

Funding Partners Meeting

May 16, 2023



Texas Success Center

tacc.org/tsc

Welcome

Ray Martinez III, J.D.

President & CEO, Texas Association of Community Colleges

Cynthia Ferrell, Ph.D.

Vice President & Executive Director, Texas Success Center



Texas Association of Community Colleges

Dedicated to social and economic mobility, we advocate for state policy and support community college reform strategies that will empower Texans to rise out of poverty and achieve better life outcomes.



Math Pathways

AACC Pathways Project

HB5

Reverse
Transfer

Board of
Trustees
Institute

AVID

New College Readiness Assessment

Completion by Design

Texas Postsecondary and Career
Counseling Initiative (HB18)

Intensive Bridge Programs

Texas College Access Network

Mandatory Degree Plan

Pathways Project

TX CC Developmental
Education Initiative

GradTx

State Appropriations
for ABE Alignment

GenTx

Early College High Schools

**Texas Association of
Community Colleges**

Texas Success Center



Texas Student Success Policies & Initiatives

Achieving the Dream

DE Accountability Measures

Student Success Points

Texas Completes

Texas Common Application

Gulf Coast Partners
Achieving Student Success

4x4 High School Degree Program

Developmental Education
Demonstration Project

State Appropriations for DE

Student Success By the Numbers

Accelerated
Dev. Ed.

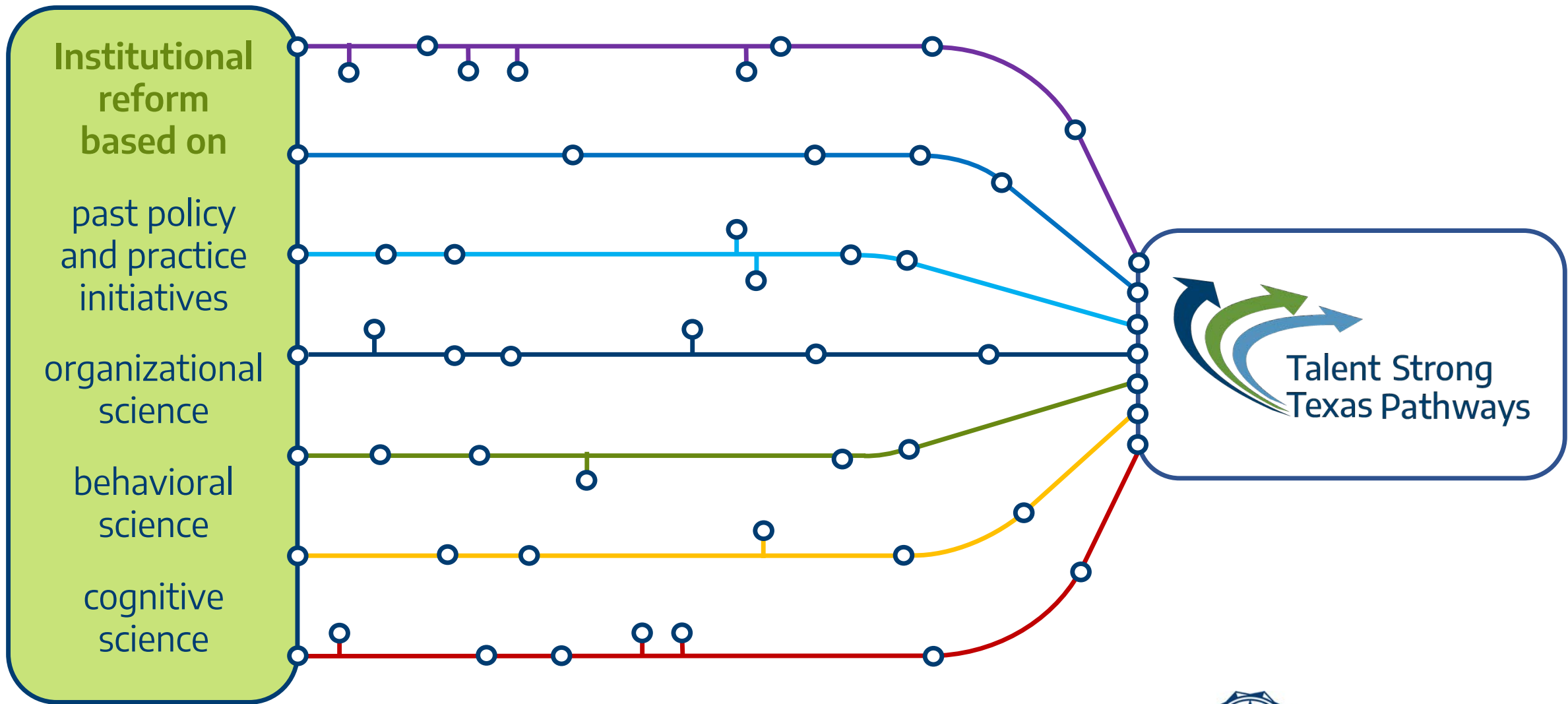
Fields of Study

Common Core

Texas Course
Redesign Project

Developmental
Education
Initiative

The Texas
Network



Meeting Agenda

- **TACC Policy Advocacy**
 - Redesigning the Way Community Colleges are Funded
 - DEI Pending Legislation
- **TSC Talent Strong Texas Pathways**
 - Workforce & Education Partnerships
 - Belongingness & Wellness



Texas Success Center



Texas Association of
Community Colleges

Redesigning the Way Community Colleges are Funded & DEI Pending Legislation

Ray Martinez III, JD

President & CEO, Texas Association of Community Colleges



Texas Association of
Community Colleges

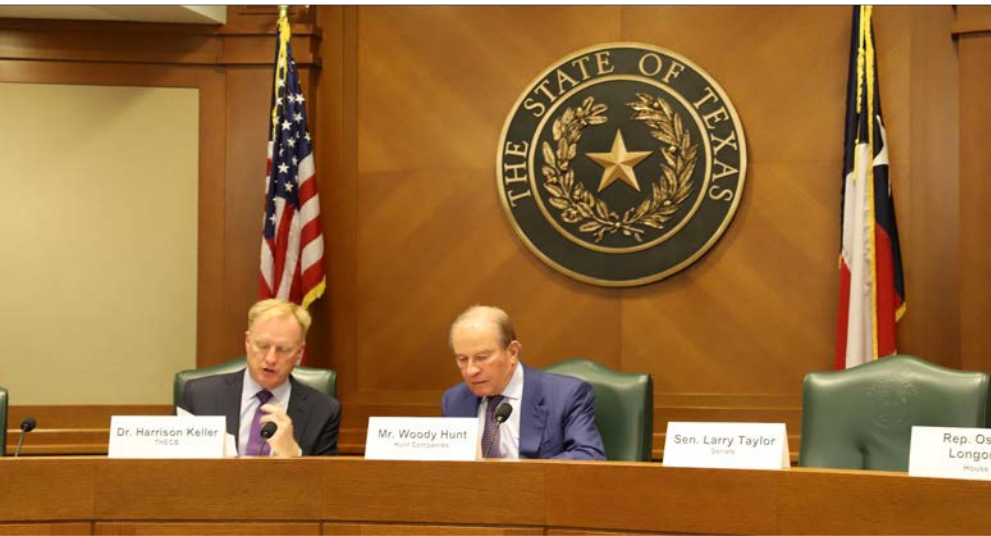
The Future of Funding: Implementing House Bill 8

Ray Martinez III, J.D.
President & CEO



Texas Association of
Community Colleges

Texas Commission on Community College Finance



- **Inaugural meeting** – November 15, 2021
- The full Commission met a total **7 times**
- Commission broke into **three workgroups** to further explore topics:
 - College Operations
 - Student Supports
 - Workforce Policy
- **Final report timeline:**
 - **September 12, 2022** – Commission issued first draft of report
 - **October 18, 2022** – Commission presented updated draft and unanimously approved the recommendations
 - **November 17, 2022** – Final report published and made public
- **Texas Legislative Session started January 10, 2023**

Three Buckets of Commission Recommendations



**State Funding for
Outcomes**

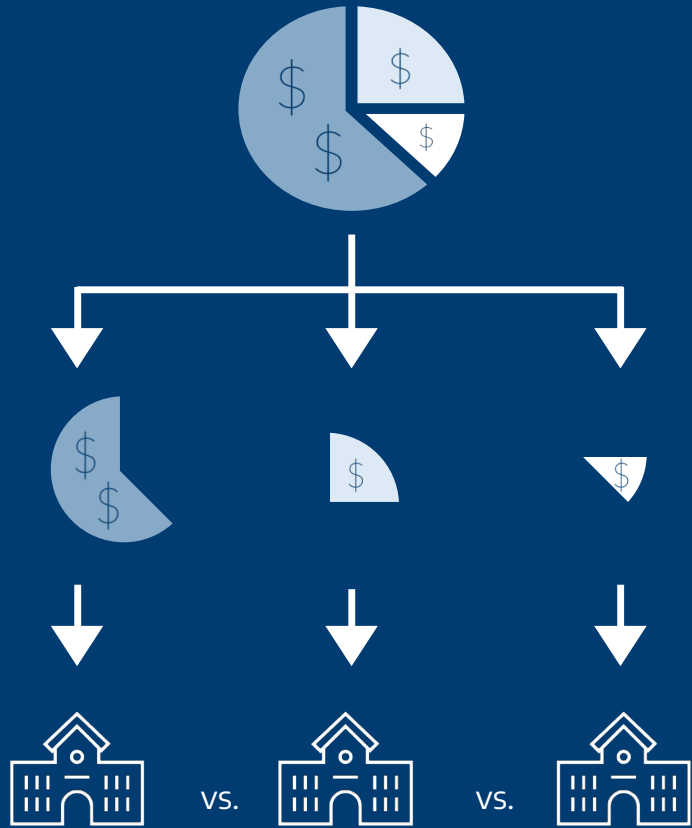


**Affordability for
Students**

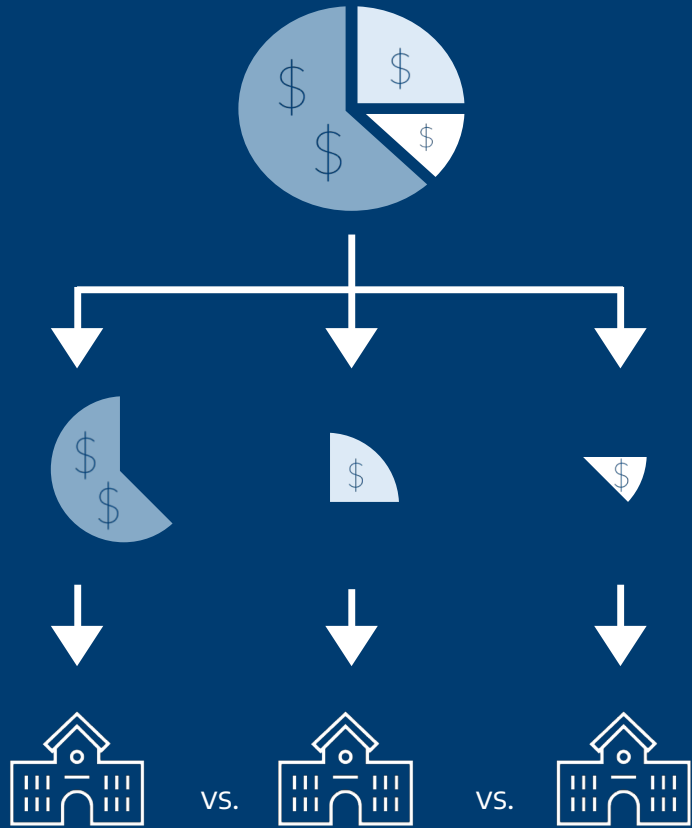


**Investments in
College Capacity**

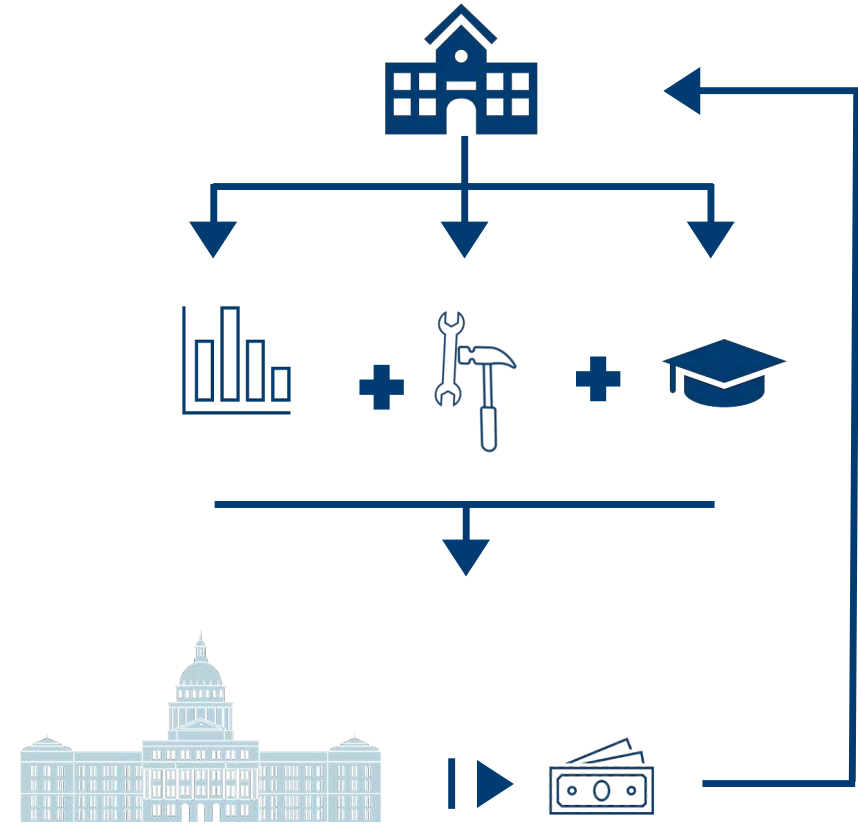
Static Formula



Static Formula



Dynamic Formula



This is a **historic opportunity** to transition from a funding model that is static and merely redivides the same pie, to one that provides colleges with predictable funding based on outcomes.

Three Buckets of Commission Recommendations



**State Funding for
Outcomes**



**Affordability for
Students**



**Investments in
College Capacity**

Three Buckets of Commission Recommendations



**State Funding for
Outcomes**

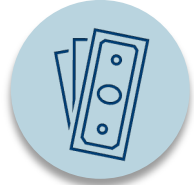
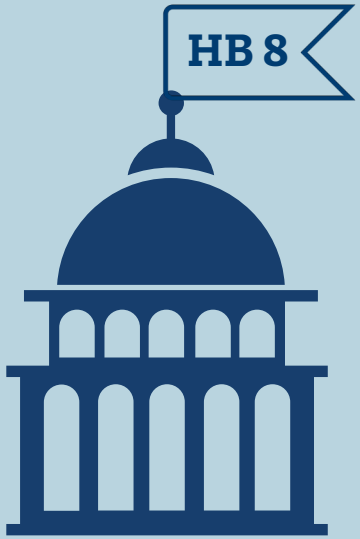


**Affordability for
Students**



**Investments in
College Capacity**

Key Components of Legislation



Financial Aid for Swift Transfer (FAST)

A new financial aid program that would allow “educationally disadvantaged” students to enroll in dual credit classes at no cost to them.



Shared Services

Encourages public junior colleges to participate in institutional collaborations that help students afford college, complete credentials, and transfer.



Performance Tier

The funding level that constitutes the majority of state funding and is comprised of measurable outcomes.



Base Tier

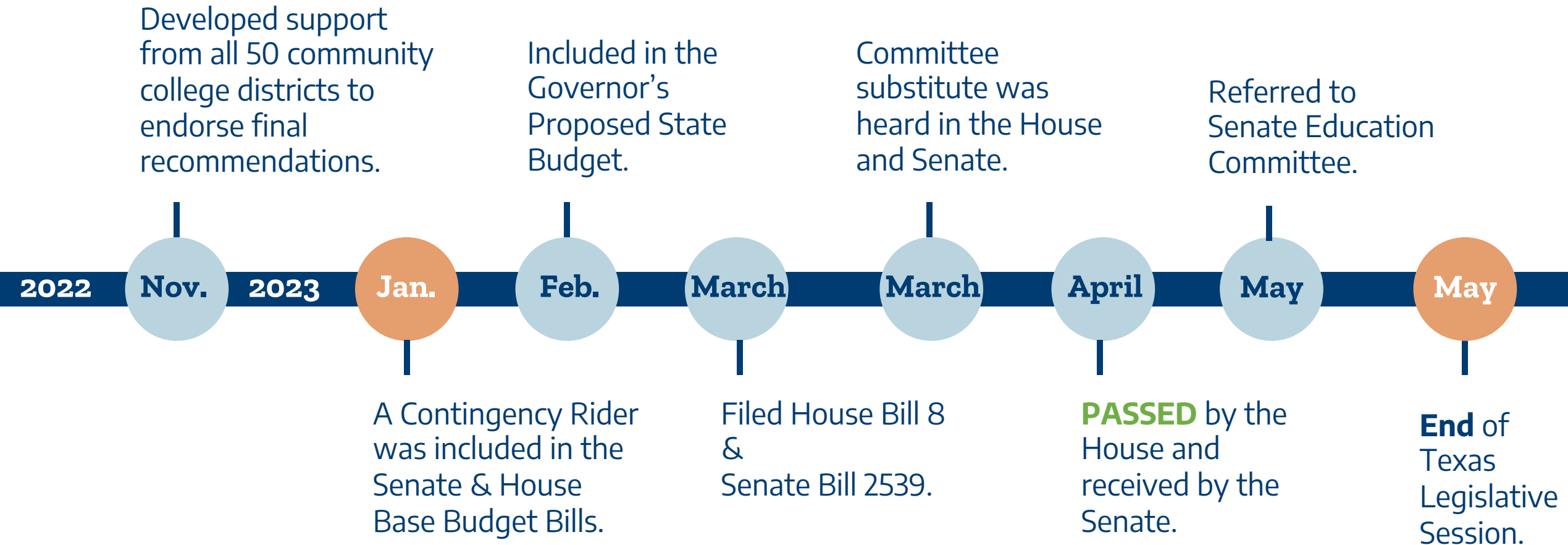
The funding level that ensures each public junior college has access to a defined level of funding for instruction and operations.



Community College Advisory Committee

A group of community college leaders that will provide advice and council to the Texas Higher Education Coordinating Board during implementation.

Where are we today?



Texas Higher Education Coordinating Board: Rulemaking Timeline for House Bill 8

Timeline provided at the first meeting of the
Community College Workgroup Meeting –
April 19, 2023.

May - July

The first set of rules implemented by THECB will be **emergency rules**. These rules will only be in place for a six-month period.

The first draft will need to be completed by **July 14, 2023**, for an August approval.

No public comment period.

August

Special called THECB Board Meeting to adopt emergency rules.

Emergency rules in place until January 2024.

Aug. - Jan.

Regular rules are developed by THECB.

Regular rules will have public comment period.

January '24

THECB Quarterly Board Meeting adopts regular rules.

Regular rules in place through end of 2023-2024 academic year.

March '24

New set of regular rules developed for 2024-2025 academic year.

NEXT STEPS: IMPLEMENTATION

Redesigning the Texas community college story.



VISUALIZATION

Understand the rulemaking process and timeline. Imagine a concurrent education path that runs parallel to the work of the new Community College Advisory Committee.



STAKEHOLDERS

Identify the different stakeholders - internal and external - that will be critical for college implementation and public policy.



ROADMAP

Create a strategic path that provides stakeholders with education opportunities and creates a community.



RESOURCES

Build out collateral that stakeholder customize in their own efforts of local implementation.

INITIAL TIMELINE

The **Texas Association of Community Colleges (TACC)** is a comprehensive membership association representing a diverse mix of 48 public community college districts across Texas. TACC's primary mission is to serve as the voice of Texas' public two-year colleges, with a particular focus on funding and policy issues, at both the state and federal levels.



Texas Success Center



Community College Association of Texas Trustees



Texas Higher Education Coordinating Board



Texas Association of Community Colleges



THECB RULEMAKING: EMERGENCY RULES

TSC: PATHWAYS INSTITUTE



MAY

JUNE

JULY

AUG.

SEPT.

OCT.

NOV.

TACC:
101 WEBINAR
HOUSE BILL 8

TACC: POSITION
SPECIFIC WEBINARS

TACC:
CEO SUMMER
MEETING

TACC:
STATE
ALLOCATIONS

TSC: LEADERSHIP ACADEMY

CCATT: LEADERSHIP SEMINAR

CCATT: ANNUAL CONFERENCE

THE ROLE OF PHILANTHROPY

HOUSE BILL 8
IMPLEMENTATION

SAVE THE DATE

JUNE 7, 2023

2:00 – 3:00 PM CT

VIRTUAL CONVERSATION

CO-HOSTED:



**PHILANTHROPY
ADVOCATES**
a COLLABORATION with EDUCATE TEXAS



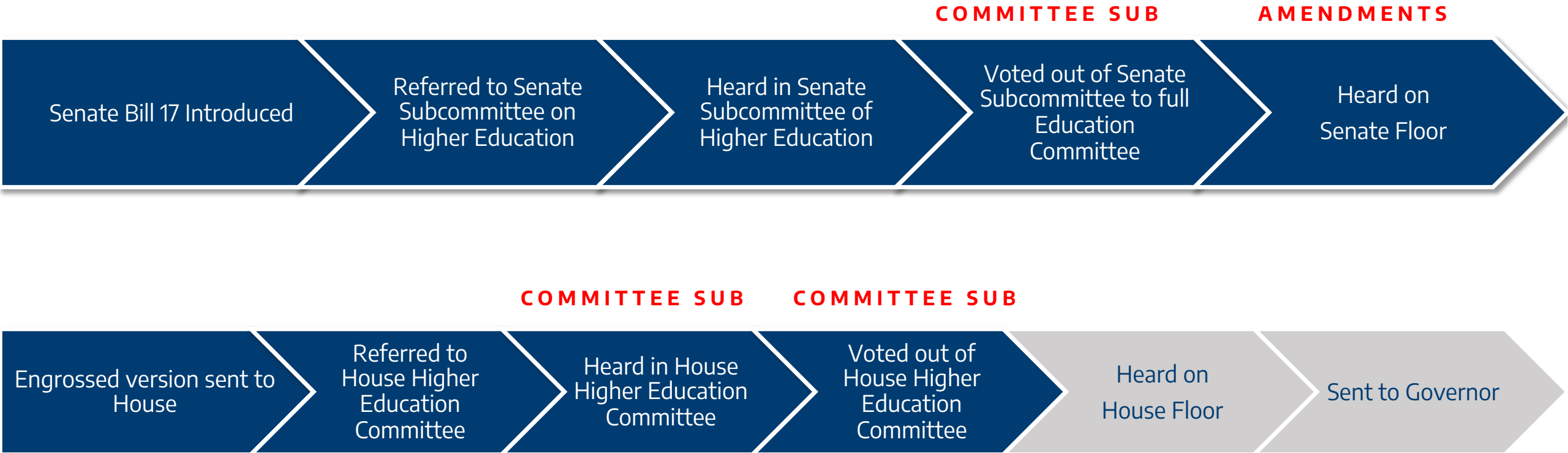
**Texas Association of
Community Colleges**

**Texas Higher
Education**
COORDINATING BOARD

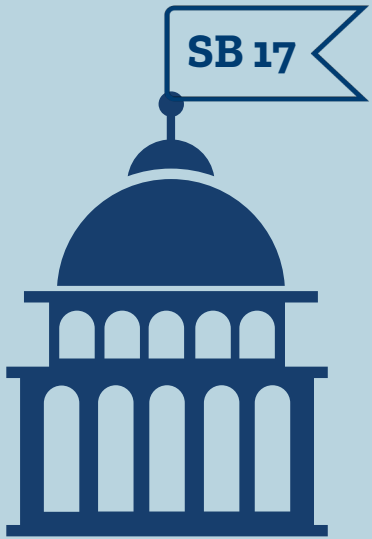


Texas Success Center

Senate Bill 17 – House Committee Substitute



Senate Bill 17 – House Committee Substitute



The committee substitute added language from **Senate Bill 16**, though watered down to just include a requirement that higher education institutions must be committed to intellectual inquiry. The language regarding “compelled” beliefs has been removed.



The committee substitute removed language requiring a **CEO search** to be comprised of a majority of an institution’s governing board.



The committee substitute allows for DEI office or programs to **comply with grants or contracts** from the federal government, private entities, nonprofit organizations, or an accreditation agency.



The committee substitute **removes the regular review** of DEI policies by the state auditor and removes the explicit ability for individuals to bring a cause of action against the institution for violating provisions of the bill.



The committee substitute still requires an **annual report to the Texas Higher Education Coordinating Board** certifying compliance in the previous year with the statute before spending state funds, but there is no longer a financial penalty specified.

Thank you



For further information, please visit:

Texas Association of Community Colleges
<https://tacc.org/>

Ray Martinez III, J.D.

ray.martinez@tacc.org

512-653-3331

Talent Strong Texas Pathways

Cynthia Ferrell, Ph.D.

Vice President, Texas Association of Community Colleges, and
Executive Director, Texas Success Center

tacc.org/tsc



Texas Success Center

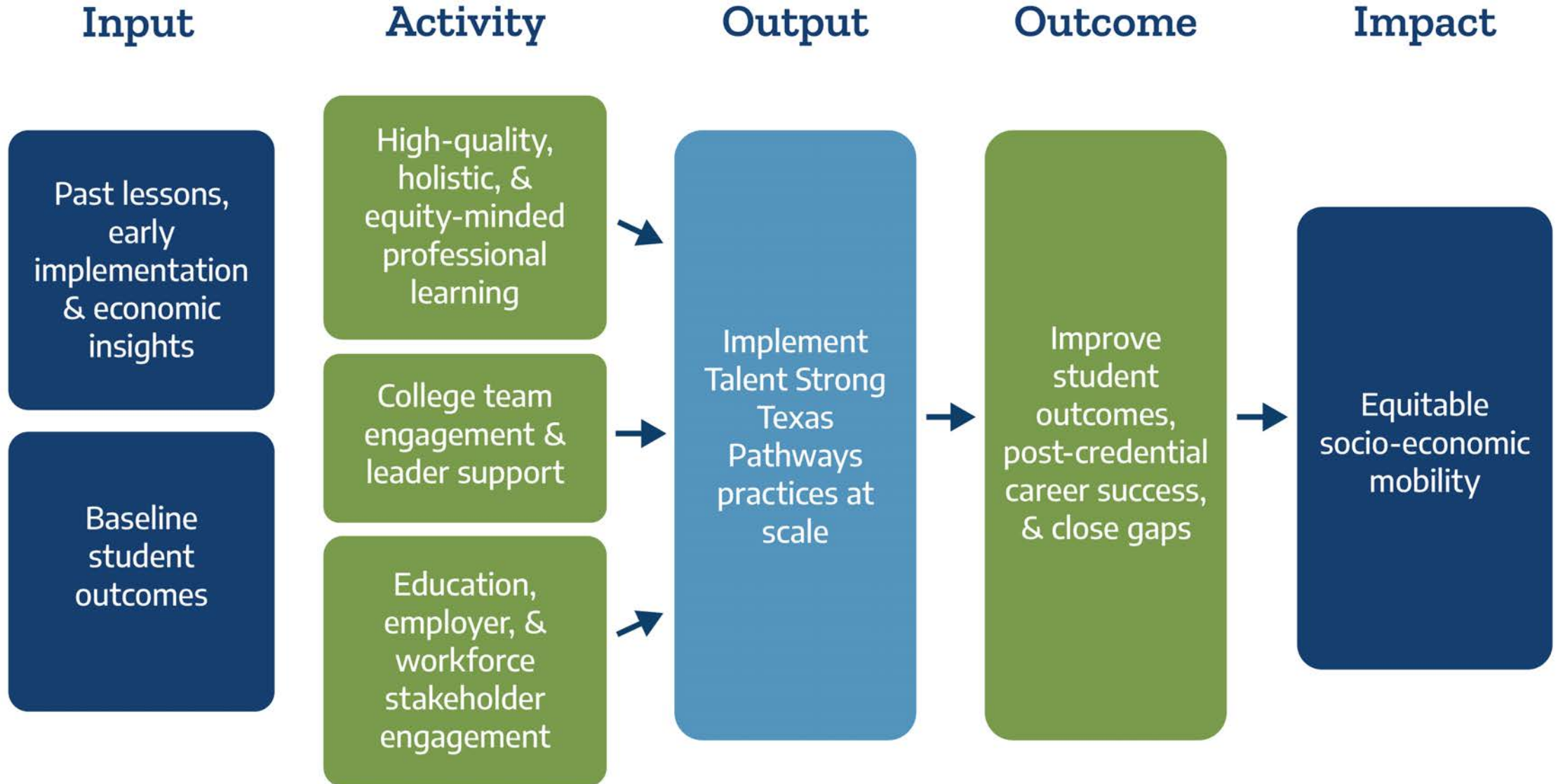
Texas Success Center Grounding Principles

Texas Pathways is not the next in a long line of discrete reforms, but rather a framework that unifies a variety of career- and equity-focused reform elements around a single centralized statewide strategy.

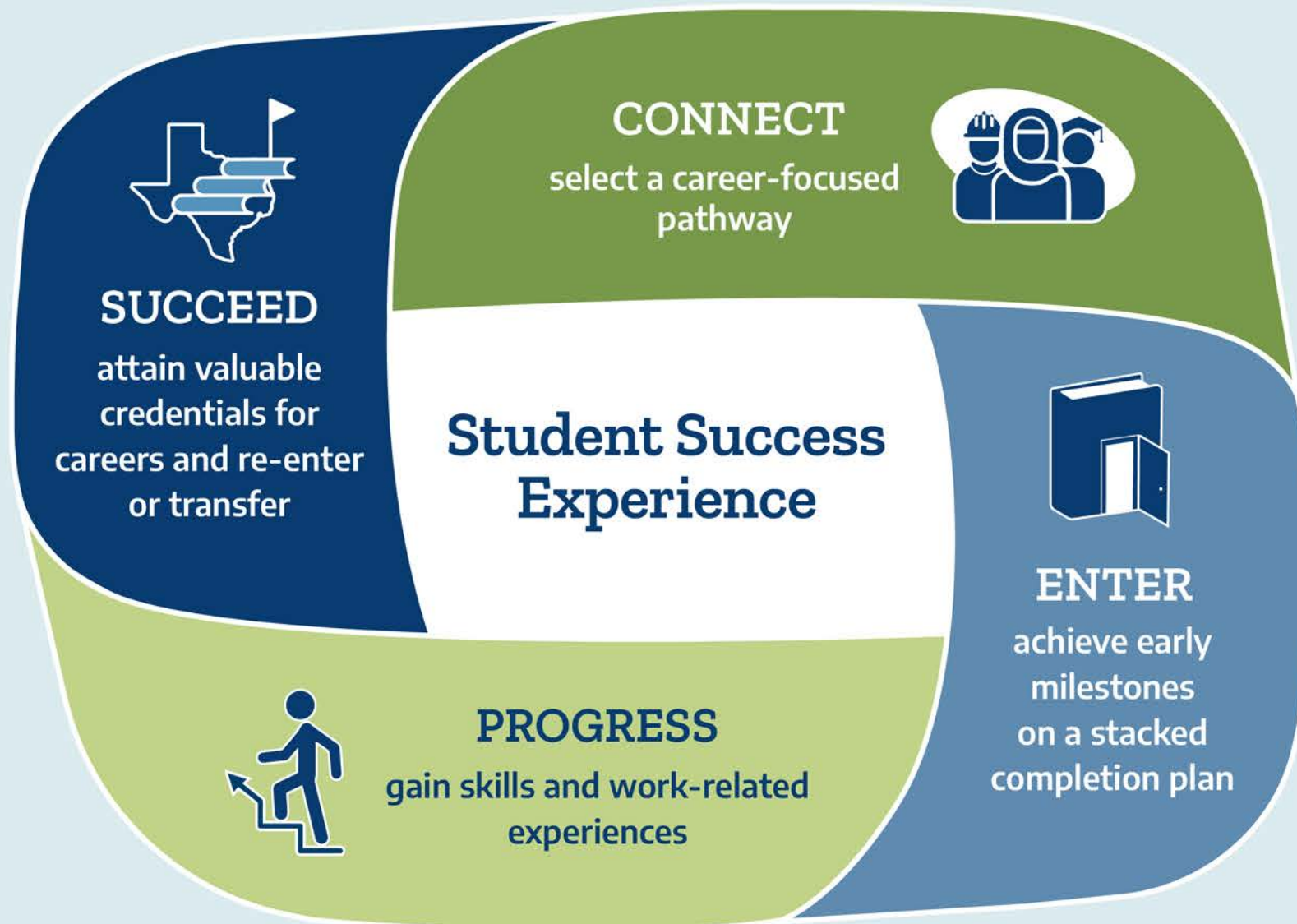
All Texas colleges' program redesigns systemically address the entire student experience, rather than to just one segment of it (such as developmental education or advising).

The redesign process starts with student end career goals and “backward maps” stacked programs and supports to ensure that students thrive in employment and education at the next level with no excess credit or time.

Theory of Change



Talent Strong Texas Pathways Framework





Talent Strong Texas Pathways

Four Pillars of Essential Practices

1

Map pathways to student end goals

Employer-informed maps from multiple entry & reentry points to completion, transfer, & valuable careers

2

Help students choose and enter a pathway

Academic and social integration & career-focused onboarding to promote college-level success in the 1st year

3

Keep students on their pathway

Proactive supports to improve completion & transfer, enhance belongingness, & address students' basic needs

4

Ensure students are learning

Active & work-based learning with culturally responsive teaching aligned with careers & further education

Success

Accomplishment and
Self-Fulfillment Needs
Students' Career Goals
Socio-Economic Mobility

Belonging
& Wellness

Psychological,
Basic & Safety Needs

Talent Strong Texas Pathways

Martha Ellis Ph. D.
Senior Pathways Lead

tacc.org/tsc



Texas Success Center

Texas Success Center's Pathways Coaches



Dr. Eileen Baccus



Ed Bowling



Dr. Martha Ellis



Dr. Jo-Carol Fabianke



Dr. Linda Garcia



Dr. Maria Harper-
Marinick



Dr. Tina Hart



Krista O'Neill



Dr. Mary Rittling



Laura Rittner



Dr. Teresa Leyba Ruiz



Dr. Stephanie Sutton



Dr. Linda Watkins



Dr. Linda Welsh



Dr. Ted Wright

Collaboration for Leading TSTP

- CEO Leadership Roundtable
- Texas Association of Chief Academic Officers and State Association Leaders
- Leadership Academy
- English Language Learners





Leadership in Advancing Excellence for Equitable Student Outcomes

A Data-Informed Vision and Reform Agenda

Josh Wyner, Executive Director, College
Excellence Program

TPI CEO Roundtable, April 13, 2023

**COLLEGE
EXCELLENCE
PROGRAM**
◆ aspen institute

The CEO's Role in Transformational Teaching & Learning

Focus on Human Capital Strategy

Josh Wyner, Executive Director,
College Excellence Program
Vice President, the Aspen Institute

**COLLEGE
EXCELLENCE
PROGRAM**
◆ aspen institute



State Association Leads

Quarterly Meeting
May 4, 2023



Texas Association of Chief Academic Officers

Quarterly Meeting
May 2, 2023





Texas Success Center



Leadership Academy for Student Success

English Language Learners



Talent Strong Texas Pathways

Workforce & Education Partnerships

tacc.org/tsc



Texas Success Center



Employers Value Texas and Rely on Strong Talent Pathways



**CEOs Voted Texas the
Best State For Business
19 Years in a Row**

The State of Higher Education 2023

Breaking down the barriers to
student enrollment and retention



Adults Value and Rely on Community Colleges to Help Get Good Jobs

Top Reasons Unenrolled Adults Consider Enrolling

1. To obtain knowledge or skills
2. Personal fulfillment or achievement
3. Help getting a better job
4. Pursuing a more fulfilling career
5. Makes me a more competitive job candidate

Associate Degrees and Short-term Credentials are
still the most common pathway

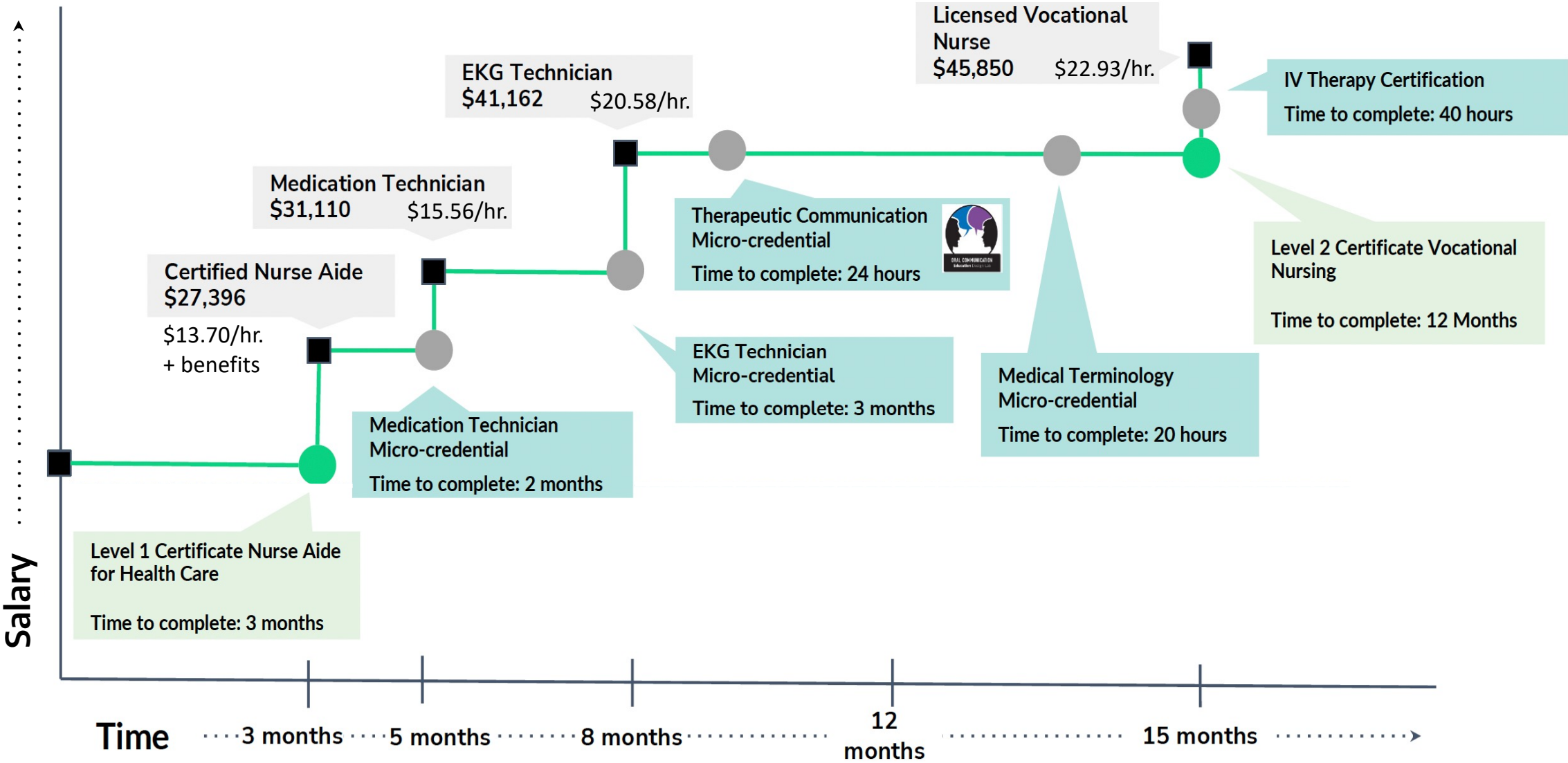
Mobility Strategy Success

accomplishments; favorable
outcomes of
attempts or endeavors;
self-actualization

A wide variety of students from multiple entry points **reaching their end goals** of valuable careers by earning a series of career-focused credentials along clearly defined and aligned continuing/technical/transfer education pathway.



Nursing Micro-Pathway

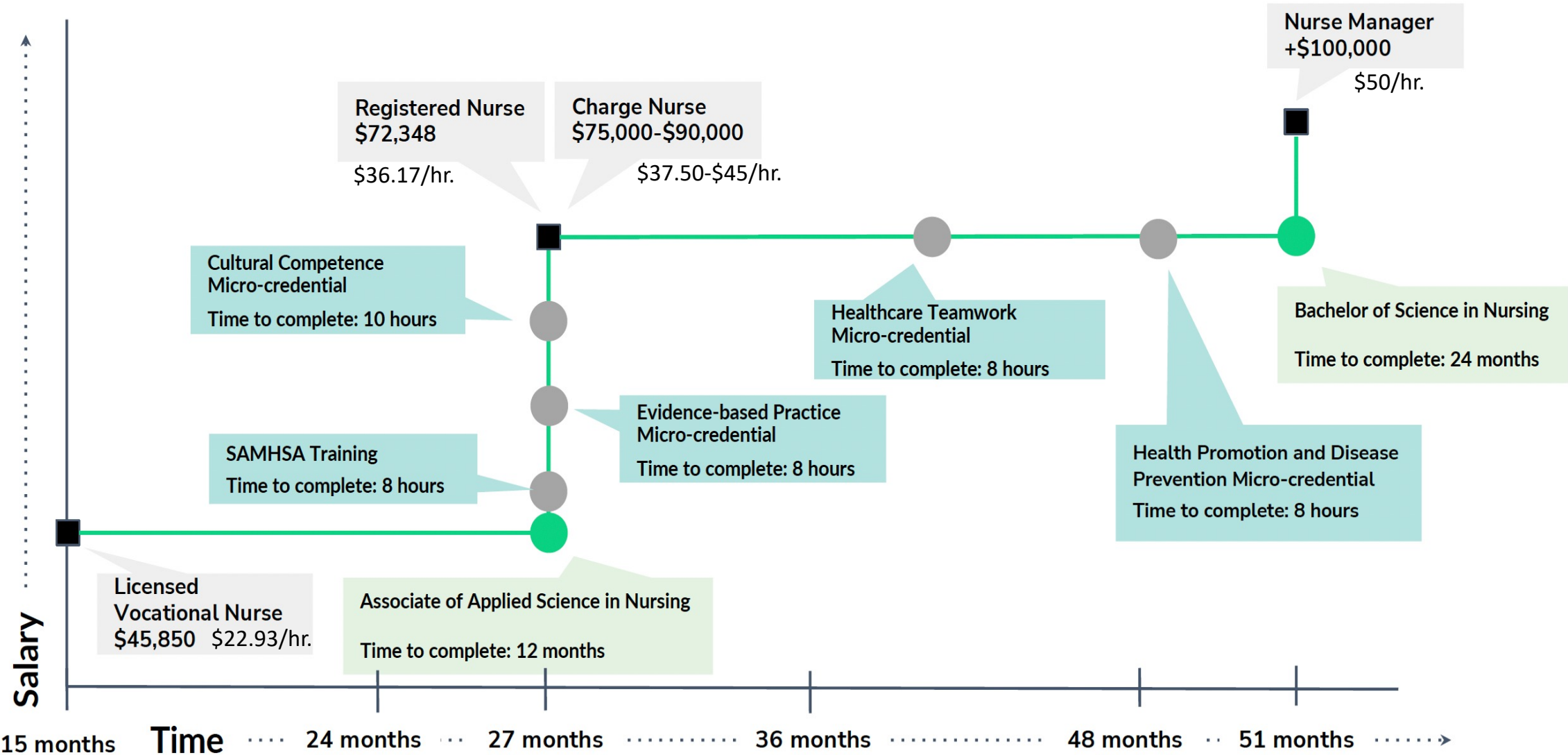


Ariana
Store
Cashier
\$10 hour
\$20,000
annually

Nursing Micro-Pathway



Ariana
A skilled nurse reaching her goals



New Directions: Workforce Training for a Talent Strong Texas



Amarillo College®

Tamara Clunis, Ph.D.

Vice President, Academic Affairs, Amarillo College
Senior Developmental and Adult Education Lead, Texas Success Center

tacc.org/tsc



Texas Success Center





Fast Lane

Career Accelerators

Industry Certificates
Portable Micro-Credentials

REMEMBER TO BUCKLE UP!



Legacy Lane



Traditional Degree Programs

PLEASE DRIVE SLOWLY





Autonomous Lane

Digital-Only Learning
Experiential Learning
Intergenerational Learning



NO SPEED LIMIT



Fast Lane

Career Accelerators
Industry Certificates
Portable Micro-Credentials

SLOW TRAFFIC KEEP RIGHT



Legacy Lane

Traditional Degree Programs



PLEASE DRIVE SLOWLY



NO EXCUSES 2025

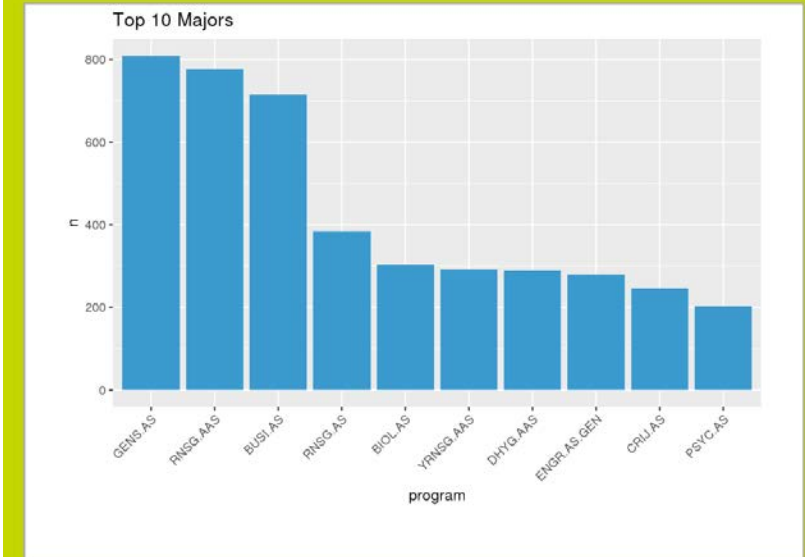
New Directions: Training Programs for a Talent Strong Texas



Data Elements for Credentials of Value

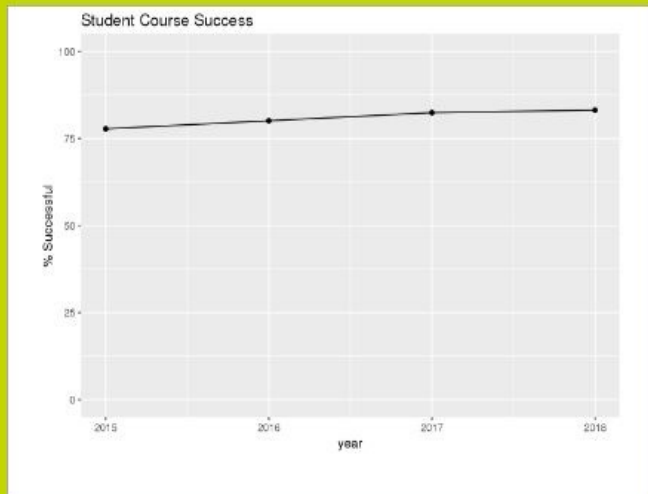
- **Labor Market Demand**
 - Student to Labor Gap Ratio – Graduation by the numbers
- **Labor Market Outcomes**
 - Five Year Graduate Salary Data
 - What are they earning?
 - Top Five Sector Employment Data
 - Where are they working?
- **Employer Engagement**

Program Review



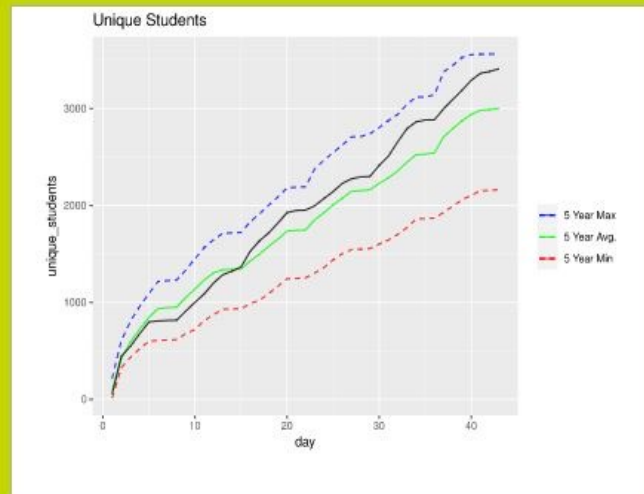
This dashboard allows users to track program health through time based on measures such as number of majors, course success, graduation, and labor market alignment.

Academic Affairs



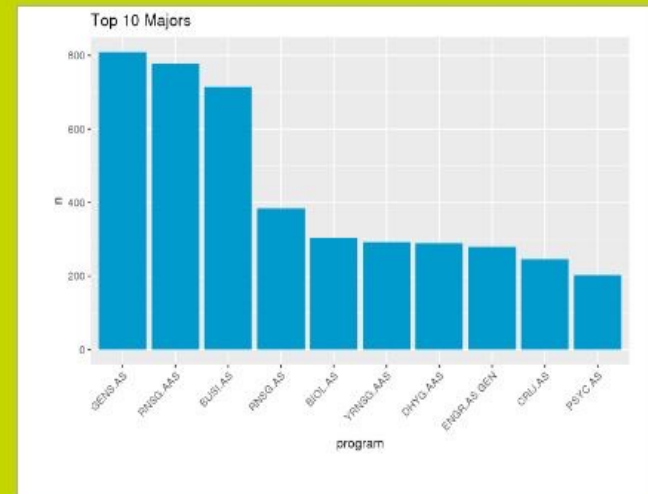
This dashboard allows users to track course success through time based on an aggregate view or disaggregated by a predefined set of demographics.

Enrollment Dashboard



This dashboard allows users to track daily enrollment throughout a semester and see how it compares to the five semester enrollment average, enrollment maximum, and enrollment minimum.

Program Review



This dashboard allows users to track program health through time based on measures such as number of majors, course success, graduation, and labor market alignment.

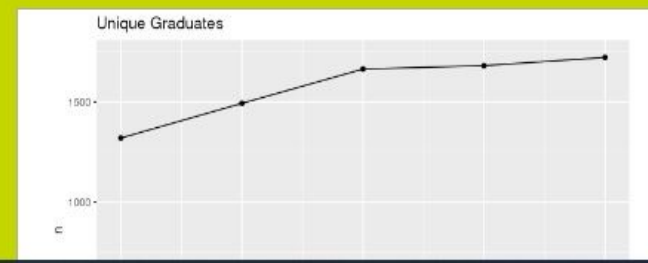
Student Affairs



Student Profile



Completion



Industrial Technology ▼

IMRT.AAS.ELMT ▼

Majors

Credit Hours

Course Success

Persistence

Graduates

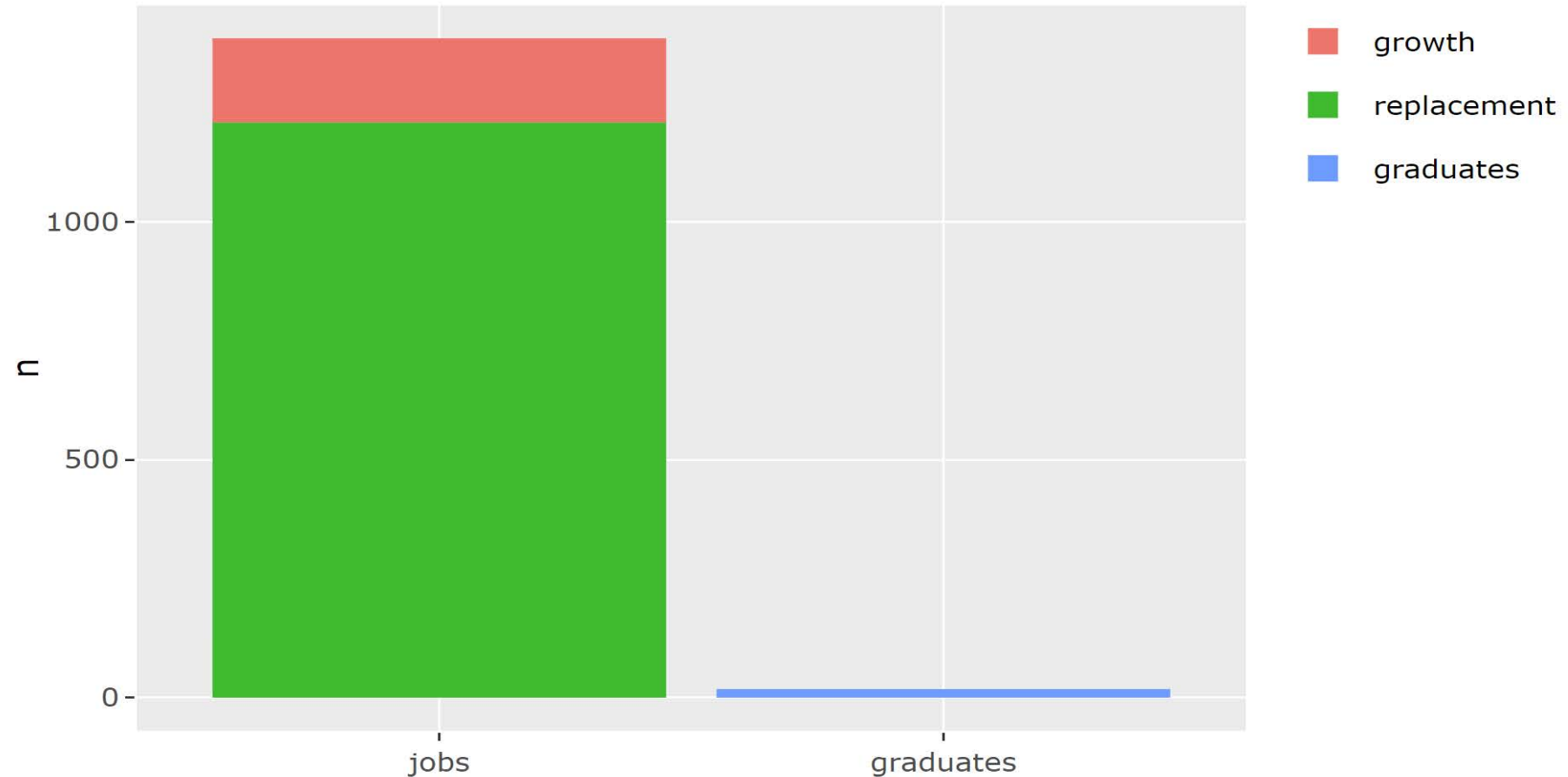
Transfers

Labor Market Demand

Labor Market Outcomes

6722

Number of people employed in quarter 2022.3



Industrial Technology ▼

IMRT.AAS.ELMT ▼

Majors

Credit Hours

Course Success

Persistence

Graduates

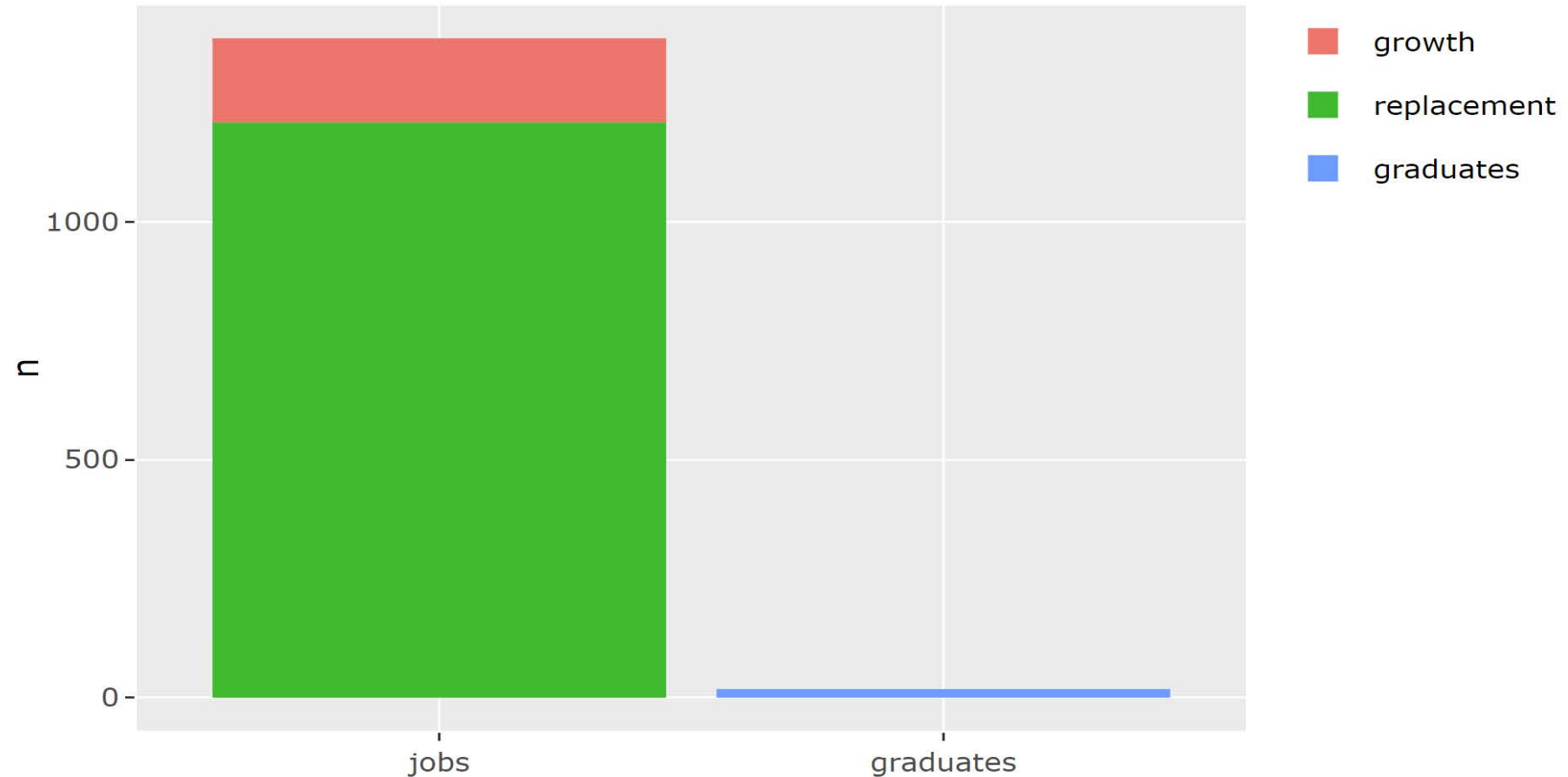
Transfers

Labor Market Demand

Labor Market Outcomes

6722

Number of people employed in quarter 2022.3



Industrial Technology ▼

IMRT.AAS.ELMT ▼

Majors

Credit Hours

Course Success

Persistence

Graduates

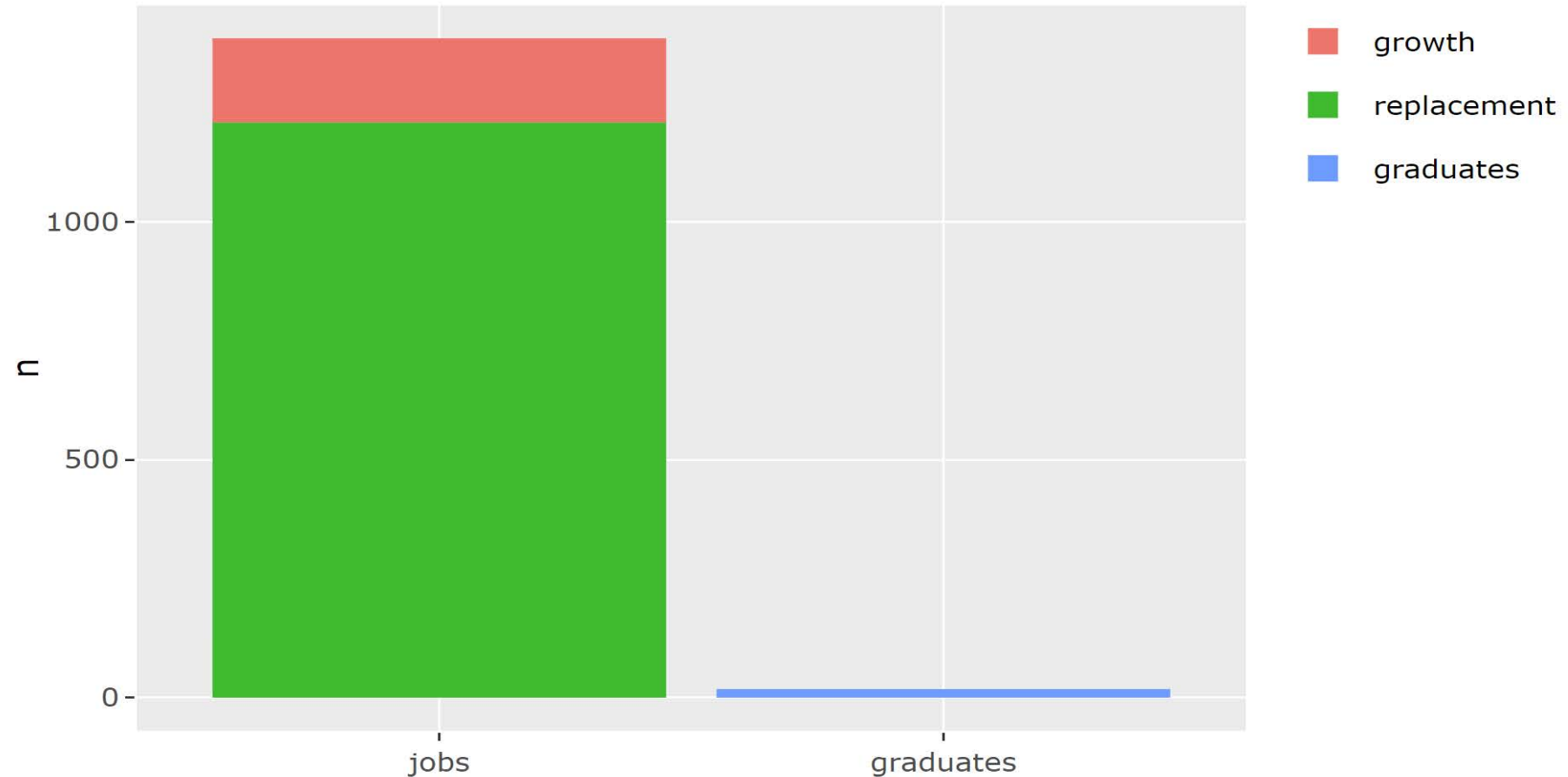
Transfers

Labor Market Demand

Labor Market Outcomes

6722

Number of people employed in quarter 2022.3



Industrial Technology

IMRT.AAS

Majors

Annual Wages

NAICS Sectors

Credit Hours

Course Success

Persistence

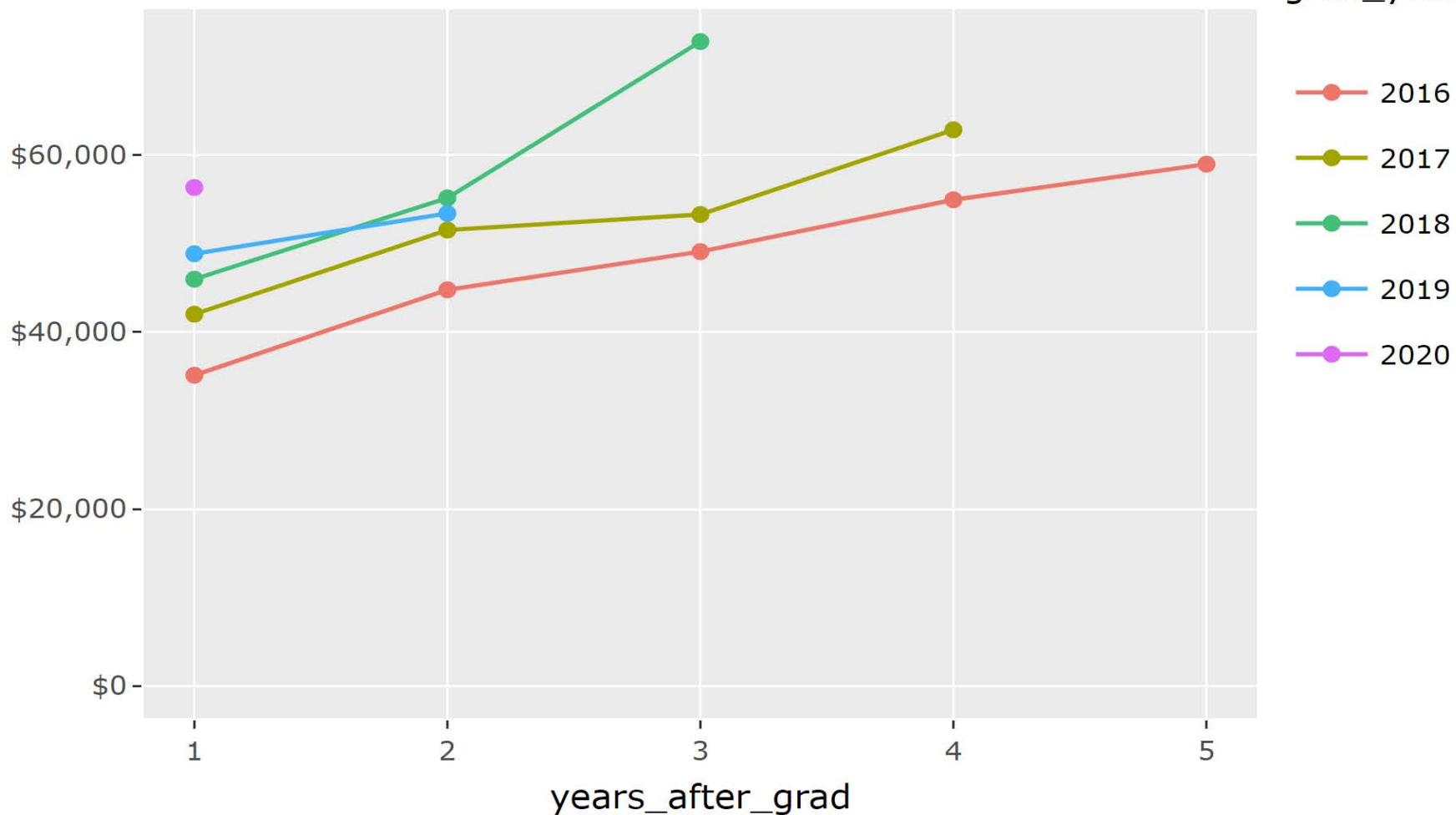
Graduates

Transfers

Labor Market Demand

Labor Market Outcomes

Median Wage 1 to 5 Years After Graduation (2016-2020 Graduates)



Industrial Technology ▼

IMRT.AAS ▼

Majors

Annual Wages

NAICS Sectors

Credit Hours

Course Success

Persistence

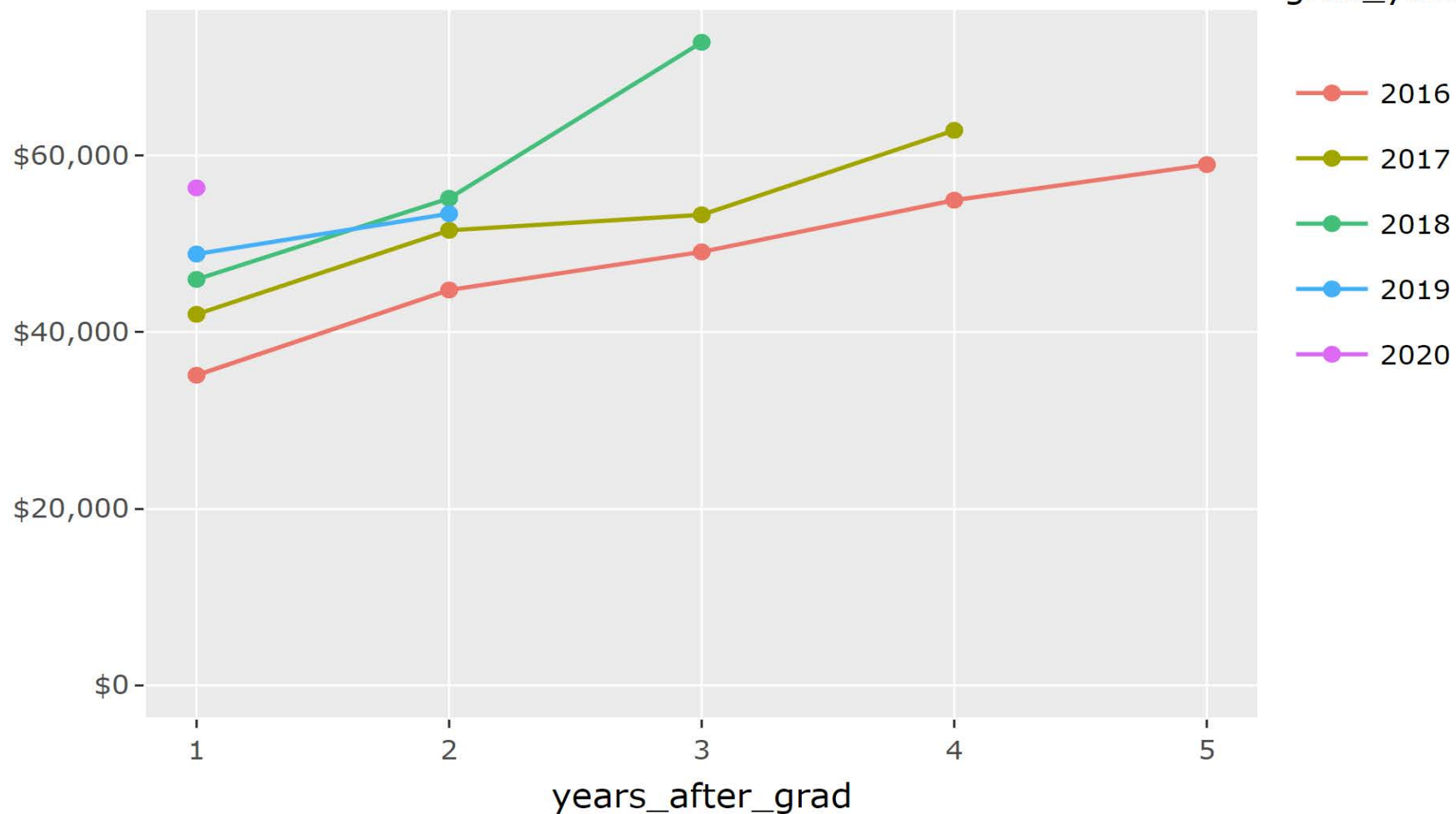
Graduates

Transfers

Labor Market Demand

Labor Market Outcomes

Median Wage 1 to 5 Years After Graduation (2016-2020 Graduates)



Industrial Technology

IMRT.AAS

Majors

Annual Wages

NAICS Sectors

North American Industry Classification System

Credit Hours

Course Success

Persistence

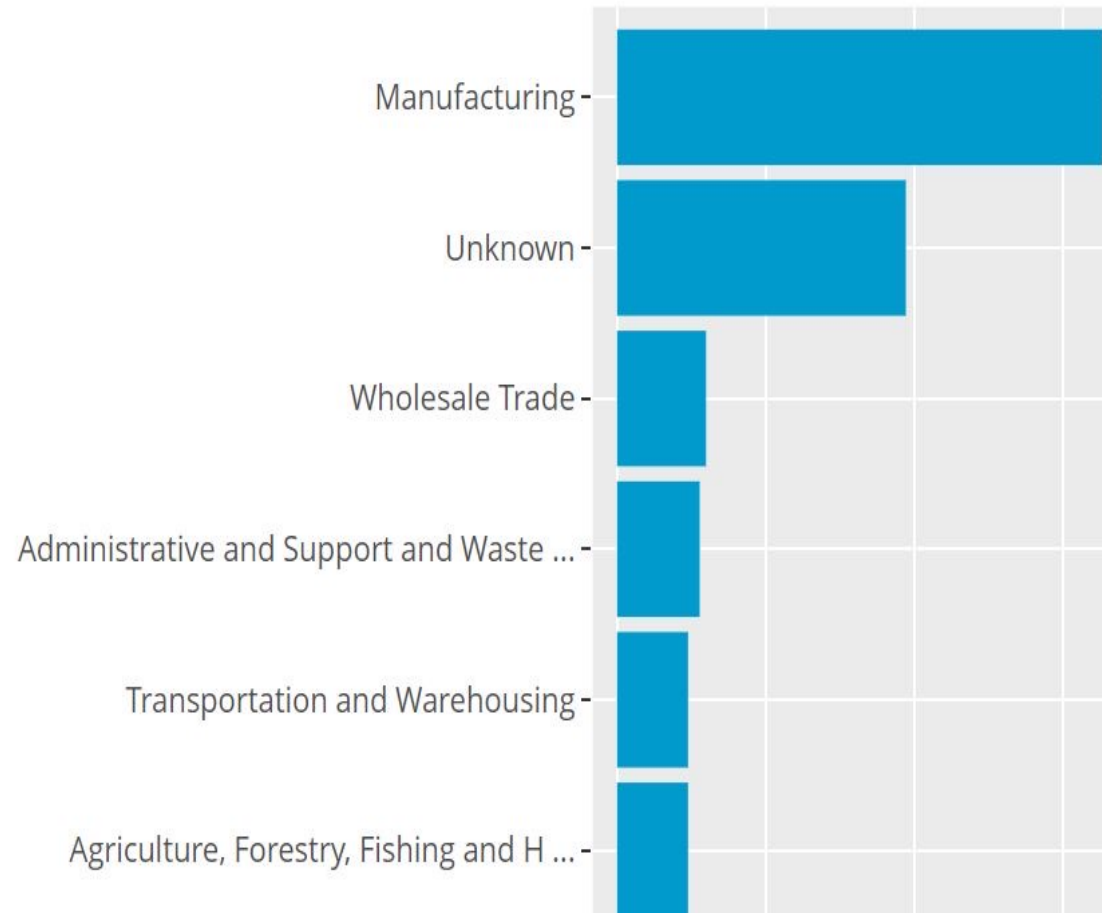
Graduates

Transfers

Labor Market Demand

Labor Market Outcomes

Top 5 Industry Sectors (201



NAICS Sectors

The NAICS sectors data shows the percent of quarterly wage records in the given sector 1 to 5 years after graduation from the chosen program.

Industrial Technology ▼

IMRT.AAS ▼

Majors

Annual Wages

NAICS Sectors

Credit Hours

Course Success

Persistence

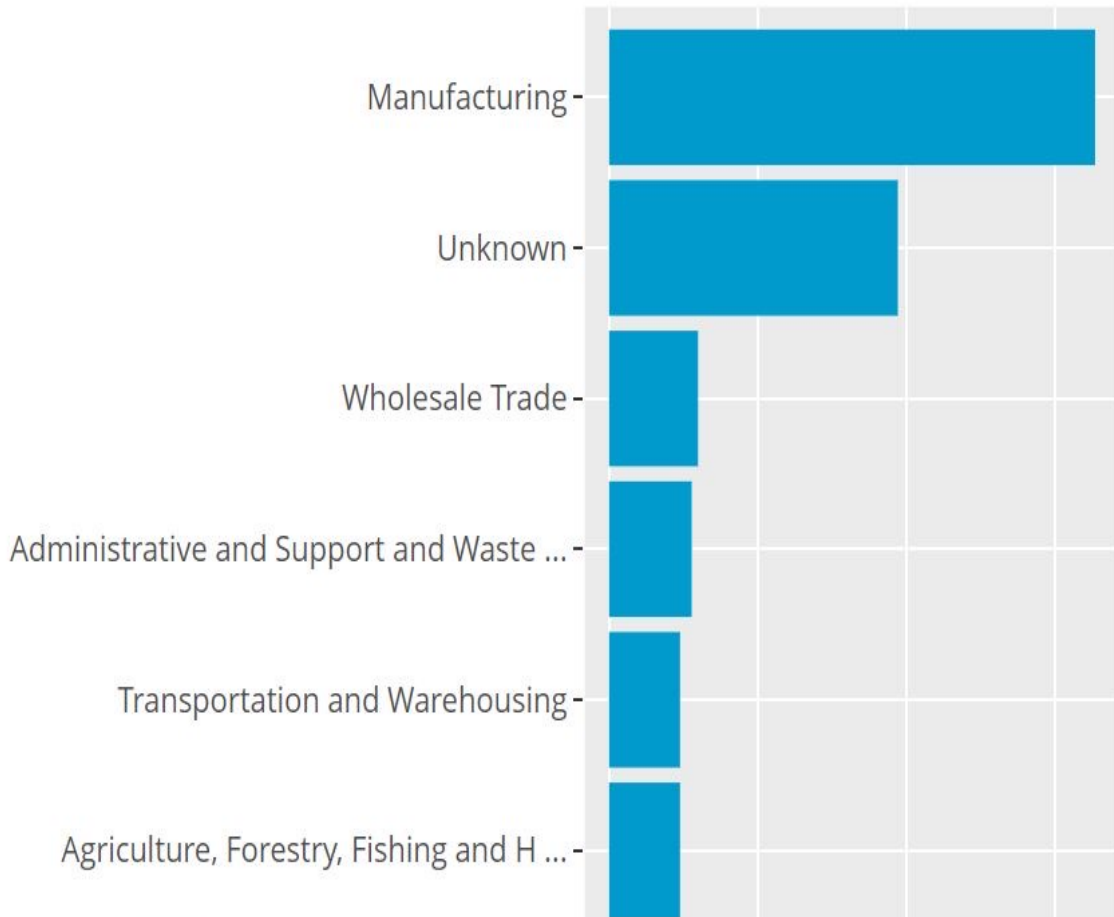
Graduates

Transfers

Labor Market Demand

Labor Market Outcomes

Top 5 Industry Sectors (201



NAICS Sectors

The NAICS sectors data shows the percent of quarterly wage records in the given sector 1 to 5 years after graduation from the chosen program.

Work-Based Learning Opportunities

Employer Surveys

Job Fairs – Job Placement

Industrial Technology ▼

IMRT.AAS ▼

Majors

Annual Wages

NAICS Sectors

Credit Hours

Course Success

Persistence

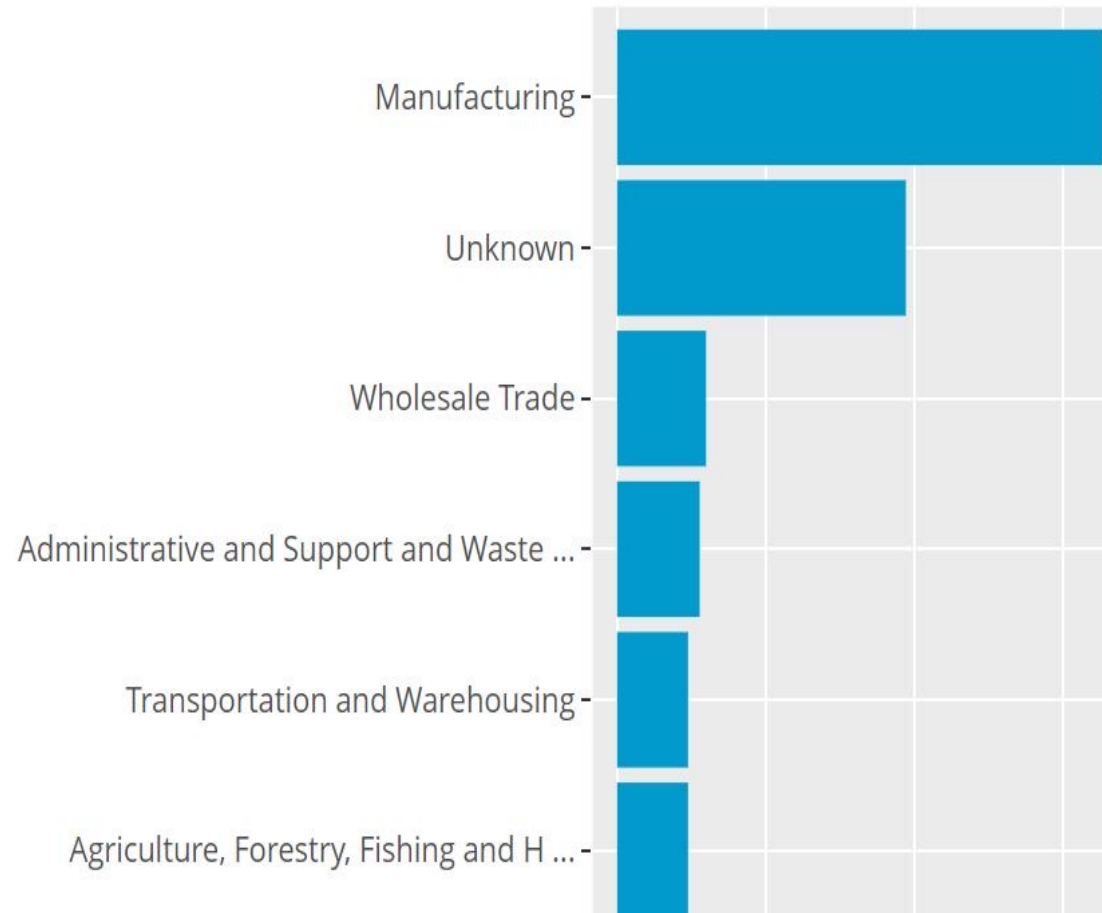
Graduates

Transfers

Labor Market Demand

Labor Market Outcomes

Top 5 Industry Sectors (201



NAICS Sectors

The NAICS sectors data shows the percent of quarterly wage records in the given sector 1 to 5 years after graduation from the chosen program.

Sectors are helpful.

Occupations are better.

Employer Engagement

New Directions: Workforce Training Programs for a Talent Strong Texas





New Directions: Workforce Training Programs for a Talent Strong Texas

Business & Industry Leadership Team

6 Essentials



1. Convene the BILT more than once a year. Twice a year is better; quarterly is best.
2. Always allow time on the meeting agenda for the BILT to discuss their perspective on future industry trends.
3. Invite all of your faculty to attend the BILT meeting so they can hear first-hand the discussions of trends and job skills.
4. Once a year prioritize a detailed list of the knowledge, skills, and abilities (KSAs) the BILT wants graduates to have 12-36 months from now.
5. Ask faculty to map the prioritized list of KSAs to current curriculum to make sure it aligns. If there are gaps, make adjustments.
6. Give regular feedback to the BILT regarding the implementation of their recommendations. If you can't do what they ask, explain why you can't. The BILT can sometimes find solutions.

2021-2022 Leadership Academy

***Business
Leadership
Councils***

***4
Employer
Engagement
Positions***

***34
BLCs***

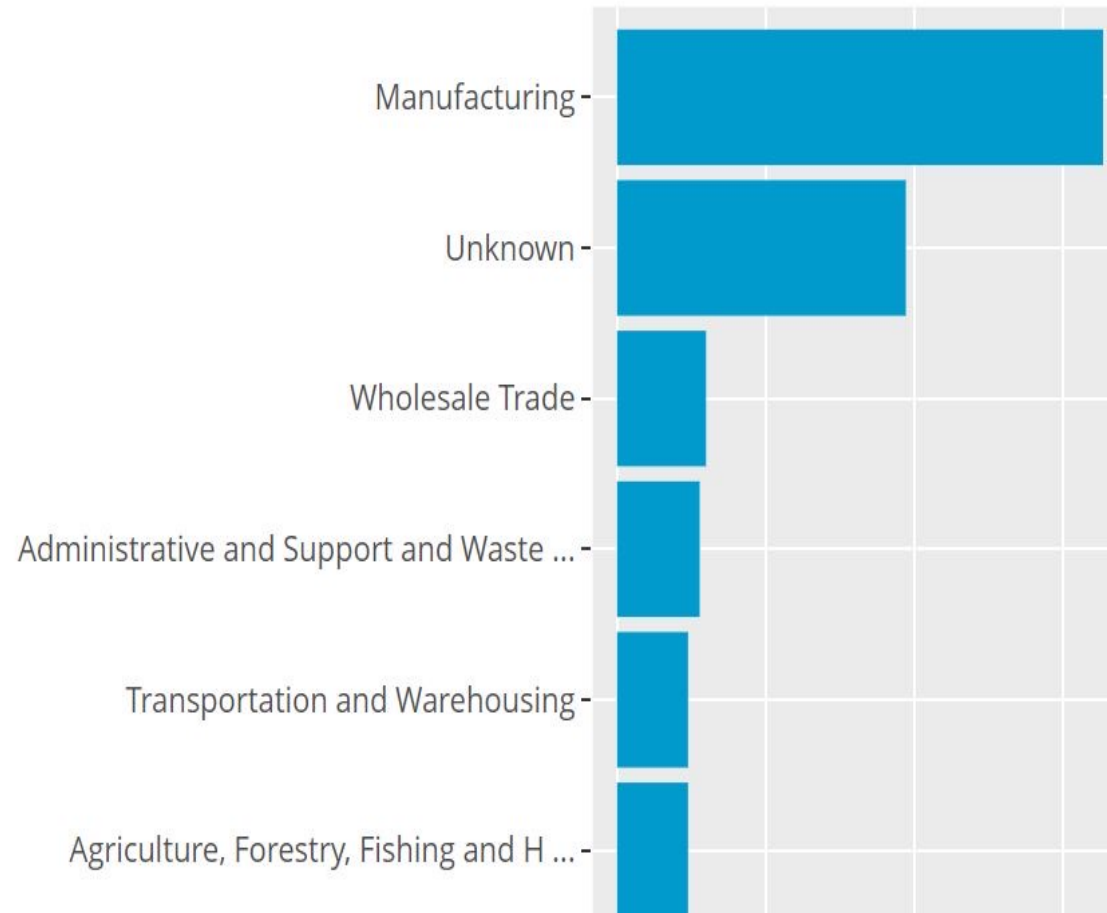
Employer Engagement

- ***Candor***
- ***Co-Leadership***
- ***Curricular Support***
 - ***Content – Competency-Based***
 - ***Instructional Talent***

Annual Wages

NAICS Sectors

Top 5 Industry Sectors (201



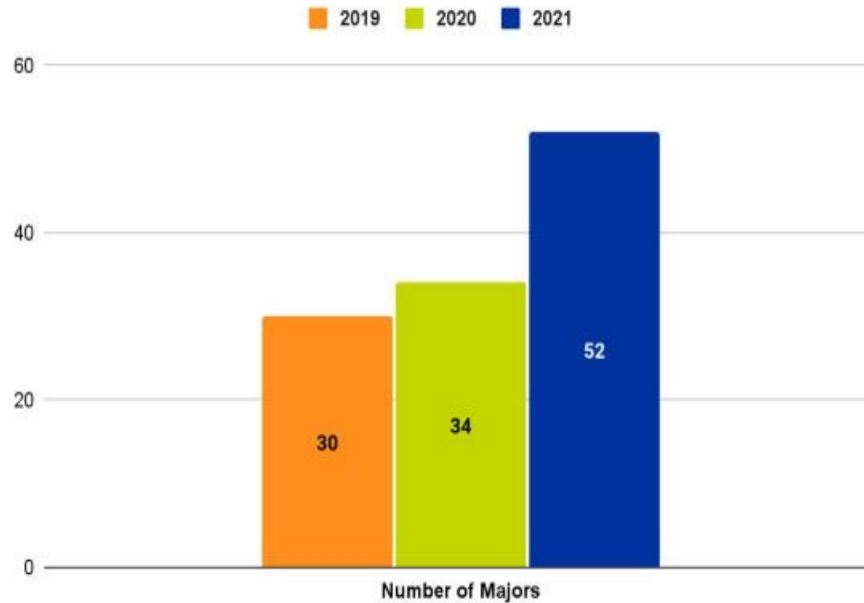
NAICS Sectors

The NAICS sectors data shows the percent of quarterly wage records in the given sector 1 to 5 years after graduation from the chosen program.

**Informs Employer
Membership of BLCs**

PROGRAM REPORT CARD

Industrial Technology - Heat, AC & Refrigeration



Employer Engagement/Committed BLC Membership: 11 of 12 members engaged

Percentage of Implementation to a BLC Transition: 90%

Graduates

IE Recommendations

Discuss recruiting efforts for the the local demand we have for this industry. Discuss BLC input on this data/matter. Develop the annual program assessment with faculty so they have a consistent review of DAIR data, Program Review, and assessment documentation.

Recommendations for Professional Learning

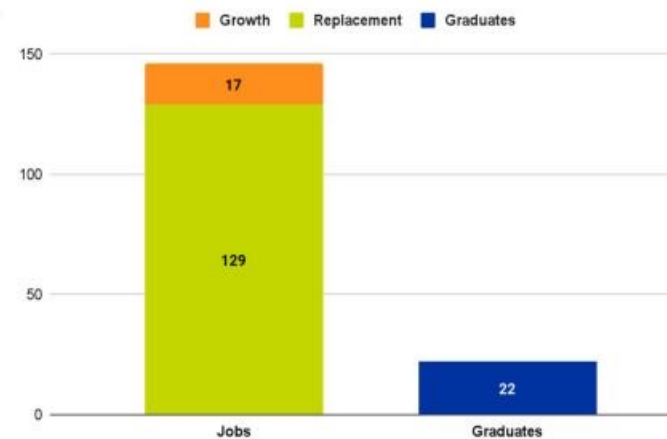
CTL will work with program on course design for the CBE teaching model. During this transition phase we will also work on assessments for student performance, creating rubrics, differentiating instruction, and how to use data to inform instruction. We will also be exploring best practices for online course design.

Graduates		
2019	2020	2021
13	6	25

Course Success:
Individual course success can be
found in the DAIR Dashboards

online course design.

LABOR MARKET DATA



Micro-Credentials Across the Curriculum

New Directions: Workforce Training Programs for a Talent Strong Texas



Fall 2023



Technical Education – Micro-Credentials

Machining	13
Welding	5
Industrial Tech	15
Aviation	2
Automotive	9
Diesel Tech	7
Construction	6

Alternative Pathways to Credentials

New Directions: Workforce Training Programs for a Talent Strong Texas





Technical Assistance

- Trellis Foundation
- We Can TX
- Jobs for the Future
- CBE Network (CBEN)

Policy, Technical Assistance, and Funding

- Execute a single MOU agreement for statewide access to wage records
- Incent businesses to provide occupation codes in reporting
- Scale comprehensive technical assistance
- Fund an accelerated timeline with dedicated staff



Autonomous Lane

Digital-Only Learning
Experiential Learning
Intergenerational Learning



NO SPEED LIMIT



Fast Lane

Career Accelerators
Industry Certificates
Portable Micro-Credentials

SLOW TRAFFIC KEEP RIGHT



Legacy Lane

Traditional Degree Programs



PLEASE DRIVE SLOWLY



Employer Engagement

Andres Alcantar
Senior Workforce Lead

tacc.org/tsc



Texas Success Center

Texas & National Labor Market Snapshot

Tight Labor Markets Persist

The labor market continues to amplify employer demand for skilled and credentialed workers. While providing a boon for workers by driving wage growth, other challenges persist that challenge the ability of large segments of the population to fully participate and benefit from economic and job expansion. The need to equip students with valued skills and credentials in dynamic industry sectors is critical for more uniform prosperity.

- Nationally, the number of job openings decreased to 9.6 million unfilled positions on the last business day of March 2023, a drop of 300K compared to February. The US has not dipped below 9.5 million unfilled jobs since April 2021.
 - In February 2023, Texas had 888K unfilled jobs, down from over 1 million unfilled jobs on the last business day in December 2022 (BLS, April 19, 2023).

Texas & National Labor Market Snapshot

Tight Labor Markets Persist

- The U.S. unemployment rate stood at 3.4 percent in April 2023 and has remained between 3.4 and 3.7 percent since March 2022. The Texas Unemployment remained at 4.0 percent in March, above the national rate.
- Nationally, unemployed workers per job opening remained at .6 unemployed worker for each job, or almost two jobs per job seeker in most recent data. In Texas, there were .88 workers for each job opening.
- The US labor force participation rate stood at 62.6 percent in April, below the Texas labor force participation rate of 63.9 percent.

TSC Employer Engagement

As our dynamic economy evolves, the TSC is determined to advance our efforts to educate students for success by strengthening direct employer engagement to inform strategies and better align learning with the needs of Texas employers. To that end, we have forged partnerships with business, industry, and other key stakeholders, including:

- Business Advisory Council
- Regional Education & Employer Roundtables
- Workforce Partnership Initiative – Texas
- AWS Texas Partnership



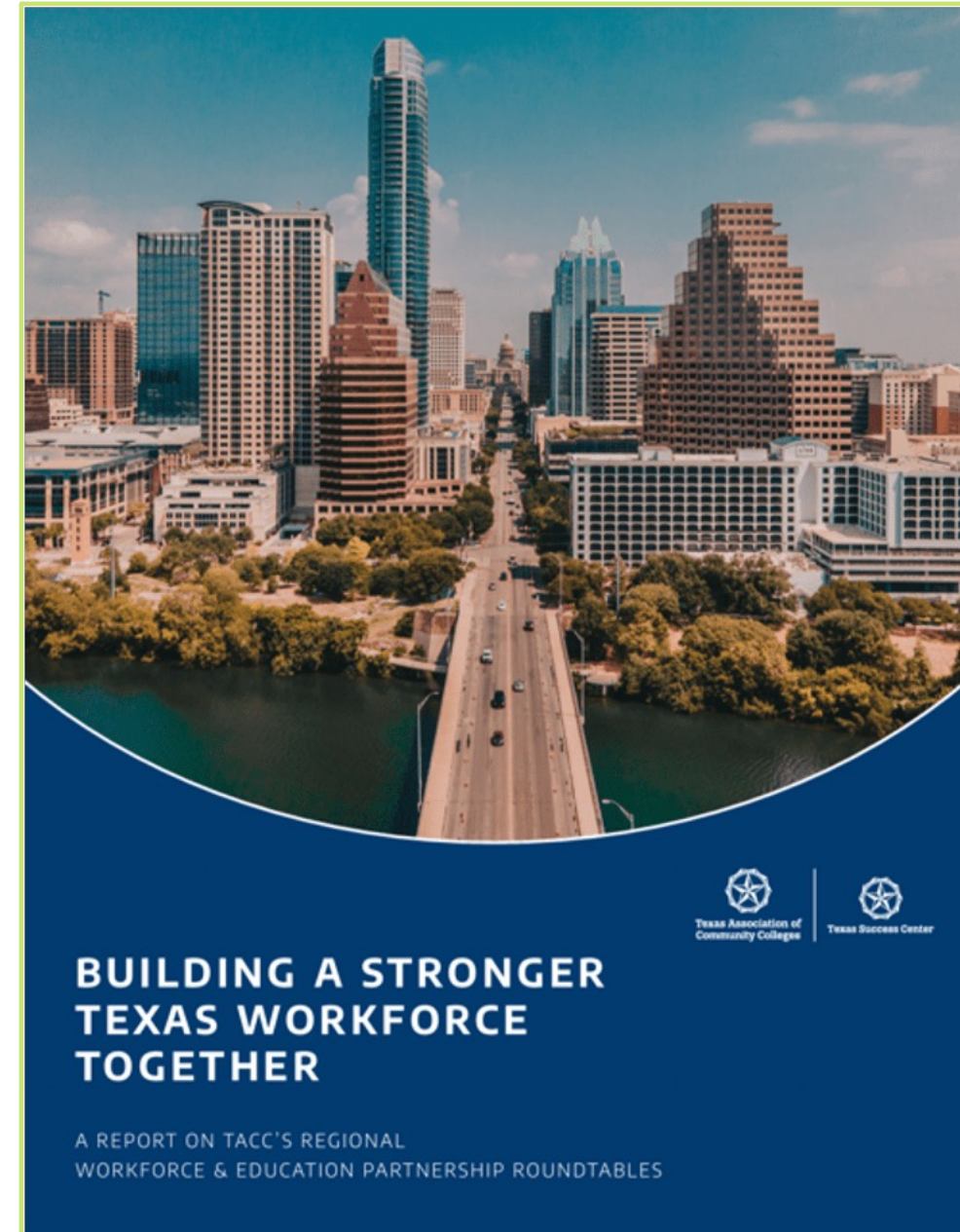
TACC Business Advisory Council

It is important to our leadership that the insights and guidance offered by the BAC represent the different sectors of business and industry and the different regions of Texas. Joining our Community College CEOs, and companies on the Council are the following key groups:

- Texas Business Leadership Council
- Texas Association of Manufacturers
- Texas Chemical Council
- Texas Association of Business (Foundation)
- Texas Cattle Feeders Association
- Texas Economic Development Council
- Texas Hospital Association
- Greater Houston Partnership (Chair, Metro 8)
- Texas Healthcare & Bioscience Institute

Texas Business & Education Leaders' Recommended Actions

- Build career pathways & student awareness
- Expand short-term credentials of value
- Improve college and career/work readiness
- Strengthen education and business partnerships
- Improve college access and college completion



Workforce Partnership Initiative (WPI) - Texas

WPI is a Business Roundtable (BRT) national initiative focused on increasing access to competitive in-demand careers for individuals with the skills needed by employers. WPI – Texas, the 10th state in the initiative, includes the following partners:

- **Business Roundtable** – An association of more than 200 CEOs of America's leading companies representing every sector of the US economy.
- **Texas Association of Community Colleges/Texas Success Center & local community college partners**
- **Texas Business Leadership Council**
- **Business Higher Education Forum** – An alliance of corporate and higher education executive leaders that builds pathways between higher education and the workforce to fill high-demand roles.



Texas Success Center



WPI – Texas (Initial Regions: Dallas, El Paso, & San Antonio)

WPI-Texas works to strengthen the regional workforce by bringing together Texas businesses, Texas Community Colleges and key stakeholders to develop and scale:

- Short-term credentials of value, which equip learners and workers with skills and credentials valued in high-demand fields;
- Career pathways supported by work-based learning;
- Efficient, high-impact connections between businesses and higher education; and
- Access to competitive, diverse ready-to-work learners with in-demand skills.





T.L.L. TEMPLE FOUNDATION
EST 1962

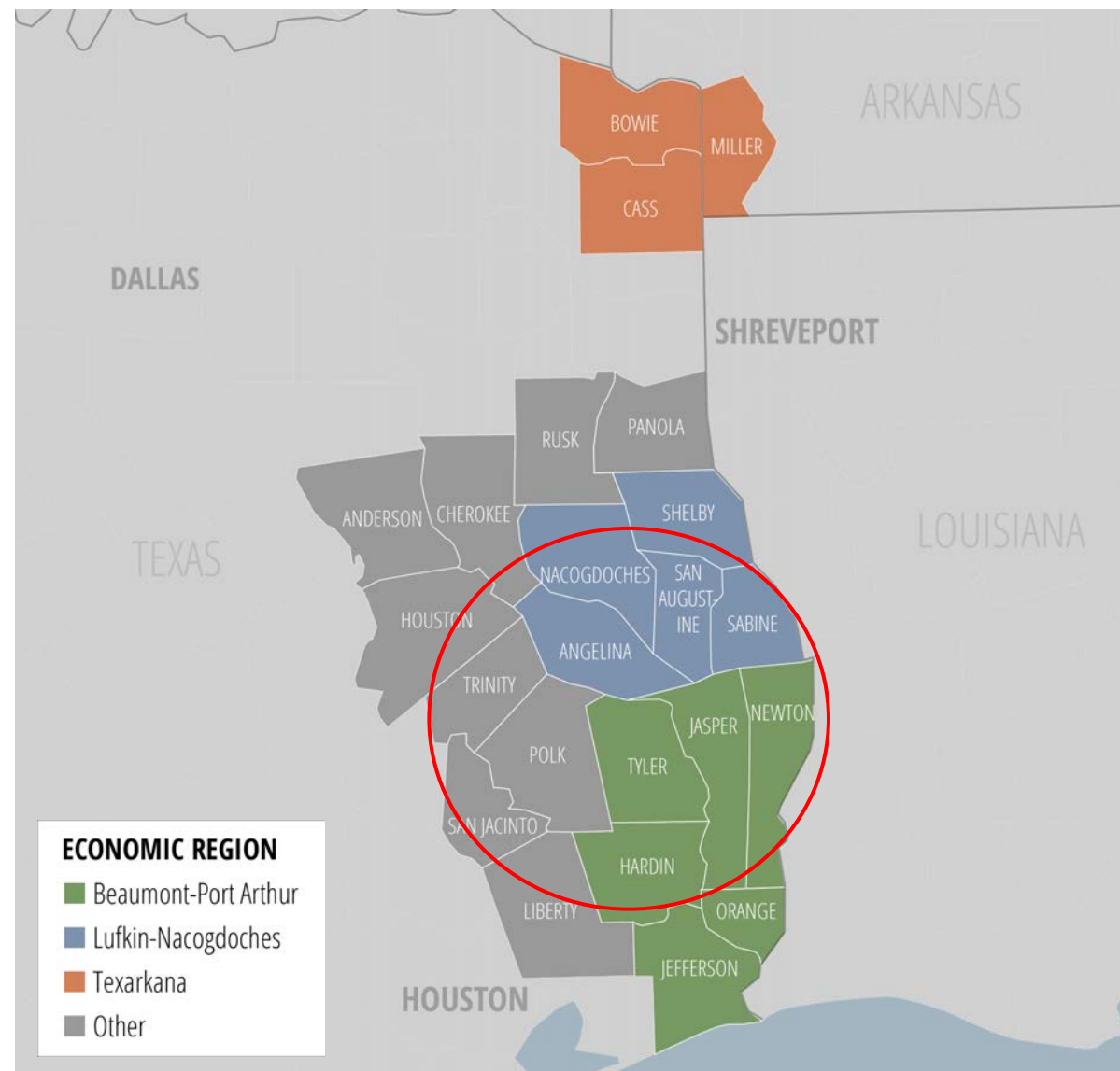


*The T.L.L Temple Foundation
works alongside rural
communities
to build a thriving East Texas
and to alleviate poverty, creating
access and opportunity for all.*

DISTINCT LABOR MARKETS IN EAST TEXAS

Three Economic Regions

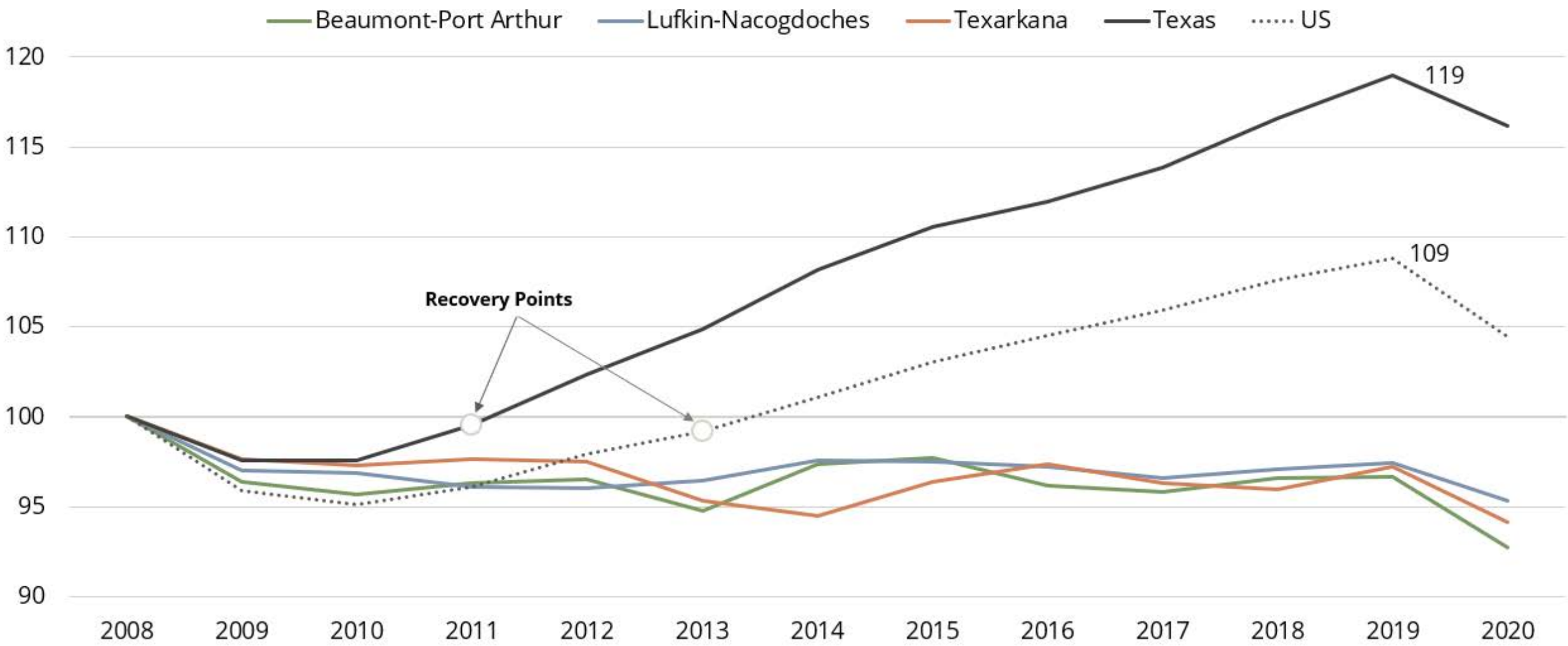
The foundation's service area includes three distinct economic sub-regions, defined by the commuting patterns of workers in the region.



Sources: Alexander Research & Consulting & T.L.L. Temple Foundation.

COMPARATIVE JOB GROWTH

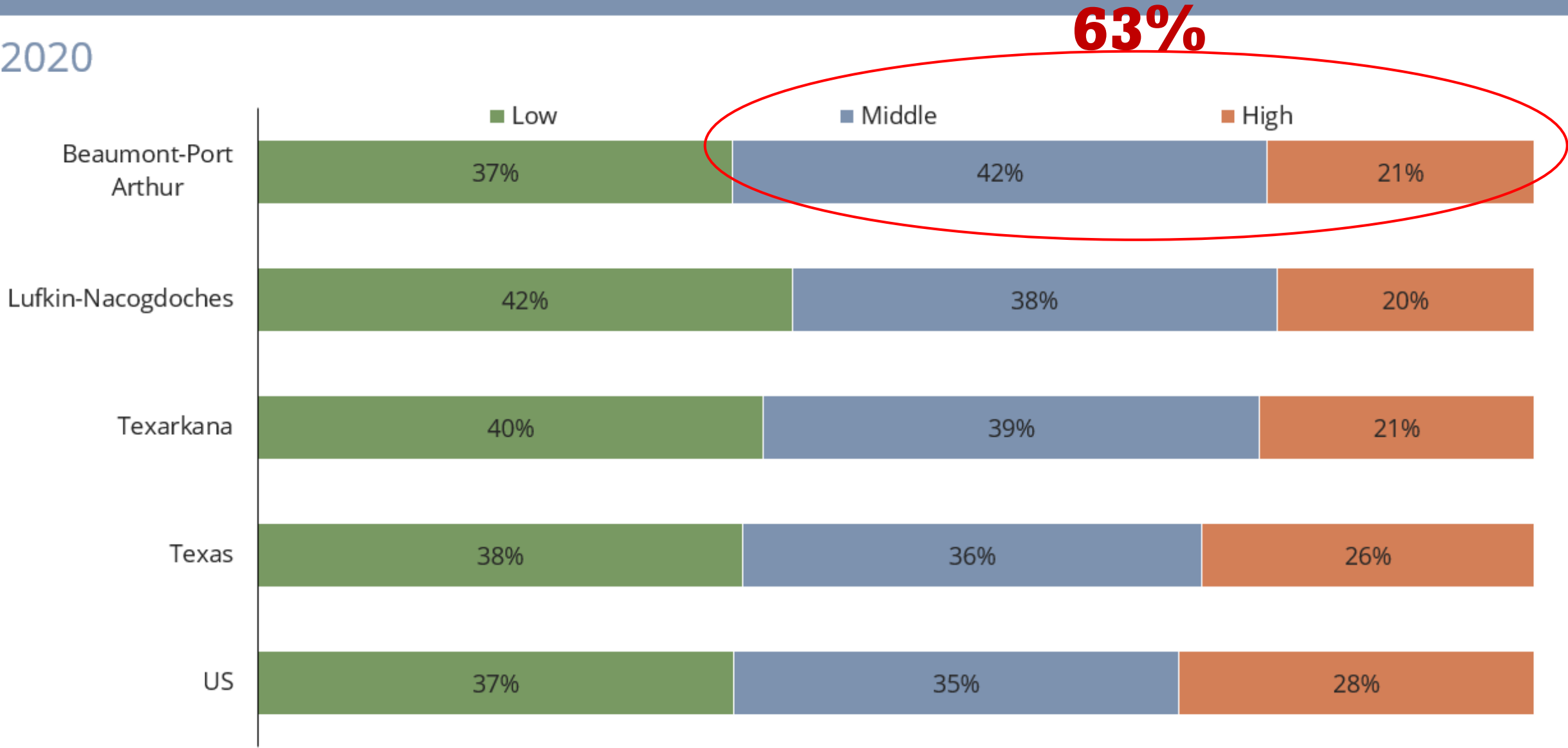
2008=100



Source: Emsi 2021.2 – QCEW Employees, Non-QCEW Employees, and Self-Employed.

EMPLOYMENT BY SKILL-LEVEL

2020



Source: Emsi 2021.2 – QCEW Employees, Non-QCEW Employees, and Self-Employed.



Post Secondary Success and Workforce Development

Objective: All 16-24 year old rural East Texas residents earn a credential with labor market value that contributes to building a thriving East Texas.

Focus Area Strategies: This is a “lead” area that the foundation will pursue through the following strategies:

- **Credential Attainment:** Advance rural education models and programs that help students complete postsecondary degrees and credentials that lead to high-demand, high-wage careers.
 - *Develop effective high school pathway models to help rural students, particularly historically underrepresented groups, attain degrees or credentials that lead to high-demand, high-wage jobs by the end of 12th grade.*
 - Ensure rural students, particularly historically underrepresented groups, are prepared for college and career success.
- **Education System Redesign and Alignment:** Strengthen and better align educational institutions to improve student outcomes.
 - Strengthen and scale guided pathways to postsecondary success.
 - Align K-16 math pathways for degree and credential attainment.

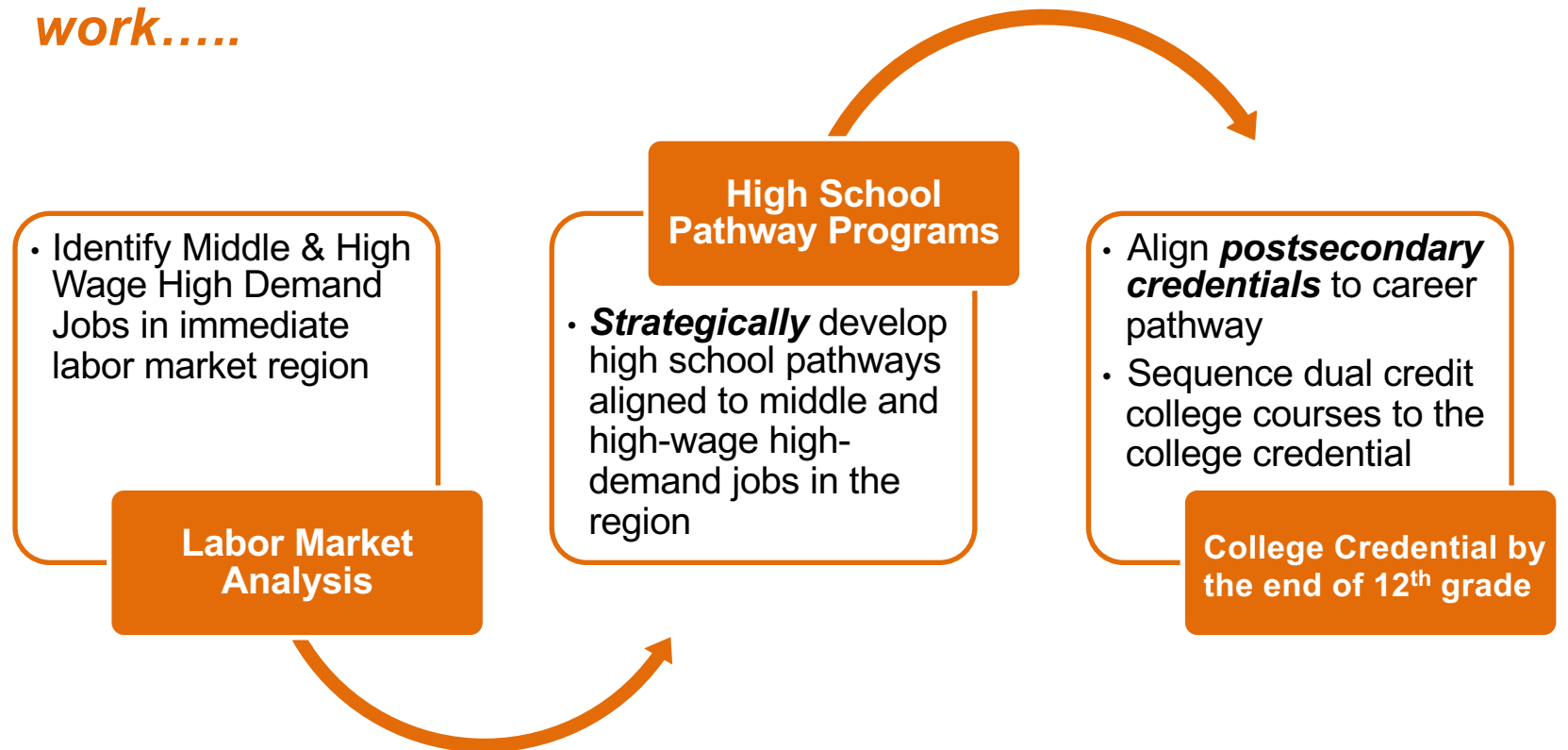
East Texas College & Career Alliance

The foundation's strategic work.....

Multi-District Partnerships

5-6 Small rural districts create an alliance to create postsecondary opportunities for students.

They collaborate to maximize resources, equipment, teachers, facilities, and college pathway options.



T.L.L. TEMPLE FOUNDATION
EST 1962
BUILDING A THRIVING DEEP EAST TEXAS

TLLTemple.Foundation

Lessons Learned: Rural Post Secondary Success and Workforce Development

- High Wage-High Demand jobs are available in rural areas
- Small remote districts need to be intentional and strategically aligned to immediate local labor market opportunities
- Distance to postsecondary institutions limit access and opportunities for small rural students
- Postsecondary institutions need to be flexible and creative in working with local schools to establish meaningful opportunities for students
- Small school districts can collaborate to maximize resources
- The work must be intentionally designed to assist students to complete credentials as early as 12th grade



T.L.L. TEMPLE FOUNDATION
EST 1962
BUILDING A THRIVING DEEP EAST TEXAS

TLLTemple.Foundation

Talent Strong Texas Pathways

Belongingness & Wellness

tacc.org/tsc



Texas Success Center

Mobility Strategy

Belongingness

human emotional need to be an accepted member of a group; an affinity for a place or situation

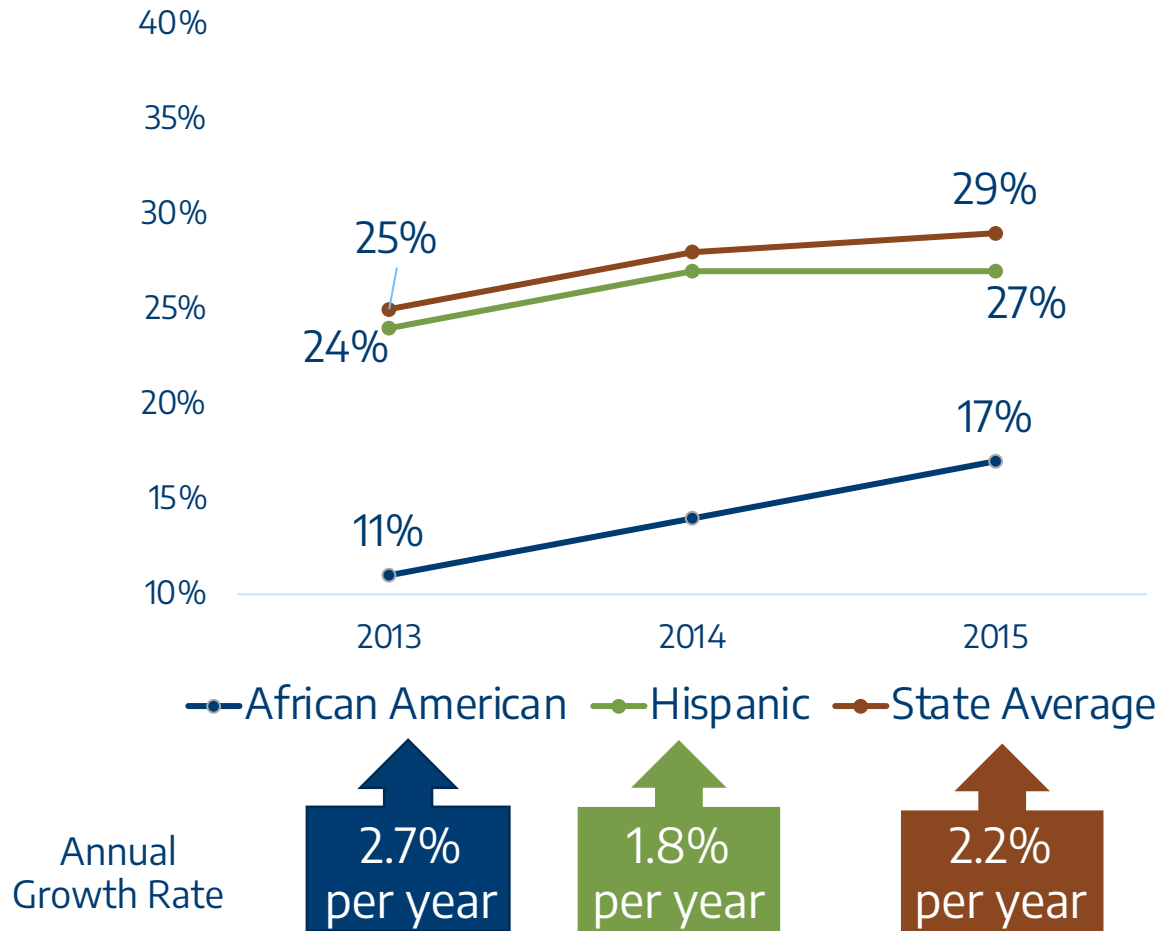
The extent each student feels **included, accepted, valued,** and **supported** as a member of the college as we build a more inclusive economy



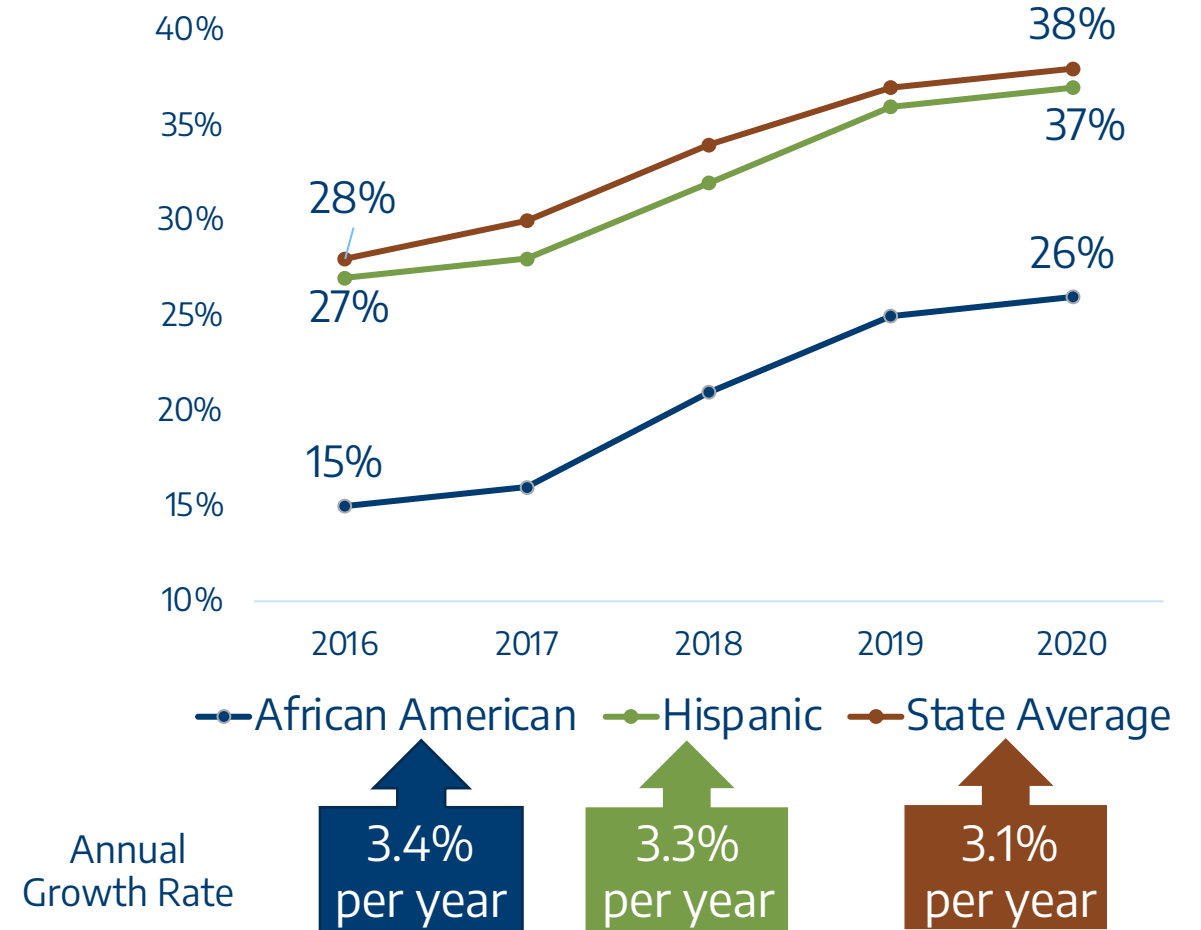
Progress in College Math Completion

Growth Rates Accelerated for African American and Hispanic Students

Before Texas Pathways



Since Texas Pathways



Mobility Strategy **Wellness**


being in good health; a
state of balanced
fulfillment of
fundamental human
needs

If students' basic need for food, housing, finances, and safety are unmet, they will face basic and psychological barriers to academic focus and success.



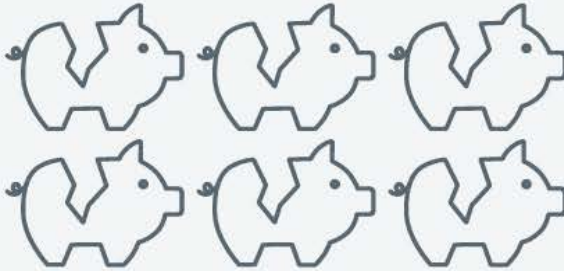
Understanding the connection between student finances and student success is essential to supporting the 21st century student.

While **56%** of students **USED PERSONAL SAVINGS** and  **62%** **USED CURRENT WAGES TO PAY FOR SCHOOL,**  **ONLY 7% ARE ABLE TO SOLELY RELY ON THIS SELF-HELP.** 

63% of students would have **TROUBLE GETTING \$500 IN CASH OR CREDIT** in an emergency. 

 **13%** of students **WOULD NOT BE ABLE TO GET THAT AMOUNT FROM ANY RESOURCE.**

 **66%** of students **WORRY ABOUT HAVING ENOUGH MONEY** to pay for school.

 **28%** of students **RAN OUT OF MONEY 6 OR MORE TIMES** in the past year.

52%

of students

**REPORTED BEING
HOUSING INSECURE.**



22%

of students had

**VERY LOW
FOOD SECURITY.**



47%

of students indicated

**EXPERIENCING
GENERALIZED
ANXIETY DISORDER.**



74%

of students **PAY THEIR
CREDIT CARD ON TIME
EACH MONTH,**

but **ONLY 31%**
PAY THE FULL BALANCE.



65%

of students **WOULD USE FINANCIAL
SUPPORT SERVICES IF OFFERED BY
THEIR SCHOOL.**



21%

of students
**DON'T KNOW WHERE TO
FIND FINANCIAL ADVICE.**

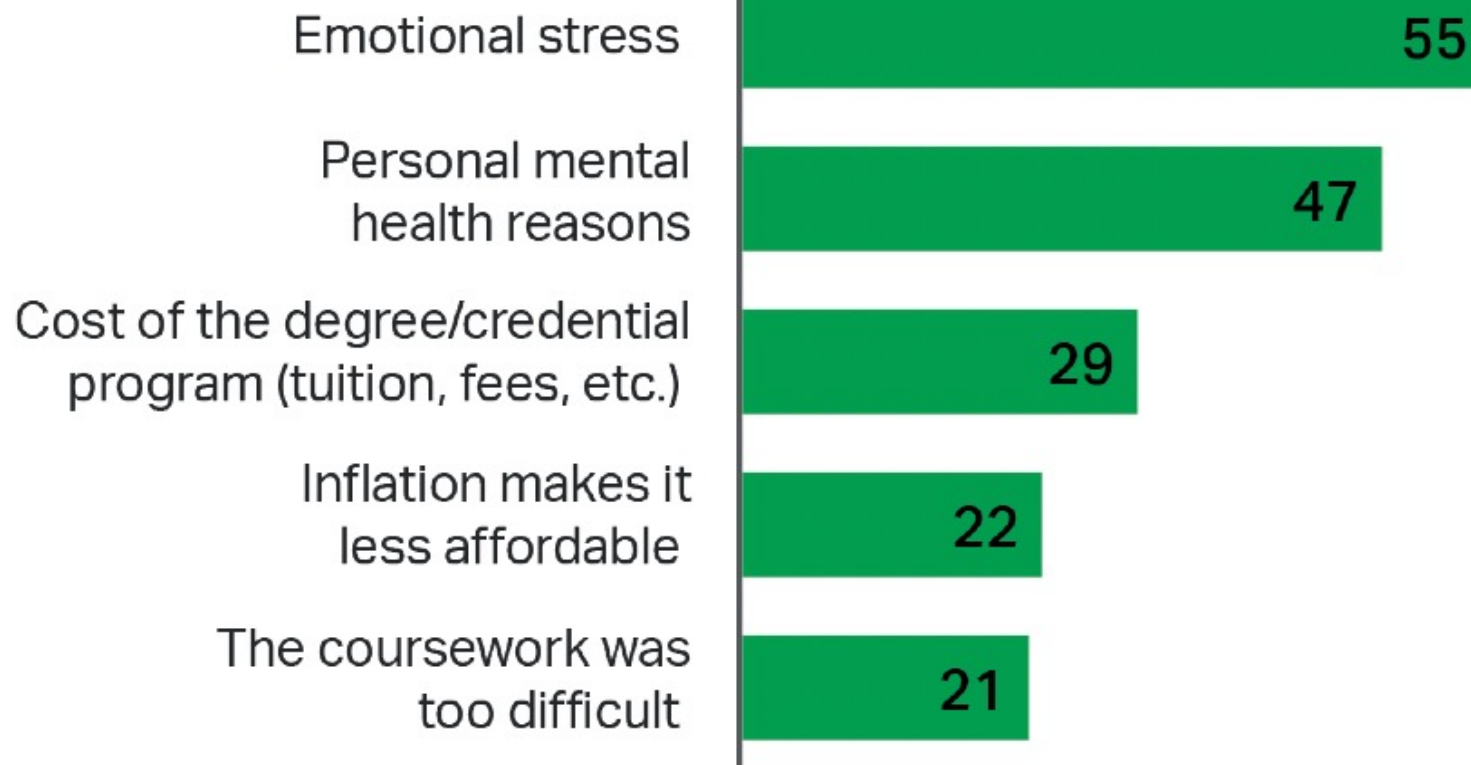


The State of Higher Education 2023

Breaking down the barriers to
student enrollment and retention



Students' Mental Health Among Top Reasons They Consider Stopping Out



Leading and Empowering Community College Leaders to Transform Students Lives and Their Communities

Luis Ponjuán, Ph.D.

Associate Professor and Research Director of IDEAL
(Investing in Diversity, Equity, Access, and Learning), Texas A&M University,
Equity Champion Consultant, Texas Success Center

tacc.org/tsc



Texas Success Center

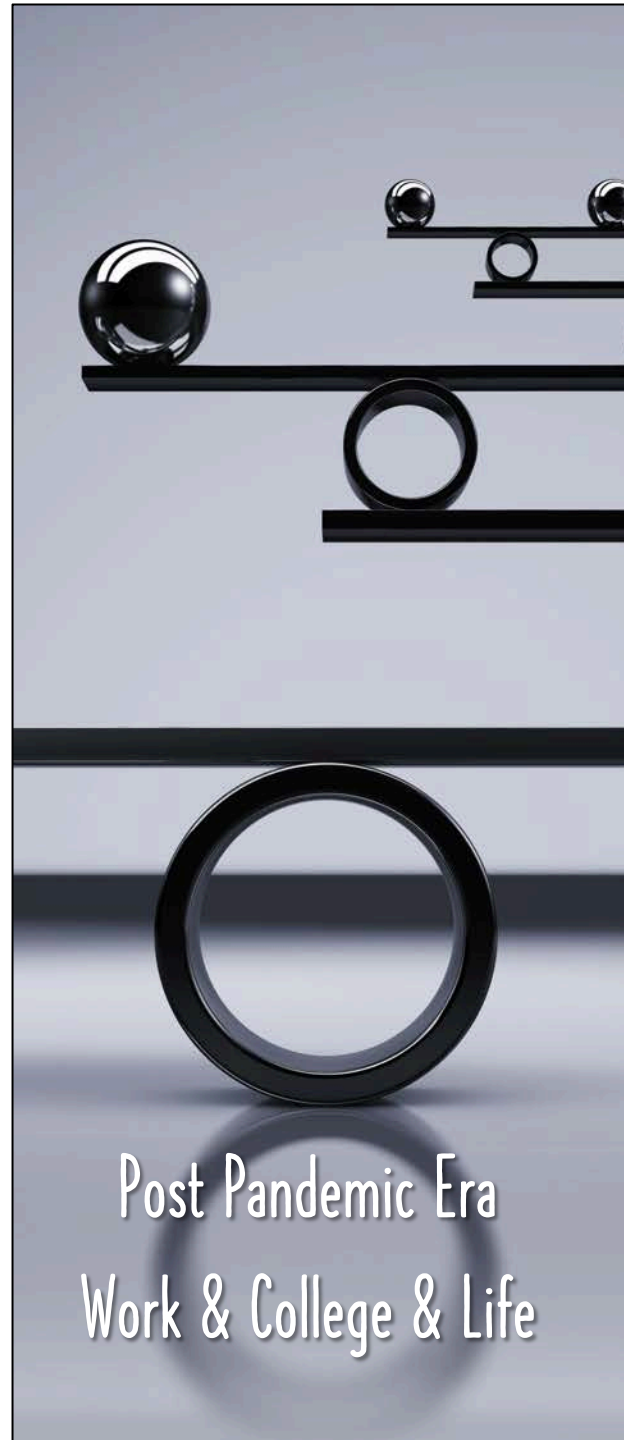
Pre-Covid Era
Degree Completions



Covid Pandemic Era
Enrollment Declines



Post Pandemic Era
Work & College & Life



Beyond Pandemic Era:
College & State Politics



POST PANDEMIC ERA: UNDERSTANDING THE PATH FORWARD



A NEW
FUNDING FORMULA



STRENGTHEN
PARTNERSHIPS



CREATING
ASPIRATIONAL GOALS



CHARTING
A NEW PATH

WELLNESS, BELONGING, & SUCCESS: ACCESSING STUDENTS' UNTAPPED POTENTIAL





STUDENT WELLNESS

- Becoming more responsive to our students' basic and complex needs to improve individual wellness.



STUDENT BELONGINGNESS

- Improving how we develop positive and meaningful relationships with ALL students



STUDENT SUCCESS

- Expanding how we define success that helps students determine their career pathways.





THE POWER AND PURPOSE OF THE TSC EQUITY ADVISORY COUNCIL

MOVING FORWARD: EQUITY ADVISORY COUNCIL MILESTONES

MILESTONE 1

WEAVING AN EQUITY
NARRATIVE



MILESTONE 3

DEVELOPING A STRATEGIC
PLAN WITH
SHAREHOLDERS TO
ADVANCE EQUITY IDEALS



MILESTONE 2

EMBED AN EQUITY AGENDA
INTO THE INSTITUTIONAL
PURPOSE



MILESTONE 4

COMMITMENT TO SPECIFIC
STRATEGIC ACTION STEPS



We must create new
chapters of innovative
partnerships with
Foundations, Institutions, and
TSC to advance an Equity
agenda focused on Wellness,
Belongingness, & Success.





Collaborative Consciousness,
Commitment, & Courage

Pioneering Technology- Driven Approaches to Addressing Student Barriers

Cara Crowley

Vice President, Academic Affairs, Amarillo College

tacc.org/tsc



Texas Success Center

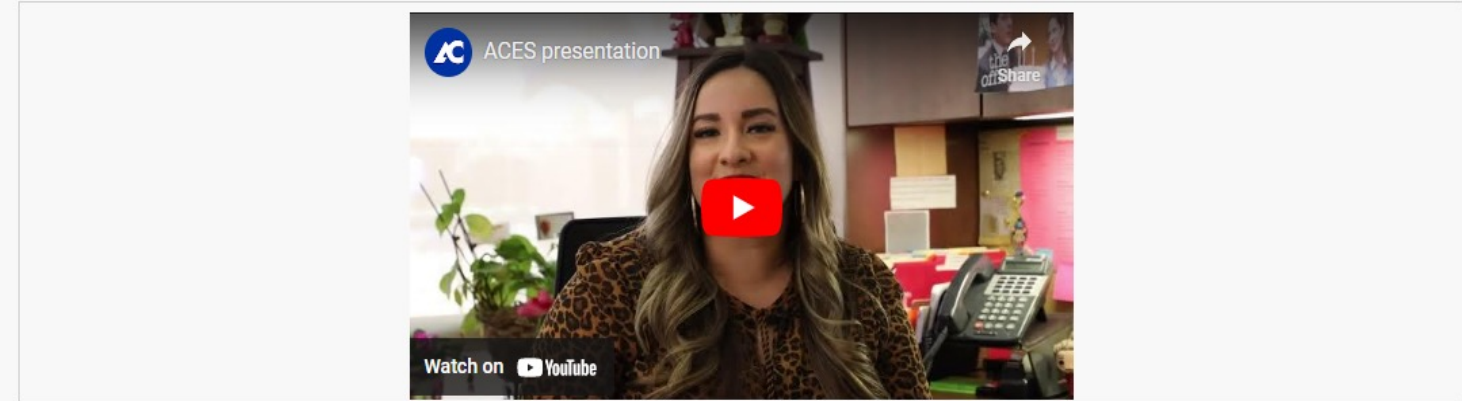


Pioneering Technology-Driven Approaches to Addressing Student Barriers

Cara Crowley, Vice President of Strategic Initiatives



ARC & AC Counseling Services



Library



AC Library

Library Databases

Library Books

Citation Guides

Class LibGuides

Academic Success Center

Academic Success Centers

Find Your Tutoring Center

Schedule Tutoring Session



Survey will begin with a Y/N question about permanent nighttime residence.

Do you have permanent and adequate nighttime residence?

NO: Additional questions

YES: Proceed to survey

Student Score	1	2	3	4	5
Description for Score/Ranking	I'm Good	I'm Struggling	I Need Help	I'm In Distress	I'm In Crisis
AC's Recommended Action Plan	No action needed by AC.	Monitor. Reassess next term.	Intervention needed.	Escalate to ARC; AC Counseling Center.	Immediate action by ARC; AC Counseling Center.

Survey will begin with a Y/N Question about Permanent Nighttime Resident – additional questions if “no”

FACTORS ASSESSED ON 1 TO 5 SCALE ... THEN MATCHED WITH CORRESPONDING AC ACTION PLAN

ACADEMIC SUPPORT: Do you need additional assistance with Blackboard/technology, tutoring?	No action needed at this time.	Referral to Tutoring Centers and Library/CTL webpages.	Direct connection to Buster Bonjour and/or Jeannie George.
ACADEMIC NEEDS: TECHNOLOGY, COURSE MATERIALS: Do you have the technology and course materials to support your classes this term?		Referral to AC Bookstore for Laptop Loan Program; referral to AC Foundation for Scholarship Assistance.	ARC Any student who has a four and/or five in any category will automatically be sent to the ARC for case management. Any student who answers "no" on permanent nighttime resident will be sent to the ARC for housing assistance.
HOUSING INSECURITY: In the last 30 days, did you have difficulty paying your rent/mortgage?		Refer to ARC website for list of community resources available.	
UTILITIES: In the last 30 days, did you have difficulty paying your utilities?			
CHILDCARE: In the last 30 days, were you worried about not being able to pay in full your childcare bill?			
FOOD INSECURITY: In the last 30 days, were you ever hungry & did not eat b/c there was not enough food?		Access AC Food Pantries and ARC website referral.	
TRANSPORTATION: Do you have reliable transportation to school, work?		Refer to AC Transportation website – City Transit Partnership.	
HEALTHCARE: Do you have recurring healthcare expenses that you are having difficulty with meeting?		Refer to AC Counseling Center website for list of community resources available.	Send directly to AC Counseling Center for case management services: in-person clinical or virtual teletherapy services
MENTAL HEALTH: Do you have recurring mental healthcare expenses that you are having difficulty with meeting.		Refer to AC Counseling Center website for list of community resources available.	

List of Student Self-Assessments:

Date From:
02/01/2023Date To:
02/28/2023

FILTER RECORDS

RESET FILTER

SHOW 10 ROWS ▾ COPY EXCEL PDF COLUMN VISIBILITY ▾

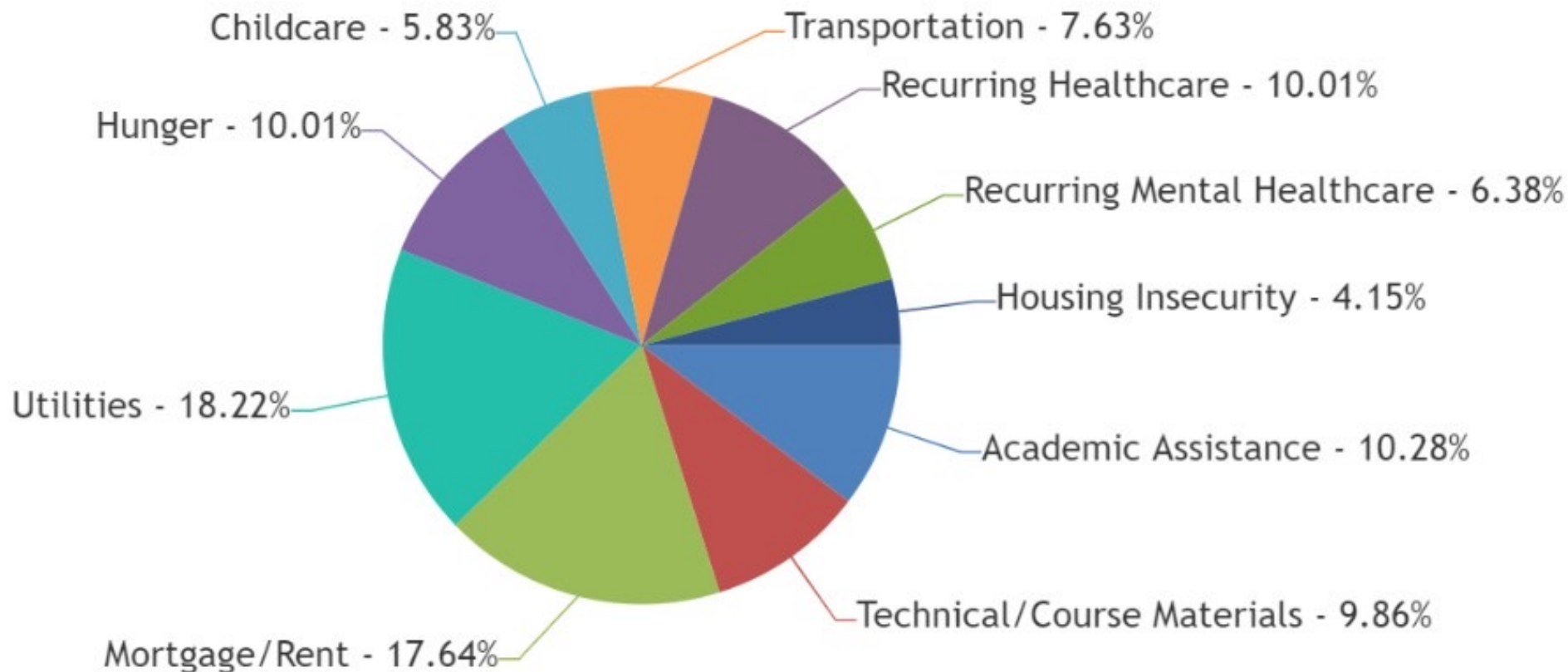
Search:

Colleague ID	Application Term	Assessment Date	Student	Utilities	Childcare	Underage Children	Housing Security	Actions
	Select values X				Select value ▾ X	Select value ▾ X	Select value ▾ X	
	2023SP	2023-02-23 12:45:03		I am in distress.	I am good	No	Yes	View Assessment
	2023SP	2023-02-23 09:02:48		I am struggling.	I am good	Yes	Yes	View Assessment
	2023SP	2023-02-22 21:56:13		I am good.	I am good	No	Yes	View Assessment
	2023SP	2023-02-22 20:24:16		I am good.	I am good	Yes	Yes	View Assessment
	2023SP	2023-02-22 20:00:59		I am good.	I am good	No	Yes	View Assessment

Amarillo College Students in Need

Total Number of Assessments for 2022FA is 3152

Numbers indicate student selected 3 or higher for each category and No for Nighttime Residence



Student Needs Assessment

Fall 2022 Outcomes	
Students declaring high need for student supports	39%
Students declaring need for ARC & social services	84%
Students declaring need for Counseling Center	34%
Students declaring need for academic supports	29%

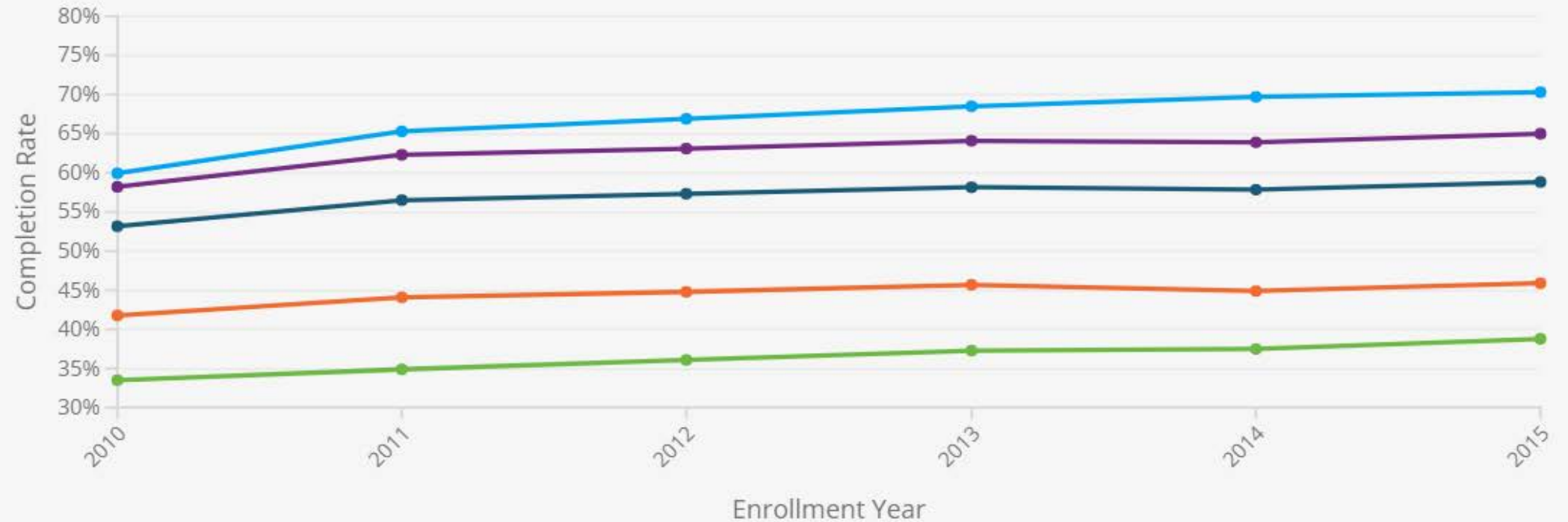
Significant Results from Fall 2022 Assessment		
Retention of Black Students	69.9%	42.6%
Retention of Males	68%	61%
Retention of Part-Time Students	63.2%	54.7%

Completion rates by gender and race/ethnicity

All genders Female **Male**

Enter race/ethnicity to show

Asian Black Hispanic White All races/ethnicities



Researching Basic Needs Insecurity at Texas Community Colleges: Lessons for Leaders

Jeremy Martin

Senior Researcher and Policy Analyst,
The University of Texas System, and
Research Assistant, Texas Success Center

tacc.org/tsc

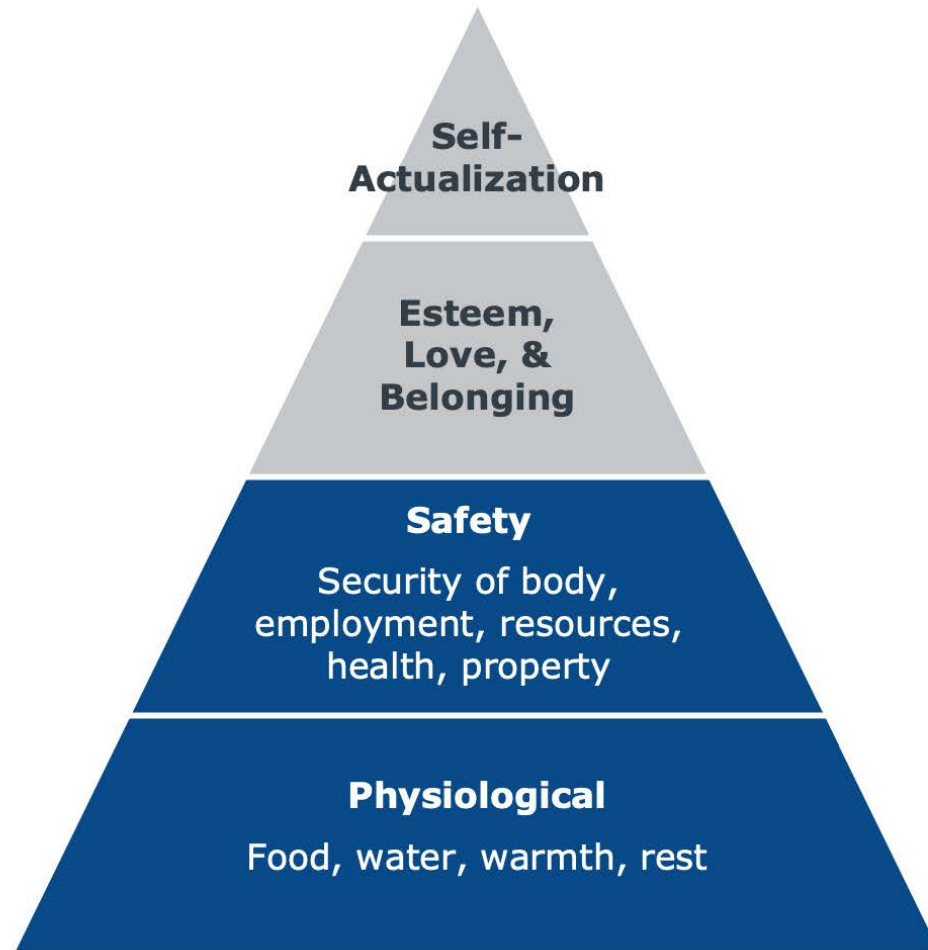


Texas Success Center

Texas Success Center – Research Plan

- **December 2022 – June 2023**
- **Goals:**
 - Understand the approaches, services, and scale of existing basic needs supports at Texas community colleges.
 - Identify gaps in offerings and provide recommendations to institutional leaders to refine, integrate, and sustain highly impactful practices.
- **Activities:**
 - Landscape analysis and annotated bibliography
 - Statewide survey
 - Key informant interviews
 - Final report, with campus spotlights and database of research

Definition



Maslow's Hierarchy of Needs

Under-Resourced Students Face Constraints on Their Time and Focus



"When I leave the dining hall I take an apple or a banana with me. I always think ahead about food—**it never leaves my mind.**"



"I'll take photos of a textbook with more than 500 pages **so I can avoid buying it.** It takes hours but you get into a rhythm."



"Trying to do homework when you **haven't eaten in 70 hours** is not going to happen."



"**I never know if I'll have quiet,** or an Internet connection at night, so I try to get as much done as I can during the day."

([EAB, 2018](#))

Scope

Basic needs insecurity among college students

Systematic reviews of existing literature show that



51%

of college students
experience **food
insecurity***



45%

of college students
experience **housing
insecurity****



9%

of college students **were
homeless or at risk of
becoming homeless*****

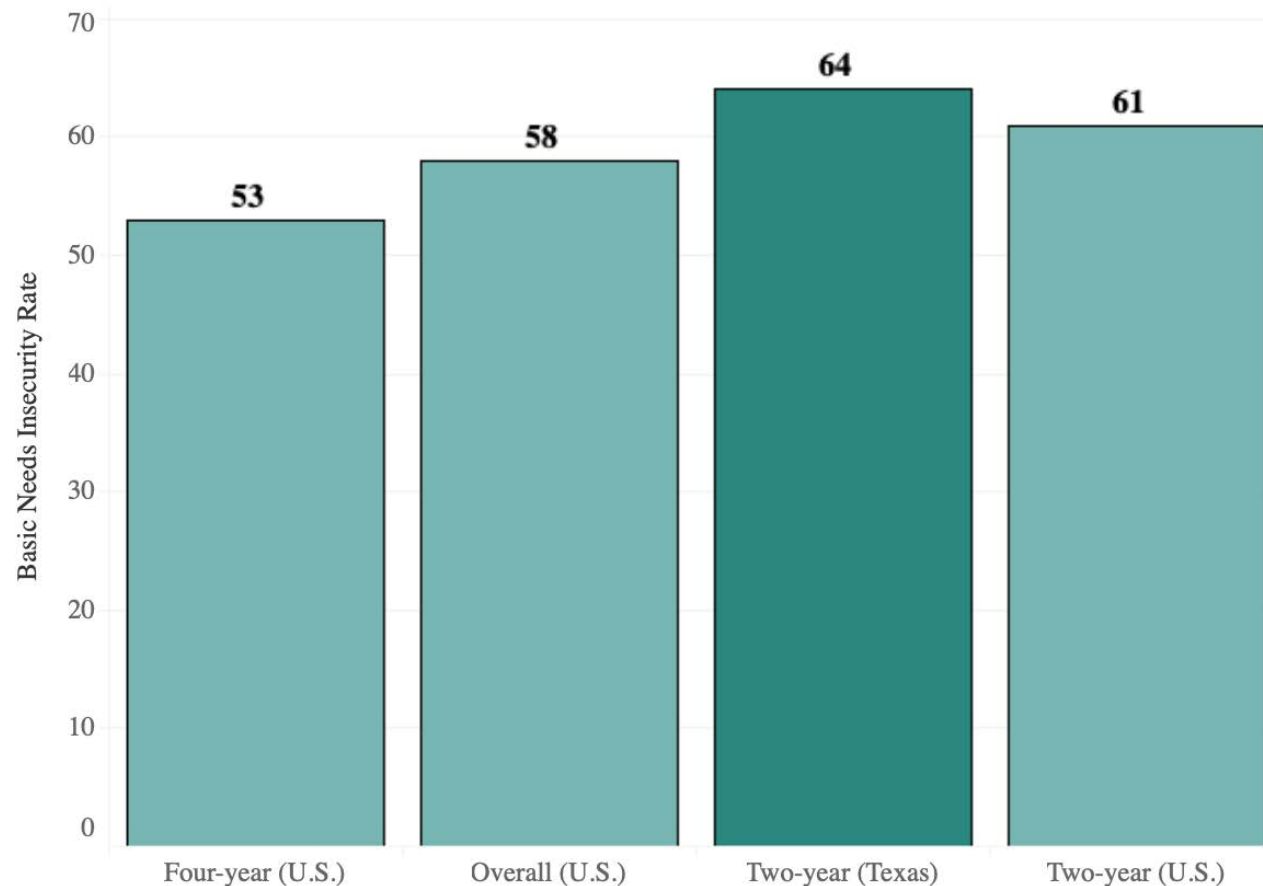
Source: ([IES, 2021](#))

Scope

Source: ([Allison, 2021](#))

Community college students in Texas most likely to experience basic needs insecurity

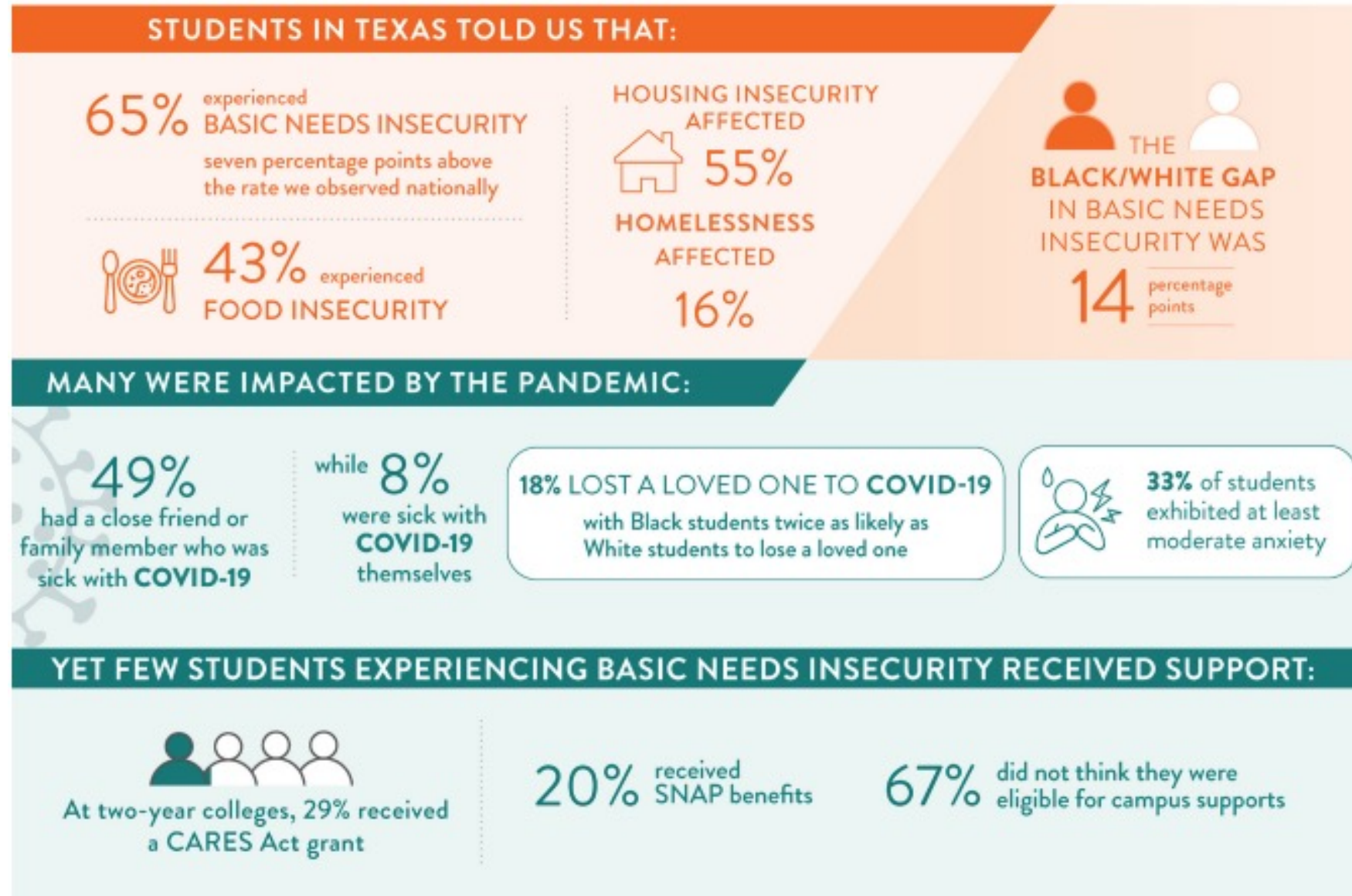
Students at two-year colleges in Texas are three percentage-points more likely to struggle with **food insecurity, housing insecurity or homelessness** in the last year than students at two-year colleges nationwide.



Source: 2020 #RealCollege Survey

Alexis Allison/Fort Worth Report

Score



([Hope Center, 2021](#))

Top-Level Findings

- Much research has focused on documenting needs. Widespread, compelling evidence of insecurity in the following domains:
 - Housing
 - Food
 - Mental health
 - Transportation
 - Childcare
 - Emergency aid
 - And more....
- Insecurity in any of these areas can negatively affect student wellbeing and academic outcomes ([EAB, 2018](#); [Goldrick-Rab, 2018](#)).
- COVID-19 has exacerbated these issues, yet sharpened focus on addressing them ([Cornett & Fletcher, 2022](#))

Top-Level Findings

- Colleges are doing tremendous work supporting students who experience basic needs insecurities. Survey results show wide array of support services.
- However, most efforts appear to lack institution-wide coordination and integration with other strategic priorities, limiting scale and impact ([Black & Hernandez, 2022](#)).
- Barriers to reaching more students
 - Colleges: resources (financial and human) and siloed, ad-hoc supports ([Burmicky & Duran, 2022](#); [EAB, 2018](#); [Hope Center, 2021](#)).
 - Students: social stigma and limited awareness ([Perry, 2018](#)).
- Developing faculty, staff, and student capacity to feel confident identifying and intervening is essential ([NASEM, 2021](#); [Kalkbrenner & Sink, 2018](#)).

Top-Level Findings

- **No one-size-fits-all approach**
 - Basic needs insecurities are fluid and interconnected
 - Colleges operate in unique community, cultural, economic, and social contexts
 - Equity demands attention to these differences – prevalence varies by race, sex, gender identity, and field of study ([NASEM, 2021](#))
- **Leadership is essential**
 - Sets the culture
 - Allocates resources and establishes priorities
 - Empowers faculty and staff ([Burmicky & Duran, 2022](#))

Preliminary Results From Statewide Survey

- Distributed to Pathways Leads March 13, 2023, using Qualtrics
- Requested response from an administrator who manages basic needs supports
- Response Rate:
 - n = 48 (excluding ~ 40 instances of incomplete attempts)
 - 45 of 52 campuses have at least one response

Preliminary Results From Statewide Survey

In your opinion, what percentage of your students are:

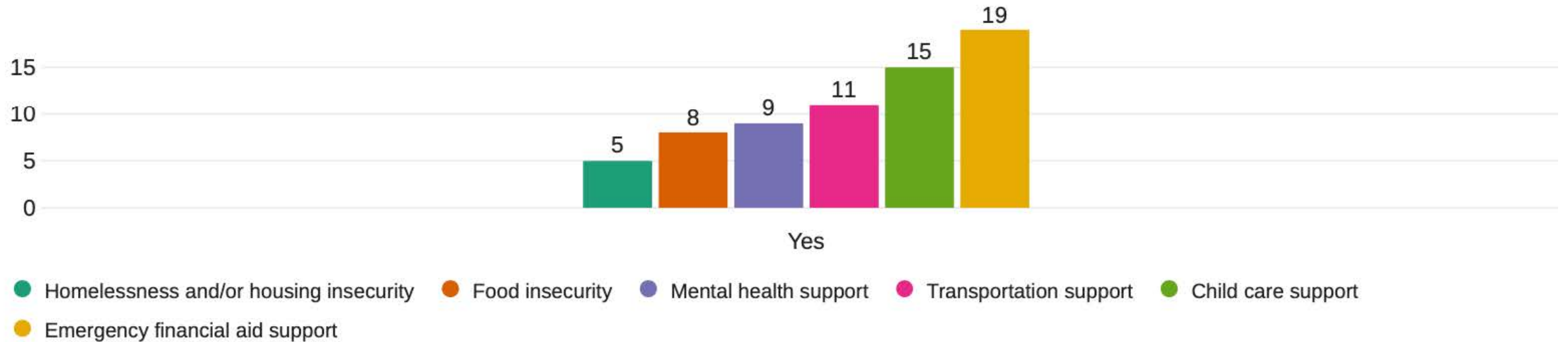
	Homeless?	Housing insecure?	Food insecure?	In need of mental health support?	In need transportation support?	In need of childcare support?	In need of emergency financial aid?
Average:	12.0%	31.8%	37.0%	45.7%	31.6%	29.4%	41.2%
Max:	33%	60%	84%	100%	70%	62%	81%

Preliminary Results From Statewide Survey

- How did you form these opinions?
 - Trellis Financial Wellness Survey
 - Hope Center surveys
 - CCSSE Surveys
 - Home-grown “needs assessment” surveys
- Anecdotes and personal interactions (no systemic data collection)

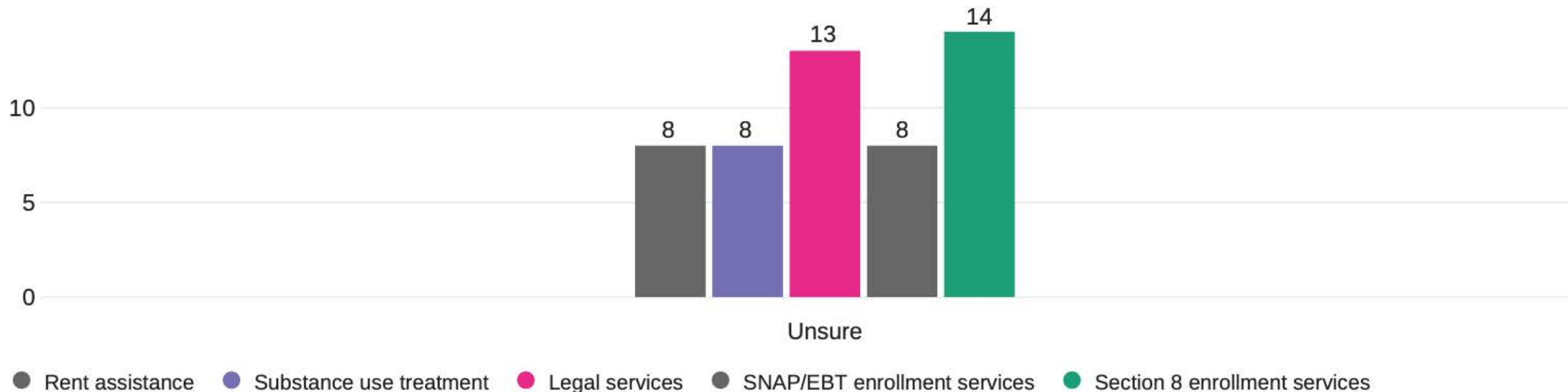
Preliminary Results From Statewide Survey

Does your campus track the retention and graduation rates of students who are experiencing the following basic needs insecurities?



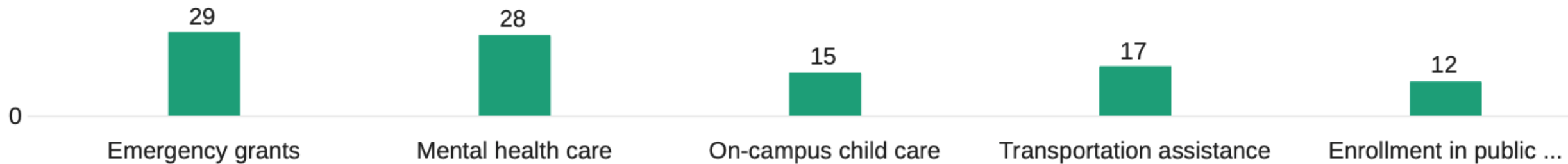
Preliminary Results From Statewide Survey

Which of the following services exist for students at your college? Select up to 5 options. (Most frequent responses for "unsure")



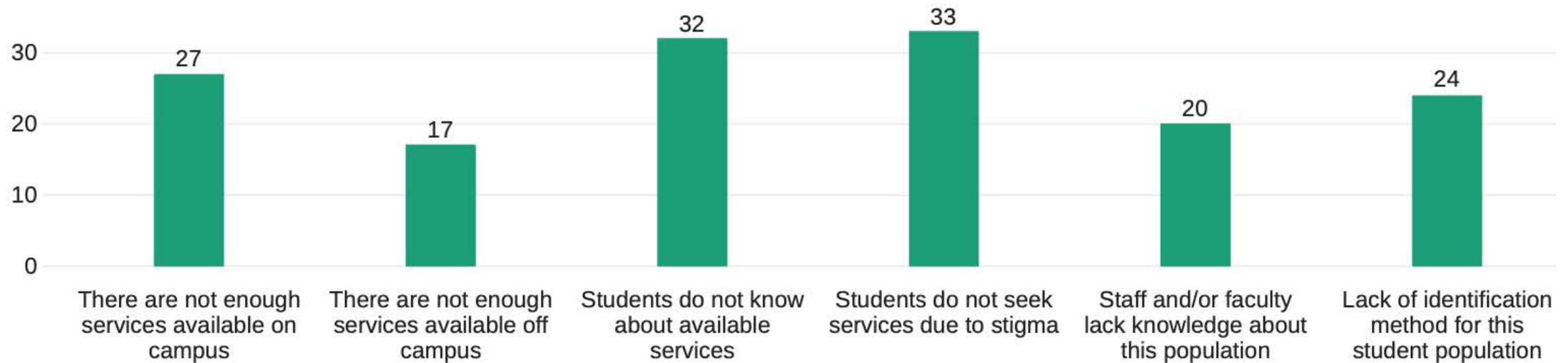
Preliminary Results From Statewide Survey

Which of the following services does your college need more of to meet the basic needs of students? Select up to five services that are most urgently needed. (Most frequent choices)



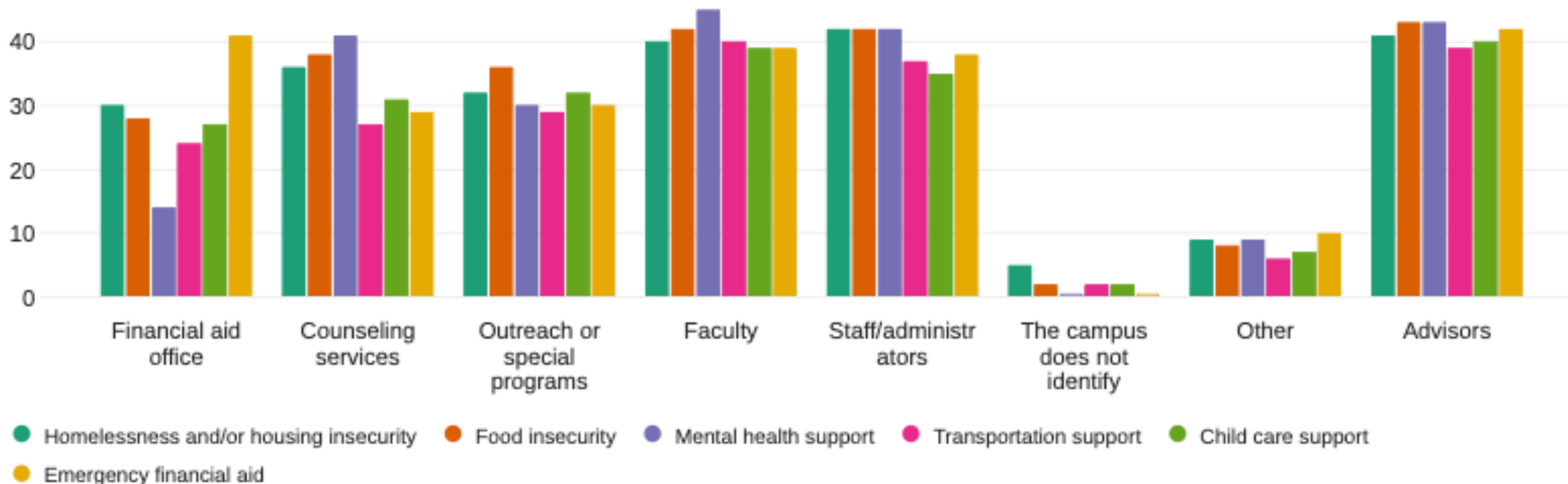
Preliminary Results From Statewide Survey

What do you think are the five greatest barriers in accessing on campus services to meet the basic needs of students? Select up to five responses. (Most frequent responses)



Preliminary results from statewide survey

How does your college identify students who experience the following basic needs insecurities?



Preliminary Results From Statewide Survey

In your opinion, is there a specific law at the state or federal-level, or policy at your college that prevents students with basic needs insecurity from accessing services?

- 13 of 20 responses stated “no policies limits access”
- However, others did identify policy barriers:
 - Immigration status and fear of interacting with state
 - Work and school eligibility requirements for public benefits
 - Medicaid access
 - Limitations for individuals who have been involved in the criminal justice system

Preliminary Results From Statewide Survey

Q33 – In your opinion, is there a specific practice or norm at your college that prevents students with basic needs insecurity from accessing services?

- 10 of 20 responses stated “no norms or practices prevent access”
- However, students tell us that’s not the case:
 - Messaging – outreach is competing with much other communication.
 - “Micro-environments” – significant institutional complexity especially in larger colleges
 - Stigma – Multiple levels: self, group, institution, society
 - Awareness among faculty, staff, and students

Next Steps

- Closed survey on May 9. Will update findings with completed data.
- Currently conducting key informant interviews.
- Will create “college spotlights” to highlight successful institutional approaches.
- Final report submitted by end of June.

Credit

- Crutchfield, R.M. & Maguire, J. (2017). Researching basic needs in higher education: Qualitative and quantitative instruments to explore a holistic understanding of food and housing insecurity. The California State University Office of the Chancellor. Retrieved from, <https://www.calstate.edu/impact-of-the-csu/student-success/basic-needs-initiative/Documents/researching-basic-needs.pdf>
- The Hope Center for College, Community, and Justice at Temple University.
<https://hope.temple.edu/>

Thank you!

For more information, please contact:

Jeremy Martin, MPAff

jeremy@greenbeltconsultingllc.com
www.greenbeltconsultingllc.com

Kristina Flores, PhD

kflores@tacc.org

tacc.org/tsc



Texas Success Center

Mental Health

Jennifer Esterline

Vice President of Child and Family Strategy,
Meadows Mental Health Policy Institute

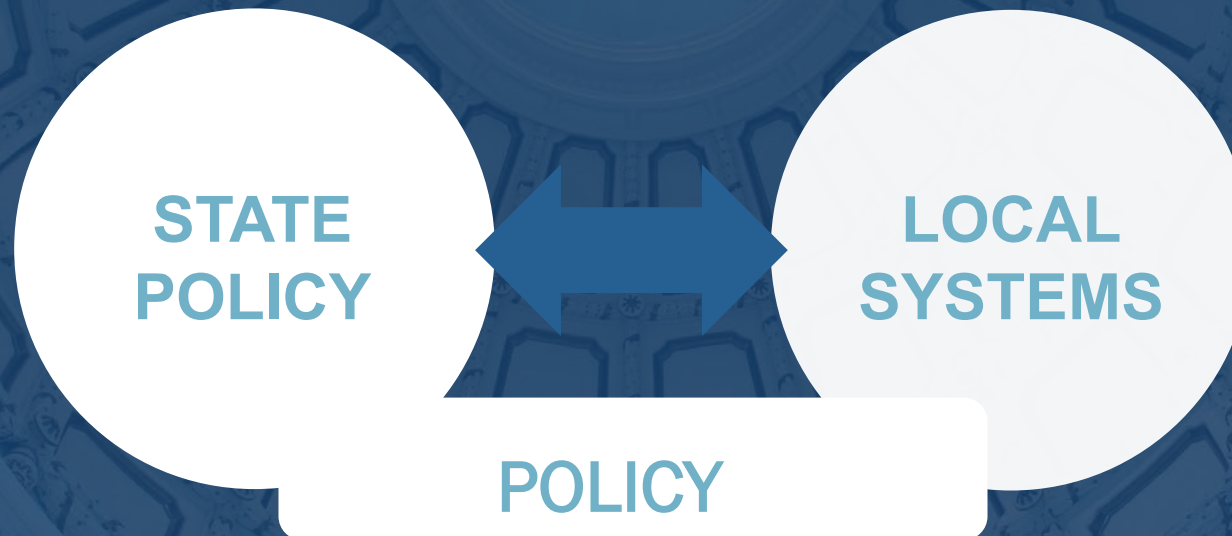
tacc.org/tsc



Texas Success Center

Vision, Mission, Core Change Strategy

- **Vision:** We envision Texas to be the national leader in treating people with mental health needs.
- **Mission Statement:** To provide independent, non-partisan, data-driven, and trusted policy and program guidance that creates equitable systemic changes so all Texans can obtain effective, efficient behavioral health care when and where they need it.



Vision, Mission, Core Change Strategy

| 137

- **Vision:** We envision Texas to be the national leader in treating people with mental health needs.
- **Mission Statement:** To provide independent, non-partisan, data-driven, and trusted policy and program guidance that creates equitable systemic changes so all Texans can obtain effective, efficient behavioral health care when and where they need it.

Since our Founding in 2013

- Texas behavioral health funding is up over \$2.7 billion (over 33%).
- Legislators have “found” (and strategically aligned) over \$3 billion more.
- Last three (+3) legislative sessions: **78 of 86 priorities enacted**.
- Over 20 federal legislative wins in the last Congress, including the **2022 Bipartisan Safer Communities Act** with **over \$10 billion** in funding.

11,489*
SUBSTANCE
RELATED DEATHS
in Texas in 2021

THE CURRENT MENTAL HEALTH CARE SYSTEM

4,193*
DEATHS BY
SUICIDE
in Texas in 2021

The Goal of Health Care: **LIVING YOUR LIFE** in the COMMUNITY

HEALTH CARE



WORK



SCHOOL



HOME

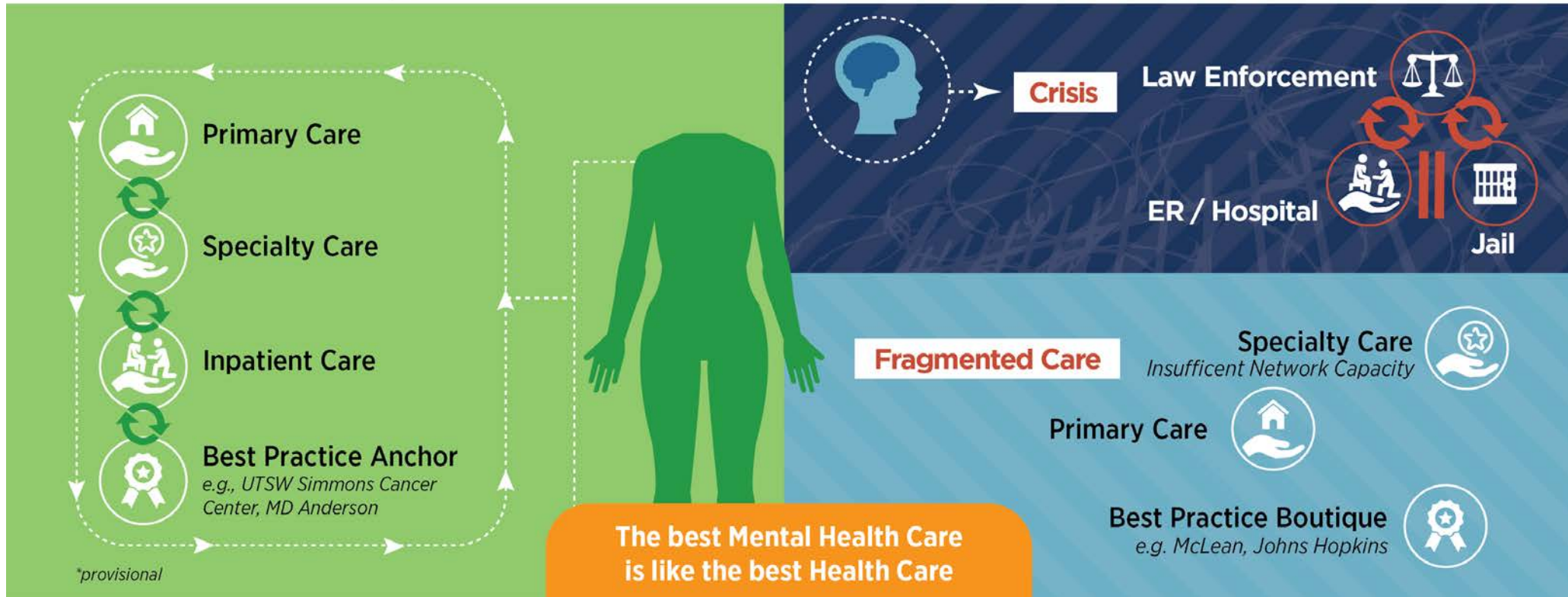


FAITH



FAMILY

MENTAL
HEALTH CARE




Mental Health Facts

Mental health problems are common and they start early.



The sooner a person gets help, the more likely they are to have a positive outcome.



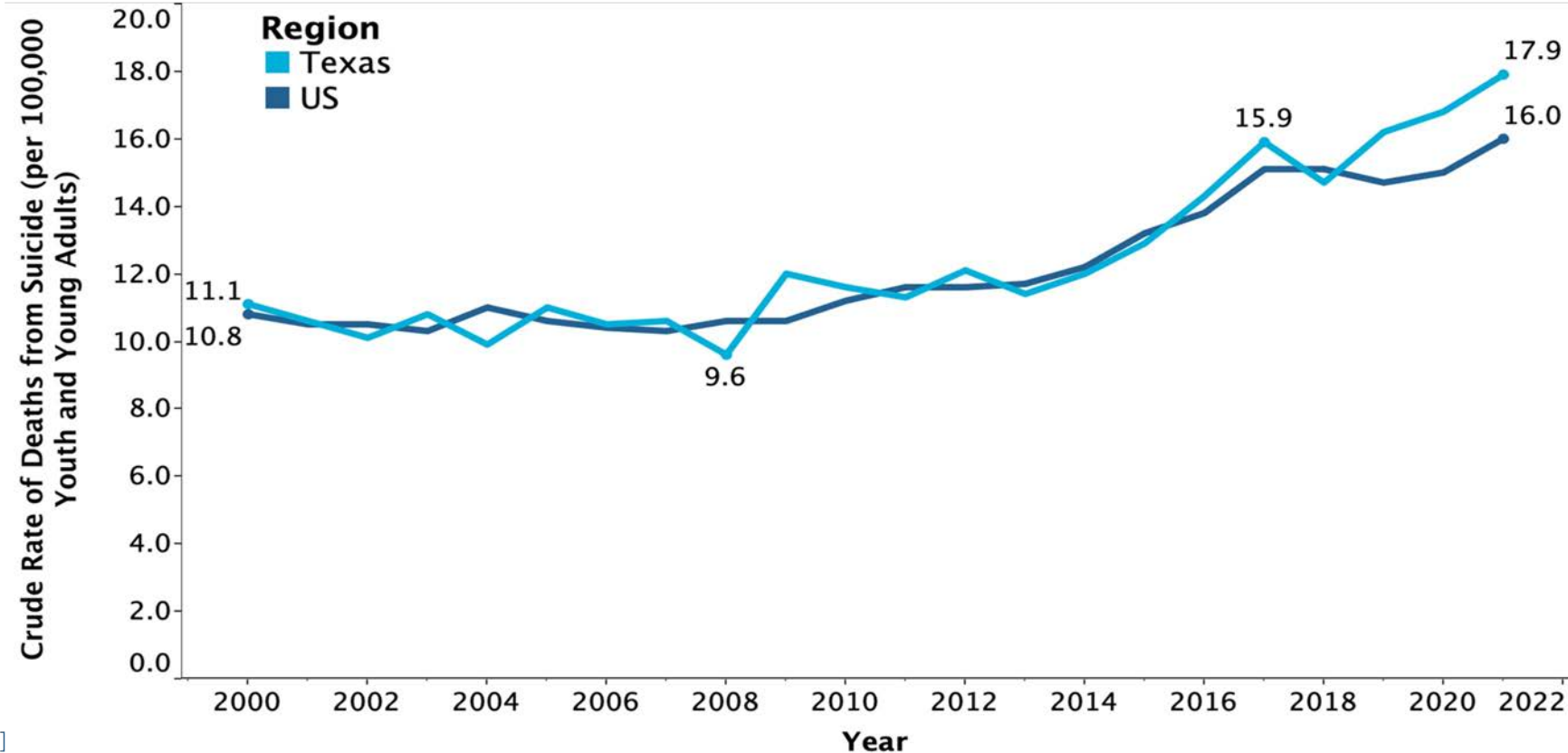
Stigma is associated with mental health problems.



Professional help is not always readily accessible to families, so education institutions may be their only source for support.

Historic Suicide Rates

- On average, youth wait 8-10 years post-symptoms for care.
- Suicide is the **second leading cause of death** among youth.
- The Texas rate of deaths from suicide among transitional-age youth has been higher than the US rate for the past three years (12% higher than the national rate in 2021).



In a 2021 Survey of College Students over 18:

- 22% of respondents reported major depression
- 41% of respondents reported mild or moderate depression
- 34% of respondents reported anxiety disorder
- 40% of respondents reported any lifetime mental health diagnosis
- 78% of respondents strongly agreed, agreed, or somewhat agreed that they currently need help for emotional or mental health problems such as feeling sad, anxious, or nervous
- Respondents reported at least some of the time lacking companionship (64%), feeling left out (68%), and feeling isolated from others (68%)
- 29% of college students experienced unemployment, while 61% had a family member



State of Postsecondary Mental Health: Students

- 62.5% of mental health disorders emerge by age 25.
- Emotional stress and personal mental health were **top cited** reasons why students considered stopping their postsecondary coursework. This held true for **both** 2- and 4-year students.
- The dropout rates for students with diagnosed mental health problems range from 43 to **as high as 86 percent**.

Addressing postsecondary mental health is critical to student persistence and academic achievement.

State of Postsecondary Mental Health: Staff

- 40% of student affairs professionals do not anticipate staying in the field over the next 5 years, due to burnout. However, 94% believe they are positive impacting student lives.
- Campus counseling centers are struggling to fill vacancies and hire for new positions.
- Nearly 70% of 268 college and university presidents identified student mental health as one of the most pressing issues to address in 2021.

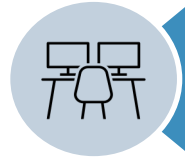
Academic Consequences of Mental Health Concerns



Interferes with cognitive processes associated with learning



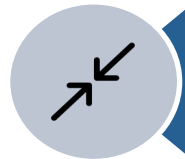
Lower academic achievement



Unemployment or underemployment



Poor or reduced physical health



Increased absences and higher drop out rates

The American College Health Association finds depression and anxiety the leading hindrances affecting academic performance.

Populations Most Impacted

LGBTQIA+ Communities

Experience mental health disparities compared to their heterosexual peers
(Jed Foundation Proud and Thriving Report 2021)

Non-Traditional Adult Learners

Older, working, and/or parenting experience unique barriers, often around financial stress
(The Aspen Institute and Jed Foundation Improving Mental Health of Student Parents)



Students of Color

Experiencing increasing prevalence of mental health concerns and have high rates of unmet treatment needs
(Jed Foundation Equity in Mental Health Framework)

Community College Students

Face unique barriers to accessing services and tend to have higher rates of unmet treatment needs than peers in four-year institutions

These populations and identities often intersect with one another, leading to additional layers of barriers and challenges to appropriate mental health treatment.

Meadows Institute Values

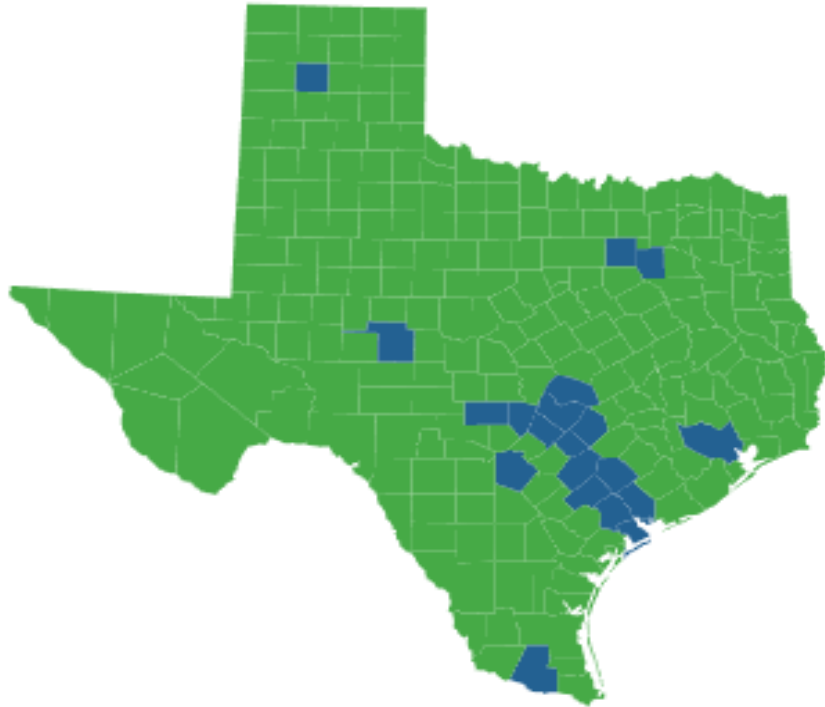


EQUITY COMMUNITY ENGAGEMENT INTERSECTIONALITY WELL-BEING

- Education is a key determinant of good life outcomes.
- Mental health and education have a bidirectional relationship.
- Historically marginalized communities often face adversities that compound stress & increase risk for mental health conditions.
- COVID-19 has exacerbated existing mental health concerns and inequalities.

Meadows Institute Work in Post-Secondary

Total Students Served: ~550,000



- Alamo College
- Amarillo College
- Angelo State University
- Austin Community College
- Dallas College
- Paul Quinn College
- Sam Houston State University
- University of Houston Downtown
- University of Texas Rio Grande Valley
- San Jacinto College
- UNT Dallas
- Victoria College
- Texas A&M International University
- Texas State University
- University of Texas Austin
- University of Houston-Clear Lake
- West Texas A&M

Trellis Foundation Postsecondary Mental Health & Wellbeing Learning Community

Project Overview & Background



Roles



Funder



Learning Community Convener and
Lead TA Provider



National Technical Assistance Providers



Grantees

Alamo Colleges
Amarillo College
Angelo State University
Austin Community College

Paul Quinn College
Sam Houston State
San Jacinto College
Victoria College

University of Houston
Downtown
University of Texas at
Rio Grande Valley

Project Work



Programmatic grantmaking

The Trellis Foundation gave ten grants to institutions of higher education pursuing unique, innovative projects to support student mental health in pursuit of persistence and academic achievement.



Individualized technical assistance

The Meadows Institute, in partnership with national partners & TA providers The Steve Fund, JED, and Active Minds, developed technical assistance plans in support of each institution's project.



Universal supports in a learning community model

The Meadows Institute facilitates the Trellis Foundation Postsecondary Mental Health & Wellbeing Learning Community, a 2-year program with 14 workshops, 2 in-person convenings, and 6 virtual community meetings.



Breaking down siloes and building community

The Learning Community emphasizes candor and community. Through intentional connection opportunities, it provides an opportunity for institutions to break down siloes and learn from each other's work.



Disseminating learnings to the postsecondary field

Learning is at the core of this project. The Trellis Foundation has given the field an unprecedented opportunity to learn about best practices in implementing postsecondary mental health programming in real time. The Trellis Foundation and The Meadows Institute will capture learnings from this work to share with the field, in pursuit of improving how we support student mental health—a basic need critical to postsecondary persistence and achievement.

Dallas College Student Care Network

Project Overview & Background



Partners



Population(s)

- Community college students enrolled in Dallas College
- A highly diverse community of learners; significant diversity in age, race, & socioeconomic circumstances.

Project Goals

- To **identify** best practices in post-secondary mental health care in Texas and nationally
- To **analyze** how student mental health needs have been affected by COVID-19 and the ways in which Dallas College's current array of services address such needs
- To **provide** recommendations to support the best mental health outcomes possible for Dallas College students

UNT-Dallas Center for Socioeconomic Mobility Through Education

Project Overview & Background



Partners



Population(s)

Young people ages 14-25 who spent time in foster care during their teen years.

Project Goal

To **understand** and **identify** opportunities to address the unique and complex mental health needs of youth who have spent time in foster care, with emphasis on the relationship between mental health and educational and career-related goal setting and attainment.

What's Next? Future Post-Secondary Work

- Establish a mental health framework for institutions of higher education with evidence-based practices at each tier.
- Create and support a broad Texas network of partners and institutions of higher education focused on mental health through learning communities.
- Provide individual coaching and technical assistance with institutions of higher education across Texas.
- Continue to partner with the Texas Higher Education Coordinating Board, Texas Association of Community Colleges, Independent Colleges and Universities of Texas, and other associations of higher education to ensure mental health is treated as a basic need for all Texas students.
- Intentional focus on students most at-risk of completing a post-secondary credential, students attending community colleges in rural regions.



Important Dates

- **Talent Strong Texas Pathways Institute #2**
November 1-3, 2023, Hyatt Regency, Houston
- **Board of Trustees Institute**
February 27-28, 2024, Lakeway Spa & Resort, Lakeway
- **Talent Strong Texas Pathways Institute #3**
April 10-12, 2024, Kalahari Resort, Round Rock
- **Talent Strong Texas Pathways Institute #4**
November 13-15, 2024, Omni Hotel, Fort Worth



Texas Success Center