Serving the state of Texas for 30 years

GREATER TEXAS FOUNDATION

2009 Annual Report
Greater Texas Foundation supports efforts to ensure all Texas students are prepared for, have access to, persist in and complete post-secondary education. We pursue our mission by forming partnerships, supporting research, sharing knowledge and making grants, and we put particular focus on helping underserved and disadvantaged populations.
In December 2009, Greater Texas Foundation directors and staff received poinsettias from students at College Hills Elementary School as a thank you for support of Book Trust. GTF supported the Book Trust program for Kemp Elementary School (Bryan) and College Hills Elementary School (College Station). The program provides $7.00 a month for each child at the school to buy books from the Scholastic catalog, books that help to build a home library.

From left: Carol Miller, Wynn Rosser, Kate Richardson, Malon S末therland (director), Judy Brock, Donald Engelage (director).
Dear Friends and Colleagues:

You may have already noticed changes to Greater Texas Foundation’s mission and vision while working with us, visiting our website, or scanning through this annual report. In 2009, while we continued our work removing barriers to education for Texas students, which we are proud to present in this annual report, the foundation underwent a major strategic planning process under the guidance of FSG Social Impact Advisors. It was indeed a year of learning, reflection and realignment for the foundation.

Through a research-intensive strategic planning process, and with input from directors, staff, and stakeholders around the state, Greater Texas Foundation streamlined its mission to the following: Greater Texas Foundation supports efforts to ensure all Texas students are prepared for, have access to, persist in, and complete postsecondary education. We pursue our mission by forming partnerships, supporting research, sharing knowledge and making grants, and we put particular focus on helping underserved and disadvantaged populations.

We are excited about the potential impact our new mission and vision will have on improving students’ postsecondary outcomes across the state. This annual report spotlights programs, such as Achieving the Dream and FIRST, that reflect several of the key components of the foundation’s strategy — partnerships, a focus on outcomes, ability to scale through expansion or replication, and a focus on math readiness for postsecondary success. For detailed information regarding the foundation’s strategic plan, I welcome you to visit our website at www.greatertexasfoundation.org.

Thank you for your interest in our work and your commitment to education in the state of Texas. As highlighted in our new mission, we have a great appreciation for the importance and magnitude of strong partners. We appreciate each and every one of you who works with us to ensure post-secondary success for all Texas students.

Sincerely,

Wynn Rosser, Ph.D.
Executive Director
Greater Texas Foundation’s vision is for all Texas students to have equal opportunity to access and succeed in post-secondary education.
Board of Directors

Dr. J. Malon Southerland, President
Dr. Samuel Gillespie, Vice President & Chair, Audit & Accountability Committee
Dr. John F. Moss, Past President & Co-Chair, Charitable Activities Committee
Donald Engelage, Secretary & Chair, Student Loan Committee
E.G. “Rod” Pittman, Chair, Investment Committee (Deceased)
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Judy Holt, Director (as of April 30, 2009)
A.D. James, Jr., Director
Dr. Terry Jones, Director
Ralph Rushing, Director (as of April 30, 2009)
Dr. Wesley K. Summers, Director
Bill Youngkin, Director

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Erin Arnold, Accountant
Amber Bass, CPA, Controller
Judy Brock, Office Administrator
Cooper Dickerson, Student Assistant
Judy Holt, Consultant
Carol Miller, Grant Manager
Kate Richardson, Project Associate
Dr. Wynn Rosser, Executive Director
McKenzie Watkins, Student Assistant
Greater Texas Foundation has a long history as a tax-exempt organization serving the citizens of the state of Texas. Please read on to better understand how we came to be in our present form.

1980–2005:

From 1980 until 2001, the foundation (known as Greater Texas Student Loan Corporation until 2001) was dedicated to the exclusive purpose of providing financial assistance to Texas students seeking a higher education by encouraging financial institutions to participate in the Federal Family Education Loan Program (FFELP) and providing information to schools and students regarding this program. It accomplished this mission primarily by raising funds in the tax-exempt financial markets and acquiring student loans originated by lenders participating in its programs.

In 2001, the organization made an election to expand its charitable purpose, and subsequently Greater Texas Foundation emerged in its current form. The loan corporation became known as LoanSTAR Systems, Inc. and was transformed into a for-profit subsidiary. In 2005, Greater Texas Foundation sold its stock in LoanSTAR adding to the foundation’s investable assets. Soon after the sale, the board began an intense study of how to best achieve its mission with the greater resources made available by the sale of its assets while continuing to grant within its existing funding principles. This study led the board to believe that in order for Texas and Texans to compete in the contemporary economy, a greater mastery of math, science, engineering, and other technological fields is necessary. The board concluded that Texas, like America as a whole, had begun to especially fall behind in those areas of education and added improving math and science education as a funding principle.

2005 to 2008:

From 2005 to 2008, Greater Texas Foundation grew substantially in terms of personnel, IT infrastructure, and general capacity. In 2007, the foundation welcomed seven new employees, including its first executive director and its first grant manager. Additionally, the foundation introduced a web-interface grants database, which allowed the entire grant process to be handled electronically, and a completely redesigned and user-friendly website (which was again updated in 2009).

As the foundation ramped up its capacity as a grantmaking organization, it had the opportunity to support a diverse spectrum of education-related programs and initiatives. From books for local school children to robotics competitions for high school students to induction and training support for aspiring teachers, the foundation’s work impacted students of all ages and circumstances throughout the state.

From 2005 through 2008, the foundation awarded 237 grants totaling $21.2 Million. High priority areas included scholarships for underserved students and initiatives which resulted in improved teaching and/or improved curricula for students, with a particular focus on math and science.

2009:

The growth and overall increase in internal capacity of the previous years provided an opportunity for staff and directors to think more strategically about the initiatives and programs the foundation supported. In order to have an even greater impact on the tough and persistent challenges facing education in Texas, in 2009 the foundation engaged FSG Social Impact Advisors in a six-month process to examine its mission, vision, funding principles and internal operations, and to develop a strategic plan for the five-year period from 2010 to 2014.

Through the strategic planning process, the foundation laid extensive groundwork to be more focused in its funding as it moves into 2010 and beyond. See “Looking Forward” on page 17 for more information about the strategic planning process.
Achieving the Dream (ATD) is a national organization aimed at increasing success among community college students, particularly those who are economically disadvantaged or underrepresented minorities.

Carol Lincoln, the national director of ATD said, “ATD’s mission is to increase community college student success particularly by low income students and students of color. Our values include: student centered vision, equity and excellence. We work to increase the success of all community college students, but are especially concerned about closing achievement gaps between various student groups.”

Achieving the Dream has garnered support of many notable organizations. Starting out with support from the Lumina Foundation, ATD went on to gain assistance from the Bill and Melinda Gates Foundation. In Texas, aside from the support received from GTF, Lincoln said they have been invited to apply for funding by the Houston Endowment. The Meadows Foundation also approved their first grant for ATD. Since 2004, this initiative has expanded its operations to 24 states and Washington, D.C. and is providing support to more than 130 community college districts.

ATD has exciting and substantial goals for Texas. Lincoln states, “Our goal is to get to 30 of the 50 districts in Texas by 2012. We want to use Texas as a ‘proof point’ for the country by showing that if you get a tipping point number of colleges working on the student success agenda and also work on a comprehensive and intense state policy agenda, you will see dramatic improvement in student success and completion outcomes.”

With 28 districts currently participating and ATD’s extensive strategy, that goal can surely become a reality.

“We have a comprehensive approach to increasing student success and completion numbers,” Lincoln says. “We work at the institutional level to bring about change in policy and practice; we work at the state level to eliminate barriers and build a supportive policy environment; we have a robust knowledge development component that helps us understand what policies and practices help increase student success; and we have a rigorous communications and engagement component that seeks to build broad support for the student success agenda.”

Greater Texas Foundation (GTF) is honored to play a role in making ATD’s goals for Texas a reality. The foundation has made more than $1 million in grants to support the expansion of the initiative in Texas.

“GTF has provided funds that are helping us reach a tipping point of colleges in Texas that are using the ATD process to increase community college student success” said Lincoln. “GTF has also made it possible to bring ATD to rural, more resource-challenged institutions in Texas. These areas are often left out of reform initiatives, in favor of serving larger numbers of students in bigger, urban areas. Rural institutions are often the ones most challenged by weak institutional research capacity, tight budgets, and over committed faculty and staff.”
In 2009, GTF funds supported five schools’ participation in ATD: Temple College, Odessa College, Austin Community College, and Blinn College.

One college that has received support from GTF is Paris Junior Community College (PJCC). PJCC has participated in ATD for more than three years and began participation in Achieving the Dream as a self-funded institution.

On the change that ATD has made to their institution, PJCC President Dr. Pam Anglin said, “Achieving the Dream participation was the driving force behind a complete change in our institutional culture to a culture of making data driven decisions to improve student success. This culture change has permeated the institution and a culture of evidence is embraced as we move forward our student success agenda.”

ATD encourages participating colleges to adopt a “culture of evidence” to impact areas such as student retention, developmental education, college readiness, and anything else school data shows as a significant barrier to student success.

When it comes to measuring success, the process is just as rigorous. Lincoln said, “We have a process for assessing performance against 32 indicators that measure the college’s progress in implementing ATD’s model for institutional improvement which includes four types of activity: commitment from institutional leaders including faculty; the practice of a culture of evidence; the broad engagement of stakeholders including students and their families, the community and faculty and staff; and the adoption of systemic change, not small changes on the margin.”

With the help of Achieving the Dream, many community colleges have been able to implement successful changes. This past June an Inside Higher Ed report by Scott Jaschik highlighted findings from pilot programs initiated by ATD. The programs showed significant gains in retention rates both in fall to spring registrations and fall to fall over four years. One school that is mentioned is Houston Community College which instituted a program that led to fall to spring persistence rates climbing from 70 to 75 percent.

ATD’s impact at other Texas schools has been significant as well. For example, El Paso Community College (EPCC) has been able to decrease the number of students who are taking developmental reading and writing courses by 24 and 37 percent. At the same time, EPCC was able to raise the number of students entering college-ready English by 15 percent.

EPCC’s progress has led to their designation as a Leader College, which ATD describes as, “institutions that show at least three years of sustained progress in one or more of ATD’s indicators of student success and score high on ATD’s four core principles of institutional capacity.”

With so many shared ideals, such as raising post-secondary access and completion, serving the underserved and disadvantaged, and making decisions from data-based evidence, GTF is proud to support the efforts of ATD to improve retention and completion rates for community colleges in all areas of the state.

For more information on Achieving the Dream, visit achievingthedream.org or mdcinc.org.

In 2010, GTF provided $1,000,000 to support four additional schools to participate in Achieving the Dream: Western Texas College, Kilgore College, Texarkana College, and Tyler Junior College. The foundation has also approved a total of $430,300 ($97,200 in 2008 and $333,000 in 2010) to support the Board of Trustees Institute, which allows board members and chief executive officers of participating Texas colleges to come together to gain knowledge of how effective governance contributes to student success.
$4.8 Million for Education in Texas.

In 2009, the foundation approved 59 new grants for a total of $4,868,395 in funding. The following report provides details for 2009 grants by funding principle. Please note these funding principles do not reflect Greater Texas Foundation’s new strategic direction. For an overview of the foundation’s new funding principles, please visit the website at www.greatertexasfoundation.org.

Improving Science and Math Education:

$3,023,207 to University of Houston to support Integrated Science, Math and Reflective Thinking (iSMART), an applied master’s degree program for high capacity middle school teachers.

$1,500 to Alice Johnson Junior High (Channelview) to support the Infinity Project to inspire students to take a greater interest in math and science.

$150,000 to Reasoning Mind, Inc. (Houston) to support the expansion of a Web-based educational system for learning mathematics.

$250,000 to The University of Texas at Austin to support the development of the teacher professional development and support program for the Advanced Mathematical Decision Making (AMDM) course. (Details on page 13.)

Outreach for Higher Education:

$108,000 to Communities Foundation of Texas Inc. (Dallas) to support the hiring of an external consulting firm to facilitate the development of a strategic plan for the Texas Higher Education Coordinating Board and higher education in the state of Texas. (See page 12.)

Scholarship Programs for Higher Education:

$25,000 to Midwestern State University (Wichita Falls) to provide Generation Proud scholarships, need based scholarships for first generation college students.

$25,000 to Brazosport College Foundation (Lake Jackson) to provide need based scholarships to community college students.

$25,000 to Navarro College Foundation (Corsicana) to provide need based scholarships to community college students.

$25,000 to South Plains College Foundation (Levelland) to provide need based scholarships to community college students.

$20,000 to The University of Texas at El Paso to support scholarships for 23 students transitioning from Mission Early College High School to full-time study at The University of Texas at El Paso.

$25,000 to University of Houston-Clear Lake to provide Generation Proud scholarships, need based scholarships for first generation college students.

$25,000 to University of Houston-Victoria to provide Rising to the Challenge scholarships, need based scholarships for students transitioning from a community college setting to a four-year institution of higher learning.

$100,000 to Texas A&M Foundation (College Station) to establish Removing Educational Barriers, an endowed need based scholarship program.

$60,000 to Texas A&M University-Kingsville to establish Removing Educational Barriers, an endowed need based scholarship program.

$25,000 to Midland College to provide need based scholarships to community college students.
$25,000 to The University of Texas at San Antonio to provide Generation Proud scholarships, need based scholarships for first generation college students.

$25,000 to Dallas County Community College District Foundation, Inc. to provide need based scholarships to community college students.

$60,000 to The University of Texas at Tyler to establish Removing Educational Barriers, an endowed need based scholarship program.

$25,000 to The University of Texas Permian Basin (Odessa) to provide Rising to the Challenge scholarships, need based scholarships for students transitioning from a community college setting to a four-year institution of higher learning.

$25,000 to University of North Texas Foundation (Denton) to provide Rising to the Challenge scholarships, need based scholarships for students transitioning from a community college setting to a four-year institution of higher learning.

$25,000 to Texas Tech University (Lubbock) to provide Generation Proud scholarships, need based scholarships for first generation college students.

$25,000 to West Texas A&M University (Canyon) to provide Generation Proud scholarships, need based scholarships for first generation college students.

$25,000 to University of Houston-Downtown to provide Generation Proud scholarships, need based scholarships for first generation college students.

$25,000 to Texas A&M University-Texarkana to provide Rising to the Challenge scholarships, need based scholarships for students transitioning from a community college setting to a four-year institution of higher learning.

$25,000 to Sul Ross State University (Alpine) to provide Generation Proud scholarships, need based scholarships for first generation college students.

$25,000 to The University of Texas at Arlington to provide Rising to the Challenge scholarships, need based scholarships for students transitioning from a community college setting to a four-year institution of higher learning.

$25,000 to Tarleton State University (Stephenville) to provide Rising to the Challenge scholarships, need based scholarships for students transitioning from a community college setting to a four-year institution of higher learning.

The Big Picture.

The following table provides a snapshot of the foundation’s grant activity for 2009. Questions regarding these figures may be directed to the foundation’s Grant Manager, Carol Miller.

Total Grants Approved in 2009 by Funding Principle:

<table>
<thead>
<tr>
<th>Funding Principle</th>
<th>Number of Grants</th>
<th>Amount of Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
<td>39</td>
<td>$1,130,020</td>
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<tr>
<td>Improving Math &amp; Science Education</td>
<td>5</td>
<td>$3,424,707</td>
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<tr>
<td>Other</td>
<td>8</td>
<td>$258,000</td>
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<tr>
<td>GTF Educational Matching Grants</td>
<td>7</td>
<td>$55,668</td>
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<tr>
<td>TOTAL</td>
<td>59</td>
<td>$4,868,395</td>
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</table>

Total Requests Declined in 2009:

<table>
<thead>
<tr>
<th>Type of Request</th>
<th>Number of Declinations</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters of Inquiry</td>
<td>16</td>
<td>$3,924,056</td>
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<tr>
<td>Proposals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rising to the Challenge Scholarship Program</td>
<td>11</td>
<td>$275,000</td>
</tr>
<tr>
<td>Generation Proud Scholarship Program</td>
<td>14</td>
<td>$350,000</td>
</tr>
<tr>
<td>Community College Scholarship Program</td>
<td>11</td>
<td>$274,200</td>
</tr>
<tr>
<td>TOTAL</td>
<td>52</td>
<td>$4,823,256</td>
</tr>
</tbody>
</table>
Texas Higher Education Coordinating Board Strategic Planning

In 2009, Greater Texas Foundation’s board of directors approved a grant of $108,000 to support the Texas Higher Education Coordinating Board (THECB) strategic planning process: Accelerated Plan for Closing the Gaps by 2015.

The $546,000 project was facilitated by FSG Social Impact Advisors; administered by Communities Foundation of Texas/Texas High School Project; and jointly supported by the Houston Endowment, the Bill and Melinda Gates Foundation, the Meadows Foundation and Greater Texas Foundation.

Current data on student progress and achievement in the state show areas that require quick attention if educational outcomes for students are to improve. For example, in Texas, less than half of those enrolling in post-secondary education go on to complete a post-secondary degree or credential within seven years of graduating high school. This disconnect is the focus and central theme in the statewide Closing the Gaps initiative.

The planning was focused specifically on four areas where Texas is behind its 2015 targets and highlighted strategies to increase the pace of Texas’ gains in these critical areas. Beyond the creation of a strategic plan, FSG also aided with the development of methods and strategies to implement and achieve these goals.

The Texas Higher Education Coordinating Board was formed in 1965 by the Texas Legislature and charged with the job of providing coordination and leadership for the Texas higher education system. Currently, the board is focused on Closing the Gaps by 2015, and is doing so by working with people and organizations statewide, ranging from the Legislature to the Governor to higher education institutions all over the state.

For additional information, please visit www.thecb.state.tx.us.

$25,000 to University of Texas at Brownsville and Texas Southmost College to provide Generation Proud scholarships, need based scholarships for first generation college students.

$25,000 to Texas A&M University (College Station) to provide Rising to the Challenge scholarships, need based scholarships for students transitioning from a community college setting to a four-year institution of higher learning.

$25,000 to Texas Woman’s University (Denton) to provide Rising to the Challenge scholarships, need based scholarships for students transitioning from a community college setting to a four-year institution of higher learning.

$25,000 to Angelo State University (San Angelo) to provide Generation Proud scholarships, need based scholarships for first generation college students.

$25,000 to University of North Texas at Dallas to provide Rising to the Challenge scholarships, need based scholarships for students transitioning from a community college setting to a four-year institution of higher learning.

$25,000 to Sam Houston State University (Huntsville) to provide Generation Proud scholarships, need based scholarships for first generation college students.

$25,000 to The University of Texas at El Paso to provide Rising to the Challenge scholarships, need based scholarships for students transitioning from a community college setting to a four-year institution of higher learning.

$25,000 to El Paso Community College District to provide need based scholarships to community college students.

$25,000 to North Harris Montgomery Community College District Foundation (The Woodlands) to provide need based scholarships to community college students.

$25,000 to Alamo Community College District Foundation: San Antonio College to provide need based scholarships to community college students.

$25,000 to Northwest Vista College (San Antonio) to provide need based scholarships to community college students.

$25,000 to Alamo Community College District Foundation: St. Philip’s College (San Antonio) to provide need based scholarships to community college students.

$8,668 to Texas A&M Foundation (College Station) to support student scholarships.

$2,000 to Texas A&M Foundation (College Station) to support student scholarships.

$10,000 to Texas A&M Foundation (College Station) to
support student scholarships.*

$5,000 to Texas A&M Foundation (College Station) to support student scholarships.*

$10,000 to Texas State University-San Marcos to support student scholarships.*

$10,000 to Tyler Junior College Foundation to support student scholarships.*

$10,000 to Prairie View A&M University to support student scholarships.*

School-Community Partnerships.

$75,000 to Communities Foundation of Texas Inc. (Dallas) to support the preliminary phase of research for the successful launch of Partnership Zones in Texas.

$70,000 to Book Trust (Fort Collins, CO) to support the Book Trust program, which enriches the literacy culture of families in need by giving children the opportunity to choose, own and delight in books.

$1,000 to Mumford Independent School District to support academic programs for students in the Mumford School district.

$1,000 to Iola Independent School District to support academic programs for students in the Iola School district.

$1,000 to Houston Independent School District to support academic programs for students in the Houston School district.

$1,000 to Houston Independent School District to support an academic program for the students in the classroom of Ms. Enogo Lumumba Kasongo at Foerster Elementary School.

$1,000 to YES Preparatory Public Schools (Houston) to support an academic program for the students in the classroom of Mr. Alex Hunt at Yes Prep Southwest campus.

*Distributed as part of the Educational Matching Grant Program, whereby the Foundation matches eligible contributions of officers, board members, committee members and employees.

Mathematics Capstone Course for Texas High School Students

In 2007, Greater Texas Foundation's board of directors approved a grant to the Charles A. Dana Center at The University of Texas at Austin (featured in the 2007 annual report) in the amount of $410,000 over two years to support the development of a mathematics capstone course — Advanced Mathematical Decision Making. The foundation's support has provided for the development and pilot of a rigorous, relevant, and accessible course designed to satisfy the fourth-year mathematics requirement for students not pursuing the calculus path toward mathematics-and science-intensive college majors. The course enables students to consolidate, apply, and extend what they learned in Geometry and Algebra II through analyzing data; using and interpreting statistical information; modeling with algebra, geometry, statistics, trigonometry, and discrete mathematics to solve complex problems involving a range of contexts; and using mathematical thinking to make decisions.

In 2009, GTF continued its support of the work when it awarded $250,000 to support the development of the teacher professional development and support for the AMDM course. During the 2009-2010 school year, 100 teachers in 87 high schools from 42 districts participated in the pilot of AMDM, along with 2,876 of their students. (Update: In 2010, Greater Texas Foundation approved a grant in the amount of $25,000 to support scholarships and travel grants for teachers in small, rural school districts to participate in a year of AMDM professional development and online support for the 2010-2011 school year.)

The Charles A. Dana Center (www.utdanacenter.org) is a research unit of The University of Texas at Austin's College of Natural Sciences that is committed to equity-driven, standards-based K-16 mathematics and science education for all students. The Center supports teachers and leaders working to help every student meet high academic standards and to assure that every student leaves high school prepared for post-secondary education and the contemporary workplace. For additional information about the Dana Center, the course and professional development opportunities, visit www.utdanacenter.org.

During the 2009-2010 school year, 100 teachers in 87 high schools from 42 districts participated in the pilot of AMDM, along with 2,876 of their students.
FIRST (For Inspiration and Recognition of Science and Technology) is a national organization that strives to inspire students of all ages to embrace the fields of science and technology through hands-on exploration. In all programs, FIRST students team up with professionals (business men and women, engineers and scientists, and professors) and they solve modern day, real-world problems. These programs not only help students develop their science and technology skills, but they also help to develop self-confidence, personal character and responsibility to oneself and to a team.

In 2008, Greater Texas Foundation granted $600,000 over 7 years to support the development of the FIRST model and pipeline of programs throughout Texas — the FIRST Texas Strategy. We contacted John Sheleene, FIRST Regional Director for North Texas, to ask him a few questions about FIRST. Read on to learn about the expansion and impact for students and teachers around the state.

GTF: How did the idea of a statewide FIRST expansion originate?
Sheleene: The idea of a statewide FIRST expansion originated as a call to action to ensure the state of Texas remains at the forefront of innovation. Multiple studies and governmental initiatives suggest students in the United States are not reaching their math and science potential. This is a major concern because our workforce largely depends on the opportunities that innovators in math and science produce.

GTF: In terms of both academic and personal qualities, how do students benefit from the FIRST experience?
Sheleene: FIRST engages students in technology and engineering concepts in a way never before provided. Through the pipeline of FIRST programs, high school students involved in the FIRST Robotics Competition (FRC) are introduced to technology concepts they would not experience until upper level college classes in engineering and technology. That said, data collected by FIRST programs indicate 98 percent of FIRST participants graduate high school and 88 percent go on to college. Furthermore, authors of a Brandeis University study comparing FRC students to a group of students with similar backgrounds and achievement in high school math and science found FRC participants are 10 times as likely to have an apprenticeship, internship, or co-op job in their college freshman year, are more than twice as likely to expect to have a science or technology-related career after college and are four times as likely to pursue a career in engineering. FIRST students have a lot to gain from their involvement. Currently, more than 125 donor organizations including colleges, universities, corporations and professional associations provide FIRST scholarships to FRC and FTC participants. Scholarship values vary from $500 to full tuition for four years. While the majority of scholarships are for majors such as engineering, math, science, computer science or technology some are still for any course of study. Nationally, in 2010 over $12 million in scholarships available to students who participated in FIRST.

What’s more, students experience a wealth of growth through their involvement with FIRST. They build self-confidence, learn teamwork, and gain an understanding of professionalism. Through FIRST programs they are public speaking, marketing, fundraising, working with financials, programming software, developing software, woodworking, metalworking, working alongside professionals in the industry who give back to their community and much more.

GTF: How do teachers benefit from the experience?
Sheleene: Getting teachers involved in FIRST is a fundamental goal of the FIRST Texas Strategy. The FIRST Texas Strategy recommends an approach to better motivate teachers to get involved. This starts with improving FIRST marketing to better illustrate FIRST programs as a tool to help achieve college readiness and Texas Essential Knowledge and Skills (TEKS) standards as well as math and science concept application and critical thinking. Engineering Design and Problem Solving is an included science credit under TEKS. Because the FRC and the FIRST Tech Challenge (FTC) align well with TEKS requirements, the FIRST Texas strategy recommends including an upper level FIRST program as part of a class curriculum in science.

An online portal is recommended to allow teachers to share best practices on how to incorporate FIRST into the classroom as well as in after school activities. Creating a teacher stipend for their involvement was also recommended for team and program sustainability using the State of Washington’s House Bill 1356 as a best practice model for this.

To learn more about FIRST’s programs, visit the organization’s websites at usfirst.org and txfirst.org.
Financial Activity

Additional financial information is available upon request.

#### Greater Texas Foundation & Subsidiaries

#### Consolidated Balance Sheets

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<th>2009</th>
<th>2008</th>
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<td>Investments</td>
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<td>Student loan notes receivable, net</td>
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<td>Accrued interest and other accounts receivable</td>
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<td>9,630,123</td>
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<td>Land, property and equipment, net</td>
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<td>Prepaid expenses</td>
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<td><strong>Total assets</strong></td>
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<td>357,894,059</td>
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<th>Liabilities and Net Assets</th>
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<td>Revolving finance agreement &amp; notes payable</td>
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<td><strong>Total net assets</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Commitments and contingencies</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>$ 387,782,367</td>
<td>357,894,059</td>
</tr>
</tbody>
</table>
## Greater Texas Foundation & Subsidiaries
### Consolidated Statement of Activities

<table>
<thead>
<tr>
<th>Description</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unrestricted operating revenues:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest on student loans</td>
<td>$ 6,791,525</td>
<td>6,495,543</td>
</tr>
<tr>
<td>Special allowance income (expense)</td>
<td>(2,130,699)</td>
<td>825,359</td>
</tr>
<tr>
<td>Interest on investments</td>
<td>5,300,119</td>
<td>3,263,317</td>
</tr>
<tr>
<td>Unrealized and realized gain (loss) on investments in securities, net</td>
<td>35,005,776</td>
<td>(71,664,478)</td>
</tr>
<tr>
<td>Other</td>
<td>125,989</td>
<td>140,507</td>
</tr>
<tr>
<td>Net assets released from restrictions – satisfaction of restrictions</td>
<td>2,500</td>
<td>4,500</td>
</tr>
<tr>
<td><strong>Total operating revenues (loss)</strong></td>
<td>45,095,210</td>
<td>(60,935,252)</td>
</tr>
<tr>
<td><strong>Unrestricted operating expenses:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest on lines of credit</td>
<td>1,950,744</td>
<td>6,137,647</td>
</tr>
<tr>
<td>Loan servicing fees</td>
<td>861,050</td>
<td>990,918</td>
</tr>
<tr>
<td>Provision (recovery) for uncollectible student loans</td>
<td>(60,577)</td>
<td>110,418</td>
</tr>
<tr>
<td>Salaries and wages</td>
<td>654,741</td>
<td>564,502</td>
</tr>
<tr>
<td>Professional, consulting, rent and related travel</td>
<td>1,365,018</td>
<td>1,243,374</td>
</tr>
<tr>
<td>Grants expense</td>
<td>4,881,475</td>
<td>12,728,083</td>
</tr>
<tr>
<td>Trustee fees</td>
<td>9,700</td>
<td>8,700</td>
</tr>
<tr>
<td>Miscellaneous expense</td>
<td>201,200</td>
<td>192,166</td>
</tr>
<tr>
<td><strong>Total operating expenses</strong></td>
<td>9,863,351</td>
<td>21,975,808</td>
</tr>
<tr>
<td><strong>Change in unrestricted net assets</strong></td>
<td>35,231,859</td>
<td>(82,911,060)</td>
</tr>
<tr>
<td><strong>Changes in temporarily restricted net assets:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net assets released from restrictions – satisfaction of restrictions</td>
<td>(2,500)</td>
<td>(4,500)</td>
</tr>
<tr>
<td><strong>Change in temporarily restricted net assets</strong></td>
<td>(2,500)</td>
<td>(4,500)</td>
</tr>
<tr>
<td>Increase (decrease) in net assets</td>
<td>35,229,359</td>
<td>(82,915,560)</td>
</tr>
<tr>
<td><strong>Net assets at beginning of the year</strong></td>
<td>155,359,165</td>
<td>238,274,725</td>
</tr>
<tr>
<td><strong>Net assets at end of the year</strong></td>
<td>$ 190,588,524</td>
<td>155,359,165</td>
</tr>
</tbody>
</table>
In 2009, Greater Texas Foundation went through a six-month planning process, under the guidance of FSG Social Impact Advisors, in which the foundation examined current and projected educational needs in Texas and how the foundation’s efforts might be best aligned to address them. Through this process, a great deal was learned about the challenges Texas students face on the road to post-secondary completion and how the foundation can focus efforts to help students overcome these challenges.

The resulting strategic plan is not a departure, but an evolution, from where the foundation began. The foundation will continue its commitment to improving educational outcomes for Texas students; however, in order to have a greater impact on the tough and persistent challenges facing education in Texas, we are making a shift toward being more focused in our funding. By targeting specific points in the education pipeline, we will work toward increasing post-secondary access and persistence and improving math and science education, with a focus on increasing the number of students who are prepared to succeed in post-secondary education.

Going forward, we will allocate a significant portion of our grants toward strategic initiatives, efforts that focus our resources on pressing education needs related to post-secondary preparation, access, persistence and completion. In addition, we will focus strongly on convening partners to exercise leadership in education and work toward specific, common goals.

Through its philanthropy, the foundation intends to impact students across the state of Texas and has a strong desire to focus on measurable, research-based, and outcomes-driven work. The foundation also wishes to capitalize on its strength in partnering with other organizations, including other funders, governmental agencies and educational institutions. By following its strategic plan, Greater Texas Foundation aims to bring greater clarity and coherence to its philanthropy, with the goal of creating greater impact on the educational success of Texas students.

Please visit the foundation’s website www.greatertexasfoundation.org to learn more about the strategic plan.
In Memory of E.G. “Rod” Pittman
Director, mentor, colleague and friend
1934-2010