

Texas Higher Education Coordinating Board

Reskilling Grantee Meeting

The meeting will start shortly.

March 30, 2021

Texas Higher Education Coordinating Board

Reskilling Grantee Meeting

Tina Jackson, Ph.D., Assistant Commissioner Workforce Education
Sheri Ranis, Ph.D., Workforce Education
Isha Shah, The Brookings Institution

March 30, 2021

Texas Workforce Education: Reskilling and Upskilling

Tina Jackson, Ph.D.

Strengthening the 60x30TX plan

Builds on the focus of the original 60x30TX plan to increase postsecondary attainment by developing clear goals that expand the educated workforce and drive economic prosperity.



Expand our focus to adult learners beyond 25-34-year-olds. Building a more adaptable workforce that can navigate current challenges and drive long-term economic growth requires a strategic emphasis on expanding opportunities for all Texans.



Ensure all Texans have equal access to tools and resources that promote educational attainment. The disproportionate impact of COVID-19 on Black, Hispanic, rural, and low-income Texans has magnified the importance of removing barriers to high-quality postsecondary education and training so all Texans can participate in, contribute to, and benefit from the Texas economy.



Leverage and accelerate innovation to drive research, commercialization, and economic development. The challenges posed by COVID-19 have spurred and accelerated innovations globally. By prioritizing research, data, and technology, our institutions will drive discoveries and economic development opportunities that are crucial for the state's future prosperity.



Prioritize high-value credentials to align with workforce needs. Certain skills and credentials will be especially important to help displaced workers immediately return to work, and create a more resilient Texas workforce for the future.

An investment in
postsecondary
education is an
investment for
economic
recovery.

Research after the Great
Recession found that a large
majority of new jobs created
during the recovery went to
individuals with
postsecondary credentials.

GEER Funds: Support for Students

Governor's Emergency Education Relief (GEER) Funds



Need-based financial aid: \$57M

Direct student support: \$93M

- Emergency aid: \$46.5M
- Upskilling/reskilling: \$46.5M

Online learning support: \$10M

- OER development/implementation: \$4.3M
- Learning analytics: \$4.5M
- Digital learning clearinghouse: \$1.2M

Data infrastructure: \$15M

- Advising support: \$4M
- Student progress dashboards: \$1M
- Data modernization: \$10M

Reskilling/Upskilling Landscape

GEER Funds can provide crucial financial assistance to Texas students impacted by the COVID-19 pandemic who are seeking to reskill or upskill to reenter the job market.

The Most Vulnerable: 4 million Texans have some college but no credential - 21% of the population ages 25-64; 23% of the population ages 25-34.

Economic Crisis: Unemployment as of January 2021 is at **6.8%**, almost twice what it was in January 2020.

Retraining Capacity: 66,207 technical certificate and associate degrees were awarded in Texas in 2019 as well as tens of thousands short term credentials.

Texas Reskilling Support Fund Grant Program

Funding:

\$46.5 million

Purpose:

Support for displaced Texas workers who need to reskill or upskill to move quickly back into the workforce as well as Texas students who have previously stopped out of higher education institutions without completing a postsecondary credential.

Coverage:

Tuition/fees for students pursuing credentials of value.

Reskilling Grants Current Status

Program Goal: Support as many as 30,000 students in their efforts to reskill or upskill through high value postsecondary credentials; orient and build field capacity to support reskilling and upskilling.

Summary Table

	Round 1	Round 2	Consolidated (unduplicated)
# of Awards	40	25	65
# of Institutions	49	31	62
# of Students	11,975	6,100	18,075
Award Amounts	\$18,111,447	\$9,300,000	\$27,411,447
# of Consortia	3	3	5

Statewide Shifts in Enrollment

Enrollments for fall 2020 were down 3.67% statewide with the largest drop at community colleges.

	Certified Fall 2019 Enrollment	Certified* Fall 2020 Enrollment	% Change
Public Universities	657,985	667,046	1.38
Public Two-Year Colleges*	754,711	687,909	-8.85
Health-Related Institutions (all types)	29,735	30,533	2.68
Independent Colleges and Universities	125,918	125,373	-0.43
Total	1,568,349	1,510,861	-3.67
<i>*Final certified data is pending from two institutions; error free data was used for all illustrations</i>			

Statewide Shifts in Enrollment by Group

Final enrollment numbers for 2020 show decreases for all groups.

	Certified 2019 Enrollment	Certified Fall 2020 Enrollment	% Change
African American	190,762	182,868	-4.1
Hispanic	620,737	596,790	-3.9
White	535,264	518,149	-3.2
International	61,896	52,937	-14.5
Other Groups	159,690	160,117	0.3
Total	1,568,349	1,510,861	-3.7

Statewide Shifts in Enrollment by Sector

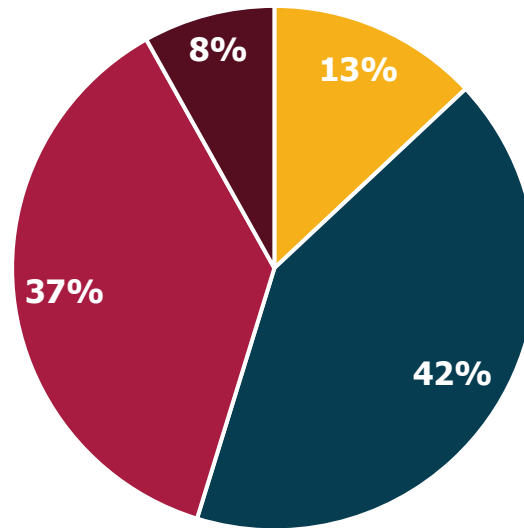
First-time-in-college (FTIC) enrollments were down for both sectors.

	Certified Fall 2019 FTIC Enrollment	Certified Fall 2020 FTIC Enrollment	% Change
Public Universities	90,197	89,271	-1.0
Public Two-Year Colleges	128,947	102,780	-20.3
Total	219,144	192,051	-12.4

Texas Demographics: Ages 25-34

Texas Population: Ages 25-34, 2019

■ African American ■ Hispanic ■ White ■ Other Groups

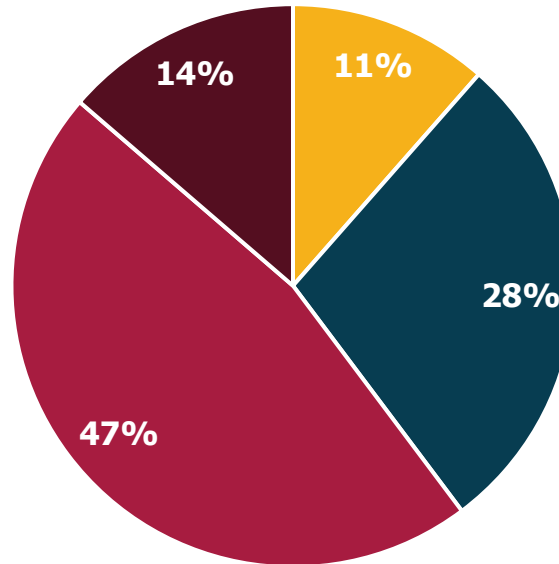


Source: 2019 American Community Survey, 1-Year Public Use Microdata sample

Texas Demographics: Ages 25-34 with Credential

Texas Population with a Certificate or Degree: Ages 25-34, 2019

■ African American ■ Hispanic ■ White ■ Other Groups



Source: 2019 American Community Survey, 1-Year Public Use Microdata sample

*Certificate attainment is estimated using certificate and associate completions from THECB CBM009 data

Workforce Education (WE) Division

Private Postsecondary Institutions

- Accredited Degree Granting Institutions
- Certificate of Authorization
- Annual Compliance Review
- Surety Regulation Monitoring
- Non-Accredited Degree Institutions
- Certificate of Authority
- Registered Agents
- Closed School Transcript Repository
- Fraudulent/Substandard Institutions

Career & Technical Education

- Career & Technical Education Programs
- Carl D. Perkins, CTE Fund
- GEER Texas Reskilling Support Fund
- SB 64 Cybersecurity Pathways Workgroup
- Career & Technical College Leadership Council

Workforce Education Transfer Pathways Work

- Tri-Agency Workforce Initiative
- 2+2 Programs
- Articulations Agreements/
Regional MOU's
- SB 64 Cybersecurity Pathways
Workgroup
- WECM Advisory Committee
- Linked WECM Courses to ACGM
Coursework

“Our Texas institutions are making significant commitments to create programs that keep more students on track to enter the workforce with the high-value credentials and education that tomorrow’s economy will demand.”

– Commissioner of Higher Education Harrison Keller

Questions?

Reskilling Grant Implementation Guidance

Sheri Ranis, Ph.D.

Tips and Pointers

General Pointers

Program Eligibility

Student Eligibility

Context:

Federal grant guidance, GEER stipulations, RFA, audit considerations and your questions as grantees

Required Documentation

Document all the decisions made on program and student eligibility (audit purposes).

Document how (records, applications, financial aid applications) student eligibility was determined (audit purposes).

Rounds 1 Awards

Round 1 defines eligible near completion student as within 12 months of completion.

Rounds 2 Awards

Round 2 defines eligible near completion students as within 12 months of completion or with 75% or more of a credential completed.

Rounds 1 and 2 Awards

Different Reporting Schedules

Round One Grantees

Report	Date Due
Grant Period Begins	Jan. 5, 2021
First Program Report and Financial Report	June 30, 2021
Second Program and Financial Report	Aug. 16, 2021
Grant Period Ends	Dec. 31, 2021
Final Program and Financial Report	Feb. 28, 2022

Round Two Grantees

Report	Date Due
Grant Period Begins	March 4, 2021
First Program Report and Financial Report	May 30, 2021
Second Program Report and Financial Report	Aug. 30, 2021
Third Program Report and Financial Report	Dec. 15, 2021
Grant Period Ends	Feb. 15, 2022
Final Program Report and Financial Report	March 15, 2022

Student Financial Support

- The composition of a student's financial aid package is at the discretion of the institution, including the institution's approach to "last dollar" awards or definition or "unmet need."
- Consistent with federal Title IV stipulations, Satisfactory Academic Progress (SAP) is at the discretion of the institution and should guide student eligibility decisions.
- Your institution or consortium may decide to provide smaller or lesser awards to a student during the grant period so long as the range is between \$500 and \$2500 per student per semester.

Student Financial Support

continued

- Students do not need to complete their credential program during the grant period. However, funding to support them from the Reskilling grant must be distributed within the grant period. Students can receive funding for more than one term or semester so long as it is a semester or term during the grant period.
- Student costs accrued before re-enrollment (balances due or application fees) are not able to be supported by Reskilling Grant funds.
- When students drop, withdraw, fail, or receive a grade of Incomplete and have received funds under this grant, your institution's policies are the determinant of whether grant funds will have to be returned and whether they may receive funds under this grant again.

Grantee Reporting

If you are in a partnership or consortium, submit a single report covering all the activities of the partner institutions. That report should be submitted by the principle institutional grant holder.

- The consortium or partnership determines how to collaborate to compile the requested data.

Remember, in all cases, second payments of the grant award will not be processed until the first report has been received at THECB.

Support Funding for Consortia

5 consortia/partnerships are active involving 16 institutions

If you are in a consortium or partnership and have funding for activities to support that effort, be sure to follow federal UGG for allowable expenditures. Supplanting v. supplementing is one important principle to watch for and practice.

Section 11.12 of the Reskilling RFA

Supplanting occurs when GEER funds are used to replace other state, local, or federal funds that had previously supported an activity or purpose. Funding provided under this agreement shall supplement (increase the level of services) and not supplant (take the place of) state, local, and other federal funds. Awardees may not use any GEER funds for any project costs for Texas Reskilling Support Fund Grant Program, Second Round Funding 16 which other local, state, or federal funds have already been awarded, appropriated, or received.

<https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Program Eligibility

You may add additional eligible programs during the grant period and you do not have to get THECB prior approval to do so.

- Please be sure that the programs added fit the criteria of the RFA and the policies you have established and that this is all documented.
- You will be required to report the programs and students in those programs through required THECB reporting.

Academic terms of any length are allowable, including mini-mesters.

Student Eligibility: General Principles

- Students do not need to have been previously enrolled in your institution to be eligible for support.
- Students need to be COVID-19 impacted, but the institution decides how to document that.
- Students can be full-time or part-time. According to THECB's Glossary of Terms for accountability reporting, a part-time student is defined as "an undergraduate student enrolled for either 11 semester credits or less or less than 24 contact hours per week each term." No minimum hours are indicated.

Whatever decision your institution decides to make regarding re-enrollment eligibility, document the approach you take.

Student Eligibility: Determining Enrollment Status

Would students who stopped out of a credit program but then took a non-credit bearing CE course in the term or semester before re-enrolling, be eligible for funding under the grant to return to the credit program?

Yes. Students who are taking non-credit CE courses would be eligible for support because they are not considered “enrolled.”

Do students who withdraw from a credit-bearing program in the previous long semester count as “enrolled,” thus becoming ineligible for funding?

Yes. Students who withdrew from their credit-bearing program were enrolled and thus are ineligible for support.

Student Eligibility: Determining Re-enrollment

Student stop outs can be for any reason.

The RFA does not put a limitation or designate a stop out time period, other than the immediate past semester/term/six months. Your institution may determine a policy on returning students.

Can the students be first time in college students or is it required for them to have some college prior to last semester?

Students are required to be both re-enrolling and close to completion of a credential, per the Reskilling RFA (Section 5.2). Re-enrolling does mean that students have some postsecondary credit before re-enrolling.

Student Eligibility: Determining Re-enrollment

continued

Does it matter through what kind of postsecondary program students gained those credits?

The RFA does not detail all the different ways that a student may have previously enrolled at a postsecondary institution. That said, since the goal of this grant program is to get students to swiftly complete their credential programs (the near completion aspect of student eligibility) institutions should consider students selected to be those that have been previously enrolled in postsecondary credential programs or in credit converting or credit bearing programs.

Whatever decision your institution decides to make regarding re-enrollment eligibility, document the approach you take.

Student Eligibility: Existing Postsecondary Credentials

Do institutions need to exclude students from eligibility who previously received a credential? Examples could be a student who received a Level 1 Certificate and is coming back for a Level 2 or a student changing fields after getting a degree.

No. Institutions do not need to exclude students who have another credential, so long as those students meet the student eligibility criteria outlined in the Reskilling RFA. The RFA does not state that re-enrolling students must be getting their first postsecondary degree. That said, the essential nature of this opportunity is to support students with some credit but no credential.

Student Eligibility: Incarcerated Students

Can reskilling grant funds be utilized for tuition and fees for incarcerated students?

Yes, if those students meet the additional requirements of the RFA (Section 5.2). Your institution can make the determination whether the degree program disruption experienced by incarcerated students who are otherwise eligible for support is a COVID 19 disruption. This is in accord with the language in the Reskilling RFA Section 5.2, which states that eligible students "...Have affirmed they were affected by COVID-19. Institutions may establish their own processes for determining COVID-19 impact."

Finding Eligible Students

- Don't rely on an application-based system for newly re-enrolled students.
- Each academic term utilize your institution's SIS to find potentially eligible students in eligible programs.
- Reach out to those who are newly enrolled, or that have dropped out of eligible credential programs.
- Publicize the grant opportunity widely with your own institutional and program level branding.

Finish where you want

You don't need to return to the institution where you started. The grant money can be used to attend any of these institutions:

- Temple College
- Central Texas College (Killeen)
- Texas A&M University – Central Texas (Killeen)



Contact us

If you would like to take advantage of this program, please contact the college or university you are interested in attending.



Contact: Dayjene Lum
254-298-8767 / reskillinggrant@templejc.edu
Program website: www.templejc.edu/comeback



Contact: Kerstin Brooks
254-501-3093 / reskilling@ctcd.edu
Program website: www.ctcd.edu/come-back



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS.

Contact: Clifton Jones
254-519-5410 / enrollmentmgmt@tamuct.edu
Program website: tinyurl.com/TAMU-Reskilling

Temple College is committed to nondiscrimination practices based upon race, gender, gender identity and expression, disability, age, religion, national origin, genetic information, or veteran status.



Didn't Finish College?

Come back and we'll help you fund your tuition!



TEXAS A&M INTERNATIONAL UNIVERSITY

CLOSER THAN EVER CAMPAIGN

2018 COHORT



OUTREACH

-  FOLLOW-UPS on a **daily & weekly** basis
- Stop-outs contacted by phone, email and social media.
 - CLOSER THAN EVER promoted via website and newspaper.

2014-2018



SCHOLARSHIPS



2019 COHORT



RE-ADMISSION

-  **2 Advisors**
- Academic Progress
 - Financial Aid
 - Registration

2012-2018



Questions?

Grant Reporting and the Reskilling Learning Agenda

Tina Jackson & Sheri Ranis

The Reskilling Learning Agenda

Seeking deeper knowledge about the sequencing, velocity, mobility and stability of the reskilling/upskilling pathway

Better understanding of the students who are reskilling and upskilling

- Previous education
- Previous employment history
- Socioeconomic factors impacting their lives
- Changes in student perception of educational opportunity
- Changes in student demands of postsecondary education outcomes associated with reskilling/upskilling

Better understanding of the capacity of IHEs to support reskilling and upskilling

- Number and kind of high-value short-term credentials (pre-Certificate 1) currently offered
- Process of pathways construction toward high-value credentials
- Complexity associated with employer/industry/workforce relationships
- Availability of actionable LMI, including forecasting capacity

Insight on the roles that state agencies can play

- Collaboration between and among the major state agencies
- Implications for possible revision of statutes, rules

Baseline Program Data

Program Level Data Items

- Program title
- Program duration
- Name of associated credential
- CIP code
- Contact Hours
- Is the program stackable or convertible to credit?
- If stackable or convertible, what are the links to which program/s?
 - Program's title
 - Program/s duration
 - Name of associated credential
 - CIP Code/s

Baseline Student Data

Student Level Data Items

- SSN/ID: The Student ID reported for each student should be the same student ID reported on the CBM001 and FAD state reports.
- First Name, Middle Initial, Last Name
- Date of Birth
- Grant Amount
- Semester Credit Hours Completed per semester/term
- Credential completed (when applicable)
- Semester Credit Hour Registration for next semester/term (if applicable)
- *First generation student status?**
- *Dependent children?**
- For students enrolled in programs below Certificate 1:
 - Gender
 - Race/Ethnicity

Instant Poll

How easy or difficult would it be to answer this question?

Questions?

Texas Workforce Development Toolkit

Isha Shah, The Brookings Institution

Group Discussion

Sparkling Questions for Discussion

Do you think there is a value in this group of grantees meeting again before the end of the grant period?

Is there value in thinking of grantees more formally as a cohort or learning community with scheduled meetings and information exchanges?

Dr. Tina Jackson

Tina.Jackson@highered.texas.gov

Dr. Sheri Ranis

Sheri.Ranis@highered.texas.gov

Valerie Carrera

Valerie.Carrera@highered.texas.gov

Thank you for participating!