

## **HB5 College Preparatory Courses: Mathematics and English Language Arts (TEC 28.014)**

- Each school district in partnership with at least one IHE is to develop and provide courses in college prep for mathematics and English Language Arts ELA for 12<sup>th</sup> grade students who do not meet the college readiness standards
- Provided on HS campus (distance learning option)
- Faculty from HS and IHE collaborate (Commissioners of TEA and THECB may adopt rules)
- Must give notice to eligible students and their parents/guardians
- Successful completion of the course may be used for the advanced mathematics and/or ELA curriculum requirement for the foundation high school program
- Districts must develop or purchase instructional materials
- May be dual credit (at discretion of IHE)
- Must be **available in 2014-2015**

## **HB5 College Preparatory Courses: Mathematics and English Language Arts (TEC 51.3062)**

- Successful completion of the mathematics and/or ELA college preparatory course exempts the student from Texas Success Initiative (TSI) requirements with respect to the content area of the course at the partnering institution
- Commissioner of higher education shall establish the period for which a TSI exemption is valid and applied
  - Partnering IHEs and districts – exemption applies to IHE and district in which student is enrolled
  - Non-partnering IHEs

**EDUCATION CODE**  
**TITLE 2. PUBLIC EDUCATION**  
**SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES**  
**CHAPTER 28. COURSES OF STUDY; ADVANCEMENT**  
**SUBCHAPTER A. ESSENTIAL KNOWLEDGE AND SKILLS; CURRICULUM**

**Sec. 28.014. COLLEGE PREPARATORY COURSES.** (a) Each school district shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts. The courses must be designed:

- (1) for students at the 12th grade level whose performance on:
    - (A) an end-of-course assessment instrument required under Section 39.023(c) does not meet college readiness standards; or
    - (B) coursework, a college entrance examination, or an assessment instrument designated under Section 51.3062(c) indicates that the student is not ready to perform entry-level college coursework; and
  - (2) to prepare students for success in entry-level college courses.
- (b) A course developed under this section must be provided:
- (1) on the campus of the high school offering the course; or
  - (2) through distance learning or as an online course provided through an institution of higher education with which the school district partners as provided by Subsection (a).
- (c) Appropriate faculty of each high school offering courses under this section and appropriate faculty of each institution of higher education with which the school district partners shall meet regularly as necessary to ensure that each course is aligned with college readiness expectations. The commissioner of education, in coordination with the commissioner of higher education, may adopt rules to administer this subsection.
- (d) Each school district shall provide a notice to each district student to whom Subsection (a) applies and the student's parent or guardian regarding the benefits of enrolling in a course under this section.
- (e) A student who successfully completes an English language arts course developed under this section may use the credit earned in the course toward satisfying the advanced English language arts curriculum requirement for the foundation high school program under Section 28.025(b-1)(1). A student who successfully completes a mathematics course developed under this section may use the credit earned in the course toward satisfying an advanced mathematics curriculum requirement under Section 28.025 after completion of the mathematics curriculum requirements for the foundation high school program under Section 28.025(b-1)(2).
- (f) A course provided under this section may be offered for dual credit at the discretion of the institution of higher education with which a school district partners under this section.
- (g) Each school district, in consultation with each institution of higher education with which the district partners, shall develop or purchase instructional materials for a course developed under this section consistent with Chapter 31. The instructional materials must include technology resources that enhance the effectiveness of the course and draw on established best practices.
- (h) To the extent applicable, a district shall draw from curricula and instructional materials developed under Section 28.008 in developing a course and related instructional materials under this section. A course

developed under this section and the related instructional materials shall be made available to students not later than the 2014-2015 school year. This subsection expires September 1, 2015.

Added by Acts 2007, 80th Leg., R.S., Ch. 1058 (H.B. 2237), Sec. 8(a), eff. June 15, 2007.  
Amended by: Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. 3), Sec. 27, eff. June 19, 2009.  
Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. 5), Sec. 10(a), eff. June 10, 2013.

**Note:**

*The following PEIMS course service identification numbers may ONLY be used for a college preparatory course developed and provided by a district in partnership with at least one institution of higher education. Pursuant to TEC §28.014, these courses must be designed for students at the 12th grade level whose performance on an EOC assessment instrument does not meet college readiness standards or whose performance on coursework, a college entrance examination, or an assessment instrument designated under Section 51.3062(c) indicates that the student is not ready to perform entry-level college coursework.*

- CP110100      College Preparatory Course English Language Arts
- CP111200      College Preparatory Course Mathematics

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**EDUCATION CODE**  
**TITLE 3. HIGHER EDUCATION**  
**SUBTITLE A. HIGHER EDUCATION IN GENERAL**  
**CHAPTER 51. PROVISIONS GENERALLY APPLICABLE TO HIGHER EDUCATION**  
**SUBCHAPTER A. CONTROL OF FUNDS**

**Sec. 51.3062. SUCCESS INITIATIVE.**

***(a) Section 51.3062, Education Code, is amended by adding Subsection (q-2) to read as follows:***

(q-2) A student who successfully completes a college preparatory course under Section 28.014 is exempt from the requirements of this section with respect to the content area of the course. The commissioner of higher education by rule shall establish the period for which an exemption under this subsection is valid. The exemption applies only at the institution of higher education that partners with the school district in which the student is enrolled to provide the course, except that the commissioner by rule may determine the manner in which the exemption may be applied to institutions of higher education other than the partnering institution.

***(b) This section applies beginning with the 2013-2014 school year.***

Added by Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. 5), Sec. 63(a), eff. June 10, 2013.

# HB 5: Other Frequently Asked Questions

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## College Preparatory Courses

### **1. Are high schools required to offer a college prep course?**

Under Section 28.014 of the Texas Education Code, each school district is required to partner with at least one institution of higher education to develop and provide college preparatory courses in English language arts and mathematics. However, each high school within the school district is not required to offer these courses.

### **2. Are certain students required to enroll in college prep courses?**

No. School districts are required to provide notice to each student who meets eligibility criteria for a college preparatory course and the student's parent or guardian regarding the benefits of enrolling in the course. However, students are not required to enroll in college preparatory courses that are required in statute.

### **3. Is a student required to take the Texas Success Initiative (TSI) to determine college readiness and placement in a college prep course?**

No. A district may use performance on coursework, a college entrance examination, or the TSI to determine that the student is not ready to perform entry-level college coursework.

### **4. If a district chooses to use TSI to determine college readiness and placement in a college prep course, must a district pay for the TSI for students?**

The course required under TEC, §28.014 must be available free of charge to students. Students may qualify for the course based on performance on coursework, a college entrance examination, or the TSI. If the district chooses to use only the TSI to enroll students, it cannot require payment for access to the course.

### **5. Is a student required to take the TSI to determine successful completion of a college prep course?**

State law does not explicitly require or prohibit the use of testing to determine successful completion of a college prep course described in TEC, §28.014. Whether a particular test is required, whether it is

required only for the purpose of awarding dual credit, or whether there is no test at all is part of the flexibility HB5 provided to each school district in working with an institution of higher education.

**6. If a district chooses to use TSI to determine successful completion of a college prep course, must a district pay for the TSI for students?**

Yes. If the district chooses to use only the TSI to determine successful completion of the course, it cannot require payment for the TSI. If other standards involving grades or other exams are used, and TSI is not required for completion of the course, the district is not required to administer or pay for the TSI.

**7. What end-of-course assessment instrument would indicate that a student does not meet college readiness standards for purposes of Texas Education Code, §28.014?**

There is no longer a state assessment that would meet this purpose. The local development process may decide to use an assessment as part of the course, but is not required to do so.

**8. Can high schools offer college prep course to students who are not in the 12<sup>th</sup> grade?**

There is not a specific requirement that a student must be in 12<sup>th</sup> grade to take a college preparatory course. However, a student may not earn credit for the college preparatory math course until after the student has completed the three mathematics credit requirements for the Foundation High School Program.

**9. Can a student who remains on the current Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) earn credit for a college preparatory course?**

No. Administrative rules do not allow for these courses to satisfy credit requirements for students on the RHSP or DAP. However, a student on the Foundation High School Program who successfully completes a college preparatory course may use the credit earned to satisfy an advanced mathematics credit or an advanced English credit.

**10. What is the relationship between the college preparatory courses referenced in Texas Education Code, §28.014 and §39.025(b-2)?**

Texas Education Code, subsection 39.025(b-2) does not apply to a course developed under section 28.014. While both statutes use the term “college preparatory course,” they are different enactments

and represent different local program options. There is currently no assessment available for a course under TEC, §39.025(b-2).

**11. If a student takes one of the college prep courses to attain college readiness, can the student take the new TSI and, if the student passes the TSI, will it satisfy the STAAR end-of-course assessment requirements as well as the TSI requirement?**

No. Neither of the college preparatory courses identified in statute satisfy the state assessment requirements for high school graduation. Additionally, TSI is not listed as a substitute for any STAAR end-of-course assessment.

**12. Can one college prep course in English satisfy both the requirements in Texas Education Code, §28.014, and in Texas Education Code, §39.025(b-2)?**

The courses described in TEC, §28.014, and TEC, §39.025(b-2), are different. There is currently no assessment available for a course under TEC, §39.025(b-2). It is anticipated that the STAAR English III and Algebra II assessments, when administered again beginning in spring 2016, will be able to serve the purpose of an assessment related to TEC, §39.025(b-2). At this time, however, there is not a way for a district to implement the 39.025(b-2) requirement without an available assessment.

**13. Must the college preparatory English course be a full-credit course?**

No. In accordance with TAC, §74.12(b)(1), the college preparatory English course may be a half-credit course that, when paired with another half-credit from the list of allowable advanced English courses, may satisfy the advanced English requirement for graduation.

**14. Must the college preparatory mathematics course be a full-credit course?**

Yes. In accordance with TAC, §74.13(e)(4), the college preparatory mathematics course must be a full-credit course. However, in accordance with TAC, §74.26, in accordance with local district policy, students who are able to successfully complete only one semester of a two-semester course can be awarded credit proportionately. Consequently, a student may be awarded a half credit for successful completion of half of the college preparatory mathematics course. This half credit, when paired with another half credit from the list of allowable advanced mathematics courses, may satisfy the advanced mathematics requirement for students pursuing an endorsement.

## **College Admission**

**1. If a student is on the Foundation High School Program only and does not earn an endorsement, does the student have to attend a community college before attending a four year college?**

State law does not prohibit a student who graduates on the Foundation High School Program without an endorsement from attending a four-year college or university. However, a student graduating under the Foundation High School Program without an endorsement may not have met the eligibility requirements for a four-year college or university because colleges and universities set their own entrance requirements. A student would need to check with the specific college/university for information regarding admission requirements.

**2. Will computer science as a language other than English (LOTE) count for college admission as a foreign language?**

Colleges and universities set their own entrance requirements. Consequently, a student would need to check with the specific college/university for information regarding admission requirements.



**TITLE 19. EDUCATION****PART 1. TEXAS HIGHER EDUCATION COORDINATING BOARD****CHAPTER 4. RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS****SUBCHAPTER C. TEXAS SUCCESS INITIATIVE****19 TAC §§4.53, 4.54, 4.58, 4.59**

The Texas Higher Education Coordinating Board proposes amendments to §§4.53, 4.54, 4.58, and 4.59, in Subchapter C, Texas Success Initiative. Specifically, the amendments will add a definition for Mathematics Pathway Models, add qualifications for math college readiness aligned to degree pathways, establish conditions for additional developmental education interventions when a student changes degree pathways, and require institutions to advise students of the consequences of meeting a particular determination of math readiness.

The amendments also add language to comply with provisions passed in House Bill 5, 83rd Texas Legislature, Regular Session. Specifically, Texas Education Code §51.3062(q-2), regarding exemptions provided to students who successfully complete the college preparatory course described under Texas Education Code §28.014, which defines the period of the exemption to the Texas Success Initiative and the manner in which the exemption should be applied to an institution of higher education other than the institution that partnered to develop the college preparatory course.

The amendments to the rules proposed for these sections were developed and unanimously approved by the Negotiated Rulemaking Committee on the Texas Success Initiative on April 2, 2014 and the Negotiated Rulemaking Committee on Exemptions relating to HB 5 College Preparatory Courses on April 16, 2014.

Dr. Judith Loreda, Assistant Commissioner, P-16 Initiatives, has determined that for each year of the first five years the sections are in effect, there will not be any fiscal implications to state or local governments as a result of the proposed amendments.

Dr. Loreda has also determined that for each year of the first five years the sections are in effect, the public benefit anticipated as a result of administering the sections will be the improvement of persistence and success of entering college freshmen deemed not college ready and the alignment of expectations for the Texas Success Initiative exemption, while allowing time for adequate data collection to examine the student success rate and effectiveness of the college preparatory courses for preparing students for entry-level college courses. There is no effect on small businesses. There are no anticipated economic costs to persons who are required to comply with the sections as proposed. There is no impact on local employment.

Comments on the proposed rules may be submitted to Dr. Judith Loreda, Assistant Commissioner, P-16 Initiatives, Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, Texas 78711 or via email at [Diana.Foose@thecb.state.tx.us](mailto:Diana.Foose@thecb.state.tx.us). Comments will be accepted for 30 days following publication of the proposal in the *Texas Register*.

The amendments are proposed under the Texas Education Code §51.307, which provides the

Coordinating Board with the authority to adopt rules to implement the provisions of Texas Education Code §51.3062, concerning the Success Initiative, and under Texas Education Code §51.3062(q-2), which requires the commissioner of higher education to make rules regarding the period of the exemption outlined in the same subsection.

The amendments affect Texas Education Code §51.3062.

*§4.53. Definitions.*

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) - (13) (No change.)

(14) Mathematics Pathway Models--Developmental and basic academic skills coursework/interventions that prepare students for academic/workforce training programs and careers.

(15) [(14)] Measureable Learning Outcomes--Knowledge, skills, and abilities, and/or attitudes that students should be able to demonstrate upon completion of a course and/or intervention.

(16) [(15)] Minimum Passing Standards--The minimum scores which must be attained by a student in reading, writing, and mathematics in the TSI Assessment Instrument that indicates the student's readiness to enroll in entry-level freshman courses as defined in paragraph (12) of this section. These scores are set forth in §4.57 of this title.

(17) [(16)] Non-Course Competency-Based Developmental Education Interventions (also known as Non-Semester-Length Interventions or NCBO)--Interventions that use learning approaches designed to address a student's identified weaknesses and effectively and efficiently prepare the student for college-level work. These interventions must be overseen by an instructor of record, must not fit traditional course frameworks, and cannot include advising or learning support activities already connected to a traditional course; interventions may include, but are not limited to, tutoring, supplemental instruction, or labs.

(18) [(17)] Non-Degree Credit Course--A course which may not be counted toward a degree or certificate. The term includes developmental education, pre-collegiate, and general continuing education courses.

(19) [(18)] Professional Development--The provision of ongoing and systematic learning opportunities for developmental educators and support staff that focus on research-based strategies, methodologies, and best practices resulting in effective and efficient coursework and/or interventions advancing the cognitive and non-cognitive skills of underprepared students seeking post-secondary enrichment, certificates, and degrees.

(20) [(19)] Program Evaluation--A systematic method of collecting, analyzing, and using information to answer questions about developmental education courses, interventions, and policies, particularly about their effectiveness and cost-efficiency.

(21) [(20)] Technology--The use of instructional aids, methods and/or other computer-based tools that enhance student learning.

(22) [(21)] TSI Assessment Time Periods--For phase-in of TSI Assessment college-ready standards, the following time periods shall be applicable:

- (A) Phase I--Start date: institution's first class day of fall 2013; expiration: the day immediately before the first class day of fall 2017;
- (B) Phase II--Start date: institution's first class day of fall 2017; expiration: the day immediately before the first class day of fall 2019; and
- (C) Final Phase--Start date: institution's first class day of fall 2019; no expiration.

(23) [(22)] TSI Assessment--The Board-approved assessment instrument designated in §4.56 of this title (relating to Assessment Instrument) for use by institutions of higher education for assessing a student's readiness to enroll in an entry-level freshman course.

*§4.54.Exemptions, Exceptions, and Waivers.*

(a) The following students shall be exempt from the requirements of this title, whereby exempt students shall not be required to provide any additional demonstration of college readiness and shall be allowed to enroll in any entry-level freshman course as defined in §4.53(12) of this title (relating to Definitions):

(1) - (5) (No change.)

(6) A student who has previously attended any institution and has been determined to have met readiness standards by that institution. For students meeting non-Algebra intensive readiness standards in mathematics as defined in §4.59(d)(1)(B) of this title (relating to Determination of Readiness to Perform Entry-Level Freshman Coursework), institutions may choose to require additional preparatory coursework/interventions for Algebra intensive courses, including MATH 1314/1324/1414 (or their local equivalent). It is the institution's responsibility to ensure that students are clearly informed of the consequences of successful completion of a mathematics pathways model which results in meeting the mathematics college readiness standard only for specific courses.

(7) - (9) (No change.)

(10) A student who successfully completes a college preparatory course under Texas Education Code §28.014 is exempt for a period of twelve (12) months from the date of high school graduation with respect to the content area of the course. This exemption applies only at the institution of higher education that partners with the school district in which the student is enrolled to provide the course. Additionally, an institution of higher education may enter into a Memorandum of Understanding with a partnering institution of higher education to accept the exemption for the college preparatory course.

(b) - (d) (No change.)

*§4.58.Advisement and Plan for Academic Success.*

(a) - (c) (No change.)

(d) Students enrolled in a mathematics pathway model (e.g., New Mathways Project, modular/Emporium models, etc.) must be clearly informed of the consequences of successful

completion of this model which will result in meeting the mathematics college readiness standard only for specific college credit courses and that changing degree plans may require additional developmental education coursework/interventions.

*§4.59.Determination of Readiness to Perform Entry-Level Freshman Coursework.*

(a) - (c) (No change.)

(d) An institution shall, as soon as practicable and feasible, indicate a student's readiness in reading, mathematics, and writing on the transcript of each student. Student readiness in mathematics is indicated as either:

(1) ready for any entry-level freshman mathematics coursework; or

(2) ready only for non-Algebra intensive courses, including MATH 1332/1342/1442 (or their local equivalent).

The agency certifies that legal counsel has reviewed the proposal and found it to be within the state agency's legal authority to adopt.

Filed with the Office of the Secretary of State on May 5, 2014.

TRD-201402115

Bill Franz

General Counsel

Texas Higher Education Coordinating Board

Proposed date of adoption: July 24, 2014

For further information, please call: (512) 427-6114

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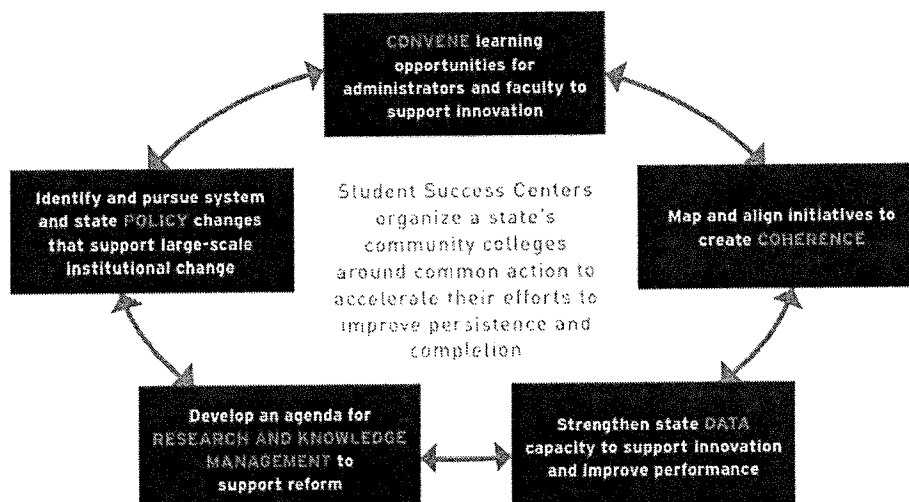
TEXAS TRUSTEES

## Texas Success Center

**The TSC needs your input!**

**Click here to provide feedback on new recommendations for college readiness prep course frameworks related to HB 5.**

*The Texas Success Center (TSC) organizes Texas Association of Community Colleges (TACC) members around common action to accelerate their efforts to improve persistence and completion. The TSC provides the vision, support, and shared venue for TACC and educational community partners to develop and implement a collective student success agenda. The TSC strategy and framework is outlined below:*



Source: *Student Success Centers: Joining Forces. Jobs for the Future. 2013.*

**Mission:** *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.*

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## Initiatives and Programs

The mission of the Texas Success Center's (TSC) builds on and extends the work reform efforts such as Achieving the Dream, Breaking Through, the Center for Community College Student Engagement, Completion by Design, and the Developmental Education Initiative. As a result of these and other efforts -- and the critical mass of colleges participating in these reform movements -- the TSC supports the belief that all colleges could benefit from more coordination and collaboration including:

- common data definitions that provide comparable information;
- shared professional development venues; and
- the time and space to think, exchange, and discuss strategy and execution.

The TSC has been developed, in essence, to "connect the dots" between the many initiatives underway in Texas. The programs and initiatives listed below and on our Community Initiatives page are those that the Center has identified as "promising" as evidenced by data collection and research, and therefore, have components worthy of being considered for replication throughout Texas.

### Texas Success Center Initiatives:

#### New Mathways Project

The TSC is working with NMP project staff and TACC to implement the NMP framework in all community colleges in Texas.

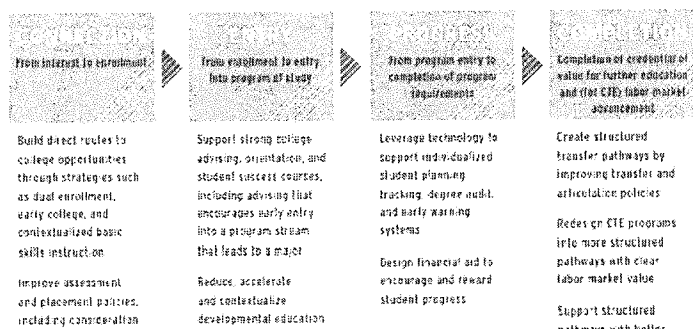
#### Transfer 101

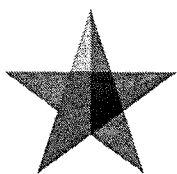
The TSC works with the Texas Association of Community Colleges' (TACC) Texas Community College Education Initiative (TCCEI) to promote educational programs and services that benefit Texas higher education. Transfer 101 facilitates success by ensuring that students have easy access to the information and tools they need to make the transition to a senior institution.

*(Note: Initiatives listed as "Texas Success Center Initiatives" have formal cooperation agreements with the TSC to assist with statewide community college improvement efforts.)*

### Community Initiatives:

The programs listed on the [Community Initiatives](#) page utilize effective policies to support structured pathways as demonstrated below:





Texas  
Success  
Center

## *Texas Success Center Launch FAQs*

**Q:** *What is the Texas Success Center (TSC)?*

**A:** The Texas Success Center (TSC) is part of a growing movement in the national completion agenda to help more community college students complete their academic goals. Building on the work of organizations, including Achieving the Dream, Completion By Design, and Texas Completes, the Success Centers are increasing collaboration across colleges; developing common data definitions; providing shared professional development opportunities; and bringing coherence to the multitude of success initiatives in each state. Four other states, Ohio, Michigan, Arkansas, and New Jersey also have success centers.

**Q:** *What is the mission of the Texas Success Center?*

**A:** The TSC 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.

**Q:** *How will the Texas Success Center operationalize its mission?*

**A:** The Texas Success Center core work involves:

- **Alignment** of different innovation and success initiatives into a more coherent and comprehensive approach, including development of data infrastructure and key measures of success;
- **Acceleration** of learning across institutions so that adoption of proven or evidence-based initiatives can be accelerated and information costs reduced; and
- **Advocacy** for policies that support the success agenda, in the legislature and in relevant state agencies.

**Q:** *What will be some of the Center's key outcomes during its first years of operation?*

**A:** The TSC's initial goals focus around these three areas:

- **Measuring and Funding Success:** develop data capacity at our member colleges along with a coherent set of student success metrics;
- **College Readiness:** expand college readiness work including supporting work with the Charles A. Dana Center and the New Mathways Project; and
- **Transfer issues:** continue progress on improving student transfer policies to Texas four-year institutions.

Additionally, the Center will work to maintain the engagement and commitment of trustees, administrators, and faculty by developing and hosting the Texas DREAM Institute. The inaugural Texas DREAM Institute is tentatively scheduled for fall 2014. This event will be a critical component for extending student success work identified as promising—and, it particular will be an important venue for disseminating ideas and innovations to Texas community colleges.

**Q:** *How is the Texas Success Center Organized?*

**A:** The TSC is affiliated with the Texas Association of Community Colleges (TACC). The TSC staff reports to the TACC president. Oversight of the TSC is provided by an advisory board composed of Texas community college CEOs and outside experts.

**Q:** *How will the Texas Success Center be able to achieve such a bold and sweeping mission?*

**A:** The Texas Success Center will employ a leadership-team approach to its work, which enables engagement of a broad cross-section of professionals in a given topic area. This model brings together practitioners (faculty, staff, and administrators from Texas community colleges and four-year institutions) and experts (from policy and research groups, and other national student success initiatives) to lead each work group. The leadership teams will be divided into five broad areas (congruent/parallel with TACC's Texas Success legislative agenda): Workforce and Skills Alignment, Measuring and Funding Success, College Readiness, Transfer and Articulation, and Texans in Community Colleges. While the TSC advisory committee will develop charges for each of the five teams, the leadership teams will convene subgroups, develop practical and policy recommendations, and identify relevant professional development needed to implement and scale recommendations. The leadership teams will also identify the policy supports needed for innovations. These teams will be integral to the process of disseminating innovation back out to practitioners.

**Q:** *How will the Texas Success Center work with other entities, i.e., THECB, Texas legislature, Educate Texas, Texas Success Council, other Success Centers, etc.?*

**A:** Inherent in the Center's mission is collaboration and cooperation. The Center is committed to working with all partners including THECB, Educate Texas, the Student Success Council, and many other important partners. The TSC, TACC and its partners meet regularly to ensure cooperation and transparency across groups. Our collective goal is to augment each other's work and to achieve efficiencies by working collaboratively — not competitively.

**Q:** *How is the work of the Texas Success Center being supported?*

**A:** The Texas Success Center receives support from the Kresge Foundation, Greater Texas Foundation, Houston Endowment, Meadows Foundation, TG, and all fifty Texas community colleges.