SEPTEMBER 12, 2022

TEXAS COMMISSION ON COMMUNITY COLLEGE FINANCE

Presentation of Draft Recommendations
CONTENTS

01 State Funding for Outcomes
   Chairman Woody Hunt

02 Student Support
   Dr. Brenda Hellyer

03 Workforce Education
   Dr. Mark Escamilla

04 College Operations
   Dr. Steve Head
# Texas Commission on Community College Finance

Chairman Woody Hunt

## SUMMARY OF DRAFT RECOMMENDATIONS

<table>
<thead>
<tr>
<th></th>
<th>STATE FUNDING FOR OUTCOMES</th>
<th>AFFORDABILITY FOR STUDENTS</th>
<th>INVESTMENTS IN COLLEGE CAPACITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1 Develop modern finance model that distributes state funding based on measurable outcomes</td>
<td>2.1 Increase funding for Texas Educational Opportunity Grants and link state performance measures between TEOG and TEXAS Grants</td>
<td>3.1 Provide one-time seed grants for programs in high-demand fields that meet regional and state workforce needs</td>
</tr>
<tr>
<td></td>
<td>1.2 Ensure community colleges can access foundational levels of funding through state-funded guaranteed yield</td>
<td>2.2 Provide financial aid for dual credit for economically disadvantaged students</td>
<td>3.2 Support and facilitate shared services and stronger inter-institutional partnerships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3 Expand partnerships among colleges and private employers for paid work-based learning opportunities</td>
<td>3.3 Update state policies to help colleges provide high-quality non-credit credential programs that are convertible and stackable with credit-bearing programs</td>
</tr>
</tbody>
</table>
STATE FUNDING FOR OUTCOMES

Chairman Woody Hunt
1.1 OUTCOMES FUNDING

Develop a modern community college finance model that distributes the majority of state funding based on measurable outcomes, aligned with regional and state workforce needs and state goals for Building a Talent Strong Texas.

Funding levels should be based on individual colleges' current outcomes and specified fixed dollar amounts for:

1. **Credentials of value**: degrees, certificates, and other credentials from credit and non-credit programs that equip students for continued learning and greater earnings.

2. **High-demand fields**: credentials of value awarded in fields and sectors that are critical to the Texas economy.

3. **Transfer success**: students who transfer to 4-year universities.
1.2 GUARANTEED YIELD

Ensure community colleges across Texas can access foundational levels of funding for instruction and operations through a state-funded guaranteed yield for colleges with low taxable valuations.

Calculation should include adjustments for:

1. Higher costs of educating students who need additional support services (low-income, academically underprepared, adults who want to reskill/upskill)

2. Higher operating costs for smaller colleges
   - Colleges receiving additional state funds would participate in shared services or inter-institutional partnerships
STUDENT SUPPORT

Dr. Brenda Hellyer
Increase funding for Texas Educational Opportunity Grants (TEOG) and link state performance measures for eligible students served through TEOG at two-year institutions and TEXAS Grants at universities.

Establish state goal of supporting at least 70% of qualified low-income college students in pursuing credentials of value at public institutions of higher education.

Provide colleges greater flexibility to meet needs of non-traditional students pursuing credentials of value, including non-credit and short-term programs.
Considerations for targeted financial aid for dual credit:

1. **Administration by THECB**, with support from TEA, for dual credit courses that apply towards academic or workforce program requirements.

2. Incorporation of a **uniform tuition rate** for dual credit courses set annually by THECB to ensure equitable access for high school students across the state.
WORKFORCE
EDUCATION

Dr. Mark Escamilla
2.3 WORK-BASED LEARNING

Expand partnerships among colleges and private employers for **paid work-based learning opportunities** (e.g., work-study, apprenticeships, and internships related to students’ programs of study), utilizing strategic framework developed by the Tri-agency Workforce Initiative.

Work-based learning is a proven strategy to provide **financial support** while giving students opportunities to develop skills through **real work experiences**.

State should **leverage existing federal funding** and provide **targeted state support** for programs through colleges developed in partnership with employers.
Conducting a state crosswalk of non-credit to credit courses and programs will:

1. Improve transferability of workforce education courses across institutions and throughout students’ pathways

2. Facilitate and improve the mobility of credit awarded for students’ prior work experience

3. Advance Tri-Agency Workforce Initiative efforts to clarify and streamline educational and career pathways

3.3 NON-CREDIT CREDENTIAL PROGRAMS

Update state policies, and build upon the recent work by individual colleges, to help community colleges across the state provide high quality non-credit credential programs that are convertible and stackable with credit-bearing programs.
COLLEGE OPERATIONS

Dr. Steve Head
3.1 START-UP FUNDS

Provide one-time seed grants for programs in high-demand fields to support community colleges in rapidly standing up or expanding programs to meet regional and state workforce needs.

- Grants would be administered through THECB, in consultation with TWC.
- Priority should be given to short-term workforce programs developed in partnership with employers.
- Insights from the Texas Reskilling and Upskilling through Education (TRUE) program can inform how seed grants are designed and distributed.
3.2 SHARED SERVICES

Support and facilitate shared services and stronger inter-institutional partnerships to improve operational efficiency and expand the range of academic and workforce programs offered.

Shared services might include:

- Support for inter-institutional partnerships
- Master service agreements
- State technology infrastructure

EXAMPLE

Institutions leverage other institutions’ online courses so students can stack courses, credits, and credentials that smaller colleges would be unable to offer on their own.
THANK YOU