrollment ethnicity to encourage institutions to represent their communities. For universities, the racial/ethnic breakout of the statewide high school graduates is reported for comparison with institutional enrollment.	
<b>Action Item 4.5:</b> THECB will review current instruments used to establish college readiness to determine their alignment with the CCRS.	Phase I: June 2008 – May 2009	<p><b>THECB: COMPLETED:</b> Phase I, Test Alignment Study, Phase I contract issued to Educational Policy Improvement Center in June 2008 to determine the extent to which the CCRS are aligned with the current THECB recognized college readiness assessments commonly used in Texas (ACT, SAT, COMPASS, ASSET, ACCUPLACER, THEA) in terms of both content and cognitive demand.</p> <p>Phase II: Because current THECB recognized assessments under the Texas Success Initiative (TEC §51.3062) are not</p>	EPIC's findings indicate that admissions and placement tests provide coverage of some, but not all, the knowledge and skills specified in the CCRS. To assess all of the CCRS, additional measures would be needed. Other findings include: 1) overall the CCRS were more rigorous and cognitively demanding than the test items; 2) highest average cognitive demand: - Math: SAT, ACT, and THEA - SAT and ACT is the most similar in cognitive demand to the standards they assessed - ELA: ACCUPLACER and THEA - ACCUPLACER and THEA are the most similar in cognitive demand to the standards they assessed; 3) highest average rigor - Math: All tests were nearly identical - ELA: THEA, ACCUPLACER, and SAT - THEA is most similar in rigor to the standards it assessed; 4) tests were more similar than different; 5) multiple methods may be needed to assess the CCRS; 6) CCRS may not be assessable via mostly-

## APPENDIX B

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Lead Staff Assigned to Objectives	Criss Cloudt (Shannon Housson), TEA Accountability and Student Assessment (463-9701) Susan Brown, THECB Planning and Accountability (427-6153)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
	Phase II: TBD	aligned with the CCRS, THECB staff considering recommending legislative changes that would allow THECB to develop one assessment to determine college readiness in addition to End of Course assessments in English III and Algebra II.	multiple-choice tests; and 7) some standards are not sufficiently assessed by any tests.  Pending

## APPENDIX B

# P-16 College Readiness Plan Work Status Document

## Objective 5

<b>OBJECTIVE 5</b>	<b>Create a college-going culture in every public PK, elementary, middle and high school in Texas</b>		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Chris Alvarado, THECB P-16/College Readiness (427-6207)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	
<b>Action Item 5.1:</b> Develop a coordinated outreach strategy for developing a college-going culture for students and parents across the state.	Ongoing	<p><b>TEA:</b> The High School Completion and Success Initiative Council, created by HB 2237 (80th Legislature), adopted a strategic plan focused on strategies to identify, support, and expand programs to improve high school completion rates and college and workforce readiness in March 2008. The Council's goal is to ensure that the strategic plan is in line with other plans (P-16 College Readiness Strategic Plan, Workforce's Destination 2010, Higher Education's Closing the Gaps, Governor's Business Council, etc.) to maximize results.</p> <p>A number of initiatives managed by TEA include coordinated outreach strategies for fostering a college-going culture for students and parents. Two of those initiatives include The Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) and the Texas 21st Century Community Learning Centers (CCLC) program.</p>	

## APPENDIX B

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Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Chris Alvarado, THECB P-16/College Readiness (427-6207)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	
		<p>The GEAR UP project provides resources to educators, students, and parents to enhance the early postsecondary awareness, access, and success of secondary students across the state. Available resources include video and print materials housed at <a href="http://www.TexasGearUp.com">www.TexasGearUp.com</a> and <a href="http://www.OwnYourOwnFuture.com">www.OwnYourOwnFuture.com</a>. In addition, GEAR UP resources will be incorporated into the Online College Preparation System (mentioned under Action Item 5.1.2) for use in college initiatives across the state.</p> <p>CCLC programs provide activities that improve academics, attendance, behavior, promotion and graduation rates. Activities targeting adult family members promote parental involvement and family literacy and are designed to more actively engage parents in supporting the educational attainment of their children.</p> <p>The newly implemented College Readiness for Middle School Students grant program prepares 7<sup>th</sup> and 8<sup>th</sup> graders to meet the college readiness performance standards on the English and Algebra End of Course assessments as well as</p>	In progress.



## APPENDIX B

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Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Chris Alvarado, THECB P-16/College Readiness (427-6207)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	
<b>Action Item 5.1.1:</b> Pursue partnerships with other state and local agencies to disseminate post-secondary success information.	2009-2011	<p>encourages a college-going culture.</p> <p><b>THECB:</b> Campaign to Develop a College-Going Culture in Texas is in development with launch scheduled for fall 2010. The major objectives of the campaign are to increase awareness and build support for the CCRS, develop</p> <p><b>THECB:</b> THECB and Texas Guaranteed Student Loan Corporation (TG) will host the College Access and Affordability Telethon (2011) which promotes the message that college is possible and affordable and broadcast to different locations in the state.</p>	<p>2011 Telethon: Planning in progress.</p> <p>2010 Telethon: The 2010 College Awareness &amp; Affordability Telethon held Feb 9-March 4, 2010 generated <b>48,233</b> calls from eleven media markets: Tyler/Longview, Dallas/Ft. Worth, Austin, Harlingen (Rio Grande Valley), San Antonio (English), San Antonio (Spanish), Laredo, Houston, Beaumont/Port Arthur, El Paso, and Lubbock. Volunteers answered <b>8,851 (18.4% of total)</b> calls during the eleven nights of the Telethon. Callers not able to get through were directed to visit <a href="http://www.CollegeforAllTexans.com">www.CollegeforAllTexans.com</a> for information or to call the TFAIC hotline the following day. The Houston <i>Univision</i> broadcast on Feb. 22 generated more than 14,100 calls, a record for one evening. During the month of the Telethon, visits to the website rose by 32 percent.</p> <p>2009 Telethon: The 2009 College Awareness &amp; Affordability Telethon held Feb 10-26, 2009 generated <b>46,448</b> calls from nine media markets: San Antonio (English), San Antonio (Spanish), Beaumont/Port Arthur, Austin, Dallas/Ft. Worth, El Paso, Houston, Lubbock, and</p>

## APPENDIX B

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Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Chris Alvarado, THECB P-16/College Readiness (427-6207)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	
	Annually, each February	<p><b>THECB:</b> (1) COMPLETE. Regional P-16 Council Professional Development grants awarded by THECB to help foster coordinated efforts at the local level.</p>	<p>Tyler/Longview/Lufkin/Nacogdoches. Volunteers were able to answer <b>7,637 (16.4% of total)</b> calls. Callers not able to get through were directed to visit <a href="http://www.CollegeforAllTexans.com">www.CollegeforAllTexans.com</a> for information or to call the TFAIC hotline the following day. During the month of the Telethon, visits to the website rose by 25 percent.</p> <p>For FY08, 11 Existing P-16 Councils were awarded funds to continue their work, and 10 new P-16 Councils were awarded grants to further the development of their P-16 Council. There were a total of 21 awards to IHEs; 19 were fully funded, and 2 received travel awards to attend the HB 400 Summit/P-16 Institute. The average size of award was \$15,000. The IHEs, ISDs, businesses, and communities from the following regions were served: Abilene; Corpus Christi; Laredo; Victoria; Nacogdoches; Austin; El Paso; Houston; Harlingen; Denton; San Antonio; Wichita Falls; Lubbock; Beaumont; Texarkana; Arlington; Tyler; Edinburg; Brownsville; Odessa; and Weatherford. All funded Councils attended the three CB hosted meetings and submitted their required long-range plan by June 30, 2008.</p>

## APPENDIX B

<b>OBJECTIVE 5</b>	<b>Create a college-going culture in every public PK, elementary, middle and high school in Texas</b>		
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Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Chris Alvarado, THECB P-16/College Readiness (427-6207)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	
	August 2010-August 2011		In progress.
	Ongoing	<p>(2) An RFA was released in June 2010 for Regional P-16 Council College and Career Readiness Marketing Project grants to help foster coordinated efforts at the local level that will complement the statewide campaign. Awards are expected to be made in August 2010. In addition, grants will be awarded new Councils to achieve recognized status.</p> <p><b>THECB:</b> Staff working with United Ways of Texas on Community Advocacy for Education project as a member of the Grant Advisory Council.</p> <p><b>TEA and THECB:</b> Jointly working together with Texas Dept of Family &amp; Protective Services to ensure that outreach</p>	<p>In progress.</p> <p>In progress.</p>

## APPENDIX B

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Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Chris Alvarado, THECB P-16/College Readiness (427-6207)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	
	August 2010	<p>efforts are targeting Foster Youth.</p> <p><b>TEA with THECB:</b> The Online College Preparation Assistance Pilot Program is a \$1.5 million pilot program developed and implemented by TEA in partnership with THECB to:</p> <ul style="list-style-type: none"> <li>➤ Provide a personalized online tool to assist secondary students with college and career planning and preparation, including the ability to research and match colleges and universities and careers, match available scholarships on an individualized basis, and apply to colleges online. It also provides a means for high school counselors to electronically track students' progress in achieving college readiness.</li> <li>➤ Develop a workable plan to unify the numerous online resources currently operated by state</li> </ul>	In progress.

## APPENDIX B

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Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Chris Alvarado, THECB P-16/College Readiness (427-6207)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	
<p><b>Action Item 5.1.2:</b> Require school districts to designate one week during the school year to educate middle school, junior high school, and high school students about the importance of higher education (HB 2237, 80<sup>th</sup> Legislative Session)</p>	<p>Ongoing September 2007</p>	<p>agencies into an integrated website with the potential to become a single online service through which the state advances college and career readiness.</p> <p>The pilot is set to serve over 35,000 Texas high school students in all 20 ESC regions in Texas beginning in August 2010 and ending August 31, 2011.</p> <p><b>TEA: COMPLETE.</b> Online correspondence sent to districts regarding requirements of TEC §29.911 (HB 2237): <i>Education: Go Get It Week</i>. Legislation does not require any type of compliance reporting. Districts or campuses (if the week is not a designated district-wide week) are encouraged to share what they are doing to fulfill the requirements of this law by posting information regarding <i>Education Go Get It Week</i> on their websites.</p>	
<p><b>Action Item 5.1.3:</b> Update College for Texans informational website and develop and disseminate informational marketing materials to various partners across the state (i.e., a college planning and financial aid guide; Apply Texas information, etc.).</p>	<p>August 2010-August 2011 (1) August 2010-August 2011</p> <p>(2) August 2010-November 2010</p>	<p><b>THECB:</b> (1) CollegeForTexans.com to be upgraded with new Financial Aid Calculator; ON Track for College Readiness modules; and new content for transfer, military, adult</p>	

## APPENDIX B

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Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Chris Alvarado, THECB P-16/College Readiness (427-6207)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	
		basic education, and returning student audiences (2) FY11 informational materials being updated with Gen TX brand for publication and dissemination.	
<b>Action Item 5.2:</b> Develop strategies to provide access to post-secondary learning opportunities for every student graduating from high school.	Ongoing	<b>TEA:</b> Through the Early College High School (ECHS) program school districts and institutions of higher education may apply for designation as an Early College High School. The program provides students who would not otherwise consider attending college an opportunity to simultaneously earn a high school diploma and an Associate's Degree or up to 60 college credit hours for free. The ECHS model emphasizes increasing academic rigor and immersing students in a college going culture while providing academic and social support structures that enable students to increase their college readiness.	In 2010, eleven of the state's 41 early college programs graduated seniors with the students earning scholarships totaling more than \$5.6 million. Six of these schools also offer an associate of arts (AA) degree and 308 of the graduating seniors enrolled in these six programs earned an AA degree in addition to a high school diploma. In all, more than 900 students graduated from the early colleges in May. Many of these students could graduate with up to 60 hours of college credit.
	Ongoing	The 79 <sup>th</sup> Legislature (TEC §39.234) created the High School Allotment began providing funds to school districts, based on the amount of \$275 for each student in grades 9 through 12. The purpose of the program is to aid districts in preparing underachieving students to enter college; encourage students to pursue advanced	Each year, TEA recognizes school districts for exceptional programs/strategies implemented with the help of High School Allotment funds based on a set of established criteria. Examples of strategies and activities described by districts during the past three years include:

## APPENDIX B

<b>OBJECTIVE 5</b>	<b>Create a college-going culture in every public PK, elementary, middle and high school in Texas</b>		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Chris Alvarado, THECB P-16/College Readiness (427-6207)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	
		<p>academics; provide opportunities for students to take academically rigorous courses and align secondary and postsecondary curriculum expectations.</p> <p><b>THECB:</b> (1) COMPLETE. FY07 College Connection grants to community colleges to partner with local high schools. Objective is to guarantee high school seniors admission to the college, including appropriate academic advising and college readiness testing and placement in appropriate developmental education or entry-level college courses.</p> <p>(2) Federal College Access Challenge Grant (CACG) efforts will provide funding for projects tied directly to</p>	<ul style="list-style-type: none"> <li>• Paying for students to take dual credit courses, and AP/IB courses and exams;</li> <li>• College readiness counselors to help students make successful transitions to college;</li> <li>• College readiness courses focused on teaching strategies to improve test scores;</li> <li>• Before- and after-school programs to assist students with applying for college and financial aid</li> </ul> <p>(1) Grantees proposed to serve 53,353 students during the grant period but actually served a total of 59,868. Five of the grantees were given planning grants for training to prepare them to be future grantees. Paris Junior College and Northeast Texas College were the only planning grantees who did not receive College Connections funding. Outcome Data indicate the program was able to increase the number of graduates from participating high schools enrolling in college the following fall.</p> <p>(2) In Progress.</p>
	(2) August 2010-August 2012		

## APPENDIX B

<b>OBJECTIVE 5</b>	<b>Create a college-going culture in every public PK, elementary, middle and high school in Texas</b>		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Chris Alvarado, THECB P-16/College Readiness (427-6207)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	
		<p>providing access to higher education for students attending public schools with low college going rates. Specific initiatives include the following:</p> <ul style="list-style-type: none"> <li>• Establishment of National College Advising Corps model in the state. The purpose of the program is to place recent graduates as full-time “near-peer” advisers in high schools with low college-going rates.</li> <li>• Institutions with high Hispanic and African American enrollment will be allowed to compete for grants to support “early alert” systems tied to interventions (such as tutoring) to boost student success.</li> <li>• The Adult Degree Completion initiative will deploy a targeted marketing campaign to reach 222,843 students with 55 hours or more who have “stopped out” and are at risk of not completing college. An online degree audit system will be developed to assist and facilitate re-entry for these adults to complete a degree or certificate.</li> <li>• “Final Stretch” need-based grant aid will be awarded to students</li> </ul>	



## APPENDIX B

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Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Chris Alvarado, THECB P-16/College Readiness (427-6207)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	
<b>Action Item 5.2.1:</b> THECB will create summer opportunities such as the Texas Governor's School and bridging programs that extend and support student learning opportunities.	(1) Annually, each summer	who have completed 60 hours toward a degree.  <b>THECB:</b> (1) Texas Governor's Schools – COMPLETE for 2007 and 2008. RFP issued November 2008 for programs offered for three years, FY2009-2011. Goals of TGS are to provide high achieving high school juniors and seniors with opportunities to develop and enhance their intellectual and creative pursuits at a level not typically available in the high school classroom. A TGS is required to offer its students academic services and relevant activities that blend intellectual explorations with practical applications of theory in one or more of the following areas as required under TEC § 61.07621: mathematics and science; humanities; fine arts; or leadership and public policy TGS have been or are located at the following public universities: 2007: (1) University of North Texas 2008: (1) Lamar University; (2) Midwestern University; and (3) University of North Texas	(1) During 2007, 2008, and 2009, nearly 800 students have been provided enrichment instruction and activities at several public universities each summer. Each university met the goals of the Texas Governor's Schools . Recommendations to improve programs include the following: 1) Collaboration with fellow TGS Directors for a best practices meeting in 2010; 2) Collaboration with THECB to consider how the TGS curriculum and instruction practices may be applicable to the Summer Bridging Programs; and 3) Collaboration with THECB, TEA, and other state entities to organize/improve statewide recruitment efforts.
	(2) Annually		(2) See Outcomes for Action Item 3.3 regarding Higher Education Intensive and

## APPENDIX B

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Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Chris Alvarado, THECB P-16/College Readiness (427-6207)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	
		2009-2011 : (1) Lamar University; (2) Texas A&M University; (3) Texas A&M University-Corpus Christi; and (4) University of North Texas (2) <i>See Action Item 3.3 regarding Higher Educ. Intensive and Bridge Programs.</i>	<i>Bridge Programs.</i>

## APPENDIX B

# P-16 College Readiness Plan Work Status Document

## Objective 6

<b>OBJECTIVE 6</b>	<b>Prepare education professionals in public and higher education, from P through 16, to assist students, including those with special needs, in meeting college readiness and skilled workforce expectations and standards.</b>		
Supporting Legislation/TEC Section	TEC §61.0761 (HB1)		
Lead Staff Assigned to Objectives	Dr. Karen Loonam , TEA Deputy Associate Commissioner of Educator Credentialing and Standards (936-8250) Dr. Janice Lopez, Director, Division of Educator Standards (936-8226) Dr. Araceli Ortiz, THECB, Director, Educator Quality (427-6253)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
<b>Action Item 6.1:</b> Incorporate college readiness training into educator preparation program training.	<p>Tentative Completion Date: Originally January 2008 (key staff will revisit)</p> <p>(1) Ongoing</p> <p>Phase 1: Symposia hosted as follows:</p> <ul style="list-style-type: none"> <li>MATHEMATICS - Texas State, EPIC Center, Nov. 21, 2008</li> </ul>	<p><b>TEA:</b> Work with administrators and program specialists in TEA's Division of Educator Standards and others (e.g., advisory committee and stakeholders), as appropriate, to brainstorm ways that the newly-adopted <i>P-16 College Readiness Standards</i> can enhance educator preparation program training.</p> <p><b>THECB:</b></p> <p>(1) The College Readiness Initiative Faculty Collaborative (CRIFC) Project is a P-16 Initiative that seeks to engage faculty members from Texas institutions of higher education associated with the delivery of educator preparation programs.</p> <p>Phase 1: In order to promote initial awareness, symposia were held in fall 2008 and early spring 2009 to support implementation of the College and Career Readiness Standards, specifically to</p>	<p>Implementation of College Readiness Standards alignment with certification tests. As new TEKS are developed with College Readiness Standards, we align the examinations for certification.</p> <p>(1) In Progress.</p> <p>Phase 1: Approximately 500 faculty from 50+ IHEs participated in the symposia. Positive participant feedback confirmed the achievement of goals in promoting awareness of the CCRS for faculty who teach freshman and sophomore courses and those who teach in Texas teacher</p>

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
	<ul style="list-style-type: none"> <li>ENGLISH / LANGUAGE ARTS - UT Austin, Meadows Center, Jan. 23, 2009</li> <li>SCIENCE -Texas A&amp;M Corpus Christi - A&amp;MCC, Feb 28, 2009</li> <li>SOCIAL STUDIES- UT, Arlington, April 3, 2009</li> </ul> <p>Phase 2: Ongoing</p>	<p>address the implications of these standards for faculty who teach freshman and sophomore courses and those who teach in the teacher preparation program. Four one-day CRIFC symposia will be hosted in the four core areas (see Timelines). All public and private four-year institutions of higher education with approved initial teacher certification programs in Texas were invited to send a team of up to four people to each of the symposia.</p> <p>Phase 2: The CRI Faculty Collaborative System in the four content areas have been established to support implementation of robust and sustainable common strategies to include the following:</p> <ul style="list-style-type: none"> <li><u>Information</u>: continued dissemination of general CCRS information through symposia and workshops</li> <li><u>Research</u>: sharing of new research and focused resources on the implementation of CCRS in specific content areas</li> <li><u>Professional Development</u>: opportunities for PD in CRS</li> </ul>	<p>preparation programs.</p> <p>Phase 2: Approximately 1,000 faculty have been served as participants of Faculty Collaborative events. An additional 550 faculty participants are expected to attend additional events from May-Sept 2010.</p> <p>New CCRS-focused resources have been developed such as: a collection of video excerpts from the various symposia sponsored by the collaboratives; a collection of PowerPoint presentations and whitepapers supporting CCRS in English and Social Studies; A collection of documents featuring highlights of the</p>

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Lead Staff Assigned to Objectives	Dr. Karen Loonam , TEA Deputy Associate Commissioner of Educator Credentialing and Standards (936-8250) Dr. Janice Lopez, Director, Division of Educator Standards (936-8226) Dr. Araceli Ortiz, THECB, Director, Educator Quality (427-6253)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
	<p>(2) The Texas A&amp;M Ed Prep Demo site is funded from Aug 2009- Aug 2011</p> <p>The Stephen F Austin Ed Prep Demo site is funded from Feb 2010 - Aug. 2011</p>	<ul style="list-style-type: none"> <li><u>Sustainable Community:</u> leadership opportunities and development of a sustainable virtual community.</li> </ul> <p>(2) The CCRI Educator Preparation Demonstration Site project 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).</p> <p>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,</p>	<p>mathematics teacher preparation programs from approximately 30 Texas universities; a set of detailed program analyses documents prepared by universities in the process of doing a systematic review of their programs.</p> <p>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. A detailed summative evaluation report will be available in December, 2010.</p> <p>(2) In progress.</p> <p>Grantee agree 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</p>

## APPENDIX B

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
		<p>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).</p> <p>Texas A&amp;M International University and Stephen F. Austin State University were selected through a competitive bid process to carry out this work. Kickoff planning meetings were held in the Fall, 2009 and Spring 2010. Summer programs with pre-service teachers and partnering institutions have been held in the Summer 2010. Preliminary deliverables will be available in December, 2010. This is a 2 yr grant. Evaluation information will be available in September, 2011.</p>	development, and/or field trials, and 5) submit a report on the pilot data collected using the developed Educator Preparation Program Self-Assessment Tool.
<p><b>Action Item 6.2:</b> Provide pre-service and in-service training opportunities to P-12 educators.</p> <p><b>Action Item 6.2.1</b> Develop pilot programs for education professionals including, but not limited to:</p>		<p><b>TEA:</b></p> <p>(1) Continue to work with TEA’s Division of Educator Standards to monitor the quality of <b>Continuing Professional Education (CPE) providers</b> through a precise application process (based on evidence of PDI Indicators, PDAS, and TEKS alignment) and the on-going update and review of existing providers.</p> <p>(2) Work with 2 subcommittees within <b>the P-16 Council Committee on Educator</b></p>	<p>Approximately 2500 CPE providers have been identified to offer CPE credit. Update and review complete.</p>

## APPENDIX B

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>➤ Mathematics instructional coaches program [TEC 21.4541]</li> <li>➤ Teacher reading academies for English Language Arts and reading teachers as well as teachers of mathematics, science, and social studies in grades 6-8. [TEC §21.4551]</li> </ul>		<p><b>Quality:</b></p> <ul style="list-style-type: none"> <li>• <b><i>Educator Preparation Committee goal:</i></b> Expand funding for and require research-based statewide teacher induction and mentoring programs outlined in HB 1; allow TEA the authority to evaluate systems for quality programs and sanction districts that do not implement quality induction and mentoring programs for new teachers.</li> <li>• <b><i>Educator Retention Committee goal:</i></b> Create and adequately staff a division and/or group at TEA designed to manage and monitor high quality educator professional development programs and providers (to include ESC's) in order to ensure providers: (1) meet state research-based professional development standards and indicators, such as those outlined by the National Staff Development Council; (2) improve the quality of professional development; and (3) increase student achievement.</li> </ul>	<p>Senate Bill 174 and the newly approved TAC Section 229 allow sanctions and public consumer information.</p> <p>The program monitoring process continues to become more rigorous and aligns with Texas Administrative Code.</p> <p>The process for becoming a new educator preparation program has become more rigorous and standardized.</p>

## APPENDIX B

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
		<p>(3) Continue the work led by <a href="#">Kerry Ballast</a>, Director of Special Projects, Department of Standards and Programs, to develop and implement the <b>Texas Adolescent Literacy Academies (TALA)</b>. The TALA model consists of two separate Academies—the English Language Arts (ELA) Academy (for English Language Arts/Reading Teachers) and the Content Area Academy (for Mathematics, Science, and Social Studies Teachers).</p> <p>(4) Continue the work led by Stacy Avery, TEA’s Manager of the T-STEM Initiative, in conjunction with the TEA Curriculum Division, to provide <b>mathematics instructional coaching</b> to secondary teachers of at-risk students.</p> <p>(5) Continue the work led by Stacy Avery, Manager, T-STEM Initiative, Texas High School Project/Texas Education Agency, to replicate the high-successful <b>UTeach program</b>. UTeach receives funding from TEA, the National Math Science Initiative (NMSI), and the Michael and Susan Dell Foundation. Due to the critical shortage of math and science teachers in Texas who have both a deep</p>	TALA Academies currently offered through all 20 ESCs.



## APPENDIX B

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>➤ Mathematics, science, and technology teacher preparation academies [TEC §21.462]</li> </ul>	2008-2012	<p>understanding of high school level math and science content, as well as a knowledge of curriculum development and instructional strategies, strengthening and replicating the UTeach program is critical to attaining the goals of the Texas Science, Technology, Engineering, and Mathematics Initiative. The support for replication will assist with student outcomes in math and science and increase the number of students who graduate from high school prepared to pursue postsecondary study and careers in science, technology, engineering, and math.</p> <p><b>THECB:</b> Four cycles of Request for Applications (RFAs) were issued during 2008-20010, resulting in the identification and funding of 20 Academies at 16 institutions of higher education, involving participants committed to serving high-need school districts.</p> <p>Cycle 1 awarded 2 MSTTPA grants that completed their programs on Aug. 31, 2009:</p>	

## APPENDIX B

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
		<ul style="list-style-type: none"> <li>• Texas State University-San Marcos</li> <li>• The University of Texas at El Paso</li> </ul>	<p>In progress.</p> <p>Cycle 1 Academies : An evaluation of the cycle 1 Academies has been completed by an external evaluator. Through site visits, content analysis of Academy lesson plans and interviews with the participants, the evaluator found that both Cycle 1 sites were aligned with state standards and demonstrated awareness of math/science education research. Both sites demonstrated substantial progress towards the accomplishment of the stated program goals.</p> <p>The evaluation plan included evaluation of the following measures: higher levels of initial teacher certification in Math, Science, and Technology (MST), higher levels of teachers completing a Master's degree in MST fields, and higher levels of certified Master teachers in MST fields.</p> <p>Two sites, Texas State University and UTEP have satisfactorily completed two years of the program with a cohort of participants. Both of the academies were found to be effectively preparing and/or</p>

## APPENDIX B

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
		<p>Cycle 2 awarded 5 MSTTP grants for the time period (Jan 2009- Aug. 2011):</p> <ul style="list-style-type: none"> <li>• The University of Texas at El Paso (mathematics)</li> <li>• Texas State University-San Marcos (mathematics)</li> <li>• Texas A&amp;M University Corpus Christi</li> <li>• Texas State University-San Marcos</li> </ul>	<p>providing teachers with a rich learning environment. Both Academy's lesson plans were aligned with state standards and demonstrated an awareness of science education research.</p> <p>At UTEP, participants have created and implemented over 90 new mathematics and science integrated lesson plans. Pre-service teachers formed a new student organization (FEMAS) to encourage more undergraduate math and sciencemajors to minor in secondary education. As a result of the MSTTPA grant, UTEP has created an advising center for secondary education minors. Over 30 in-service teachers enrolled in the Master Teacher programs at UTEP, and the first 10 students graduated in spring 2010. Several of these in-service teachers have given presentations at state and national meetings on their preparation and work with the academy.</p> <p>Cycle 2 Academies: Evaluation is being conducted by the Education Research Center at Texas A&amp;M University.</p>

## APPENDIX B

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## APPENDIX B

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Lead Staff Assigned to Objectives	Dr. Karen Loonam , TEA Deputy Associate Commissioner of Educator Credentialing and Standards (936-8250) Dr. Janice Lopez, Director, Division of Educator Standards (936-8226) Dr. Araceli Ortiz, THECB, Director, Educator Quality (427-6253)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
		<ul style="list-style-type: none"> <li>The University of Texas of San Antonio</li> </ul> <p>An annual technical conference for MST Teacher Preparation Academy Primary Investigators has been established to share research, resources, and program implementation practices. These have taken place on January 27, 2009 and Feb. 22, 2010. The third annual conference will take place in February, 2011.</p>	evaluation reports in September 2012
<b>Action Item 6.3:</b> Provide professional development opportunities to higher education faculty.	<p>(1) Annually</p> <p>(2) 2008-2010</p>	<p><b>THECB:</b></p> <p>(1) The College Readiness Initiative Faculty Collaborative (CRIFC) symposia planned for 2008/2009. <i>See description under Action Item 6.1.</i></p> <p>(2) COMPLTE. Faculty PD Modules on Critical Thinking, Reading Comprehension, and Second Language Instruction: RFP issued 11.21.07, proposal deadline 02.01.08, with two-year awards each to The University of Texas at Austin for second language instruction, The University of Texas at Austin for critical thinking, and The University of Texas at El Paso for reading</p>	<p>(1) <i>See description under Action Item 6.1.</i></p> <p>(2) ) The assessment phase is ongoing for the Lonestar College modules. Coordinating Board staff have established a web site to host all of the modules and make them freely available to the public: <a href="http://www.txprofdev.org">www.txprofdev.org</a>. The modules will also be available on the Texas Digital Learning Objects Repository, as well as on sites hosted by the participating institutions. Coordinating Board staff are working with the institutions on strategies for distribution and promotion of the modules to P-16 institutions across the state.</p>

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
	(3) 2008	<p>comprehension. An additional RFP f was issued in August 2008, and proposals due in October 2008. A two year contract was awarded Lone Star College for online/hybrid course development and teaching.</p> <p>(3) PLANNING COMPLETE BUT IMPLEMENTATION ON HOLD: 18 Graduate Hour Math Certificate: FY08 contract awarded to UTHSC-Tyler for pilot project with objective to develop online 18 graduate hour math certificate for high school teachers whose districts are served by Northeast Texas Consortium of Colleges and Universities (NETnet) to qualify teachers to meet SACS requirements for teaching dual credit math courses. If successful, model will be expanded to other disciplines and other parts of Texas. Model will be made available to other IHEs.</p>	(3) Online curricula for 18 graduate hours plus six undergraduate prerequisite hours have been developed but cost for full implementation was more than projected by UTHSC-Tyler. Project coordinator determined that to be effective, some tuition costs for participants would need to be provided since ISDs do not have the financial means to provide full tuition for teachers to enroll in the 18 graduate hours. Project coordinator will consider seeking external funding (grants, foundations, ISD foundations, etc.) to offer 18 graduate math certificate in the future.

## APPENDIX B

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
<b>Action Item 6.4:</b> Develop model curricula for use as a reference tool by school district employees. [TEC §61.0761]		<p><b>TEA:</b> Collaborate with TEA/district curriculum specialists (and others, as appropriate) to determine the most efficient way to create curricula that aligns with the CCRS.</p> <p><b>THECB:</b> <i>See Action Item 1.11.1 regarding Regional Vertical Alignment Projects , also known as the Texas Pathways Project</i></p>	<p>Division of Educator Standards worked with the curriculum division to revise certification examinations and also to inform programs how to prepare pre-service teachers to teach College Readiness Skills.</p> <p><i>See Outcomes for Action Item 1.11.1 regarding Regional Vertical Alignment Projects , also known as the Texas Pathways Project</i></p>

## APPENDIX B

# P-16 College Readiness Plan Work Status Document

## Objective 7

<b>OBJECTIVE 7</b>	<b>Coordinate college readiness and success plan objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan</b>		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Lynette Heckmann, THECB P-16/College Readiness (427-6120)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
<b>Action Item 7.1:</b> Develop a course redesign plan under which institutions of higher education will review and revise entry-level lower division academic courses in efforts to improve student learning and reduce cost of course delivery through innovative uses of technology.	Tentative Completion Date: ~25 entry-level college courses redesigned by 2010. Final report due in 2011 to various offices within executive and legislative branches.	<b>THECB:</b> Texas Course Redesign Project (1) COMPLETE. FY07 Phase I – 3 IHEs selected and funded 01.29.07 based on capacity to implement redesigned courses by fall 2007.  (2) COMPLETE. FY07 Phase II - RFP issued 03.08.07, proposal deadline 03.30.07, 5 projects funded for implementation summer/fall 2007.  (3) COMPLETE. FY07 Phase III - RFP issued 04.16.07, proposal deadline 06.29.07, 18 projects funded for implementation fall 2008/spring 2009.	(1) and (2) Most Phase I and II projects were piloted in fall 2007 with full implementation in spring 2008 or fall 2008. Phase I pilot effectiveness was measured based on improvement in persistence rates and students completing the redesign courses with a C or better. Three of the four sites initial pilot tests showed a statistically significant improvement in student completion with a C or better. Phase II pilot effectiveness measured in same manner. Two of the four sites initial pilot tests showed a statistically significant improvement in student completion with a C or better. (3) Most Phase III projects were piloted in fall 2008 or spring 2009 with full implementation in spring 2009 or fall 2009. Phase III pilot effectiveness was measured using a number of different criteria that institutions established including persistence rates, pass rates, comparative exam data, qualitative student and faculty survey data, and cost effectiveness data. Nine of the projects



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Lead Staff Assigned to Objectives	Pat Hicks, TEA P-16 Coordination (463-9622) Lynette Heckmann, THECB P-16/College Readiness (427-6120)		
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		<p>(4) FY08 Phase IV - RFP issued 11.05.07, proposal deadline 01.11.08, awards about mid-Feb, for implementation Fall 2009/Spring 2010. Two institutions are completing piloting and staff will analyze data this summer. One project was revoked due to staffing changes at the institution.</p> <p>(5) COMPLETE. FY08 Facilitation of TCRP – Single source contract signed with National Center for Academic Transformation, 8.07. NCAT worked with Phase III projects on piloting and implementation phases.</p> <p>(6) COMPLETE. FY08 Small Repository Grants – RFP issued on or about 02.15.08, proposal deadline on or about 03.15.08. Grantees were Austin Community College, Spanish, Texas Tech University, Spanish, and The University of Texas at El Paso, Developmental English. Institutions worked with the</p>	<p>piloted were rated effective, one was rated ineffective, and six were collecting additional data which will be analyzed this summer by staff.</p> <p>(4) In progress.</p> <p>(5) NCAT completed work with approximately half of the Phase III projects.</p> <p>(6) In progress.</p>

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		<p>Texas Center for Digital Knowledge at the University of North Texas to digitize and tag material for transfer into the Texas Learning Objects Repository.</p> <p>(7) Learning Objects Repository Ramp-up Project: In 9.08, THECB entered into a contract with the UT-System Telecampus to bring the repository into full operation. The project is being transferred to The University of Texas at San Antonio due to the closing of the UT Telecampus. The UT System will continue to contribute \$450,000 and the Coordinating Board will match. Partners in the grant include The UT Health Science Center at San Antonio and the Texas Digital Library. An expanded and more stable version of the repository has been developed and will be tested during fall 2010.</p>	(7) In progress.
<b>Action Item 7.2:</b> THECB will develop student success projects that support the goals of "Closing the Gaps."	2009-2011	<p><b>THECB:</b></p> <p>(1) Model Projects on Developmental and Adult Basic Education:</p> <ul style="list-style-type: none"> <li><u>The Community College Developmental Education Initiative provides resources to strengthen developmental education efforts in public two-year institutions around the state.</u></li> </ul>	(1) In Progress.

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		<p><u>El Paso Community College (EPCC) serves as the fiscal agent in awarding competitive grants to public two-year institutions across the state. EPCC is guided by the Developmental Education Initiative Policy Team led by the Texas Association of Community Colleges.</u></p> <ul style="list-style-type: none"> <li>Accelerated Developmental Education Pilots have been funded at Amarillo College, Austin Community College, and El Paso Community College to determine if accelerated course-based developmental education is effective. The outcome of the pilots will guide the curriculum design component will inform other developmental education efforts focusing on the use of modular curriculum for mathematics and reading programs.</li> <li>The Community College and University Developmental Education Demonstration Project strategically drives systemic reform for developmental education by developing a</li> </ul>	

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		<p>comprehensive model of developmental education for use in Texas. The projects will implement innovative strategies based upon promising practices in developmental education to improve access, acceleration, and success of students placed into developmental education coursework. The specific program elements for each project include (a) assessment and placement, (b) academic advising, (c) differentiated instruction, (d) faculty development, (e) program evaluation, and (f) P-16 alignment. The following IHEs have been awarded funding to implement the project:</p> <ul style="list-style-type: none"> <li>○ Alamo CCD</li> <li>○ El Paso CCD</li> <li>○ Lone Star College System</li> <li>○ San Jacinto CCD</li> <li>○ Tarrant County College District</li> <li>○ Texas A&amp;M University-Corpus Christi</li> <li>○ Texas State University-San Marcos</li> </ul>	

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		<ul style="list-style-type: none"> <li>○ The University of Texas at Austin</li> <li>○ The University of Texas-Pan American</li> <li>• The Developmental Education Math Improvement Center is designed to improve the preparedness of math faculty assigned to teach developmental education by providing training and technical assistance services to selected community colleges and universities. The Center is located at Texas State University-San Marcos as part of the CCRI Faculty Collaboratives Project.</li> <li>• Adult Basic Education - Transitions Project provides funding to Texas State University-San Marcos to research and report on success of students who move from adult education programs into postsecondary education with a rigorous evaluation to determine scalability. This project will validate the identified best practices and determine scalability for statewide implementation.</li> <li>• Adult Basic Education Innovative</li> </ul>	

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	March 2010-August 2013	<p>Grants provides funding to public community and technical colleges to 1) increase participation in adult basic education, and 2) increase the number of adult basic education students that transition to postsecondary training programs.</p> <p>(2) AVID Postsecondary Pilot Project is a four-year pilot providing funding to support selected institutions that agree to provide AVID curricular and support services for first year college students. Institutions will establish an institution-wide advisory committee to plan and coordinate services that include a yearlong Freshmen Experience course, content-area tutors for participating students, and development of an AVID Center.</p>	(2) In Progress.
	Annually	(3) <i>See Action Item 3.3 regarding Higher Education Intensive and Bridge Programs.</i>	(3) <i>See Outcomes for Action Item 3.3 regarding Higher Education Intensive and Bridge Programs.</i>

## APPENDIX B

# P-16 College Readiness Plan Work Status Document

## Objective 8

<b>OBJECTIVE 8</b>	<b>Provide greater access to student academic preparation programs, including challenging advanced academic courses and programs, in all public high schools in Texas.</b>		
Supporting Legislation/TEC Section	TEC §61.0761 (HB 1)		
Lead Staff Assigned to Objectives	Kelly Callaway, TEA Curriculum (463-9581) Debbie Gonzales, TEA Curriculum (463-9581) Lynette Heckmann, THECB P-16/College Readiness Initiatives (427-6120)		
<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
<b>Action Item 8.1:</b> Ensure that core curriculum courses offered for dual credit satisfy the requirement that they “meet (include) and exceed” the TEKS.	Tentative Completion Date: Originally January 2008 (key staff will revisit)	<b>THECB:</b> Review of core curriculum will occur after approval of the college readiness standards.  <b>TEA:</b> Provide TEKS information as needed.	Pending.
<b>Action Item 8.2:</b> Standardize the extent to which AP and IB courses are accepted for college credit throughout the state.		<b>THECB:</b>	
<b>Action Item 8.3:</b> Pursue additional federal grant opportunities, including AC and SMART grants.		<b>TEA and THECB:</b> COMPLETE. Commissioners of Education and Higher Education submitted appeal to U.S Dept of Ed for use of RHSP as qualifying high school diploma for AC and SMART grants to increase number of students eligible for awards – March 2007. Annual application for (and award of) federal grant funds to supplement AP/IB exam fees for low income	Appeal to Dept of Ed was approved in November 2007. NOTE: U. S. Dept of Ed first year report on AC and SMART grant awards by state available at <a href="http://www.ed.gov/about/offices/list/ope/ac-smart.html">http://www.ed.gov/about/offices/list/ope/ac-smart.html</a>

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
		students.	
<b>Action Item 8.4:</b> Increase access to advanced academic courses statewide by expanding distance learning offerings and eliminating institutional and communication barriers to dual credit attainment.	Ongoing	<p><b>TEA &amp; THECB:</b> Expansion of information provided to districts regarding dual credit and related issues.</p> <p>THECB: Recent legislation was passed to help eliminate barriers, including the exclusion of dual credit in excess hours [House Bill 101, 81st Texas Legislature, codified in TEC 61.0595(d)] and the new option for ISDs to find dual credit providers outside of their community college service area that meet their needs [House Bill 2480, 81st Texas Legislature codified in TEC 130.008 (d) - (d-1)]. The THECB has adjusted its reporting of dual credit to ensure that dual credit courses are not counted for excess hours.</p>	Pending.



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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
		<b>TEA: COMPLETE</b> Creation of Virtual School Network (TxVSN) as defined by SB 1788 (80th Texas Legislature)	<p>The TxVSN was created by the 80th Texas Legislature through the passage of Senate Bill 1788 and codified in Chapter 30A of the Texas Education Code (TEC). The Instructional Materials and Educational Technology Division at the TEA has been designated as the administering authority for the TxVSN.</p> <p>In 2008, TEA announced key partnerships to implement critical functions of the TxVSN. In order to establish the network and begin operations, a number of strategies and processes were implemented. The TxVSN began offering courses in Spring 2009.</p> <p>ESC Region 4 was selected to serve as the TxVSN partner to conduct the review of electronic courses to be offered through the network. TxVSN Central, in conjunction with Region 4, solicits courses from school districts for review. Region 4 provides training to qualified online course reviewers to determine if an online course(s) submitted for offering through the TxVSN meets the quality standards established by the state.</p>

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
			<p>During the summer of 2008, the first online courses for grades 9 through 12 were reviewed for the network against the National Standards for Quality of Online Courses endorsed by the International Association for K-12 Online Learning and for alignment with the Texas Essential Knowledge and Skills. A list of the initial approved course offerings was made available in fall of the 2008-2009 school year. The network began providing electronic courses for grades 9 through 12 in the spring semester of the 2008-2009 school year.</p> <p>Through an ongoing RFQ process, a list of professional development providers and options are available to offer teachers the professional development required prior to teaching an electronic course offered through the network.</p> <p>Additional information about course offerings, approved professional development providers, and participation in the TxVSN is available on the Texas Virtual School Network website: <a href="http://www.txvsn.org/">http://www.txvsn.org/</a>.</p>

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
<p><b>Action Item 8.5:</b> Develop plan for maximizing academic preparation for college for all students during senior year.</p> <p><b>Action Item 8.5.1:</b> Expand the use of the senior year (and summers before and after) to provide accelerated instruction to those students who did not meet the college readiness standard on the exit-level assessment.</p> <p><b>Action Item 8.5.2:</b> Expand opportunities for students who met the college readiness standard on the exit-level assessment to earn advanced academic credits (AP, dual credit, early college courses) or to gain opportunities for accelerated instruction.</p>	Ongoing	<p><b>THECB:</b> <i>See Action Item 3.3 regarding Higher Education Intensive and Bridge Programs.</i></p>	<p><i>See Outcomes for Action Item 3.3 regarding Higher Education Intensive and Bridge Programs.</i></p>
	<p><b>Higher Education</b> Phase III of EPIC contract – April 2009 through June 2010</p>	<p><b>THECB:</b> Creation of student assignments for senior seminars based on the CCRS</p>	<p>No current Outcomes since activity scheduled to begin April 2009.</p>
	Annually, each summer	<p><b>THECB:</b> <i>See Action Item 5.2.1 regarding Texas Governor’s Schools</i></p>	<p><i>See Outcomes for Action Item 5.2.1 regarding Texas Governor’s Schools</i></p>
	<b>Public Education</b>	<p><b>TEA:</b> Continued funding for increasing AP/IB access</p>	<p>In progress.</p>

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<b>Action Items</b>	<b>Timelines</b>	<b>Work Status</b>	<b>Outcomes</b>
	Ongoing	<b>TEA and THECB:</b> Refine the early college high school (ECHS) model and support the expansion of ECHS programming	<p>Through the ECHS program, school districts and institutions of higher education may apply for designation as an early college. The program provides students who would not otherwise consider attending college an opportunity to simultaneously earn a high school diploma and an Associate's Degree or up to 60 college credit hours for free. The ECHS model emphasizes increasing academic rigor and immersing students in a college going culture while providing academic and social support structures that enable students to increase their college readiness.</p> <p>In 2010, eleven of the state's 41 early college programs graduated seniors with the students earning scholarships totaling more than \$5.6 million. Six of these schools also offer an associate of arts (AA) degree and 308 of the graduating seniors enrolled in these six programs earned an AA degree in addition to a high school diploma. In all, more than 900 students graduated from the early colleges in May.</p>

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Action Items	Timelines	Work Status	Outcomes
<p>➤ Require school districts to notify parents and students of the availability of programs in The district under which a student may earn at least 12 hours of college credit (SB 282, 80th Legislature)</p> <p><b>Action Item 8.5.3:</b> Establish a pilot program to provide intensive academic instruction during the summer semester to promote college and workforce readiness to students identified as being at risk of dropping out of school or college [TEC §29.098]</p>	<p>Effective September 2007.</p> <p><b>Public Education:</b> 1/25/08 RFA posted 3/20/08 RFA due 6/1/08 program start date 29 districts approved for funding Decisions about continuation and a new cycle are pending.</p> <p><b>Higher Education:</b> Annually</p>	<p><b>TEA:</b> COMPLETE</p> <p><b>TEA:</b> Intensive Summer Programs (ISP) for Middle and High School Students.</p> <p><b>THECB:</b> See Action Item 3.3 regarding Higher Education Intensive and Bridge Programs.</p>	<p><i>See Outcomes for Action Item 3.3 regarding Higher Education Intensive and Bridge Programs.</i></p>



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