



GREATER TEXAS FOUNDATION

**Charitable Activities Committee  
2012 Annual Report**

**Total Grants Approved in 2012**

<b>Funding Principle</b>	<b>Number of Grants</b>	<b>Amount of Funding</b>
Post-Secondary Education (preparation, access, completion and persistence)	5	\$353,814
Math & Science for Post Secondary Readiness	1	\$150,000
Other	7	\$744,709
GTF Educational Matching Grant Program	4	\$35,000
Association/Membership Fees	2	\$4,250
<b>TOTAL</b>	<b>19</b>	<b>\$1,287,773</b>

**Total Grants Paid in 2012**

<b>Funding Principle</b>	<b>Amount of Funding</b>
Scholarship Programs for Higher Education <sup>1</sup>	\$106,090
Improving Math & Science Education <sup>1</sup>	\$1,138,167
Association/Membership Fees	\$4,250
Post-Secondary Education (preparation, access, completion and persistence) <sup>2</sup>	\$1,935,720.04
Math & Science for Post-Secondary Readiness <sup>2</sup>	\$150,000
Other	\$734,007.03
<b>TOTAL</b>	<b>\$4,068,234.07</b>

1 Inactive Funding Principle (used prior to 2010)

2 Active Funding Principle (used since 2010)

### Total Requests Declined in 2012

Type of Request	Number of Declinations	Amount Requested
<i>Letters of Inquiry</i>	10	\$1,430,341
<i>Immediate Declinations</i>	2	\$34,000
<i>Proposals</i>	0	\$0
<b>TOTAL</b>	<b>12</b>	<b>\$1,464,341</b>

### Grants Approved in 2012

<b>Post-Secondary Education (Preparation, Access, Completion and Persistence)</b>
---

**Chair’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. (*Southwest Texas Junior College*)

**Chair’s Fund Grant: Latino Student Success Consultant Services** (\$5,000)

To join with other funders who are members of the Latino Student Success Group to support a consultant who will coordinate preparation and follow-up of three Latino Student Success (LSS) Funders Group meetings, help facilitate "funder orientations," via telephone conference for new members of the LSS Funders Group, and consult, as needed, with individual members of the LSS Funders Group, relative to the work of the LSS Funders Group. Other funders include USA Funds, Lumina Foundation, Goizueta Foundation and TG. (*Excelencia In Education, Inc.*)

**Chair’s Fund Grant: Conference Support** (\$3,500)

This grant will support the 2012 National Scholarship Providers Association (NSPA) conference in Austin, Texas. The mission of the NSPA is to advance the collective impact of scholarship providers, and the scholarships they award, through exchanging best practices, offering professional development opportunities, and promoting student access and success in higher education. (*National Scholarship Provider’s Association*)

**Chair’s Fund Grant: The Texas Tribune Festival “On The Road”**

(\$5,000)

To support a public symposium on higher education at the George Bush Presidential Library and Museum at Texas A&M University on November 29, 2012. The goals for the higher education symposium include: (1) promoting civic engagement and discourse among citizens and college students about the important issues related to higher education in Texas; (2) encourage dialogue about legislation from the 82nd Legislative Session and what's ahead for the 83rd; and (3) educating citizens so that they can make better choices in their civic lives. (*Texas Tribune, Inc.*)

**Texas Higher Education Consortium for Male Student Success**

(\$335,314)

To support a statewide Consortium that will use collective impact in aligning existing programmatic efforts and stimulating new initiatives that will enhance the participation and success of Hispanic and African American males within Texas colleges and universities. (*The University of Texas at Austin*)

**Math & Science for Post Secondary Readiness**

**aggieTEACH Program Expansion & Improvement Project** (\$150,000)

To support an undergraduate teacher preparation program for students majoring in STEM disciplines to complete the requirements for teacher certification while completing their bachelor’s degree at Texas A&M University. (*Texas A&M University*)

**Other**

**Rio Grande Valley Education Collective Impact Action Plan – Phase 2** (\$400,000)

To support Phase 2 of a project that will produce an actionable, multi-year, multi-million dollar action plan and strategy to transform the poorest region in Texas. Building off the Regional Action Plan in Phase 1, RGV-CI2 will consist of three key activities: (1) Engaging in a focusing process with the support of FSG Social Impact to assess current initiatives, strengths, opportunities, and measures to be tracked for growth across P-16; (2) Developing a governance structure to sustain the work and create urgency and accountability for the collaborative work; and (3) Developing a communications platform that allows for collaboration, information sharing, and advocacy. (*Communities Foundation of Texas, Inc./Educate Texas*)

**“United for College Success”** (Up to \$20,000)

The “United for College Success” project which will discover, document, and share the "best practices" of high quality Charter Management Organizations (CMOs) in Texas related to college access, on-going support and eventual college completion for children from underserved communities across Texas. (*KIPP, Inc.*)

**Texas Higher Education Data Project** (\$64,309)

The Texas Higher Education Data Project’s goal is to ensure that Texans make informed decisions about the access to and success of postsecondary education. The project includes the creation of an accessible, user-friendly, free database for citizens, education professionals, researchers, journalists and decision-makers to use to compare and display publicly available data on public and private Texas institutions of higher education (IHE). (*Texas Tribune, Inc.*)

**Urban Education Study Tour** (\$10,000)

The Urban Education Study Tour will explore grantmaking strategies for improving urban education in El Paso, Newark and Oakland. The tour's first stop in El Paso, Texas will focus on college readiness and the transition from high school to post secondary education. (*Grantmakers For Education*)

**Completion of the Post-2010 Version of *An American Challenged* and *The Texas Challenge*** (\$150,000)

Partial support for: (1) completing the printed versions of the post-2010 analyses for the Texas and America Challenge documents; (2) evaluating the results of the pre-2010 analysis; and (3) creating an online baseline and projections data website on which researchers can display and continuously update their detailed results throughout the post-2010 decade and that produce data bases that can be used by national and state decision-makers and the public. (*Rice University*)

**Chair’s Fund Grant: Academic Classroom Grant (\$400)**

Based on the gracious reception and Book Trust discussion with Kemp Elementary students this grant will assist their teachers by supporting academic literacy supplies for their classrooms. (*Kemp Elementary School*)

**New Mathways Project** (\$100,000)

The New Mathways Project is the Dana Center's vision for a systemic approach to improving student success and completion in community colleges through implementation of processes, strategies, and structures built around three mathematics pathways and a supporting student success course. This grant will support course development. (*The University of Texas at Austin/ Charles A. Dana Center*)

## **GTF Educational Matching Grant Program**

### **GTF Educational Matching Grant Program 2012 (\$35,000)**

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*)

## **Association/Membership Fees**

### **Association/Membership Fees (\$4,250)**

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

## **Additional 2012 Initiatives**

### **Rio Grande Valley Education Collective Impact Action Plan – Phase 2 (RGV-CI2)**

In 2010, GTF, Texas High School Project (now Educate Texas) at Communities Foundation of Texas, and The Meadows Foundation engaged FSG 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. During this engagement, the foundations also learned about the Collective Impact concept and expressed interest in further evaluating this model as a possible framework for future work. Leveraging this research and collaborative model, the foundations initiated conversations with a multitude of state and national funders, service providers, and partner organizations to explore the creation of regionally-structured, public-private partnerships focused on improving postsecondary outcomes. After a review of the opportunities across all regions, GTF, The Meadows Foundation and Educate Texas found South Texas – and specifically the Rio Grande Valley – to have a number of initiatives and programs aligned with our state’s needs and Regional Action Plan.

In 2012, the foundation approved a grant to Educate Texas/Communities Foundation of Texas in the amount of \$400,000 for the RGV Education Collective Impact Action Plan – Phase 2 to develop a series of activities that include goal development, planning and implementation that will lead to a collective impact initiative that transforms the RGV through education by aligning and focusing on key strategies, metrics, and collaborations targeting the region’s youth and its key assets. Other funders in this initiative include the Ford Foundation and the W.W. Caruth Foundation.

Building off the Regional Action Plan in Phase 1, RGV-CI2 consists of three key activities:

- (1) Engaging in a focusing process with the support of FSG consultants to assess current initiatives, strengths, opportunities, and measures to be tracked for growth across P-16.
- (2) Developing a governance structure to sustain the work and create urgency and accountability for the collaborative work.
- (3) Developing a communications platform that allows for collaboration, information sharing, and advocacy.

Educate Texas serves as the primary lead for the overall RGV-CI2 effort. With support from FSG, the following work plan will be put in place this year:

Step 1: Development of the RGV-CI2 Strategic Planning Committee and Project Planning. Specific outcomes during this step include agreeing upon shared goals, process for engaging other community stakeholders, convening schedule, and key milestones.

Step 2: Harvest Insights and Build Support. This step includes interviews with regional leaders, focus groups with community members, and summarizing opportunities and gaps.

Step 3: Establish Cohesive Strategy for Postsecondary Readiness, Access and Completion Initiatives and Measurement of Progress and Success.

Step 4: Write and Initiate Final Plan that Provides a Roadmap for 2013. The comprehensive RGV action plan will include an overarching strategic plan, a shared scorecard, and an ongoing supporting organization structure.

As of December 2012 more than 40 organizations and more than 100 individuals, consisting of 12 RGV superintendents spanning the four counties of the RGV, five higher education presidents and many cross-sector leaders are involved in this ongoing work. Through an open and transparent RFP process, Educate Texas was selected in November as the “backbone” organization to serve as the convener and coordinator of multiple actors to push the overall effort toward common goals. Educate Texas will now move into managing all aspects of the initiative, and together with FSG create an implementation plan for 2013.

### **Texas Tribune Higher Education Data Application**

In 2012 the foundation provided a grant to The Texas Tribune in the amount of \$64,309 to support the Texas Higher Education Data Project. The goal of this project is to ensure education stakeholders have access to fact-based information by developing and publishing a free, interactive database for citizens, education professionals, researchers, journalists and decision-makers to use to compare and display publicly available data on public and private Texas institutions of higher education. In particular, data displays will highlight issues such as accessibility to postsecondary institutions in different regions of the state, differences in

affordability of and funding for higher education institutions across the state, gaps in academic achievement, persistence rates, and remediation rates among institutions.

The *Higher Education Explorer* was released on September 28, 2012 with five stories linking the application and The New York Times. Within the first two months the application exceeded its performance goal of reaching 2,000 visitors by 75%. During that time frame there were 3,502 unique visitors, 11,125 page views, and 5.16 pages per visit. Visitors were not only from Texas. Visitors by metro area outside of Texas included: Washington, DC, Chicago, Detroit, New York, Phoenix, San Francisco, Atlanta, Boston, Nashville, Shreveport and St. Louis.

The *Higher Education Explorer* captures data on all 148 public and private colleges and universities in the state. The application complements the [Public Schools Explorer](#), a comprehensive database of all of Texas' 1,300 districts and 8,500 public schools, which Texas Tribune launched in July 2012. Taken together, these databases provide useful tools for parents, students and policymakers interested in understanding the data and trends behind education in Texas.

### **New Mathways Project**

In July of 2012 the foundation approved a grant in the amount of \$100,000 to support the Charles A. Dana Center's New Mathways Project (NMP). NMP is the Dana Center's vision for a systemic approach to improving student success and completion in community colleges through implementation of processes, strategies, and structures built around three mathematic pathways and a supporting student course.

The New Mathways Project is designed to help community colleges fulfill what they see as their most important mission: providing a reliable path to upward mobility for all who seek to improve their lives through education. This comprehensive initiative enables college students placed into developmental mathematics to complete a credit-bearing, transferable mathematics course in one academic year or less, while simultaneously building skills for long-term success in college and in life.

The Dana Center is working with the Texas Association of Community Colleges (TACC) and all 50 Member community college districts on statewide implementation of the New Mathways Project. On October 24, 2012 NMP announced nine co-development partners: Alamo Colleges, Austin Community College, Brazosport College, El Paso Community College, Kilgore College, LoneStar College, Midland College, South Texas College, and Temple College. These nine colleges will serve as co-development partners in the implementation phase of the project, while the other 41 Texas community colleges will begin the implementation phase as either Active learning or Capacity Building sites.

In December 2012, the Dana Center, along with Complete College America, Inc, Education Commission of the State, and Jobs for the Future issued a national joint statement: *Core Principles for Transforming Remedial Education* in which they conclude that remedial education as commonly designed and implemented does not work. The joint statement advocates changing current remedial

education systems so that all students, no matter their skill levels or background, have a real opportunity to earn a college credential. To do so includes a shift to improving student progress through gateway courses and into programs of study that lead quickly and efficiently to completion of a credential of value. The statement presents promising research such as one-year course pathways, as identified in the New Mathways Project, and calls for all states, systems of higher education, and colleges to adopt the seven core principles for transforming remedial education that will help lead to a more coherent, contextualized, and completion-focused approach for all students.

### **University of North Texas: Teach North Texas**

December 31, 2012 marked the end of the foundation's five-year grant of \$1,400,000 to The University of Texas at Austin/The UTeach Institute to support the Replication of the UTeach Math & Science Teacher Certification Program at the University of North Texas. The national UTeach replication implementation requires all sites to (1) ensure that critical elements of the UTeach program are implemented with fidelity, and (2) secure, over the course of four years, institutional funding and top-level university support to sustain the program effectively beyond the grant period.

The Program Implementation Executive Summary report for Teach North Texas indicates that TNT has achieved a number of program implementation milestones. These include: securing space for the program, hiring master teachers and program staff, recruiting STEM majors, honoring and supporting students, establishing a program steering committee, collaborating across colleges with local school districts, and graduating students.

The impact on STEM teacher production for this program through spring 2012 follows:

- Program enrollment: 300
- Number of students that completed: 43
- Number of graduates that obtained teaching certificates: 37
- Subject Certified
  - Math: 35
  - Science: 8
- Projected number of program graduates by 2017: 259
- Projected K-12 secondary students taught by 2017: 98,594

After a careful review of the Teach North Texas program's four-year implementation period, the UTeach Institute finds that TNT has implemented all of the UTeach Elements of Success and the program remains closely aligned to the UTeach model.

## **Integrated Science, Math and Reflective Thinking (iSMART)**

In January 2009, the foundation approved a grant in the amount of \$3,023,207 to the University of Houston to support a two-year online master's program to improve middle school math and science instruction. In its third year of operation, the program has already graduated 25 teachers from cohort 1 and is currently supporting 22 students in their final semester as cohort 2, and 22 students in their second semester as cohort 3.

During 2012 staff received several emails from the Principle Investigator, Dr. Jennifer Chauvot highlighting outcomes from the project throughout the year:

- The University of Houston's Graduate Online Education Program, specifically the iSMART program, made *U.S. News & World Report's* Online Graduation Education Programs Honor Roll, making UH one of only 14 universities nationwide placed in this category.
- iSMART student, Preeti Joseph received a Crystal Award for teaching excellence from the Spring Branch Foundation. When asked about her experiences with iSMART, Joseph answered, "iSMART helped me as a science teacher, to reflect on my teaching, which was a rare thing for me to do. I understand the importance of reflecting to understand how much our students comprehend." She also added, "iSMART will help teachers bring problem-based learning into the classroom, which creates a student-centered classroom with the teacher as the facilitator. iSMART will also help teachers to integrate science and math especially in the elementary and middle school levels."
- A cohort 1 teacher emailed to say her school received a grant to provide 10 teachers with a class of 30 netbook computers and called for technical proposals to decide which teachers would get the sets after SPED & ESL were taken care of. Thanks to iSMART, this was a no-brainer for this teacher. She was told they LOVED her proposal and her team was awarded 4 sets of the computers for exclusive use in their classrooms. She thanks iSMART for giving her the skills and confidence to pounce on these opportunities when they arise.
- One iSMART teacher emailed to say she received another \$5,000 grant from the Clear Creek Education Foundation for her classroom. This was the second year she applied for the grant and won. She thanks her grad school program (iSMART) for encouraging her to write grants. This makes a total of \$17,500 in grants she has received for her classroom in the last two years.
- A cohort 1 teacher emailed that she gets to change jobs this year. She will be working at her high school teaching Physics and Integrated Physics & Chemistry (IPC). She is excited and very nervous at the same time, but most of all, she "will be living and teaching integration of math and science....WOOHOO!!!!"
- Another cohort 1 teacher emailed to say she has accepted a position at Rice University working with their STEMscopes program. She indicated that although she won't be in a middle school classroom anymore she is sure this new career path will allow her to implement many of the ideas that she learned from iSMART. She is really looking forward to bringing more mathematical tie-ins to their already strong science program.