



GREATER TEXAS FOUNDATION

**Charitable Activities Committee  
2013 Annual Report**

**Total Grants Approved in 2013**

<b>Funding Principle</b>	<b>Number of Grants</b>	<b>Amount of Funding</b>
Post-Secondary Education (preparation, access, completion and persistence)	15	\$2,675,609
Math & Science for Post Secondary Readiness	1	\$1,000,000
Other	6	\$375,000
GTF Educational Matching Grant Program	8	\$43,200
Association/Membership Fees	2	\$3,750
<b>2013 TOTALS</b>	<b>32</b>	<b>\$4,097,559</b>

*NOTE: For comparison, 2012 Totals: 19 grants for a total of \$1,329,623 in funding*

**Total Grants Paid in 2013**

<b>Funding Principle</b>	<b>Amount of Funding</b>
Scholarship Programs for Higher Education <sup>1</sup>	\$50,000
Improving Math & Science Education <sup>1</sup>	\$832,740.38
Association/Membership Fees	\$3,750
Post-Secondary Education (preparation, access, completion and persistence) <sup>2</sup>	\$2,068,416.74
Math & Science for Post-Secondary Readiness <sup>2</sup>	\$245,270
Other	\$326,659
<b>2013 TOTAL</b>	<b>\$3,526,836.12</b>

<sup>1</sup> Inactive Funding Principle (used prior to 2010).

<sup>2</sup> Active Funding Principle (used since 2010).

*NOTE: For comparison, 2012 Total: \$4,068,234.07*

### Total Requests Declined in 2013

Type of Request	Number of Declinations	Amount Requested
<i>Letters of Inquiry</i>	4	\$342,400
<i>Immediate Declinations</i>	8	\$885,989
<i>Proposals</i>	1	\$296,318.52
<i>GTF Fellows Proposals</i>	7	\$579,585
<b>2013 TOTAL</b>	<b>20</b>	<b>\$2,104,292.52</b>

*NOTE: For comparison, 2012 Totals: 12 declinations at a requested amount of \$1,464,341*

### Total Active Grants in 2013

In addition to grants approved in 2013, the foundation maintains a portfolio of “active” grants that were approved prior to 2013, but still remain open. GTF staff continues oversight of these grants through reporting, monitoring, active correspondence, etc. The following chart contains an overview of the number and funding amount of the foundation’s Active Grants portfolio as of December 31, 2013.

Type of Grant	Number of Grants	Total Amount of Funding
<i>General Grants</i> <sup>3</sup>	32	\$16,529,849.77
<i>Board Chair Grants</i>	3	\$8,000
<i>Endowments</i>	62	\$7,001,765.14
<i>Indirect Grants</i> <sup>4</sup>	18	\$2,343,068
<b>2013 TOTAL</b>	<b>115</b>	<b>\$25,882,682.91</b>

<sup>3</sup> Post-Secondary Education, Math & Science for Post-Secondary Readiness, Other, GTF Educational Matching Grants, Association Memberships, or active grants from prior funding principles.

<sup>4</sup> Re-grants made by intermediaries that GTF actively monitors.

### GTF Approved Grantmaking since FY2001

Year	Grant Amount	Year	Grant Amount
<b>2001</b>	\$200,000	<b>2008</b>	\$11,256,561
<b>2002</b>	\$160,000	<b>2009</b>	\$4,808,317
<b>2003</b>	\$1,396,800	<b>2010</b>	\$3,795,658
<b>2004</b>	\$864,594	<b>2011</b>	\$6,202,077
<b>2005</b>	\$829,824	<b>2012</b>	\$1,329,623
<b>2006</b>	\$2,158,045	<b>2013</b>	\$4,097,559
<b>2007</b>	\$4,050,780	<b>TOTAL</b>	<b>\$41,149,838</b>

## Grants Approved in 2013

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

#### **Early College Expansion Partnership** (\$250,000)

To support a U.S. Department of Education i3 grant that will scale the Early College High School (ECHS) design in the Lower Rio Grande Valley in South Texas. Jobs for the Future is the lead organization on the grant, partnering with the Pharr-San Juan-Alamo (PSJA) and Brownsville Independent Schools Districts (ISDs) in the Lower Rio Grande Valley (the LRG Valley) and Educate Texas (EdTX), a public-private school development initiative of the Communities Foundation of Texas.

*(Communities Foundation of Texas/Educate Texas)*

#### **Rio Grande Valley Focus** (\$1,250,000)

To support a multi-year collective impact initiative in the Rio Grande Valley designed to dramatically improve educational and life outcomes for students by strengthening the pipeline from K-12 through postsecondary and into the workforce. Other funders include the Ford Foundation, Communities Foundation of Texas, with possibility of funding from The Meadows Foundation, Lumina Foundation, and Kresge Foundation.

*(Communities Foundation of Texas/Educate Texas)*

#### **Texas Reverse Transfer Initiative** (\$300,000 pending full funding)

This project will forward Texas's completion agenda, carrying out the intentions of the Texas Education Code, Section 61.833 (Credit Transfer for Associate Degree) by uniting the Texas Institutions of Higher Education and ensuring that all Texas Communities, including rural and small communities have access to technical assistance, professional development, and public outreach to ensure compliance with Texas law HB 3025, which requires higher education institutions to create and require degree plans. Other funders to date include the Lumina Foundation. *(Lone Star College System)*

#### **Texas Student Success Center** (\$300,000)

To support a new center housed within the Texas Association of Community Colleges whose sole focus is student success and its embrace across all 50-member institutions in the state of Texas. The Student Success Center will focus on addressing several obstacles to rapid statewide progress on this agenda in Texas: 1) Greater alignment of the myriad efforts across the state; 2) Expansion of strategically focused mechanisms for rapid spread of effective and promising practices across the state's colleges; and 3) Targeted and coordinated policy development to support evidence-based innovation and remove obstacles to its adoption. Other funders include The Meadows Foundation and Texas Guaranteed. *(Texas Community College Education Initiative)*

**Opportunity Youth Incentive Fund** (\$125,000)

To support the Foundation's membership in the national Leadership Council for the Opportunity Youth Incentive Fund (OYIF) and a design grant for inclusion of at least one Texas community in year one of the OYIF. The goal of the Opportunity Youth Incentive Fund is two-fold: 1) to build strong evidence of success for utilizing the collective impact community collaboration strategy to build and deepen pathways that achieve better outcomes in education and employment for Opportunity Youth, and 2) to make the case for increased adoption of collective impact as an effective model for community change. (*The Aspen Institute, Inc.*)

**LTC Don Engelage Sul Ross Scholarship** (\$26,200)

To honor former board Greater Texas Foundation board members, this scholarship has been established to provide need based scholarships to the Corps of Cadets at Texas A&M University on behalf of LTC Don Engelage. (*Texas A&M Foundation*)

**GTF Scholars Leadership Conference 2013 and 2014** (\$39,700)

To support the facilitator and activities for the 2013 and 2014 GTF Scholars Leadership Conferences. The leadership conference is a leadership training, education, and hybrid design with a focus on: Personality and its Role in Leadership, Personal Values, Values Based Leadership, and Leader Behaviors. Participants will learn through activities, public pedagogy, lecture, reflection, and experiential learning techniques. (*Texas A&M AgriLife Extension Service*)

**Chair's Fund Grant: Does Developmental Education Meet Student Needs- Capstone** (\$2,700)

To support a Bush School capstone project that will research the basic reasons why developmental education seems to be unsuccessful for the majority of students who participate, especially for minority and low-income students. (*Texas A&M University*)

**Chair's Fund Grant: The Texas Tribune Festival "On The Road" – Public Education** (\$2,000)

To support a one-day, one topic event on public education to be held at The Baker Institute, Rice University, Houston, Texas on February 25, 2013. (*Texas Tribune, Inc.*)

**Board of Trustees Institute: Engaging Texas Achieving the Dream Community Colleges** (\$23,000)

To support the GTF funded colleges at the Annual Board of Trustees Institute in March 2014, the foundation has approved an additional \$23,000 for this project, bringing the total grant amount to \$356,000. (*The University of Texas at Austin*)

**GTF Fellows Program Initiative.** The purpose of GTF Fellows is to build research and teaching capacity for Texas faculty working in areas related to the foundation's mission and strategy. The following four research grants were awarded in 2013:

- **Postsecondary Educational Opportunities in Texas: Evidence from Institutional and State Policies** (\$90,000)  
The focus of this research project is to measure how specific institutional and legislative policies in Texas affect the opportunities for the State's minority population to pursue and complete a postsecondary education.  
*(Texas A&M University)*
- **Mexican-origin Student Success** (\$90,000)  
This research will contribute to the understanding of the factors that enable students to overcome barriers by moving beyond demographic factors to investigate the connections between demographic, relational, cultural, and environmental factors that inform trajectories of motivation and success throughout high school and college. *(Texas State University – San Marcos)*
- **Increasing College Readiness and Creating a College Going Culture: A Case Study of Successful Texas High Schools that Predominately Serve Low-income Students and Students of Color** (\$90,000)  
Drawing on qualitative data collected over a three year period, this study will examine how the relationships, partnerships, leadership and family and community engagement at three high schools enable their success in meeting Texas' college readiness standards despite the limited resources and support offered to secondary schools in the state to accomplish this goal. *(Texas State University – San Marcos)*
- **Using Longitudinal Transcript Analyses to Better Understand Academic Momentum and Success Among Urban Community Colleges in Texas** (\$87,009)  
This project utilizes longitudinal transcript data to examine the academic momentum and success of community college students in the Houston Metropolitan Area. The goal is to identify specific course-taking patterns that facilitate, and impede, milestone and momentum point attainment. Project findings are aimed at helping community colleges provide more effective academic advising and structure course offerings in ways that increase student persistence and attainment. *(University of Houston)*

## Math & Science for Post-Secondary Readiness

### **New Mathways Project Implementation** (\$1,000,000)

To support the implementation of The New Mathways Project, which is aimed at improving completion rates and success for developmental math students. The project has three major components: (1) development of three research-based pathways (statistics, quantitative literacy, STEM) that are tied to programs of study; (2) development and delivery of high-quality technical assistance for institutions, faculty, and staff that guides and supports implementation at scale and helps ensure sustainability; (3) coordination and work with partners to address potential policy obstacles to reform. Other funders include the Carnegie Corporation of New York, Texas Guaranteed, with the possibility of funding from Houston Endowment, Meadows Foundation, Kresge Foundation and the Bill and Melinda Gates Foundation. (*The University of Texas at Austin/Charles A. Dana Center*)

## Other

### **Chair's Fund Grant: FIRST Robotics Competition** (\$2,500)

To support the Bastrop High School FIRST Robotics Team enter Texas FIRST Robotics Competitions. (*Bastrop High School*)

### **Grantmakers for Education 2013 Annual Conference – Houston, Texas** (\$30,000)

Grantmakers for Education promotes excellence and effectiveness in education philanthropy. This grant is to support the 2013 Grantmakers for Education Annual Conference in Houston, Texas. (*Grantmakers for Education*)

### **Chair's Fund Grant: Grantmakers for Education Strategic Planning Process** (\$5,000)

To support the Grantmakers for Education's comprehensive strategic planning process to enhance and deepen the value it provides to its members. (*Grantmakers for Education*)

### **Chair's Fund Grant: 2014 Annual Conference Sponsorship** (\$500)

Grants Managers Network is a national association with a mission to improve grantmaking by advancing the knowledge, skills and abilities of grants management professionals and leading grantmakers to adopt and incorporate effective practices that benefit the philanthropic community. This grant is to support the annual Grants Manager's Network Conference in San Diego, CA in 2014. (*Grants Managers Network*)

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

Additional one-year 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*)

**Engaging Latino Students for Transfer and College Completion** (\$187,000)

To support the development and implementation of an intensive institute focused on helping institutions strengthen Latino student engagement, collaboration around the transfer process, and college completion. Additional support is being provided by the Kresge Foundation. (*The University of Texas at Austin/ Center for Community College Student Engagement (CCCSE)*)

**GTF Educational Matching Grant Program**

**GTF Educational Matching Grant Program 2013** (\$43,200)

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, Texas A&M Foundation (2), Texas A&M University, Texas A&M University-Texarkana (2), and Tyler Junior College*)

**Association/Membership Fees**

**Association/Membership Fees** (\$3,750)

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

## **Additional 2013 Initiatives**

### **New Mathways Project**

In 2013, the board of directors approved a \$1,000,000 grant to The Dana Center at The University of Texas at Austin to support The New Mathways Project (NMP) – a statewide initiative to redesign mathematics developmental education.

Developmental math education was designed to help underprepared students gain the skills they need for college success. In practice, developmental math presents an obstacle for students, contributing to high rates of failure and attrition. According to national data, 59% of community college students are enrolled in one or more developmental courses. Of these, only 20% complete a gateway math course (Bailey, Jeong, & Cho, 2009).

This obstacle presents an acute problem for Texas as well. According to a report from Complete College America, 51 percent of Texas students entering a two-year college enrolled in remediation. Of those students, only 30% completed remediation and only 5.8% graduated within three years. Increasing the success and accelerating the progress of these students will have a major impact on a very large number of students across the state.

Led by Dr. Uri Treisman, The New Mathways Project is the Dana Center's approach to improving completion rates and success for developmental math students. It has three major components: (1) development of three research-based pathways (statistics, quantitative literacy, STEM) that are tied to programs of study; (2) development and delivery of high-quality technical assistance for institutions, faculty, and staff that guides and supports implementation at scale and helps ensure sustainability; (3) coordination and work with partners to address potential policy obstacles to reform.

Enacting change of this magnitude requires statewide reform that builds on local innovation. The Dana Center entered into a 10-year partnership with TACC, which represents Texas's 50 community college districts, to develop networks, tools, and services to support colleges in implementing reform at scale. This partnership offers the opportunity to work directly with community college presidents to achieve essential changes. It enables us to build upon and enhance existing infrastructure for strengthening institutions. Finally, it allows us to work collaboratively on articulation, placement, and accreditation policies at the state and local levels.

The NMP closely aligns to GTF's focus on postsecondary education, especially increasing completion rates, systemically reforming



developmental education, improving student supports, and addressing affordability. Intended outcomes for the initial five years are as follows:

1. Redesign developmental math education in Texas by developing and implementing three accelerated math pathways and a student success course.
2. Enable institutions to successfully implement developmental math reform and NMP curricular materials.
3. Establish a supportive policy and statewide environment for successful NMP implementation and developmental math education reform.
4. Demonstrate that NMP principles, tools, and services can be implemented successfully at scale, improve student outcomes, and accelerate time to degree.

### **Texas Student Success Center**

In May 2013, the board of directors approved a \$300,000 grant to support creation of the Texas Success Center.

The Texas Success Center is the result of several months of conversations between national and state funders, Texas Association of Community Colleges (TACC), and community college leaders around the state. In addition to GTF, the Center is also supported by The Kresge Foundation, TG, The Meadows Foundation and Houston Endowment.

The Center will inform and assist TACC in expanding its capacity to help member institutions undertake reforms that increase student persistence, completion, and success. Based on similar models in Arkansas, Ohio, and Michigan supported by the Kresge Foundation, the Texas Center will be focused on student success within all 50 member institutions in Texas. The Center will specifically focus on (1) alignment of different innovation and success initiatives into a more coherent and comprehensive approach; (2) acceleration of learning across institutions so that adoption of proven or evidence-based initiatives can be accelerated and information costs reduced; and (3) advocacy for policies that support the success agenda, in the legislature and state agencies.

Previously there was no existing structure or concerted effort to review and analyze the myriad of student success efforts that may be producing results at the pilot level—and there is insufficient opportunity for colleges to learn with and from each other regarding what strategies are getting results and which are not—in Texas colleges and nationally. The Texas Student Success Center will provide an ongoing structure and “backbone organization” that can regularize and systematize exchange, learning and strategizing for success at scale. In addition, there is an opportunity for

the Center to articulate an advocacy framework for a strong student success agenda, allowing TACC to interact with policy makers in an ongoing way around those issues.

The work of the Texas Success Center will be guided by this mission statement:

*The Texas Success Center will build the capacity of TACC member colleges to engage in and advance student success efforts at scale; build the capacity of TACC to evaluate, support and scale college student success efforts; and develop and propose public policy change to enhance student success.*

TACC developed its student success campaign around a 5-point plan based on key policy issues: workforce and skills alignment; measuring and funding success; college readiness; transfer and articulation; and Texans in community colleges. The Center will organize five leadership teams that will work to address these issues and bring alignment and coherence to the current work being undertaken by others in each of the key issues areas. Within the five key issue areas outlined, TACC articulated the following as priorities for the first three years of the Center: develop data capacity at member colleges along with a coherent set of student success metrics; continue college readiness work including assisting with development and implementation of the Dana Center's New Mathways Project (Note: the Center's budget includes an in-kind contribution of \$900,000 from member dues to support the NMP); continue progress and improving student transfer policies; and maintain engagement and commitment of trustees, presidents, and faculty by developing and hosting Texas DREAM conference.

Effective September 1, 2013, the Center's first executive director is Dr. Angela Oriano. Angela previously served as Associate Director of the Center for Community College Student Engagement (CCCSE) at The University of Texas at Austin. She has prior work experience at Austin Community College, Florida Community College at Jacksonville FL, and Southeastern Community College IA. She earned a Ph.D. from the Community College Leadership Program at The University of Texas at Austin; a master's degree from St. Ambrose University (Davenport, IA); and a bachelor's degree from Simmons College (Boston, MA).

## **Greater Texas Foundation Fellows**

Following a competitive proposal process, in 2013, the foundation selected four individuals to comprise the first cohort of the *GTF Faculty Fellowship Program (GTF Fellows)*. Each *GTF Fellow* will receive up to \$30,000 per year for a period of three years to support a proposed research agenda.

GTF Fellows is a result of the board's desire for the foundation to have a role in building research and teaching capacity for Texas faculty working in areas related to the foundation's mission and strategy. With the addition of a new cohort each year, over time, GTF Fellows will create a broad and deep network of highly talented and committed Texas researchers working to understand barriers for students and identify research-based solutions to help more Texas students access and succeed at the postsecondary level.

After being nominated through a by-invitation-only nomination process, the selected fellows were invited to participate in a competitive proposal process in which they were required to demonstrate significant potential in and commitment to a career in research and teaching at the postsecondary level. In addition, applicants were required to identify a mentor to assist them throughout the three-year fellowship. Each of the selected fellows' home institutions committed to a partial match for the program.

Four individuals were selected for the first cohort of fellows:

- Dr. Lyle McKinney, Assistant Professor of Higher Education, Department of Educational Psychology, University of Houston (Mentor: Dr. Linda Serra Hagedorn, Professor and Associate Dean, College of Education, Iowa State University);
- Dr. Kalena Cortes, Assistant Professor, Bush School of Government and Public Service, Texas A&M University (Mentor: Dr. Lori Taylor, Associate Professor, Bush School, Texas A&M University);
- Dr. Edna Alfaro, Assistant Professor, Texas State University (Mentor: Dr. Stephanie Brickman, Professor of Anthropology & History, The University of Texas Pan-American); and
- Dr. Melissa Martinez, Assistant Professor in Education and Community Leadership, Texas State University (Mentor: Dr. Victor Saenz, Assistant Professor, Program in Higher Education Leadership, The University of Texas at Austin).

In fall 2013, the foundation brought together the fellows for their first informal meeting, co-facilitated by Drs. Don Thompson and Wynn Rosser. The fellows will come together again for a formal study meeting in May 2013.

Also in fall 2013, the foundation launched the selection process for the second cohort of fellows. A national proposal review committee will provide a funding recommendation for the board at its March 2014 meeting.

### **Emerging Strategy of Early College High Schools & Lessons Learned from GTF Scholars**

Greater Texas Foundation is in an ongoing dialogue with Educate Texas regarding an emerging strategy for early college high schools. In particular, as Educate Texas moves from a standalone campus model to a more district-wide approach and addresses challenges with the current structure (e.g. credits applying to degrees at four-year institutions), GTF has been and continues to be a key thought partner. These conversations are based on lessons learned from the “traditional” early college high school model as well as “scale-up” models, such as the Clint Early College Academy co-funded by GTF. In addition, as a result of GTF Scholars and the corresponding evaluation, GTF is in a unique position to provide extensive and comprehensive information regarding the successes and challenges of graduates of Texas early college high schools as they transition to four-year institutions of higher education. In 2013, GTF and Educate Texas staff co-presented at one state and one national conference about lessons learned from GTF Scholars and how those lessons impact early college high school practices.