



U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)
Check only one box per Program Office instructions.

OMB No. 1894-0003
 Exp. 03/28/2011

[] Annual Performance Report [] Final Performance Report [] Interim Performance Report

General Information

1. PR/Award #: P031A100113 2. Grantee NCES ID#: 228547
(Block 5 of the Grant Award Notification - 11 characters.) (See instructions. Up to 12 characters.)
3. Project Title: Tarrant County College: SSSTRONG on Students – Supporting Student Success Transformations Reaching Onward to Graduation
(Enter the same title as on the approved application.)
4. Grantee Name (Block 1 of the Grant Award Notification.): Tarrant County College District, District Grants Development & Administration, Office of Grant Development
5. Grantee Address (See instructions.) 1500 Houston Street, Fort Worth, Texas 76102
6. Project Director (See instructions.) Name: Linda (Joy) Gates Black Title: Project Director
 Ph #: 817-515-5006 Ext: () Fax #: 817-515-5035
 Email Address: linda.gates-black@tccd.edu

Reporting Period Information (See instructions.)

7. Reporting Period: From: 10/01/2010 To: 03/31/2011 (mm/dd/yyyy)

Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	0	0
b. Current Budget Period	101,880.41	25,187.49
c. Entire Project Period <i>(For Final Performance Reports only)</i>	0	0

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant? ___ Yes No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? ___ Yes ___ No
- c. If yes, provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)
 Approving Federal agency: ___ ED ___ Other (Please specify): _____
 Type of Rate (For Final Performance Reports Only): ___ Provisional ___ Final ___ Other (Please specify): _____
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 ___ Is included in your approved Indirect Cost Rate Agreement?
 ___ Complies with 34 CFR 76.564(c)(2)?

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ___ Yes ___ No N/A

Performance Measures Status and Certification (See instructions.)

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ___ Yes No
- b. If no, when will the data be available and submitted to the Department? 12/31/2011 (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Linda (Joy) Gates Black Title: Project Director
 Name of Authorized Representative: _____ Date: ___/___/___
 Signature _____



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1894-0003
Exp. 03/28/2011

PR/Award # (11 characters):

P031A100113

Tarrant County College District (TCCD) has made significant progress during the first six months of its Title III Strengthening Institutions Grant. **Project SSSTRONG**, which stands for Supporting Student Success Transformations Reaching ONward to Graduation, has become an integral part of TCCD's efforts to improve the success of first-time-in-college (FTIC) students in developmental education. The Project Director, a member of the Chancellor's Executive Leadership Team (CELT) for TCCD, was already on staff and instrumental in establishing the Title III office. A Project Coordinator and Administrative Assistant were both identified and are now participating fully in the daily operations of the grant-funded project's activities. An accounting staff member in TCCD's Finance and Accounting Department has been assigned to review and process financial expenditures posted to the Project SSSTRONG account requests, to track all Title III project expenditures, and to help prepare related financial reports. Reports to track the Title III **Project SSSTRONG** expenditures have been created and are monitored and reconciled monthly by the Project Director, the Project Coordinator, and the a Grants Accountant, accounting staff member.

Staffing of the newly created grant-funded positions has been largely accomplished. In January of 2011, the Title III **Project SSSTRONG** Research Analyst and four (4) of the five (5) academic advisors stipulated in the grant had been identified and hired. By the first week of February, the fifth academic advisor was also identified and hired. These individuals will have a significant impact on the college's ability to advise the targeted student population and assist with the evaluation and measurement of many **Project SSSTRONG** activities. TCCD tutoring labs and learning centers have also been positively impacted by increased staff funded by the grant. Each of the college's five campuses has identified at least two peer tutors to assist FTIC students who demonstrate a need for remediation in one or more essential skills areas necessary for college-level achievement (reading, writing, mathematics).

The Title III **Project SSSTRONG** Advisory Committee comprised of faculty and staff from each of TCCD's five (5) campuses, as well as and from District administrative units, that provides leadership and direction for efforts supported by the Title III project. Since its establishment in October 2010, the Advisory Committee has met monthly, with its first meeting held in November 2010. One of its first accomplishments with project staff was the development of a detailed evaluation plan to appropriately assess the effectiveness of strategies employed to achieve the project's objectives.

Action Research

As part of its efforts to increase college readiness, and as stipulated in the Title III project proposal, TCCD established Faculty/Staff Supporting Student Success grants (mini-grants), each with a maximum award of \$1,000 to faculty and staff for implementing innovations in instructional and support services. The **Project SSSTRONG** Advisory Committee developed the criteria and administered the application and selection process. Applicants were required to identify the Title III **Project SSSTRONG** objectives their project would address, the goals and objectives of their proposed project, the proposed project's impact on student success, the evaluation plan, and the sustainability plan. As a result of this process, the Title III Advisory Committee recommended to the Chancellor and the executive leadership team the funding of each project identified below, from a pool of 22 submitted applications:

- Accuplacer Reading Diagnostic vs. A+Advancer – seeks to determine the most successful tool (between the Accuplacer and A+Advancer) for identifying specific target skill areas and improving overall reading comprehension of students enrolled in Developmental Reading course.
- Wimba Outreach Intermediate Algebra – provides online reviews for students enrolled in Intermediate Algebra courses; the reviews will take place before each test, and the sessions will be available in an archived index for student's future use.
- Supplemental Instruction Expansion in Mathematics – provides supplemental instruction led by a trained peer tutor for students in Developmental Math courses.
- Academic Recovery Mentors – pairs students on academic probation with a faculty mentor; faculty participants will be trained with mentoring strategies and best practices in student success.
- Inspired Ideas Writing Method – conducts a baseline test for students reading and writing ability, provides targeted training, and re-tests students to measure progress; one objective of this project is to develop skills to increase students' abilities to complete Developmental Reading and Writing courses successfully.
- Analysis and Redesign of Transitions to College Success – evaluates and strengthens the effectiveness of the current First-Year Experience "Transitions to College Success" course.
- Discovery Tutor Training – provides ongoing training for peer tutors, who assist students in the tutoring and learning labs on TCCD's Trinity River Campus.

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- Pre-Algebra Study Teams – provides opportunities for students to meet in study groups under the direction of a faculty member, to improve student skills and understanding in basic math.
- Math 0304 Workshop – provides a series of three instructor-led teaching and learning sessions on topics traditionally presenting barriers to students enrolled in Development Math 0304.
- Freshman Guide to Health Occupations Majors – creates an advisement tool to help students enrolled in health occupation majors and assists with a faculty mentoring program for those teaching in these disciplines.
- Math 0304 Video Reviews/Study Guides – produces a video review for each of the three tests administered in Math 0304; these reviews provide students with test-taking strategies and common solutions for key skill sets and problems presented throughout the course.

Ten (10) of the eleven (11) projects listed above were funded through Title III **Project SSSTRONG**. The eleventh project was funded from institutional resources. Each project leader will provide an assessment of progress at the end of each semester and a final narrative report to include the following:

- Brief description of project activities for the current semester;
- Summary of progress toward project goals and objectives;
- Discussion of obstacles encountered and addressed in project implementation; and
- Summary of any “lessons learned.”²

The Title III **Project SSSTRONG** Research Analyst and the Coordinator of Measurement and Evaluation coached each Faculty/Staff Supporting Student Success Grant recipient in the development of a plan to evaluate the success of each project effectively. At the conclusion of each project, the Research Analyst will review the final report to assess the effectiveness of each project. This information will be forwarded to the Title III **Project SSSTRONG** Advisory Committee. The committee will use this information as part of its criteria for determining which projects will be recommended for continuation and scaling through the TCCD Innovations Grant Fund (non-Title III funding).

The additions of a new Coordinator of Evaluation and Measurement in TCCD’s Office of Institutional Research and of the new Title III **Project SSSTRONG** Research Analyst have significantly enhanced the College’s research and evaluation capacity to engage the campuses and the district service units in action research. The Coordinator is charged with leading in the development of evaluation and measurement instruments that will effectively provide data on the impact of strategies and interventions aimed at improving the success of students. The Title III **Project SSSTRONG** Research Analyst will gather, interpret, and report data to be used in assessing and supporting the achievement of Title III project goals, institutional planning, and decision-making. The Office of Institutional Research will continue to play a key role in TCCD’s efforts to increase the use of research and analysis in understanding and applying student success data and strategies for improvement.

Data Analysis and Interpretation

One of the most important aspects of TCCD’s participation in the national Achieving the Dream: Community Colleges Count network (ATD) is using data to inform decision-making. TCCD has collected data on the success of FTIC student cohorts, disaggregated demographically by ethnicity, age, gender, and Pell-grant status. Each cohort is tracked to monitor success in completing developmental education courses (reading, writing, or mathematics) and specific gateway courses (initial college-level courses that TCCD students often find challenging). Data briefs showing the various success measures for TCCD students have been developed and shared with members of the college and local community. To create greater understanding of these briefs and their applications to decision-making, a separate “tutorial” brief entitled “Data Brief 101” has also been developed. The Title III **Project SSSTRONG** Research Analyst participated in discussions to explain, analyze, and interpret student success data at three of the five TCCD campuses with approximately 228 faculty and staff participating.

Professional Development

As of March 31, 2011, Title III **Project SSSTRONG** has sponsored three (3) professional development webinars entitled:

- *Identifying and Reaching Unprepared Students: Strategies for Creating Success in the College Classroom;*
- *Intentional Intrusive Advising: A Model for the Collaborative Advising of Students of Color; and*
- *Strengths-Based Advising: Taking It to the Next Level with ‘Appreciative’ Advising.*

The total participation among targeted instructional, student development and administrative staff from all five campuses and district administrative service units to date is 141.

The first Title III **Project SSSTRONG** Student Development Institute is planned for May of 2011. This institute will focus on strategies and interventions being undertaken as part of TCCD’s Title III Strengthening Institutions grant and as a result of institutional priorities

identified as part of TCCD's involvement in Achieving the Dream. TCCD's first Title III-sponsored Developmental Education Institute is planned for early fall 2011. Planning is in process for both of these important events.