

Texas Community Colleges: Policy Priorities for the 86th Legislature



**Texas Association of
Community Colleges**



**Community College
Association of Texas Trustees**

tccta | texas community college
teachers association

Connecting People, Institutions, Resources and Ideas

A focused agenda for the 86th Legislature

- **Funding: Investing in Texas Community College**
- **Dual Credit: Broadening Access & Sustaining Quality**
- **Workforce Education: The Critical Role of Community Colleges**

Funding: Investing in Texas Community Colleges

Texas community colleges respectfully seek an 8%, or \$144 million, overall increase in state formula funding for the 2020-2021 biennium. This funding ask is supported by all 50 public community colleges of Texas and mirrors the recommendations of the Community and Technical Colleges Formula Advisory Committee. The recommended funding level includes projected growth in contact hours and student success points, and inflationary increases.

For the fourth consecutive legislative session, community colleges will continue to support performance-based funding. However, we respectfully ask the 86th Legislature to support increasing the biennial rate for Success Points from the current \$173 to \$215 per point. TACC and the THECB are aligned on this recommendation and during 2018 co-convened a Metrics Task Force to ensure the relevance and validity of all metrics included in the Success Points formula.

Approved Formula Recommendations for Community Colleges for the FY 2020-2021 Biennium

The FY 2020-2021 formula recommendations adopted by the TACC Board and the CCATT Legislative Committee are fully aligned with the formula recommendations adopted by THECB and the Community & Technical Colleges Formula Advisory Committee. The recommendations are an increase of \$144.8 M, to \$1,912.2 M for the biennium. This funding level will enable the colleges to meet the goals of 60x30TX. The recommendations include the following priorities:

1. Fund an increase based on projected growth in contact hours and success points, adjusted 1.7% for inflation.
2. Fund the contact hour formula at a rate of \$5.49 per contact hour for the biennium.
3. Fund success points at \$215 per point. This is a 25% increase from the current rate of \$172.
4. Maintain the funding level for core operations at \$1.36 million per district for the biennium.
5. Maintain the current funding level for the Bachelor of Applied Technology for the four community colleges eligible for this funding, adjusted for projected growth.
6. THECB will submit these recommendations to the LBB in preparation for the upcoming 86th Legislative Session.

Formula	FY 2018-019 Biennium FY 2018-2019 Biennium (\$ in Millions)	Formula Advisory Committee Recommendations (\$ in Millions)	THECB Recommendations (\$ in Millions)	TACC Board & CCATT Legislative Committee Recommendations (\$ in Millions)	Recommended Increase Compared to FY 2018-2019 Biennium (\$ in Millions)	% Increase from FY 2018-2019 Appropriations
Core Operations	\$68.0	\$68.0	\$68.0	\$68.0	\$0.0	0%
Contact Hours	\$1,516.6	\$1,599.8	\$1,599.8	\$1,599.8	\$83.2	5.5%
Bachelor of Applied Technology (BAT)	\$2.8	\$3.0	\$3.0	\$3.0	\$0.2	8.3%
Student Success Points	\$180.0	\$241.3	\$241.3	\$241.3	\$61.4	34.1%
TOTAL	\$1,767.4	\$1,912.2	\$1,912.2	\$1,912.2	\$144.8	8.2%

Dual Credit: Broadening Access and Sustaining Quality

Texas community colleges completely support dual credit as both a proven means for students to earn college credit even while they are still in high school, and for its critical role in meeting the state's 60X30TX plan. To both broaden the reach of dual credit and sustain program quality, TACC recommends:

- 1) Establishing as a state goal for dual credit: By 2030, no less than 30% of high school graduates will have earned at least 12 semester credit hours (SCH) in dual credit.
- 2) Establishing a state taskforce to include the THECB, Texas Education Agency, Texas Workforce Commission, and stakeholders from K-12 and Higher Education, to study equitable access to quality dual credit programs across the state and the role of dual credit in meeting the goals of the 60X30TX plan.
- 3) Requiring that dual credit students declare a meta-major / field of study upon completion of 12 SCH in core academic subjects or declare a career path upon completion of 12 SCH in career and technical education (CTE).
- 4) Broaden dual credit access by expanding student eligibility for the Texas Education Opportunity Grant (TEOG) program to high school students enrolled in dual credit for up to 12 SCH in core academic transfer subjects or in CTE courses leading to certifications.

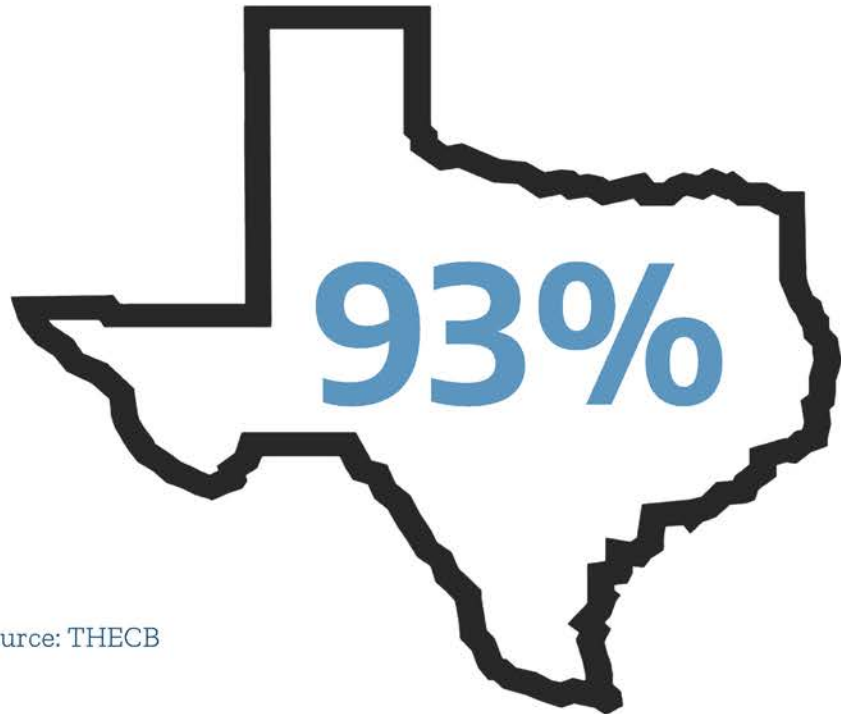
Workforce Education: The Critical Role of Community Colleges

Educating the Texas workforce continues to be a point-of-pride and high priority for Texas community colleges; this includes expanding Career and Technical Education (CTE) dual credit offerings and workforce continuing education (CE).

Texas community colleges partner with the Texas Workforce Commission to deliver workforce training through two programs: Skills Development Fund (SDF) & the Jobs and Education for Texans (JET) Grant. TACC recommends increased state investments in community college formula funding, to help broaden the reach of their CTE and CE programs, and sustained state funding for SDF and JET.

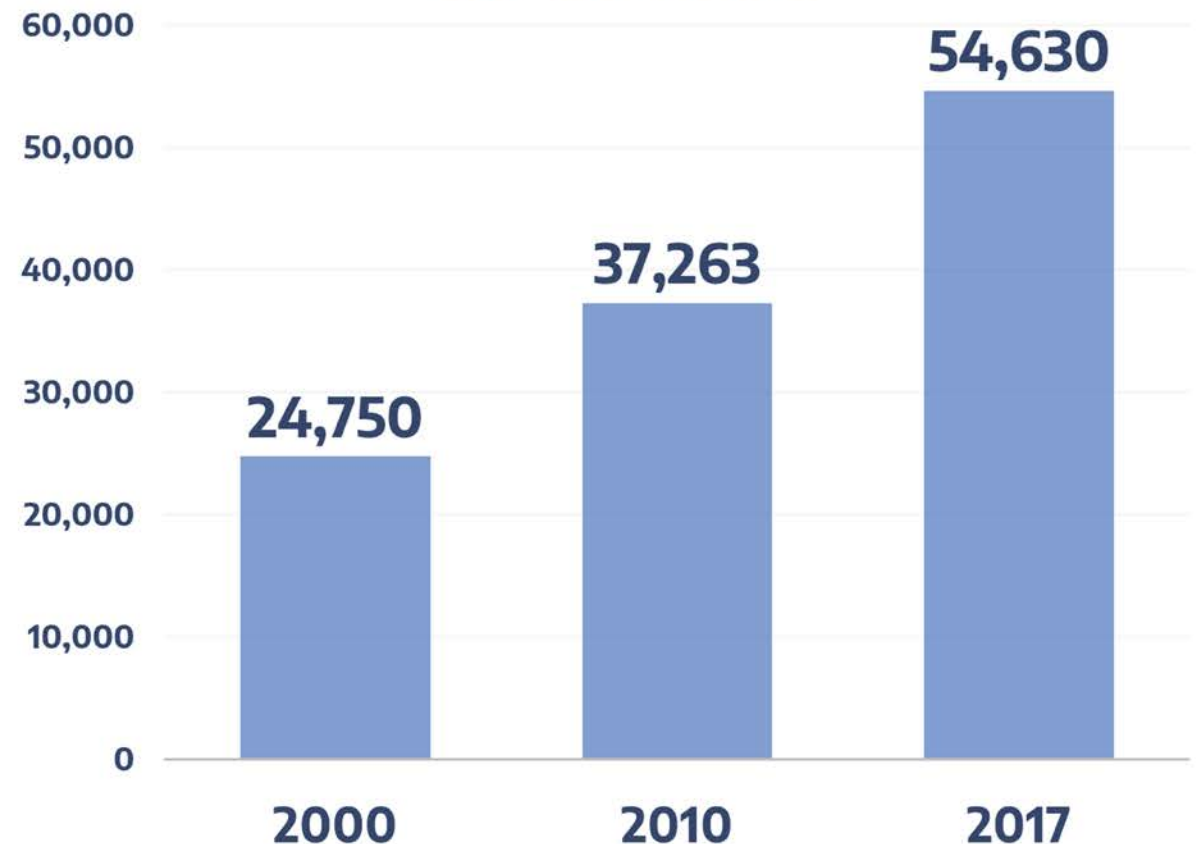
Texas Community Colleges are the Leader in Workforce Education

Community Colleges Awarded 93% of All Technical Certificates & Associate Degrees in Texas (FY 2017)



Source: THECB

Total Annual Technical Certificates & Associate Degrees Awarded



Workforce Priorities for the 86th Legislative Session

Career & Technical Education Dual Credit

Career and Technical Education (CTE) dual-credit offerings for high school students often allow a student to graduate high school with a workforce credential. One such program under development is the Pathways in Technology Early College High School, or P-TECH, program. Students in the P-TECH program are given six years to receive a high school diploma and an associate degree, a two-year postsecondary certificate, or industry certification. They are also required to complete work-based training through an internship, apprenticeship, or other job-training program. TACC supports expansion of P-TECH and other forms of CTE programs.

Skills Development Fund

The Skills Development Fund provides local customized training opportunities for Texas businesses and workers to increase skill levels and wages of the Texas workforce. The SDF provides \$24 million per year for colleges to train employees of Texas businesses. Training providers can use grant funds for curriculum development, training materials, instructor certifications, and training equipment additions or upgrades.

Workforce Priorities for the 86th Legislative Session

Jobs and Education for Texans (JET) Grant

The Jobs and Education for Texans (JET) Grant program allocates \$10 million each biennium to defray start-up costs associated with the development of career and technical education programs to community and technical colleges and independent school districts. JET grants provide potential economic returns by supporting new, emerging industries or high-demand occupations and offering new or expanded dual credit career and technical education opportunities in public high schools.

Small Business Development Centers

Small Business Development Centers (SBDC) help new entrepreneurs build their businesses and strengthen existing businesses by providing free consulting and affordable training seminars. A 2016 national independent study found that for every \$1.00 invested in Texas SBDCs, a return of \$7.92 is generated. TACC recommends maintaining stable funding for SBDCs, potentially by identifying a new method of finance other than the current non-formula support at institutions of higher education.



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Texas Pathways



Texas Success Center

TACRAO Summer Meeting
July 20, 2018

Why redesign community colleges?

- ½ of all undergrads in Texas attend community colleges
- Critical role in meeting goals of 60X30TX
- In Texas:
 - 27% community college students earn degree or certificate within 6 years
 - Average time to associate degree: 4.2 years
 - Average semester credit hours earned for associate degree: 86 SCH
- Attainment of credentials with value in the workforce promotes social and economic mobility



Cafeteria Model

- Paths to student end goals unclear
- Program requirements confusing
- Lack of curricular coherence and alignment with goals
- Optional orientation and advising
- Learning outcomes focus on courses, not programs
- Instructors isolated and rarely engage in professional development
- Poor communication between advisors and academic departments
- Student progress not monitored



Research

Organizational Science

- Scaling discrete best practices will not achieve substantial improvements in outcomes
- Effective organizations align practices to achieve goals

Behavioral Science

- Having too many choices leads to decision paralysis
- Simplified set of options with cost-benefit information helps people make optimal decisions

Cognitive Science

- Students benefit when they have clear learning goals and a sense of progress toward those goals
- Instructional program coherence improves learning

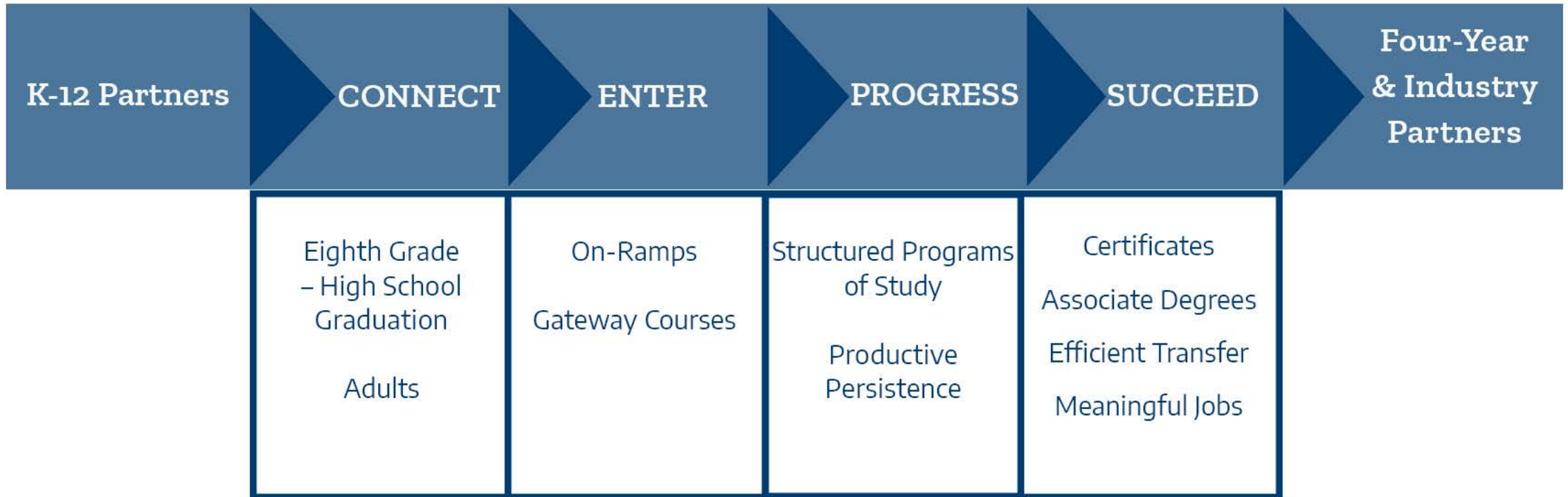


Guided Pathways

- Integrated, system-wide approach
- Intentionally designed, clear, coherent, and structured educational experiences
- Guide each student through
 - Selection of high school endorsement
 - Post-secondary entry
 - Attainment of credential leading to career with value in the labor market



Texas Pathways



Texas Success Center

Guided Pathways Implementation

- Clarify the paths
- Get students on a path
- Help students stay on their path
- Ensure students are learning



Guided Pathways Model

- Programs mapped and aligned with transfer/employment goals
- Students guided in program selection
- Foundational skills integrated and contextualized in program
- Student learning outcomes specified & assessed across programs
- Faculty engage in professional development
- Student progress on academic plans is closely monitored
- Students know what they need to do to complete programs
- Advisors work closely with program faculty





Texas Success Center

Implications: Registrar & Admissions

Processes

- Increased use of data
- Orientation and on-boarding
- Redesigned programs of study
 - Sequenced courses
 - Required student success courses
- Scheduling changes
- Corequisite models
- Caseload advising
- Intervention specialists



Technology

- Degree audit
- Flags for student groups
- Registration holds
- Integration with other systems
 - Early alert
 - Predictive analytics
 - Caseload management
 - Career exploration & labor market information
 - ePortfolios
 - Assessment



Every college is perfectly designed to
produce precisely the results it is
currently getting.

Kay McClenney



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