TACAO Quarterly Meeting Agenda

- **Legislative Update and Discussion** – Ray Martinez III, J.D.

- **Texas Success Center Communication Strategy** – Martha Ellis, Ph. D.

- **Talent Strong Texas Pathways** – Kristina Flores, Ph. D. & Christine Bailie, Ed. D.

- **TACAO Business** – Cynthia Ferrell, Ph. D.

Texas Success Center
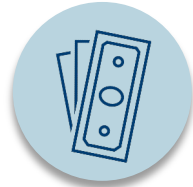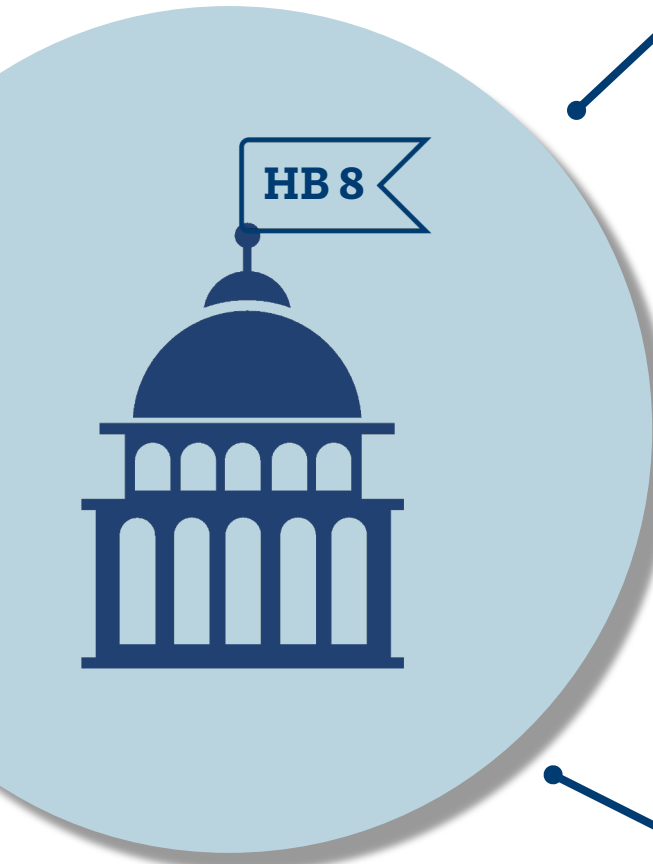
Legislative Update

Ray Martinez III, J.D.
President & CEO
Texas Association of Community Colleges

Texas Success Center

Key Components of House Bill 8

HB 8

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 Standing Advisory Committee (SAC)
A group of community college leaders that will provide advice and counsel to the Texas Higher Education Coordinating Board during implementation.

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Performance Tier
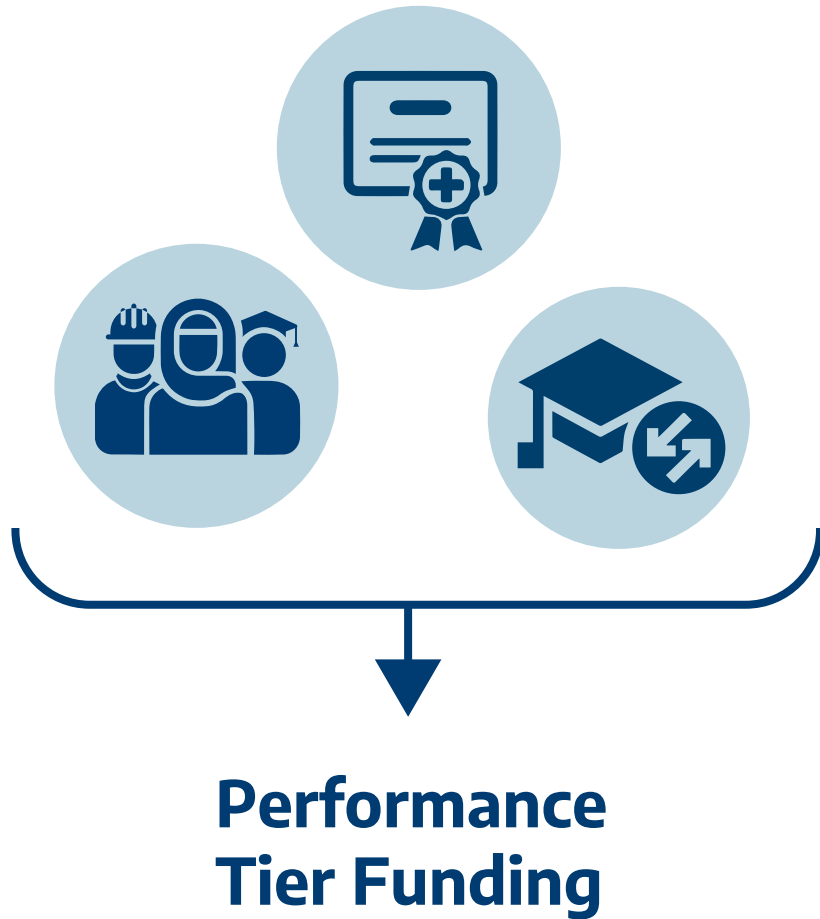
Outcomes

- **Credentials of value**, including credentials from credit and non-credit programs
- Credentials of value awarded in **high-demand fields**
- Students who **transfer with at least 15 SCH** to four-year universities
- Students who complete a **sequence of at least 15 SCH in dual credit** courses

Weights

- Economically disadvantaged
- Academically disadvantaged
- Adult learners (25 years of age or older)

Performance Tier Funding

Texas Association of Community Colleges

Texas Higher Education Coordinating Board:
Timeline for House Bill 8

July '23

The Texas Higher Education Coordinating Board (THECB) worked on the first set **emergency rules for House Bill 8**. These rules were only be in place for a six-month period.

August '23

Special called THECB Board Meeting to **adopt emergency rules.**

Emergency rules in place until January 2024.

Aug. '23 - Jan. '24

FY 24 regular rules are developed by THECB and in consultation with the Standing Advisory Committee.

January '24

THECB Quarterly Board Meeting **adopts FY 24 regular rules.**

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

WE ARE HERE

Jan. - April '24

FY 25 regular rules are developed by THECB and in consultation with the Standing Advisory Committee.

April '24

THECB Quarterly Board Meeting **adopts FY 25 regular rules.**

Key Changes for FY 25 Rules

Based on feedback from key stakeholders and college leaders, FY 25 will include changes in **four key areas.**
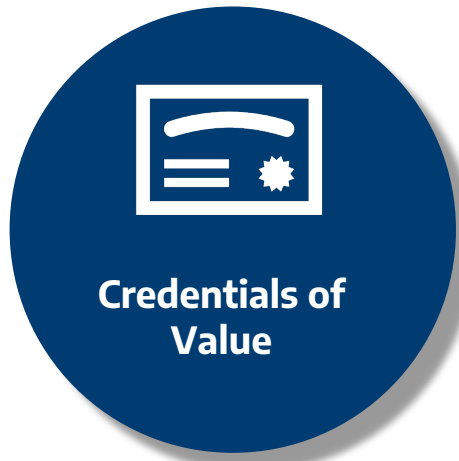
Credentials of Value

Fundable Credentials

High-Demand Fields

Alignment of Incentives

Credentials of Value

Credentials of Value Baseline:

As in FY 24, institutions are funded for all conferred certificates and associate and bachelor's degrees that meet the "credential of value" threshold with 10 years.

Credentials of Value Premium:

Institutions will receive additional premium funding for each student earning a credential of value who is projected to achieve a positive return on investment at or **before a target year** when most students in comparable programs are projected to reach a positive return on investment (ROI).
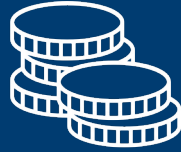
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Fundable Credentials

Funded in FY 24 + FY 25:

- Associate degree
- Baccalaureate degree
- Level 1 or 2 certificate
- Advanced technical certificate
- Continuing education certificate
- Occupational skills swards
- Credentials leading to licensure or certification

Additions in FY 25:

- Texas Opportunity High School Diploma – five community colleges participating in pilot.
- Third-Party Credentials

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Workforce Needs for FY 25
(List will be evaluated every two years.):

Statewide High-Demand Fields:
- Top-10 growing occupation according to 10-year projections from Texas Workforce Commission (TWC) and Bureau of Labor Statistics (BLS).

Regional High-Demand Fields:
- Top-5 growing occupational groups in each college region that are not on the statewide list – using Texas Comptroller regions.

Essential and Emerging Fields
- College and state leaders recommend additional fields to address changing economy.
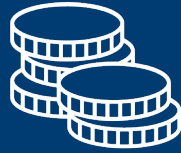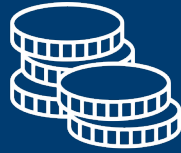
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Alignment of Incentives

Adult Learners: Students older than 25 years for a period prior to earning credential.

Dual Credit : Removing double counting that previously contributed to both dual credit and transfer.

Transfer: Only one college is credited.

Outcomes forecast: Payment based on forecasted outcomes to better fund performance changes.

Data sources: Change data source for average tuition and fees from IPEDS to THECB data.

Key Changes for FY 25 Rules

Based on feedback from key stakeholders and college leaders, FY 25 will include changes in **four key areas.**
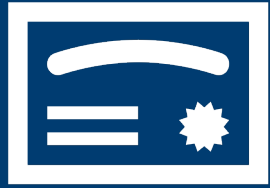
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Alignment of Incentives

Texas Register: Public Comment Ends Feb. 25th

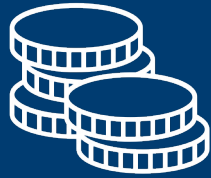# Interim Charges

House Bill 8

- Identify best practices
- Study any discrepancies in funding allocation based on the demographic and regional needs
- Study the effectiveness of FAST
- Consider any challenges in implementing the new FAST program
- Study the efforts of THECB for institutional collaboration center
- Update on data collection
- Review the structure and governance of the Community College Standing Advisory Committee

TX Labor Market

- Given recent data projections, examine the capacity of public two-year colleges in Texas to meet emerging workforce needs, including an assessment of existing programs, facilities, and resources.

- Evaluate postsecondary career and technical education programs to ensure alignment with the state's long-term higher education plan, *Building a Talent Strong Texas*.

Nursing

- Study the impact of out-of-state institutions' nursing programs on the availability of clinical nursing opportunities for higher education institutions in Texas.

- Assess opportunities for better coordination, management, and return on state investment so that new entrants to Texas nursing education will grow the nursing pipeline more effectively.

Thank you

Ray Martinez III, J.D.
President & CEO
Texas Association of Community Colleges

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Texas Success Center

ALL IN FOR Texas SUCCESS

The Texas Success Center Celebrates Five Years of Community College Improvement

★ **Leadership.** The more leaders — presidents, chancellors, and trustees — are engaged, the stronger student outcomes are.

★ **Connecting.** Community colleges are connecting with their students and getting them on pathways more efficiently. This outcome is the result of improving both internal connections essential for program mapping and external partnerships with K–12 and universities.

★ **Entering.** Improvements to onboarding — such as introducing corequisite support and helping students get program-relevant experience quickly — set students up for success.

★ **Progressing.** At Texas community colleges, advising is ongoing throughout the college experience, and academic supports prepare students for successful transfer.

★ **Succeeding: College Success.** All 50 community colleges made progress on seven early momentum metrics. These metrics demonstrate progress in areas correlated with higher long-term outcomes; they show progress in the initial steps that are essential for higher graduation rates.

★ **Succeeding: Student Learning.** Student learning, including applied learning, is the outcome that matters most.

★ **What's Next.** Improvement efforts will continue with Talent Strong Texas Pathways, more emphasis on belonging and wellness, and building culture that helps students connect with their college.

Thank you

Martha Ellis Ph. D.
Senior Pathways Lead

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Texas Success Center

Basic Needs Insecurity in Texas Community Colleges

- Research project funded by the Annie E. Casey Foundation to deliver a **landscape analysis of basic needs insecurities (BNI) and supports** at Texas community colleges.

- *How do institutional leaders who manage BNI services **perceive student needs and BNI service offerings**?*

- *What **barriers and opportunities** exist for programs, services, and policies in the current landscape of BNI supports at Texas community colleges?*

Perceived Rates of BNI Among Students

BNI Category	Min	Max	Mean	N
Homelessness	1.0%	33.0%	**11.8%**	45
Housing Insecurity	1.0%	60.0%	**31.1%**	45
Food insecurity	5.0%	84.0%	**37.0%**	44
Mental Health Concerns	3.0%	100.0%	**44.7%**	45
Transportation Challenges	5.0%	70.0%	**31.6%**	43
Childcare Challenges	5.0%	62.0%	**29.4%**	44
Need for emergency financial aid	1.0%	98.0%	**42.5%**	45

Source: Texas Success Center BNI Survey, 2023

Percentage of Respondents Experiencing BNI:
Overall and by college type in Texas (N=12,959 college students)

Overall
- Homelessness: 16%
- Housing Insecure: 55%
- Food Insecure: 43%
- Any BNI: 65%

Two-Year Colleges
- Homelessness: 15%
- Housing Insecure: 55%
- Food Insecure: 42%
- Any BNI: 64%

Four-Year HBCUs
- Homelessness: 20%
- Housing Insecure: 61%
- Food Insecure: 50%
- Any BNI: 72%

Legend: ■ Homelessness ■ Housing Insecure ■ Food Insecure ■ Any BNI
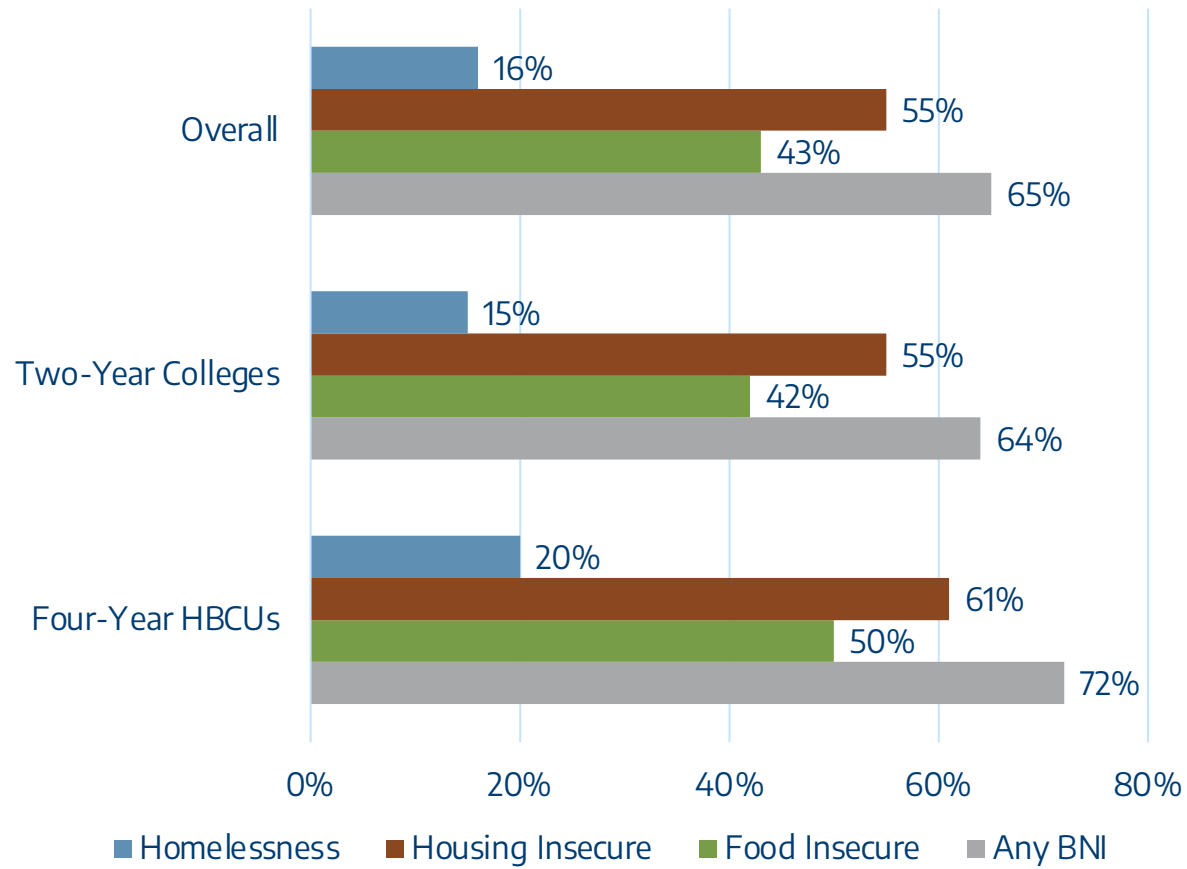
Source: 2020 #RealCollege Survey, The Hope Center, 2020

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Chart data:

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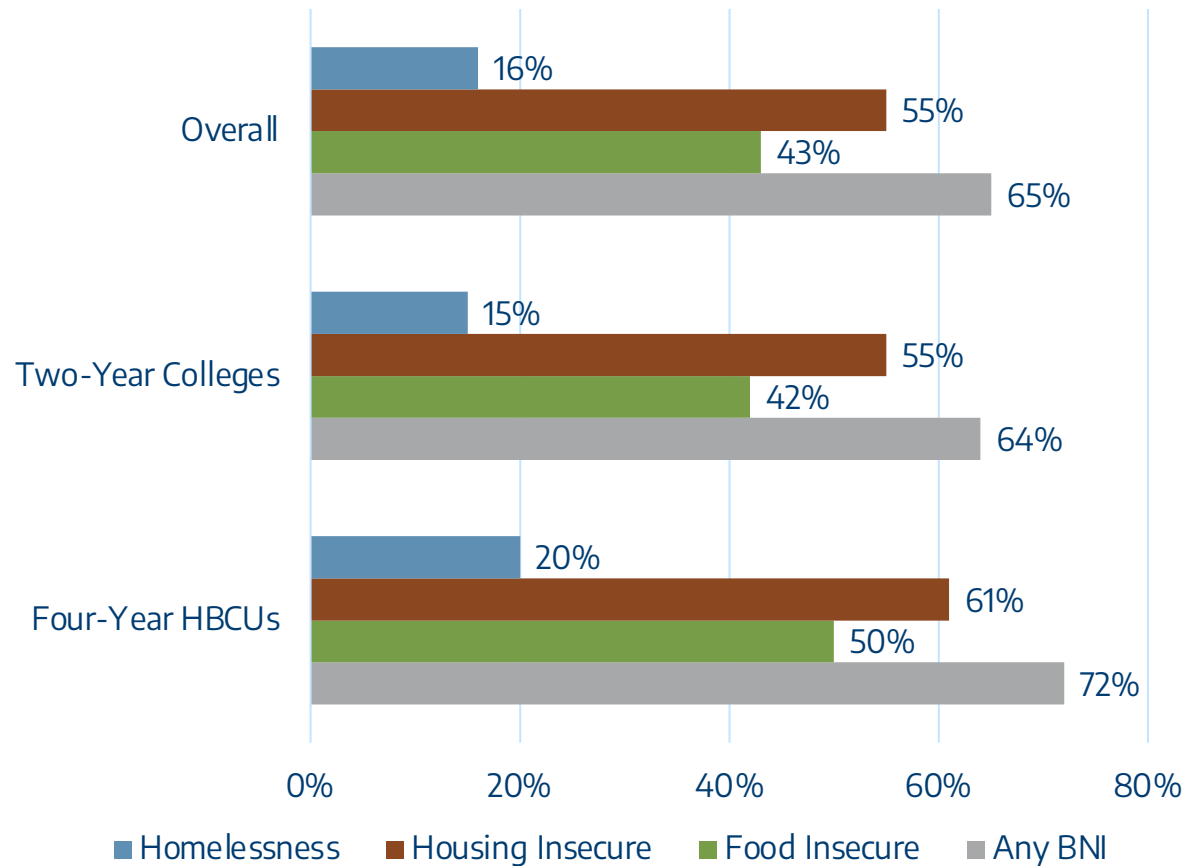
Colleges underestimate rates of homelessness, housing insecurity, and food insecurity.

The Texas Success Center can support improved BNI data collection and use in colleges.

Source: 2020 #RealCollege Survey, The Hope Center, 2020

BNI Services Identified as Existing ON CAMPUS
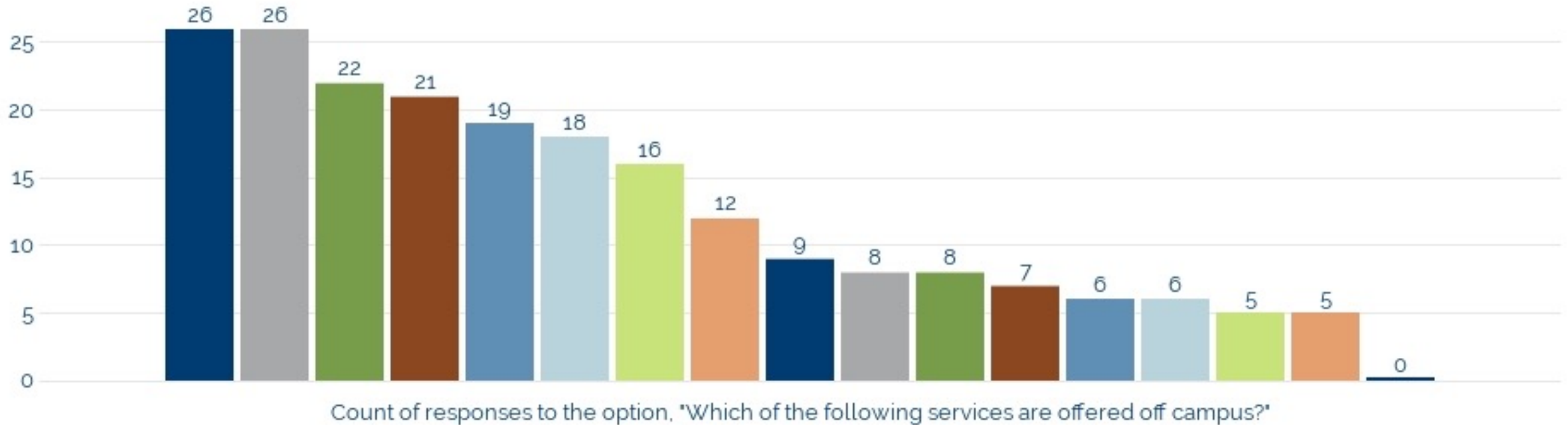## Count of BNI Services (N=46 Colleges)
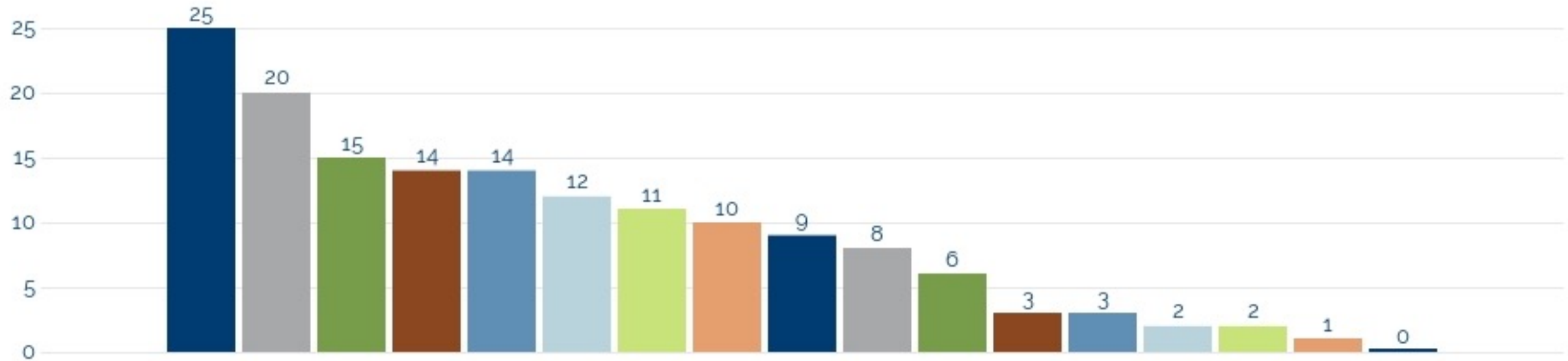
Count of responses to the option "Which of the following services are offered on campus?"

- Access to emergency financial aid
- Campus housing
- Hygeine kits
- Foster youth program
- Location to shower
- Food pantry
- Transportation assistance
- Donated clothes and shoes
- Specific program for students that experience food ins...
- Mental health services
- Rent assistance
- Specific program for students that experience housing ...
- SNAP/EBT enrollment services
- Child care
- Section 8 enrollment services
- Legal services
- Substance use treatment

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Count of responses to the option, "Which of the following services are offered off campus?"

- Substance use treatment
- Legal services
- Section 8 enrollment services
- Child care
- Specific program for students that experience housing ...
- SNAP/EBT enrollment services
- Rent assistance
- Transportation assistance
- Campus housing
- Donated clothes and shoes
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- Hygeine kits
- Mental health services
- Location to shower
- Access to emergency financial aid

BNI Services Identified as ON & OFF CAMPUS
Count of BNI Services (N=46 Colleges)
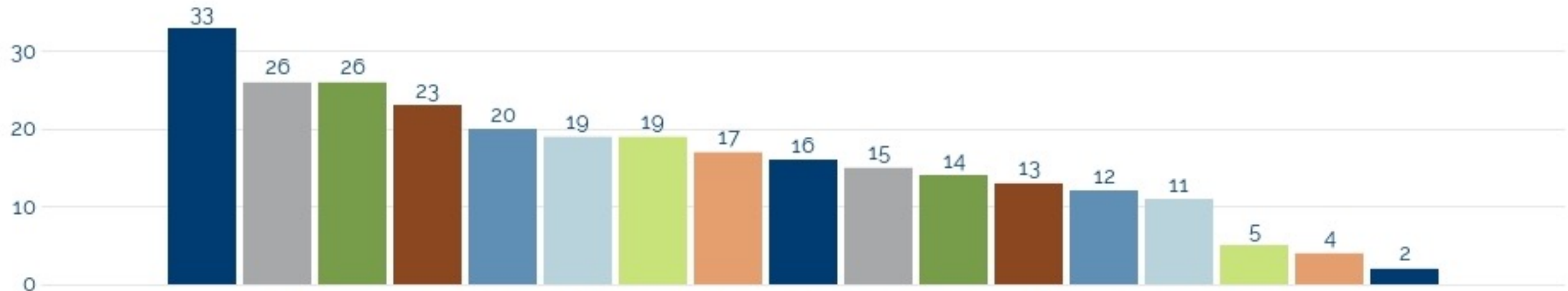
Count of responses to the option "Which of the following services are offered both on campus and off campus?"

- Mental health services — 33
- Food pantry — 26
- Specific program for students that experience food ins… — 26
- Donated clothes and shoes — 23
- Transportation assistance — 20
- Child care — 19
- Access to emergency financial aid — 19
- Hygeine kits — 17
- Specific program for students that experience housing … — 16
- SNAP/EBT enrollment services — 15
- Foster youth program — 14
- Location to shower — 13
- Rent assistance — 12
- Substance use treatment — 11
- Section 8 enrollment services — 5
- Campus housing — 4
- Legal services — 2

Perceptions of Homelessness and Housing Insecurity

- Housing is tough and I don't know if it's just our area or if it's like that all through Texas. But good gracious, in the last two years, **housing costs have got become ridiculous**, absolutely ridiculous, and it's hard for people with full time jobs to maintain housing plus a vehicle.

- We're limited... **one of the barriers in a rural area that we have is that there there's not as much access to housing**. So what housing is present have wait lists... so a lot of couch surfing, a lot of staying with a friend, you know this week and staying somewhere else another week. But there's no stability of, you know, I have this guaranteed place where I'm going to go and this is where I'm going to stay. So that's what I see directly within our students when it comes to housing.

- Most of your shelters, most of even your churches, things like that, were really shutting down for safety reasons. And today, most of them haven't reengaged in that area. **We are really struggling with providing quality [options for housing].**

Perceptions of Food Insecurity

- We know that a lot of our **dual credit students are on the reduced lunch, and they come and they're on our campus**. But what they told us through that is that's not enough. We know that's our population, but we really thought because the high school was covering that and they were on reduced lunch, that it was OK, and it made us realize we've got to go further.

- It's overwhelming to me. **I know at the end of the day the food's gone and so the students are coming**. They hang out here, they don't have the money to put gas in their car and run around, so they stay here and study… They can get a breakfast snack and a lunch snack. That's a lot of people, 900.

- **There is a balance to be maintained between offering services and embarrassing students.** We publicize assistance, and faculty are very helpful in identifying students and speaking with them privately about services. We have changed our food markets to be more like grocery stores where students can shop in a normal way, and we have included personal hygiene and infant products.

Perceptions of Need for Emergency Aid

- We got $15 million if cares money and we're never gonna have $15 million again to distribute. The need though, is still there. That's the problem. **And so it is trying to find resources that can help meet the growing need for emergency aid**, all while having realistic expectations of what you can actually achieve.

- If anything good came out of COVID, it was that **it allowed people to realize that these struggles are happening every day**. And I want to do my part to help. So we've had donations, we got the HSI grant, which actually helped us get our Ranger REACH program set up and by the by the end of it, we will have a location on every campus that will have the whole wraparound services.

- Any student can apply for our foundation money, emergency assistance up to $1200 or $1500. It's usually a one time you know thing at least for the year. And again, it can go to whatever they need...**I think we typically run out of money at some point in the semester**.

Perceptions of Mental Health Needs and Services

- I think with mental health, that has been amplified pandemic. But I also think that, as we in the media that there has been a universal emphasis on destigmatizing mental health. **And I don't think people are having more mental health concerns than previously. I think it's that more of us are more apt to vocalizing and sharing our mental need.**

- One of the biggest aha moments for us is that we are connecting students to community partners, but we don't know what happens after that handoff. We don't know if they're getting the support they need...We're seeing things like six months wait times for them to talk to an LPC. And so if you're having a mental health crisis... you just have to wait six months so you can talk to somebody about it... **One of our big focuses is taking control of those activities and being able to offer it on our terms and what we consider to be a timely response.**

Perceptions of Transportation and Childcare Needs

- **We're rural and we don't have a large public transportation system**. We do have a [public] bus, but students have to schedule that the day before they're wanting to ride. So if they have a set schedule for eight weeks, they can't reserve that spot from the beginning of the semester. They have to call in every week.

- Transportation is our most difficult challenge because in Houston there is a very big deficit in in mass transportation. That has just been the hardest thing we are trying to work right now with Harris County to provide bus services at our North campus, but it is very often **cost prohibitive and does not meet the needs of students** because the buses don't run regularly.

- Twenty-five to 30% of our students are parenting students. **Let's create an environment that's welcoming for them and their children because this is a community college**, not a competitive entry university... I tell my staff often that we are in the culture-change business. Our broader work is to **help the college understand how important it is to support the needs of our students and create that in the in the basic DNA and fiber of the institution.**

Next Steps for Texas Community Colleges

Prioritize BNI in the college's student success strategies and integrate institution-wide communication plans.

Conduct frequent campus-wide needs assessments and analyze results to make adjustments to BNI services.

Streamline and centralize student BNI identification methods and access to support services.

The Minding College Minds
Postsecondary Mental Health Framework

Component 1:
Universal Supports

Universal Supports are policies, programs, and interventions that promote belonging and a campus culture that supports student mental health and wellbeing. Universal Supports benefit the campus in its entirety, with a focus on serving all students, staff, and faculty equitably. Mental health promotion, prevention, screening, and early identification of symptoms and conditions are hallmarks of this component of the framework. For many students, these supports may be enough to meet their needs, while others may require the deeper interventions offered through Therapeutic Supports or Crisis Supports.

Component 2:
Therapeutic Supports

The second component of the framework, **Therapeutic Supports, describes the policies, procedures, programs, and partnerships that institutions should implement to ensure students have access to the services that meet their unique needs.** Therapeutic Supports can be offered through campus providers for short-term and mild-to-moderate needs, or through community providers for more specialized needs. While Universal Supports are intended to increase mental health awareness, promote help-seeking behaviors, and identify students who need more intensive intervention, Therapeutic Supports provide timely access to appropriate services for students identified as needing that additional level of intervention.

Component 3:
Crisis Supports

The final component of the framework, **Crisis Supports, is the safety net intended for students who are experiencing a mental health crisis.** This component aims to ensure rapid response and support for students during a mental health crisis. And following the crisis, this component encompasses policies and procedures that connect students to mental health care providers internal or external to the institution for longer-term and/or re-entry support when needed.

Upcoming Signature Events

Board of Trustees Institute
February 27-28, 2024

Pathways Institute: Transitioning Learners with a Focus on Early Success
April 10-12, 2024

Pathways Institute: Keeping Students on Their Pathway
November 13-15, 2024

Texas Success Center | Talent Strong Texas Pathways

Thank you

Kristina Flores, Ph. D.
Senior Director of Research and Evaluation

Christine Bailie, Ed. D.
Senior Director of Institutional Strategy

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Texas Success Center

TACAO Business

Next TACAO Quarterly Meeting

- April 30, 2024, 12:00 pm – 1:00 pm (virtual)

- June (TBD)

- October 15, 2024, 12:00 pm – 1:00 pm (virtual)

- January 28, 2025, 12:00 pm – 1:00 pm (virtual)

Texas Success Center