

Financial Aid Advisory Committee Meeting Agenda

Name of Committee: Financial Aid Advisory Committee
Date of Meeting: June 1, 2017
Time of Meeting: 9:30 a.m.
Location: TX Higher Education Coordinating Board Headquarters
Board Room, Room 1.160
1200 E. Anderson Lane
Austin, Texas 78752

Agenda

- A. Welcome, Introductions, and Overview of Meeting – Delisa Falks, Chair
- B. Consideration of Approval of Minutes of 2/23/2017 Meeting – Delisa Falks, Chair
- C. Presentation: Project Success – Bryan Ashton, TG
- D. Presentation: Website Readability Studies – Zachary Taylor, UT Austin, doctoral student in the Higher Education Leadership Program
- E. Presentation: Texas OnCourse – June Giddings, Texas OnCourse
- F. Discussion: Records Retention Requirements – Wes Ogilvie and Paul Maeyaert, THECB
- G. Update: External Relations – John Wyatt, Director, External Relations
- H. Update: SFAP Department – Charles Puls, Deputy Assistant Commissioner
- I. Update: Prior FAAC Business – Charles Puls, Deputy Assistant Commissioner
- J. Update: Data Collection Sub-Committee and Presentation of FY18 FADS Proposal - Doris Constantine, Sub-Committee Chair and DeCha Reid, Director, Financial Aid Services
- K. Adjournment – Delisa Falks, Chair

Texas Penal Code Section 46.035(c) states: "A license holder commits an offense if the license holder intentionally, knowingly, or recklessly carries a handgun under the authority of Subchapter H, Chapter 411, Government Code, regardless of whether the handgun is concealed or carried in a shoulder or belt holster, in the room or rooms where a meeting of a governmental entity is held and if the meeting is an open meeting subject to Chapter 551, Government Code, and the entity provided notice as required by that chapter." Thus, no person can carry a handgun and enter the room or rooms where a meeting of the THECB is held if the meeting is an open meeting subject to Chapter 551, Government Code.

Please Note that this governmental meeting is, in the opinion of counsel representing THECB, an open meeting subject to Chapter 551, Government Code and THECB is providing notice of this meeting as required by Chapter 551. In addition, **please note** that the written communication required by Texas Penal Code Sections 30.06 and 30.07, prohibiting both concealed and open carry of handguns by Government Code Chapter 411 licensees, will be posted at the entrances to this governmental meeting.

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Committee Members in Attendance	Committee Members Absent	THECB Staff	Audience
Delisa Falks Zelma De Leon Chris Murr Diane Todd-Sprague Rosario Juarez Harold Whitis Alan Pixley Carl Gordon Kara Tappendorf Doris Constantine Carolyn Mallory William Bloom Robert Merino Melissa Elliott – Teleconference	Alan Ahmad Jeannie Gage Audree Hernandez Sandi Jones Cathy Sanchez Anne Walker Matthew Vandermause	Davin Birt Vanessa Romero Renee Jones Charles Puls DeChà Reid Leah Smalley John Wyatt Natalie Sunderlin Ken Martin Rinn Harper Lesa Moller Connie Cooper	

Agenda Item	Critical Discussion Points	Formal Decision/Action Required
B. Consideration of Approval of Minutes of the meeting held on November 16, 2016. Delisa Falks, FAAC Chair	Changes: <ul style="list-style-type: none"> Date change, page 6 (section 1): From January 2016 to January 2017. Name change, page 6 (section 1): From Karen Tappendorf to Kara Tappendorf. Discussion: <ul style="list-style-type: none"> Motion to approve meeting minutes from November 16, 2016. 	Minutes approved

Agenda Item	Critical Discussion Points	Formal Decision/Action Required
C. External Relations Update John Wyatt, Director, External Relations	External Relations Update: John Wyatt provided an overview of legislation that has been filed (or appears to be on its way to being filed) related to higher education and financial aid, specifically. Discussion: <ul style="list-style-type: none"> Members asked questions in order to get clarification regarding THECB's recommendations and bills that have been filed in the 85th Texas Legislative session. Members addressed their concerns of how the adoption of these bills could possibly impact the student population at their particular institutions and the administration of these state aid programs. Concerns discussed: <ul style="list-style-type: none"> SB18 - Repeal of Designated Tuition Set-Asides <ul style="list-style-type: none"> Members expressed their confusion as to what purpose repealing set asides accomplishes if institutions plan to utilize these funds for financial aid, and expressed strong convictions that the bill needs to allow institutions the choice of continuing set asides. SB33/SB885 TEXAS Grant <ul style="list-style-type: none"> Members expressed their concern regarding the number of students who would be ineligible for the program if they had to achieve 30 SCH. A specific 	None

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	<p>recommendation was offered to allow transfer credit to count, so that students could still achieve the 30 SCH requirement, even if not enrolled at their home institution.</p> <ul style="list-style-type: none"> • THECB acknowledged that no award amounts or target award changes have been discussed since no official changes have been made. Also, as part of the GAA, an attempt is being made to get rider authority to allow cross-biennial carry-forward of funds, which would pave the way for summer grants, (which could be used to help students achieve the 30 SCH requirement). Even if funding isn't increased, the change still sets the stage for the ability to create a summer grant pathway for future opportunity. ○ HB653 TEOG <ul style="list-style-type: none"> • Members expressed that if high-need students can only receive Pell (since it would cover tuition, fees, and books, thus eliminating TEOG eligibility), institutions may lose students who won't have funding for costs that exceed T/F/B's; borrowing may increase for these high need students; students may choose not to enroll full-time due to lack of grant funds; and students may reduce their hours, thus delaying graduation (which goes against the goal of timely completion). • Would EFC change? As with any administrative legislation that is adopted, administrative code would be adjusted accordingly. (Based on the current EFC, some institutions reported that they would lose up to 80-90% of current TEOG recipients.) • Texas WORKS (Working Off-campus Reinforcing Knowledge and Skills) <ul style="list-style-type: none"> ○ Create a centralized off-campus work-study program. ○ Students would apply directly to THECB for career related internship opportunities. ○ Repeal the off-campus requirement at the institutions. • HB 836/SB 877 Student Loan Indebtedness <ul style="list-style-type: none"> ○ Members expressed their hopes that institutions will have the ability to use existing tools to provide students annual information regarding their state loans. ○ THECB acknowledged that the agency hopes to collaborate with institutions regarding suggestions for how best to 	
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	<p>provide comprehensive and accessible information. Many students are shocked when they earn their degree and receive their initial loan payment that becomes due, so how best to provide information such as repayment plans.</p> <ul style="list-style-type: none"> Future agenda item suggestion: presentation on the information that the THECB provides to students regarding their student loan indebtedness, in comparison/contrast to what the Federal government provides. 	
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Agenda Item	Critical Discussion Points	Formal Decision/Action Required
<p>D. SFAP Department Update</p> <p>Charles Puls, Deputy Assistant Commissioner</p>	<p>SFAP Department Update:</p> <ul style="list-style-type: none"> Desired adjustments to the CAL terms in relation to the bond market: Appropriate interest rate. Restrictions regarding credit approval. Reallocation/Allocation process for FY 2018: THECB still missing certified Financial Aid Data Report (FADs) data. Two-Stage Process for FY 2018 FADS: Error-free FADS due mid-November. Certified FADS due mid-December. <p>Discussion:</p> <p>Members discussed the fact that all institutions have not certified FADs, although the due date has past. Members also discussed the communication methods that were used to reach these late institutions, in addition to what approach may be used to encourage institutions to submit these reports in a more timely fashion.</p> <p>Members made the following suggestions as to what might help institutions submit FADs in a more timely manner:</p> <ul style="list-style-type: none"> THECB provide institutions with program status information (heads up as to what the institutions should be looking for in preparation for the FADs). Turn on the opportunity for submission earlier and to make sure it is open for as long as possible. Reconciliation and error checking simultaneously if possible as opposed too sequentially. Immediate Edit Report results returned to the institution. Analyze frequency of errors to gain insight. Add a statement to the MOU (if not already there) that says institutions will submit FADs by the certification deadline. When a school is awarded Mentorship funding, notify the Financial Aid Officer. Provide a report at the start of the FADS process, letting the institutions know the specific programs the agency believes the institution participated in over the past year. Include error checks starting in the first submission (in Feb) to allow institutions to start getting problems resolved. Be more transparent in the explanations of the errors or problems. 	<p>THECB staff will review suggestions for FY 2018 FADS submission process.</p>

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	<ul style="list-style-type: none"> • Allow overrides to carry forward to later submissions. • Survey why schools are late. • Ineligible for reallocation, if late. • Selected for an audit, if late. <p>THECB:</p> <ul style="list-style-type: none"> • Three submissions will hopefully provide a better structure to make sure administrators are able to resolve things quickly and easily. • THECB FY 2018 – one of the goals is to get manual out earlier to allow for better preparation. 	
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Agenda Item	Critical Discussion Points	Formal Decision/Action Required
E. Presentation: New Loan Software System Leah Smalley, Assistant Director, Financial Aid Services	<p>Overview:</p> <ul style="list-style-type: none"> • Live Demo of the HelmNet loan portal system upgrade: <ul style="list-style-type: none"> ○ Institutional Upgrades ○ Basic Navigation ○ New Launch, Look, and Layout ○ New Navigation Enhancements <p>Discussion:</p> <p>Trainings on the new HelmNet environment coming March 2017.</p>	None

Agenda Item	Critical Discussion Points	Formal Decision/Action Required
F. Update from the MOU Sub-Committee Chris Murr, FAAC Past Chair	<p>Update:</p> <ul style="list-style-type: none"> • Charge of the sub-committee was to review the MOU's with THECB in advance of distribution to institutions in hopes of creating a universal document that would minimize the need for additional changes by individual schools. • Sub-committee members, along with their compliance officers, general counsels, and others, reviewed the separate private and public MOU's and provided feedback in early December. • THECB provided a consolidated version (combining the private and public MOU's into one document) in late January for the sub-committee to review. In going through the consolidation version, the sub-committee noticed changes in language based on the consolidation (e.g. language from the private MOU that is now in the public) and reviewed those changes. The sub-committee also noticed that some of the requests and comments raised by the sub-committee had not been implemented. The Coordinating Board is going back through the consolidated document to make revisions and also to provide the committee with context as to why suggestions had not been incorporated into the document. • Language with respect to record retention is one of the primary items for which the sub-committee is requesting rationale. Retention requirements in the prior MOU mimicked the federal Title IV retention guidelines (e.g. active year plus three), while the consolidated MOU retention requirements reflect seven years. Since separating federal aid records from state 	None

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	<p>aid records would be very difficult, the new state language essentially creates a new retention length for federal aid documents, as well. And the requirement reaches beyond financial aid offices, as academic records and other materials would also need to be retained across campuses.</p> <ul style="list-style-type: none"> The sub-committee will need an additional four weeks to review the materials and provide feedback once the agency provides the updated consolidated MOU with the requested feedback and rationale. <p>Discussion: Discussion centered on the records retention requirement; specifically concerns regarding the 7-year retention requirement and to what records the 7-year requirement applied. The committee, the sub-committee, and the agency are all in agreement that this aspect of the MOU is the primary item that needs clarification. The requirement has changed over the past few years (3-year requirement in MOU's that expired in 2016; 7-year requirement in most all of the 1-year extensions that were signed in 2016; 3-year requirement in the initial MOU provided to the sub-committee for review, and then 7-year requirement in the most recent consolidated draft MOU that was routed for review). The underlying cause of the change from a 3- to a 7-year retention length is a change that occurred in statute. The records retention requirement will be reviewed further by the agency and the sub-committee (including their respective General Counsel Offices).</p>	
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<p>G. Update from the Priority Deadline Sub-Committee</p> <p>Chris Murr, FAAC Past Chair</p>	<p>Handouts were distributed to provide members copies of the results from the data collected by the sub-committee.</p> <p>Update:</p> <ul style="list-style-type: none"> Would low income students be disproportionately impacted by a state priority deadline change? <ul style="list-style-type: none"> Based on first-year data, low income students would be more likely to file early. How long should this window of time be left open (typically 2½ months): <ul style="list-style-type: none"> Mid-December would provide a 2½ month open window of time, however; from a high school standpoint, a mid-December priority deadline would be difficult because this time is lost to final exams and vacation. Moving to a mid-January priority deadline would provide a 3½ month open window of time and this would be more ideal for high school outreach efforts. <p>Discussion: Members discussed the reasons that led the committee to recommend a January priority deadline date, rather than December. In addition, the purpose of the state priority deadline was clarified for board members.</p>	<ul style="list-style-type: none"> January 15th of each year recommended as the new state priority deadline date. Charles Puls will deliver this recommendation to the agency and any proposed change will go through the regular Texas Register posting process.

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H. Update from the Data Collection Sub-Committee and Presentation of FY18 FADS Proposal Doris Constantine, Sub-Committee Chair and DeChà Reid, Director, Financial Aid Services	Update: <ul style="list-style-type: none"> FADS FY 2018 draft released for review in February 2017 to: <ul style="list-style-type: none"> Data Collection Sub-Committee members Research and Collection Data Committee at the THECB Vendor (Banner) FAAC Members Feedback should be given to DeChà Reid no later than one week from today (March 2, 2017). Discussion: Members discussed the benefits of combining several reports into one comprehensive report, as well as the methods in which overrides will be handled using the new structure of the FY 2018 FADS report.	None
Agenda Item	Critical Discussion Points	Formal Decision/Action Required
I. Update on FAAC Nomination Timeline Charles Puls, Deputy Assistant Commissioner	Update: <ul style="list-style-type: none"> Terms in office scheduled to end fall 2017: <ul style="list-style-type: none"> Carolyn Mallory Rosario Juarez Melissa Elliott Carl Gordon Harold Whitis Audree Hernandez Discussion: Members are encouraged to advocate with their peers to get actively involved with FAAC.	<ul style="list-style-type: none"> Nomination Timeline: <ul style="list-style-type: none"> Launch nomination process in April 2017. Deadline for nominations is set for May 2017. New member positions to be finalized in August 2017. New member positions will be presented at the September 2017 CAPPS meeting. New member positions will be approved at the October 2017 THECB Board meeting.
Agenda Item	Critical Discussion Points	Formal Decision/Action Required
J. Update on Allocation Timeline Charles Puls, Deputy Assistant Commissioner	Update: <ul style="list-style-type: none"> Allocation Timeline: <ul style="list-style-type: none"> Goal is to start in April (earlier than before): <ul style="list-style-type: none"> Tentative allocation numbers and data used to determine them. Ten-day review period in advance of appropriations. <ul style="list-style-type: none"> If a second review is needed, institutions could have allocation information mid-May at the latest. Once approved, THECB can provide information to institutions: Reallocation Timeline: <ul style="list-style-type: none"> February 21st was the deadline for institutions to encumber program funds (TEXAS Grant, TEOG, TEG, and BOT-Private). All institutions will be notified, once the reallocation process is complete (even those institutions who did not request additional funds during this process). 	<ul style="list-style-type: none"> The ten-day review period for allocation data will occur in April. <ul style="list-style-type: none"> The THECB will provide reallocation information to institutions in mid-March.

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K. Discussion: FERPA's Impact on Disclosing Loan Information Delisa Falks, FAAC Chair	Discussion: <ul style="list-style-type: none"> Suggestions on ways to allow loan information to be disclosed parents of dependent students without violating FERPA: <ul style="list-style-type: none"> Create an avenue on the FAFSA application in which a student can allow parent discussion. Change criteria in FERPA guidelines for dependent students that used parent data to complete the FAFSA; that would allow parent discussion for this population of students. Provide parent access to institutional portals with viewing capabilities only, to view student accounts in a case where a student gives consent. A clear and concise meaning of FERPA is agreed upon. FERPA prohibits the release of any part of a student's "educational record" without a student's permission. 	None

Agenda Item	Critical Discussion Points	Formal Decision/Action Required
L. 4-Year Extension of FAAC Delisa Falks, FAAC Chair	Discussion: <ul style="list-style-type: none"> Current abolishment date of FAAC is October 2017. What are some suggestions that can be presented to the board that would warrant a 4-year extension of FAAC? <ul style="list-style-type: none"> The opportunity to share information helps both the agency and the institution gain a better understanding and make better decisions Discussion regarding legislative proposals and other ideas provides the opportunity to help inform the agency and to help the agency incorporate ideas that can create a greater opportunity for success with these proposals. Current financial aid practitioners can share thoughts on what does and doesn't work across the sectors based on actual day to day experiences. Helping address administrative inefficiencies and identifying key services and how we can make those more efficient and more successful. Serving as student advocates to promote a balance between the statutory/regulatory world and what actually occurs on campuses. Providing an opportunity to influence research and reporting. Additionally, our annual reports outline specific accomplishments that have occurred each year. 	A recommendation to extend the FAAC abolishment date by four years will be submitted.

Agenda Item	Critical Discussion Points	Formal Decision/Action Required
M. Adjournment Delisa Falks, FAAC Chair	<ul style="list-style-type: none"> No further business discussed. Next FAAC meeting set for June 1, 2017. Adjournment at 2:37 pm. 	None



OVERVIEW

Project Success

In partnership with the U.S. Department of Education Federal Student Aid

Bryan Ashton - Director of Student and Institutional Success
THECB Financial Aid Advisory Committee
June 1st, 2017

Challenge on Campus

- Retention challenges fuel student loan defaults
- Finances are the top self-reported reason students leave school
- Institutions need a pre-emptive approach to guide students to wise financial decisions
- Students need expert guidance they can trust

*Students are making life-altering financial decisions,
in a largely uninformed manner, at a time of maximum distraction.*

How We Can Help

- For nearly 40 years TG has delivered trusted financial guidance to students and higher education institutions
- TG provides services for institutions that empower students to navigate the complex financial decisions associated with today's higher education
- TG offers education and support for students who can become at-risk for de-enrollment due to temporary financial burdens and longer term debt



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Texas SB 680 Pilot Program

- Texas Senate Bill which created the “Texas Student Loan Default Prevention and Financial Aid Literacy Pilot Program”
- Foundational base for TG’s Project Success services
- Examples of Institutional Support and Services provided:
 - Default Prevention Plan
 - Financial Literacy and Student Loan Counseling Training
 - Integrated Counseling Messages/Trainings
 - Financial Coaching
 - Reports and Assessment



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Project Success

- Mission: To provide a variety of support services to MSI's whose mission is to educate underserved communities across the nation
- Through collaborative efforts with TG and FSA, MSIs participating in the program will receive customized support aimed at addressing various student and institutional challenges
- The ultimate goal is to reduce financial barriers to re-enrollment, graduation, and loan repayment

No cost to the institution!

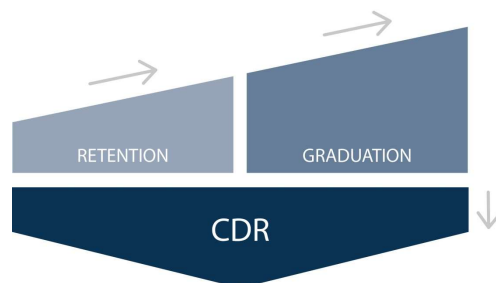
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How it Works

- Providing guidance in navigating financial difficulties can assist with student and institutional metrics
- Addressing issues that impact student financial wellness helps to minimize likelihood of future economic hardship



Improved retention = Improve graduation = Lower CDR

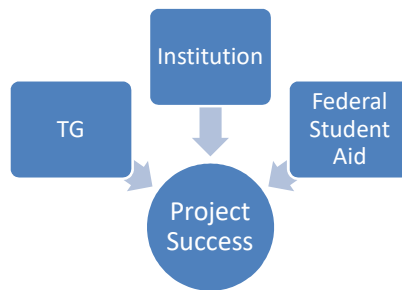
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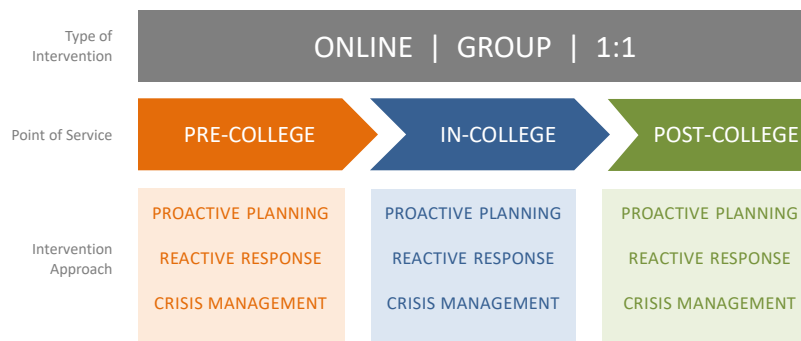
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How it Works

- A “three-pronged” partnership, with each team utilizing their collective resources to address this crisis on campus
- We are here to **support**, not burden an already taxed system with extra requirements and work



Project Success: Service Framework



Value of Institutional Participation

- Project Success helps to produce stronger student outcomes that lead to improvements in retention rates, graduation rates, and cohort default rates (CDR)
- TG and FSA are committed to developing new and innovative support for campuses as a part of this program

Institution Participation

- Support from senior level administration
- Establish an institutional point of contact
 - Liaison between institution, TG, and FSA
- Create an institutional task force
 - Collection of stakeholders related to student finances, services
- Regular communication between stakeholders

QUESTIONS?

Bryan Ashton

Director | 512.219.2844 | bryan.ashton@tgsllc.org



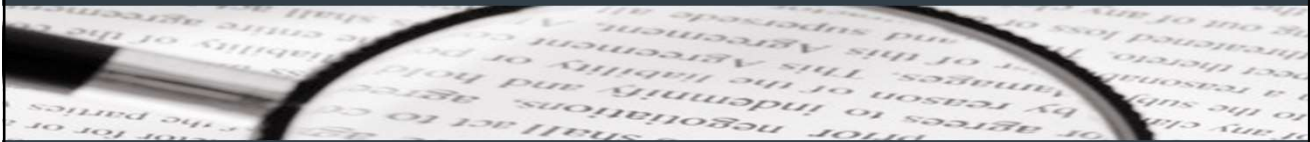
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A Failure to Communicate: How University Idiolect Ignores Underrepresented Postsecondary Students



Zachary W. Taylor
Ph.D. Student in Higher Education Leadership
The University of Texas at Austin

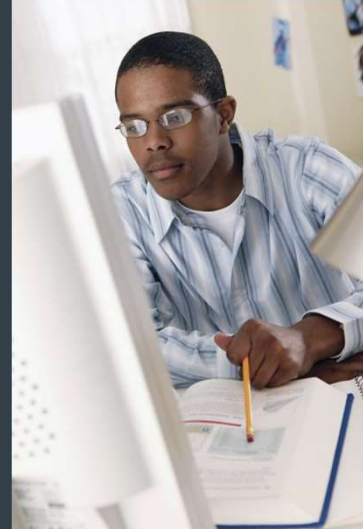
The Problem: Readability

- Among student, first-gen English speaker.
 - 3.0 GPA, 21 ACT
- He and his family couldn't understand U-Minnesota's application instructions.
- Instructions: 16.8th-grade reading level.
- I helped.
- He graduated (UW-M).



The Internet:

- Burdett (2013):
 - Websites leading source of pre-college information for all types of postsecondary students.
- Back to the Hmong student...
 - Are university-authored pre-college materials readable?
 - What semantic/syntactic elements are most problematic?
 - What institutional characteristics predict readability? Does readability predict...?



The Literature: Readability

- Used extensively by U.S. Department of Defense
 - (Carver, 1974; Fry, 1986; Johnson, 1972; Kniffin, 1979; McClure, 1987; Sticht, 1970; Sticht & Zapf, 1976).
- Journalism
 - (Clark, Kaminski, & Brown, 1990; Flesch, 1943; Johns & Wheat, 1978; Nestvold, 1972).
- Healthcare fields
 - (Breen & Catano, 1987; Freda, Damus & Merkatz, 1999; Hendrickson, Huebner, & Riedy, 2006; Ley & Florio, 2007; Lowery & Martin, 1990).
- Insurance industry
 - (Harding, 1967; Kincaid & Gamble, 1977; Walfish & Watkins, 2005).
- K-12 textbooks
 - & Greene, 2014; Fazio & Gallagher, 2014)



Readability and Postsecondary Education

- Textbooks

- (Akinbobola, 2015; Burton, 2014; Cline, 1971; Gecit, 2010; Jitendra, Nolet, Gomez, & Xin, 1999; Peng, 2015; Schneider, 2011; Shepherd, Selden, & Selden, 2011; Tinkler & Woods, 2013).

- **One readability study** related to postsecondary access, equity, and student success (Taylor, 2017).



Theoretical Framework



- Rorty's neopragmatism.
- Language is a tool to overcome societal boundaries; catalyzes freedom.

The Study: Institutions

- U California, U Texas, U Wisconsin
- 30 public, four-year universities.
 - Rationale:
 - Geographic diversity
 - Ethnic/racial diversity
 - Socioeconomic diversity
 - Political diversity
 - Large, centralized systems
 - Common applications
 - Intrasystem transferring



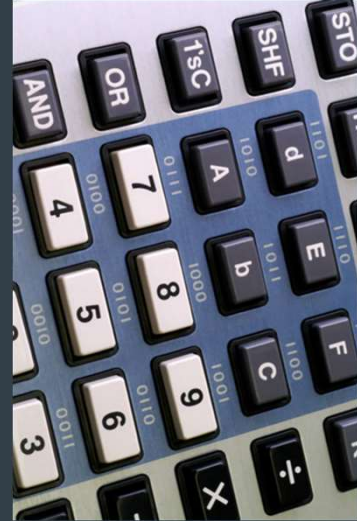
Target Webpages

- 10 webpages focused on new/prospective students.
 - Landing page, institutional information, freshman admission requirements, application instructions, financial aid, scholarships, cost of attendance, course catalog, majors/degrees, residence life.
- Common to each public, four-year institution (slight variations).
- Extracted from each institution's ".edu" web domain (primary sources).



Readability Measures

- Triangulated average of different semantic/syntactic/contextual readability measures.
 - ARI, Dale-Chall, Flesch-Kincaid, FORCAST, Fry, Gunning-Fog, SMOG, LEXILE.
- Rationale:
 - Widely-used (forty decades).
 - Balances semantics/syntax.
 - Measures non-fiction text.



Results: 8 University of Texas System Schools¹

School	LP ²	FREQ	FAP	CC	APP	SCH	COA	MAJ	RES	INFO	AVG.
A1	13.5	9.1	12.1	15.4	8.3	13.0	10.0	7.0	15.6	15.3	11.9
A2	14.2	12.3	14.2	15.5	11.2	15.4	14.3	11.7	9.9	12.9	13.2
A3	12.8	15.4	12.3	15.6	15.2	14.7	11.6	15.8	12.3	15.2	14.1
A4	15.1	12.1	11.7	16.9	13.9	13.6	9.8	13.5	11.0	14.7	13.2
A5	12.9	13.1	10.6	15.5	12.9	14.5	11.5	14.6	11.1	12.0	12.9
A6	13.9	11.5	13.5	15.4	12.6	12.0	12.0	13.4	15.5	13.6	13.3
A7	14.8	11.4	12.5	15.1	13.5	14.1	13.0	13.1	12.6	15.2	13.5
A8	10.1	15.7	12.9	15.9	9.6	12.9	10.1	10.0	14.8	15.4	12.7
Sys. A -	13.4	12.6	12.5	15.7	12.2	13.8	11.5	12.4	12.9	14.3	13.1

1. Readability measures include Automated Readability Index, Flesch-Kincaid Grade Level Measure, FORCAST, Fry Graph, Gunning-Fog Index, Lexile Level, Dale-Chall Measure, and SMOG Measure

2. LP = Landing Page, FREQ = Freshman Admission Requirements, FAP = Financial Aid, CC = Course Catalog, APP = Application/Apply, SCH = Scholarships, COA = Cost of Attendance, MAJ = Majors/Degrees, HOUS = Residence Life, INFO = Institutional Information

For example...

- First paragraph from one institution's introduction:

It is my pleasure to welcome you to (INSTITUTION), a part of the UT System. The (INSTITUTION) is dedicated to students and their academic success. Two national publications, U.S. News & World Report and Washington Monthly, have applauded us. **The Texas Higher Education Coordinating Board recognized us for being the first public university in the state to implement AVID strategies at the post-secondary level.** U.S. News and World Report have ranked us as a Top Tier University for the past four years.

- Semantic readability: 13.3rd-grade reading level
- Syntactic readability: 15th-grade reading level (**1 sentence with 4 prepositional phrases**)
- Assumes contextual knowledge: US News & World Report, Washington Monthly, THECB, AVID, and "Top Tier University" definition.

Financial Aid

- First paragraph from one institution's "Cost of Attendance" page:

Cost of Attendance (COA) includes expenses that are determined by the institution (tuition) and expenses that are flexible based on student choices (room/board, books, transportation costs, and personal expenses). These combined tuition and other expenses represent the entire cost of attendance. Individual expenses will vary based on student-specific majors, living arrangements, and personal spending decisions. Estimated costs for 2016-17 are listed below. See the U.S. Department of Education's College Navigator for trends in prior year costs.

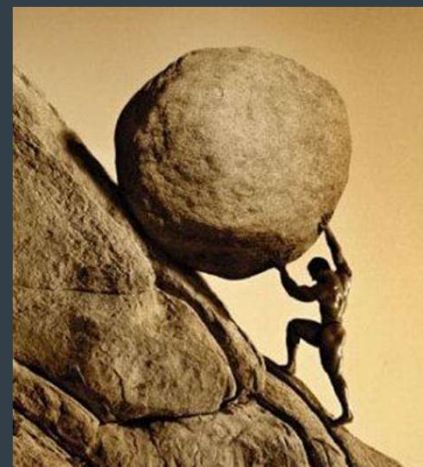
- Semantic readability: 15.9th-grade reading level
- Syntactic readability: 17th-grade reading level (**30-word sentence, 3 parentheticals**)
- Assumes contextual knowledge: tuition, room/board, majors, US Department of Education's College Navigator.

Financial Aid

- Lower on the same “Cost of Attendance” page:
 Room & Board - The average cost per semester to live in the city of (OMITTED) while attending the (INSTITUTION). Actual costs may vary by individual choices related to location and circumstances. The on- and off-campus costs assume a roommate. **Room and board costs will not be adjusted based on individual choices unless there are unusual circumstances for which you successfully appeal.**
- Semantic readability: 14.6th-grade level
- Syntactic readability: 17th-grade level (22-word sentence, 3 prepositions)
- Assumes contextual knowledge: cost, circumstances, unusual circumstances, appeal process (no definition or link).
- Personal pronoun usage: “you” implies student audience.

Concurrent Related Studies:

- ADHD most common undergraduate/graduate exceptional condition.
 - ADHD documentation guidelines written at 15.7th-grade reading level (Taylor, 2017a, in review).
- Undergraduate application fees rising (average \$50).
 - Application fee waiver statements written at 13.3th grade reading level (Taylor, 2017b, in review).
- U.S. graduate schools require 11th-grade reading comprehension from international students (TOEFL score equivalents).
 - Application instructions written at 14.6th-grade reading level (Taylor, 2017)



Immediate Interventions:

- Coach students to use institutional search tools.
- Use bullet points whenever possible.
- Avoid jargon.
- Compose short sentences.
- Differentiate for diverse learning styles.
- Embed video to explain difficult concepts.
- Ask a current student to read/evaluate (UNT).
- Use Google.



Tutorials and Tools

- Good, bad, and the ugly:
 - <https://www.ua.edu/>
- Excellent use of bullet points:
 - <https://www.cmc.edu/admission/first-year-application-instructions>
 - Using embedded video:
 - <http://admissions.berkeley.edu/beberkeley>
- Auditing postsecondary communication:
 - <https://readable.io/text/>
 - If your office uses Microsoft:
 - <http://bit.ly/2oKQeGb>
 - If your office really wants to get into it:
 - <http://www.oleandersolutions.com/ReadabilityStudioFeatures.html>
 - Using Google Translate:
 - <https://oed.wisc.edu/>
 - Search engine optimization:
 - www.google.com, U Florida and U Texas

Thank you and Hook 'Em!



References

https://docs.google.com/document/d/1Wjb7Xs_eAnoLgobfDLtTTZ49mXJP0Imp_64S7PCwF74/edit?usp=sharing

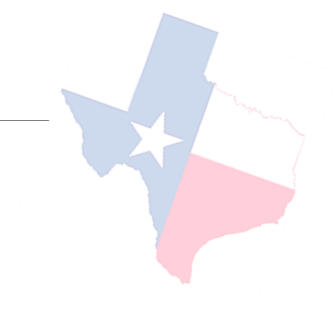


Texas OnCourse

Plan Early. Plan Smart.

JUNE 1, 2017

THECB – FINANCIAL AID ADVISORY COMMITTEE



Texas OnCourse is an initiative of The University of Texas at Austin, in partnership with other institutions of higher education, the Texas Education Agency, the Texas Workforce Commission and the Texas Higher Education Coordinating Board.

THE UNIVERSITY OF
TEXAS
AT AUSTIN





Texas OnCourse empowers students across Texas to plan a clear path to college and career success. Our free, interactive online resources support counselors, advisers and educators and help families and students make informed choices.

The Texas OnCourse program includes:

For counselors, advisers and educators: Comprehensive online professional development and data tools, so they can better guide students and families through complicated issues, including financial aid, entrance exams and career options.

For middle school teachers, students and families: Educational games and activities to plan for life in and after high school. These resources enable students to explore endorsements, careers, and the knowledge, skills and abilities they need to succeed.

WHAT'S THIS GOING TO LOOK LIKE?

Video

Secondary Training

Career Advising

Endorsement Options

Career Literacy

Career Development Theories

Career Clusters & Pathways

Occupational Outlook Information

Education, Training, & Licensing

Postsecondary Advising

Career Interest & Postsecondary Pathways

Types of Institutions & Degrees

Student-Institution Fit

Strategies to Promote Postsecondary Transitions

Awareness of Implicit Bias

Financial Aid Advising

Money Management

Cost of Attendance vs. Tuition

Legislative Requirements & Drafts

Military Education Benefits

Types of Financial Aid & Eligibility Requirements



RECOGNITION FOR YOUR ACCOMPLISHMENTS

Competency-Based Recognition f

MICRO-CREDENTIALS
DIGITAL BADGES



FINANCIAL ADVISING

LET'S TAKE A CLOSER LOOK



CORE COMPETENCIES

Financial Aid: Foundational Knowledge: Demonstrates the counselor/adviser's ability to assist students in understanding the foundational knowledge necessary to complete a federal, state, institutional financial aid, and scholarship applications.

Financial Aid and Scholarship Application Process: Demonstrates the practitioner's ability to assist students in applying for federal, state, or institutional financial aid and scholarships, to address special circumstances that may arise, and to interpret data related to the process.



FINANCIAL AID CORE COMPETENCIES

FOUNDATIONAL KNOWLEDGE

Demonstrates the counselor/adviser's ability to assist students in understanding the foundational knowledge necessary to complete a federal, state, institutional financial aid, and scholarship applications.

BASIC PRINCIPLES OF FINANCIAL AID ADVISING (OBJECTIVES)

1. Identify common sources of financial aid
2. Explain the four types of financial aid
Identify application eligibility requirements for FAFSA, TASFA, and CSS PROFILE
3. Describe the various types of scholarship opportunities
4. Describe common scholarship eligibility requirements
5. Identify information about college finances that a counselor would share in a session or workshop for a specific target audience



FINANCIAL AID AND SCHOLARSHIP APPLICATION PROCESS

Demonstrates the practitioner's ability to assist students in applying for federal, state, or institutional financial aid and scholarships, to address special circumstances that may arise, and to interpret data related to the process.

OBJECTIVES

1. Free Application for Financial Aid (FAFSA)
2. Texas Application for State Financial Aid (TASFA)
3. College Scholarship Service/Financial Aid PROFILE
4. Scholarships
5. National Merit Scholarship Program
6. QuestBridge

Understanding Financial Aid Award Letters

College Cost

Award Letters

Award Letter Analyzer

Satisfactory Academic Progress

Student Loan Default Prevention

Initial Default Prevention

During College Enrollment

After Students Leave College

Consequences of Loan Default

Cumulative Loan Default Prevention

Money Management

Budgeting in College

How to Create a Budget

Engaging Students & Families in the College Finance Process

Planning a College Finances Session

Managing Student Loans and Budgets After College

COLLEGE FINANCES OUTLINE

Texas
OnCourse

ROADTRIP
NATION



 Texas OnCourse

MIDDLE SCHOOL



HIGH
SCHOOL,
COLLEGE &
CAREER
PREPARATION

- COLLEGE & CAREER READINESS
- CAREER PATHWAYS
- ENDORSEMENTS
- DISTINGUISHED LEVEL OF ACHIEVEMENT
- HIGH SCHOOL PERSONAL GRADUATION PLAN



Middle School Resource Development & Delivery

TXOC will deliver the following, through partnerships with districts and schools:

1. A **Growth Mindset Game for Career Exploration** will allow middle school students to explore the knowledge, skills and abilities needed for success in different career paths.
2. An **endorsement navigation tool** will prompt students through a series of questions resulting in a selected endorsement and personal graduation plan to be shared with their counselor and family.
3. **Educator and family guides** will provide detailed guidance for how to incorporate the Texas OnCourse resources into a classroom setting¹ or into family conversations about a child's future.





Endorsement Navigation Tool



Your path. Your life. Graduate ready for whatever comes next.

MapMyGrad.com is here to help you follow what you love, set your path, and get you ready to graduate in a few easy steps.

Check out Texas' new graduation requirements.

Take our quick and fun interest quiz.

Pick your high school classes, step by step.

Print or email your class list for your counselor.


[About](#)
[Connect](#)
[Students & Parents](#)
[Educators](#)

[PILOT LOGIN](#)

Preparing Students for College & Careers

Find the right resources



Students & Parents



Educators



About Texas OnCourse

EN ESPAÑOL



June Giddings, M.Ed june.giddings@Austin.utexas.edu
The University of Texas at Austin
Director, Strategic Partnership and Outreach



@texasoncourse

RELATED CORE COMPETENCY

Financial Aid: Foundational Knowledge: This core competency demonstrates the counselor/adviser's ability to assist students in understanding the foundational knowledge necessary to complete a federal, state, institutional financial aid, and scholarship applications.

Basic Principles of Financial Aid Advising

1. Identify common sources of financial aid
2. Explain the four types of financial aid
3. Identify application eligibility requirements for FAFSA, TASFA, and CSS PROFILE
4. Describe the various types of scholarship opportunities
5. Describe common scholarship eligibility requirements
6. Identify information about college finances that a counselor would share in a session or workshop for a specific target audience

Financial Aid and Scholarship Application Process: This core competency demonstrates the practitioner's ability to assist students in applying for federal, state, or institutional financial aid and scholarships, to address special circumstances that may arise, and to interpret data related to the process.

A. Free Application for Federal Student Aid (FAFSA)

1. Explain the eligibility requirements for federal financial aid applications
2. Identify federal financial aid application deadlines
3. Identify the required documentation for completion of a FAFSA
4. List the steps for obtaining an FSA ID
5. Describe the steps for completing and submitting federal financial aid applications
6. List the steps for verifying the application status using the FAFSA app within the ApplyTexas Counselor Suite
7. Explain the information on a FAFSA confirmation page
8. Explain unique college application documentation requirements related to federal financial aid
9. Explain FAFSA renewal requirements
10. Recommend actions to take related to common special circumstances in the federal financial aid process
11. Identify information about the FAFSA that a counselor would share in a session/workshop for a specific target audience

B. Texas Application for State Financial Aid (TASFA)

1. Identify state financial aid application deadlines
2. Explain the eligibility and requirements for state financial aid applications
3. Identify appropriate information to instruct students and families on completing and submitting state financial aid applications
4. Identify information about the TASFA that a counselor would share in a session/workshop for a specific target audience

5. Recommend actions to take related to common special circumstances in the state financial aid application process
6. Explain unique institution-specific documentation requirements related to state financial aid
7. Identify best practices for verifying and/or tracking a student's state financial aid application
8. Identify all components of a TASFA
9. List required documentation for completing a Texas Application for State Financial Aid (TASFA)
10. Explain the TASFA verification and renewal requirements

C. College Scholarship Service/Financial Aid PROFILE (CSS/Financial Aid PROFILE)

1. Identify institutional nonfederal financial aid deadlines
2. Identify student eligibility for completing a CSS/Financial Aid PROFILE application
3. List required documentation for completion of a CSS/Financial Aid PROFILE
4. Describe the steps for completing and submitting nonfederal financial aid applications
5. Identify all components of a CSS/Financial Aid PROFILE
6. Explain the eligibility requirements for nonfederal financial aid application fee waivers
7. Recommend actions to take related to common special circumstances in the nonfederal financial aid application process
8. Explain the CSS/Financial Aid PROFILE verification process
9. Compare the required financial components of the CSS/Financial Aid PROFILE and FAFSA
10. Identify information about the CSS/Financial Aid PROFILE that a counselor would share in a session/workshop for a specific target audience

D. National Merit Scholarship Program

1. Explain the National Merit Scholarship Program Procedures
2. Explain entry requirements associated with the National Merit Scholarship Program
3. Describe the National Merit Scholarship Program recognition categories and selection process
4. Identify all components of the National Merit Scholarship Application
5. List types of available merit scholarship awards and their associated characteristics
6. Explain the additional recognition and scholarship opportunities associated with the National Merit Scholarship Program
7. Identify information about the National Merit Scholarship Program that a counselor would share in a session/workshop for specific target audience
8. Identify potential National Merit Scholars

E. QuestBridge

1. Describe the QuestBridge National College Match program
2. Explain the eligibility requirements for the QuestBridge application
3. Identify all components of the QuestBridge application
4. List required documentation and information needed to complete a QuestBridge application
5. Describe the steps for completing and submitting the QuestBridge application
6. Explain the QuestBridge early application policy
7. Describe the QuestBridge application follow-up procedures
8. Describe the QuestBridge recommendation process
9. Identify information about the QuestBridge application that a counselor would share in a session/workshop for specific target audience



THE CHALLENGE

Despite improvement over the last several years, almost 80% of the 329,095 students who began 8th grade in 2004 had not received a certificate or degree from a Texas college or university within six years of their high school graduation date.* The Texas Legislature responded to this gap in achievement with HB 5, creating career pathways for high school students, and HB 18, directing resources to advancing college and career knowledge, and initiating the work of Texas OnCourse. *Texas OnCourse is being developed as the nation's most comprehensive initiative for improving college and career advising in secondary schools.*

BEST IN CLASS RESOURCES

Texas OnCourse (TXOC) will release the following resources in August 2017:

1. Online Competency-Based Learning Opportunities for Counselors and Advisers

TXOC will release 28 online competency-based modules that enable educators to earn micro-credentials related to college and career advising. These online modules will be freely accessible to educators throughout the state, and counselors and advisers can earn stipends for demonstrating professional expertise. Pilot testing with a representative group of over 2000 counselors and advisers, fall 2016 through spring 2017, ensures the offerings effectively serve the needs of the community.

2. High School, College and Career Preparation Resources for Middle School Students

With the introduction of high school endorsements, middle school students make important curricular decisions that affect their eligibility for certain college and career paths. Through Spring 2017, TXOC is testing the following tools with students in classrooms across the state, from the largest urban school district to small rural districts:

- An endorsement navigation tool that prompts students through a series of questions to generate personalized high school endorsement and graduation plans that can be shared with counselors and families
- A career exploration game developed in partnership with MIT and the Institute for Applied Neuroscience that allows students to explore the knowledge, skills and abilities needed for success in various career paths (*counselor training and testing with game prototype launched January 30*)
- An online career interview portal that exposes students to the educational and career pathways of professionals from leading industries across the state (*design phase underway with selected partner*); and
- An educator and family guide with guidance about how to incorporate TXOC resources into classroom or family conversations about a child's future.

3. Data Visualization Tools for Counselors and Advisers

By leveraging Texas' educational data repository, TXOC is creating college data analysis and visualization tools that promote evidence-based advising. Examples include tools that visualize endorsement selection statewide and predict the probability of admission to college based on a student's academic preparation.

Visit us on the web at: texasoncourse.org or
on Twitter at: @texasoncourse

Email Director of Design Implementation,
Laura Chrisco at:
laura.chrisco@austin.utexas.edu



*Source:
"Higher Ed Outcomes: Tracking
Eighth-Graders' Post-Secondary Success," Texas Tribune, goo.gl/DOPxE7

EARLY RESPONSES TO TEXAS ONCOURSE

In the fall of 2016, **400 counselors and advisers** participated in the first Texas OnCourse pilot. Participants completed modules in FAFSA, Apply Texas and The Common Application.

Of those who responded to the post-survey:

- **94%** of participants agreed that the modules are of *high quality*, with 86% reporting that they strongly agree/agree.
- **87%, 92% and 97%** of participants respectively, agreed that the FAFSA, Apply Texas and Common Application modules *included information they did not know*.
- **98%** of participants agreed that each module *contained practical information* that they can use in their current position.

PILOT COUNSELORS SAY:

"Overall, I would say this is an excellent tool that I wish I had when I started over a decade ago. I believe it should be integrated as a new counselor training requirement. Keep up the good work!!!"

"The OnCourse modules are well-done and informative. I really like the frequent, short assessment method in the FAFSA course."



PARTNERSHIPS

Texas OnCourse works in close partnership with Governor Greg Abbott's Tri-Agency Workforce Initiative, multiple Texas colleges and universities including Texas Tech and Rice, counselors and advisers representing all twenty education service centers, multiple educator professional organizations, chambers of commerce and employer organizations, and leading national organizations and experts. To date:

- Partnered with **TX Higher Education Coordinating Board**, **TX Education Agency**, and **TX Workforce Commission** to build on the work of the **Tri-Agency Workforce Initiative**.
- Validated target competencies and curriculum in an initial needs assessment of over 1800 counselors, advisers and administrators representing all education service centers;
- Engaged educators from more than 40 percent of Texas school districts in the design and development process through surveys, individual consultations, focus groups and local, district and regional meetings.
- Receive ongoing feedback and guidance from **TXOC advisory committees**, which include practitioners, content experts, business, industry and educational leaders and state agency commissioners among others;
- Partnered with **Texas Tech** to contribute to career advising content, and collaborating with the Tri-Agency Workforce initiative to ensure the TXOC modules accurately reflect their findings.
- Organizing a group of deans and faculty members from **Schools of Education** across the state to define a strategy for assigning graduate school credit to TXOC microcredentials and other opportunities for partnership.
- Collaborating with the **Education Arcade at MIT** and the **Institute for Applied Neuroscience** to design a unique college and career exploration game for middle school students to prepare for upcoming high stakes academic decisions, including endorsement navigation and high school course enrollment.
- Utilizing **Texas Advanced Computing Center's** (TACC) Visualization Lab to design and build data visualization dashboards, using the P-20/workforce data repository.
- Established formal partnership with THECB and TEA to secure data from the **National Student Clearinghouse** (NSC) on Texas high school graduates' out-of-state postsecondary enrollment.
- Selected the **American Institutes for Research** (AIR) to conduct a third-party evaluation of Texas OnCourse to ensure that the online training for educators and the instructional resources for middle school students are effective at achieving their intended outcomes.

Texas OnCourse is being developed as the nation's most comprehensive initiative for improving college and career advising in secondary schools.



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PARTNERSHIP OPPORTUNITIES

Research and Development Partners

Middle School R&D Partners will: receive early access to TXOC resources, free of cost; provide critical feedback to improve our offerings; and share data on student users for research purposes.

Take your first step toward R&D Partnership by completing our interest form: goo.gl/hkCkeW

Resource Partners

Middle School Resource Partners will receive access to TXOC resources in August 2017, free of cost; and allow TXOC to access data on student users for research purposes. Resource Partners are not required to provide the same level of program-shaping feedback as R&D Partners.

Take your first step toward Resource Partnership by completing our interest form: goo.gl/BkHZuh

Counselor and Adviser Training Pilot Partners

Our pilot partners use and provide feedback on selections from our 28 modules focused on career pathways, postsecondary pathways and financial aid in preparation for an August launch.

Take your first step toward Training Pilot Partnership by completing our interest form: goo.gl/ZYFktL

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*Source:
"Higher Ed Outcomes: Tracking
Eighth-Graders' Post-Secondary Suc-
cess," Texas Tribune, goo.gl/DOPxE7

A. **Right to Audit; Records Retention:**

Performing Agent understands that acceptance of funds under this Agreement, or indirectly through a subcontract under this Agreement, acts as acceptance of the authority of the State Auditor's office, THECB or any successor agency, as well as any external auditors selected by the State Auditor's office, THECB or any auditors selected by the United States (collectively referred to as "Audit Entities"), to conduct an audit or investigation in connection with those funds. Performing Agent further agrees to cooperate fully with the above parties in the conduct of the audit or investigation, including promptly providing all records requested. Performing Agent will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Performing Agent and the requirements to cooperate is included in any subcontract it awards.

Performing Agent shall maintain its records and accounts of all transactions related to state and federal student financial aid according to applicable state and federal law and Performing Agent's records retention schedule in a manner which shall assure a full accounting for all funds received, disbursed, and expended by Performing Agent. These records and accounts (which includes all receipts of expenses incurred by Performing Agent) shall be retained by Performing Agent and made available for inspecting, monitoring, programmatic or financial auditing, or evaluation by THECB and by other authorized by law or regulation to do so for a period of not less than seven (7) years from the date of the completion of the Contract Period or the date of the receipt by THECB of Performing Agent's final claim for payment of final expenditure report or until a resolution of all billing questions in connection with the Contract, whichever is later. These records and accounts shall include, but are not limited to, general Performing Agent and program-specific record-keeping requirements in accordance with Federal Student Aid Title IV regulations (USOE, 34 CFR 668.24).

If an audit has been announced, the records shall be retained until such audit has been completed or not less than 7 years from the date of completion of the agreement, whichever is later. Performing Agent shall make available at reasonable times and upon reasonable notice, and for reasonable periods, all documents and other information related to the Financial Aid Programs provided in this Agreement. Performing Agent and any subcontractors shall provide any Audit Entities with any information the entity deems relevant to any monitoring, investigation, evaluation, or audit.

Financial Aid Outcomes of the 85th Texas Legislature (Regular Session)



John Wyatt
Director of External Relations

Status of the 85th Legislature

- The 85th Texas Legislature ended its Regular Session on Monday, May 29.
- Governor Abbott has until June 18 to sign or veto bills passed during the regular session.
- The Governor may call one or more special sessions of the Legislature to address specific items.

Budget Outcomes

Program	FY16-17	FY18-19	Difference
TEXAS Grants	\$714.98M	\$786.46M	\$71.5M
TEOG (CC)	\$86.47M	\$88.47M	\$2.0M
TEOG (State/Tech)	\$7.52M	\$7.52M	\$0
TEG	\$192.3M	\$171.81	-\$20.5M
Work-Study	\$18.81M	\$18.81M	\$0
TASSP	\$5.34M	\$2.67M*	-\$2.7M
B-on-Time (Public)	\$63.52M	\$18.16M**	-\$45.4M
B-on-Time (Private)	\$19.2M	\$7.28M**	-\$11.9M
Top 10% Scholarship	\$18.2M	\$3.22M**	-\$15.0M

*Legislative intent is to make both renewal and initial year awards in FY18-19.

**Funding sufficient to serve renewal students only.

Policy Outcomes

Legislation Adopted by the 85th Legislature:

- **Loan Information:** SB 887 requires institutions to provide students at least annually certain estimates regarding the student's education loan obligations in an electronic form. The bill applies beginning with the 2018-2019 academic year.
 - Status: Signed by Governor on May 27
- **TASSP:** HB 66 allows elected officials to appoint replacement should their TASSP recipient lose eligibility. SB 49 allows elected officials to appoint an alternate should their nominee fail to meet initial eligibility. HB 1117 broadens ROTC requirement to include other undergraduate commissioning programs.
 - Status: HB 66 and HB 1117 signed on May 29; SB 49 sent to Governor

Policy Outcomes

Legislation Adopted by the 85th Legislature:

- **Veterans Student Aid:** HB 846 states a public or private institution may not impose additional fees or burdens on a student eligible for military-related student financial assistance programs. Institutions must allow such student to delay payment of tuition and fees if their military-related assistance is delayed less than 60 days.
 - Status: Sent to the Governor on May 30
- **Foster Care:** HB 928 charges DFPS and school districts to assist children in foster care with transitioning to higher education, including applying for financial aid. HB 2537 requires high school counselors to advise students regarding the availability of vouchers and tuition and fee waivers for current and former foster care students.
 - Status: HB 928 and HB 2537 sent to Governor on May 27

Policy Outcomes

Legislation NOT Adopted by the 85th Legislature:

- **Tuition Set-Aside Repeal:** SB 18 would have repealed the designated tuition set-aside requirement and created a new grant program for institutions that lowered their tuition.
 - Status: SB 18 passed Senate, left pending in House committee
- **TEXAS Grant:** SB 885 would have enacted CB recommendations regarding lifetime SCH eligibility.
 - Status: SB 885 passed Senate committee
- **TEOG:** SB 886 would have enacted CB recommendation on TEOG for community college baccalaureate students. HB 653 would have enacted all CB recommendations.
 - Status: SB 886 passed Senate committee; HB 653 passed House on May 4.

Policy Outcomes

Legislation NOT Adopted by the 85th Legislature:

- **Texas WORKS:** SB 1467 would have implemented CB recommendation on creating a centralized, off-campus internship program through work-study.
 - Status: Passed Senate and House in different forms.
- **Returning Students Grant:** SB 1103 and HB 2290 would have created a grant program at public and private universities for students over 25 with previous credit AND not receiving any other state-funded financial aid.
 - Status: SB 1103 not acted on in committee. HB 2290 passed House committee.
- **Hazlewood Exemption:** The Legislature did not enact any changes to the Hazelwood Exemption.
- **Affidavit Students:** The Legislature did not enact any changes to financial aid eligibility for affidavit students.