**Texas Pathways Round 2 Application**

The Texas Success Center invites Texas Association of Community College member institutions to complete and submit application materials by August 15, 2019 for participation in Round 2 of Texas Pathways. Application materials are designed to ascertain the institution’s commitment to and capacity for intensive work on institutional change, with primary focus on the work of designing and implementing pathways at scale for all students.

**Round 2 Application & College Selection Timeline:**

* August 15: Application materials due to the Texas Success Center
* August: Selection committee places all colleges in cadres and conducts interviews as necessary with college presidents and other institutional leaders
* September 1: Texas Success Center notifies colleges of selection decisions and posts press release

**Instructions for Submission of Application Materials:**

* Complete sections 1-4 of the application below.
* Complete participation agreement signed and dated by the CEO.
* Upload application and college participation agreement to the document center on the [Texas Pathways Round 2 Application Due](https://tacc.org/tsc/events/texas-pathways-round-2-application-due) event listing on the Texas Success Center website.

For information regarding the application process and Texas Pathways strategy, please email Kristi Short, Director of the Texas Success Center, at kshort@tacc.org.

**SECTION 1: INSTITUTIONAL INFORMATION**

We ask that this information be submitted to allow the Texas Success Center to update its records.

Institution name:

Pathways Lead title:

Pathways Lead telephone:

Pathways Lead email:

CEO:

Number of years current CEO has held the position:

CEO’s assistant:

Assistant’s email:

Assistant’s phone:

**SECTION 2: Reflections oN round 1**

Organizational learning requires teams to assess their performance to identify areas of strength and opportunities for improvement. This section makes use of the After-Action Review[[1]](#footnote-1) process for the college team to reflect on progress as we move from Round 1 to Round 2 of Texas Pathways. The activity centers on four questions intended to facilitate dialogue among the team. Refer to Appendix A: After-Action Review Protocol for guidance on facilitating the refection of your team on Round 1 of the Texas Pathways work at your college.

**Instructions for Section 2**

* The Texas Pathways Lead should lead the completion of the After-Action Review process
* Gather Texas Pathways Round 1 documents
  + Scale of Adoption Assessment
  + All completed previous short-term action plans
  + Cadre competencies in Appendix B
* Review completed documents reflecting on original plans and expectations for the work, accomplishments and momentum-building
* Complete the following After-Action questions based on the progress and in anticipation of Round 2

**After-Action Review**

1. **What did you expect to happen during Round 1 of your Texas Pathways work?**
   1. What were your goals for Round 1 of Texas Pathways?
   2. Who did you expect would be involved in Round 1 Texas Pathways work?
   3. What were your expected accomplishments, and what did you hope to produce during Round 1 of your Texas Pathways work?
   4. What enabling factors and barriers did you expect to encounter during Round 1 of your Texas Pathways work?

*Limit your response to 500 words*

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1. **What actually occurred in your Texas Pathways work?** 
   1. What happened during Round 1 of your Texas Pathways work?
   2. Who participated in Round 1 of your Texas Pathways work?
   3. How did your college execute the work in Round 1 of Texas Pathways?

*Limit your response to 500 Words*

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1. **What went well in your Texas Pathways work and why?**
   1. What were successful steps taken towards achieving your objectives during Round 1 of Texas Pathways?
   2. What went really well during Round 1 of Texas Pathways?
   3. What strategies and practices do you believe supported moving the work forward during Round 1 of Texas Pathways?

*Limit your response to 500 words*

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1. **What can be improved in Round 2 of your Texas Pathways work and how?**
   1. What stumbling blocks and pitfalls did you encounter during Round 1 of Texas Pathways?
   2. Given the information and knowledge you had at the time of the work, what could you have done better?
   3. Given the information and knowledge you have now, what would you do differently in a similar situation in the future to ensure success?

*Limit your response to 500 words*

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**SECTION 3: CAPACITies**

In section #3, respond to each item in terms of the agreement scale provided. To advance into the next cadre, colleges should demonstrate knowledge, skills, and accomplishments listed in Appendix B: Cadre Competencies.

* For a detailed explanation of practices within each capacity topics, please see Appendix B.
* This section should be completed and discussed by members of the college leadership team, working as a group.
* To the extent possible, it will be helpful to seek perspectives of other groups on campus, as appropriate to the topics of each section.
* As appropriate, refer to your college’s Scale of Adoption Assessment, short-term action plans, and the reflections from Section 2.
* Please note the scale provided for section 3 ratings is intended only as a prompt for college discussion and self-assessment. This is not a quantitative measurement instrument and should not be used as such. Do not average results across individual respondents or across items.

1. **College leadership is committed and engaged in implementing essential practices that advance student success goals of a comprehensive pathways strategy.**

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

*Limit your response to 100 words*

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1. **College leaders understand the magnitude of change needed to build readiness to redesign numerous systems institution-wide.**

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

*Limit your response to 100 words*

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1. **Faculty and student services leaders are engaged and committed to executing a comprehensive pathways strategy.**

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

*Limit your response to 100 words*

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1. **The college understands its data capacity needs to monitor student progress and success.**

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

*Limit your response to 100 words*

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1. **The college is improving equity planning through the disaggregation of student progress and completion data by student characteristics.**

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

*Limit your response to 100 words*

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1. **The college has partnerships with key stakeholders in K-12, universities, and employer/workforce groups.**

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

*Limit your response to 100 words*

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**SECTION 4: STATEMENT OF INSTITUTIONAL ASPIRATION AND COMMITMENT**

See the accompanying documents for more details about Texas Pathways, including the opportunity for all 50 Texas community college districts to build capacity for implementing and refining Texas Pathways at scale by participating in one of four cadres.

**Accompanying Documents:**

* Appendix B: Cadre Competencies
* Appendix C: College Participation Agreement

In 500 words or less, describe why your institution wishes to participate in Round 2of Texas Pathways, which of the four cadres (cadre 1+, cadre 1.2, cadre 2.2, or cadre 3.2) best meets your college’s needs, and what your shared aspirations are for work to be accomplished through your college’s participation. Please state a compelling case as to why adopting a guided pathways model at your institution is the critical next step in helping more students complete programs, earn credentials, and/or transfer.

*Limit your response to 500 words*

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Indication of governing board support (describe action taken and date):

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Indication of faculty senate/association/council support (describe action taken and date):

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**APPENDIX A: AFTER-ACTION REVIEW PROTOCOL**

An after-action review (AAR) is a professional discussion of an event that focuses on performance standards and enables development professionals and colleagues with similar or shared interests to discover for themselves what happened, why it happened, and how to sustain strengths and improve on weaknesses. The AAR tool affords leaders, staff, and partners an opportunity to gain maximum benefit from every program, activity, or task.1

An After-Action Review technique is used to engage stakeholders as outlined in the following steps.

1. Planning the AAR
   1. Identify an event or activity to be reviewed
   2. Identify the primary point of contact for the review
   3. Determine when the AAR will occur
   4. Decide who will attend the AAR
   5. Select when and where the AAR will take place (plan for no more than 90 minutes)
   6. Confirm who will support the AAR (technical lead, champion, point of contact, scribe)
2. Preparing for the AAR
   1. Select a facilitator
   2. Confirm the venue and agenda
   3. Obtain input from interested parties
   4. Announce the AAR and compile list of attendees
   5. Make logistical arrangements and set up the venue
3. Conducting the AAR
   1. Seek maximum participation
   2. Maintain focus on a positive and informative AAR
   3. Ensure honest, candid, and professional dialogue
   4. Record key points
4. Following Up (Using the Results)
   1. Determine actionable recommendations that will improve the process
   2. Identify tasks requiring senior leadership decisions
   3. Determine a follow up schedule and point of contact for each follow-up action
   4. Provide assistance and support as required

1 U.S. Agency for International Development. (2006). After-Action Review Technical Guide. Washington, DC: USAID.

**APPENDIX B: CADRE COMPETENCIES**

Knowledge, skills, and accomplishmentsneeded to advance in Round 2

**CADRE 1+**

By the conclusion of Round 1, colleges eligible to participate in cadre 1+ in Round 2 will have completed laying the groundwork, building urgency, mapping programs, redesigning intake and advising, implementing scaled or nearly scaled guided pathways, and are ready to move to ongoing improvement of fully scaled institutional change. Colleges eligible to participate in cadre 1+ will have also met all capacity competencies required of cadre 2.2, as listed below. To advance, these college should be ready to demonstrate progress implementing the Texas Pathways essential practices.

1. **Essential practices that help students map to their end goals are being implemented at or nearly at scale**
   1. Every program is well-designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.
   2. Detailed information is easily accessible on the college’s website providing employment and further education opportunities targeted by each program.
   3. Programs are aligned with high school endorsements and are clearly mapped across the two sectors. High school students know which high school courses, including dual credit courses, they should take to be prepared to seamlessly matriculate into college programs.
   4. Programs are aligned with four-year institutions where the majority of students transfer and are clearly mapped across the two sectors. Transfer students know which college courses they should take to be prepared to seamlessly transfer into baccalaureate programs without loss of credit leading toward the targeted degree.
2. **Essential practices that help students enter a pathway are being implemented at or nearly at scale**
   1. Every new college student is helped to explore career/college options, choose a program of study and develop a full-program plan as soon as possible.
   2. Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English—as soon as possible.
   3. Required math courses are appropriately aligned with the student’s field of study.
   4. Intensive support is provided to help very poorly prepared students and adult basic learners to succeed in college-level courses as soon as possible.
   5. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.
3. **Essential practices that help students keep on a pathway are being implemented at or nearly at scale**
   1. The college monitors which program every student is in and how far along the student is toward completing the program requirements.
   2. Students can easily see how far they have come and what they need to do to complete their program.
   3. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
   4. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.
   5. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
   6. The college works with partner 4-year institutions to provide seamless transfer programs that are well-designed to continue to guide students’ pursuits of employment in fields of importance to the college’s service area and complete further education without loss of applicable credit.
4. **Essential practices that help students keep on a pathway are being implemented at or nearly at scale**
   1. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
   2. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.
   3. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
   4. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional college efforts.
   5. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
   6. The college assesses effectiveness of educational practice (e.g., using *CCSSE* or *SENSE*, etc.) and uses results to create targeted professional development.

**CADRE 1.2**

By the conclusion of Round 1, colleges eligible to participate in cadre 1 in Round 2 will have completed laying the groundwork and building urgency. They will have begun mapping programs, redesigning intake and advising, and implementing initial scaling. They should be ready to move toward implementing at scale in Round 2. Colleges eligible to participate in cadre 1.2 will have also met all capacity competencies required of cadre 2.2, as listed below. To advance, these college should be ready to demonstrate progress implementing the Texas Pathways essential practices.

1. **Essential practices that help students map to their end goals are being implemented at or nearly at scale**
   1. Every program is well-designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.
   2. Detailed information is easily accessible on the college’s website providing employment and further education opportunities targeted by each program.
   3. Programs are aligned with high school endorsements and are clearly mapped across the two sectors. High school students know which high school courses, including dual credit courses, they should take to be prepared to seamlessly matriculate into college programs.
   4. Programs are aligned with four-year institutions where the majority of students transfer and are clearly mapped across the two sectors. Transfer students know which college courses they should take to be prepared to seamlessly transfer into baccalaureate programs without loss of credit leading toward the targeted degree.
2. **Essential practices that help students enter a pathway are being implemented at or nearly at scale**
   1. Every new college student is helped to explore career/college options, choose a program of study and develop a full-program plan as soon as possible.
   2. Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English—as soon as possible.
   3. Required math courses are appropriately aligned with the student’s field of study.
   4. Intensive support is provided to help very poorly prepared students and adult basic learners to succeed in college-level courses as soon as possible.
   5. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.
3. **Essential practices that help students keep on a pathway are being implemented at or nearly at scale**
   1. The college monitors which program every student is in and how far along the student is toward completing the program requirements.
   2. Students can easily see how far they have come and what they need to do to complete their program.
   3. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
   4. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.
   5. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
   6. The college works with partner 4-year institutions to provide seamless transfer programs that are well-designed to continue to guide students’ pursuits of employment in fields of importance to the college’s service area and complete further education without loss of applicable credit.
4. **Essential practices that help students keep on a pathway are being implemented at or nearly at scale**
   1. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
   2. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.
   3. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
   4. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional college efforts.
   5. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
   6. The college assesses effectiveness of educational practice (e.g., using *CCSSE* or *SENSE*, etc.) and uses results to create targeted professional development.
   7. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
   8. The college assesses effectiveness of educational practice (e.g., using *CCSSE* or *SENSE*, etc.) and uses results to create targeted professional development.

**CADRE 2.2**

By the conclusion of Round 1, colleges eligible to participate in cadre 2 in Round 2 will have laid groundwork for broader understanding, engagement and commitment; gained momentum toward a sense of urgency; and used key performance data to inform change. To advance, these colleges should be ready to demonstrate evidence of the following readiness capacities.

1. **College leadership is committed to implementing essential practices that advance student success goals.** 
   1. President/chancellor understands that active leadership is essential to implementing transformational pathways reforms. Senior administrators understand that implementing transformational pathways reforms will be difficult, and they understand specific associated challenges.
   2. College leadership, which could include administrators, faculty, pathways leads or others, is committed to substantial redesign of academic programs, instruction, and student supports, starting with a critical review of the extent to which the college’s academic programs provide a clear and educationally coherent pathway for students to further education or directly to good jobs in fields of economic importance to the college’s service area.
   3. College leadership has laid the groundwork for major reform, including engagement of faculty and staff in discussions about student success data and strategies for improving student outcomes.
   4. College leadership is committed to a reform process that will likely take four to five or more years for full implementation.
2. **Leadership across the college community understand and are committed to the magnitude of change needed to redesign numerous systems institution-wide.**
3. Leaders in the campus community understand that numerous systems and processes may need to be redesigned and are committed to making substantial changes in multiple areas including student intake (assessment, advising, orientation, registration, class scheduling), curriculum, and instruction.
4. College leaders understand that pathways design work will involve streamlining curriculum, including potential elimination of courses and programs.
5. The college is committed to integrating essential and effective supports into student pathways as the alternative to typically disconnected and optional services.
6. College leaders understand that pathways reforms will involve more structure and more prescription for students.
7. **College leaders, including faculty and student services leaders, are engaged and committed to executing a comprehensive pathways strategy.**
8. The college has built a data-informed case for implementing essential practices of Texas Pathways.
9. College leaders, including faculty and student services leaders, are committed to executing a comprehensive plan for broad and deep faculty and staff engagement in the design and implementation of pathways strategies.
10. Faculty are represented in college planning. There is commitment, or concrete plans for how to secure commitment, from the faculty organization (e.g., senate, association, council) to support the college’s pathways strategy.
11. College leaders guiding change recognize that some changes in faculty roles and responsibilities will likely be part of the institutional change needed to support guided pathways for all students.

1. **The college has the data capacity to monitor student progress and success.**
2. The college longitudinally tracks student cohorts to increase the broad use of regular and transparent reporting on student progress and completion metrics.
3. Pathways leaders have collaborated with institutional research to improve the collection and accuracy of key performance indicators.
4. The college has improved the use of data to inform institutional practice and change.
5. The college has begun to expand the use of longitudinal cohort data and labor market data for advising and for program improvement.
6. **The college is improving equity planning through the disaggregation of student progress and completion data by student characteristics.**
7. College leadership is committed to developing plans to reduce the gaps in outcomes by student groups.
8. The college has improved the collection and accuracy of disaggregated longitudinal data on student progress and success.
9. The college regularly examines disaggregated data to understand the equity issues of all student groups and clearly delineate the differences in outcomes for underserved populations.
10. **The college has partnerships with key stakeholders.**
11. The college has and is expanding partnerships with the K-12 schools and systems from which large numbers of recent high school graduates come for college enrollment.
12. The college has and is expanding partnerships with baccalaureate institutions that receive the largest numbers of transfer students from the college.
13. The college has and is expanding partnerships with major employers and workforce/ economic development entities that can assist with alignment of pathways to jobs with value in the labor market.

**CADRE 3.2**

By the conclusion of Round 1, colleges of cadre 3 in Round 2 will have made progress laying the groundwork for broader understanding, engagement and commitment; created a case for change to bolster a sense of urgency; and planned for increased data capacities necessary to implement guided pathways. To advance, these colleges should be ready to demonstrate progress on the following readiness capacities.

1. **College leadership is committed to implementing essential practices that advance student success goals.**
2. President/chancellor understands that active leadership is essential to implementing transformational pathways reforms.
3. College leaders, who could be administrators, faculty, pathways leads or others, are committed to substantial capacity building strategies toward redesign of academic programs, instruction, and student supports.
4. College leaders have worked on laying the groundwork for major capacity building.
5. College leaders are committed to designing and building capacities for a reform process that will likely take six or more years for full implementation.
6. **College leaders understand the magnitude of change needed to build readiness to redesign numerous systems institution-wide.**
7. Leaders in the campus community understand that numerous systems and processes may need to be redesigned and have created data-informed plans for substantial capacity building.
8. College leaders understand that pathways design work will involve streamlining curriculum, including potential elimination of courses and programs.
9. College leaders are committed to planning the integration of essential and effective supports into student pathways as the alternative to typically disconnected and optional services.
10. College leaders understand that pathways reforms will involve more structure and more prescription for students.
11. **College leaders are engaged and committed to executing a comprehensive pathways strategy.**
    1. The college has built a case for implementing essential practices of Texas Pathways.
    2. College leaders are committed to building a comprehensive plan for expanded engagement in essential capacity building.
    3. Faculty are represented in college planning. There is commitment or a concrete plan for securing commitment from the faculty organization (e.g., senate, association, council) to support the college’s pathways strategy.
    4. College leaders guiding change recognize that some changes in faculty roles and responsibilities will likely be part of the institutional change needed to support guided pathways for all students.
12. **The college is in the process of building data capacity to monitor student progress and success.**
13. The college is identifying barriers and building capacity for longitudinal tracking of student cohorts to increase the broad use of regular and transparent reporting on student progress and completion metrics.
14. Pathways leaders have collaborated with institutional research to improve the collection and accuracy of key performance indicators.
15. The college has improved the use of data to inform institutional practice and change.
16. The college has begun to expand the use of longitudinal cohort data and labor market data.
17. **The college is improving equity planning through the disaggregation of student progress and completion data by student characteristics.**
18. College leadership is committed to developing plans to reduce the gaps in outcomes by student groups.
19. The college has made progress to improve, or plan to improve, the collection and accuracy of disaggregated longitudinal data on student progress and success.
20. The college regularly examines disaggregated data to understand the equity issues of all student groups and clearly delineate the differences in outcomes for underserved groups.
21. **The college has partnerships with key stakeholders.**
22. The college has and is expanding partnerships with the K-12 schools and systems from which large numbers of recent high school graduates come for college enrollment.
23. The college has and is expanding partnerships with baccalaureate institutions that receive the largest numbers of transfer students from the college.
24. The college has and is expanding partnerships with major employers and workforce/ economic development entities that can assist with alignment of pathways to jobs with value in the labor market.

**APPENDIX C: COLLEGE PARTICIPATION AGREEMENT**

YES, I understand and agree that participation in Round2 of Texas Pathways involves specific and serious commitments, as delineated below. On behalf of [insert institution], I affirm our decision to abide by these commitments:

1. Designate the CEO to oversee the work with support from a high-level cabinet officer (preferably the chief academic officer), who will serve also as the primary institutional contact and pathways lead.
2. Commit to significant institution-wide change involving guided pathways at scale for all credit students. Pathway design and implementation will involve curriculum alignment and program mapping from high school endorsements to university transfer programs and the labor market, reconfiguration of developmental education as an accelerated and contextualized on-ramp to programs of study, ongoing advising and monitoring of student progress, integrated academic support and student services, integrated approaches to hands-on application of learning, and alignment of co-curricular learning. Colleges that have implemented guided pathways essential practices will assess and refine their strategies.
3. Commit to associated planning and execution of college-wide engagement in pathway design and implementation; needed and timely professional development for faculty, staff, and college leaders; and needed and timely technical assistance in the work.
4. Commit to collect, review, and periodically submit baseline and progress data on standard metrics depicting student connection, progress, and completion. Participating colleges will be asked, as part of evaluation, to continue submitting the specified data for three years following the formal end of Texas Pathways in 2022.
5. Full participation of a designated seven-person institutional team throughout each of the two-and-a-half-day institutes on guided pathway design, implementation, assessment, and refinement. Participation of the CEO in institutes is critically important.
6. Composition of institute team membership in accord with guidelines. Team composition will vary depending on the topic of each institute in the series. Over the series, team membership will include the CEO and pathways lead and will at times include the chief academic officer, chief student services officer, institutional researcher, faculty leaders, advisors, and other college personnel who are key to the pathways work on campus. For one institute, a senior representative from the college’s Adult Education & Literacy partner also will be part of the team. Experience demonstrates that the composition of the team is important for effecting meaningful change on campus, and the active, visible leadership of the CEO is critical.
7. Completion and timely submission of structured homework in advance of each institute, and at least one meeting of the institute team prior to the institute for review and discussion of the assigned work.

1. Completion during each institute of a college action plan identifying next steps, timelines, and responsibilities for work on designing and implementing guided pathways for students. At least one meeting of the institutional team and timely submission of the completed action plan to Texas Success Center staff following the institute.
2. If requested, presentation (by institutional team members) of an interactive concurrent session at an institute, highlighting pathway-related work at the college that shows promising results.
3. Payment of travel expenses (air and/or ground transportation, plus dinners) for seven institutional team members to participate in institutes. The Texas Success Center will cover onsite institute expenses for seven college team members, including registration, materials, hotel rooms, breakfasts, one lunch, and all meeting breaks ($35,000 value for all six institutes per institution). There is no direct funding to colleges for their participation; however, should travel fees become cost prohibitive for participation, supplemental travel stipends are available.
4. Conscientious participation in thorough evaluation of the effectiveness of the institute series. Participation as requested in structured interviews between institutes, part of Texas Pathways’ knowledge development component.
5. If requested by the college, hosting and actively engaging in on-campus site visits with a Texas Pathways coach.
6. Continuous membership in good standing with the Texas Association of Community Colleges.

I further understand that the benefits for the college are the institute experiences, the coaching and technical assistance provided during and between the institutes, the work with other colleges engaged in similarly challenging work, and the opportunity to contribute to building capacity for institutional change regionally and in Texas community colleges. The ultimate beneficiaries will be the college’s students who progress to completion, transfer, and employment.

Signature of CEO

Date

1. U.S. Agency for International Development. (2006). *After Action Review Technical Guide.* Washington, DC: USAID. [↑](#footnote-ref-1)