

Academic Planning and Policy E-News

Academic Quality and Workforce | College Readiness and Success
Innovation and Policy Development | Strategic Planning and Funding



Texas Higher Education
Coordinating Board

Office of Academic Planning and Policy, David W. Gardner, Deputy Commissioner

Volume 8, Number 6, June/July 2016



(Left to right) Eric Cooper, Tracy Hurley, Melissa Mahan, and Steven Olswang provide summaries from their breakout sessions on the goals of 60x30TX. All serve in administration at Texas A&M-San Antonio.

Regional 60x30TX Workshops Held at Stephen F. Austin State University and Texas A&M University-San Antonio

In partnership with the Texas Higher Education Coordinating Board (THECB), Stephen F. Austin State University (SFA) co-hosted the second 60x30TX regional workshop on May 31 in Nacogdoches to discuss the goals and targets of the state's new higher education plan. Texas A&M University-San Antonio (TAMU-SA) co-hosted the third 60x30TX regional workshop on June 16. More than 100 regional leaders attended each workshop.

During both events, participants gathered to discuss the new plan and share suggested strategies for achieving the state's 60x30TX educational goals and targets within their regions. The workshops included each region's public school systems, community colleges and four-year universities, business and industry, government and nonprofit education organizations, and civic leaders.

In Nacogdoches, SFA President Baker Pattillo opened the workshop, followed by the THECB's Secretary of the Board David Teuscher and Deputy Commissioner David Gardner who provided information and an overview on the 60x30TX plan. In San Antonio, TAMU-SA President Cynthia Tenient-Matson opened the workshop, followed by the THECB's Commissioner of Higher Education Raymund Paredes and Assistant Commissioner Rex Peebles, who provided the 60x30TX information and overview.

Both workshops included a panel discussion of local leaders who shared their advice and ideas, challenges in accomplishing the plan's goals, and suggestions for addressing those challenges. Both workshops generated discussion among participants and many ideas, particularly related to how stakeholders can best work together to improve education in East and South Texas and create a more seamless pipeline among public education, higher education, and the workforce.

Staff members at the THECB are planning at least four more regional workshops across the state. The next workshop, for the Gulf Coast Higher Education Region, will take place on July 26 at Houston Community College.

Calendar

Next Board Meeting

July 21, 2016

Deadline for Applications for Texas Affordable Baccalaureate Grants

July 13

2016 Gulf Coast Regional 60x30TX Workshop - Houston

July 26

2016 Upper Rio Grande and West Texas Regional 60x30TX Workshop - El Paso

Aug. 9

60x30TX in the News

[Education Dive](#)

[Houston Chronicle](#)

[KXXV News - Tyler](#)

[PolitiFact Texas](#)

[Star-Telegram](#)

[TCCE \(Texas Chamber of
Commerce Executives\) Tribune](#)

[Texas Insider](#)

[Texas Tribune](#)

[UT Arlington Magazine](#)

The Upper Rio Grande and West Texas Regional *60x30TX* Workshop in El Paso will follow on Aug. 9 (revised from Aug. 4 due to the 2016 US-Mexico Border Summit taking place from Aug. 4-6 in El Paso). Regional workshops will take place Sept. 15 in Harlingen and Oct. 5 in Lubbock.

With support from Lumina Foundation and the College for All Texans Foundation, the THECB is sponsoring the regional workshops. Participation is free of charge. For registration and additional information, visit <http://www.thecb.state.tx.us/60x30TX.regional.workshops>.

Mary Smith | Assistant Deputy Commissioner/ADR Coordinator | Academic Planning and Policy

Request for Applications for Texas Affordable Baccalaureate Grants

The College for All Texans Foundation announces the publication of the Request for Applications (RFA) for the Texas Affordable Baccalaureate (TAB) Expansion Grant Program. The TAB Grant Program provides awards, on a competitive basis, to support the development and implementation of innovative academic programs at reduced costs for students in Texas.

Applications from eligible applicants are now being accepted. Eligibility requirements and application submission instructions are described in the RFA. The RFA, application forms, and instructions for submission are available on the program's web page at www.thecb.state.tx.us/TABGrant.

To be considered for a grant, eligible applicants must submit a completed application via email, as specified in the RFA. The deadline for submission of an application is on or before July 13, 2016.

For further information, email TAB@thecb.state.tx.us or call 512-427-6218.

Jennifer Nailos | Program Director | Academic Quality and Workforce

Higher Education Coordinating Board Works with TEA and TWC to Address Governor's Tri-Agency Charges



Texas Workforce Commission (TWC) Chairman Andres Alcantar, TWC Commissioner Julian Alvarez, TWC Commissioner Ruth Hughs, Texas Education Agency Commissioner Mike Morath, and Texas Higher Education Coordinating Board Commissioner Raymund Paredes listen and direct questions to regional leaders in El Paso.

APP Links

[Academic Quality and Workforce](#)

[College Readiness and Success](#)

[Compare College TX](#)

[Higher Education Strategic Plan](#)

[Higher Education Almanac](#)

[Innovation and Policy Development](#)

[Most Recent Publications and Reports](#)

[Texas Higher Education Accountability System](#)

[Texas Higher Education Data](#)

The APP E-NEWS is written and produced by the staff of the Texas Higher Education Coordinating Board (THECB). For newsletter questions or comments, contact Ramona Reeves, Editor, at ramona.reeves@thecb.state.tx.us or (512) 427-6434.

Governor Abbott announced the tri-agency task force of the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (THECB), and the Texas Workforce Commission (TWC) in March. Abbott charged the agencies with assessing Texas' unique workforce needs and making recommendations to align public K-12 and higher education with those needs.

Specifically, tri-agency recommendations will address five charges: increasing college affordability and teaching marketable skills in K-12 and higher education, identifying successful education/industry workforce development models and assessing models the state can pursue, creating a more centralized presence online that links information about education and careers, helping veterans gain employment and educational opportunities to transition to civilian jobs, expanding jobs and the economy regionally and statewide and advancing the goals of *60x30TX*.

The first tri-agency meeting was held on March 10 in Midland, followed by meetings in San Antonio, Houston, Dallas, El Paso, McAllen, Tyler, and Austin. The commissioners of the TEA, THECB, and TWC had conversations with hundreds of education and business leaders in each region and across the state. Their findings and recommendations will be discussed at the Texas Education and Workforce Summit on Sept. 19-20 and will result in a detailed report to Gov. Abbott later this year.

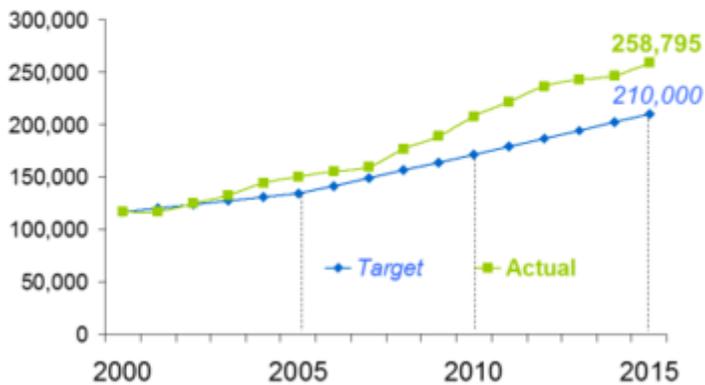
**Kelly Carper Polden | Assistant Director of Communications | External Relations
Ramona Reeves | Writer/Editor | Academic Planning and Policy**

Final *Closing the Gaps* Report Shows Majority of Goals and Targets Met

The final progress report shows Texas met the majority of the goals and targets of the state's 15-year higher education plan, *Closing the Gaps by 2015* (CTG or *Closing the Gaps*). The report will be presented to board members of the Texas Higher Education Coordinating Board (THECB) for consideration of approval on July 21, 2016. The agency's new 15-year plan, *60x30TX*, will build on the successes achieved in *Closing the Gaps*.

During *Closing the Gaps*, the state increased the number of undergraduate awards every year of the plan, and by FY 2015, the state exceeded the final target by nearly 49,000 awards, or 23 percent. Texas surpassed six of the nine other targets included in the CTG success goal, mostly by wide margins. Teacher certification numbers (total and math/science) did not recover from declines in 2012 (due to poor economic conditions) to reach final targets – and STEM (science, technology, engineering, and mathematics) awards fell more than 5,000 short of the final target of 29,000, despite having the largest annual increase in FY 2015.

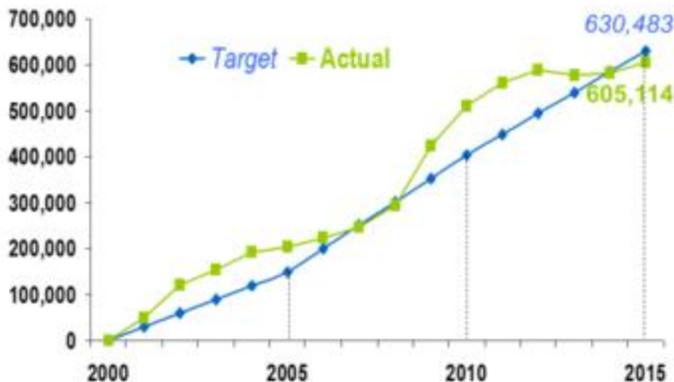
Bachelor's Degrees, Associate Degrees, and Certificates Awarded by Public, Independent, and Career Institutions



Texas public, independent, and career institutions enrolled almost 1,644,000 students in fall 2015, approximately 605,000 more than in fall 2000. That increase was fewer than the revised target of 630,000 additional students set from 500,000 by the THECB in 2006 for its participation goal, but it was an impressive 96 percent of the targeted increase.

African Americans stood out as the only major ethnic group that reached its participation target, exceeding it by about 46,000 students, with a fall 2015 enrollment of more than 110,000. Hispanics have increased their enrollment every year since fall 2000, but despite nearly 330,000 more enrollees in fall 2015 than in 2000, they ended approximately 109,000 students below the 2015 target. White enrollment, after dropping for six consecutive years through 2015, was 70,000 students short of the final CTG target.

Total Enrollment Growth since Fall 2000 at Public, Independent, and Career Institutions



Related to the CTG excellence goal, The University of Texas at Austin (UT-Austin) tied for No. 1 as a top American research university for the second consecutive year, based on data from the Center for Measuring University Performance (CMUP). The Center for World University Rankings corroborated UT-Austin's excellence by ranking it the 7th best public university in the U.S., and the Times Higher Education World University Rankings gave UT-Austin a No. 10 ranking nationally. Texas A&M University (TAMU) placed in the top 30 of those three organizations' rankings, but no other Texas public university did. The CTG excellence goal aimed at having at least four institutions in the top 30.

Other excellence targets were met, however, including 2nd and 3rd place rankings for The University of Texas Southwestern Medical Center and The University of Texas M.D. Anderson Cancer Center, respectively, based on CMUP data for public medical and specialized research universities. *U.S. News and World Report* recognized outstanding graduate programs at several universities, including petroleum engineering and business accounting at UT-Austin (both No. 1 among public and independent institutions), petroleum engineering at TAMU (tied for No. 2), and health care law at the University of Houston (tied for No. 2).

The state did not meet the fourth goal: increasing public and independent higher education institutions' science and engineering R&D obligations to 6.5 percent of the U.S. total. The share was just 5.0 percent in FY 2014, less than in FY 2000, when it was 5.3 percent. However, the state receives substantially more than it did in total research dollars – \$1.36 billion, up from \$835 million in 1998.

Overall, the accomplishments made in pursuit of the goals and targets in *Closing the Gaps* are a big step forward for higher education in Texas and will play a significant role in the future success of *60x30TX*.

Doug Bond | Program Director | Strategic Planning and Funding

Student Success Stories and Technical Assistance Highlight Accelerate TX Summer Institute



(Top row, left to right) Linda Muñoz (THECB) and Maria G. Jones (Foster Care to Success) with Accelerate TX graduates Leticia Rodriguez of College of the Mainland, Ilana Skinner of Galveston College, and Levi Patton of Brazosport College

A total of 26 public two-year colleges with Accelerate TX programs met in Galveston on May 25-27 for the Summer Technical Assistance Institute. The event focused on technical assistance for strengthening program design and implementation; addressing common issues affecting program progress, performance, and impact; and sharing data and information about strategies that are producing positive results for students. The event also celebrated student successes. Each college arrived in Galveston with a three- to seven-member team that represented campus partners in student support services, workforce education, continuing education, financial aid, and adult and/or developmental education. Many colleges also were joined by community and workforce representatives, including employers that hire Accelerate TX graduates, staff from workforce solutions centers, and representatives from social service entities. College of the Mainland (COM) and Houston

Community College (Houston CC) hosted the institute in partnership with Texas Higher Education Coordinating Board (THECB).

The two-day event included three panel discussions and 12 breakout sessions. THECB Director of Developmental and Adult Education, Dr. Suzanne Morales-Vale, moderated a panel of Houston-area college leaders who talked about the impact of Accelerate TX on student success and completion at their colleges and across their communities. Panel participants included Dr. Kimberly Beatty, Vice Chancellor of Instruction at Houston CC; Dr. Pam Millsap, Vice President of Instruction at COM; Anne Bartlett, Vice President, Industry and Community Resources at Brazosport College (Brazosport); Dr. Allatia Harris, Vice Chancellor of Strategic Initiatives and Workforce Development at San Jacinto College (San Jacinto); and Ruby Salinas, Coordinator of Special Projects at Pasadena ISD.

Two other panels focused on employer engagement with the colleges implementing Accelerate TX and on first-person narratives from graduates of Accelerate TX. George Grainger, Senior Director of Strategic Partnership for the Texas A&M Foundation, moderated the employer panel that included Greg Barrows, Senior Vice President/Director of Customer Service Operations at Wells Fargo Call Center; Sal Mellado, Workforce Development Manager at Performance Contractors; and JD Taliafero, Jr., Director of Applied Technologies and Trades at San Jacinto Community College. Panelists discussed the need for engaging adult learners in high-demand, middle-skill employment opportunities in their region and the role of the college in preparing students for the expectations of employers.

Maria G. Jones of Foster Care to Success moderated the panel of Accelerate TX graduates. Panel members shared educational and life experiences, including why they left high school and how they found and succeeded in an Accelerate TX program. Joshua Calvert and Ilana Skinner of Galveston College, Levi Patton of Brazosport, and Leticia Rodriguez of COM earned their secondary credentials and workforce certificates. They spoke not only about finding jobs after completing their programs but also about their future careers. All are continuing their college education, with two completing a level 1 certificate in May 2016 and one enrolling in a vocational nursing program at COM.

Josh Hayes at COM and Dr. LaShondia McNeal at Houston CC managed the logistics for this event. For more information about Accelerate TX and copies of posted presentations from the institute, visit <http://www.thecb.state.tx.us/acceleratetx>.

Linda Muñoz | Program Director | College Readiness and Success

Eleven Pre-Proposals Invited to Apply for 2016-17 Perkins Leadership Grants

Texas Perkins State Leadership Grants provide funding for innovative projects for community and technical colleges. This support brings career and technical education concepts to light and provides a platform for funding and evaluating these models. Each year, with allowable funding, the Texas Higher Education Coordinating Board (THECB) offers eligible Texas community, technical, and two-year state colleges the opportunity to apply for Perkins Leadership Grant funding.

For the 2016-2017 funding period, the priority is innovative career and technical education projects that include Professional Development, Educational Partnerships, Pedagogy, Special Populations, Nontraditional Projects, and Statewide Evaluation needs. Of more than 20 pre-proposals submitted for new projects, 11 were invited to apply. Those applications are still under review. Selected awardees will be able to begin their efforts on September 1.

The outcomes of funded projects are presented to the THECB and other groups at various state and national events. Many of these projects become the impetus for advancing areas in career and technical education. Texas Perkins State Leadership Grant Projects awarded to date can be found on the THECB's Perkins webpage at www.thecb.state.tx.us/perkins.

Elizabeth Steele | Program Director | Academic Quality and Workforce

Focus on 60x30TX

Each APP newsletter includes a Q&A about *60x30TX* with a staff member at the Texas Higher Education Coordinating Board. This month's Q&A is with David Young, Senior Program Director in Strategic Planning and Funding. Notably, Young wrote the preamble to *60x30TX*. In this issue, we are focusing on the following [text](#) (p. 9):

Higher education also increases knowledge and skills and results in greater individual marketability, wealth, and self-reliance, which reduces dependence on public programs. As college completions increase, wages go up and state tax revenues go up (Figure 5), leading to a reduction in public expenditures in areas such as Medicaid and corrections. Individuals with postsecondary degrees and credentials are less likely to need public assistance programs or to enter the correctional system.

Throughout the 15 years of the plan, the benefits of educating more students will increasingly exceed state expense. Headlines about student loan debt often fail to acknowledge those benefits or the skills graduates gain in college – all of which provide a boon to the state's economy.

These paragraphs speak to how individuals and the state benefit from investing in higher education. Aside from reducing dependence on public programs, in what other ways will the state benefit if more of its citizens get a certificate or degree after high school?

DY: The plan lists many of the benefits of completion. I'll highlight several of them. My dad did the same job all of his life. That doesn't happen very often today. Jobs change as new technologies are developed. For example, when I got my first car, mechanics turned wrenches in greasy garages. Today, they analyze data from high-tech diagnostic equipment in garages that look like operating rooms. How did they upgrade their skills? Many of them earned certificates or associate degrees at community colleges. Technology doesn't just change jobs; sometimes it eliminates them. When it does, displaced workers can prepare for new careers at two- and four-year institutions. Retraining older adults helps the state, which is why it's an important part of *60x30TX*.

Many people go to college to learn the skills they need for a good-paying job, but while they're there, they learn other important things too. For example, they learn to understand the opinions of others, to be good stewards of our natural resources, to make better decisions about their health, and to be civic minded. Regarding the latter, they are more likely to do community service, to vote, to contact elected officials about issues that are important to them, and to run for public office. The economic and non-economic benefits of a college education are immense. That's why *60x30TX* is so important, and why we should all leave work every day feeling good about our contribution.

The second paragraph claims that benefits of higher education will exceed state expense. Is state expense the same as state funding? How will the benefits exceed expense and why?

DY: For this purpose, state expense and state funding are the same. State revenue, however, includes more than state and local taxes. It also includes savings on Medicaid and corrections, since college graduates are less likely to be on Medicaid and less likely to be incarcerated. Initially, expenses will exceed revenues, because of the up-front cost of educating students. When students become completers and find jobs, they will buy more goods and

services, which will generate additional sales tax revenue for the state, and they will pay more property taxes. These tax revenues, along with the savings on Medicaid and corrections, are projected to exceed expenses starting in 2024. In 2030, which is the last year of the plan, revenues are expected to exceed expenses by \$2 billion dollars, which will be a great return on the state's investment.

Most Recent Reports and Presentations Available on THECB's Website

The list of the most recent reports written by agency staff or related to agency work are available on the THECB's website at http://www.thecb.state.tx.us/reports/Reports_recent.cfm#Recent. The most recently uploaded documents include an overview document on tuition deregulation, presentations from the Accelerate TX Summer Institute, and the THECB's Agency Strategic Plan.

The most requested reports appear on the same web page and will be updated in the coming months. For more information about obtaining reports, contact Kelly Carper Polden in External Relations at 512-427-6119 or Kelly.Polden@thecb.state.tx.us.

Ramona Reeves | Writer/Editor | Academic Planning and Policy

New Staff in Academic Planning and Policy

Jenna Cullinane Hege recently became the Deputy Assistant Commissioner for the division of Strategic Planning and Funding. Before joining the THECB, she was strategic policy lead for higher education at The Charles A. Dana Center at The University of Texas at Austin (UT-Austin) where she worked on the policy, evaluation, and scaling of accelerated approaches to developmental and entry-level college education. Jenna's recent research topics include time to degree, transfer, mathematics education, high-school-to-college transitions, developmental education, scaling educational innovations, and improving the success of underserved student populations in higher education. Previously, Jenna was special assistant to the president at the Institute for Higher Education Policy, a nonprofit organization dedicated to improving access and equity in higher education. She was a summer associate at Deloitte and Touche and a research assistant at Makerere University in Kampala, Uganda. Jenna earned her doctorate in public policy and her master's in public affairs from the LBJ School of Public Affairs at UT-Austin. She completed her bachelor's degree in legal studies and education at The University of California Berkeley.