



GREATER TEXAS FOUNDATION

**Charitable Activities Committee
2011 Annual Report**

Total Grants Approved in 2011

Funding Principle	Number of Grants	Amount of Funding
Post-Secondary Education (preparation, access, completion and persistence)	11	\$3,572,105
Math & Science for Post Secondary Readiness	1	\$500,000
Greater Texas Foundation Scholars	5	\$3,325,000
Other	3	\$121,000
GTF Educational Matching Grant Program	6	\$50,000
TOTAL	26	\$7,568,105

Total Grants Paid in 2011

Funding Principle	Amount of Funding
Scholarship Programs for Higher Education ¹	\$13,250
Outreach for Higher Education ¹	\$75,000
Improving Math & Science Education ¹	\$1,010,000
Teacher Skill Enhancement/New Teacher Preparation ¹	\$25,000
Other	\$174,730
Post-Secondary Education (preparation, access, completion and persistence) ²	\$1,868,067
Math & Science for Post-Secondary Readiness ²	\$60,000
Greater Texas Foundation Scholars ²	\$75,000
TOTAL	\$3,301,047

¹ Inactive Funding Principle (used prior to 2010)

² Active Funding Principle (used since 2010)

Total Requests Declined in 2011

Type of Request	Number of Declinations	Amount Requested
<i>Letters of Inquiry</i>	6	\$3,731,921
<i>Proposals</i>	0	\$0
TOTAL	6	\$3,731,921

Grants Approved in 2011

Post-Secondary Education (Preparation, Access, Completion and Persistence)

Achieving the Dream: Third Year Funding (\$400,000)

Beginning with the 2011 cohort, Achieving the Dream will implement a three-year model (to replace the current two-year model) in reaction to several evaluations and assessments. This grant will support nine Texas colleges previously funded under the two-year model by Greater Texas Foundation to participate in Achieving the Dream for a third year: Austin Community College, Blinn, Odessa, Richland, Temple, Texarkana, Tyler Junior College, Western Texas College, and The University of Texas at Brownsville. (*Achieving the Dream, Inc.*)

2012 Spring National Talent Dividend Meeting – Houston (\$10,000)

In partnership with FutureWorks, CEOs for Cities launched the National Talent Dividend Network to accelerate the achievement of the Talent Dividend cities nationwide. This network composed of cross-sector teams from 23 cities meets twice annually for peer-to-peer conversations on strategies, successes and challenges in increasing college attainment rates. This grant supports conference activities for CEOs for Cities' 2012 Spring National Talent Dividend Meeting in Houston, Texas. (*CEO's for Cities NFP*)

Advise Texas (\$330,750)

Advise Texas is a college access program affiliated with the National College Advising Corps. This grant supports seven schools in the Rio Grande Valley that will all be served by advisers from the Texas A&M Chapter of Advise TX. (*College For All Texans Foundation*)

President's Fund Grant: Conference Support (\$10,000)

This grant supports Complete College America's Annual Convening of the Alliance of States in Austin, Texas. Complete College America is a national nonprofit working to significantly increase the number of Americans with a college degree or credential of value and to close the attainment gaps for traditionally underrepresented populations. (*Complete College America*)

President's Fund Grant: Scholarship Support (\$5,000)

In recognition for being a finalist for the Aspen Prize for Community College Excellence, this grant will support need based scholarships at Southwest Texas Junior College. The purpose of the Aspen Prize is to recognize community colleges with outstanding academic and workforce outcomes in both absolute performance and improvements over time. (*Southwest Texas Junior College*)

Removing Educational Barriers (\$40,000)

In 2007, Greater Texas Foundation announced its goal to establish \$200,000 endowments for need based scholarships at all public four-year postsecondary institutions in the state. With the likelihood that Texas A&M University – Central Texas and Texas A&M University – San Antonio will soon become separate, accredited institutions, the foundation approved a direct grant of \$20,000 to each institution for need-based, non-endowed scholarships and extended a matching opportunity (up to \$100,000 each) to establish an endowment of \$200,000. (*Texas A&M University – Central Texas and Texas A&M University – San Antonio*)

Student Success by the Numbers (\$2,570,355)

This grant supports the Student Success by the Numbers initiative to build the capacity of community and technical colleges to understand and communicate about data depicting student progress, engagement and success; to use those data in targeting and monitoring improvements in postsecondary preparation, access, persistence and completion; and to build a powerful culture of evidence to support and promote an effective student success agenda. Target institutions are 33 Texas community and technical colleges that have not participated in Achieving the Dream. (*The University of Texas at Austin*)

President's Fund Grant: Faculty Development for Effective Practices (\$2,000)

This grant supports a two-day training for faculty, deans and department chairs at The University of Texas at Brownsville on effective practices for student success. (*The University of Texas at Brownsville*)

Partners for Postsecondary Success (\$54,000)

This grant supports a partnership between United Way of Southern Cameron County, Brownsville ISD, The University of Texas at Brownsville/Texas Southmost College, Workforce Solutions Cameron, Brownsville Economic Development Council, Brownsville Chamber of Commerce and other local businesses and nonprofit organizations to increase the number of low income adults who complete a postsecondary education and connect with labor market value jobs. GTF funding provided matching funds for an implementation grant of \$1.29M from The Bill and Melinda Gates Foundation. (*United Way of Southern Cameron County*)

Capacity Expansion Project (\$150,000)

This grant supports VIDA's program to provide post-secondary education and training to 20 new low-income, unemployed and underemployed residents of Cameron, Hidalgo, Starr and Willacy Counties so that they can secure high-skill, living-wage jobs with benefits. (*Valley Initiative for Development and Advancement*)

President's Fund Scholarships (\$3,000)

Through a discretionary fund, three grants of \$1,000 each were authorized by the foundation's president to support postsecondary scholarships for three exemplary Early College High School students. (*To be determined – these grants will be made to the postsecondary institution each student attends after they graduate from high school.*)

Math & Science for Post Secondary Readiness

South Texas UTeach Replications (\$500,000)

This grant supports the replication of the UTeach math and science preparation program at The University of Texas at Brownsville and The University of Texas-Pan American. GTF funding provides matching funds to UT System's \$4M commitment to this project. (*The University of Texas at Austin*)

Greater Texas Foundation Scholars

Greater Texas Foundation Scholars (\$3,325,000)

A scholarship and retention program to increase the number of Texas early college high school graduates who successfully transition to a four-year institution of higher education and complete a baccalaureate degree. (*Texas A&M University: \$755,000; The University of Texas at Brownsville and Texas Southmost College: \$605,000; The University of Texas at El Paso: \$755,000; University of Houston: \$605,000; and University of North Texas Foundation: \$605,000*)

Other

Planning Support for Developmental Mathematics (\$118,000)

This grant supports the development of a strategic plan for executing The Charles A. Dana Center's work in developmental education in Texas. The long-term purpose of the project is to strategically address problems in Texas's - and the nation's - developmental mathematics education sequence. The intended outcome for the project is a three-to-five-year plan and budget for executing work in three key areas: (1) course design and delivery, (2) strategies for supporting student success, and (3) support for scaling new initiatives. (*The University of Texas at Austin / Charles A. Dana Center*)

Association/Membership Fees (\$3,000)

(*Grantmakers for Education, Grants Managers Network, Inc.*)

GTF Educational Matching Grant Program 2011

GTF Educational Matching Grant Program 2011 (\$50,000)

This program is meant to encourage giving by Greater Texas Foundation officers, board members, committee members, and employees to educational institutions or organizations supporting education. The foundation will match contributions up to \$5,000 on a 2:1 basis. (*Austin College, Baylor University (2), Texas A&M Foundation (2), and Texas State University-San Marcos*)

Additional 2011 Initiatives

Greater Texas Foundation Scholars

Based on the “Dollars for Degrees” research, in 2010, the Charitable Activities Committee authorized the development of *Greater Texas Foundation Scholars*, a signature scholarship program designed for graduates of Texas early college high schools to successfully transition to a four-year institution of higher education and complete a baccalaureate degree.

The foundation sought proposals from four-year institutions committed to creating a comprehensive program that includes a scholarship component and non-financial retention components, which are based on evidence of success or promising and effective practices. After a stringent review of proposals, the following universities were selected in 2011 for the six-year program: Texas A&M University, University of Houston, University of Texas at Brownsville, University of Texas at El Paso, and University of North Texas.

The program is the first of its kind in the nation. Beginning in the fall of 2012, approximately \$3.32 million in scholarships will be awarded to the selected institutions over a six year period, during which time the program is expected to impact more than 700 students.

In 2011, the “Dollars for Degrees” research and resulting scholarship program was presented at two national conferences: National College Access Network and National Scholarship Providers Association.

Early Assessment Meeting

One of the most important ways to reform developmental education is for students to avoid the need for developmental education all together. Assessing student learning early and addressing the need for remediation before high school graduation has the potential to increase the number of students who are ready for college and thus avoid developmental education.

In March 2011, with the help of Michael Collins from Jobs for the Future, the foundation hosted a meeting of subject matter experts to develop a pilot to scale early assessment in the state, using as a model the El Paso Early Assessment program because of its proven results. The discussion was based on four guiding principles: (1) no student should take a placement exam unprepared or uninformed about its purpose; (2) assessments should serve diagnostic purposes; (3) assessment should happen with enough lead time for students to take necessary steps before entering college; and (4) assessments should be aligned with the intervention – content should align with student needs.

Over a day and a half, the group worked together to identify components critical to a successful pilot: information and outreach regarding the purpose and implications of the test, the assessment, post-test interventions, and evaluation of all components.

In general, in addition to enhancing Greater Texas Foundation's understanding of early assessment, all participants felt the meeting enhanced general understanding of the benefits and challenges of early assessment. Although it would be difficult to directly attribute to our convening, there are currently a number of new large-scale initiatives in the state that include early assessment or aspects of the early assessment, including Completion by Design, a Gates Foundation initiative, and Gulf Coast PASS, a Houston Endowment initiative. Participants from the meeting are involved directly with these initiatives (e.g. Dr. Heather Zavadsky from the THSP with Completion by Design) and notes from the meeting have been shared out with those who were not present (e.g. George Grainger from the Houston Endowment).

In addition, one of the attendees, Dr. Tamara Clunis, previously with the Texas Higher Education Coordinating Board, is implementing early assessment in two districts near Amarillo College, where she currently serves as Dean of Academic Success.

Regional Action Plan

In 2010, Greater Texas Foundation (GTF), Texas High School Project at Communities Foundation of Texas (THSP), Houston Endowment, and The Meadows Foundation engaged FSG Social Impact Advisors to develop the Texas Regional Action Plan, a research study analyzing the historical postsecondary performance of five key regions within the state and establishing a framework for prioritizing investments and initiatives for driving postsecondary success. The five regions in this plan include Central Texas, El Paso, Gulf Coast, Dallas/Fort Worth Metroplex and South Texas.

In 2011, the foundation utilized the plan to inform its grantmaking and identify areas for collaboration with other funders and organizations.

Significantly, the research was key to the Kresge Foundation's selection of Texas as a priority state.

In addition, there is interest in implementing a collective impact framework focused on student outcomes in the Rio Grande Valley (RGV). In November, Greater Texas Foundation and Texas High School Project met with all five presidents of the postsecondary institutions in the region to develop a high-level plan of action for this work.

Examples of postsecondary initiatives in the RGV that could be aligned and coordinated in a collective impact approach include: the BMGF Completion by Design and Partners for Postsecondary Success initiatives, a \$25 million investment by Texas Guaranteed in STEM scholarships and capacity building in community colleges, CEOs for Cities Talent Dividend Prize, UTB's HESTEC, Region 1 Gear Up grant, Dana Center Math Developmental Education Project at STC, UTB STEPS STEM scholarship fund, RGV Superintendents Network representing almost 160,000 students, 26 district ECHS Collaborative, and Achieving the Dream. Additionally, as highlighted at the recent VISTA Summit, the UT System Regents recently made a historic \$30 million commitment to Chancellor Cigarroa's vision for science and health education in South Texas and the Rio Grande Valley, laying the groundwork for a future medical school in the region.

Bush School Capstone: A Study of Dual Credit Access and Effectiveness in the State of Texas

In 2010, the foundation engaged a group of second year masters students at the George Bush School of Government and Public Service for a year long study of access and effectiveness of dual credit programs in the state of Texas. In 2011, the group completed the report and presented its findings to the foundation's board of directors. The full report is available on the foundation's website.

Major findings included the following:

- The overall rate of participation in dual credit programs is increasing. In addition, increased school size by population correlates positively with a heightened likelihood of the availability of a dual credit program; however, among all secondary institutions featuring dual credit programs, participation rates are likely to be considerably lower in larger schools.
- Three central subgroup characteristics related to participation rates were identified: rural populations, percentage of minority population, and percentage of economically disadvantaged population. While rural populations correspond with higher rates of participation, both percentage of minority population as well as percentage of economically disadvantaged population demonstrate

a negative relationship with participation rates.

- Both persistence and graduation rates tend to trend higher for dual credit students. However, as a result of the Texas Success Initiative, one generally has to be a reasonably good student to gain access to dual credit, so it is not clear the degree to which dual credit is a contributing causal factor to later superior performance of dual credit students.

NCAN: Texas College Access Inventory

In 2010, Greater Texas Foundation contracted the National College Access Network (NCAN) to conduct a landscape assessment of college access providers — such as institutions of higher education, school districts, school counselors, community-based organizations, youth-serving organizations, high schools, etc. — in the state. 1,600 organizations were contacted and 211 director service providers (organizations that work directly with students) responded. The full report is available on the foundation's website.

Significantly, of the 211 direct service providers who responded, 90 percent agreed or strongly agreed their organization could benefit from the coordination of organizational efforts statewide to achieve a better outcome. Shortly after the report was released in 2011, Texas High School Project received a sub-grant from NCAN with Kresge funding to create a network for college access providers in the state. The resulting organization is TxCAN. TxCAN will create a platform for aligning national, state and local activities to ultimately improve student outcomes in postsecondary access and success. Key initiatives will focus on building awareness of existing college access activities and resources; aligning the strategic efforts of various stakeholders; and providing tools to measure the impact of access support efforts. To accomplish these goals, THSP will develop regional pilots of college access coordination, evaluate its outcomes, identify policy implications to educate key stakeholders, and create a plan to scale a sustainable statewide network. The first pilots, launched in 2011, are in the San Antonio and North Texas (Dallas/Fort Worth) regions.

Student Success by the Numbers

In 2011, the foundation awarded a grant to the Community College Leadership Program (CCLP) at The University of Texas at Austin to establish *Student Success BY THE NUMBERS*. The program is designed to build the capacity of community and technical colleges to understand and communicate about data depicting student progress, engagement and success; to use those data in targeting and monitoring improvements in postsecondary preparation, access, persistence and completion; and to build an increasingly powerful culture of evidence to support and promote an effective student success agenda. Target institutions are the mostly small

and rural Texas community and technical colleges which have not to date participated in Achieving the Dream.

Fifteen colleges participated in Phase I in 2011, which included two-day visits to each college to: (1) learn how the college currently uses data for decision making to improve students success, as well as the range of current initiatives that support student success; and (2) engage the college leaders in conversations about opportunities to improve student success using SSBTN as a vehicle.