



Texas Association of
Community Colleges

ANNUAL REPORT

2026



A YEAR OF PROGRESS & PURPOSE

FY 2026 was a year that asked Texas community colleges to hold two truths at once.

Across the state, colleges continued to deliver extraordinary results for students, employers, and communities. Enrollment remained strong, workforce programs continued to grow, and student outcomes under the state's new community college finance model exceeded expectations in ways few could have anticipated. At the same time, that success exposed new challenges within the model itself, creating uncertainty for institutions and raising important questions about how Texas sustains a funding system designed to reward performance when colleges outperform the projections on which appropriations are based.

For TACC, this interim year was not simply about responding to policy changes. It was a year of listening closely to member colleges, working through difficult questions with state partners, and helping create the space for candid conversations about what is working, what needs refinement, and what the next phase of community college policy should look like.

Those conversations extended well beyond finance. Throughout FY 2026, TACC worked alongside members and partners to examine the future of short-term workforce credentials, prepare colleges for Workforce Pell, strengthen the use of data, support trustee leadership, and begin developing a shared agenda for the 90th Texas Legislative Session.

The FY 2026 TACC Annual Report reflects that work and the broader story of an association operating in a consequential interim period. Through each of these efforts, TACC returned to the same responsibility: to **ensure that the progress Texas has made in community college policy is not only preserved, but strengthened.** The challenges of this year do not diminish the success of Texas community colleges. Rather, they underscore the importance of continued collaboration, thoughtful refinement, and a unified statewide voice as the sector determines what comes next.



ADVOCACY

Planning for Success

TACC's advocacy work did not end when the 89th Texas Legislative Session adjourned. In FY 2026, special sessions, policy implementation, interim hearings, and preparation for the next legislative cycle created new opportunities, and new urgency, for the community college sector to remain engaged. **Throughout the interim, TACC worked with member colleges to maintain a coordinated statewide voice, respond to emerging policy issues, and build the foundation for an effective agenda ahead of the 90th Texas Legislative Session.**

That work began almost immediately. From responding to legislation during the second called special session to engaging in interim charges, rulemaking, and formula funding discussions, TACC adopted a proactive advocacy posture in an increasingly complex political environment. The focus throughout was consistent: protect the progress Texas has made in community college policy, address emerging challenges with credible data and practical solutions, and ensure policymakers continue to hear directly from the colleges and communities.

Community College Finance

One of the most consequential advocacy issues of FY 2026 emerged from the very success the Community College Finance (CCF) model was designed to incentivize. In February, TACC

learned that statewide community college performance had exceeded the projections underlying available appropriations, creating significant questions around how earned outcomes would be funded and how the model should respond to continued growth.

TACC convened member college presidents, engaged regularly with the Texas Higher Education Coordinating Board (THECB), and developed data analyses, budget modeling, talking points, and policy feedback to help the sector understand the issue and identify a path forward. Maintaining regular dialogue among colleges, THECB, state leadership, and policymakers allowed TACC to advocate for fully recognizing earned outcomes while also contributing to conversations about the long-term predictability and sustainability of the model.

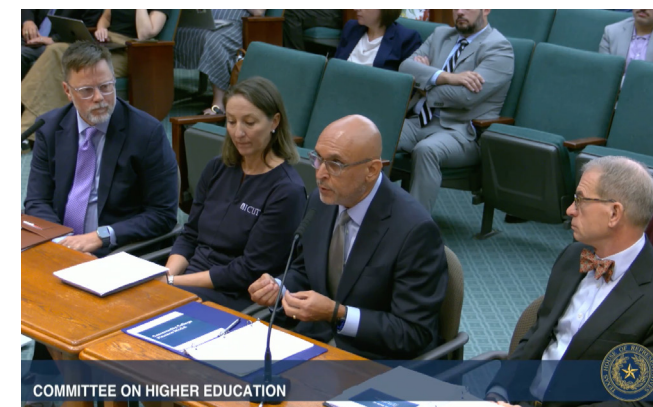
As rule and policy changes were considered over the summer, TACC also worked with partners and stakeholders to explain their impact and the rationale behind proposed adjustments. These coordinated efforts helped broaden understanding of the issue beyond the community college sector and reinforce a central message that the funding challenge was driven by stronger-than-anticipated student outcomes and demonstrated the need to sustain the success the state's new model was producing.

Protecting Local Revenue

TACC also spent the interim preparing for policy proposals that could affect colleges' ability to generate and manage local revenue. Legislation filed during both the regular and special sessions sought to restrict revenues for broadly defined political subdivisions and, if applied to community college districts, could have created significant unintended fiscal consequences.

After TACC, member colleges, and other stakeholders successfully raised concerns about those proposals, association leadership formed a Revenue Subcommittee to prepare for the possibility of similar legislation returning in the 90th Texas Legislative Session. The subcommittee developed data and messaging around tuition and fees, operating expenses, local tax revenue, appraisal caps, and the "three-legged stool" of community college finance. This work included providing the Governor's Office with updated sector data and additional context on the relationship among state funding, tuition and fees, and local revenue.

The subcommittee's work gives TACC a stronger foundation to engage constructively with future proposals affecting local authority while ensuring policymakers understand the distinct financial structure and responsibilities of community college districts.



Interim Charges & Committee Testimony

Preparation for the interim began in fall 2025, when TACC's Legislative Committee developed policy topics for consideration by the Speaker of the House and Lieutenant Governor. All three topics submitted by TACC were ultimately reflected in official interim charges. Beyond those priorities, more than a dozen additional charges touched on workforce education, career pathways, or industry development, areas in which Texas community colleges already play a significant role. TACC worked with legislative committee staff to share institutional examples and sector context as those issues were examined.

TACC and its members also maintained a visible presence before legislative committees throughout the interim. President and CEO Ray Martinez was invited to testify before the Select Committee on Civil Discourse & Freedom of Speech in Higher Education, where he highlighted the distinctive role of open-access community colleges in fostering civil discourse while preparing students for meaningful employment and civic life.

Community college finance was also the focus of hearings before both the House and Senate Higher Education Committees. TACC coordinated with member colleges to present testimony illustrating how the new funding formula is affecting students, institutions, and communities across the state. In the Senate, testimony from TACC and three colleges connected statewide finance policy to tangible institutional outcomes. In the House, TACC joined college leaders in discussing implementation of Senate Bill 1786 and the continued evolution of the CCF model. Across

both hearings, legislators recognized the strong outcomes being produced by Texas community colleges and expressed support for **ensuring colleges receive the funding associated with that performance.**

Legislative Committee Engagement

Recognizing significant turnover among both college presidents and legislators, TACC’s Legislative Committee also prioritized strengthening relationships between institutions and the policymakers who represent their communities. Throughout the year, the committee developed practical engagement guidance and sample resources to support campus visits, district outreach, and ongoing communication with legislative offices.

Those efforts have helped colleges introduce, or reintroduce, their institutions to a changing legislative landscape and build relationships well before the start of session. At the same time, the TACC Legislative Committee began developing TACC’s priorities for the 90th Texas Legislative Session and established a regular cadence of joint meetings with the CCATT Legislative Committee, helping ensure college presidents and trustees approach the next session with aligned priorities and a unified sector voice.

Strategic Partnerships & Policy Implementation

TACC also used the interim to pursue opportunities that connected statewide advocacy with local and regional workforce needs. Working across its membership, TACC helped connect colleges with regional chapters of the Independent Electrical Contractors, creating opportunities for institutions to

explore partnerships tied to workforce demand. TACC also continued representing community colleges on the Prison Education Program Advisory Board as programs serving students through Second Chance Pell expanded across the state.

Policy implementation remained another important component of the association’s advocacy work. As THECB developed rules to implement legislation passed during the 89th Texas Legislative Session, TACC gathered feedback from member colleges and submitted formal comments on proposed Texas Success Initiative Assessment (TSIA) rules. The association also coordinated member input on rules governing the expansion of off-campus workforce programs, helping ensure implementation decisions reflected institutional experience and operational realities.

Taken together, all these efforts reflect the purpose of advocacy during an interim year, not simply preparing for the next legislative session, but building the relationships, alignment, and policy foundation necessary to enter it prepared. As TACC looks toward the 90th Texas Legislative Session, that groundwork will be central to advancing shared priorities and ensuring Texas community colleges continue to speak with a strong and unified voice.



FEDERAL EFFORTS

Navigating a Changing Federal Landscape

In FY 2026, TACC further expanded its engagement in federal policy and advocacy as changes at the national level created new opportunities and implementation responsibilities for community colleges. As federal policy continued to evolve, TACC worked to ensure Texas community colleges remained informed and prepared to respond to new legislation, executive orders, and agency regulations. Two of the association's most significant federal efforts this year focused on preparing colleges for the implementation of Workforce Pell and securing federal resources through the Strengthening Community Colleges Training Grants Round 6 program.

Workforce Pell

TACC played a significant role in tracking and preparing colleges for the implementation of Workforce Pell, the expansion of Pell Grant eligibility to certain short-term workforce programs. The One Big Beautiful Bill Act (H.R. 1) statutorily authorized Pell Grant eligibility for qualifying programs between 8 and 15 weeks in length. Following federal negotiated rulemaking in December, TACC monitored the development of the proposed regulations and submitted comments to the U.S. Department of Education on behalf of the Texas community college sector. The final rules were subsequently published, and Workforce Pell became effective July 1, 2026.

Throughout the implementation process, TACC has also monitored coordination among the Texas Higher Education Coordinating Board, Texas Workforce Investment Council, and Texas Workforce Commission to identify programs that may qualify for Workforce Pell. The Coordinating Board has published a list of eligible programs and opened an application process for colleges to submit programs for state approval. In coordination with the Governor's Office, the state will review and approve programs to ensure they meet applicable federal requirements before colleges submit them for final federal approval by the U.S. Department of Education.

TACC has also been monitoring the implementation of Workforce Pell across the country as states establish internal processes for identifying, reviewing, and approving eligible programs at the state level. States are taking different approaches to developing these processes, with many still working to establish the infrastructure, criteria, and application procedures needed to review programs before they can be submitted to the U.S. Department of Education for federal approval. As a result, implementation is expected to occur gradually, with more widespread availability of Workforce Pell programs anticipated in 2027.



Building Capacity for Short-Term Workforce Programs

At the same time TACC was helping colleges navigate the new federal policy, the association pursued resources to help institutions build the capacity necessary to succeed under it. In May 2026, **TACC submitted an application for Round 6 of the U.S. Department of Labor's Strengthening Community Colleges Training Grants program**, a federal funding opportunity designed to expand and scale high-quality short-term workforce training. Northeast Lakeview College served as the lead applicant on behalf of a consortium representing 33 Texas community college districts. TACC convened an advisory group of consortium colleges to help inform the proposal, which requested **more than \$10 million to build local capacity for workforce data and program evaluation**. The consortium is awaiting notification from the U.S. Department of Labor regarding the application.

CERTIFICATE PROGRAMS TASK FORCE

Shaping the Future of Workforce Credentials

In fall 2025, TACC launched the Certificate Programs Task Force (Task Force) as one of the association’s key strategic efforts to strengthen workforce pathways and help shape the next phase of Texas’ outcomes-based community college funding model. Working in partnership with the Texas Higher Education Coordinating Board (THECB), the Task Force brought together institutional leaders, state agencies, employers, and policy partners to develop recommendations to refine the Credential of Value (COV) framework and methodology used to evaluate and fund short-term credentials across Texas’s 50 community college districts. At the center of this work is a shared goal: **ensuring that the state’s funding framework recognizes credentials that create meaningful value for students, employers, and the Texas economy.**

This work directly supports the outcomes-based funding model established under House Bill 8 (2023) and responds to Senate Bill 1786 (2025), which mandated a revision of credential valuation methodologies. By engaging directly in the development of this next phase of the framework, Texas community colleges are helping ensure that policy and funding decisions reflect the complexity and value of workforce credentials offered across the state. Through this proactive effort, Texas is also positioned to continue leading national conversations on outcomes-based funding for workforce education while advancing the Building a Talent Strong Texas goal of 550,000 students earning a credential of value each year.

The work of the Task Force has been driven by broad collaboration across the community college, state agency, workforce, and policy communities. TACC recognizes Dr. Jeremy McMillen for his leadership as Chair; THECB for its continued partnership and data support; and the members of the Task Force and External Advisory Council for contributing their expertise and perspectives throughout the process.

Progress to Date

The Task Force began meeting in fall 2025, establishing high-level parameters for the COV framework and reaching early consensus that differentiating among credential types is essential to accurately reflect value. Its first in-person meeting, held in January 2026, included a panel of workforce deans and institutional leaders alongside a data briefing from THECB, helping the group reconcile state metrics with institutional realities and begin identifying credential “personas.”

Through the spring, the Task Force turned to modeling specific credential types — beginning with Level 1 Certificates in March and April, where members worked toward consensus on key policy and methodology considerations. Attention then shifted to Occupational Skills Awards (OSAs) and Institutional Credentials Leading to Licensure or Certification (ICLCs), with members examining institutional data on program design time, enrollment trends, and reporting practices to inform draft recommendations.

Over the summer, the Task Force launched a speaker series to explore longer-term areas of consideration, including dual credit alignment, stackability, Workforce Pell, and the Texas Workforce Commission’s transition to Enhanced Wage Records — a dataset expected to sharpen future labor-demand analysis. Members also received regular updates on related rulemaking and legislative activity affecting the broader funding and policy landscape.

Task Force Members

The Task Force brings together leaders from Texas community colleges, business and industry, and key policy organizations to ensure its work is informed by a broad range of institutional, workforce, and policy perspectives. The members include:

Name	Institution Organization	Title
Dr. Jeremy McMillen (Chair)	Grayson College	President
Mr. Ray Martinez	TACC	President and CEO
Dr. David Troutman	The Higher Education Coordinating Board	Deputy Commissioner for Academic Affairs
Ms. Valarie Londrie	Texas Education Agency	Senior Director of College, Career, and Military Preparedness
Commissioner Joe Esparza	TWC	Chairman and Commissioner
Dr. William Serrata	El Paso Community College	President
Dr. Brent Wallace	North Central Texas College	Chancellor
Dr. Brenda Kays	Texas Success Center	Senior Consultant
Ms. Karla Metzler	North Central Texas College	Trustee/Regent
Dr. Ryan Gibbs	South Plains College	Vice President Academic Affairs
Dr. Damon Kennedy	Midland College	President
Dr. Kevin Rose	Northeast Texas Community College	President
Mr. Jim Hillier	LyondellBasell	Senior Vice President of Olefins & Polyolefins Americas
Mr. Mark Sherry	Baylor Scott & White	Vice President Human Resources
Ms. Kelle Kieschnick	Texas Business Leadership Council	Vice President of Policy
Ms. Gabriela von zur Muehlen	Texas Association of Business	Senior Vice President & Chief Policy Officer
Mr. John Hryhorchuk	Texas 2036	Senior Vice President of Policy and Advocacy

External Advisory Council

The External Advisory Council brings together key partners from across Texas’ higher education and workforce policy and advocacy ecosystem who work alongside and in support of community colleges and the broader sector. While Council members do not serve on the Task Force itself, they remain closely engaged throughout the process and are regularly updated on the Task Force’s progress, discussions, and emerging direction. Given their deep expertise, statewide perspective, and ongoing engagement with colleges, Council members provide an important external lens—offering input at key decision points and helping to inform the direction of the work. Their insights help strengthen the Task Force’s understanding of broader policy, funding, and implementation considerations and contribute to the development of thoughtful, well-informed final recommendations. The members include:

Name	Organization	Title
Ms. Elizabeth Chivers	Temple College	Associate Vice President of Institutional Research, Effectiveness and Planning
Dr. David Deggs	Educate Texas	Senior Director of Higher Education and Workforce Programs
Ms. Lilac Ding	Commit	Manager, Postsecondary Education Policy
Mr. Jonathan Feinstein	Ed Trust	Texas State Director
Dr. Brent Wallace	North Central Texas College	Chancellor
Ms. Ryan Franklin	Philanthropy Advocates	Managing Director, Policy and Advocacy
Mr. Terry Zrubek	Office of the Governor, Economic Development and Tourism Office	Deputy Executive Director

Looking Ahead

The Task Force will continue meeting through fall 2026, refining recommendations for OSAs, ICLCs, and Level 2 Certificates, with final recommendations due to THECB by the end of 2026. The recommendations emerging from this work have the potential to shape the next phase of Texas’ outcomes-based funding model by ensuring short-term credentials are evaluated in ways that reflect their distinct purposes, labor-market value, and pathways to continued education and employment. In doing so, the Task Force is helping build a stronger framework for recognizing student achievement, supporting responsive workforce programs, and ensuring that Texas community colleges remain at the center of the state’s talent and economic development strategy.



WHAT THE DATA TELLS US

Turning Insights into Action

In FY 2026, TACC continued to use data as a core pillar of its work, informing advocacy, member support, and strategic planning across the association. While TACC's first priority for data analytics remains monitoring and, in partnership with the Texas Higher Education Coordinating Board (THECB), refining the performance-based Community College Finance (CCF) model, the association also used data to examine emerging questions around workforce alignment and student access while continuing to provide members with important statewide benchmarks and resources.

As the CCF model entered its third year of implementation, college performance created a significant and unanticipated funding challenge. The February disbursement was expected to include upward adjustments to FY 2025 and FY 2026 funding for colleges whose FY 2025 outcomes exceeded projections. However, the scale of statewide performance growth resulted in earned outcomes that exceeded available appropriations, prompting THECB to withhold the adjustments pending further action. TACC quickly obtained and analyzed FY 2025 outcomes data to better understand the drivers behind the funding gap and assess its implications for colleges and the state.

A preliminary, internal analysis of this data revealed several notable patterns and observations regarding Texas community colleges' exceptional performance growth between FY 2024 and FY 2025:

-  Completions of the **15 SCH dual credit outcome** climbed by almost 10,000 (16%)
-  Completions of **high-demand field Occupational Skills Awards (OSAs)** grew over 8,000 (82%)
-  Completions of **high-demand field Certificates** increased by about 6,700 (26%)

TACC continues to use outcomes data and financial modeling to estimate performance funding earned by colleges across the biennium, evaluate the effects of potential fiscal and policy changes, and provide members and policymakers with a clearer understanding of how the CCF model is performing in practice.

Grant-Funded Projects

Beyond the CCF model, TACC used FY 2026 to better understand several emerging issues affecting colleges and their students. With support from philanthropic and consulting partners, the association undertook original data collection in two areas closely connected to the state's broader

goals for workforce alignment and access: labor-market information and dual credit.

Given the incentives for workforce alignment under HB 8, colleges face an imperative to understand not only the labor markets into which

their students graduate but also how those same students fare after they leave the institution. To better understand colleges' access to labor market information and outcomes tracking, TACC convened a group of institutional research experts to guide the development of a survey instrument. This instrument suggested common gaps in data access and priority areas for helping colleges enhance their ability to proactively align programs with workforce needs and monitor students' success after their departure.

TACC applied a similar approach to dual credit, where the continued expansion of FAST has shifted attention from affordability to other factors that may affect student participation. In the spring, TACC conducted a survey of dual credit access policies focused on how eligibility rules are set, how they are implemented, how that information is conveyed to students, and related topics. Results showed how colleges rely on common pillars for eligibility, like the 15-credit threshold, while using other approaches to expand participation while ensuring academic readiness and compliance. The findings provided a clearer statewide picture of both common practices and areas of local variation, creating a stronger foundation for future policy conversations around dual credit access.

Together, these projects extended TACC's data work beyond measuring outcomes already achieved to identifying the conditions that can shape future student success.

Annual Reports

Alongside these targeted analyses, TACC continued to provide members with recurring data resources that allow colleges to benchmark institutional practices and give the association important statewide context for advocacy and policy development.

The **Local Revenues Report** concisely summarizes essential financial data, covering key areas such as tuition and fee rates, dual credit waivers, grants, scholarships, and property and branch taxes. This report is instrumental in assessing the financial health and sustainability of institutions within the sector.

The **Dual Credit Tuition & Fees Report** was presented as a subset of the Local Revenues Report. It offers an in-depth analysis of colleges participating in the FAST program and outlines the extent to which the colleges cover students' tuition and fees and details the tuition.

The **Administrative Salaries Report** offers a detailed summary of compensation for key administrative positions within colleges, including presidents, chief financial officers, chief academic officers, chief enrollment officers, chief information officers, and other senior roles. This report enables institutions to assess and align their compensation practices with sector standards, ensuring use of appropriately competitive compensation structures.

The **Fall Preliminary Enrollment & Spring Preliminary Enrollment Reports** were not produced this year due to staffing disruptions but are slated to return for FY 2027. They offer a comprehensive snapshot of statewide enrollment, providing insights into peer and regional groups, student demographics, and student types long before such data are available as certified reports from THECB.

A STRONG PRESENCE

Keeping Community Colleges in the Conversation

In FY 2026, TACC continued its investment in strategic communications with a clear objective: sustain the visibility and momentum built during the 89th Texas Legislative Session while continuing to tell the story of Texas community colleges beyond the Capitol. During an interim year, when public attention naturally shifts away from the legislative session, TACC maintained a consistent communications presence designed to keep community colleges, their students, and their contributions to the Texas economy in front of key audiences.

Sustaining a Statewide Digital Presence

Building on the digital advocacy campaign launched in previous years, TACC continued targeted advertising throughout FY 2026, with an increased emphasis on reaching policymakers, business leaders, and education influencers at strategic moments throughout the interim. Rather than concentrating primarily on broad Capitol audiences, the campaign increasingly used precision targeting around key meetings and institutions and then extended those messages across digital platforms statewide.

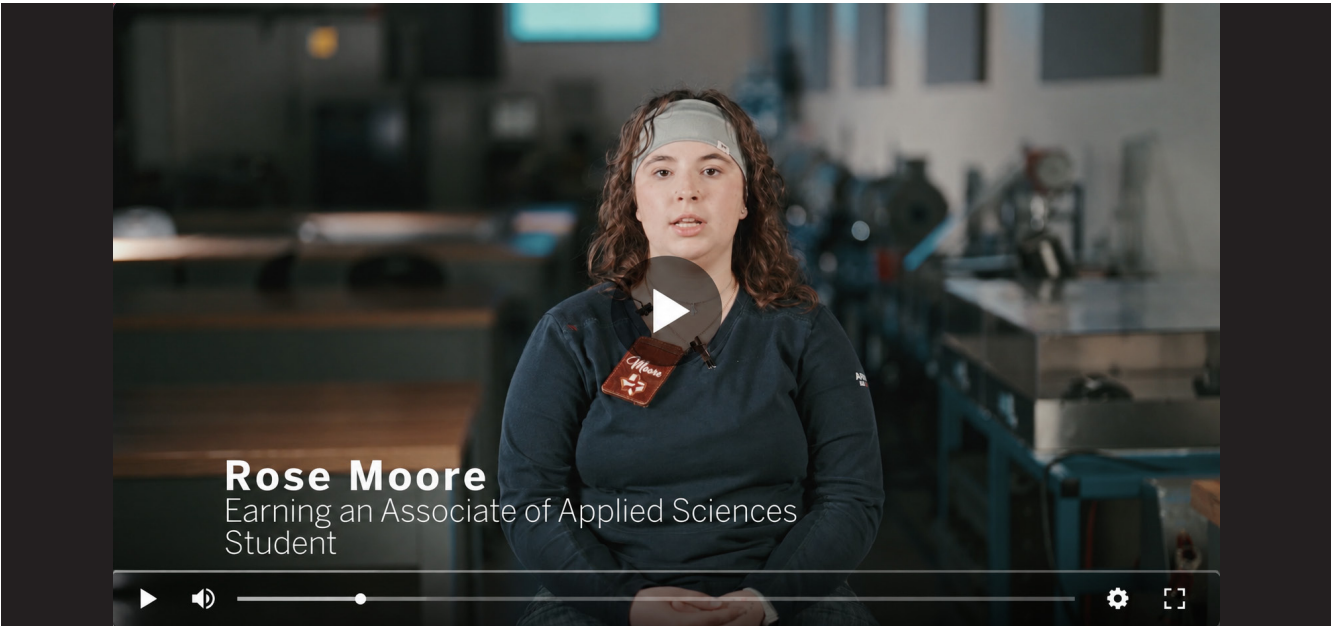
From November 2025 through July 2026, TACC’s digital campaign generated 428,343 impressions and 2,911 clicks across LinkedIn, Meta, Google, YouTube, and programmatic advertising. The campaign also expanded into device-level programmatic delivery across mobile, desktop, connected television, and other screens, allowing TACC’s message to remain visible to priority audiences beyond a single meeting or location.

The year also provided important insight into how different platforms can support TACC’s communications goals. LinkedIn remained an important channel for reaching a concentrated policymaker and professional audience, while Meta delivered significant reach and engagement, accounting for 42% of campaign impressions and 82% of all clicks.

Importantly, the campaign extended well beyond Austin. Digital delivery reached major metropolitan areas including Dallas-Fort Worth, Houston, San Antonio, El Paso, and the Rio Grande Valley, as well as communities throughout rural Texas, reinforcing the statewide reach and impact of the community college sector.

Putting Students at the Center of the Story

TACC also continued to expand the use of storytelling to demonstrate what community college policy and investment mean in the lives of students. In FY 2026, the association visited



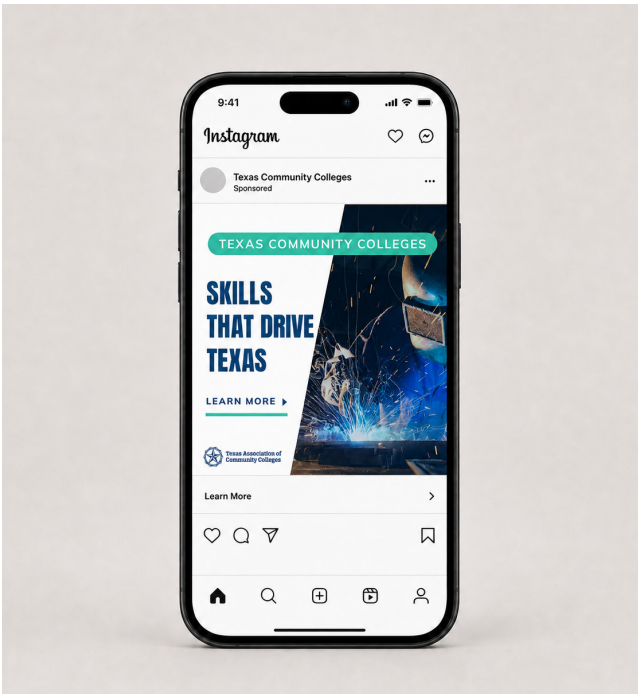
San Jacinto College to produce a video centered on student success, highlighting student experiences alongside the partnerships and workforce pathways that connect education to economic opportunity.

The San Jacinto project also marked the beginning of a broader effort to capture the responsiveness of Texas community colleges. In fall 2026, TACC will continue the series at Vernon College, bringing a small-college perspective to the stories of students, institutional partnerships, and the role community colleges play in their local communities. Together, the two projects are designed to demonstrate that while Texas community colleges vary significantly in size, geography, and the industries they serve, their impact on students and regional economies is shared across the state.

This storytelling strategy complements TACC’s policy, funding, and workforce communications by connecting statewide issues to the people and communities those policies ultimately affect. By elevating student voices and local examples, TACC is building a richer and more representative picture of the community college sector for policymakers and other statewide audiences.

Building Toward the Next Session

The communications work of an interim year is ultimately about continuity, ensuring that the sector does not disappear from the conversation when the Legislature is not in session. Through sustained digital outreach and an expanding portfolio of student-centered stories from colleges across the state, TACC continued building an audience and communications infrastructure that can support advocacy heading into the 90th Texas Legislative Session.



TEXAS SUCCESS CENTER

Building on a Decade of Promise

For more than a decade, the Texas Success Center (TSC) has served as a trusted partner to Texas community colleges, connecting research, collaboration, and implementation to improve student success. During FY 2025–2026, that mission remained constant while the work continued to evolve. Building on Talent Strong Texas Pathways and a growing portfolio of statewide initiatives, the TSC focused on helping colleges move from strategy to implementation, strengthening institutional capacity, advancing workforce and student supports, and learning alongside colleges about what is required to sustain meaningful change.

Advancing Talent Strong Texas Pathways

Talent Strong Texas Pathways continued to anchor the TSC’s statewide student success work. Through Pathways Institutes, coaching, data use, and institutional implementation support, colleges continued strengthening the systems that help students enter programs, remain on their pathways, and complete credentials of value.

Across two Texas Pathways Institutes, teams from 44 participating colleges came together for focused learning and planning, with more than 320 faculty members, staff and leaders engaged at each Institute. Every participating college also received a site visit and ongoing support from a Pathways coach, extending the learning beyond statewide convenings and into each institution’s local implementation work.

Participants consistently described the Institutes as useful to their work. Following the first Institute, 94% of survey respondents reported that dedicated team-planning time helped them make progress toward institutional goals, and 98% said they would recommend the experience to others. By the second Institute, 93% reported that the overall experience met their expectations.

As the work has matured, so have the needs of participating colleges. Years of implementation have reinforced that sustainable transformation requires more than awareness or a strong plan. Colleges also need leadership alignment, institutional capacity, operational support, and opportunities to adapt strategies to their local context. These lessons are informing the next phase of the TSC’s work while the Center continues to honor its existing Pathways commitments.

Early institutional results offer additional evidence of implementation progress. Among East Texas colleges completing the 2026 Scale of Adoption Assessment, Northeast Texas Community College increased its implementation score from 64% to 72%, while Paris Junior College increased from 49% to 72%. These institution-level examples illustrate how focused implementation teams, coaching, site visits, and peer learning can help colleges identify barriers, clarify responsibilities, and sustain momentum.



Connecting Education, Workforce, and Economic Opportunity

The TSC continued advancing efforts that strengthen the connection between community colleges, employers, and regional economies. Building on Translating Opportunity Texas, the Workforce Partnership Initiative, and regional convening work, colleges examined program alignment, strengthened employer partnerships, and connected credentials of value more closely to workforce demand. This work reflects the TSC’s broader commitment to positioning community colleges as critical drivers of economic mobility and regional prosperity.

Building the Capacity to Lead and Sustain Change

The TSC continued investing in the people and systems responsible for leading institutional transformation. Leadership development, technical assistance, professional learning, peer collaboration, and student-support initiatives helped colleges strengthen their ability to respond to an increasingly complex higher education environment.

This work included Minding College Minds, the statewide effort developed with the Meadows Mental Health Policy Institute to strengthen universal, therapeutic, and crisis mental health supports within the guided pathways framework. Twenty-three colleges completed the cohort experience, building their capacity to develop more comprehensive and sustainable systems of student mental health support. Building on that learning, the TSC is now developing a practical toolkit that will support participating colleges and make the framework and resources accessible to colleges across the state. Collectively, these efforts reinforced a central lesson of the year: lasting student success depends on institutional capacity and sustained implementation support.

FY 2025–2026 reinforced a clear direction: move beyond planning alone and deepen the support colleges need to implement, adapt, and sustain change.

PREPARING FOR THE NEXT DECADE OF STUDENT SUCCESS

This year also marked an important point of reflection for the Texas Success Center. After nearly a decade of statewide pathways work, the TSC examined what has worked, what colleges need now, and how the Center can deliver even greater value in the years ahead. Colleges have been clear: help us move from planning to implementation; support our people and build our capacity; and bring forward innovative, relevant solutions.

Five Priorities Shaping the Next Chapter

Statewide Convenings	Continuous Learning	Institutional Transformation	Connected Partnerships	Data & Scaled Impact
Brings leaders together around today's challenges and opportunities.	Build knowledge, skills, and confidence through connected learning.	Provide tools, data, coaching, and resources that turn plans into sustainable action.	Align colleges, partners, funders, and communities to multiply impact.	Capture what works, share insights, and scale proven solutions.

From Programs to a Connected Learning Ecosystem

One of the most significant lessons from the past decade is that transformation does not happen through isolated events or initiatives. Colleges benefit most when learning, implementation, data, and peer collaboration reinforce one another over time. TSC is therefore preparing to evolve from primarily stand-alone professional development and cohort-based experiences toward a continuous statewide learning ecosystem.

Applied learning communities, implementation-focused learning, on-demand resources, and shared data and insights are intended to create a continuous cycle: learn together, apply and adapt in local contexts, refine and improve with peer and expert input, and scale what works across Texas.

Building the Future Together

The Center is also examining how its convening strategy can evolve—building on the strengths of Texas Pathways Institutes while creating more relevant statewide experiences that connect leaders across colleges, systems, partners, and funders around pressing challenges and proven solutions. This evolution will be intentional and phased. The Texas Success Center will continue honoring current commitments while co-designing the next generation of statewide learning and support with Texas community colleges and partners. The goal is not simply to create new programs, but to build a more connected and sustainable system of support—one that recognizes that institutions are at different stages of transformation and provides the right combination of learning, expertise, implementation support, partnerships, and data when they need it.



The mission is unchanged. The way we deliver it is evolving.
Staying connected. Thinking ahead. Leading the future together.

TRUSTEE LEADERSHIP IN ACTION:

Governance, Engagement & Advocacy

In FY 2026, the Community College Association of Texas Trustees (CCATT) continued to strengthen trustee education, engagement, and advocacy, helping trustees navigate an evolving policy and governance landscape while strengthening their role as leaders within Texas community colleges. Through expanded learning opportunities, broader dissemination of governance resources, and collaborative work, CCATT also engaged trustees in developing shared priorities ahead of the 90th Texas Legislative Session. TACC and CCATT updated their Memorandum of Understanding during the year, reaffirming the partnership between the two organizations and their shared commitment to strong, informed community college governance across Texas.



Trustee Education

The 2025 CCATT Annual Conference launched another year of trustee development, with sessions addressing governance, leadership, advocacy, and other issues important to Texas community college boards. For the first time, the conference also offered breakout sessions specifically tailored for board liaisons. In January, CCATT hosted a virtual New Trustee Orientation covering governance fundamentals, fiduciary responsibilities, the board-CEO partnership, and data-informed decision-making.

Data-Informed Governance (DIG) remained a major focus of work throughout the year. The first three DIG Modules were available online, while development of the remaining modules

continued. CCATT also introduced the DIG Champion recognition process to encourage trustees and boards to engage with the modules and demonstrate their commitment to data-informed governance.

CCATT continued to share the DIG resources with broader audiences at several national conferences, including through a breakout session at the 2025 ACCT Leadership Congress in New Orleans. Three summer webinars provided additional learning opportunities on timely issues affecting community college governance, including new board-level responsibilities created by Senate Bill 37.



Trustee Engagement

At the 2025 ACCT Leadership Congress, CCATT hosted a Texas delegation reception that provided another opportunity for trustees and college leaders from across the state to connect.

CCATT continued developing the Salesforce CRM to strengthen member communications and engagement. The association also surveyed members about preferred locations and days of the week for future Annual Conferences, using trustee feedback to help guide long-term event planning.



CCATT committees remained active throughout the year, helping prepare for the 2026 Annual Conference and supporting other association priorities.

Trustee Advocacy

CCATT continued to create opportunities for trustees to engage in state and federal advocacy. During the National Legislative Summit in Washington, D.C., the association hosted the Texas Delegation Breakfast & Briefing to help attendees prepare for congressional meetings. The delegation also met with U.S. Senator John Cornyn, providing trustees and CEOs an opportunity to share perspectives directly from their colleges and communities.

At the state level, the TACC and CCATT Joint Legislative Committee met several times to discuss emerging policy issues and build consensus around shared priorities for the 90th Texas Legislature.

Together, this work reflects CCATT's commitment to equipping trustees to lead effectively, stay connected, and navigate the issues impacting community college governance across Texas.

KIDS ON CAMPUS TEXAS

Expanding Access for Student Parents

Expanding Access for Student Parents Across Texas

Over the past year, Kids on Campus–Texas has worked alongside community colleges and Head Start programs across the state to expand access to high-quality early learning for student parents. The goal is to assist in the development of more co-located Head Start and Early Head Start programs on community college campuses. This work has focused on a simple but important question: How can community colleges and Head Start programs work together to support student parents in their goals of staying in school and completing their education? Through outreach, technical assistance, partnership development, site visits, and peer learning, Kids on Campus–Texas has helped colleges move from exploring the idea of campus-based child care toward identifying practical pathways for partnership. Importantly, partnership development does not happen on a single timeline. Colleges are navigating facilities, institutional planning, competing priorities, funding, and other campus considerations. The progress made this year demonstrates that there is growing interest in finding solutions that work within each institution’s unique context.

A Year of Partnership Development

One of the most significant accomplishments this year was the launch of Palo Alto College’s partnership with AVANCE-San Antonio, the first Kids on Campus site in Texas. The partnership serves as an important example of what is possible when a community college and Head Start organization bring their respective expertise and resources together to serve student parents. Tarrant County College and Child Care Associates have also developed a partnership which is bringing Head Start classrooms to two Tarrant County College campuses. This partnership offers another model for how institutions can leverage existing resources and campus space to increase access to early childhood services. Notably, Texas leads the way in partnership development for the national Kids on Campus project. Across the state, other colleges are exploring similar opportunities, with partnerships advancing at different stages based on each institution’s readiness, facilities, planning processes, and priorities.



Looking Ahead

As Kids on Campus–Texas enters its next phase, the focus will be on deepening existing relationships, supporting colleges as they move through their individual planning processes, and sharing the lessons learned from Texas partnerships with institutions across the state. The Texas Roadmap and technical assistance resources will provide colleges and their Head Start partners with practical tools to assess readiness, build institutional support, identify potential partners, and move toward implementation. The goal is not simply to create more child care programs on college campuses. It is to help community colleges and Head Start organizations develop sustainable partnerships that respond to the realities of student parents and strengthen the communities they serve. The progress of the past year demonstrates that Texas community colleges are increasingly recognizing child care as an important component of student success.

Kids on Campus–Texas is proud to support community colleges as they explore what is possible—and to continue building a statewide network committed to helping student parents succeed.

LOOKING AHEAD

FY 2026 demonstrated both the strength of Texas community colleges and the importance of staying engaged between legislative sessions. Colleges continued to produce strong outcomes for students and communities, while TACC worked with members and partners to address emerging policy questions, strengthen implementation, and prepare for the next phase of the state's community college agenda.

That preparation will carry directly into the 90th Texas Legislative Session. TACC enters the year ahead with a clearer understanding of the issues facing the sector, stronger relationships across the state, and a shared commitment to protecting the progress already made while continuing to improve the policies that support student success.

The work of FY 2026 has positioned Texas community colleges to enter the next legislative session from a place of strength and TACC will remain focused on ensuring that the sector continues to move forward with one voice.



