JUNE 21, 2022

STUDENT SUPPORT

Milestone 2: Applying Context to Texas

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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.
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

Learners From Multiple Entry Points

Connect  Enter  Progress  Succeed

Enter Careers, Earn More Credentials, & Transfer to 4-Year Institutions
**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
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

<table>
<thead>
<tr>
<th>State</th>
<th>Components</th>
<th>Funding Breakdowns</th>
<th>Allocation Approach</th>
<th>Other Considerations</th>
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</thead>
<tbody>
<tr>
<td>Texas</td>
<td>Contact Hour</td>
<td>79% CH</td>
<td>Proportional</td>
<td>Weights associated with different SPs have changed over time</td>
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<tr>
<td></td>
<td>Success Points</td>
<td>17% SP</td>
<td>Distribution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Core Operations</td>
<td>4% Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana</td>
<td>Base (historical) &amp; Outcome</td>
<td>7% outcomes (5%</td>
<td>Rewards improvement</td>
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<tr>
<td></td>
<td></td>
<td>reallocation of</td>
<td>in outcomes</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>base; 2% new)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio</td>
<td>Course Completion &amp; Success Metrics &amp;</td>
<td>50% course</td>
<td>Proportional</td>
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<tr>
<td></td>
<td>Degree Completion</td>
<td>completion</td>
<td>allocation model</td>
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<tr>
<td></td>
<td></td>
<td>25% success points</td>
<td>based on total</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>25% degree completion</td>
<td>outcomes</td>
<td></td>
</tr>
<tr>
<td>Tennessee</td>
<td>Outcomes</td>
<td>85% outcomes</td>
<td>Proportional</td>
<td></td>
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<td></td>
<td></td>
<td>15% O &amp; M</td>
<td>allocation based on</td>
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<td></td>
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<td></td>
<td>improvements in</td>
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<td></td>
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<td></td>
<td>outcomes</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Some variability in weights allowed to reflect mission</td>
</tr>
<tr>
<td>State</td>
<td>Enrollment</td>
<td>Student Persistence</td>
<td>Completion</td>
<td>Priority Degree</td>
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</tr>
<tr>
<td>Texas</td>
<td>Contact Hour</td>
<td>College Ready College English College Math 15, 30 CH</td>
<td>Degree, certificate, or transfer</td>
<td>Critical Field Degree or Certificate Transfer</td>
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<tr>
<td>Indiana</td>
<td>No</td>
<td>15 CH 30 CH</td>
<td>15-29 CH Certificate 1 year Associate Degree</td>
<td>Stem Degree Metric</td>
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<tr>
<td>Ohio</td>
<td>Course Completion</td>
<td>College Level English College Level Math 12, 24, 36 CH</td>
<td>30+ CH Cert. Associate Degree Transfer with 12 CH</td>
<td>No (though cost is a factor)</td>
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<tr>
<td>Tennessee</td>
<td>No</td>
<td>12, 24, 36 CH</td>
<td>Certificates Associate Degrees Transfer with 12 CH</td>
<td>No</td>
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</table>

**TX & OTHER STATE MODELS**
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
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