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STUDENT SUPPORT

Milestone 2: Applying Context to Texas

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Charge of the Student Support Workgroup

Understand trends in student success, including regional and demographic variations.

Gain an understanding of strategies, policies, and supports that increase access and completion for different students.

Explore the alignment and limitations of the current financing model in advancing student success efforts.

Advance considerations for how to support and encourage student success practices through a CC financing model.

2

TOPICS COVERED

01 Report of Fundable Operating Expenses (RFOE)

02 Texas HB 3 K12 Finance Overview

03 Reforms/ Innovations:
- Texas Success Center/ Texas Pathways
- Dallas County Promise/ Regional Talent Networks

04 State Funding Models: IN, OH, TN

REPORT OF FUNDABLE OPERATING EXPENSES

OVERVIEW

- Study expenses at community colleges, Texas State Technical College (TSTC), and Lamar State Colleges each year
- Used by THECB to recommend formula funding rates and levels/ calculate costs for each instructional discipline
  - Expenses made by institutions for instruction and administration from all unrestricted funding including appropriated general revenue, tuition, other educational and general revenue and tax revenue
  - Reported by instructional discipline and expenses for admin (institutional support, student services, library, instructional, administrative)

ANALYSIS

- Increasing gap in statewide average costs and annual funding rate
- Variation in costs between locations and discipline
- Limited consistency in how institutions report services under certain categories (e.g., student supports).

HB 3 AND K-12 FINANCE

- **Compensatory education (base)**
  - **Includes adjustment for poverty**
- **Focuses on outcomes**
  - **Requires CCMR plans**
  - **Disaggregated goals**
- **Funding Bonus for CCMR**
  - **Bonus is higher for Economically Disadvantaged Students + Special Education Students reaching CCMR**
- **Exam Reimbursement**
  - **Reimbursement for 1 industry certification per student**
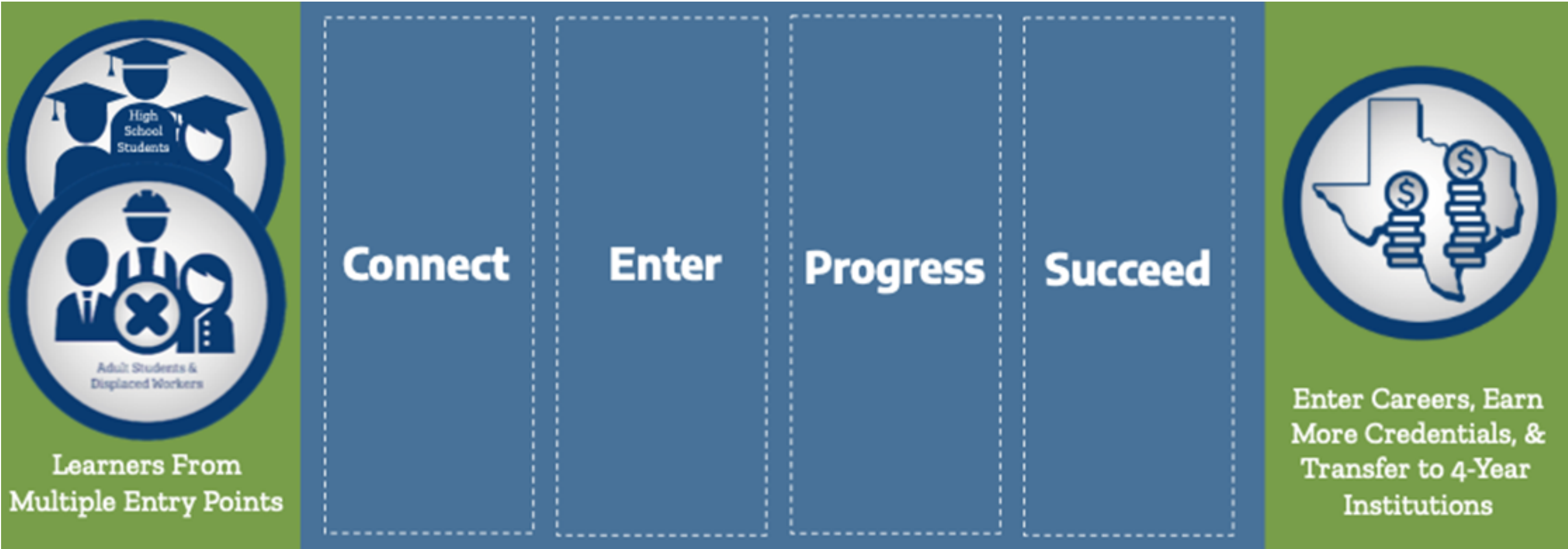 - **Reimbursement for SAT/TSIA**

TEXAS SUCCESS CENTER/ TEXAS PATHWAYS

TEXAS PATHWAYS

TRUE initiative:

Aligning Pathways Framework with high-demand career pathways & credentials

- **Smaller schools may lack capacity to apply for grants**

Pathways:

Commitment from all 50 CC's to scale essential practices of Texas Pathways.

- **Systemic whole college reform**
- **Significant improvement on measures – closing gaps**
- **Significant funding from philanthropy and alignment to success points**

7

DALLAS COUNTY PROMISE/ TALENT REGIONS MODEL

- **Focused on reducing barriers and increasing support**
  - **Readiness**
  - **Advising**
  - **Application/FAFSA support**
  - **Alignment to Workforce demand**
- **HB 2030 (2021): would have established a competitive outcomes-based grant program to support regional collaboratives focused on the enrollment and success of students from low-income backgrounds.**

TX & OTHER STATE MODELS

State	Components	Funding Breakdowns	Allocation Approach	Other Considerations
Texas	Contact Hour Success Points Core Operations	79% CH 17% SP 4% Core	Proportional Distribution	Weights associated with different SPs have changed over time
Indiana	Base (historical) & Outcome	7% outcomes (5% reallocation of base; 2% new)	Rewards improvement in outcomes	
Ohio	Course Completion & Success Metrics & Degree Completion	50% course completion 25% success points 25% degree completion	Proportional allocation model based on total outcomes	
Tennessee	Outcomes	85% outcomes 15% O & M	Proportional allocation based on improvements in outcomes	Some variability in weights allowed to reflect mission

State	Enrollment	Student Persistance	Completion	Priority Degree	Other	Student Premium
Texas	Contact Hour	College Ready College English College Math 15, 30 CH	Degree, certificate, or transfer	Critical Field Degree or Certificate Transfer	N/A	No
Indiana	No	15 CH 30 CH	15-29 CH Certificate 1 year Associate Degree	Stem Degree Metric	N/A	At-Risk Student Completion Metric (Pell Students)
Ohio	Course Completion	College Level English College Level Math 12, 24, 36 CH	30+ CH Cert. Associate Degree Transfer with 12 CH	No (though cost is a factor)	N/A	Pell, Adult, Racial/ Ethnic Minority/ Academically underprepared
Tennessee	No	12, 24, 36 CH	Certificates Associate Degrees Transfer with 12 CH	No	Dual Enrollment Job Placements Workforce Training Awards Per 100 FTE	Adult, low-income, academically underprepared

STUDENT SUPPORT: CONSIDERATIONS

- Adjust base funding/contact hour funding for student demographics (similar to K12 concentration adjustment)
- Expand access and equity in dual credit
  - Develop a state plan and goals for access, outcomes + funding components
- Continue funding for TRUE based on track record and workforce needs in the state w/ seed money for starting up programs (small school capacity)
- Give CC's the ability to do Capital Construction Assistance Projects (CCAPs) to cover start up costs for workforce programs

11

STUDENT SUPPORT: CONSIDERATIONS CONTINUED

- Increase and modify outcomes-based funding/ student success points
  - Support collaboration, outreach, and support for students
  - Incent beneficial practices (pathways, co-req., structured dual enrollment, transfer)
  - Align to workforce needs (micro-credentials/workforce credentials/dual credit workforce credentials)
  - Include adjustments for student needs/ demographics (e.g., Pell-eligible to align with FAFSA requirement in HB3)
  - Incorporate a more empirically informed "point" structure (such as cost-based)
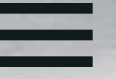
THANK YOU

ADDITIONAL COMMENTS